

CHAPTER 124C

GRANTS FOR EDUCATION

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124C.01 COPYRIGHT AND SALE OF PRODUCTS.

Subdivision 1. **Copyright.** Products of projects and programs developed with a grant or loan from the council on quality education, including curriculum and instructional materials, computer and telecommunications software, and associated manuals and reports, may be copyrighted by the department in the name of the state and may be sold. The state shall sell the products 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. **Revolving fund.** The education product and loan repayment revolving account is established in the state treasury. Sale proceeds from the sale of products under this section shall be deposited in this account. All money in this account is annually appropriated to the department of education and shall be used to reproduce and distribute products of projects and programs developed with a grant or loan from the council on quality education.

History: 1983 c 314 art 9 s 6; 1984 c 463 art 7 s 18,19; 1987 c 398 art 8 s 31,32; 1Sp1987 c 4 art 1 s 4,11

124C.02 GRANTS FOR COOPERATION AND COMBINATION.

Subdivision 1. **Eligibility.** Two or more districts that have adopted a plan according to section 122.242 may apply for a grant under this section. The grant shall be awarded after the districts combine according to sections 122.241 to 122.248.

Subd. 2. **Procedures.** The state board shall establish procedures and deadlines for the grants. The state board shall review each application for a grant and may require modifications consistent with sections 122.241 to 122.248.

Subd. 3. **Grant amount.** The state board shall determine the amount of a grant according to the needs of the districts to effectuate combination. A grant may not exceed \$250,000.

Subd. 4. **Use of grant money.** The grant money may be used for any purpose related to combining school districts, including, but not limited to:

(1) secondary course offerings in communications, mathematics, science, social studies, foreign languages, physical education, health, and career education if the courses have specific learner outcomes;

(2) staff development related to cooperation; and

(3) any of the purposes set forth in section 124.243, subdivision 6, clauses (3), (4), and (15), and section 124.244, subdivision 4, clauses (2), (3), (4), (5), and (6), in all cases only if related to courses offered cooperatively.

History: 1989 c 329 art 6 s 43

124C.03 INTERAGENCY ADULT LEARNING ADVISORY COUNCIL AND GRANTS.

Subdivision 1. Specific goals. The interagency adult learning initiative is intended to:

(1) increase the number of adults improving their basic skills and completing general educational development, high school diploma, and technical skills training programs;

(2) reduce the dropout rate in adult programs by ensuring that transportation, child care, and other barriers to learning are addressed;

(3) be a catalyst to upgrade existing adult education programs;

(4) expand cooperation among education, human services, and job training agencies; and

(5) support employer, labor union, or other initiatives to improve employed workers' basic skills.

Subd. 2. Members; meetings; officers. The interagency adult learning advisory council shall have 16 to 18 members. Members must have experience in educating adults or in programs addressing welfare recipients and incarcerated, unemployed, and underemployed people.

The members of the interagency adult learning advisory council are appointed as follows:

(1) one member appointed by the commissioner of the state planning agency;

(2) one member appointed by the commissioner of jobs and training;

(3) one member appointed by the commissioner of human services;

(4) one member appointed by the director of the refugee and immigrant assistance division of the department of human services;

(5) one member appointed by the commissioner of corrections;

(6) one member appointed by the commissioner of education;

(7) one member appointed by the chancellor of the state board of technical colleges;

(8) one member appointed by the chancellor of community colleges;

(9) one member appointed by the Minnesota adult literacy campaign or by another nonprofit literacy organization, as designated by the commissioner of the state planning agency;

(10) one member appointed by the council on Black Minnesotans;

(11) one member appointed by the Spanish-speaking affairs council;

(12) one member appointed by the council on Asian-Pacific Minnesotans;

(13) one member appointed by the Indian affairs council; and

(14) one member appointed by the disability council.

Up to four additional members of the council may be nominated by the participating agencies. Based on the council's recommendations, the commissioner of the state planning agency must appoint at least two, but not more than four, additional members. Nominees shall include, but are not limited to, representatives of local education, government, nonprofit agencies, employers, labor organizations, and libraries.

The council shall elect its officers.

Subd. 3. Staff. The commissioner of the state planning agency shall provide space and administrative services to the council. The commissioner may contract for staff for the council.

Subd. 4. **Compensation.** Compensation of members is governed by section 15.059, subdivision 6.

Subd. 5. **Expiration date.** The advisory council expires on June 30, 1995.

Subd. 6. **Council responsibilities.** The responsibilities of the council are to make recommendations to:

- (1) coordinate planning and activities of participating agencies;
- (2) assist program coordination at the local level;
- (3) develop policy recommendations on adult literacy for the state, and make recommendations to the participating commissioners and the legislature;
- (4) establish standards for effective programs and promote statewide implementation of such standards;
- (5) award grant funds;
- (6) evaluate programs funded by the state; and
- (7) provide technical assistance and staff development services, in coordination with participating agencies.

Subd. 7. **Targeted adult literacy grants.** The council may make recommendations to award grants to qualified programs to serve people who are on public assistance, are unemployed, or underemployed and who:

- (1) are functioning below the eighth grade level;
- (2) have not completed high school or a GED program;
- (3) need basic skills remediation for employment, occupational training, or post-secondary education; or
- (4) do not speak English.

The council may prioritize funding for services for people described in clause (1) or to persons with learning disabilities.

Priority must be given to qualified programs for the recipients of aid to families with dependent children who are identified for self-sufficiency services under section 256.736, and qualified programs for recipients of general assistance or work readiness assistance.

Subd. 8. **Standards for qualified programs.** (a) Except as provided in paragraph (b) and subdivision 9, a program qualifying for a grant must:

- (1) be directed to the unemployed, the underemployed, the incarcerated, public assistance recipients, or to non-English speaking immigrants;
- (2) integrate learning and support services such as child care, transportation, and counseling;
- (3) have intensive learning that maximizes the weekly hours available to learners;
- (4) be accessible year-round and during daytime or evening hours as needed, except where otherwise appropriate to learners' needs;
- (5) have individualized learning plans and outcome based learning;
- (6) provide instruction in transferable basic skills;
- (7) have context based learning linked to individual occupational or self-sufficiency goals;
- (8) provide for reporting and evaluation;
- (9) have appropriate coordination and differentiation of services among adult literacy services and agencies in the local area;
- (10) be coordinated with human services and employment and training agencies, as appropriate to the target population; and
- (11) maximize use of available local resources.

(b) The commissioner of the state planning agency may waive a standard because of client need or local conditions. The reason for the waiver must be documented.

Subd. 9. **Innovation grants.** The commissioner of the state planning agency may

award grants for innovative programs. An innovation grant need not comply with the standards in subdivision 8. The nature and extent of the proposed innovation must be described in the award.

Subd. 10. **No funding required.** The commissioner of the state planning agency need not award a grant for any proposal that, in the determination of the commissioner does not meet the standards in subdivision 8.

Subd. 11. **Eligible grantees.** To be eligible for a grant, one or more public agencies, or public or private nonprofit organizations, must submit a plan to create or maintain a qualified program. A profit-making organization cannot receive a grant but may be a subcontractor on a grant.

Grantees may not reduce existing expenditure levels for the target population.

Subd. 12. **Geographic distribution.** The commissioner of the state planning agency shall seek to award grants throughout the state, taking into account the incidence of the target population. It shall provide technical assistance to local agencies to enhance fulfillment of this subdivision.

Subd. 13. **Supplemental grants.** A grant may supplement existing local programs by financing additional services or hours of instruction.

Subd. 14. **Grant schedule.** The commissioner of the state planning agency must award initial grants by April 1, 1990. Beginning in 1991, grants must be awarded by July 1 of each year. Grants may be awarded for a period not to exceed 24 months.

Subd. 15. **Local and regional joint planning.** The commissioner of the state planning agency may require grant applicants and existing adult basic education providers in a locality to present a joint services plan as a condition of receiving a grant under this section.

Subd. 16. **Reporting and evaluation.** The commissioner of the state planning agency shall evaluate the performance of the grantees and report to the legislature by November 15 of each year, except that a preliminary report may be submitted by February 15, 1991.

History: 1989 c 329 art 4 s 15; 1990 c 375 s 3

NOTE: This section is repealed effective June 30, 1995. See Laws 1989, chapter 329, article 4, section 20.

COMPREHENSIVE ARTS IN EDUCATION PLANNING GRANTS

124C.07 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

124C.08 COMPREHENSIVE ARTS PLANNING PROGRAM SITES.

Subdivision 1. **Funding.** Each site shall receive \$1,250 each year for two years. If fewer than 30 sites are selected, each site shall receive an additional proportionate share of money appropriated and not used. 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; 1988 c 718 art 6 s 14

124C.09 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

MINNESOTA EDUCATION TECHNOLOGY ACT

124C.21 CITATION.

Sections 124C.22 to 124C.25 may be cited as the "Minnesota education technology act."

History: 1983 c 314 art 8 s 10

124C.22 DEFINITIONS.

Subdivision 1. Applicability. For the purpose of sections 124C.24 and 124C.25, the following terms have the meanings given them, unless clearly provided otherwise.

Subd. 2. 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. 3. State board. "State board" means state board of education.

Subd. 4. 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; 1988 c 486 s 101 subd 2

124C.23 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*

124C.24 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 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 at cost, including nominal costs of reproduction and distribution. Money from the sale of courseware packages is annually appropriated to the department of education to purchase additional courseware packages according to this section.

History: *1983 c 314 art 8 s 19; 1Sp1985 c 12 art 8 s 35; 1987 c 398 art 7 s 37; 1988 c 486 s 76*

124C.25 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 124C.24; 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 by the state board of education.

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.

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; 1988 c 486 s 77*

MINNESOTA CAREER TEACHER ACT

124C.26 CITATION.

Sections 124C.27 to 124C.31 may be cited as the "Minnesota career teacher act."

History: *1981 c 358 art 6 s 6; 1983 c 314 art 9 s 12; 1989 c 329 art 7 s 15*

124C.27 PURPOSE OF THE CAREER TEACHER ACT.

The legislature recognizes the unique and lifelong learning and development process of all human beings. The legislature is committed to the goal of maximizing the individual growth potential of all learners. The purposes of the career teacher act are:

- (1) to offer career teacher programs which emphasize learning and development based on learner outcomes;
- (2) to recognize and utilize the unique skills that teachers, students, family, and the community have in both the teaching process and the learning and development process; and
- (3) to provide an opportunity for maximum use of teachers, principals, and counselors.

History: 1981 c 358 art 6 s 7; 1983 c 314 art 9 s 12; 1989 c 329 art 7 s 16

124C.28 PROGRAM SELECTION.

Subdivision 1. **Authorization.** A school district or group of districts may establish an improved learning program.

Subd. 2. **Rules and rights.** 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. 3. **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.

History: 1981 c 358 art 6 s 8; 1983 c 314 art 9 s 1,12; 1984 c 463 art 7 s 2; 1987 c 398 art 1 s 19,20

124C.29 ADVISORY COUNCIL.

The school board of a district providing a career teacher 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 career teacher 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; 1989 c 329 art 7 s 17

124C.30 CAREER TEACHER PROGRAM COMPONENTS.

Subdivision 1. **Mandatory components.** A career teacher program shall include:

- (1) participation by a designated individual as a career teacher, principal-teacher, or counselor teacher;
- (2) an emphasis on each individual child's unique learning and development needs;
- (3) procedures to give the career teacher a major responsibility for leadership of the instructional and noninstructional activities of each child beginning with early childhood family education;
- (4) procedures to involve parents in the learning and development experiences of their children;
- (5) procedures to implement outcome based education by focusing on the needs of the learner;

(6) procedures to coordinate and integrate the instructional program with all community education programs;

(7) procedures to concentrate career teacher programs at sites that provide early childhood family education and subsequent learning and development programs; and

(8) procedures for the district to fund the program.

Subd. 2. Optional components. A career teacher program may include:

(1) efforts to improve curricula strategies, instructional strategies, and use of materials that 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;

(2) 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;

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

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

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

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

(7) 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 and development opportunities within existing programs;

(8) use of volunteers in the learning and development program;

(9) flexible attendance schedules for pupils;

(10) adult education component;

(11) coordination with early childhood family education and community education programs;

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

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

(14) application of educational research findings;

(15) summer learning and development experiences for students as recommended by the career teacher, principal-teacher, and counselor teacher;

(16) use of education assistants, teacher aides, or paraprofessionals as part of the career teacher program;

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

(18) variable age and learning size groupings of students.

History: 1981 c 358 art 6 s 10; 1983 c 314 art 9 s 2,12; 1989 c 329 art 7 s 18

124C.31 CAREER TEACHER.

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

Subd. 2. Qualifications. (a) An individual employed as a career teacher must be

licensed as a teacher and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

(b) An individual employed as a principal teacher must be licensed as a principal and shall be considered a principal, as defined in section 179A.03, subdivision 12, for purposes of chapter 179A.

(c) An individual employed as a counselor teacher must be licensed as a counselor and shall be considered a teacher, as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

Subd. 3. Staff/student ratio. (a) Except as provided in clause (b), one career teacher, principal-teacher, or 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.

(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, principals, and counselors to apply for the position of career teacher, principal-teacher, or counselor teacher. The authority for selection of career teachers, principal-teachers, and counselor teachers shall be vested in the board and no individual shall have a right to employment as a career teacher, principal-teacher, or counselor teacher based on seniority or order of employment in the district.

(b) Employment of the career teacher, principal-teacher, and counselor teacher may be on a 12-month basis with vacation time negotiated individually with the board. The annual contract of a career teacher, principal-teacher, or counselor teacher may not be renewed, as the board shall see fit; provided, however, the board shall give any such teacher whose contract as a career teacher, principal-teacher, or 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 career teacher, principal-teacher, or 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 career teacher, principal-teacher, and counselor teacher shall be responsible for:

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

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

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

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

(5) coordinating the ongoing, year-to-year learning and development program for assigned students; and

(6) developing learning and development portfolios.

History: 1981 c 358 art 6 s 11; 1983 c 314 art 9 s 12; 1984 c 462 s 27; 1986 c 444; 1989 c 329 art 7 s 19; 1989 c 356 s 49

TEACHER CENTER GRANTS

124C.41 TEACHER CENTER GRANTS.

Subdivision 1. Definition. For the purposes of this section, "teacher" has the meaning given it in section 179A.03, subdivision 18.

Subd. 2. Establishment. A teacher center may be established by one or more school boards and the exclusive representatives of the teachers. The teacher center shall serve at least ten districts or 3,000 teachers.

Subd. 3. Policy board membership. Representatives of exclusive representatives and representatives of the school boards shall mutually determine the composition of the policy board according to the guidelines in this subdivision. A majority of the policy board must be teachers. The number of policy board members from each participating district must be in proportion to the number of teachers in each district. The board shall be composed of elementary teachers, secondary teachers, and other teachers, parents, and representatives of school boards, post-secondary education, business, and labor. At least one teacher from each participating district shall be a member of the board.

Subd. 4. Board powers and duties. The board shall develop policy, designate a fiscal agent, adopt a budget, expend funds to accomplish the purposes of the center, contract for technical and other assistance, and perform other managerial or supervisory activities consistent with the rules of the state board of education. The board may employ staff or contract with consultants for services.

Subd. 5. Center functions. A teacher center shall perform functions according to this subdivision. The center shall assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess pupil outcomes, assess staff development needs and plans, and teach school personnel about effective pedagogical approaches. The center shall develop and produce curricula and curricular materials designed to meet the educational needs of pupils being served, by applying educational research and new and improved methods, practices, and techniques. The center shall provide programs to improve the skills of teachers to meet the special educational needs of pupils. The center shall provide programs to familiarize teachers with developments in curriculum formulation and educational research, including how research can be used to improve teaching skills. The center shall facilitate sharing of resources, ideas, methods, and approaches directly related to classroom instruction and improve teachers' familiarity with current teaching materials and products for use in their classrooms. The center shall provide in-service programs.

Subd. 6. Task force. An advisory task force is established to assist the board of teaching in various aspects of teacher centers. The advisory task force consists of 14 persons appointed by the board of teaching as follows: (1) two elementary, two secondary, and one special area teacher recommended by the Minnesota federation of teachers; (2) two elementary, two secondary, and one special area teacher recommended by the Minnesota education association; (3) one member recommended by the Minnesota school boards association; (4) one member representing the faculty of post-secondary colleges of education recommended by the higher education coordinating board; (5) one member recommended by the commissioner of education; and (6) one member recommended by the state board of education.

Subd. 7. Grant applications and awards. The board of teaching, through the advisory task force, shall prescribe the form and manner of applications for grants for teacher centers. Each application must include the approval of the teachers' exclusive representatives and the school boards of all participating districts.

Upon approval of an application by the advisory task force, the board of teaching shall award a planning grant of not more than \$75,000 for a teacher center. The grant shall be used to develop a final plan of operation for a teacher center. The advisory task force shall recommend the amount of a planning grant based on the number of teachers to be served by the center.

Each grant recipient shall provide information to the board of teaching about how the proceeds of the grant were used.

History: 1989 c 329 art 11 s 11

AREA LEARNING CENTERS

124C.45 AREA LEARNING CENTER ORGANIZATION.

Subdivision 1. Governance. A school district may establish an area learning center either by itself or in cooperation with other districts, an ECSU, an intermediate school

district, public and private secondary and post-secondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, a center must serve the geographic area of at least two districts.

Subd. 2. **Access to services.** A center shall have access to the district's regular education programs, technology facilities, and staff. It may contract with individuals or post-secondary institutions. It shall seek the involvement of community education programs, post-secondary institutions, community resources, businesses, and other federal, state, and local public agencies.

Subd. 3. **Nonresident pupils.** A pupil who does not reside in the district may attend a center without consent of the school board of the district of residence.

History: 1987 c 398 art 8 s 34

124C.46 CENTER PROGRAMS AND SERVICES.

Subdivision 1. **Program focus.** The programs and services of a center must focus on academic and learning skills, trade and vocational skills, work experience, and transition services.

Subd. 2. **People to be served.** A center shall provide programs for secondary pupils and adults, giving priority to serving persons between 16 and 21 years of age. Secondary pupils to be served are those who are chemically dependent, not likely to graduate from high school, need assistance in vocational and basic skills, can benefit from employment experiences, and need assistance in transition from school to employment. Adults to be served are dislocated homemakers and workers and others who need basic educational and social services. In addition to offering programs, the center shall coordinate the use of other available educational services, social services, and post-secondary institutions in the community. The center may also provide programs for elementary and secondary pupils who are not attending the center to assist them in completing high school.

Subd. 3. **Rules exemption.** Notwithstanding any law to the contrary, the center programs must be available throughout the entire year. Pupils in a center may receive instruction for more than or less than the daily number of hours required by the rules of the state board of education. However, a pupil must receive instruction each year for at least the total number of instructional hours required by statutes and rules. A center may petition the state board under Minnesota Rules, part 3500.1000, for exemption from other rules.

Subd. 4. **Graduation.** Upon successful completion of the center program, a pupil is entitled to receive a high school diploma. The pupil may elect to receive a diploma from either the district of residence or the district in which the center is located.

History: 1987 c 398 art 8 s 35; 1988 c 718 art 6 s 15

124C.47 RESOURCE CENTER FOR OTHER PROGRAMS.

An area learning center must serve as a resource for other districts, educational, community, and business organizations. The center may charge a fee for these services. The following services shall be provided for a region or the state:

- (1) information and research for alternative programs;
- (2) regional or state workshops on awareness, identification, programs, and support for these pupils; and
- (3) recommendations for staff qualifications to ensure the most qualified staff can be selected for the programs.

History: 1987 c 398 art 8 s 36

124C.48 CENTER FUNDING.

Subdivision 1. **Outside sources.** A center may accept:

- (1) resources and services from post-secondary institutions serving center pupils;
- (2) resources from job training partnership act programs, including funding for jobs skills training for various groups and the percentage reserved for education;

(3) resources from the department of human services and county welfare funding;
or

(4) private resources, foundation grants, gifts, corporate contributions, and other grants.

Subd. 2. **General education aid.** Payment of general education aid for nonresident pupils enrolled in the center must be made according to section 124A.036, subdivision 5.

History: 1987 c 398 art 8 s 37; 1988 c 486 s 78

124C.49 DESIGNATION AS CENTER.

The commissioner of education, in cooperation with the state board of education, shall establish a process for state designation and approval of area learning centers that meet the provisions of sections 124C.45 to 124C.48.

The four area learning centers designated in 1988 as exemplary shall be subject to the state approval process beginning July 1, 1990.

Area learning center designation shall begin July 1, 1988.

History: 1988 c 718 art 7 s 52

DESEGREGATION CAPITAL IMPROVEMENT GRANT ACT

124C.55 CITATION.

Sections 124C.55 to 124C.57 may be cited as the "desegregation capital improvement grant act."

History: 1987 c 400 s 39; 1989 c 209 art 2 s 1

124C.56 APPROVAL AUTHORITY; APPLICATION FORMS.

Subdivision 1. **Approval by commissioner.** The commissioner of education may approve or disapprove applications under section 124C.57. The grant money must be used only to remodel or improve a building or site under contracts to be entered into within 15 months after the date each grant is awarded.

Subd. 2. **Application forms.** The commissioner of education shall prepare application forms and establish application dates.

Subd. 3. **Criteria.** A district applying for a grant under this section must match with local district funds to be used for construction, enlarging, or modifying school buildings. The commissioner of education must determine that the costs are directly related to reducing or eliminating racial imbalance and are part of an approved desegregation plan. The district must also certify that the district has sought all available federal funds before submitting a grant application.

History: 1987 c 400 s 40; 1989 c 300 art 2 s 6, 7

124C.57 GRANT APPLICATION PROCESS.

Subdivision 1. **Qualification.** A school district that meets the criteria required under subdivision 2 may apply for a grant in an amount up to 50 percent of the approved costs of remodeling or improvement.

Subd. 2. **Review by commissioner.** (a) A school district that submits an application for a grant shall submit a proposal to the commissioner for review and comment under section 121.15, and the commissioner shall prepare a review and comment on the proposed facility, regardless of the amount of the capital expenditure required to remodel or improve the building or site. The commissioner must not approve an application for a grant for a building or site unless the building or site receives a favorable review and comment under section 121.15 and is recommended by the commissioner as part of the district's approved desegregation plan.

Subd. 3. **Award of grants.** The commissioner shall examine and consider all appli-

cations for grants, and if a district is found not qualified, the commissioner shall promptly notify the district board. If the total amount of the applications exceeds the amount that is or can be made available, the commissioner shall prorate the available amount among the qualified applicant districts, according to the commissioner's judgment and discretion based upon their respective needs. The commissioner shall promptly certify to each district the amount, if any, of the grant awarded to it.

Subd. 4. Matching revenue. Upon being awarded a grant under subdivision 3, the board shall determine the need to bond for additional revenue. If the board determines that there is no need to bond, it shall certify to the commissioner of education that other funds are available for the purpose. If a bond issue is required, the board shall submit, within 90 days, the question of authorizing the borrowing of funds for remodeling or improvements to the voters of the district at a special election, that may be held in conjunction with the annual election of the school board members. If a majority of those voting on the question do not vote in the affirmative, and the district does not have other funds available, the grant must be canceled.

Subd. 5. Project budget. A district that receives a grant must provide the commissioner with the project budget and any other information the commissioner requests.

History: 1987 c 400 s 41; 1989 c 300 art 2 s 8,9

124C.58 ISSUANCE AND SALE OF BONDS.

To provide money for grants under the desegregation capital improvement grant act, the commissioner of finance, upon the request of the commissioner of education, shall issue and sell bonds of the state up to the amount of \$2,000,000 in the manner, upon the terms, and with the effect prescribed by sections 16A.631 to 16A.675 and the Minnesota Constitution, article XI, sections 4 to 7.

History: 1989 c 300 art 2 s 10

PARENTAL INVOLVEMENT PROGRAMS

124C.61 PARENTAL INVOLVEMENT PROGRAMS.

Subdivision 1. Program goals. The department of education, in consultation with the state curriculum advisory committee, must develop guidelines and model plans for parental involvement programs that will:

- (1) engage the interests and talents of parents or guardians in recognizing and meeting the emotional, intellectual, and physical needs of their school-age children;
- (2) promote healthy self-concepts among parents or guardians and other family members;
- (3) offer parents or guardians a chance to share and learn about educational skills, techniques, and ideas; and
- (4) provide creative learning experiences for parents or guardians and their school-age children.

Subd. 2. Plan contents. Model plans for a parental involvement program must include at least the following:

- (1) program goals;
- (2) means for achieving program goals;
- (3) methods for informing parents or guardians, in a timely way, about the program;
- (4) strategies for ensuring the full participation of parents or guardians, including those parents or guardians who lack literacy skills or whose native language is not English;
- (5) procedures for coordinating the program with kindergarten through grade 12 curriculum, with parental involvement programs currently available in the community, and with other education facilities located in the community;

(6) strategies for training teachers and other school staff to work effectively with parents and guardians;

(7) procedures for parents or guardians and educators to evaluate and report progress toward program goals; and

(8) a mechanism for convening a local community advisory committee composed primarily of parents or guardians to advise a district on implementing a parental involvement program.

Subd. 3. Plan activities. Activities contained in the model plans must include:

(1) educational opportunities for families that enhance children's learning development;

(2) educational programs for parents or guardians on families' educational responsibilities and resources;

(3) the hiring, training, and use of parental involvement liaison workers to coordinate family involvement activities and to foster communication among families, educators, and students;

(4) curriculum materials and assistance in implementing home and community-based learning activities that reinforce and extend classroom instruction and student motivation;

(5) technical assistance, including training to design and carry out family involvement programs;

(6) parent resource centers;

(7) parent training programs and reasonable and necessary expenditures associated with parents' attendance at training sessions;

(8) reports to parents on children's progress;

(9) use of parents as classroom volunteers, tutors, and aides; or

(10) soliciting parents' suggestions in planning, developing, and implementing school programs.

History: 1990 c 562 art 8 s 34