

1.1 Senator moves to amend S.F. No. 1407 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2014, section 120B.12, subdivision 3, is amended to
1.4 read:

1.5 Subd. 3. **Intervention.** For each student identified under subdivision 2, the
1.6 district shall provide reading intervention to accelerate student growth and reach the
1.7 goal of reading at or above grade level by the end of the current grade and school
1.8 year. District intervention methods shall encourage family engagement and, where
1.9 possible, collaboration with appropriate school and community programs. Intervention
1.10 methods may include, but are not limited to, requiring attendance in summer school,
1.11 intensified reading instruction that may require that the student be removed from the
1.12 regular classroom for part of the school day, extended-day programs, or programs that
1.13 strengthen students' cultural connections. A student, other than a student under an
1.14 individualized education program, who is unable to demonstrate grade-level proficiency
1.15 as measured by the statewide reading assessment in grade 3 shall receive a personal
1.16 learning plan developed and updated as needed with the student and the student's parents
1.17 by the classroom teachers and other qualified school professionals involved with the
1.18 student's elementary school progress. A personal learning plan shall provide specific and
1.19 individualized learning strategies to address knowledge gaps and skill deficiencies, and
1.20 may include grade retention, if necessary, to meet the student's best interests.

1.21 Sec. 2. Minnesota Statutes 2015 Supplement, section 120B.125, is amended to read:

1.22 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**
1.23 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL**
1.24 **LEARNING PLANS.**

1.25 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15,
1.26 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school
1.27 districts, beginning in the 2013-2014 school year, must assist all students by no later
1.28 than grade 9 to explore their educational, college, and career interests, aptitudes, and
1.29 aspirations and develop a personal learning plan for a smooth and successful transition to
1.30 postsecondary education or employment. All students' plans must:

- 1.31 (1) provide a comprehensive plan to prepare for and complete a career and college
1.32 ready curriculum by meeting state and local academic standards and developing career and
1.33 employment-related skills such as team work, collaboration, creativity, communication,
1.34 critical thinking, and good work habits;

2.1 (2) emphasize academic rigor and high expectations, and inform the student and
2.2 their parent or guardian, if the student is a minor, of the student's achievement level score
2.3 on the Minnesota Comprehensive Assessments that are administered during high school;

2.4 (3) help students identify interests, aptitudes, aspirations, and personal learning
2.5 styles that may affect their career and college ready goals and postsecondary education
2.6 and employment choices;

2.7 (4) set appropriate career and college ready goals with timelines that identify
2.8 effective means for achieving those goals;

2.9 (5) help students access education and career options;

2.10 (6) integrate strong academic content into career-focused courses and applied and
2.11 experiential learning opportunities and integrate relevant career-focused courses and
2.12 applied and experiential learning opportunities into strong academic content;

2.13 (7) help identify and access appropriate counseling and other supports and assistance
2.14 that enable students to complete required coursework, prepare for postsecondary education
2.15 and careers, and obtain information about postsecondary education costs and eligibility
2.16 for financial aid and scholarship;

2.17 (8) help identify collaborative partnerships among prekindergarten through grade
2.18 12 schools, postsecondary institutions, economic development agencies, and local and
2.19 regional employers that support students' transition to postsecondary education and
2.20 employment and provide students with applied and experiential learning opportunities; and

2.21 (9) be reviewed and revised at least annually by the student, the student's parent or
2.22 guardian, and the school or district to ensure that the student's course-taking schedule keeps
2.23 the student making adequate progress to meet state and local academic standards and high
2.24 school graduation requirements and with a reasonable chance to succeed with employment
2.25 or postsecondary education without the need to first complete remedial course work.

2.26 (b) A school district may develop grade-level curricula or provide instruction that
2.27 introduces students to various careers, but must not require any curriculum, instruction,
2.28 or employment-related activity that obligates an elementary or secondary student to
2.29 involuntarily select or pursue a career, career interest, employment goals, or related job
2.30 training.

2.31 (c) Educators must possess the knowledge and skills to effectively teach all English
2.32 learners in their classrooms. School districts must provide appropriate curriculum,
2.33 targeted materials, professional development opportunities for educators, and sufficient
2.34 resources to enable English learners to become career and college ready.

2.35 (d) When assisting students in developing a plan for a smooth and successful
2.36 transition to postsecondary education and employment, districts must recognize the unique

3.1 possibilities of each student and ensure that the contents of each student's plan reflect the
3.2 student's unique talents, skills, and abilities as the student grows, develops, and learns.

3.3 (e) Students who do not meet or exceed Minnesota academic standards, as measured
3.4 by the Minnesota Comprehensive Assessments that are administered during high school,
3.5 shall be informed that admission to a public school is free and available to any resident
3.6 under 21 years of age or who meets the requirements of section 120A.20, subdivision 1,
3.7 paragraph (c). A student's personal learning plan under this section shall continue while
3.8 the student is enrolled."

3.9 Delete the title and insert:

3.10 "A bill for an act
3.11 relating to education; providing personal learning plans for students unable to
3.12 demonstrate grade-level proficiency; amending Minnesota Statutes 2014, section
3.13 120B.12, subdivision 3; Minnesota Statutes 2015 Supplement, section 120B.125."