

SF 3415 was scheduled to be heard March 10th in the Senate Education Policy Committee. You can take a look at the entire bill by typing in www.leg.mn and typing in the bill number. The new, additional wording is as follows: A licensed physician or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability who is eligible for and in need of special instruction and services.

The chief author in the Senate is Senator Lynch with coauthors Wiger and Erkckson-Ropes. In the House the only author at this point is Representative Anzelc. To my knowledge the bill has not been scheduled at this point to be heard in the House.

The following as an addition to the previous information forwarded to you both earlier regarding the ADD/ADHD legislation, SF 3415 was heard as scheduled in the Senate Education Policy Committee. An amendment was made delineating the words "who is eligible for and in need of special instruction" Thus, the legislation now reads: "A licensed physician or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability."

A lobbyist for MPA spoke to the bill along with Senator Lynch. The only person speaking in opposition was a spokesman for EdWatch Minnesota. She suggested it would just lead to more over identification of the disorders. The testimony was brief all around. The bill is now in the the Senate Omnibus Education Bill. It has not and will not be heard in the House this year. However, since it is in the Senate Omnibus Education Bill, it is still alive and kicking. It amends Minnesota Statutes 2006, section 125 A.02, subdivision 1 If you have any thoughts or comments please let me know or your legislators or Senators Lynch, Wiger or Erickson-Ropes or Representative Anzelc They are the authors or co-authors of the bill.

Another piece of legislation I think you should be aware of is **HF 3629/SF 3590**. It is a bill for an act relating to education establishing a temporary, three-year appeals process for high school seniors who do not receive a passing score on the state GRAD test. It has passed the education policy committee and education finance committee in the House and is being considered for

inclusion in the House Education Omnibus Bill. It is opposed by the Minnesota Business Partnership, the Chamber of Commerce and the Department of Education. I spoke in favor of it on Friday in the House Education Finance Committee. I spoke as an individual and not as the MSPA Lobbyist. It is not scheduled to be heard at this time in the Senate. The lead author in the House is Rep. Slocum and co-authors are Bly, Peterson, Swails, Heidgerken. Senator Torres Ray is lead author in the Senate. Sen. Wiger is a co-author.

In part it reads: A high school student in the 2008-2009, 2009-2010, or 2010-2011 school year who does not receive a passing score on the state reading or math GRAD test by April of the student's senior year may appeal to the chief administrator of the high school, where the student is enrolled, in the form and manner the commissioner determines, requesting that the school district grant the student a high school diploma without passing the reading or math Grad test.

The high school administrator, in collaboration with teachers and other school staff selected by the administrator, must formally decide whether or not to grant the student with a diploma based on multiple, well-understood measures of student learning that measurement experts have determined to be valid and reliable and that are available to the educators deciding whether or not to grant the student's request. School district officials must use the data that form the bases of the student appeals under this subdivision, where appropriate, to revise district curriculum to ensure that all students have an equal opportunity to learn and provide appropriate academic intervention and remediation to students who fail to pass the state's reading or math GRAD test.

Again, this bill continues to be alive at this point, even though it has not been heard in a Senate education committee, since it is being considered for inclusion in the House education bill.

Again, I would like to hear your thoughts and encourage you to make your views known to your legislators and to the House and Senate authors.

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