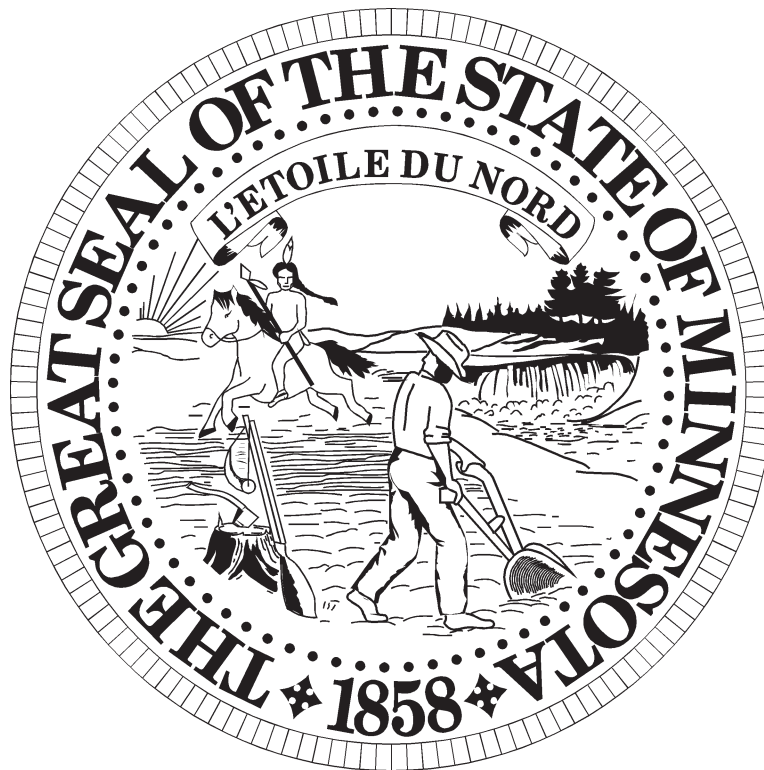


State of Minnesota

State Register



**Proposed, Adopted, & Expedited Rules; Executive Orders; Appointments;
Commissioners' Orders; Revenue Notices; Official Notices;
State Grants & Loans; State Contracts; Non-State Public Bids, Contracts & Grants**
Published every Monday (Tuesday when Monday is a holiday)

**Monday 29 October 2012
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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's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in *Minnesota Statutes*, Chapter 14, and *Minnesota Rules*, Chapter 1400. The *State Register* contains:

- Proposed Rules
- Adopted Rules
- Exempt Rules
- Expedited Rules
- Withdrawn Rules
- Vetoed Rules
- Executive Orders of the Governor
- Appointments
- Proclamations
- Commissioners' Orders
- Revenue Notices
- Official Notices
- State Grants and Loans
- Contracts for Professional, Technical and Consulting Services
- Non-state Public Bids, Contracts and Grants

Printing Schedule and Submission Deadlines

Vol. 37 Issue Number	PUBLISH DATE (BOLDFACE shows altered publish date)	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	Deadline for Proposed, Adopted and Exempt RULES
# 19	Monday 5 November	Noon Tuesday 30 October	Noon Wednesday 24 October
# 20	TUESDAY 13 NOVEMBER	Noon Tuesday 6 November	Noon Wednesday 31 October
# 21	Monday 19 November	Noon Tuesday 13 November	Noon Wednesday 7 November
# 22	Monday 26 November	Noon Tuesday 20 November	Noon Wednesday 14 November

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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. 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, but 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.

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 #40-52 inclusive, with final index (#1-52, or 53 in some years). 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, 660 Olive Street (one block east of I-35E and one block north of University Ave), St. Paul, MN 55155, phone: (612) 297-3000, or toll-free 1-800-657-3757. TTY relay service phone number: (800) 627-3529.

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Comments on Planned Rules or Rule Amendments. 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, and within 60 days of the effective date of any new statutory grant of required rulemaking.

Rules to be Adopted After a Hearing. After receiving comments and deciding to hold a public hearing on the rule, an agency drafts its rule. It then publishes its rules with a notice of hearing. All persons wishing to make a statement must register at the hearing. Anyone who wishes to submit written comments may do so at the hearing, or within five working days of the close of the hearing. Administrative law judges may, during the hearing, extend the period for receiving comments up to 20 calendar days. For five business days after the submission period the agency and interested persons may respond to any new information submitted during the written submission period and the record then is closed. The administrative law judge prepares a report within 30 days, stating findings of fact, conclusions and recommendations. After receiving the report, the agency decides whether to adopt, withdraw or modify the proposed rule based on consideration of the comments made during the rule hearing procedure and the report of the administrative law judge. The agency must wait five days after receiving the report before taking any action.

Rules to be Adopted Without a Hearing. Pursuant to *Minnesota Statutes* § 14.22, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing. An agency must first solicit **Comments on Planned Rules or Comments on Planned Rule Amendments** from the public. The agency then publishes a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. 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*.

KEY: Proposed Rules - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

Minnesota Department of Commerce

Proposed Permanent Rules Governing Life Insurance; Actuarial Opinion and Memorandum

NOTICE OF INTENT TO ADOPT RULES WITHOUT A PUBLIC HEARING

Proposed Amendment to Rules Governing the Regulation of Actuarial Opinion and Memorandum, *Minnesota Rules*, chapter 2711; Revisor's ID Number 03944

Introduction. The Department of Commerce intends to adopt rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. You may submit written comments on the proposed rules and may also submit a written request that a hearing be held on the rules until November 30, 2012.

Agency Contact Person. You must submit comments or questions on the rules and written requests for a public hearing to the agency contact person. The agency contact person is: Susan Bergh at the Minnesota Department of Commerce, 85 - 7th Place East, Suite 500, St. Paul, Minnesota 55101, phone: (651) 296-8458, e-mail to rules.commerce@state.mn.us. TTY users may call the Department of Commerce at (651) 296-2860.

Subject of Rules and Statutory Authority. The proposed rules are updating the guidelines and standards to be followed by life insurance companies for statements of actuarial opinion and supporting memoranda submitted in accordance with *Minnesota Statutes*, section 61A.25, *Minnesota's Standard Valuation Law*. The statutory authority to adopt the rules is *Minnesota Statutes*, sections 61A.25 and 45.023. A copy of the proposed rules is published in the *State Register* and attached to this notice as mailed.

Comments. You have until 4:30 p.m. on November 30, 2012, to submit written comment in support of or in opposition to the proposed rules and any part or subpart of the rules. Your comment must be in writing and the agency contact person must receive it by the due date. The Department encourages comment. Your comment should identify the portion of the proposed rules addressed and the reason for the comment. You are encouraged to propose any change desired. You must also make any comments about the legality of the proposed rules during this comment period.

Request for a Hearing. In addition to submitting comments, you may also request that the Department hold a hearing on the rules. Your request must be in writing and the agency contact person must receive it by 4:30 p.m. on November 30, 2012. Your written request for a public hearing must include your name and address. You must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the agency cannot count

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it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the proposed rules.

Withdrawal of Requests. If 25 or more persons submit a valid written request for a hearing, the Department will hold a public hearing unless a sufficient number withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the agency must give written notice of this to all persons who requested a hearing, explain the actions the agency took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the agency will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

Alternative Format. Upon request, the Department can make this Notice 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 or telephone number listed above.

Modifications. The Department may modify the proposed rules as a result of public comment. The modifications must be supported by comments and information submitted to the agency, and the adopted rules may not be substantially different than these proposed rules, unless the agency follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Department encourages you to participate in the rulemaking process.

Statement of Need and Reasonableness. The statement of need and reasonableness contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the agency contact person. You may review, or obtain copies at the cost of reproduction, by contacting the agency contact person.

Lobbyist Registration. *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions about this requirement to the Campaign Finance and Public Disclosure Board at: Suite 190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone: (651) 296-5148 or 1-800-657-3889.

Adoption and Review of Rules. If no hearing is required, the agency may adopt the rules after the end of the comment period. The agency will then submit the rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date the Department submits the rules to the office. 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.

Dated: 17 October 2012

Michael Rothman, Commissioner
Department of Commerce

2711.0200 SCOPE.

This chapter applies to all life insurance companies and fraternal benefit societies doing business in this state and to all life insurance companies and fraternal benefit societies that are authorized to reinsure life insurance, annuities, or accident and health insurance business in this state. This chapter must be applied in a manner that allows the appointed actuary to use professional judgment in performing the asset analysis and developing the actuarial opinion and supporting memoranda, consistent with relevant actuarial standards of practice. However, the commissioner may specify specific methods of actuarial analysis and actuarial assumptions when, in the commissioner's judgment, these specifications are necessary for an acceptable opinion to be rendered relative to the adequacy of reserves and related items.

A statement of opinion on the adequacy of the reserves and related actuarial items based on an asset adequacy analysis in accordance with part 2711.0230, and a memorandum in support thereof in accordance with part 2711.0240, shall be required each year.

2711.0210 DEFINITIONS.

Subpart 1. **Scope.** For purposes of this chapter, the terms in this part have the meanings given them.

Subp. 2. **Actuarial opinion.** "Actuarial opinion" means the opinion of an appointed actuary regarding the adequacy of the reserves and related actuarial items based on an asset adequacy analysis according to part 2711.0230 and with applicable Actuarial Standards of Practice.

Subp. 3. **Actuarial Standards Board.** "Actuarial Standards Board" means the board established by the American Academy of

Proposed Rules

Actuaries to develop and adopt standards of actuarial practice.

Subp. 4. **Annual statement.** “Annual statement” means the statement required by *Minnesota Statutes*, section 60A.13, of the insurance law to be filed by the company with the commissioner annually.

Subp. 5. **Appointed actuary.** “Appointed actuary” means an individual who is appointed or retained in accordance with part 2711.0220, subpart 3, to provide the actuarial opinion and supporting memorandum as required by *Minnesota Statutes*, section 61A.25, subdivision 2a.

Subp. 6. **Asset adequacy analysis.** “Asset adequacy analysis” means an analysis that meets the standards and other requirements in part 2711.0220, subpart 4.

Subp. 7. **Commissioner.** “Commissioner” means the commissioner of commerce.

Subp. 8. **Company.** “Company” means a life insurance company, fraternal benefit society, or reinsurer subject to the provisions of this chapter.

Subp. 9. **Qualified actuary.** “Qualified actuary” means an individual who meets the requirements in part 2711.0220, subpart 2.

2711.0220 GENERAL REQUIREMENTS.

Subpart 1. Submission of Statement of Actuarial Opinion.

A. There is to be included on or attached to page 1 of the annual statement for each year the statement of an appointed actuary, entitled, “Statement of Actuarial Opinion,” setting forth an opinion relating to reserves and related actuarial items held in support of policies and contracts, in accordance with part 2711.0230.

B. Upon written request by the company, the commissioner may grant an extension of the date for submission of the Statement of Actuarial Opinion.

Subp. 2. Qualified actuary. A qualified actuary is an individual who:

A. is a member in good standing of the American Academy of Actuaries;

B. is qualified to sign statements of actuarial opinion for life and health insurance company annual statements in accordance with the American Academy of Actuaries qualification standards for actuaries signing such statements;

C. is familiar with the valuation requirements applicable to life and health insurance companies;

D. has not been found by the commissioner, or if so found has subsequently been reinstated as a qualified actuary, following appropriate notice and hearing, to have:

(1) violated any provision of, or any obligation imposed by, the insurance law or other law in the course of the individual’s dealings as a qualified actuary;

(2) been found guilty of fraudulent or dishonest practices;

(3) demonstrated the individual’s incompetency, lack of cooperation, or untrustworthiness to act as a qualified actuary;

(4) submitted to the commissioner during the past five years, pursuant to this chapter, an actuarial opinion or memorandum that the commissioner rejected because it did not meet the provisions of this chapter including standards set by the Actuarial Standards Board; or

(5) resigned or been removed as an actuary within the past five years as a result of acts or omissions indicated in any adverse report on examination or as a result of failure to adhere to generally acceptable actuarial standards; and

E. has not failed to notify the commissioner of any action taken by any commissioner of any other state similar to that under item D.

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Subp. 3. **Appointed actuary.** An appointed actuary is a qualified actuary who is appointed or retained by the board of directors to prepare the Statement of Actuarial Opinion required by this chapter. The company shall give the commissioner timely written notice of the name and title of each person appointed or retained by the company as an appointed actuary and shall state in the notice that the person meets the requirements in subpart 2. In the case of a consulting actuary, the company shall include the name of the firm in the notice. Once notice is furnished, no further notice is required with respect to this person, provided that the company gives the commissioner timely written notice in the event the actuary ceases to be appointed or retained as an appointed actuary or to meet the requirements in subpart 2. If any person appointed or retained as an appointed actuary replaces a previously appointed actuary, the notice must so state and give the reasons for replacement.

Subp. 4. **Standards for asset adequacy analysis.** The asset adequacy analysis required by this chapter:

A. must conform to the Standards of Practice as adopted from time to time by the Actuarial Standards Board and on any additional standards under this chapter, which standards are to form the basis of the Statement of Actuarial Opinion in accordance with this chapter; and

B. must be based on methods of analysis as are deemed appropriate for such purposes by the Actuarial Standards Board.

Subp. 5. **Liabilities to be covered.**

A. Under authority of *Minnesota Statutes*, section 61A.25, subdivision 2a, the Statement of Actuarial Opinion applies to all in force business on the statement date, whether directly issued or assumed, regardless of when or where issued. For example, reserves of Exhibits 5, 6, and 7, and claim liabilities in Exhibit 8, Part 1, and equivalent items in the separate account statement or statements.

B. If the appointed actuary determines as the result of asset adequacy analysis that a reserve should be held in addition to the aggregate reserve held by the company and calculated in accordance with methods in *Minnesota Statutes*, section 61A.25, the company shall establish the additional reserve.

C. Additional reserves established under item B and deemed not necessary in subsequent years may be released. Any amounts released must be disclosed in the actuarial opinion for the applicable year. The release of reserves would not be deemed an adoption of a lower standard of valuation.

2711.0230 STATEMENT OF ACTUARIAL OPINION BASED ON AN ASSET ADEQUACY ANALYSIS.

Subpart 1. **General description.** The Statement of Actuarial Opinion submitted in accordance with this part consists of:

A. a paragraph identifying the appointed actuary and the actuary's qualifications;

B. a scope paragraph identifying the subjects on which an opinion is to be expressed and describing the scope of the appointed actuary's work, including a tabulation delineating the reserves and related actuarial items that have been analyzed for asset adequacy and the method of analysis, and identifying the reserves and related actuarial items covered by the opinion that have not been so analyzed;

C. a reliance paragraph describing those areas, if any, where the appointed actuary has deferred to other experts in developing data, procedures or assumptions, for example, anticipated cash flows from currently owned assets, including variation in cash flows according to economic scenarios, supported by a statement of each expert in the form prescribed by subpart 5;

D. an opinion paragraph expressing the appointed actuary's opinion with respect to the adequacy of the supporting assets to mature the liabilities; and

E. one or more additional paragraphs as needed in individual company cases as follows:

(1) if the appointed actuary considers it necessary to state a qualification of the actuary's opinion;

(2) if the appointed actuary must disclose an inconsistency in the method of analysis or basis of asset allocation used at the prior opinion date with that used for this opinion;

(3) if the appointed actuary must disclose whether additional reserves as of the prior opinion date are released as of this opinion date, and the extent of the release; or

(4) if the appointed actuary chooses to add a paragraph briefly describing the assumptions that form the basis for the actuarial

opinion.

Subp. 2. **Recommended language.** Items A to F are included in the Statement of Actuarial Opinion in accordance with this part. Language is that which in typical circumstances should be included in a Statement of Actuarial Opinion. The language may be modified as needed to meet the circumstances of a particular case, but the appointed actuary should use language that clearly expresses professional judgment. However, in any event the opinion must retain all pertinent aspects of the language provided in this part.

A. The opening paragraph should generally indicate the appointed actuary’s relationship to the company and qualifications to sign the opinion. For a company actuary, the opening paragraph of the actuarial opinion should include a statement such as: “I, [name], am [title] of [insurance company name] and a member of the American Academy of Actuaries. I was appointed by, or by the authority of, the Board of Directors of the insurer to render this opinion as stated in the letter to the commissioner dated [insert date]. I meet the Academy qualification standards for rendering the opinion and am familiar with the valuation requirements applicable to life and health insurance companies.”

For a consulting actuary, the opening paragraph should include a statement such as:

“I, [name], a member of the American Academy of Actuaries, am associated with the firm of [name of consulting firm]. I have been appointed by, or by the authority of, the Board of Directors of [name of company] to render this opinion as stated in the letter to the commissioner dated [insert date]. I meet the Academy qualification standards for rendering the opinion and am familiar with the valuation requirements applicable to life and health insurance companies.”

B. The scope paragraph should include a statement such as: “I have examined the actuarial assumptions and actuarial methods used in determining the reserves and related actuarial items listed below, as shown in the annual statement of the company, as prepared for filing with the state regulatory officials, as of December 31, 20... Tabulated below are those reserves and related actuarial items that have been subjected to asset adequacy analysis.”

Asset Adequacy Tested Amounts—Reserves and Liabilities					
Statement Item	Formula Reserves (1)	Additional Actuarial Reserves (a) (2)	Analysis Method (b)	Other Amount (3)	Total Amount (1)+(2)+(3) (4)
Exhibit 5					
Life Insurance					
Annuities					
Supplementary Contracts Involving Life Contingencies					
Accidental Death Benefit					
Disability— Active					
Disability— Disabled					
Miscellaneous					
Total Exhibit 5					

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Exhibit 6					
Active Life Reserve					
Claim Reserve					
Total Exhibit 6					
Exhibit 7					
Guaranteed Interest Contracts					
Annuities Certain					
Supplemental Contracts					
Dividend Accumulations or Refunds					
Premium and Other Deposit Funds					
Total Exhibit 7					
Exhibit 8 Part 1					
Life					
Health					
Total Exhibit 8, Part 1					
Separate Accounts (Page 3 of the Annual Statement of the Separate Accounts, Lines 1 and 2)					
TOTALRESERVES					

IMR (General Account, Page Line)	
(Separate Accounts, Page Line)	
AVR (Page Line) (c)	
Net Deferred and Uncollected Premium	

Notes:

(a) The additional actuarial reserves are the reserves established under part 2711.0220, subpart 5, item B.

(b) The appointed actuary should indicate the method of analysis, determined in accordance with the standards for asset adequacy analysis referred to in part 2711.0220, subpart 4, by means of symbols that should be defined in footnotes to the table.

(c) Allocated amount of Asset Valuation Reserve (AVR)

C. If the appointed actuary has relied on other experts to develop certain portions of the analysis, the reliance paragraph should include a statement such as:

“I have relied on [name], [title] for [e.g., “anticipated cash flows from currently owned assets, including variations in cash flows according to economic scenarios” or “certain critical aspects of the analysis performed in conjunction with forming my opinion”], as certified in the attached statement. I have reviewed the information relied upon for reasonableness.”

A statement of reliance on other experts should be accompanied by a statement by each of the experts in the form prescribed by part 2711.0230, subpart 5.

D. If the appointed actuary has examined the underlying asset and liability records, the reliance paragraph should include a statement such as:

“My examination included a review of the actuarial assumptions and actuarial methods and of the underlying basic asset and liability records and tests of the actuarial calculations I considered necessary. I also reconciled the underlying basic asset and liability records to [exhibits and schedules listed as applicable] of the company’s current annual statement.”

E. If the appointed actuary has not examined the underlying records, but has relied upon data, for example, listings and summaries of policies in force or asset records, prepared by the company, the reliance paragraph should include a statement such as:

“In forming my opinion on [specify types of reserves], I relied upon data prepared by [name and title of company officer certifying in force records or other data] as certified in the attached statements. I evaluated that data for reasonableness and consistency. I also reconciled that data to [exhibits and schedules to be listed as applicable] of the company’s current annual statement. In other respects, my examination included review of the actuarial assumptions and actuarial methods used and tests of the calculations I considered necessary.”

The section must be accompanied by a statement by each person relied upon in the form prescribed by subpart 5.

F. The opinion paragraph should include a statement such as: “In my opinion the reserves and related actuarial values concerning the statement items identified above:

(1) are computed in accordance with presently accepted actuarial standards consistently applied and are fairly stated, in accordance with sound actuarial principles;

(2) are based on actuarial assumptions that produce reserves at least as great as those called for in any contract provision as to reserve basis and method, and are in accordance with all other contract provisions;

(3) meet the requirements of the Insurance Law and regulations of the state of [state of domicile], and are at least as great as the minimum aggregate amounts required by the state in which this statement is filed;

(4) are computed on the basis of assumptions consistent with those used in computing the corresponding items in the annual statement of the preceding year-end (with any exceptions noted below); and

(5) include provision for all actuarial reserves and related statement items which ought to be established. The reserves and related items, when considered in light of the assets held by the company with respect to such reserves and related actuarial items including, but not limited to, the investment earnings on the assets, and the considerations anticipated to be received and retained under the policies and contracts, make adequate provision, according to presently accepted actuarial standards of practice, for the anticipated cash flows required by the contractual obligations and related expenses of the company. (At the discretion of the commissioner, this language may be omitted

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for an opinion filed on behalf of a company doing business only in this state and in no other state.) The actuarial methods, considerations, and analyses used in forming my opinion conform to the appropriate Standards of Practice as promulgated by the Actuarial Standards Board, which standards form the basis of this statement of opinion. This opinion is updated annually as required by statute. To the best of my knowledge, there have been no material changes from the applicable date of the annual statement to the date of the rendering of this opinion which should be considered in reviewing this opinion, or The following material changes which occurred between the date of the statement for which this opinion is applicable and the date of this opinion should be considered in reviewing this opinion: (Describe the change or changes.) Note: Choose one of the above two paragraphs, whichever is applicable. The impact of unanticipated events subsequent to the date of this opinion is beyond the scope of this opinion. The analysis of the asset adequacy portion of this opinion should be viewed recognizing that the company's future experience may not follow all the assumptions used in the analysis.

Signature of Appointed Actuary

Address of Appointed Actuary

Telephone Number of Appointed Actuary

Date”

Subp. 3. Assumptions for new issues. The adoption for new issues or new claims or other new liabilities of an actuarial assumption that differs from a corresponding assumption used for prior new issues or new claims or other new liabilities is not a change in actuarial assumptions within the meaning of this part.

Subp. 4. Adverse opinions. If the appointed actuary is unable to form an opinion, then the actuary shall refuse to issue a Statement of Actuarial Opinion. If the appointed actuary's opinion is adverse or qualified, then the actuary shall issue an adverse or qualified actuarial opinion explicitly stating the reasons for the opinion. This statement should follow the scope paragraph and precede the opinion paragraph.

Subp. 5. Reliance on information furnished by other persons. If the appointed actuary relies on the certification of others on matters concerning the accuracy or completeness of any data underlying the actuarial opinion, or the appropriateness of any other information used by the appointed actuary in forming the actuarial opinion, the actuarial opinion should indicate the persons the actuary is relying upon and a precise identification of the items subject to reliance. In addition, the persons on whom the appointed actuary relies shall provide a certification that precisely identifies the items on which the person is providing information and a statement as to the accuracy, completeness, or reasonableness, as applicable, of the items. This certification must include the signature, title, company, address, and telephone number of the person rendering the certification, as well as the date on which it is signed.

Subp. 6. Alternate option.

A. Minnesota Statutes, section 61A.25, gives the commissioner broad authority to accept the valuation of a foreign insurer when that valuation meets the requirements applicable to a company domiciled in this state in the aggregate. As an alternative to the requirements of subpart 2, item F, subitem (3), the commissioner may make one or more of the following additional approaches available to the opining actuary:

(1) A statement that the reserves “meet the requirements of the insurance laws and regulations of the state of [state of domicile] and the formal written standards and conditions of this state for filing an opinion based on the law of the state of domicile.” If the commissioner chooses to allow this alternative, a formal written list of standards and conditions must be made available. If a company chooses to use this alternative, the standards and conditions in effect on July 1 of a calendar year apply to statements for that calendar year, and they remain in effect until they are revised or revoked. If no list is available, this alternative is not available.

(2) A statement that the reserves “meet the requirements of the insurance laws and regulations of the state of [state of domicile] and I have verified that the company's request to file an opinion based on the law of the state of domicile has been approved and that any conditions required by the commissioner for approval of that request have been met.” If the commissioner chooses to allow this alternative, a formal written statement of the allowance shall be issued no later than March 31 of the year it is first effective. It shall remain valid until rescinded or modified by the commissioner. The rescission or modifications shall be issued no later than March 31 of the year they are first effective. Subsequent to that statement being issued, if a company chooses to use this alternative, the company shall file a request to do so, along with justification for its use, no later than April 30 of the year of the opinion to be filed. The request shall be deemed approved on October 1 of that year if the commissioner has not denied the request by that date.

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(3) A statement that the reserves “meet the requirements of the insurance laws and regulations of the state of [state of domicile] and I have submitted the required comparison as specified by this state.”

(a) If the commissioner chooses to allow this alternative, a formal written list of products, to be added to the table in unit (b), for which the required comparison must be provided will be published. If a company chooses to use this alternative, the list in effect on July 1 of a calendar year must apply to statements for that calendar year, and it remains in effect until it is revised or revoked. If no list is available, this alternative is not available.

(b) If a company desires to use this alternative, the appointed actuary shall provide a comparison of the gross nationwide reserves held to the gross nationwide reserves that would be held under codification standards of the National Association of Insurance Commissioners. Gross nationwide reserves are the total reserves calculated for the total company in force business directly sold and assumed, indifferent to the state in which the risk resides, without reduction for reinsurance ceded. The information provided must be at least:

(1) Product Type	(2) Death Benefit	(3) Reserves Held or Account Value	(4) Codification Reserves	(5) Codification Standards

(c) The information listed must include all products identified by either the state of filing or any other states subscribing to this alternative.

(d) If there is no codification standard for the type of product or risk in force or if the codification standard does not directly address the type of product or risk in force, the appointed actuary shall provide detailed disclosure of the specific method and assumptions used in determining the reserves held.

(e) The comparison provided by the company is to be kept confidential to the same extent and under the same conditions as the actuarial memorandum.

B. Notwithstanding item A, the commissioner may reject an opinion based on the laws and regulations of the state of domicile and require an opinion based on the laws of this state. If a company is unable to provide the opinion within 60 days of the request or other period of time determined by the commissioner after consultation with the company, the commissioner may contract an independent actuary at the company’s expense to prepare and file the opinion.

2711.0240 DESCRIPTION OF ACTUARIAL MEMORANDUM INCLUDING AN ASSET ADEQUACY ANALYSIS AND REGULATORY ASSET ADEQUACY ISSUES SUMMARY.

Subpart 1. Generally.

A. In accordance with *Minnesota Statutes*, section 61A.25, subdivision 2a, the appointed actuary shall prepare a memorandum to the company describing the analysis done in support of the actuary’s opinion regarding the reserves. The memorandum must be made available for examination by the commissioner upon request but must be returned to the company after examination and must not be considered a record of the Department of Commerce or subject to automatic filing with the commissioner.

B. In preparing the memorandum, the appointed actuary may rely on, and include as a part of the actuary’s own memorandum, memoranda prepared and signed by other actuaries who are qualified within the meaning of part 2711.0220, subpart 2, with respect to the areas covered in such memoranda, and so state in the memoranda.

C. If the commissioner requests a memorandum and no memorandum exists or if the commissioner finds that the analysis described in the memorandum fails to meet the standards of the Actuarial Standards Board or the standards and requirements of this chapter, the commissioner may designate a qualified actuary to review the opinion and prepare such supporting memorandum as is required for review. The reasonable and necessary expense of the independent review must be paid by the company but must be directed and controlled by the commissioner.

D. The reviewing actuary has the same status as an examiner for purposes of obtaining data from the company and the work papers and documentation of the reviewing actuary must be retained by the commissioner; provided, however, that any information provided by

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the company to the reviewing actuary and included in the work papers is considered material provided by the company to the commissioner and must be kept confidential to the same extent as is prescribed by law with respect to other material provided by the company to the commissioner pursuant to the statutes governing this chapter. The reviewing actuary must not be an employee of a consulting firm involved with the preparation of any prior memorandum or opinion for the insurer pursuant to this chapter for any one of the current year or the preceding three years.

E. In accordance with Minnesota Statutes, section 61A.25, subdivision 2a, the appointed actuary shall prepare a regulatory asset adequacy issues summary, the contents of which are specified in subpart 3. The regulatory asset adequacy issues summary must be submitted no later than March 15 of the year following the year for which a Statement of Actuarial Opinion based on asset adequacy is required. The regulatory asset adequacy issues summary is to be kept confidential to the same extent and under the same conditions as the actuarial memorandum.

Subp. 2. **Details of the memorandum section documenting asset adequacy analysis.** When an actuarial opinion is provided, the memorandum must demonstrate that the analysis has been done in accordance with the standards for asset adequacy referred to in part 2711.0220, subpart 4, and any additional standards under this chapter. It must specify:

A. for reserves:

(1) product descriptions including market description, underwriting, and other aspects of a risk profile and the specific risks the appointed actuary deems significant;

(2) source of liability in force;

(3) reserve method and basis;

(4) investment reserves;

(5) reinsurance arrangements;

(6) identification of any explicit or implied guarantees made by the general account in support of benefits provided through a separate account or under a separate account policy or contract and the methods used by the appointed actuary to provide for the guarantees in the asset adequacy analysis; and

(7) documentation of assumptions to test reserves for the following:

(a) lapse rates, both base and excess;

(b) interest crediting rate strategy;

(c) mortality;

(d) policyholder dividend strategy;

(e) competitor or market interest rate;

(f) annuitization rates;

(g) commissions and expenses; and

(h) morbidity.

The documentation of the assumptions must be such that an actuary reviewing the actuarial memorandum could form a conclusion as to the reasonableness of the assumptions;

B. for assets:

(1) portfolio descriptions, including a risk profile disclosing the quality, distribution, and types of assets;

- (2) investment and disinvestment assumptions;
- (3) source of asset data;
- (4) asset valuation bases; and
- (5) documentation of assumptions made for:
 - (a) default costs;
 - (b) bond call function;
 - (c) mortgage prepayment function;
 - (d) determining market value for assets sold due to disinvestment strategy; and
 - (e) determining yield on assets acquired through the investment strategy.

The documentation of the assumptions must be such that an actuary reviewing the actuarial memorandum could form a conclusion as to the reasonableness of the assumptions;

C. for the analysis basis:

- (1) methodology;
- (2) rationale for inclusion or exclusion of different blocks of business and how pertinent risks were analyzed;
- (3) rationale for degree of rigor in analyzing different blocks of business (include in the rationale the level of “materiality” that was used in determining how rigorously to analyze different blocks of business);
- (4) criteria for determining asset adequacy (include in the criteria the precise basis for determining if assets are adequate to cover reserves under “moderately adverse conditions” or other conditions as specified in relevant actuarial standards of practice); and
- (5) whether the impact of federal income taxes was considered and the method of treating reinsurance in the asset adequacy analysis;

D. summary of material changes in methods, procedures, or assumptions from prior year’s asset adequacy analysis;

E. summary of results; and

F. conclusions.

Subp. 3. Details of the regulatory asset adequacy issues summary.

A. The regulatory asset adequacy issues summary must include:

- (1) descriptions of the scenarios tested, including whether those scenarios are stochastic or deterministic, and the sensitivity testing done relative to those scenarios. If negative ending surplus results under certain tests in the aggregate, the actuary should describe those tests and the amount of additional reserve as of the valuation date which, if held, would eliminate the negative aggregate surplus values. Ending surplus values must be determined by either extending the projection period until the in-force and associated assets and liabilities at the end of the projection period are immaterial or by adjusting the surplus amount at the end of the projection period by an amount that appropriately estimates the value that can reasonably be expected to arise from the assets and liabilities remaining in force;
- (2) the extent to which the appointed actuary uses assumptions in the asset adequacy analysis that are materially different than the assumptions used in the previous asset adequacy analysis;
- (3) the amount of reserves and the identity of the product lines that had been subjected to asset adequacy analysis in the prior opinion but were not subject to analysis for the current opinion;

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(4) comments on any interim results that may be of significant concern to the appointed actuary. For example, the impact of the insufficiency of assets to support the payment of benefits and expenses and the establishment of statutory reserves during one or more interim periods;

(5) the methods used by the actuary to recognize the impact of reinsurance on the company's cash flows, including both assets and liabilities, under each of the scenarios tested; and

(6) whether the actuary has been satisfied that all options, whether explicit or embedded, in any asset or liability, including but not limited to those affecting cash flows embedded in fixed income securities, and equity-like features in any investments have been appropriately considered in the asset adequacy analysis.

B. The regulatory asset adequacy issues summary must contain the name of the company for which the regulatory asset adequacy issues summary is being supplied and must be signed and dated by the appointed actuary rendering the actuarial opinion.

Subp. 4. **Conformity to standards of practice.** The memorandum must include a statement: "Actuarial methods, considerations, and analyses used in the preparation of this memorandum conform to the appropriate Standards of Practice as promulgated by the Actuarial Standards Board, which standards form the basis for this memorandum."

Subp. 5. **Use of assets supporting interest maintenance reserve and asset valuation reserve.** An appropriate allocation of assets in the amount of the interest maintenance reserve (IMR), whether positive or negative, shall be used in any asset adequacy analysis. Analysis of risks regarding asset default may include an appropriate allocation of assets supporting the asset valuation reserve (AVR). The AVR assets may not be applied for any other risks with respect to reserve adequacy. Analysis of these and other risks may include assets supporting other mandatory or voluntary reserves available to the extent not used for risk analysis and reserve support.

The amount of the assets used for the AVR must be disclosed in the table of reserves and liabilities of the opinion and in the memorandum. The method used for selecting particular assets or allocated portions of assets must be disclosed in the memorandum.

Subp. 6. **Required interest scenarios.** For the purpose of performing the asset adequacy analysis required by this chapter, the qualified actuary shall follow standards adopted by the Actuarial Standards Board; nevertheless, the appointed actuary must consider in the analysis the effect of at least the following interest rate scenarios:

A. level with no deviation;

B. uniformly increasing over ten years at one-half percent per year and then level;

C. uniformly increasing at one percent per year over five years and then uniformly decreasing at one percent per year to the original level at the end of ten years and then level;

D. an immediate increase of three percent and then level;

E. uniformly decreasing over ten years at one-half percent per year and then level;

F. uniformly decreasing at one percent per year over five years and then uniformly increasing at one percent per year to the original level at the end of ten years and then level; and

G. an immediate decrease of three percent and then level.

For these and other scenarios which may be used, projected interest rates for a five-year treasury note need not be reduced beyond the point where such five-year treasury note yield would be at 50 percent of its initial level.

The beginning interest rates may be based on interest rates for new investments as of the valuation date similar to recent investments allocated to support the product being tested or be based on an outside index, such as treasury yields, of assets of the appropriate length on a date close to the valuation date. Whatever method is used to determine the beginning yield curve and associated interest rates should be specifically defined. The beginning yield curve and associated interest rates should be consistent for all interest rate scenarios.

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Subp. 7.Documentation. The appointed actuary shall retain on file, for at least seven years, sufficient documentation so that it will be possible to determine the procedures followed, the analyses performed, the bases for assumptions, and the results obtained.

REPEALER. *Minnesota Rules*, parts 2711.0020; 2711.0030; 2711.0040; 2711.0050; 2711.0060; 2711.0070; 2711.0080; 2711.0090; and 2711.0100, are repealed.

EFFECTIVE DATE; APPLICATION. *Minnesota Rules*, parts 2711.0200 to 2711.0240, are effective as provided in *Minnesota Statutes*, section 14.18, and apply to all annual statements filed with the Department of Commerce on or after that date.

Minnesota Department of Education (MDE)

Division of Academic Standards

Proposed Permanent Rules Relating to Social Studies Academic Standards

DUAL NOTICE: Notice of Intent to Adopt Rules Without a Public Hearing Unless 25 or More Persons Request a Hearing, And Notice of Hearing If 25 or More Requests For Hearing Are Received

Proposed Amendment to Rules Governing Social Studies Academic Standards, *Minnesota Rules*, 3501.1300-3501.1345

Introduction

The Department of Education intends to adopt rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. If, however, 25 or more persons submit a valid written request for a hearing on the rules by 4:30 p.m. on Friday, November 30, 2012 the Department will hold a public hearing in room CC-15, Minnesota Department of Education, 1500 Highway 36 West, Roseville, Minnesota, 55113, starting at 9:00am on Thursday, December 20, 2012. To find out whether the Department will adopt the rules without a hearing or if it will hold the hearing, you should contact the agency contact person after Friday, November 30, 2012 and before Thursday, December 20, 2012.

Agency Contact Person

Submit any comments or questions on the rules or written requests for a public hearing to the agency contact person. The agency contact person is: Kerstin Forsythe Hahn at the Department of Education, 1500 Highway 36 West, Roseville, Minnesota, 55113, phone: (651) 582-8583, e-mail: Kerstin.forsythe@state.mn.us. TTY users may call the Department of Education at (651) 582-8201.

Subject of Rules and Statutory Authority

The proposed rules are about the Social Studies academic standards. The statutory authority to adopt the rules is *Minnesota Statutes*, section 120B.02. A copy of the proposed rules is published in the *State Register* and attached to this notice as mailed.

Comments

You have until 4:30 p.m. on Friday, November 30, 2012, to submit written comment in support of or in opposition to the proposed rules or any part or subpart of the rules. Your comment must be in writing and received by the agency contact person by the due date. Comments are encouraged. Your comments should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed. You are encouraged to propose any change that you desire. You must also make any comments about the legality of the proposed rules during this comment period.

Request for a Hearing

In addition to submitting comments, you may also request that the Department hold a hearing on the rules. You must make your request for a public hearing in writing, which the agency contact person must receive by 4:30 p.m. on Friday, November 30, 2012. You must include your name and address in your written request. In addition, you must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the agency cannot count it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the proposed rules.

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Withdrawal of Requests

If 25 or more persons submit a valid written request for a hearing, the Department will hold a public hearing unless a sufficient number of persons withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the agency must give written notice of this to all persons who requested a hearing, explain the actions the agency took to affect the withdrawal, and ask for written comments on this action. If a public hearing is required, the agency will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

Alternative Format/Accommodation

Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the agency contact person at the address or telephone number listed above.

Modifications

The Department may modify the proposed rules, either as a result of public comment or as a result of the rule hearing process. It must support modifications by data and views submitted to the agency or presented at the hearing. The adopted rules may not be substantially different than these proposed rules unless the Department follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Department encourages you to participate in the rulemaking process.

Cancellation of Hearing

The Department will cancel the hearing scheduled for Thursday, December 20, 2012, if the agency does not receive valid requests for a hearing from 25 or more persons. If you requested a public hearing, the agency will notify you before the scheduled hearing whether the hearing will be held. You may also call the agency contact person at (651) 582-8583 after Friday, November 30, 2012 to find out whether the hearing will be held.

Notice of Hearing

If 25 or more persons submit valid written requests for a public hearing on the rules, the Department will hold a hearing following the procedures in *Minnesota Statutes*, sections 14.131 to 14.20. The Department will hold the hearing on the date and at the time and place listed above. The hearing will continue until all interested persons have been heard. Administrative Law Judge Barbara Nielson is assigned to conduct the hearing. Judge Nielson can be reached at the Office of Administrative Hearings, 600 North Robert Street, P.O. Box 64620, Saint Paul, Minnesota 55164-0620, **telephone:** (651) 361-7845, and **fax:** (651) 361-7936.

Hearing Procedure

If the Department holds a hearing, you and all interested or affected persons, including representatives of associations or 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 hearing record closes. All evidence presented should relate to the proposed rules. 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. At the hearing the Administrative Law Judge may order that this five-day comment period is extended for a longer period but not more than 20 calendar days. Following the comment period, there is a five-working-day rebuttal period when the agency and any interested person may respond in writing to any new information submitted. No one may submit additional evidence during the five-day rebuttal period. The Office of Administrative Hearings must receive all comments and responses submitted to the Administrative Law Judge 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. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20. You may direct questions about the procedure to the Administrative Law Judge.

The agency requests that any person submitting written views or data to the Administrative Law Judge before the hearing or during the comment or rebuttal period also submit a copy of the written views or data to the agency contact person at the address stated above.

Statement of Need and Reasonableness

The statement of need and reasonableness summarizes the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the agency contact person. You may review or obtain copies for the cost of reproduction by contacting the agency contact person. The SONAR is also available on the department website at: <http://education.state.mn.us/MDE/Welcome/Rule/ActiveRule/SocStudies/index.html>.

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Lobbyist Registration

Minnesota Statutes, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. Ask any questions about this requirement of the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, **telephone:** (651) 296-5148 or 1-800-657-3889.

Adoption Procedure if No Hearing

If no hearing is required, the agency may adopt the rules after the end of the comment period. The Department will submit the rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date the rules are submitted to the office. If you want either to receive notice of this, to receive a copy of the adopted rules, or to register with the agency to receive notice of future rule proceedings, submit your request to the agency contact person listed above.

Adoption Procedure After a Hearing

If a hearing is held, after the close of the hearing record, the Administrative Law Judge will issue a report on the proposed rules. You may ask to be notified of the date that the Administrative Law Judge's report will become available, and 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 that the agency adopts the rules and the rules are filed with the Secretary of State by requesting this at the hearing or by writing to the agency contact person stated above.

Order

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

Dated: 26 September 2012

Brenda Cassellius, Commissioner
Department of Education

3501.1300 KINDERGARTEN STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places, and events; and by key foundational documents and other symbolically important artifacts.

C. Governmental institutions and political processes. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and vegetation; and human characteristics, such as culture, population, and political and economic systems.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. Historical inquiry is a process in which multiple sources and different kinds of historical

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evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories and interactions with other cultures throughout time.

3501.1305 GRADE 1 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places, and events; and by key foundational documents and other symbolically important artifacts.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local, and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and vegetation; and human characteristics, such as culture, population, and political and economic systems.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories and interactions with other cultures throughout time.

3501.1310 GRADE 2 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places, and events, and by key foundational documents and other symbolically important artifacts. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights,

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promote the general welfare, and provide order.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human environment interaction. The student will understand that the environment influences human actions; and humans both adapt to, and change, the environment.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories and interactions with other cultures throughout time.

3501.1315 GRADE 3 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

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Subp. 3. **Geography.**

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements. The student will understand that processes of cooperation and conflict among people influence the division and control of the Earth's surface.

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. The student will understand that historical events have multiple causes and can lead to varied and unintended outcomes.

B. Peoples, cultures, and change over time. The student will understand that history is made by individuals acting alone and collectively to address problems in communities, states, nations, and the world.

C. World history. The student will understand that:

(1) the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects between 8000 and 2000 BCE;

(2) the development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems between 2000 BCE and 600 CE; and

(3) hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multiethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population between 600 and 1450.

3501.1320 GRADE 4 STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial.

Subp. 2. **Economics.**

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subp. 3. **Geography.**

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and

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vegetation, and human characteristics, such as culture, population, and political and economic systems. The student will understand that people construct regions to identify, organize, and interpret areas of the Earth's surface, which simplifies the Earth's complexity.

C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements.

D. Human environment interaction. The student will understand that the environment influences human actions; and humans both adapt to and change the environment. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories and interactions with other cultures throughout time.

3501.1325 GRADE 5 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places, and events, and by key foundational documents and other symbolically important artifacts.

C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities.

D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Microeconomic concepts. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that places have physical characteristics, such as climate, topography, and vegetation, and human characteristics, such as culture, population, and political and economic systems.

B. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources change over time.

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Subp. 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. The student will understand that historical events have multiple causes and can lead to varied and unintended outcomes.

B. United States history. The student will understand that:

(1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent;

(2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763; and

(3) the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty between 1754 and 1800.

3501.1330 GRADE 6 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local, and the three branches of government, legislative, executive, and judicial. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

D. Microeconomic concepts. The student will understand that market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and other human settlements.

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C. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources changes over time.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

B. United States history. The student will understand that:

(1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent;

(2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763;

(3) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements between 1792 and 1861;

(4) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877;

(5) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920;

(6) the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945;

(7) post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples between 1945 and 1989; and

(8) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world between 1980 and the present.

3501.1335 GRADE 7 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of

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rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order. The student will understand that free and fair elections are key elements of the United States political system.

E. Relationships of the United States to other nations and organizations. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Subp. 2. **Economics.**

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs.

C. Microeconomics. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services.

Subp. 3. **Geography.** Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

C. United States history. The student will understand that:

(1) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements between 1792 and 1861;

(2) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877;

(3) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920;

(4) the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945;

(5) post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples between 1945 and 1989; and

(6) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world between 1980 and the present.

3501.1340 GRADE 8 STANDARDS.

Subpart 1. Citizenship and government. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. The student will understand that international political and economic institutions influence world affairs and United States foreign policy. The student will understand that governments are based on different political philosophies and are established to serve various purposes.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society's broad economic goals.

C. Macroeconomics. The student will understand that international trade, exchange rates, and international institutions affect individuals, organizations, and governments throughout the world.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and vegetation, and human characteristics, such as culture, population, and political and economic systems.

C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements. The student will understand that the characteristics, distribution, and complexity of the Earth's cultures influence human systems, such as social, economic, and political systems. The student will understand that processes of cooperation and conflict among people influence the division and control of the Earth's surface.

D. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources changes over time.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. World history. The student will understand that post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines between 1950 and 1989. The student will understand that globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population, and economic growth coupled with persistent economic and social disparities and cultural conflict between 1989 and the present.

3501.1345 GRADE 9-12 STANDARDS.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty,

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majority rule, and minority rights.

C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order. The student will understand that public policy is shaped by governmental and nongovernmental institutions and political processes. The student will understand that free and fair elections are key elements of the United States political system.

E. Relationships of the United States to other nations and organizations. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. The student will understand that international political and economic institutions influence world affairs and United States foreign policy. The student will understand that governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.

Subp. 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society's broad economic goals.

D. Microeconomic concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services. The student will understand that resource markets and financial markets determine wages, interest rates, and commodity prices. The student will understand that market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

E. Macroeconomic concepts. The student will understand that economic performance, the performance of an economy toward meeting its goals, can be measured, and is affected by, various long-term factors. The student will understand that the overall levels of output, employment, and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments, and others. The student will understand that the overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. The student will understand that international trade, exchange rates, and international institutions affect individuals, organizations, and governments throughout the world.

Subp. 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and vegetation, and human characteristics, such as culture, population, and political and economic systems. The student will understand that people construct regions to identify, organize, and interpret areas of the Earth's surface, which simplifies the Earth's complexity.

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C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements. The student will understand that the characteristics, distribution, and complexity of the Earth's cultures influence human systems, such as social, economic, and political systems. The student will understand that processes of cooperation and conflict among people influence the division and control of the Earth's surface.

D. Human environment interaction. The student will understand that the environment influences human actions; and humans both adapt to and change the environment. The student will understand that the meaning, use, distribution, and importance of resources changes over time.

Subp. 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. World history. The student will understand that:

(1) environmental changes and human adaptation enabled human migration from Africa to other regions of the world between 200,000 and 8000 BCE;

(2) the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects between 8000 and 2000 BCE;

(3) the development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems between 2000 BCE and 600 CE;

(4) hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multiethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population between 600 and 1450;

(5) new connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power between 1450 and 1750;

(6) industrialization ushered in widespread population growth and migration, new colonial empires, and revolutionary ideas about government and political power between 1750 and 1922;

(7) a rapidly evolving world dominated by industrialized powers; scientific and technological progress; profound political, economic, and cultural change; world wars; and widespread violence and unrest produced a half century of crisis and achievement between 1900 and 1950;

(8) post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines between 1950 and 1989; and

(9) globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population, and economic growth coupled with persistent economic and social disparities and cultural conflict between 1989 and the present.

C. United States history. The student will understand that:

(1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent;

(2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local

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government between 1585 and 1763;

(3) the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty between 1754 and 1800;

(4) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements between 1792 and 1861;

(5) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877;

(6) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920;

(7) the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention, and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945;

(8) post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples between 1945 and 1989; and

(9) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world between 1980 and the present.

Department of Labor and Industry (DLI) Minnesota Rehabilitation Review Panel, and Medical Services Review Board Proposed Permanent Rules Relating to Minnesota Rehabilitation Review Panel and Medical Services Review Board NOTICE OF INTENT TO ADOPT RULES WITHOUT A PUBLIC HEARING Proposed Amendment to and Repeal of Joint Rules of Procedure, (Medical and Rehabilitation: Reviews); *Minnesota Rules, 5217.0300 to 5217.1000*

Introduction. The Minnesota Rehabilitation Review Panel [Panel] and Medical Services Review Board [Board] intend to adopt rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. You may submit written comments on the proposed rules and may also submit a written request that a hearing be held on the rules until December 5, 2012.

Board and Panel's Contact Person. You must submit comments or questions on the rules and written requests for a public hearing to the Board and Panel's contact person. The Board and Panel's contact person is: Laura Alsides, Rules Coordinator, Department of Labor & Industry, 443 Lafayette Road N., St. Paul, MN 55155; **phone:** (651) 284-5006; **fax:** (651) 284-5725; **e-mail:** dli.rules@state.mn.us. **TTY/TDD** users may call the Board or Panel through the Department of Labor & Industry at (651) 297-4198.

Subject of Rules and Statutory Authority. The proposed rule amendments are to the joint rules of procedure for the Minnesota Rehabilitation Review Panel and Medical Services Review Board. The amendments correct errors in the current rules; clarify what constitutes a quorum of the Board or Panel; change the time of year in which officer elections are held; modify the frequency of regular Board and Panel meetings; more clearly define the duties of Board and Panel officers; and provide for the Board and Panel to form work

Proposed Rules

groups. All of the proposed amendments may be further modified in response to public comment. The statutory authority to adopt the rules is *Minnesota Statutes*, sections 176.102, subdivision 3b and 176.103, subdivision 3 (g). A copy of the proposed rules is published in the *State Register* and attached to this notice as mailed. The proposed rules are also available on the Board and Panel's rule docket at the Department of Labor & Industry's web site at: http://www.dli.mn.gov/PDF/docket/5217_docket.pdf.

Comments. You have until 4:30 p.m. on Wednesday, December 5, 2012, to submit written comment in support of or in opposition to the proposed rules and any part or subpart of the rules. Your comment must be in writing and the Board and Panel's contact person must receive it by the due date. The Board and Panel encourage comment. Your comment should identify the portion of the proposed rules addressed and the reason for the comment. You are encouraged to propose any change desired. You must also make any comments about the legality of the proposed rules during this comment period.

Request for a Hearing. In addition to submitting comments, you may also request that the Board and Panel hold a hearing on the rules. Your request must be in writing and the Board and Panel's contact person must receive it by 4:30 p.m. on December 5, 2012. Your written request for a public hearing must include your name and address. You must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the Board and Panel cannot count it when determining whether they must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the proposed rules.

Withdrawal of Requests. If 25 or more persons submit a valid written request for a hearing, the Board and Panel will hold a public hearing unless a sufficient number withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the Board and Panel must give written notice of this to all persons who requested a hearing, explain the actions the Board and Panel took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the Board and Panel will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

Alternative Format. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request, please contact the Board and Panel's contact person at the address or telephone number listed above.

Modifications. The Board and Panel may modify the proposed rules as a result of public comment. The modifications must be supported by comments and information submitted to the Board and Panel, and the adopted rules may not be substantially different than these proposed rules, unless the Board and Panel follow the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Board and Panel encourage you to participate in the rulemaking process.

Statement of Need and Reasonableness. The statement of need and reasonableness statement contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the Board and Panel's contact person. You may review it or obtain copies for the cost of reproduction by contacting the Board and Panel's contact person. The statement of need and reasonableness is also available on the Board and Panel's rule docket at the Department of Labor & Industry web site at: http://www.dli.mn.gov/PDF/docket/5217_docket.pdf.

Lobbyist Registration. *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions about this requirement to the Campaign Finance and Public Disclosure Board at: Suite 190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, **telephone:** (651) 296-5148 or 1-800-657-3889.

Adoption and Review of Rules. If no hearing is required, the Board and Panel may adopt the rules after the end of the comment period. The Board and Panel will then submit the rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date the Board and Panel submit the rules to the office. If you want to be so notified, or want to receive a copy of the adopted rules, or want to register with the Board and Panel to receive notice of future rule proceedings, submit your request to the Board and Panel's contact person listed above.

Dated: 9 October 2012
Dr. Joseph Sweere, D.C.
Chair and Rules Liaison,
Rehabilitation Review Panel

Dated: 9 October 2012
Reed Pollack
Member and Rules Liaison,
Medical Services Review Board

Proposed Rules

5217.0300 DEFINITIONS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Chair.** “Chair” means the member selected by the board or panel to accomplish or delegate the administrative tasks of the board or panel and to take action as directed. The chair shall preside at board or panel meetings, correspond on behalf of the board or panel, and act as the board or panel liaison with the Department of Labor and Industry regarding board or panel functions.

Subp. 4. [See repealer.]

[For text of subps 5 to 9, see M.R.]

Subp. 10. **Quorum.** “Quorum” means a majority of the ~~total voting members~~; regular members appointed to the board under *Minnesota Statutes*, section 176.103, subdivision 3, or the panel under *Minnesota Statutes*, section 176.102, subdivision 3. An alternate is counted in determining whether a quorum exists if the alternate is replacing a member who is unavailable.

Subp. 10a. **Vice-chair.** “Vice-chair” means the member selected by the board or panel to assume the duties of the chair in the chair’s absence.

Subp. 11. **Voting members.** “Voting members” means:

[For text of item A, see M.R.]

B. an alternate who has filled a vacancy or an absence.

Board or panel alternates shall fill vacancies or absences for members as they appear for the meeting. The chair shall decide which alternates will serve as members if there is a controversy. Alternates shall fill vacancies according to their statutory classification.

5217.0500 OFFICERS.

At the first meeting after the last day of ~~April~~ July of each year, the voting members shall elect from among their numbers persons to serve as chair and vice-chair. Persons elected shall take office at the first meeting following their election or through the duration of the meeting at which their successors are elected. Officers may be reelected. In the event of the absence of the chair and vice-chair the members may elect a member to have the same authority as the chair.

5217.0600 MEETINGS.

The board or panel shall schedule ~~monthly meetings~~. ~~Additional meetings may be scheduled by a majority vote at a monthly meeting, regular meetings on a quarterly basis. Regular meetings may be canceled for lack of a quorum or with the approval of the chair, but the board or panel shall hold at least one regular meeting every 12 months. Special, emergency, and continued meetings may be held in addition to regular meetings as provided in *Minnesota Statutes*, section 13D.04.~~

5217.0610 WORK GROUP.

The board or panel may appoint a work group consisting of less than a quorum of voting members to address issues specified by the board or panel. The work group shall report its recommendations to the board or panel.

REPEALER. *Minnesota Rules*, part 5217.0300, subpart 4, is repealed.

Expedited Emergency Rules

Provisions exist for the Commissioners of some state agencies to adopt expedited emergency 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. Expedited emergency rules are effective upon publication in the State Register, and may be effective up to seven days before publication under certain emergency conditions.

Expedited emergency rules are effective for the period stated or up to 18 months. Specific *Minnesota Statute* citations accompanying these expedited emergency rules detail the agency's rulemaking authority.

KEY: Proposed Rules - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

Department of Natural Resources (DNR) Adopted Expedited Emergency Game and Fish Rules: Fish Lake Walleye Regulation

NOTICE IS HEREBY GIVEN that the above entitled rules have been adopted through the process prescribed by *Minnesota Statutes*, section 84.027, subdivision 13 (b). The statutory authority for the contents of the rule is *Minnesota Statutes*, section 97A.045, subd. 2.

The emergency conditions that do not allow compliance with *Minnesota Statutes*, sections 97A.0451 to 97A.0459, are as follows. The walleye population in this lake has reached such a low point that protection of the spawning stock is immediately necessary to prevent continued decline due to angler harvest. The urgent nature of the situation does not allow adequate time to use permanent rule procedures under either *Minnesota Statutes*, chapter 14, or *Minnesota Statutes*, sections 97C.001 or 97C.005.

Dated: October 15, 2012

Tom Landwehr, Commissioner
Department of Natural Resources

6262.0575 WATERS WITH RESTRICTIONS ON TAKING FISH.

[For text of subps 1 and 2, see M.R.]

[For text of subp 3, see 36 SR 501]

[For text of subps 4 to 6, see M.R.]

[For text of subp 7, see 36 SR 501]

Subp. 8. Fish Lake walleye regulations. While a person is on or angling in the following waters, all walleye in possession must be from 13 inches to 17 inches in length, inclusive. All walleye less than 13 inches or greater than 17 inches must be immediately returned to the water, except a person's possession limit may include one walleye over 26 inches. A person's daily and possession limit for walleye is three.

Name	Location	County
<u>Fish Lake</u>	<u>T.51,52, R.15,16, S. Various</u>	<u>St. Louis</u>

[For text of subps 9 and 10, see 36 SR 505]

EFFECTIVE PERIOD. *Minnesota Rules*, part 6262.0575, subpart 8, is effective December 1, 2012.

Department of Natural Resources (DNR) Adopted Expedited Emergency Game and Fish Rules: Wolf Season Closure in St. Croix National Scenic Riverway

NOTICE IS HEREBY GIVEN that the above entitled rules have been adopted through the process prescribed by *Minnesota Statutes*, section 84.027, subdivision 13 (b). The statutory authority for the contents of the rule is *Minnesota Statutes*, sections 97B.601, 97B.603, 97B.605, 97B.647.

Expedited Emergency Rules

The emergency conditions that do not allow compliance with *Minnesota Statutes*, sections 97A.0451 to 97A.0459, are that the National Park Service (NPS) has requested a one-year closure of the early and late wolf hunting seasons on National Park Service lands within the St. Croix Scenic Riverway. The closure will allow the NPS to review and evaluate administrative issues associated with the new hunting season. The DNR will need to exercise its authority to open or close hunting in this area in subsequent years pending the outcome of the NPS review.

Dated: October 2, 2012

Tom Landwehr, Commissioner
Department of Natural Resources

6234.2105 TAKING WOLF.

[For text of subps 1 to 13, see 37 SR 279]

Subp. 14. **National Park Service lands.** National Park Service lands within the St. Croix National Scenic Riverway are closed to taking wolf during the 2012 early and late wolf hunting seasons.

EFFECTIVE PERIOD. The expedited emergency amendments to *Minnesota Rules*, part 6234.2105, expire February 1, 2013.

Appointments

Minnesota Statutes, Section 15.06, Subd. 5. requires notice of the designation of a commissioner or acting commissioner, or the assumption of office by a temporary commissioner, shall be filed with the president of the senate and the speaker of the house with a copy delivered to the secretary of state and published in the next available edition of the *State Register*.

Department of Employment and Economic Development (DEED) Notice of Appointment of Commissioner Katie Clark

NOTICE IS HEREBY GIVEN, pursuant to *Minnesota Statutes*, Section 15.06, Subd. 5, that Governor Mark Dayton appointed Katie Clark to the office of Commissioner of the Minnesota Department of Employment and Economic Development effective October 22, 2012. She replaces Mark R. Phillips who was appointed January 31, 2011.

This appointment carries with it all rights, powers, duties, and emoluments granted by law and pertaining to this position until this appointment is superseded or annulled. The laws and rules governing the Department of Employment and Economic Development are:

- *Minnesota Statutes*, Chapters 116J, 129A, 248, 268
- *Minnesota Rules* 3300-3499 and 4100-4399

Commissioner Clark resides at 332 Minnesota Street, St. Paul, Minnesota 55101, Ramsey County, Congressional District Four.

She can be reached at the Department of Employment and Economic Development, 1st National Bank Bldg., 332 Minnesota Street, Suite E200, Saint Paul, Minnesota 55101. **Telephone:** (651) 259-7114. **Toll-free:** 1-800-657-3858. **Web site:** <http://www.positivelyminnesota.com>, **E-mail:** deed.customerservice@state.mn.us

Official Notices

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.

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Emergency Medical Services Regulatory Board (EMSRB) Notice of Completed Application of the License Application of Sanford Worthington Ambulance Service, Worthington, Minnesota

PLEASE TAKE NOTICE that the Emergency Medical Services Regulatory Board (hereinafter EMSRB) has received a completed application from **Sanford Worthington Ambulance Service, Worthington, Minnesota**, for a new license, Part-Time Advanced Ambulance.

NOTICE IS HEREBY GIVEN that, pursuant to *Minnesota Statutes* § 144E.11, subdivision 3, each municipality, county, community health board, governing body of a regional emergency medical services system, ambulance service and other person wishing to make recommendations concerning the disposition of the application, shall make written recommendations or comments opposing the application to the EMSRB **within 30 days or by November 29, 2012, 4:30 p.m.**

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

If no more than five 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* § 144E.11, subdivision 4(a). If more than five 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* § 144E.11, subdivision 5(a), (b). If the applicant is unable to resolve the objections within 30 days, or if the applicant initially requests a contested case hearing, one will be scheduled and notice of the hearing given pursuant to *Minnesota Statutes* § 144E.11, subdivision 5(c)-(e).

Dated: 19 October 2012

Pamela Biladeau, Executive Director
Emergency Medical Services Regulatory Board

Official Notices

Department of Labor and Industry (DLI)

Minnesota Board of Electricity

REQUEST FOR COMMENTS on Possible Amendments to Rules Governing Satellite System Installer Continuing Education and Satellite System Installer Certification Programs, Minnesota Rules, Chapter 3800; Governor's Tracking Number AR-2020; Revisor's ID Number RD-4131

Subject of Rules. The Minnesota Board of Electricity requests comments on its possible amendments to rules governing Satellite System Installer Continuing Education and Satellite System Installer Certification Programs. The Board is considering rule amendments for a new type of electrical license called Satellite System Installer.

Laws of Minnesota for 2012, Chapter 262 created a new type of Electrical License called Satellite System Installer. Initial applicants for the new license must present certification to the department that they have completed the National Standards and Testing Program sponsored by the Satellite Broadcasting and Communications Association of America (SBCAA) or other program approved by the board. The new applicants for Satellite System Installer licenses must also pass an examination administered by the Commissioner. The new law also provides that once licensed, but prior to renewal of the license, a Satellite System Installer, must obtain four hours of continuing education under rules adopted by the Board of Electricity.

Therefore, to carry out the out the new law regarding Satellite System Installers the Board of Electricity needs to adopt rules in two primary subject areas. First, the Board needs to adopt rules regarding approval of alternate or additional Certification programs to the National Standards and Testing Program sponsored by the Satellite Broadcasting and Communications Association of America (SBCAA) Program. Second, The Board needs to adopt rules establishing requirements for the continuing education necessary for renewal of Satellite System Installer Licenses in addition to the 4 hours during the term of a license as directly set forth in the new law. Additionally, the rules may address other items relating to the licensure, continuing education, and registration of persons who perform electrical work.

Persons Affected. The amendments to the rules would likely affect electrical contractors , master and journeymen electricians; electrical installers, electrical equipment suppliers, manufacturers and suppliers of Satellite Broadcast Communication Systems, consumers of Satellite Broadcast Communication Systems, Satellite System Installers and contractors , power limited technicians, code enforcement authorities, employers of persons who perform electrical work, persons who wish to perform electrical work, Engineers, residential and commercial building contractors, and building owners.

Statutory Authority. *Minnesota Statutes*, section 326B.32 Subdivision 2, clause (5) provides the Board of Electricity with general rulemaking authority regarding the licensure and registration electrical businesses, electrical contractors, various types of electricians and other persons who perform electrical work. *Laws of Minnesota* for 2012, Chapter 262, Section 5 provides the Board of Electricity with specific statutory authority for Satellite System Installer Continuing Education, effective October 1, 2012.

Public Comment. Interested persons or groups may submit comments or information on these possible rules in writing or orally until 4:30 p.m. on Friday December 28, 2012. The Board of Electricity will not publish a notice of intent to adopt the rules until more than 60 days have elapsed from the date of this request for comments. The Board of Electricity does not plan to appoint an advisory committee to comment on the possible rules.

The Board requests any information pertaining to whether the rules rule might require local government to adopt or amend an ordinance or other regulation under *Minnesota Statutes*, section 14.128, and whether any local government has such an ordinance and, if so, would provide a copy to the Board.

The Board requests any information pertaining to the cumulative effect of this rule with other federal and state regulations related to the specific purposes of these rules as described. Cumulative Effect means the impact that results from incremental impact of the proposed rule in addition to other rules, regardless of what state or federal agency has adopted the other rules.

Rules Drafts. A draft of the rule amendments is being compiled. When a draft is available it will be posted on the rulemaking docket located at: <http://www.dli.mn.gov/Boe.asp> Either before or at the time the Board has approved a draft, the draft and other information about the rulemaking will be posted on the Department of Labor and Industry rulemaking docket. The Board does anticipate that a draft

of the rules will be available before the publication of the proposed rules.

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 possible rules should be directed to: Kelli Peters at Minnesota Department of Labor and Industry, 443 Lafayette Road N. Saint Paul, Minnesota 55155, **phone #:** (651) 284-5006 and **e-mail:** dli.rules@state.mn.us, or **fax #:** (651) 284-5725. **TTY** users may call the Board of Electricity at TTY phone # (651) 297-4198.

Alternative Format. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request, please contact the agency contact person at the address or telephone number listed above.

NOTE: Comments received in response to this notice will not necessarily be included in the formal rulemaking record submitted to the administrative law judge if and 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. If you submitted comments during the development of the rules and you want to ensure that the Administrative Law Judge reviews the comments, you should resubmit the comments after the rules are formally proposed.

Dated: 16 October 2012

Joseph Vespa, Chair
Minnesota Board of Electricity

Department of Labor and Industry (DLI) Labor Standards Unit Notice of Prevailing Wage Determinations for Highway / Heavy Projects

On October 29, 2012, the commissioner determined and certified prevailing wage rates for Highway/Heavy construction projects in each of 10 regions statewide.

Copies may be obtained by writing the Minnesota Department of Labor and Industry, Prevailing Wage Section, 443 Lafayette Road North, St. Paul, Minnesota 55155-4306, or by calling (651)284-5091, or accessing our web site at www.dli.mn.gov. Charges for the cost of copying and mailing at \$.25 per page for the first 100 pages, \$.65 per page after that. Make check or money order payable to the State of Minnesota.

Ken B. Peterson, Commissioner
Department of Labor and Industry

Department of Revenue Official Notice: Cigarette Sales Tax – Rate Change

Pursuant to *Minnesota Statutes*, section 297F.25, the current cigarette sales tax rate is 37.0 cents per pack of 20 cigarettes. The Commissioner of Revenue has determined that the new tax rate will be 36.2 cents per pack of 20 cigarettes. For packs of cigarettes with other than 20 cigarettes, the tax must be adjusted proportionally. This rate is effective for sales on or after January 1, 2013.

Publication Date: October 29, 2012

Official Notices

Teachers Retirement Association (TRA)

Notice of Meeting of the Board of Trustees on 14 November 2012

The Board of Trustees, Minnesota Teachers Retirement Association will hold a meeting on Wednesday, November 14, 2012 at 9:30 a.m. in Suite 400, 60 Empire Drive, St. Paul, MN to consider matters which may properly come before the Board. Board members may participate by telephone.

Teachers Retirement Association (TRA)

Internal Audit Committee

Notice of Meeting 13 November 2012

The Minnesota Teachers Retirement Association Internal Audit Committee will hold a meeting on Tuesday, November 13, 2012 at 1.30 p.m. in Room 414, 60 Empire Drive, St. Paul, MN to consider matters which may properly come before the committee. Committee members may participate by telephone.

Department of Transportation (Mn/DOT)

Engineering Services Division,

Office of Construction and Innovative Contracting

Notices of Suspension and Debarment

NOTICE OF SUSPENSION

NOTICE IS HEREBY GIVEN that the Department of Transportation (“MnDOT”) has ordered that the following vendors be suspended for a period of sixty (60) days, effective October 3, 2012 until December 2, 2012:

- Marlon Louis Danner and his affiliates, South St. Paul, MN
- Danner, Inc. and its affiliates, South St. Paul, MN
- Bull Dog Leasing, Inc. and its affiliates, Inver Grove Heights, MN
- Danner Family Limited Partnership and its affiliates, South St. Paul, MN
- Ell-Z Trucking, Inc. and its affiliates, South St. Paul, MN
- Danner Environmental, Inc. and its affiliates, South St. Paul, MN

NOTICE OF DEBARMENT

NOTICE IS HEREBY GIVEN that the Department of Transportation (“MnDOT”) has ordered that the following vendors be debarred for a period of three (3) years, effective February 24, 2010 until February 24, 2013:

- Joseph Edward Riley, Morris, MN
- John Thomas Riley, Morris, MN

NOTICE IS HEREBY GIVEN that the Department of Transportation (“MnDOT”) has ordered that the following vendors be debarred for a period of three (3) years, effective March 25, 2011 until March 25, 2014:

- Philip Joseph Franklin, Leesburg, VA
- Franklin Drywall, Inc. and its affiliates, Little Canada, MN
- Master Drywall, Inc. and its affiliates, Little Canada, MN

Minnesota Statute section 161.315 prohibits the Commissioner, counties, towns, or home rule or statutory cities from awarding or approving the award of a contract for goods or services to a person who is suspended or debarred, including:

- 1) any contract under which a debarred or suspended person will serve as a subcontractor or material supplier,

- 2) any business or affiliate which the debarred or suspended person exercises substantial influence or control, and
- 3) any business or entity, which is sold or transferred by a debarred person to a relative or any other party over whose actions the debarred person exercises substantial influence or control, remains ineligible during the duration of the seller's or transfer's debarment.

State Contracts

Informal Solicitations: Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be published in the *State Register* or posted on the Department of Administration, Materials Management Division's (MMD) Web site. Interested vendors are encouraged to monitor the P/T Contract Section of the MMD Web site at: www.mmd.admin.state.mn.us for informal solicitation announcements.

Formal Solicitations: Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be published in the *State Register*. Certain quasi-state agency and Minnesota State College and University institutions are exempt from these requirements.

Requirements: There are no statutes or rules requiring contracts to be advertised for any specific length of time, but the Materials Management Division strongly recommends meeting the following requirements:

\$0 - \$5000 does not need to be advertised. Contact the Materials Management Division: (651) 296-2600

\$5,000 - \$25,000 should be advertised in the *State Register* for a period of at least seven calendar days;

\$25,000 - \$50,000 should be advertised in the *State Register* for a period of at least 14 calendar days; and

anything above \$50,000 should be advertised in the *State Register* for a minimum of at least 21 calendar days.

On-going State Contracts

The state spends \$2-3 billion a year on contracts. The *State Register* is one of the best ways to advertise your contracts - it's a required read for public works projects. And it's cost is one of the least expensive legal advertising rates in Minnesota. At \$10.20 each 1/10 of a page, you cannot go wrong.

Subscribers receive a list of **all current contracts and grants**, as well as LINKS to the *State Register*; Bookmarks, and a growing INDEX to each volume, including the current issue, and previous volumes. To view, open the *State Register* and click on BOOKMARKS in the left hand corner. Here's what you receive via e-mail:

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State Contracts

Department of Administration (Admin)

Notice of Request for Proposals for Contracts for Generic Pharmaceutical and OTC Products

The Department of Administration, on behalf of the Minnesota Multistate Contracting Alliance for Pharmacy (MMCAP), is requesting proposals for generic pharmaceutical and over-the counter (OTC) products.

MMCAP is a voluntary group purchasing organization made up of governmental entities which contracts for pharmaceuticals. MMCAP members currently purchase over \$1.2 billion per year. For more information, go to: www.mmcap.org (no password necessary).

To request a copy of the RFP, send an e-mail to: mn.multistate@state.mn.us

Or write to: Generic Pharmaceutical and OTC Products RFP Request
MMCAP
c/o Minnesota Department of Administration
50 Sherburne Avenue, Suite 112
St. Paul, MN 55155

Proposals submitted in response to the Request for Proposals in this notice must be received at the address specified in the Request for Proposals no later than January 9, 2013. **Late proposals will NOT be considered.**

The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Department of Administration (Admin)

Real Estate and Construction Services

Notice of Availability of Request for Proposal (RFP) for Commissioning Services for Repairs, Restoration and Preservation to the Minnesota State Capitol Building

NOTICE IS HEREBY GIVEN that the State of Minnesota, Department of Administration, Real Estate and Construction Services, is in need of commissioning services by a qualified Commissioning Authority/Agent (CxA) for all phases of the above-referenced project.

A full Request for Proposals is available on the Department of Administration, Real Estate and Construction Services website:
www.admin.state.mn.us/recs/cs/cs-sa.html.

Project questions will be taken by Talia Landucci Owen at talia.landucci-owen@state.mn.us. Questions regarding this RFP must be received by Thursday, November 1, 2012 at 3:30 p.m. C.T

Proposals must be received by the Real Estate and Construction Services, Department of Administration, 309 Administration Building, 50 Sherburne Ave., St. Paul, MN 55155, Attn.: Talia Landucci Owen, no later than Tuesday, November 13, 2012 by 12:00 noon C.T. Late responses will not be considered. ***Note, State offices will be closed on Monday, November 12, 2012, in observance of Veterans Day; therefore, deliveries cannot be accepted on that date.**

The Department of Administration, Real Estate and Construction Services Division is not obligated to complete the proposed project and reserves the right to cancel the solicitation if it is considered to be in its best interest. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Department of Administration (Admin)
State Designer Selection Board Project No. 12-15
Notice of Availability of Request for Proposal (RFP) for Designer Selection for
Minnesota Department of Transportation, Addition and Renovations to the
Existing MNDOT Mendota Heights Truck Station, Mendota Heights, Minnesota

The State of Minnesota, Department of Administration is soliciting proposals from interested, qualified consultants for architectural and engineering design services for the above referenced project.

A full Request for Proposals is available on the Minnesota Department of Transportation website: www.dot.state.mn.us/consult click on "P/T Notices."

Proposals must be delivered to Kathy Grochowski, State Designer Selection Board, 309 Administration Building in Real Estate and Construction Services, 50 Sherburne Ave., St. Paul, MN 55155, **phone:** (651) 201-2389, not later than 12:00 noon C.D.T., Tuesday, November 19, 2012. Late responses will **NOT** be considered.

Minnesota Department of Transportation is not obligated to complete the proposed project and reserves the right to cancel the solicitation if it is considered to be in its best interest.

Department of Administration (Admin)
State Designer Selection Board Project No. 12-16
Notice of Availability of Request for Proposal (RFP) for New Building 17 South -
Minnesota Veterans Home, Minneapolis, MN

The Department of Administration, Real Estate and Construction Services ("State"), through the State Designer Selection Board, is soliciting proposals from interested, qualified consultants for architectural and engineering design services for the above referenced project.

A full Request for Proposal is available on the Department of Administration, Real Estate and Construction Services website:
<http://www.admin.state.mn.us/recs/cs/cs-sa.html>

A pre-proposal meeting is scheduled for 2:00 p.m., CT, November 7, 2012 at the Minnesota Veterans Home, Minneapolis, in the Auditorium, 5101 Minnehaha Avenue South, Minneapolis, MN 55417-1699. Project questions shall be referred to the appropriate person(s) as listed in the Request for Proposal.

Proposals must be delivered to Kathy Grochowski, Executive Secretary, State Designer Selection Board, 309 Administration Building, 50 Sherburne Ave., St. Paul, MN 55155, **phone:** (651) 201-2389, not later than 12:00 noon C.T., Monday, November 19, 2012. Late responses will not be considered.

The Department of Administration, Real Estate Construction Services Division is not obligated to complete the proposed project and reserves the right to cancel the solicitation if it is considered to be in its best interest.

State Contracts

Minnesota State Colleges and Universities (MnSCU)

Anoka-Ramsey Community College

Request Proposals for Printing and Mail Preparation for the Public Art Work for Music Building

NOTICE IS HEARBY GIVEN that Anoka-Ramsey Community College will receive proposals for public art work for the newly remodeled Music Building located at the Coon Rapids Campus of Anoka-Ramsey Community College. Specifications are available on the website <http://www.anokaramsey.edu/IT/proposal.cfm>.

Copies of the specifications can also be obtained from Mirela Gluhic at (763) 433-1338 or mirela.gluhic@anokaramsey.edu. Sealed proposals must be received by the Business Office of Anoka-Ramsey Community College, 11200 Mississippi Blvd., Coon Rapids, MN 55433, by 4:00 p.m. on December 21, 2012.

Anoka-Ramsey Community College reserves the right to reject any or all proposals, or portions thereof, or to waive any irregularities or informalities, in proposals received.

College and Universities, Minnesota State (MnSCU)

Lake Superior College

Notice of Request for Proposal for Helicopter Flight Training Services for Student Instruction

To receive a copy of the RFP, free of charge, send an e-mail to purchasing@lsc.edu or fax your request to (218) 733-5977.

Proposals are due back by Monday, November 19, 2012, 4:00 p.m. CT and are to be addressed to Joyce Clock, Lake Superior College, 2101 Trinity Rd, Duluth, MN 55811 with "Helicopter Proposal" clearly written on the outside.

Faxes are not acceptable. Late responses will not be considered. Any questions should be directed to Joyce Clock: purchasing@lsc.edu

This notice and the Request for Proposal do not obligate the State of Minnesota, Minnesota State Colleges and Universities or Lake Superior College to award a contract; and reserves its right to withdraw from the RFP if it is considered to be in its best interest.

Minnesota Historical Society (MHS)

Request for Proposals for an Interpretive Vision for the East Bank

On behalf of the St. Anthony Falls Heritage Board (Board), the Minnesota Historical Society (Society) is seeking proposals from a dynamic team to help create a focused interpretive plan and vision for a concentrated portion of the East Bank of the St. Anthony Falls Heritage Zone (Zone). The selected team will work with stakeholders in the Zone to chart a course for the East Bank for the next ten to twenty years, and will need to have facilitation and strategic planning skills, as well as expertise in urban planning and design, historical interpretation and engineering.

The Request for Proposals is available by emailing Mary Green Toussaint, Acting Contracting Officer, at mary.green-toussaint@mnhs.org.

All proposals must be received no later than **2:00 p.m. Local Time, Tuesday, November 20, 2012. Late proposals will not be considered.**

Authorized agents for receipt of bids are Society staff located at the 1st Floor Information Desk of the Minnesota History Center.

Department of Natural Resources (DNR) Notice of Availability of Contract for the Walnut Lake Bridge Replacement CERTIFICATION NUMBER: # 31663

The Minnesota Department of Natural Resources is requesting proposals for the purpose of Engineering Services for the removal and replacement of the existing 125th Street Brush Creek Township bridge and upstream sheet pile weir near Wells, Minnesota, includes hazmat testing, geotechnical evaluation, design, and construction testing and administration.

Work is proposed to start after January 2, 2013.

A Request for Proposals will be available by email from this office through November 16th, 2012. **A written request email is required to receive the Request for Proposal.**

The Request for Proposal can be obtained from:

Deb Johnson
Department of Natural Resources
500 Lafayette Road N.
St. Paul, MN 55155
E-mail: *Debra.a.johnson@state.mn.us*

Proposals submitted in response to the Request for Proposals in this advertisement must be received at the address above no later than 3:00 p.m. Central Standard Time, Wednesday, November 21, 2012. **Late proposals will NOT be considered.** Fax or emailed proposals will **NOT** be considered.

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Minnesota Department of Natural Resources (DNR) Enforcement Division Request for Information for Software Solution for a Records Management System

The Minnesota Department of Natural Resources, Enforcement Division is requesting information from interested records management system (RMS) vendors able to offer a software solution for a records management system for use by conservation officers and DNR staff statewide as well as to obtain general cost and pricing information for purposes of projecting associated short and long-range budgetary needs.

The Request for Information is available by email from the DNR Enforcement Division through November 2, 2012. A copy can be obtained by submitting an email request to:

LTC Rodmen Smith
E-mail: *rodmen.smith@state.mn.us*

Responses are due on **November 12, 2012 at 4:00 p.m., Central Time.** Responses received after this date will be reviewed only as time permits.

This request does not obligate the State to issue an RFP for a records management system. All expenses incurred in responding to this notice are solely the responsibility of the responder.

State Contracts

Minnesota Department of Public Safety (DPS)

Office of Communications

Notice of Request for Proposals for Crash Response Task Force Training Video

The Minnesota Department of Public Safety, Office of Communications is requesting proposals for professional and technical services to develop and produce an in-depth training video for all emergency personnel who are involved in responding to interstate and county road vehicle crashes and emergencies in Minnesota. The production will be a comprehensive and vital training tool with an overall goal of providing standardized safety guidelines to all emergency personal in Minnesota; in order to ensure their safety, and others at a crash scene.

Details are contained in a complete Request for Proposals (RFP) which may be obtained by contacting Nathan Bowie directly by mail, fax, or e-mail, as stated below:

Office of Communications
444 Cedar Street, Suite 155
St. Paul, Minnesota 55101-5155
Fax: (651) 215-1111
E-mail: *nathan.bowie@state.mn.us*

All questions concerning this RFP should be e-mailed to Nathan Bowie and be received no later than 2:30 p.m. Central Standard Time on, Thursday, November 8, 2012. Answers to questions are anticipated to be e-mailed out to all entities requesting a complete RFP by the end of the workday on, Tuesday, November 13, 2012. Final date for submitting proposals is 2:30 p.m. Central Standard Time on, Monday, November 19, 2012. Late proposals will **NOT** be considered. Faxed or e-mailed proposals will **NOT** be considered.

Contracts are anticipated to begin on December 1, 2012 and end on February 1, 2013.

This RFP does not obligate the State to award a contract or complete the project, and the State reserves the right to cancel the solicitation if it is considered to be in its best interest. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Minnesota Department of Transportation (Mn/DOT)

Engineering Services Division

Notice of Potential Availability of Contracting Opportunities for a Variety of Highway Related Technical Activities (“Consultant Pre-Qualification Program”)

This document is available in alternative formats for persons with disabilities by calling Kelly Arneson at (651) 366-4774; for persons who are hearing or speech impaired by calling Minnesota Relay Service at (800) 627-3529.

Mn/DOT, worked in conjunction with the Consultant Reform Committee, the American Council of Engineering Companies of Minnesota (ACEC/MN), and the Department of Administration, to develop the Consultant Pre-Qualification Program as a new method of consultant selection. The ultimate goal of the Pre-Qualification Program is to streamline the process of contracting for highway related professional/technical services. Mn/DOT awards most of its consultant contracts for highway-related technical activities using this method, however, Mn/DOT also reserves the right to use Request for Proposal (RFP) or other selection processes for particular projects.

Nothing in this solicitation requires Mn/DOT to use the Consultant Pre-Qualification Program.

Mn/DOT is currently requesting applications from consultants. Refer to Mn/DOT’s Consultant Services web site, indicated below, to see which highway related professional/technical services are available for application. Applications are accepted on a continual basis. All expenses are incurred in responding to this notice will be borne by the responder. Response to this notice becomes public information under the Minnesota Government Data Practices.

Consultant Pre-Qualification Program information, application requirements and applications forms are available on Mn/DOT’s

Consultant Services web site at: <http://www.dot.state.mn.us/consult>.

Send completed application material to:

Kelly Arneson
Consultant Services
Office of Technical Support
Minnesota Department of Transportation
395 John Ireland Blvd. Mail Stop 680
St. Paul, MN 55155

Minnesota Department of Transportation (Mn/DOT) Engineering Services Division Notice Concerning Professional/Technical Contract Opportunities and Taxpayers' Transportation Accountability Act Notices

NOTICE TO ALL: The Minnesota Department of Transportation (Mn/DOT) is now placing additional public notices for professional/technical contract opportunities on Mn/DOT's Consultant Services **website** at: www.dot.state.mn.us/consult

New Public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice. Mn/DOT is also posting notices as required by the Taxpayers' Transportation Accountability Act on the above referenced website.

Minnesota Department of Transportation (Mn/DOT) Office of Customer Relations Request for Proposals (RFP) for Online Customer Community

MnDOT has a responsibility to align their transportation program with citizens' needs and service expectations. A strong customer-driven organization meets the customer where they're at, identifies what is important to them and weighs this feedback against the available resources and strategic priorities. Ongoing feedback with customers, in a systematic and representative manner, is a critical component in any customer-driven program. In 2010, MnDOT initiated its first online customer community and experienced great success. This RFP is for conducting another year of an online customer community with Minnesota citizenry. This online research community project will serve to advance MnDOT's understanding of public expectations with regard to planning, service delivery and public communications. This is a responsible use of resources as it allows MnDOT to gain feedback on a series of issues that affect the public via a single input mechanism, as opposed to a separate research project for each issue. In order to fully understand complex issues, MnDOT needs authentic, three-way research communications. This three-way research includes: MnDOT to Community members, Community members to MnDOT and Community Members to Community Members about MnDOT.

The full RFP can be viewed on the Consultant Services Web Page at: <http://www.dot.state.mn.us/consult/files/notices/notices.html>.

If you have any questions regarding this advertisement, or are having problems viewing the RFP on the Consultant Services Web Page, you may contact:

Ashley Duran, Contract Administrator
E-mail: ashley.duran@state.mn.us
Telephone: (651) 366-4627

Note: RESPONSES WILL BE DUE ON **MONDAY, NOVEMBER 19, 2012 AT 2:00 PM CENTRAL STANDARD TIME**

State Contracts

Department of Transportation (Mn/DOT)

St. Croix River Crossing Communications

Notice of Request for Proposals for the New St. Croix River Crossing

The Minnesota Department of Transportation (Mn/DOT) requests proposals from responders with expertise in developing and executing customer relations and communications for the new St. Croix River Crossing that will connect Oak Park Heights, Minnesota, and St. Joseph, Wisconsin.

The successful responder will showcase their experience along with providing the best plan and methodology for developing and implementing a St. Croix Crossing (SCC) customer relations and communications plan for MnDOT. Work is proposed to start by January 2013.

The Request for Proposals may be requested by e-mail from the Contract Administrator at mark.hagen@state.mn.us or obtained from the Mn/DOT Consultant Services website at: <http://www.dot.state.mn.us/consult/files/notices/notices.html> under "Notices Open to All Consultants".

Proposals submitted in response to this Request for Proposals must be received no later than 1:00 P.M. Central Standard Time on November 29, 2012. **Late proposals will NOT be considered.** No time extensions will be granted.

Note that any questions regarding this RFP must be received by the Contract Administrator no later than November 14, 2012. See the RFP for more information.

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 will be borne by the responder.

Minnesota Zoo

Notice of Request for Proposals for Design Services for the New Minnesota Zoo Crossroads Park Area

The Minnesota Zoo requests proposals for Design Services as they relate to the new Crossroads Park area. This site is currently being investigated for development to include Zoo Themed Play Structures as well as a new Zoo Themed Carousel as part of the Facility Master Plan.

The Minnesota Zoo's Facility Master Plan, currently pending approval, has identified Crossroads Park as an area for redevelopment. This area will be a launching pad for future expansion and a phased approach has been proposed to bring some long requested visitor amenities and revenue generating opportunities to an area overlooked in recent years, while still maintaining existing services until such time as we can realize the full plan.

Details are included in the complete Request for Proposals which is available by e-mailing Derik Otten, Minnesota Zoo Project Manager at derik.otten@state.mn.us. The deadline for submitting a proposal is 11:00AM., CST, November 13th, 2012.

This Request for Proposals does not obligate the State of Minnesota or the Minnesota Zoo to complete the work contemplated in this notice and the State reserves the right to cancel this solicitation. All expenses incurred in response to this notice are solely the responsibility of the responder.

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 *State 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 commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Vendors Sought for these Projects

Check up on all the “active” state grants in the “Contracts & Grants” section, available only to *State Register* subscribers. Open the *State Register* and click on Bookmarks on the left. You will also see a list of all the current rules, a growing index, and previous years’ indices. Subscribers also receive LINKS to the *State Register*. Subscriptions cost \$180 a year (an \$80 savings).

Dakota County

Notice of Request for Proposals to Provide Nursing Services for the Dakota County Jail and the Juvenile Services Center

Dakota County is seeking proposals from responsible contractors to provide nursing services for the Dakota County Jail and the Dakota County Juvenile Services Center located at 1580 and 1600 Hwy 55, Hastings, MN 55033, commencing February 1, 2013 through December 31, 2015, with option to extend for up to 2 additional one-year terms.

Proposals are due November 13, 2012 by 4:00 p.m. Attn: Commander John Grant, phone: (651) 438-4700, Dakota County Sheriff’s Office, 1580 Highway 55, Hastings, MN 55033.

Potential proposers are encouraged to attend a walk through and meeting on October 30, 2012 @ 1:00 p.m. at the Dakota County Sheriff’s Office.

The entire RFP is posted at the Dakota County website: www.co.dakota.mn.us, click “Doing Business” and then “Request for Bid, Proposals & Information”.

Minnehaha Creek Watershed District (MCWD)

Advertisement for Bids for Minnehaha Creek Restoration - Reach 20

Base Bid Schedule:	Floodplain & Channel Restoration, Canoe Landing, Stormwater BMP Ponds and Trail Grading
Alternate Bid Schedule:	Trails, Boardwalk and Pedestrian Bridge
Owner:	Minnehaha Creek Watershed District
Class of Work:	Excavation, Bio-Engineered Bank Stabilization, Fish Habitat Enhancement, RCP Storm Sewer
Project Location:	Hennepin County, Minnesota
Mandatory Pre-Bid Meeting:	1:00 PM, October 10, 2012
Bids Close At:	1:00 PM, October 31, 2012

1.1 NOTICE TO CONTRACTORS

Sealed Bid Proposals for the furnishing of all labor, materials and all other items necessary to complete the work described herewith, will be received by Minnehaha Creek Watershed District at its office located at 18202 Minnetonka Blvd., Deephaven, MN, until 1:00 PM, October 31, 2012, at which time such bids will be opened and read aloud. The work, in accordance with drawings and specifications (Cite 37 SR 689)

Non-State Public Bids, Contracts & Grants

prepared by Inter-Fluve, Inc., consists of the following major items of work:

Base Bid Schedule

- Stream Channel Excavation
- Stormwater BMP Pond Excavation
- Bio-Engineered Soil Stream Banks
- Fish Habitat Enhancement
- Clearing and Invasive Control
- RCP Storm Sewer Construction
- Stone Work
- Canoe Landings
- Trail Grading

Alternate Bid Schedule

- Bituminous Trails
- Elevated Boardwalks
- Boulder and CMU Retaining Wall
- Pedestrian Bridge and Abutments

Contractors are requested to Bid on both the Base Bid Schedule and the Alternate Bid Schedule listed in the Bid Form. **The lowest responsive and responsible bid will be determined by the sum of the Base Bid and Alternate Bid Schedules received from qualified contractors.** It is the intent to award a contract for the Base Bid Schedule within sixty (60) days. A contract may or may not be awarded for the Alternate Bid Schedule and is contingent upon development by Minnehaha Creek Watershed District of an approved funding agreement. The award of the Alternate Bid Schedule, if any, may not be made within the traditional sixty (60) days and may require up to six (6) months. Therefore, Contractors are requested to supply two bid sureties with their Bids. One bid surety shall be for the Base Bid Schedule and the other bid surety shall be for the Alternate Bid Schedule.

Contractors desiring a copy of the bid package, plans, specifications and proposal forms may obtain them from the offices of Minnehaha Creek Watershed District, the payment of a \$65.00 **non-refundable** fee for each bid package. Bid packages are also available for examination at the District office. All communications relative to this project should be addressed to the OWNER Attn: Renae Clark RClark@minnehahacreek.org, (952) 641-4510 prior to opening of the Bid.

Bid Proposals shall be submitted on forms furnished for that purpose.

Bid securities are required in the form of a certified or cashier's check made payable to Minnehaha Creek Watershed District ("OWNER") in an amount not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the OWNER, with a surety company duly authorized to do business in the state of Minnesota, such Bid Security to be a guarantee that the bidder, if awarded a contract, will enter into a contract with Minnehaha Creek Watershed District; and the amount of the certified check will be retained or the bond enforced by the OWNER in case the bidder fails to do so. The OWNER will retain the deposits for the three lowest bidders. The deposits on the Base Bid Schedule will be retained until the contract has been awarded and executed but not longer than sixty (60) days. The OWNER will retain the deposit for the Alternate Bid Schedule, **received from the successful bidder on the Base Bid Schedule**, for a maximum of one hundred eighty (180) days. All other deposits for the Alternate Bid Schedule will be held until an award has been made, but not longer than 180 days. No bid may be withdrawn for the Base Bid Schedule for a period of sixty (60) days following the bid opening. Likewise, the successful Bidder may not withdraw his/her bid for the Alternate Bid Schedule for a period of one hundred eighty (180) days following the bid opening.

A mandatory PRE-BID meeting will be held at the Minnehaha Creek Watershed District office at 1:00 PM, October 10, 2012. Plan holders must be represented at this meeting to be eligible to bid on the Work.

The bid of the lowest responsible bidder is intended to be accepted on or before the expiration of sixty (60) days after the date of the opening of bids. The OWNER, however, reserves the right to reject any or all bids, place a contingency upon the award of any Alternate Bid Schedules, and to waive any minor irregularities, informalities or discrepancies, and further reserves the right to award the contract in the best interest of Minnehaha Creek Watershed District.

Dated: September 2012

Minnesota's Bookstore

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<i>Historic Photos of St. Paul</i>	Stock Number 13660	\$39.95
<i>State Fair</i>	Stock Number 13667	\$24.95

State Capitol Mementos

<i>Minnesota State Capitol:</i>	Stock Number 945	\$16.95
<i>The Art & Politics of a Public Building</i>		
<i>Minnesota's Capitol: A Centennial Story</i>	Stock Number 908	\$24.00

Cooking & Cookbooks

<i>Road to the Blue Ribbon Baking</i>	Stock Number 13612	\$29.95
<i>Recipes of Our Ancestors</i>	Stock Number 13963	\$37.50
<i>Minnesota Homegrown Cookbook</i>	Stock Number 13716	\$29.95
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<i>Recipes, Tips & Stories</i>		
<i>Cooking with Wild Berries & Fruit</i>	Stock Number 13712	\$12.95
<i>Hot Dish Heaven: Classic Casseroles</i>	Stock Number 1034	\$16.95
<i>From Midwest Kitchens</i>		
<i>Potluck Paradize</i>	Stock Number 767	\$16.95
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<i>at the Minnesota Historical Society</i>		
<i>Six Feet Under: A Graveyard's Guide</i>	Stock Number 922	\$14.95
<i>to Minnesota</i>		
<i>Pocket Guide to Minnesota Place Names</i>	Stock Number 920	\$11.95
<i>Minnesota Place Names:</i>	Stock Number 905	\$49.95
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<i>The Governor's Mouse</i>	Stock Number 13926	\$20.00



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- ♦ **Minnesota Relay Service:** 8 a.m. - 5 p.m. Monday - Friday, 1.800.627.3529 (nationwide toll-free)
- ♦ **Fax** (credit cards): 651.215.5733 (fax line available 24 hours/day)
- ♦ **Mail orders:** Orders can be sent to Minnesota's Bookstore, 660 Olive Street, St. Paul, MN 55155

PREPAYMENT REQUIRED. Prices and availability subject to change.

Fax and phone orders: Credit card purchases ONLY (American Express/Discover/MasterCard/VISA). Please allow 1-2 weeks for delivery. **Mail orders:** Complete order blank and send to address above. Enclose check or include credit card information. Please allow 4-6 weeks for delivery. Please make checks payable to "Minnesota's Bookstore." A \$20.00 fee will be charged for returned checks.

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\$50.01-\$100.00	\$ 14.00
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<small>*\$17 to an address in MN, WI, SD, ND, IA. If delivered to an address in other states, Canada or internationally, we will contact you if there are additional charges.</small>	
More than \$1,000	Call

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Shipping _____

Subtotal _____

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TOTAL _____

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