

CHAPTER 129B  
GRANTS FOR EDUCATION

- COUNCIL ON  
QUALITY EDUCATION
- 129B.01 Establishment.
  - 129B.02 Purpose.
  - 129B.04 Proposals.
  - 129B.041 Copyright and sale of products.
  - 129B.05 State board and commissioner.
- COMPREHENSIVE ARTS IN  
EDUCATION PLANNING GRANTS
- 129B.17 Comprehensive arts planning program.
  - 129B.20 Comprehensive arts planning program sites.
  - 129B.21 Department responsibility.
  - 129B.31 Citation.
- MINNESOTA EDUCATION  
TECHNOLOGY ACT
- 129B.32 Definitions.
  - 129B.33 Technology utilization plans.
  - 129B.35 Regional coordinators.
  - 129B.36 Technology demonstration sites.
  - 129B.37 Courseware package evaluation.
  - 129B.375 Courseware integration centers.
  - 129B.39 Purchase of courseware package duplication rights.

- 129B.40 Courseware package development.
  - 129B.41 Citation.
  - 129B.42 Purposc.
  - 129B.43 Program selection.
  - 129B.44 Advisory council.
  - 129B.45 Program components.
  - 129B.46 Principal-teacher and career teacher component.
  - 129B.47 Counselor-teacher component.
- MASTERY LEARNING  
THROUGH INDIVIDUALIZED  
LEARNING PLANS ACT
- 129B.61 Mastery learning through individualized learning plans act.
  - 129B.62 Legislative findings; purpose.
  - 129B.63 Grade level participation.
  - 129B.64 Site designation.
  - 129B.65 Advisory committee.
  - 129B.66 Grants; application process.
- COMPUTERIZED MASTERY  
MANAGEMENT SYSTEM
- 129B.67 Computerized mastery management system.

COUNCIL ON QUALITY EDUCATION

129B.01 ESTABLISHMENT.

Subdivision 1. **Membership, terms.** There is hereby created a council on quality education consisting of 19 persons. The members of such council shall be appointed as follows:

- (1) One member shall be appointed by the Minnesota education association;
- (2) One member shall be appointed by the Minnesota federation of teachers;
- (3) One member shall be appointed by the Minnesota school board association;
- (4) One member shall be appointed by the state council on vocational technical education;
- (5) One member shall be appointed by the Minnesota state advisory council for special education;
- (6) One member shall be appointed by the state university board;
- (7) One member shall be appointed by the state board for community colleges;
- (8) One member shall be appointed by the regents of the University of Minnesota;
- (9) One member shall be appointed by the private college council;
- (10) One member from each congressional district and two members at large, shall be appointed by the governor with the advice and consent of the senate, none of whom shall be officers, employees or board members of state educational institutions, departments, agencies or boards.

Subd. 2. **Terms, compensation, removal, vacancies.** The membership terms, compensation, removal of members and filling of vacancies shall be as provided for in section 15.0575; members appointed by organizations shall be subject to reappointment or removal by the appointing organizations.

**History:** *Ex 1971 c 31 art 15 s 1; 1973 c 349 s 2; 1975 c 321 s 2; 1975 c 432 s 5; 1976 c 134 s 3; 1979 c 334 art 7 s 1; 1983 c 314 art 9 s 3; 1985 c 162 s.3*

129B.02 PURPOSE.

Subdivision 1. **Concern for future.** The legislature of the state of Minnesota

expresses concern over the future of elementary and secondary education in this state, its ability to meet the educational needs of the public school students, the professional growth and satisfaction of school staffs, the effectiveness and efficiency of present schools and their learning processes, continuing pupil unit cost escalation and the resulting financial crisis which this brings about. New approaches to the learning process, better use of professional staff and community resources, different requirements as to course offerings, course content, grading, graduation and school attendance must be researched and developed. It is believed that revised programs, innovations, new attitudes about learning and the public schools' responsibilities can be effectively achieved if research and development is performed by the council on quality education and at the local school level by the school's staff and with involvement by the students and their community. Although funds spent now for these purposes can produce substantial educational and cost benefits in the future, these capital type funds are seldom available within any single school district's budget.

**Subd. 2. Research and development.** The purpose of the council on quality education is, therefore, to encourage, promote, aid, and perform research and development for quality education in Minnesota elementary and secondary schools, to evaluate the results of significant innovative programs and to disseminate information about these programs throughout the state.

To these ends, the council through the state board of education shall establish a venture fund from which grants or loans may be made in support of research and development programs relating to the problems and objectives described in this section which shall include but not be limited to:

- (1) effective use of community personnel and resources;
- (2) developing improved learning programs, including model personnel policies and procedures, new staffing and educational concepts such as differentiated staffing and comprehensive developmental and educational planning for individual pupils;
- (3) assessment and evaluation of education programs;
- (4) developing procedures to increase a school's accountability;
- (5) determining responsibilities to be assumed by the schools exclusively or concurrently with other agencies or individuals;
- (6) effective dissemination of educational information;
- (7) developing new knowledge about learning and teaching;
- (8) developing model educational programs and alternative delivery systems that will improve curriculum offerings for small rural schools;
- (9) model programs and innovations to increase equality of educational opportunities;
- (10) research and testing of new concepts of educational efficiency, effectiveness and cost benefits; and
- (11) comprehensive interdisciplinary programs in health education and comprehensive programs designed to coordinate and integrate the delivery of pupil support services.

**Subd. 2a. Dissemination.** The council shall collect and disseminate education research and planning information. Available research and planning information shall include, but not be limited to, information from (a) council on quality education projects; (b) Minnesota post-secondary institutions; (c) technology demonstration sites; (d) private foundation research; (e) educational effectiveness sites; (f) school districts; (g) federally funded research projects; and (h) other state and national theoretical and applied research activities. The council shall notify school districts and other interested parties that this research information is available. The department of education shall assist the council in collecting and disseminating this information.

**Subd. 3. New concepts.** The council shall not be limited to supporting innovations, programs or procedures supplementary to existing school structures and programs but may assist or research entirely new concepts such as open schools, informal

schools and the like. It is the legislature's intent that any supported program shall hold promise of both educational and cost benefits and that the costs and improvements in learning effectiveness introduced thereby shall be measured and related. The council shall provide for an evaluation of each program which it supports with a grant or loan.

The council may also review literature and other information about innovative programs in Minnesota and other states and disseminate the results of this research throughout the state. The council may identify ideas for innovative programs in the course of this research and solicit proposals from school boards for grants for such programs. However, not more than ten percent of the funds appropriated to the venture fund in any year may be expended to fund such research and programs.

**Subd. 4. Report to legislature.** The council shall report to the education committees of the legislature by November 15 of each even-numbered year concerning all research and all proposals received, the dispositions of them by the council and the state board of education, the evaluations of the programs that were funded, and of receipts and expenditures resulting from sales of materials developed through venture fund grants.

**History:** *Ex1971 c 31 art 15 s 2; 1974 c 406 s 55; 1977 c 404 s 1; 1979 c 334 art 7 s 2; 1983 c 314 art 9 s 4; 1984 c 463 art 7 s 17; 1Sp1985 c 12 art 6 s 13*

**129B.03** [Repealed, 1Sp1985 c 12 art 4 s 13]

#### **129B.04 PROPOSALS.**

**Subdivision 1. Requirements.** A school board or group of school boards may develop a proposal for a grant or loan in support of a research and development program of the kind described in section 129B.02. Except for grants according to subdivision 1a, every proposal shall include:

- (1) the objectives of the program, and the procedures to achieve them;
- (2) the evaluation procedures for measuring effectiveness of the program;
- (3) fiscal control and fund accounting procedures necessary to assure proper disbursement and accounting for funds paid to the applicant;
- (4) administration of the program by the school district, or in cooperation with other school districts, educational institutions, or local agencies under the supervision of the school district; and
- (5) a description of how school staff, pupils, and members of the community are involved in planning and implementing the program.

**Subd. 1a. Mini grants.** The council may award grants not to exceed \$5,000 to districts to (1) disseminate information about successful projects initiated by the district with a grant from the venture fund, or (2) replicate cost-effective innovations which either were initiated in other districts with venture fund support or were validated by the department of education or federal agencies. The council shall prescribe the form and manner of application for these grants.

**Subd. 2. Procedure.** Every program proposal shall be submitted to the council created by section 129B.01, not less than two months before the planned commencement of the program. The council shall recommend approval or disapproval, or shall modify and then recommend such modification with respect to every proposal submitted to it. The council shall also recommend the amount and type of grant to be made in support of the proposed program in the light of the then currently available moneys in the venture fund. This information shall be provided to the council by the state board of education. The council shall also recommend what rules, if any, shall be suspended or modified to implement the proposal. Only proposals recommended for approval shall be transmitted by the council to the state board. All these proposals shall be approved and funded from the venture fund by the state board as recommended by the council unless the state board, within 30 days after receiving a proposal from the council, makes other disposition of the proposal by formal board action. One-half of each grant recommended by the council and funded by the state board may be an interest free loan and repaid over five years.

Subd. 3. **Declining grant amounts.** A grant awarded by the council on quality education shall be limited to three years. Beginning in the 1986-1987 school year the grant amount for the third year of a program shall not exceed 50 percent of the grant amount for the first year. Prior to awarding a grant the council shall notify an applicant that the applicant is expected to continue successful programs after the third year.

**History:** *Ex1971 c 31 art 15 s 3; 1974 c 553 s 1; 1983 c 314 art 9 s 5; 1Sp1985 c 12 art 6 s 14*

#### **129B.041 COPYRIGHT AND SALE OF PRODUCTS.**

Subdivision 1. **Copyright.** Products of projects and programs funded pursuant to sections 129B.01 to 129B.05, including curriculum and instructional materials, computer and telecommunications software, and associated manuals and reports, may be copyrighted by the council in the name of the state and may be sold. However, the state shall sell the products to all school districts and public agencies in the state at prices that do not exceed the cost of reproduction and distribution. Products sold shall be clearly labeled as products developed pursuant to a grant or loan from the council on quality education.

Subd. 2. [Repealed, 1984 c 463 art 7 s 54]

Subd. 3. **Revolving fund.** The education product and loan repayment revolving account is established in the state treasury. Repayment of loans, made according to section 129B.04, subdivision 2, and sale proceeds up to the cost of reproduction and distribution from the sale of products under this section shall be deposited in this account. All funds in this account are annually appropriated to the department of education and shall be used to reproduce and distribute products of projects and programs funded pursuant to sections 129B.01 to 129B.05.

Subd. 4. Proceeds in excess of costs from the sale of products pursuant to this section shall be shared equally between the state and the school district which developed the product with a grant from the council. The school district share is appropriated to the department of education and shall be paid to the district. The state share is appropriated to the department of education and shall be placed in the venture fund of the council and used to fund similar projects.

**History:** *1983 c 314 art 9 s 6; 1984 c 463 art 7 s 18, 19*

#### **129B.05 STATE BOARD AND COMMISSIONER.**

Subdivision 1. **General powers.** The state board of education shall develop and promulgate additional recommendatory guidelines as may be appropriate to further sections 129B.01 to 129B.05 and the development and implementation of the contemplated programs, for its benefit and the benefit of the council and applicants. The commissioner of education shall make available to the council at its request the staff the council deems necessary to perform its functions.

Subd. 2. **Consultants.** The council may also employ or contract for the services of consultants. The consultants may be for purposes such as research, evaluation, dissemination, cost-benefit analyses, and in-service training. The council may contract with one or more qualified consultants or law firms specializing in securing broadcast and telecast licenses from the federal communications commission. The consultant or law firm shall assist with the preparation of all necessary license applications to the federal communications commission on behalf of school districts recommended by the council as transmission sites. The council may use as much of the annual appropriation, made for the purposes of sections 129B.01 to 129B.05 as is necessary for this purpose.

**History:** *Ex1971 c 31 art 15 s 4; 1976 c 134 s 4; 1977 c 404 s 2; 1983 c 314 art 9 s*

7

**129B.06** [Repealed, 1984 c 463 art 4 s 9]

**129B.07** [Repealed, 1984 c 463 art 4 s 9]

**129B.08** [Repealed, 1984 c 463 art 4 s 9]

**129B.09** [Repealed, 1984 c 463 art 4 s 9]

**129B.10** [Repealed, 1Sp1985 c 12 art 8 s 65]

### COMPREHENSIVE ARTS IN EDUCATION PLANNING GRANTS

#### 129B.17 COMPREHENSIVE ARTS PLANNING PROGRAM.

The department of education shall prescribe the form and manner of application by school districts to be designated as a site to participate in the comprehensive arts planning program. Up to 30 sites may be selected. The department of education shall designate sites in consultation with the Minnesota alliance for arts in education and the Minnesota state arts board.

*History: 1983 c 314 art 6 s 19; 1Sp1985 c 12 art 5 s 3*

**129B.18** [Repealed, 1Sp1985 c 12 art 5 s 11]

**129B.19** [Repealed, 1Sp1985 c 12 art 5 s 11]

#### 129B.20 COMPREHENSIVE ARTS PLANNING PROGRAM SITES.

Subdivision 1. **Funding.** Each site shall receive \$1,250 each year for two years. Before receiving money for the second year, a long-range plan for arts education must be submitted to the department.

Subd. 2. **Criteria.** The department of education, in consultation with the Minnesota alliance for arts in education, shall establish criteria for site selection. Criteria shall include at least the following:

(1) a willingness by the district to designate a program chair for comprehensive arts planning with sufficient authority to implement the program;

(2) a willingness by the district to create a committee comprised of school district and community people whose function is to promote comprehensive arts education in the district;

(3) commitment on the part of committee members to participate in training offered by the department of education;

(4) a commitment of the committee to conduct a needs assessment of arts education;

(5) commitment by the committee to evaluating its involvement in the program;

(6) a willingness by the district to adopt a long-range plan for arts education in the district;

(7) no previous involvement of the district in the comprehensive arts planning program; and

(8) location of the district to assure representation of urban, suburban, and rural districts and distribution of sites throughout the state.

Subd. 3. **Program accounts.** A district receiving funds shall maintain a separate account for the receipt and disbursement of all funds relating to the program. The funds shall be spent only for the purpose of arts education programs, including teacher release time.

Subd. 4. **Additional funding.** A district receiving funds may receive funds for the program from private sources and from other governmental agencies, including any state or federal funds available for arts education.

*History: 1983 c 314 art 6 s 22; 1Sp1985 c 12 art 5 s 4*

#### 129B.21 DEPARTMENT RESPONSIBILITY.

The department of education, in cooperation with the Minnesota alliance for arts in education and the Minnesota state arts board, shall provide materials, training, and assistance to the arts education committees in the school districts. The department

may contract with the Minnesota alliance for arts in education for its involvement in providing services, including staff assistance, to the program.

**History:** 1983 c 314 art 6 s 23; 1Sp1985 c 12 art 5 s 5

### 129B.31 CITATION.

Sections 129B.32 to 129B.40 may be cited as the "Minnesota education technology act."

**History:** 1983 c 314 art 8 s 10

## MINNESOTA EDUCATION TECHNOLOGY ACT

### 129B.32 DEFINITIONS.

Subdivision 1. **Applicability.** For the purpose of sections 129B.33 to 129B.40, the following terms have the meanings given them, unless clearly provided otherwise.

Subd. 2. **Average daily membership.** "Average daily membership" has the meaning given it in section 124.17, subdivision 2.

Subd. 3. **Courseware package.** "Courseware package" means integrated videotape and videodisk, computer disk, software, supporting materials, such as workbooks and textbooks, and other computer support hardware that is an integral part of an educational software package, such as a printed circuit board, voice synthesizer which enables speech production and its speaker, tap master, valve simulator, and digital to analog converter board. It does not mean a central processing unit, disk drive, video monitor, printer, or similar items.

Subd. 4. **State board.** "State board" means state board of education.

Subd. 5. **Advisory committee.** "Advisory committee" means the advisory committee on technology in education established in Laws 1983, chapter 314, article 8, section 11.

Subd. 6. **Technology.** "Technology" includes, but is not limited to, computers, telecommunications, cable television, interactive video, film, low-power television, satellite communications, and microwave communications.

**History:** 1983 c 314 art 8 s 12; 1984 c 463 art 8 s 10

### 129B.33 TECHNOLOGY UTILIZATION PLANS.

Subdivision 1. **Development of plan.** Each school district is encouraged to develop and adopt as part of its educational policy a written technology utilization plan, in consultation with the curriculum advisory committee for planning, evaluation, and reporting appointed pursuant to section 126.66, subdivision 3. The district is encouraged to review the plan each year and adopt revisions as desired.

Subd. 2. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 3. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 4. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 5. **Contents of plan.** The plan shall describe:

(a) how technology will be used to provide educational opportunities for people of all ages residing in the district, affirmatively addressing the needs of special populations, including females, minorities, and the disabled;

(b) goals for implementing the use of technology in the district, including instruction and management uses;

(c) means to achieve these goals, including proposed teacher inservice training;

(d) procedures for integrating the use of technology into the district's community education program; and

(e) procedures to evaluate and report progress toward the goals.

Subd. 6. [Repealed, 1Sp1985 c 12 art 8 s 65]

# MINNESOTA STATUTES 1986

Subd. 7. **Approval of plan.** The state board shall approve or disapprove a plan within 60 days of receiving the plan submitted by a district. The plan may be modified by the district, in consultation with the department, at any time prior to state board action on the plan. A plan that is disapproved may be revised and resubmitted for approval.

**History:** 1983 c 314 art 8 s 13; 1Sp1985 c 12 art 8 s 61

**129B.34** [Repealed, 1Sp1985 c 12 art 8 s 65]

## **129B.35 REGIONAL COORDINATORS.**

The department of education shall contract to provide regional instructional computing coordinators with expertise in the use of technology in education. The department and school districts within an ECSU region shall agree on the services to be provided by the regional coordinators. Among other responsibilities, the regional coordinators shall serve as on-site consultants to districts attempting to implement recently approved technology utilization plans and in-service education.

**History:** 1983 c 314 art 8 s 15; 1Sp1985 c 12 art 8 s 28

## **129B.36 TECHNOLOGY DEMONSTRATION SITES.**

Subdivision 1. **Site designation.** By July 1, 1985, the commissioner, in consultation with the advisory committee, shall designate which of the existing technology demonstration sites are eligible for continuation grants for use during the 1985-1986 and 1986-1987 school years. A site that does not receive a continuation grant under this subdivision may retain its designation as a technology demonstration site during the 1985-1986 and 1986-1987 school years to improve its opportunities to obtain funding from private or other public sources. The commissioner, in consultation with the advisory committee, shall determine the level of funding for each site. A grant shall be at least \$125,000 but not more than \$175,000. \$125,000 of each grant may be used to continue existing operations. Any grant amount exceeding \$125,000 may be used for the expenses of expanded efforts already planned or underway at the site. Grantees must continue matching the grant award in the manner agreed for the period from July 1, 1983, to June 30, 1985.

Subd. 2. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 3. [Repealed, 1Sp1985 c 12 art 8 s 65]

Subd. 4. **Grant awards.** Applications for grants shall be submitted to the commissioner by August 1, 1985, in the form and manner prescribed by the department. Grants shall be awarded by September 1, 1985.

Subd. 5. **Recipient duties and use of money.** A district selected for a grant shall work cooperatively with the advisory committee, department of education, higher education institutions in the area, and business and industry, as appropriate. The district shall conduct at least four workshops each school year of the grant to demonstrate to other districts and interested parties its use of technology in education. Grant money may be used for equipment, consultants, curriculum development, and teacher education.

Subd. 6. **Private funding.** The advisory committee shall seek funding and in-kind contributions from private sources to supplement state money for the purpose of awarding grants. Private contributions may be made directly to the technology demonstration sites.

Subd. 7. **Evaluation of sites.** The advisory committee shall evaluate the technology demonstration sites. It may contract with independent evaluators for this purpose.

**History:** 1983 c 314 art 8 s 16; 1984 c 463 art 8 s 11; 1Sp1985 c 12 art 8 s 29-31

## **129B.37 COURSEWARE PACKAGE EVALUATION.**

Subdivision 1. **List.** The department of education shall compile, publish, and

distribute to districts a list of high quality courseware packages for use in public elementary and secondary schools. Every six months the department shall supplement the list with recently evaluated materials.

**Subd. 2. Procurement.** The department shall obtain courseware packages for evaluation by notifying publishers and inviting them to submit their materials. The department may provide for evaluation of courseware packages that have not been submitted, if districts express strong interest in using the courseware packages.

**Subd. 3. Criteria.** The state board shall develop and adopt criteria and procedures for evaluation of courseware packages, in consultation with the department, advisory committee, appropriate regional management information centers, and the Minnesota educational computer consortium. The procedures developed shall contain a provision for resubmission of a courseware package. Chapter 14 shall not apply to the criteria and procedures.

**Subd. 4. Consultants.** The department may employ consultants to evaluate courseware packages and pay them fees based on the size and complexity of the courseware package involved. The evaluators shall certify to the state board that they have no financial interest in the product being evaluated or any similar or competing product.

**Subd. 5. Evaluation team.** The evaluation team for each courseware package shall include at least five persons, including three practicing teachers, from appropriate grade level or content areas, who will field test the courseware packages in their classrooms; one microcomputer professional knowledgeable in software and documentation techniques; and one curriculum content expert from the department. Each evaluation team member shall use the criteria and procedures adopted by the state board and submit a written report to the department upon completion.

**Subd. 6. High quality.** Based on the reports submitted by evaluation team members and the criteria and procedures adopted by the state board, the department shall determine whether the courseware package qualifies as high quality. The results shall be recorded in a standardized format and be available at the department for review by the courseware package producer and other interested persons.

**Subd. 7. Disposition.** The department shall maintain a collection of the courseware packages evaluated as high quality. These materials shall be available to the public for review.

**History:** 1983 c 314 art 8 s 17; 1Sp1985 c 12 art 8 s 32

### 129B.375 COURSEWARE INTEGRATION CENTERS.

The commissioner of education shall establish educational courseware integration centers to provide (1) access for teachers to major exemplary courseware, (2) opportunities for teachers to become familiar with a variety of technology resources, and (3) assistance in integrating technology materials into the curriculum.

**History:** 1Sp1985 c 12 art 8 s 33

### 129B.38 [Repealed, 1Sp1986 c 1 art 9 s 64]

**NOTE:** Subdivision 1 was amended by Laws 1986, First Special Session chapter 1, article 9, section 18, to read as follows:

"Subdivision 1. **Aid amount.** A district that purchases or leases courseware packages that qualify as high quality according to section 129B.37 shall receive state aid for the 1985-1986 school year. The aid shall be equal to the lesser of:

(a) 50 cents times the number of pupils in average daily membership for the 1984-1985 school year; or

(b) 25 percent of the actual expenditures of the district for purchase or lease of the courseware packages between July 1, 1985, and May 31, 1986."

### 129B.39 PURCHASE OF COURSEWARE PACKAGE DUPLICATION RIGHTS.

Rights to duplication of courseware packages may be purchased, and volume purchase agreements may be established by the department of education, if the department determines that the courseware packages qualify as high quality according to



section 129B.37, and if the courseware packages are available to the state at a lower cost than if purchased by school districts individually. The department shall contract with any company that submits the lowest bid and that has the capability to duplicate and distribute courseware packages obtained by the department under this section. The materials shall be available to districts without cost except for nominal costs of reproduction and distribution.

*History: 1983 c 314 art 8 s 19; 1Sp1985 c 12 art 8 s 35*

#### **129B.40 COURSEWARE PACKAGE DEVELOPMENT.**

**Subdivision 1. New courseware packages.** The department of education may contract with various organizations, commercial or nonprofit, for the design and development of courseware packages which will meet the needs of school districts and which otherwise are unavailable or too expensive for individual districts or the state to purchase. The department may:

- (a) contract with school districts, private entrepreneurs, and other public or private agencies for the development of a specified courseware package;
- (b) assist entrepreneurs to develop their own ideas for courseware packages that could be used in school districts, by providing funds for that purpose;
- (c) secure copyrights for those materials in which it has a whole or part interest;
- (d) contract to distribute courseware packages to school districts at cost under section 129B.39; and
- (e) contract for the marketing of courseware packages.

The department of education shall evaluate whether the courseware packages qualify as high quality according to the criteria and procedures established in section 129B.37.

Courseware packages developed according to this subdivision shall become the property of the state. Revenue from the sale of these courseware packages shall be annually appropriated from the general fund to the department of education and shall be used to develop additional courseware packages according to this section and to evaluate the other commercial courseware under section 129B.37.

**Subd. 2. Distribution.** Any company with which the department contracts to develop courseware packages must sell those courseware packages to Minnesota school districts at cost and may sell to school districts in other states and to the general public at commercial rates. Each contract with a developer who shares in the profits of distribution shall include a provision requiring sale of the courseware packages at cost to Minnesota school districts.

*History: 1983 c 314 art 8 s 20; 1Sp1985 c 12 art 8 s 36*

#### **129B.41 CITATION.**

Sections 129B.41 to 129B.47 may be cited as the "Minnesota improved learning and principal-teacher, counselor-teacher, and career teacher act."

*History: 1981 c 358 art 6 s 6; 1983 c 314 art 9 s 12*

#### **129B.42 PURPOSE.**

The legislature recognizes the unique and lifelong learning process of all human beings. The legislature is committed to the goal of maximizing the individual growth potential of all students through the secondary schools. The purposes of sections 129B.41 to 129B.47 are:

- (a) To offer improved learning programs which emphasize basic and applied learning skills and the liberal arts;
- (b) To recognize and utilize the unique skills that teachers, students, family, and the community have in both the teaching process and the learning process; and
- (c) To provide an opportunity for maximum use of principals and teachers.

*History: 1981 c 358 art 6 s 7; 1983 c 314 art 9 s 12*

**129B.43 PROGRAM SELECTION.**

Subdivision 1. **Authorization.** A school district or group of districts that wishes to receive a grant for improved learning programs may apply to the council on quality education for approval. Programs may be approved for one portion of a school population, one or several attendance areas, or one or a group of districts.

Subd. 2. **Applications.** The council on quality education shall prescribe the form and manner of annual application for the program. The application may include estimates of salaries and fringe benefits for the next school year and for the additional time beyond the regular contract period for staff to be employed. The council shall require that each program be evaluated and it may contract for additional evaluation.

Subd. 3. **Declining grant amounts.** An improved learning program may receive grants for not more than three years. The grant amount for the second year of a program shall not exceed 75 percent of the grant amount for the first year. The grant amount for the third year of a program shall not exceed 50 percent of the grant amount for the first year. The council shall notify each recipient that no grant will be awarded after the third year and that the recipient is expected to continue successful programs without grants.

Subd. 4. **Rules and rights.** On recommendation of the council of quality education, the state board of education may waive school district compliance with its rules which would prevent implementation of an improved learning program. Participation in an improved learning program as a principal-teacher, counselor-teacher, or career teacher shall not affect seniority in the district or rights under the applicable collective bargaining agreement.

Subd. 5. **Additional funding.** A school district providing an improved learning program may receive funds for the program from private sources and governmental agencies, including state or federal funds.

Subd. 6. **Report.** The council on quality education shall submit a report to the education committees of the legislature by February 1 each year. This report shall include the number and description of programs approved, implementation status of programs approved, waivers granted, and evaluation of programs approved.

**History:** 1981 c 358 art 6 s 8; 1983 c 314 art 9 s 1,12; 1984 c 463 art 7 s 2

**129B.44 ADVISORY COUNCIL.**

The school board of a district providing an improved learning program shall appoint an advisory council. Council members shall be selected from the school attendance area in which programs are provided. Members of the council may include students, teachers, principals, administrators and community members. A majority of the members shall be parents with children participating in the local program. The local advisory council shall advise the school board in the development, coordination, supervision, and review of the improved learning program. The council shall meet at least two times each year with any established community education advisory council in the district. Members of the council may be members of the community education advisory council. The council shall report to the school board.

**History:** 1981 c 358 art 6 s 9; 1983 c 314 art 9 s 12

**129B.45 PROGRAM COMPONENTS.**

Subdivision 1. **Mandatory components.** An improved learning program shall include:

(a) participation by a designated individual as a principal-teacher, career teacher, or counselor-teacher, as defined in sections 129B.46 and 129B.47;

(b) a plan to involve parents in planning the educational experiences of their children;

(c) an annual plan for the district to evaluate program goals and objectives;

(d) a plan for the district to fund the program after the third year of the program.

Subd. 2. **Optional components.** An improved learning program may include:

(a) efforts to improve curricula strategies, instructional strategies, and use of materials which respond to the individual educational needs and learning styles of each pupil in order to enable each pupil to make continuous progress and to learn at a rate appropriate to that pupil's abilities;

(b) efforts to develop student abilities in basic skills; applied learning skills; and, when appropriate, arts; humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education;

(c) use of community resources and communications media to pursue improved learning opportunities for pupils;

(d) staff development for teachers and other school personnel;

(e) improvements to the learning environment, including use of the community in general, to enhance the learning process;

(f) cooperative efforts with other agencies involved with human services or child development and development of alternative community based learning experiences;

(g) apprenticeship post-secondary education components for pupils who are able to accelerate or programs for pupils with special abilities and interests who are given advanced learning opportunities within existing programs;

(h) use of volunteers in the learning program;

(i) flexible attendance schedules for pupils;

(j) adult education component;

(k) coordination with early childhood and family education programs;

(l) variable student/faculty ratios for special education students to provide for special programming;

(m) inclusion of nonpublic pupils as part of the ratio in the principal-teacher and career teacher component;

(n) application of educational research findings;

(o) summer learning experiences for students as recommended by the principal-teacher and career teacher;

(p) use of educational assistants, teacher aides or paraprofessionals as part of the improved learning program;

(q) establishment of alternative criteria for high school graduation; and

(r) variable age and class size groupings of students.

**History:** 1981 c 358 art 6 s 10; 1983 c 314 art 9 s 2,12

#### 129B.46 PRINCIPAL-TEACHER AND CAREER TEACHER COMPONENT.

Subdivision 1. **Status.** An improved learning program may include a principal-teacher and career teacher component. The principal-teacher and career teacher shall not be the exclusive teacher for students assigned to them but shall serve the function of developing and implementing a student's overall learning program. The principal-teacher and career teacher may be responsible for regular classroom assignments as well as learning programs for other assigned students.

Subd. 2. **Qualifications.** (a) An individual employed as a principal-teacher must be licensed as a principal by the state board of education and shall be considered a principal as defined in section 179A.03, subdivision 12, for purposes of the public employment labor relations act.

(b) An individual employed as a career teacher must be licensed as a teacher by the state board of teaching and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of the public employment labor relations act.

Subd. 3. **Staff/student ratio.** (a) Except as provided in clause (b), one principal-teacher or career teacher shall be assigned for every 125 students. For each special education student included in the assignment, the 1:125 ratio shall be reduced by one.

(b) One principal-teacher shall be assigned for every 50 students when the principal-teacher is also the principal of the school.

**Subd. 4. Selection; renewal.** (a) The school board shall establish procedures for teachers and principals to apply for the position of principal-teacher and career teacher. The authority for selection of principal-teachers and career teachers shall be vested in the board and no individual shall have a right to employment as a principal-teacher or career teacher based on seniority or order of employment in the district.

(b) Employment of the principal-teacher and career teacher shall be on a 12-month basis with vacation time negotiated individually with the board. The annual contract of a principal-teacher or career teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such teacher whose contract as a principal-teacher or career teacher it declines to renew for the following year written notice to that effect before April 15. If the board fails to renew the contract of a principal-teacher or career teacher, that individual shall be reinstated to another position in the district if eligible pursuant to section 125.12 or 125.17.

**Subd. 5. Duties.** The principal-teacher and career teacher shall be responsible for:

(a) The overall education and learning plan of assigned students. This plan shall be designed by the principal-teacher and career teacher with the student, parents, and other faculty, and shall seek to maximize the learning potential and maturation level of each pupil;

(b) Measuring the proficiency of the assigned students and assisting other staff in identifying pupil needs and making appropriate educational and subject groupings;

(c) When part of the district's plan, taking responsibility for the parent and early childhood education of assigned students;

(d) Designing and being responsible for program components which meet special learning needs of high potential and talented students; and

(e) Coordinating the ongoing, year-to-year learning program for assigned students.

**History:** 1981 c 358 art 6 s 11; 1983 c 314 art 9 s 12; 1984 c 462 s 27; 1986 c 444

#### 129B.47 COUNSELOR-TEACHER COMPONENT.

**Subdivision 1. Status.** An improved learning program may include a counselor-teacher component. The counselor-teacher shall not be the exclusive teacher with respect to the learning process of assigned students.

**Subd. 2. Qualifications.** An individual employed as a counselor-teacher must be licensed as a counselor by the state board of education and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of the public employment labor relations act.

**Subd. 3. Staff/student ratio.** One counselor-teacher shall be assigned for every 125 students. For each special education student included in the assignment, the 1:125 ratio shall be reduced by one.

**Subd. 4. Selection; renewal.** The annual contract of a counselor-teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such counselor whose contract for the counselor-teacher it declines to renew for the following year written notice to that effect before April 15. If the board fails to renew the contract of a counselor-teacher, that individual shall be reinstated to another position in the district if eligible pursuant to section 125.12 or 125.17.

**Subd. 5. Duties.** The counselor-teacher shall be responsible for providing guidance and counseling services to assigned students. This includes working with individual students, groups of students and families.

**History:** 1981 c 358 art 6 s 12; 1983 c 314 art 9 s 12; 1984 c 462 s 27; 1986 c 444

**MASTERY LEARNING THROUGH  
INDIVIDUALIZED LEARNING PLANS ACT**

**129B.61 MASTERY LEARNING THROUGH INDIVIDUALIZED LEARNING PLANS ACT.**

Sections 129B.62 to 129B.66 may be cited as the "mastery learning through individualized learning plans act."

**History:** *1Sp1985 c 12 art 8 s 37*

**129B.62 LEGISLATIVE FINDINGS; PURPOSE.**

The legislature finds that mastery learning is a process for managing learning that enhances mastery of clearly defined educational objectives for all pupils, because all pupils have the capacity to achieve defined levels of mastery with appropriate time and instruction. The legislature is committed to the goal of providing optimal educational outcomes in reading through mastery learning, using individualized learning plans, and encouraging parental involvement. The legislature recognizes that, because of recent developments, technology exists to assist teachers in managing a mastery learning system in reading. The legislature further recognizes that reading is a cognitive skill upon which most subsequent learning is based and that individual learner characteristics need not necessarily be a limitation on that learner's level of mastery of this basic skill. Therefore, the purposes of this legislation are to:

- (1) offer mastery learning programs in reading that take into account the entry reading level of each pupil and provide individualized instruction and appropriate learning time based on that level;
- (2) provide design models of individualized pupil learning plans that demonstrate the use of mastery management programs in reading;
- (3) encourage continuous progress in reading that uses variable class-size groupings;
- (4) recognize that sequential, measurable learning for all pupils can occur in a reading program that is planned for mastery, taught for mastery, and managed for mastery.

**History:** *1Sp1985 c 12 art 8 s 38*

**129B.63 GRADE LEVEL PARTICIPATION.**

The demonstration mastery learning reading programs that are designated under section 129B.64 shall be available for pupils in grades kindergarten through three.

**History:** *1Sp1985 c 12 art 8 s 39*

**129B.64 SITE DESIGNATION.**

By March 15, 1986, the commissioner of education shall designate ten districts as demonstration sites for mastery learning through individualized learning plans. By September 1, 1986, the commissioner shall pay to each designated district a grant for use during the 1986-1987 school year.

**History:** *1Sp1985 c 12 art 8 s 40*

**129B.65 ADVISORY COMMITTEE.**

By August 15, 1985, the commissioner of education shall appoint a 15-member advisory committee to assist in the implementation of sections 129B.62 to 129B.66. Representation on the advisory committee shall include a technology in curriculum specialist from the department of education, an instructional effectiveness specialist from the department of education, a reading specialist from the department of education, an assessment specialist from the department of education, two representatives from post-secondary teacher education programs, two school district reading curriculum specialists, a superintendent, an elementary school principal, two school board

members, a parent, and two teachers. Appointments to this advisory committee are not subject to section 15.0597.

**History:** *1Sp1985 c 12 art 8 s 41*

### 129B.66 GRANTS; APPLICATION PROCESS.

**Subdivision 1. Development of plan.** Each school district is encouraged to develop and adopt a written plan for providing a program for mastery learning through individualized learning plans. This plan shall be developed in consultation with the curriculum advisory committee for planning, evaluation, and reporting appointed pursuant to section 126.66, subdivision 3.

**Subd. 2. Preliminary proposal.** By September 15, 1985, each school district is encouraged to submit a brief preliminary proposal that indicates its intent to submit a detailed plan for implementing a program under this section. The proposal shall include an outline of the district's plan and shall be on forms provided by the department of education.

**Subd. 3. Selection of finalists; planning aid.** By October 15, 1985, the commissioner, in consultation with the advisory committee, shall select 25 districts to submit detailed plans for implementing demonstration programs of mastery learning. By November 1, 1985, the commissioner shall pay planning aid in the amounts of \$1,000 to those selected districts with 600 pupil units or fewer, and \$1,500 to those selected districts with more than 600 pupil units.

**Subd. 4. Design components.** The design of the programs developed under subdivision 3 shall demonstrate concise, measurable objectives in reading that clearly describe the criteria for mastery learning in reading. Each program design must include a process for:

- (1) identification of specific skills stated as measurable objectives;
- (2) diagnostic preinstruction assessment that determines each pupil's entry level of reading skills;
- (3) development of an individualized plan for each participating pupil based on the diagnostic assessment, including the use of different instructional strategies and groupings to achieve the stated mastery of the measurable reading objectives;
- (4) diagnostic assessment of progress during instruction and reteaching; and
- (5) postinstruction assessment and evaluation to determine whether the identified reading skills have been mastered.

**Subd. 5. Mandatory plan components.** In addition to the components specified in subdivision 4, the program plan must include:

- (1) sufficient allowance of time for teachers to identify specific skills and measurable objectives;
- (2) sufficient allowance of time for the development or acquisition of a locally-developed, state-developed, or a commercially-developed mastery management system;
- (3) a demonstration of how the participating school districts will reduce the size of reading classes by providing variable class size groupings;
- (4) a demonstration of how a skill-based computerized management system can be used to develop individualized pupil learning plans in reading, diagnose individual pupil levels of learning, retest to ascertain progress toward mastery of objectives, and posttest to determine the extent of final mastery of the objectives;
- (5) a plan for in-service staff development that addresses all components of mastery learning, including parent communication and involvement and reteaching; and
- (6) a procedure for involving parents in the process of developing individualized instruction plans for mastery in reading and keeping them informed of the progress of their children, as well as suggestions on how the parents can assist in the individualized learning plan.

**Subd. 6. Optional components of the plan.** In addition to the required components specified in subdivisions 4 and 5, a district's plan may include:

- (1) plans for all-day kindergarten;
- (2) plans for coordination with early childhood family education programs;
- (3) plans for expanding the program to grades four through six;
- (4) plans to use volunteers;
- (5) summer learning opportunities;
- (6) a process for integrating the assessment of pupil affective levels;
- (7) inclusion of foreign languages in the mastery reading program;
- (8) plans for utilizing peer tutoring in the program; and
- (9) an assessment of the feasibility of establishing a demonstration school to be operated by the school district for teacher education purposes.

Subd. 7. **Selection criteria.** The commissioner of education, in consultation with the advisory committee, shall establish selection criteria for approving plans, which shall be distributed to the school districts by November 1, 1985.

Subd. 8. **Geographic distribution of sites.** To the extent possible, the selected sites shall be geographically distributed among urban, suburban, and rural areas. Some of the sites selected shall be existing exemplary programs.

Subd. 9. **Differentiated staffing; two sites.** At least two of the sites selected by the commissioner shall include plans for differentiated staffing that use master teachers and nonlicensed personnel, such as teachers' aides or paraprofessionals.

Subd. 10. **Approval of plans; grant awards.** The districts shall submit a plan and application for a grant by February 1, 1986, in the form and manner prescribed by the department.

Subd. 11. **Evaluation of sites.** The commissioner of education shall make a preliminary evaluation of the designated sites and report to the education committees of the legislature on the results of the preliminary evaluation by February 1, 1987. By December 1, 1987, and each year thereafter, the commissioner of education shall submit a report evaluating the program to the education committees of the legislature.

**History:** *1Sp1985 c 12 art 8 s 42,61*

## COMPUTERIZED MASTERY MANAGEMENT SYSTEM

### 129B.67 COMPUTERIZED MASTERY MANAGEMENT SYSTEM.

The department of education shall develop, contract for the development, or purchase the state rights to a computerized mastery management system that may be utilized for individualized learning plan models to be implemented under sections 129B.62 to 129B.66. The computer models shall have a common management system and be able to utilize several banks of learner outcomes and objectives that reflect content found in major textbooks. The department shall also develop, contract for the development, or purchase the state rights to support and resource materials to be used in conjunction with the computerized mastery management system for reading. In future years, the department is encouraged to develop and acquire a similar system and supporting materials for mathematics.

**History:** *1Sp1985 c 12 art 8 s 59*