

124.9

ARTICLE 3

124.10

READ ACT

124.11 Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

124.12 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
124.13 following terms have the meanings given them.

124.14 (a) "Instruction" means methods of providing learning experiences that enable a student
124.15 to meet state and district academic standards and graduation requirements including applied
124.16 and experiential learning.

124.17 (b) "Curriculum" means district or school adopted programs and written plans for
124.18 providing students with learning experiences that lead to expected knowledge and skills
124.19 and career and college readiness.

124.20 (c) "World's best workforce" means striving to: meet school readiness goals; ~~have all~~
124.21 ~~third-grade students achieve grade-level literacy;~~ close the academic achievement gap among
124.22 all racial and ethnic groups of students and between students living in poverty and students
124.23 not living in poverty; have all students attain career and college readiness before graduating
124.24 from high school; and have all students graduate from high school.

124.25 (d) "Experiential learning" means learning for students that includes career exploration
124.26 through a specific class or course or through work-based experiences such as job shadowing,
124.27 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
124.28 work experience, youth apprenticeship, or employment.

125.1 Sec. 2. Minnesota Statutes 2022, section 120B.11, subdivision 2, is amended to read:

125.2 Subd. 2. **Adopting plans and budgets.** (a) A school board, at a public meeting, shall
125.3 adopt a comprehensive, long-term strategic plan to support and improve teaching and
125.4 learning that is aligned with creating the world's best workforce and includes:

125.5 (1) clearly defined district and school site goals and benchmarks for instruction and
125.6 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
125.7 paragraph (b), clause (2);

125.8 (2) a process to assess and evaluate each student's progress toward meeting state and
125.9 local academic standards, assess and identify students to participate in gifted and talented
125.10 programs and accelerate their instruction, and adopt early-admission procedures consistent
125.11 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
125.12 of student and school success and curriculum affecting students' progress and growth toward
125.13 career and college readiness and leading to the world's best workforce;

125.14 (3) a system to periodically review and evaluate the effectiveness of all instruction and
125.15 curriculum, taking into account strategies and best practices, student outcomes, school
125.16 principal evaluations under section 123B.147, subdivision 3, students' access to effective

51.18

ARTICLE 3

51.19

READ ACT

51.20 Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

51.21 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
51.22 following terms have the meanings given them.

51.23 (a) "Instruction" means methods of providing learning experiences that enable a student
51.24 to meet state and district academic standards and graduation requirements including applied
51.25 and experiential learning.

51.26 (b) "Curriculum" means district or school adopted programs and written plans for
51.27 providing students with learning experiences that lead to expected knowledge and skills
51.28 and career and college readiness.

51.29 (c) "World's best workforce" means striving to: meet school readiness goals; ~~have all~~
51.30 ~~third-grade students achieve grade-level literacy;~~ close the academic achievement gap among
51.31 all racial and ethnic groups of students and between students living in poverty and students
52.1 not living in poverty; have all students attain career and college readiness before graduating
52.2 from high school; and have all students graduate from high school.

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52.4 through a specific class or course or through work-based experiences such as job shadowing,
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52.6 work experience, youth apprenticeship, or employment.

52.7 Sec. 2. Minnesota Statutes 2022, section 120B.11, subdivision 2, is amended to read:

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52.9 adopt a comprehensive, long-term strategic plan to support and improve teaching and
52.10 learning that is aligned with creating the world's best workforce and includes:

52.11 (1) clearly defined district and school site goals and benchmarks for instruction and
52.12 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
52.13 paragraph (b), clause (2);

52.14 (2) a process to assess and evaluate each student's progress toward meeting state and
52.15 local academic standards, assess and identify students to participate in gifted and talented
52.16 programs and accelerate their instruction, and adopt early-admission procedures consistent
52.17 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
52.18 of student and school success and curriculum affecting students' progress and growth toward
52.19 career and college readiness and leading to the world's best workforce;

52.20 (3) a system to periodically review and evaluate the effectiveness of all instruction and
52.21 curriculum, taking into account strategies and best practices, student outcomes, school
52.22 principal evaluations under section 123B.147, subdivision 3, students' access to effective

125.17 teachers who are members of populations underrepresented among the licensed teachers in
125.18 the district or school and who reflect the diversity of enrolled students under section 120B.35,
125.19 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
125.20 subdivision 8, or 122A.41, subdivision 5;

125.21 (4) strategies for improving instruction, curriculum, and student achievement, including
125.22 the English and, where practicable, the native language development and the academic
125.23 achievement of English learners;

125.24 (5) a process to examine the equitable distribution of teachers and strategies to ensure
125.25 low-income and minority children are not taught at higher rates than other children by
125.26 inexperienced, ineffective, or out-of-field teachers;

125.27 (6) education effectiveness practices that integrate high-quality instruction, rigorous
125.28 curriculum, technology, and a collaborative professional culture that develops and supports
125.29 teacher quality, performance, and effectiveness; and

125.30 (7) an annual budget for continuing to implement the district plan.

125.31 (b) A school district is not required to include information regarding literacy in a plan
125.32 or report required under this section, except with regard to the academic achievement of
125.33 English learners.

126.1 Sec. 3. **[120B.119] TITLE; THE READ ACT.**

126.2 Sections 120B.12 to 120B.124 may be cited as the "Reading to Ensure Academic
126.3 Development Act," or the "Read Act."

126.4 Sec. 4. Minnesota Statutes 2022, section 120B.12, is amended to read:

126.5 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
126.6 **3 READ ACT GOAL AND INTERVENTIONS.**

126.7 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
126.8 or above grade level ~~no later than the end of grade 3, every year, beginning in kindergarten,~~
126.9 including English multilingual learners, ~~and that teachers provide comprehensive,~~
126.10 ~~scientifically-based~~ and students receiving special education services. By the 2026-2027
126.11 school year, school leaders and educators must provide evidence-based reading instruction
126.12 consistent with section 122A.06, subdivision 4 through a focus on student mastery of the
126.13 foundational reading skills of phonemic awareness, phonics, and fluency, as well as the
126.14 development of oral language, vocabulary, and reading comprehension skills. Students must
126.15 receive evidence-based instruction that is proven to effectively teach children to read,
126.16 consistent with sections 120B.12 to 120B.124.

126.17 (b) To meet this goal, each district must provide teachers and instructional support staff
126.18 with responsibility for teaching reading with training on evidence-based reading instruction
126.19 that is approved by the Department of Education. By July 1, 2025, a district must provide
126.20 the training to intervention teachers working with students in kindergarten through grade

52.23 teachers who are members of populations underrepresented among the licensed teachers in
52.24 the district or school and who reflect the diversity of enrolled students under section 120B.35,
52.25 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
52.26 subdivision 8, or 122A.41, subdivision 5;

52.27 (4) strategies for improving instruction, curriculum, and student achievement, including
52.28 the English and, where practicable, the native language development and the academic
52.29 achievement of English learners;

52.30 (5) a process to examine the equitable distribution of teachers and strategies to ensure
52.31 low-income and minority children are not taught at higher rates than other children by
52.32 inexperienced, ineffective, or out-of-field teachers;

53.1 (6) education effectiveness practices that integrate high-quality instruction, rigorous
53.2 curriculum, technology, and a collaborative professional culture that develops and supports
53.3 teacher quality, performance, and effectiveness; and

53.4 (7) an annual budget for continuing to implement the district plan.

53.5 (b) A school district is not required to include information regarding literacy in a plan
53.6 or report required under this section, except with regard to the academic achievement of
53.7 English learners.

53.8 Sec. 3. **[120B.119] TITLE; THE READ ACT.**

53.9 Sections 120B.12 to 120B.124 may be cited as the "Reading to Ensure Academic
53.10 Development Act" or the "Read Act."

53.11 Sec. 4. Minnesota Statutes 2022, section 120B.12, is amended to read:

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53.13 **3 READ ACT GOAL AND INTERVENTIONS.**

53.14 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
53.15 or above grade level ~~no later than the end of grade 3, every year, beginning in kindergarten,~~
53.16 including English multilingual learners, ~~and that teachers provide comprehensive,~~
53.17 ~~scientifically-based~~ and students receiving special education services. School leaders and
53.18 educators must provide evidence-based reading instruction consistent with section 122A.06,
53.19 subdivision 4 through a focus on student mastery of the foundational reading skills of
53.20 phonemic awareness, phonics, and fluency, as well as the development of oral language,
53.21 vocabulary, and reading comprehension skills. Students must receive evidence-based
53.22 instruction that is proven to effectively teach children to read, consistent with sections
53.23 120B.12 to 120B.124.

53.24 (b) To meet this goal, each school district must provide teachers and instructional support
53.25 staff with responsibility for teaching reading with training on evidence-based reading
53.26 instruction that is approved by the Department of Education and CAREI. By 2025, a district
53.27 must provide the training to intervention teachers working with students in kindergarten

126.21 12, special education teachers, curriculum directors, instructional support staff who provide
 126.22 reading instruction, employees who select literacy instructional materials for a district, and
 126.23 all classroom teachers of students in kindergarten through grade 3 and children in
 126.24 prekindergarten programs. All teachers and instructional staff required to receive training
 126.25 under the Read Act must complete the training no later than July 1, 2027. The commissioner
 126.26 may grant a district an extension to the deadlines in this paragraph.

126.27 (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should
 126.28 include a process for monitoring student progress, evaluating program fidelity, and analyzing
 126.29 student outcomes and needs in order to design and implement ongoing evidenced-based
 126.30 instruction and interventions.

126.31 Subd. 2. **Identification; report.** (a) ~~Each school district must identify before the end of~~
 126.32 ~~Twice per year, each school district must screen every student enrolled in kindergarten,~~
 126.33 ~~grade 1, and grade 2 all students who are not reading at grade level, and grade 3 using a~~
 127.1 ~~screening tool approved by the Department of Education. Students identified as not reading~~
 127.2 ~~at grade level by the end of enrolled in kindergarten, grade 1, and grade 2, and grade 3,~~
 127.3 ~~including multilingual learners and students receiving special education services, must be~~
 127.4 ~~universally screened, in a locally determined manner, for mastery of foundational reading~~
 127.5 ~~skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for~~
 127.6 ~~characteristics of dyslexia as measured by a screening tool approved by the Department of~~
 127.7 ~~Education. The screening for characteristics of dyslexia may be integrated with universal~~
 127.8 ~~screening for mastery of foundational skills and oral language. A district must submit data~~
 127.9 ~~on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational~~
 127.10 ~~reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language~~
 127.11 ~~to the Department of Education in the annual local literacy plan.~~

127.12 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~
 127.13 ~~teacher grades 4 and above, including multilingual learners and students receiving special~~
 127.14 ~~education services, who do not demonstrate mastery of foundational reading skills, including~~
 127.15 ~~phonemic awareness, phonics, decoding, fluency, and oral language, must be screened, in~~
 127.16 ~~a locally determined manner, using a screening tool approved by the Department of Education~~
 127.17 ~~for characteristics of dyslexia, unless a different reason for the reading difficulty has been~~
 127.18 ~~identified, and must continue to receive evidence-based instruction, interventions, and~~
 127.19 ~~progress monitoring until the students achieve grade-level proficiency. A parent, in~~
 127.20 ~~consultation with two fellow literacy teachers, may opt a student out of the literacy screener~~
 127.21 ~~if the parent believes that continuing to screen would not be beneficial to the student. In~~
 127.22 ~~such limited cases, the student must continue to receive progress monitoring and literacy~~
 127.23 ~~interventions.~~

127.24 (c) Reading assessments screeners in English, and in the predominant languages of
 127.25 district students where practicable, must identify and evaluate students' areas of academic
 127.26 need related to literacy. The district also must monitor the progress and provide reading
 127.27 instruction appropriate to the specific needs of English multilingual learners. The district
 127.28 must use a locally adopted, developmentally appropriate, and culturally responsive assessment

53.28 through grade 12, special education teachers, curriculum directors, instructional support
 53.29 staff who provide reading instruction, and any staff who selects literacy instructional materials
 53.30 for a district. By 2027, a district must provide the training to all classroom teachers of
 53.31 students in a prekindergarten program, and in kindergarten through grade 3. The
 53.32 commissioner may grant a district an extension to the deadlines in this paragraph.

54.1 (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should
 54.2 include a process for monitoring student progress, evaluating program fidelity, and analyzing
 54.3 student outcomes and needs in order to design and implement ongoing evidenced-based
 54.4 instruction and interventions.

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 54.7 ~~grade 1, and grade 2 all students who are not reading at grade level, and grade 3 using a~~
 54.8 ~~screening tool approved by the Department of Education. Students identified as not reading~~
 54.9 ~~at grade level by the end of kindergarten, grade 1, and grade 2, and grade 3, including~~
 54.10 ~~multilingual learners and students receiving special education services, must be universally~~
 54.11 ~~screened, in a locally determined manner for mastery of foundational reading skills, including~~
 54.12 ~~phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of~~
 54.13 ~~dyslexia as measured by a screening tool approved by the Department of Education. The~~
 54.14 ~~screening for characteristics of dyslexia may be integrated with universal screening for~~
 54.15 ~~mastery of foundational skills and oral language. A district must submit data on student~~
 54.16 ~~performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills,~~
 54.17 ~~including phonemic awareness, phonics, decoding, fluency, and oral language to the~~
 54.18 ~~Department of Education in the annual local literacy plan.~~

54.19 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~
 54.20 ~~teacher grades 4 and above, including multilingual learners and students receiving special~~
 54.21 ~~education services, who do not demonstrate mastery of foundational reading skills, including~~
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 54.23 ~~a locally determined manner, using a screening tool approved by the Department of Education~~
 54.24 ~~for characteristics of dyslexia, unless a different reason for the reading difficulty has been~~
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 54.26 ~~progress monitoring until the student achieves grade-level proficiency.~~

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 54.28 district students where practicable, must identify and evaluate students' areas of academic
 54.29 need related to literacy. The district also must monitor the progress and provide reading
 54.30 instruction appropriate to the specific needs of English multilingual learners. The district
 54.31 must use a locally adopted, developmentally appropriate, and culturally responsive assessment

127.29 screener and annually report summary ~~assessment~~ screener results to the commissioner by
127.30 July 1 June 15 in the form and manner determined by the commissioner.

127.31 (d) The district also must ~~annually report to the commissioner by July 1~~ include in its
127.32 literacy plan under subdivision 4a, a summary of the district's efforts to screen ~~and~~ identify,
127.33 and provide interventions to students who demonstrate characteristics of dyslexia using as
127.34 measured by a screening tools such as those recommended by the department's dyslexia
127.35 specialist tool approved by the Department of Education. Districts are strongly encouraged
128.1 to use the MTSS framework. With respect to students screened or identified under paragraph
128.2 (a), the report must include:

128.3 (1) a summary of the district's efforts to screen for dyslexia;

128.4 (2) the number of students universally screened for that reporting year; ~~and~~

128.5 (3) the number of students demonstrating characteristics of dyslexia for that year; ~~and~~

128.6 ~~(c) A student~~ (4) an explanation of how students identified under this subdivision ~~must~~
128.7 ~~be~~ are provided with alternate instruction and interventions under section 125A.56,
128.8 subdivision 1.

128.9 Subd. 2a. **Parent notification and involvement.** Schools, at least annually, must give
128.10 the parent of each student who is not reading at or above grade level timely information
128.11 about:

128.12 (1) the student's reading proficiency as measured by a ~~locally adopted assessment~~ screener
128.13 approved by the Department of Education;

128.14 (2) reading-related services currently being provided to the student and the student's
128.15 progress; and

128.16 (3) strategies for parents to use at home in helping their student succeed in becoming
128.17 grade-level proficient in reading in English and in their native language.

128.18 A district may not use this section to deny a student's right to a special education
128.19 evaluation.

128.20 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
128.21 shall provide reading intervention to accelerate student growth and reach the goal of reading
128.22 at or above grade level by the end of the current grade and school year. A district is
128.23 encouraged to provide reading intervention through a MTSS framework. If a student does
128.24 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
128.25 must continue to provide reading intervention until the student reads at grade level. District
128.26 intervention methods shall encourage family engagement and, where possible, collaboration
128.27 with appropriate school and community programs. ~~Intervention methods that specialize in~~
128.28 evidence-based instructional practices and measure mastery of foundational reading skills,
128.29 including phonemic awareness, phonics, decoding, fluency, and oral language. By July 1,
128.30 2025, Tier 2 and Tier 3 intervention programs must be taught by an intervention teacher or

54.32 screener and annually report summary ~~assessment~~ screener results to the commissioner by
54.33 July 1.

54.34 (d) The district also must ~~annually report to the commissioner by July 1~~ include in its
54.35 literacy plan under subdivision 4a, a summary of the district's efforts to screen ~~and~~ identify,
55.1 and provide interventions to students who demonstrate characteristics of dyslexia using as
55.2 measured by a screening tools such as those recommended by the department's dyslexia
55.3 specialist tool approved by the Department of Education. Districts are strongly encouraged
55.4 to use the MTSS framework. With respect to students screened or identified under paragraph
55.5 (a), the report must include:

55.6 (1) a summary of the district's efforts to screen for dyslexia;

55.7 (2) the number of students universally screened for that reporting year; ~~and~~

55.8 (3) the number of students demonstrating characteristics of dyslexia for that year; ~~and~~

55.9 ~~(c) A student~~ (4) an explanation of how students identified under this subdivision ~~must~~
55.10 ~~be~~ are provided with alternate instruction and interventions under section 125A.56,
55.11 subdivision 1.

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55.13 the parent of each student who is not reading at or above grade level timely information
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55.16 approved by the Department of Education;

55.17 (2) reading-related services currently being provided to the student and the student's
55.18 progress; and

55.19 (3) strategies for parents to use at home in helping their student succeed in becoming
55.20 grade-level proficient in reading in English and in their native language.

55.21 A district may not use this section to deny a student's right to a special education
55.22 evaluation.

55.23 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
55.24 shall provide reading intervention to accelerate student growth and reach the goal of reading
55.25 at or above grade level by the end of the current grade and school year. A district is
55.26 encouraged to provide reading intervention through a MTSS framework. If a student does
55.27 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
55.28 must continue to provide reading intervention until the student reads at grade level. District
55.29 intervention methods shall encourage family engagement and, where possible, collaboration
55.30 with appropriate school and community programs. ~~Intervention methods that specialize in~~
55.31 evidence-based instructional practices and measure mastery of foundational reading skills,
55.32 including phonemic awareness, phonics, decoding, fluency, and oral language. Intervention
55.33 may include, but ~~are~~ is not limited to, requiring student attendance in summer school,

128.31 special education teacher who has successfully completed training in evidence-based reading
 128.32 instruction approved by the Department of Education. Intervention may include, but ~~are~~ is
 128.33 not limited to, requiring student attendance in summer school, intensified reading instruction
 129.1 that may require that the student be removed from the regular classroom for part of the
 129.2 school day, extended-day programs, or programs that strengthen students' cultural
 129.3 connections.

129.4 (b) A ~~school district or charter school~~ is strongly encouraged to must provide a personal
 129.5 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
 129.6 by the statewide reading assessment in grade 3 or a screener identified by the Department
 129.7 of Education under section 120B.123. The district or charter school must determine the
 129.8 format of the personal learning plan in collaboration with the student's educators and other
 129.9 appropriate professionals. The school must develop the learning plan in consultation with
 129.10 the student's parent or guardian. The personal learning plan must include targeted instruction
 129.11 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and
 129.12 skill deficiencies through strategies such as specific exercises and practices during and
 129.13 outside of the regular school day, group interventions, periodic assessments or screeners,
 129.14 and reasonable timelines. The personal learning plan may include grade retention, if it is in
 129.15 the student's best interest; a student may not be retained solely due to delays in literacy or
 129.16 not demonstrating grade-level proficiency. A school must maintain and regularly update
 129.17 and modify the personal learning plan until the student reads at grade level. This paragraph
 129.18 does not apply to a student under an individualized education program.

129.19 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based
 129.20 reading instruction to teachers and instructional staff in accordance with subdivision 1,
 129.21 paragraph (b). The training must include teaching in the areas of phonemic awareness,
 129.22 phonics, vocabulary development, reading fluency, reading comprehension, and culturally
 129.23 and linguistically responsive pedagogy.

129.24 (b) Each district shall use the data under subdivision 2 to identify the staff development
 129.25 needs so that:

129.26 (1) elementary teachers are able to implement ~~comprehensive, scientifically based reading~~
 129.27 ~~and oral language~~ explicit, systematic, evidence-based instruction on foundational reading
 129.28 skills in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and
 129.29 comprehension as defined in section 122A.06, subdivision 4, 120B.121 and other
 129.30 literacy-related areas including writing until the student achieves grade-level reading and
 129.31 writing proficiency;

129.32 (2) elementary teachers have sufficient training to provide ~~comprehensive, scientifically~~
 129.33 ~~based reading~~ school students with evidence-based reading and oral language instruction that meets
 130.1 students' developmental, linguistic, and literacy needs using the intervention methods or
 130.2 programs selected by the district for the identified students;

130.3 (3) licensed teachers employed by the district have regular opportunities to improve
 130.4 reading and writing instruction;

56.1 intensified reading instruction that may require that the student be removed from the regular
 56.2 classroom for part of the school day, extended-day programs, or programs that strengthen
 56.3 students' cultural connections.

56.4 (b) A ~~school district or charter school~~ is strongly encouraged to provide a personal
 56.5 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
 56.6 by the statewide reading assessment in grade 3 or a screener identified by the Department
 56.7 of Education under section 120B.123. The district or charter school must determine the
 56.8 format of the personal learning plan in collaboration with the student's educators and other
 56.9 appropriate professionals. The school must develop the learning plan in consultation with
 56.10 the student's parent or guardian. The personal learning plan must include targeted instruction
 56.11 and ongoing progress monitoring of the student's progress, and address knowledge gaps
 56.12 and skill deficiencies through strategies such as specific exercises and practices during and
 56.13 outside of the regular school day, group interventions, periodic assessments or screeners,
 56.14 and reasonable timelines. The personal learning plan may include grade retention, if it is in
 56.15 the student's best interest; a student may not be retained solely due to delays in literacy or
 56.16 not demonstrating grade-level proficiency. A school must maintain and regularly update
 56.17 and modify the personal learning plan until the student reads at grade level. This paragraph
 56.18 does not apply to a student under an individualized education program.

56.19 Subd. 4. **Staff development.** (a) A district must provide training that is evidence-based
 56.20 to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The
 56.21 training must include teaching in the areas of phonemic awareness, phonics, vocabulary
 56.22 development, reading fluency, reading comprehension, and culturally and linguistically
 56.23 responsive pedagogy.

56.24 (b) Each district shall use the data under subdivision 2 to identify the staff development
 56.25 needs so that:

56.26 (1) elementary teachers are able to implement ~~comprehensive, scientifically based reading~~
 56.27 ~~and oral language~~ explicit, systematic, evidence-based instruction on foundational reading
 56.28 skills in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and
 56.29 comprehension as defined in section 122A.06, subdivision 4, 120B.121 and other
 56.30 literacy-related areas including writing until the student achieves grade-level reading and
 56.31 writing proficiency;

56.32 (2) elementary teachers have sufficient training to provide ~~comprehensive, scientifically~~
 56.33 ~~based reading~~ school students with evidence-based reading and oral language instruction
 57.1 that meets students' developmental, linguistic, and literacy needs using the intervention
 57.2 methods or programs selected by the district for the identified students;

57.3 (3) licensed teachers employed by the district have regular opportunities to improve
 57.4 reading and writing instruction;

130.5 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
 130.6 able to serve the oral language and linguistic needs of students who are English multilingual
 130.7 learners by maximizing strengths in their native languages in order to cultivate students'
 130.8 English language development, including oral academic language development, and build
 130.9 academic literacy; and

130.10 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
 130.11 students to master content, develop skills to access content, and build relationships.

130.12 (c) A district must provide staff in early childhood programs sufficient training to provide
 130.13 children in early childhood programs with explicit, systematic instruction in phonological
 130.14 and phonemic awareness; oral language, including listening comprehension; vocabulary;
 130.15 and letter-sound correspondence.

130.16 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
 130.17 adopt a local literacy plan to have every child ~~reading at or above grade level no later than~~
 130.18 ~~the end of grade 3~~, including ~~English learners~~, multilingual learners and students receiving
 130.19 special education services, demonstrate mastery of foundational literacy skills and read
 130.20 proficiently, at or above grade level, at every grade. ~~The plan must be updated by June 15~~
 130.21 ~~each year. The plan must be consistent with section 122A.06, subdivision 4 the Read Act,~~
 130.22 and include the following:

130.23 (1) a process to assess students' foundational reading skills, oral language, and level of
 130.24 reading proficiency and ~~data to support the effectiveness of an assessment used to screen~~
 130.25 ~~and identify a student's level of reading proficiency~~ the screeners used, by school site and
 130.26 grade level, under section 120B.123;

130.27 (2) a process to notify and involve parents;

130.28 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading
 130.29 instruction that is evidence-based and includes an intervention strategy for a student and
 130.30 the process for intensifying or modifying the reading strategy in order to obtain measurable
 130.31 reading progress;

131.1 (4) evidence-based intervention methods for students who are not reading at or above
 131.2 grade level and progress monitoring to provide information on the effectiveness of the
 131.3 intervention; ~~and~~

131.4 (5) identification of staff development needs, including a program to meet those needs;

131.5 (6) the literacy, intervention, and special education literacy curricula used by school site
 131.6 and grade level;

131.7 (7) a statement of whether the district has adopted a MTSS framework; ~~and~~

131.8 (8) student data using the measures of foundational literacy skills and mastery identified
 131.9 by the Department of Education; and

57.5 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
 57.6 able to serve the oral language and linguistic needs of students who are English multilingual
 57.7 learners by maximizing strengths in their native languages in order to cultivate students'
 57.8 English language development, including oral academic language development, and build
 57.9 academic literacy; and

57.10 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
 57.11 students to master content, develop skills to access content, and build relationships.

57.12 (c) A district must provide staff in early childhood programs sufficient training to provide
 57.13 children in early childhood programs with explicit, systematic instruction in phonological
 57.14 and phonemic awareness; oral language, including listening comprehension; vocabulary;
 57.15 and letter-sound correspondence.

57.16 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
 57.17 adopt a local literacy plan to have every child ~~reading at or above grade level no later than~~
 57.18 ~~the end of~~ in kindergarten through grade 3, including ~~English learners~~, multilingual learners
 57.19 and students receiving special education services, demonstrate mastery of foundational
 57.20 literacy skills and read proficiently, at or above grade level, at every grade. ~~The plan must~~
 57.21 ~~be updated by June 15~~ be updated by August 1 each year. The plan must be consistent with ~~section 122A.06,~~
 57.22 ~~subdivision 4 the Read Act,~~ and include the following:

57.23 (1) a process to assess students' level of reading proficiency and ~~data to support the~~
 57.24 ~~effectiveness of an assessment used to screen and identify a student's level of reading~~
 57.25 ~~proficiency~~ the screeners used, by school site and grade level, under section 120B.123;

57.26 (2) a process to notify and involve parents;

57.27 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading
 57.28 instruction that is evidence-based and includes an intervention strategy for a student and
 57.29 the process for intensifying or modifying the reading strategy in order to obtain measurable
 57.30 reading progress;

57.31 (4) evidence-based intervention methods for students who are not reading at or above
 57.32 grade level and progress monitoring to provide information on the effectiveness of the
 57.33 intervention; ~~and~~

58.1 (5) identification of staff development needs, including a program to meet those needs;

58.2 (6) the literacy curriculum used by school site and grade level;

58.3 (7) a statement of whether the district has adopted a MTSS framework; ~~and~~

58.4 (8) student data using the measures of foundational literacy skills and mastery identified
 58.5 by the Department of Education and CAREI.

131.10 (9) a summary of the district's efforts to screen, identify, and provide interventions to
 131.11 students who demonstrate characteristics of dyslexia, in accordance with subdivision 2.

131.12 (b) The district must post its literacy plan on the official school district website and
 131.13 submit it to the commissioner of education using the template developed by the commissioner
 131.14 of education once it is available.

131.15 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
 131.16 for local literacy plans that meets the requirements of this subdivision and requires all
 131.17 reading instruction and teacher training in reading instruction to be evidence-based. The
 131.18 template must require a district to report information using the student categories required
 131.19 in the commissioner's report under paragraph (d). The template must focus district resources
 131.20 on improving students' foundational reading skills while reducing paperwork requirements
 131.21 for teachers.

131.22 (d) By December 1, 2025, the commissioner of education must submit a report to the
 131.23 legislative committees with jurisdiction over prekindergarten through grade 12 education
 131.24 summarizing the local literacy plans submitted to the commissioner. The summary must
 131.25 include the following information:

131.26 (1) the number of teachers and other staff that have completed training approved by the
 131.27 Department of Education;

131.28 (2) by school site and grade, the screeners used at the beginning and end of the school
 131.29 year and the reading curriculum used; and

131.30 (3) by school site and grade, using the measurements of foundational literacy skills and
 131.31 mastery identified by the department, both aggregated data and disaggregated data using
 131.32 the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2).

132.1 Subd. 5. ~~Commissioner Approved screeners.~~ The commissioner ~~shall~~ must recommend
 132.2 to districts multiple ~~assessment~~ screening tools to assist districts and teachers with identifying
 132.3 students under subdivision 2 and to assess students' reading proficiency. The commissioner
 132.4 must identify screeners that may be used for both purposes. ~~The commissioner shall also~~
 132.5 ~~make available examples of nationally recognized and research-based instructional methods~~
 132.6 ~~or programs to districts to provide comprehensive, scientifically based reading instruction~~
 132.7 ~~and intervention under this section.~~

132.8 **EFFECTIVE DATE.** This section is effective July 1, 2023.

132.9 Sec. 5. **[120B.121] READ ACT DEFINITIONS.**

132.10 Subdivision 1. **Read Act.** For purposes of sections 120B.12 to 120B.124, the following
 132.11 terms have the meanings given.

58.6 (b) The district must post its literacy plan on the official school district website and
 58.7 submit it to the commissioner of education using the template developed by the commissioner
 58.8 of education once it is available.

58.9 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
 58.10 for local literacy plans that meets the requirements of this subdivision and requires all
 58.11 reading instruction and teacher training in reading instruction to be evidence-based. The
 58.12 template must require a district to report information using the student categories required
 58.13 in the commissioner's report under paragraph (d). The template must focus district resources
 58.14 on improving students' foundational reading skills while reducing paperwork requirements
 58.15 for teachers.

58.16 (d) By December 1, 2025, the commissioner of education must submit a report to the
 58.17 legislative committees with jurisdiction over prekindergarten through grade 12 education
 58.18 summarizing the local literacy plans submitted to the commissioner. The summary must
 58.19 include the following information:

58.20 (1) the number of teachers and other staff that have completed training approved by the
 58.21 Department of Education;

58.22 (2) by school site and grade, the screeners used at the beginning and end of the school
 58.23 year and the reading curriculum used; and

58.24 (3) by school site and grade, using the measurements of foundational literacy skills and
 58.25 mastery identified by the department and CAREI, both aggregated data and disaggregated
 58.26 data using the student categories under section 120B.35, subdivision 3, paragraph (a), clause
 58.27 (2).

58.28 Subd. 5. ~~Commissioner Approved screeners.~~ The commissioner ~~shall~~ must recommend
 58.29 to districts multiple ~~assessment~~ screening tools to assist districts and teachers with identifying
 58.30 students under subdivision 2 and to assess students' reading proficiency. The commissioner
 58.31 must identify screeners that may be used for both purposes. ~~The commissioner shall~~ must
 58.32 also make available examples of nationally recognized and research-based evidence-based
 59.1 instructional methods or programs to districts to provide comprehensive, scientifically based
 59.2 evidence-based reading instruction and intervention under this section.

59.3 Sec. 5. **[120B.121] READ ACT DEFINITIONS.**

59.4 Subdivision 1. **Read Act.** For purposes of sections 120B.12 to 120B.124, the following
 59.5 terms have the meanings given.

132.12 Subd. 2. **CAREI.** "CAREI" means the Center for Applied Research and Educational
132.13 Improvement at the University of Minnesota.

132.14 Subd. 3. **District.** "District" means a school district, charter school, or cooperative unit
132.15 as defined in section 123A.24, subdivision 2.

132.16 Subd. 4. **Evidence-based.** "Evidence-based" means the instruction or item described is
132.17 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success
132.18 in increasing students' reading competency in the areas of phonological and phonemic
132.19 awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
132.20 Evidence-based literacy instruction is explicit, systematic, and includes phonological and
132.21 phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language,
132.22 and comprehension that can be differentiated to meet the needs of individual students.
132.23 Evidence-based instruction does not include the three-cueing system, as defined in
132.24 subdivision 16.

132.25 Subd. 5. **Fluency.** "Fluency" means the ability of students to read text accurately,
132.26 automatically, and with proper expression.

132.27 Subd. 6. **Foundational reading skills.** "Foundational reading skills" includes
132.28 phonological and phonemic awareness, phonics and decoding, and fluency. Foundational
132.29 reading skills appropriate to each grade level must be mastered in kindergarten, grade 1,
132.30 grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate
132.31 mastery of grade-level foundational reading skills must continue to receive explicit,
132.32 systematic instruction to reach mastery.

133.1 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
133.2 Professional Educator Licensing and Standards Board as a teacher of reading, a special
133.3 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
133.4 development approved by the Department of Education in structured literacy.

133.5 Subd. 8. **Literacy lead.** "Literacy lead" means a literacy specialist with expertise in
133.6 working with educators as adult learners. A district literacy lead must support the district's
133.7 implementation of the Read Act; provide school-based coaching; support the implementation
133.8 of structured literacy, interventions, curriculum delivery, and teacher training; assist with
133.9 the development of personal learning plans; and train paraprofessionals and other support
133.10 staff to support classroom literacy instruction. A literacy lead may be employed by one
133.11 district, jointly by two or more districts, or may provide services to districts through a
133.12 partnership with the regional service cooperatives or another district.

133.13 Subd. 9. **MTSS.** "Multitiered system of support" or "MTSS" means a systemic, continuous
133.14 improvement framework for ensuring positive social, emotional, behavioral, developmental,
133.15 and academic outcomes for every student. The MTSS framework provides access to layered
133.16 tiers of culturally and linguistically responsive, evidence-based practices and relies on the
133.17 understanding and belief that every student can learn and thrive. Through a MTSS at the
133.18 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high

59.6 Subd. 2. **CAREI.** "CAREI" means the Center for Applied Research and Educational
59.7 Improvement at the University of Minnesota.

59.8 Subd. 3. **District.** "District" means a school district, charter school, or cooperative unit
59.9 as defined in section 123A.24, subdivision 2.

59.10 Subd. 4. **Evidence-based.** "Evidence-based" means the instruction or item described is
59.11 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success
59.12 in increasing students' reading competency in the areas of phonemic awareness, phonics,
59.13 vocabulary development, reading fluency, and reading comprehension. Evidence-based
59.14 literacy instruction is explicit, systematic, evidence-based reading instruction that includes
59.15 the acquisition of language, phonological and phonemic awareness, phonics and decoding,
59.16 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated
59.17 to meet the needs of individual students. Evidence-based instruction does not include the
59.18 three-cueing system, as defined in subdivision 17.

59.19 Subd. 5. **Fluency.** "Fluency" means the ability of students to read text accurately,
59.20 automatically, and with proper expression.

59.21 Subd. 6. **Foundational reading skills.** "Foundational reading skills" includes
59.22 phonological and phonemic awareness, phonics and decoding, and fluency. Foundational
59.23 reading skills appropriate to each grade level must be mastered in kindergarten, grade 1,
59.24 grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate
59.25 mastery of grade-level foundational reading skills must continue to receive explicit,
59.26 systematic instruction to reach mastery.

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59.28 Professional Educator Licensing and Standards Board as a teacher of reading, a special
59.29 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
59.30 development approved by the Department of Education in structured literacy.

59.31 Subd. 8. **Literacy lead.** "Literacy lead" means a literacy specialist with expertise in
59.32 working with educators as adult learners. A district literacy lead must support the district's
59.33 implementation of the Read Act; provide school-based coaching; support the implementation
60.1 of structured literacy, interventions, curriculum delivery, and teacher training; assist with
60.2 the development of personal learning plans; and train paraprofessionals and other support
60.3 staff to support classroom literacy instruction. A literacy lead may be employed by one
60.4 district, jointly by two or more districts, or may provide services to districts through a
60.5 partnership with the Regional Centers of Excellence or another district.

60.6 Subd. 9. **MTSS.** "Multitiered system of support" or "MTSS" means a systemic, continuous
60.7 improvement framework for ensuring positive social, emotional, behavioral, developmental,
60.8 and academic outcomes for every student. The MTSS framework provides access to layered
60.9 tiers of culturally and linguistically responsive, evidence-based practices and relies on the
60.10 understanding and belief that every student can learn and thrive. Through a MTSS at the
60.11 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high

133.19 quality, evidence-based instruction and intervention that is matched to a student's needs;
 133.20 progress is monitored to inform instruction and set goals and data is used for educational
 133.21 decision making.

133.22 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
 133.23 speaking and listening, and consists of five components: phonology, morphology, syntax,
 133.24 semantics, and pragmatics.

133.25 Subd. 11. **Phonemic awareness.** "Phonemic awareness" means the ability to notice,
 133.26 think about, and manipulate individual sounds in spoken syllables and words.

133.27 Subd. 12. **Phonics instruction.** "Phonics instruction" means the explicit, systematic,
 133.28 and direct instruction of the relationships between letters and the sounds they represent and
 133.29 the application of this knowledge in reading and spelling.

133.30 Subd. 13. **Progress monitoring.** "Progress monitoring" means using data collected to
 133.31 inform whether interventions are working. Progress monitoring involves ongoing monitoring
 133.32 of progress that quantifies rates of improvement and informs instructional practice and the
 133.33 development of individualized programs using state-approved screening that is reliable and
 133.34 valid for the intended purpose.

134.1 Subd. 14. **Reading comprehension.** "Reading comprehension" means a function of
 134.2 word recognition skills and language comprehension skills. It is an active process that
 134.3 requires intentional thinking during which meaning is constructed through interactions
 134.4 between the text and reader. Comprehension skills are taught explicitly by demonstrating,
 134.5 explaining, modeling, and implementing specific cognitive strategies to help beginning
 134.6 readers derive meaning through intentional, problem-solving thinking processes.

134.7 Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading
 134.8 instruction in which teachers carefully structure important literacy skills, concepts, and the
 134.9 sequence of instruction to facilitate children's literacy learning and progress. Structured
 134.10 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic
 134.11 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language
 134.12 development, and reading comprehension.

134.13 Subd. 16. **Three-cueing system.** "Three-cueing system," also known as "meaning
 134.14 structure visual (MSV)," means a method that teaches students to use meaning, structure
 134.15 and syntax, and visual cues when attempting to read an unknown word.

134.16 Subd. 17. **Vocabulary development.** "Vocabulary development" means the process of
 134.17 acquiring new words. A robust vocabulary improves all areas of communication, including
 134.18 listening, speaking, reading, and writing. Vocabulary growth is directly related to school
 134.19 achievement and is a strong predictor for reading success.

134.20 Sec. 6. Minnesota Statutes 2022, section 120B.122, subdivision 1, is amended to read:

134.21 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide
 134.22 technical assistance for dyslexia and related disorders and to serve as the primary source of

60.12 quality, evidence-based instruction and intervention that is matched to a student's needs;
 60.13 progress is monitored to inform instruction and set goals and data is used for educational
 60.14 decision making.

60.15 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
 60.16 speaking and listening, and consists of five components, including phonology, morphology,
 60.17 syntax, semantics, and pragmatics.

60.18 Subd. 11. **Phonemic awareness.** "Phonemic awareness" means the ability to notice,
 60.19 think about, and manipulate individual sounds in spoken syllables and words.

60.20 Subd. 12. **Phonics instruction.** "Phonics instruction" means the explicit, systematic,
 60.21 and direct instruction of the relationships between letters and the sounds they represent and
 60.22 the application of this knowledge in reading and spelling.

60.23 Subd. 13. **Progress monitoring.** "Progress monitoring" means using data collected to
 60.24 inform whether interventions are working. Progress monitoring involves ongoing monitoring
 60.25 of progress that quantifies rates of improvement and informs instructional practice and the
 60.26 development of individualized programs using state-approved screening that is reliable and
 60.27 valid for the intended purpose.

60.28 Subd. 14. **Reading comprehension.** "Reading comprehension" means a function of
 60.29 word recognition skills, which includes phonemic awareness and language comprehension
 60.30 skills.

60.31 Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading
 60.32 instruction in which teachers carefully structure important literacy skills, concepts, and the
 60.33 sequence of instruction to facilitate children's literacy learning and progress. Structured
 60.34 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic
 61.1 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language
 61.2 development, and reading comprehension.

61.3 Subd. 16. **Three-cueing system.** "Three-cueing system," also known as "meaning
 61.4 structure visual (MSV)," means a method that teaches students to use meaning, structure
 61.5 and syntax, and visual cues when attempting to read an unknown word.

61.6 Subd. 17. **Vocabulary development.** "Vocabulary development" means the process of
 61.7 acquiring new words. A robust vocabulary improves all areas of communication: listening,
 61.8 speaking, reading, and writing. Vocabulary growth is directly related to school achievement
 61.9 and is a strong predictor for reading success.

61.10 Sec. 6. Minnesota Statutes 2022, section 120B.122, subdivision 1, is amended to read:

61.11 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide
 61.12 technical assistance for dyslexia and related disorders and to serve as the primary source of

134.23 information and support for schools in addressing the needs of students with dyslexia and
 134.24 related disorders. The dyslexia specialist shall also act to increase professional awareness
 134.25 and instructional competencies to meet the educational needs of students with dyslexia or
 134.26 identified with risk characteristics associated with dyslexia and shall develop implementation
 134.27 guidance and make recommendations to the commissioner consistent with ~~section 122A.06;~~
 134.28 ~~subdivision 4~~ sections 120B.12 to 120B.124, to be used to assist general education teachers
 134.29 and special education teachers to recognize educational needs and to improve literacy
 134.30 outcomes for students with dyslexia or identified with risk characteristics associated with
 134.31 dyslexia, including recommendations related to increasing the availability of online and
 134.32 asynchronous professional development programs and materials.

135.1 **Sec. 7. ~~[120B.123] READ ACT IMPLEMENTATION.~~**

135.2 Subdivision 1. **Screeners.** A district must administer a reading screener to students in
 135.3 kindergarten through grade 3 within the first six weeks of the school year, and again within
 135.4 the last six weeks of the school year. The screener must be one of the screening tools
 135.5 approved by the Department of Education. A district must identify the screeners it uses in
 135.6 the district's annual literacy plan.

135.7 Subd. 2. **Progress monitoring.** For a student not reading at grade level, a district **must**
 135.8 develop an intervention plan that meets the requirements of section 120B.12, subdivision
 135.9 3. A district may use screening tools to monitor students' progress.

135.10 Subd. 3. **Curriculum.** A district **is encouraged to** use evidence-based curriculum at each
 135.11 grade level that is designed to ensure student mastery of phonemic awareness, phonics,
 135.12 vocabulary development, reading fluency, and reading comprehension.

135.13 Subd. 4. **MTSS Framework.** A district is encouraged to use a data-based decision-making
 135.14 process within the MTSS framework to determine the evidence-based core reading instruction
 135.15 and Tier 2 or Tier 3 intervention required to meet a student's identified needs.

135.16 Subd. 5. **Professional development.** A district must provide training from a menu of
 135.17 approved evidence-based training programs to all reading intervention teachers, literacy
 135.18 specialists, and other teachers and staff identified in section 120B.12, subdivision 1, paragraph
 135.19 (b), by July 1, 2025; and by June 15, 2026, to other teachers in the district, prioritizing
 135.20 teachers who work with students with disabilities, English learners, and students who qualify
 135.21 for the graduation incentives program under section 124D.68. The commissioner of education
 135.22 may grant a district an extension to the deadlines in this subdivision.

61.13 information and support for schools in addressing the needs of students with dyslexia and
 61.14 related disorders. The dyslexia specialist shall also act to increase professional awareness
 61.15 and instructional competencies to meet the educational needs of students with dyslexia or
 61.16 identified with risk characteristics associated with dyslexia and shall develop implementation
 61.17 guidance and make recommendations to the commissioner consistent with ~~section 122A.06;~~
 61.18 ~~subdivision 4~~ sections 120B.12 to 120B.124, to be used to assist general education teachers
 61.19 and special education teachers to recognize educational needs and to improve literacy
 61.20 outcomes for students with dyslexia or identified with risk characteristics associated with
 61.21 dyslexia, including recommendations related to increasing the availability of online and
 61.22 asynchronous professional development programs and materials.

61.23 **Sec. 7. ~~[120B.123] READ ACT IMPLEMENTATION.~~**

61.24 Subdivision 1. **Screeners.** A district must administer a reading screener to students in
 61.25 kindergarten through grade 3 within the first six weeks of the school year, and again within
 61.26 the last six weeks of the school year. The screener must be one of the screening tools
 61.27 identified by the Department of Education.

61.28 Subd. 2. **Progress monitoring.** For a student not reading at grade level, a district **is**
 61.29 strongly encouraged to develop an intervention plan that meets the requirements of section
 61.30 120B.12, subdivision 3. A district may use screening tools to monitor students' progress.

62.1 Subd. 3. **Curriculum.** A district **must** use evidence-based curriculum at each grade level
 62.2 that is designed around teaching the foundational reading skills of phonemic awareness,
 62.3 phonics, vocabulary development, reading fluency, and reading comprehension.

62.4 Subd. 4. **MTSS Framework.** A district is encouraged to use a data-based decision-making
 62.5 process within the MTSS framework to determine the evidence-based core reading instruction
 62.6 and Tier 2 or Tier 3 intervention required to meet a student's identified needs.

62.7 Subd. 5. **Professional development.** (a) A district must provide training that is
 62.8 evidence-based to all reading intervention teachers and literacy specialists by July 1, 2025;
 62.9 and by June 15, 2027, to other teachers in the district, prioritizing elementary school
 62.10 classroom teachers, teachers who work with students with disabilities, English learners, and
 62.11 students who qualify for the graduation incentives program under section 124D.68. The
 62.12 commissioner of education may grant a district an extension to the deadlines in this
 62.13 paragraph.

62.14 (b) The training must prepare teachers to provide:

62.15 (1) elementary school students with explicit, systematic instruction in the five reading
 62.16 areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined
 62.17 in section 120B.121 and other literacy-related areas, including writing and oral language,
 62.18 until the student achieves grade-level reading and writing proficiency; and

135.23 Subd. 6. Literacy lead. (a) By August 30, 2025, a district must employ or contract with
 135.24 a literacy lead, or be actively supporting a designated literacy specialist through the process
 135.25 of becoming a literacy lead. A board may satisfy the requirements of this subdivision by
 135.26 contracting with another school board or cooperative unit under section 123A.24 for the
 135.27 services of a literacy lead by August 30, 2025.

135.28 (b) A district literacy lead must collaborate with district administrators and staff to
 135.29 support the district's implementation of requirements under the Read Act.

135.30 Subd. 7. Department of Education. (a) By July 1, 2023, the department must make
 135.31 available to districts a list of approved evidence-based screeners in accordance with section
 135.32 120B.12. A district must use an approved screener to assess students' mastery of foundational
 135.33 reading skills in accordance with section 120B.12.

136.1 (b) The Department of Education must partner with CAREI as required under section
 136.2 120B.124 to approve professional development programs, subject to final determination by
 136.3 the department. After the implementation partnership under section 120B.124 ends, the
 136.4 department must continue to regularly provide districts with information about professional
 136.5 development opportunities available throughout the state on reading instruction that is
 136.6 evidence-based.

136.7 (c) The department must identify training required for a literacy specialist position under
 136.8 this section.

136.9 (d) The department must employ a literacy specialist to provide support to districts
 136.10 implementing the Read Act and coordinate duties assigned to the department under the
 136.11 Read Act. The literacy specialist must work on state efforts to improve literacy tracking
 136.12 and implementation.

136.13 (e) The department must develop a template for a local literacy plan in accordance with
 136.14 section 120B.12, subdivision 4a.

62.19 (2) children in early childhood programs with explicit, systematic instruction in
 62.20 phonological and phonemic awareness; oral language, including listening comprehension;
 62.21 vocabulary; and letter-sound correspondence.

62.22 (c) The training must include teaching in the areas of phonemic awareness, phonics,
 62.23 vocabulary development, reading fluency, reading comprehension, and culturally and
 62.24 linguistically responsive pedagogy.

62.25 Subd. 6. Literacy lead. (a) By August 30, 2025, a district must employ or contract with
 62.26 a literacy lead, or be actively supporting a designated literacy specialist through the process
 62.27 of becoming a literacy lead. A board may satisfy the requirements of this subdivision by
 62.28 contracting with another school board or cooperative unit under section 123A.24 for the
 62.29 services of a literacy lead by August 30, 2025. A district may use Read Act funding to pay
 62.30 for training, substitute teachers to allow teachers time to attend trainings, and incentives for
 62.31 teachers that complete the training.

62.32 (b) A district literacy lead must collaborate with district administrators and staff to
 62.33 support the district's implementation of requirements under the Read Act.

63.1 Subd. 7. Department of Education. (a) By July 1, 2023, the department must make
 63.2 available to districts a list of approved evidence-based screeners in accordance with section
 63.3 120B.12. A district must use an approved screener to assess students' mastery of foundational
 63.4 reading skills in accordance with section 120B.12.

63.5 (b) The Department of Education must partner with CAREI as required under section
 63.6 120B.124 to approve literacy curricula. A district is not required to use an approved
 63.7 curriculum, unless the curriculum was purchased with state grant funds that require a
 63.8 curriculum to be selected from a list of approved curricula.

63.9 (c) The Department of Education must partner with CAREI as required under section
 63.10 120B.124 to approve professional development programs, subject to final determination by
 63.11 the department. After the implementation partnership under section 120B.124 ends, the
 63.12 department must continue to regularly provide districts with information about professional
 63.13 development opportunities available throughout the state on reading instruction that is
 63.14 evidence-based.

63.15 (d) The department must identify training required for a literacy specialist position under
 63.16 this section.

63.17 (e) The department must employ a literacy specialist to provide support to districts
 63.18 implementing the Read Act and coordinate duties assigned to the department under the
 63.19 Read Act. The literacy specialist must work on state efforts to improve literacy tracking
 63.20 and implementation.

63.21 (f) The department must develop a template for a local literacy plan in accordance with
 63.22 section 120B.12, subdivision 4a.

136.15 EFFECTIVE DATE. This section is effective the day following final enactment.

136.16 Sec. 8. [120B.124] READ ACT IMPLEMENTATION PARTNERSHIP.

136.17 Subdivision 1. Resources. The Department of Education must partner with CAREI for
136.18 two years beginning June 1, 2023, until August 30, 2025, to support implementation of the
136.19 Read Act. The department and CAREI must jointly:

136.20 (1) identify at least five literacy curricula and supporting materials that are evidence-based
136.21 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the
136.22 department website. The list must include curricula that use culturally and linguistically
136.23 responsive materials that reflect diverse populations and, to the extent practicable, curricula
136.24 that reflect the experiences of students from diverse backgrounds, including multilingual
136.25 learners, biliterate students, and students who are Black, Indigenous, and People of Color.
136.26 A district is not required to use an approved curriculum, unless the curriculum was purchased
136.27 with state grant funds that require a curriculum to be selected from a list of approved
136.28 curricula;

136.29 (2) identify at least three professional development programs that focus on the five pillars
136.30 of literacy and the components of structured literacy by July 15, 2023, subject to final
136.31 approval by the department. The department must post a list of the programs on the
136.32 department website. The programs may include a program offered by CAREI. The
136.33 requirements of section 16C.08 do not apply to the selection of a provider under this section;

137.1 (3) identify evidence-based literacy intervention materials for students in kindergarten
137.2 through grade 12;

137.3 (4) develop an evidence-based literacy lead training program that trains literacy specialists
137.4 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
137.5 progress, and implementing interventions in accordance with subdivision 1;

137.6 (5) identify measures of foundational literacy skills and mastery that a district must
137.7 report on a local literacy plan;

137.8 (6) provide guidance to districts about best practices in literacy instruction, and practices
137.9 that are not evidence-based;

137.10 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
137.11 identify, intervene, and monitor the progress of students not reading at grade level; and

137.12 (8) ensure that teacher professional development options and MTSS framework trainings
137.13 are geographically equitable by supporting trainings through the regional service
137.14 cooperatives.

137.15 Subd. 2. Reconsideration. The department and CAREI must provide districts an
137.16 opportunity to request that the department and CAREI add to the list of curricula or
137.17 professional development programs a specific curriculum or professional development
137.18 program. The department must publish the request for reconsideration procedure on the

63.23 EFFECTIVE DATE. This section is effective the day following final enactment.

63.24 Sec. 8. [120B.124] READ ACT IMPLEMENTATION PARTNERSHIP.

63.25 Subdivision 1. Resources. The Department of Education must partner with CAREI for
63.26 two years beginning June 1, 2023, until August 30, 2025, to support implementation of the
63.27 Read Act. The department and CAREI must jointly:

63.28 (1) identify at least five literacy curricula and supporting materials that are evidence-based
63.29 or focused on structured literacy by July 15, 2023, and post a list of the curricula on the
63.30 department website. The list must include curricula that use culturally and linguistically
63.31 responsive materials that reflect diverse populations;

64.1 (2) identify at least three professional development programs that focus on the five pillars
64.2 of literacy and the components of structured literacy by July 15, 2023, and post a list of the
64.3 programs on the department website. The programs may include a program offered by
64.4 CAREI;

64.5 (3) identify evidence-based literacy intervention materials for students in kindergarten
64.6 through grade 12;

64.7 (4) develop an evidence-based literacy lead training program that trains literacy specialists
64.8 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
64.9 progress, and implementing interventions in accordance with subdivision 1;

64.10 (5) identify measures of foundational literacy skills and mastery that a district must
64.11 report on a local literacy plan;

64.12 (6) provide guidance to districts about best practices in literacy instruction, and practices
64.13 that are not evidence-based;

64.14 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
64.15 identify, intervene, and monitor the progress of students not reading at grade level; and

64.16 (8) ensure that teacher professional development options and MTSS framework trainings
64.17 are geographically equitable by supporting trainings through the regional service
64.18 cooperatives.

64.19 Subd. 2. Reconsideration. The department and CAREI must provide districts an
64.20 opportunity to request that the department and CAREI add to the list of curricula or
64.21 professional development programs a specific curriculum or professional development
64.22 program. The department must publish the request for reconsideration procedure on the

137.19 department website. A request for reconsideration must demonstrate that the curriculum or
137.20 professional development program meets the requirements of the Read Act, is
137.21 evidence-based, and has structured literacy components; or that the screener accurately
137.22 measures literacy growth, monitors progress, and accurately assesses effective reading,
137.23 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The
137.24 department and CAREI must review the request for reconsideration and approve or deny
137.25 the request within 60 days.

137.26 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
137.27 the Read Act by:

137.28 (1) issuing guidance for teachers on implementing curriculum that is evidence-based,
137.29 or focused on structured literacy;

137.30 (2) providing teachers accessible options for evidence-based professional development
137.31 focused on structured literacy;

137.32 (3) providing districts with guidance on adopting MTSS; and

138.1 (4) providing districts with literacy implementation guidance and support.

138.2 **EFFECTIVE DATE.** This section is effective the day following final enactment.

138.3 Sec. 9. Minnesota Statutes 2022, section 122A.092, subdivision 5, is amended to read:

138.4 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
138.5 Professional Educator Licensing and Standards Board to prepare persons for classroom
138.6 teacher licensure must include in its teacher preparation programs ~~research-based~~
138.7 evidence-based best practices in reading, consistent with ~~section 122A.06, subdivision 4~~
138.8 sections 120B.12 to 120B.124, that enable the licensure candidate to teach reading in the
138.9 candidate's content areas. Teacher candidates must be instructed in using students' native
138.10 languages as a resource in creating effective differentiated instructional strategies for English
138.11 learners developing literacy skills. A teacher preparation provider also must prepare early
138.12 childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under
138.13 sections 122A.183 and 122A.184, respectively, for the portion of the examination under
138.14 section 122A.185, subdivision 1, paragraph (c), covering assessment of reading instruction.

138.15 (b) Board-approved teacher preparation programs for teachers of elementary education
138.16 must require instruction in applying comprehensive, scientifically based or evidence-based,
138.17 and structured reading instruction programs that:

138.18 (1) teach students to read using foundational knowledge, practices, and strategies
138.19 consistent with ~~section 122A.06, subdivision 4~~ sections 120B.12 to 120B.124, so that all
138.20 students achieve continuous progress in reading; and

138.21 (2) teach specialized instruction in reading strategies, interventions, and remediations
138.22 that enable students of all ages and proficiency levels to become proficient readers.

64.23 department website. A request for reconsideration must demonstrate that the curriculum or
64.24 professional development program meets the requirements of the Read Act, is
64.25 evidence-based, and has structured literacy components; or that the screener accurately
64.26 measures literacy growth, monitors progress, and accurately assesses effective reading,
64.27 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The
64.28 department and CAREI must review the request for reconsideration, ~~consult with the Read~~
64.29 Act Implementation Advisory Council regarding the request, and approve or deny the request
64.30 within 60 days.

64.31 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
64.32 the Read Act by:

65.1 (1) issuing guidance for teachers on implementing curriculum that is evidence-based,
65.2 or focused on structured literacy;

65.3 (2) providing teachers accessible options for evidence-based professional development
65.4 focused on structured literacy;

65.5 (3) providing districts with guidance on ~~adopting~~ MTSS; and

65.6 (4) providing districts with literacy implementation guidance and support.

65.7 **EFFECTIVE DATE.** This section is effective the day following final enactment.

65.8 Sec. 9. Minnesota Statutes 2022, section 122A.092, subdivision 5, is amended to read:

65.9 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
65.10 Professional Educator Licensing and Standards Board to prepare persons for classroom
65.11 teacher licensure must include in its teacher preparation programs ~~research-based~~
65.12 evidence-based best practices in reading, consistent with ~~section 122A.06, subdivision 4~~
65.13 sections 120B.12 to 120B.124, that enable the licensure candidate to teach reading in the
65.14 candidate's content areas. Teacher candidates must be instructed in using students' native
65.15 languages as a resource in creating effective differentiated instructional strategies for English
65.16 learners developing literacy skills. A teacher preparation provider also must prepare early
65.17 childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under
65.18 sections 122A.183 and 122A.184, respectively, for the portion of the examination under
65.19 section 122A.185, subdivision 1, paragraph (c), covering assessment of reading instruction.

65.20 (b) Board-approved teacher preparation programs for teachers of elementary education
65.21 must require instruction in applying comprehensive, scientifically based or evidence-based,
65.22 and structured reading instruction programs that:

65.23 (1) teach students to read using foundational knowledge, practices, and strategies
65.24 consistent with ~~section 122A.06, subdivision 4~~ sections 120B.12 to 120B.124, so that all
65.25 students achieve continuous progress in reading; and

65.26 (2) teach specialized instruction in reading strategies, interventions, and remediations
65.27 that enable students of all ages and proficiency levels to become proficient readers.

138.23 (c) Board-approved teacher preparation programs for teachers of elementary education,
138.24 early childhood education, special education, and reading intervention must include
138.25 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
138.26 programs may consult with the Department of Education, including the dyslexia specialist
138.27 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
138.28 must be modeled on practice standards of the International Dyslexia Association, and must
138.29 address:

138.30 (1) the nature and symptoms of dyslexia;

138.31 (2) resources available for students who show characteristics of dyslexia;

139.1 (3) evidence-based instructional strategies for students who show characteristics of
139.2 dyslexia, including the structured literacy approach; and

139.3 (4) outcomes of intervention and lack of intervention for students who show
139.4 characteristics of dyslexia.

139.5 (d) Nothing in this section limits the authority of a school district to select a school's
139.6 reading program or curriculum.

139.7 Sec. 10. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

139.8 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board
139.9 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted
139.10 examination of skills in reading, writing, and mathematics before being granted a Tier 4
139.11 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
139.12 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier
139.13 3 license to provide direct instruction to pupils in elementary, secondary, or special education
139.14 programs if candidates meet the other requirements in section 122A.181, 122A.182, or
139.15 122A.183, respectively.

139.16 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to
139.17 pass an examination of general pedagogical knowledge and examinations of licensure field
139.18 specific content. The content examination requirement does not apply if no relevant content
139.19 exam exists.

139.20 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
139.21 pass test items assessing the candidates' knowledge, skill, and ability in ~~comprehensive,~~
139.22 ~~scientifically based reading~~ evidence-based literacy instruction under ~~section 122A.06,~~
139.23 ~~subdivision 4 sections 120B.12 to 120B.124,~~ knowledge and understanding of the foundations
139.24 of reading development, development of reading comprehension and reading assessment
139.25 and instruction, and the ability to integrate that knowledge and understanding into instruction
139.26 strategies under ~~section 122A.06, subdivision 4 sections 120B.12 to 120B.124.~~

139.27 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
139.28 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
139.29 school district personnel or Minnesota higher education faculty, who, after meeting the

65.28 (c) Board-approved teacher preparation programs for teachers of elementary education,
65.29 early childhood education, special education, and reading intervention must include
65.30 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
65.31 programs may consult with the Department of Education, including the dyslexia specialist
65.32 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
66.1 must be modeled on practice standards of the International Dyslexia Association, and must
66.2 address:

66.3 (1) the nature and symptoms of dyslexia;

66.4 (2) resources available for students who show characteristics of dyslexia;

66.5 (3) evidence-based instructional strategies for students who show characteristics of
66.6 dyslexia, including the structured literacy approach; and

66.7 (4) outcomes of intervention and lack of intervention for students who show
66.8 characteristics of dyslexia.

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66.10 reading program or curriculum.

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66.14 examination of skills in reading, writing, and mathematics before being granted a Tier 4
66.15 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
66.16 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier
66.17 3 license to provide direct instruction to pupils in elementary, secondary, or special education
66.18 programs if candidates meet the other requirements in section 122A.181, 122A.182, or
66.19 122A.183, respectively.

66.20 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to
66.21 pass an examination of general pedagogical knowledge and examinations of licensure field
66.22 specific content. The content examination requirement does not apply if no relevant content
66.23 exam exists.

66.24 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
66.25 pass test items assessing the candidates' knowledge, skill, and ability in ~~comprehensive,~~
66.26 ~~scientifically based reading~~ evidence-based literacy instruction under ~~section 122A.06,~~
66.27 ~~subdivision 4 sections 120B.12 to 120B.124,~~ knowledge and understanding of the foundations
66.28 of reading development, development of reading comprehension and reading assessment
66.29 and instruction, and the ability to integrate that knowledge and understanding into instruction
66.30 strategies under ~~section 122A.06, subdivision 4 sections 120B.12 to 120B.124.~~

66.31 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
66.32 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
67.1 school district personnel or Minnesota higher education faculty, who, after meeting the

139.30 content and pedagogy requirements under this subdivision, apply for a teaching license to
 139.31 provide direct instruction in their native language or world language instruction under section
 139.32 120B.022, subdivision 1.

140.1 Sec. 11. Minnesota Statutes 2022, section 122A.187, subdivision 5, is amended to read:

140.2 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
 140.3 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier
 140.4 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the
 140.5 renewal requirements further reading preparation, consistent with ~~section 122A.06;~~
 140.6 ~~subdivision 4~~ sections 120B.12 to 120B.124. The rules do not take effect until they are
 140.7 approved by law. Teachers who do not provide direct instruction including, at least,
 140.8 counselors, school psychologists, school nurses, school social workers, audiovisual directors
 140.9 and coordinators, and recreation personnel are exempt from this section.

140.10 Sec. 12. Minnesota Statutes 2022, section 124D.42, subdivision 8, is amended to read:

140.11 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
 140.12 is established to provide ServeMinnesota AmeriCorps members with a data-based
 140.13 problem-solving model of literacy instruction to use in helping to train local Head Start
 140.14 program providers, other prekindergarten program providers, and staff in schools with
 140.15 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
 140.16 ~~comprehensive, scientifically based reading~~ evidence-based literacy instruction under ~~section~~
 140.17 ~~122A.06, subdivision 4~~ sections 120B.12 to 120B.124, to children age 3 to grade 3.

140.18 (b) Literacy programs under this subdivision must comply with the provisions governing
 140.19 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

140.20 (c) The commission must submit a biennial report to the committees of the legislature
 140.21 with jurisdiction over kindergarten through grade 12 education that records and evaluates
 140.22 program data to determine the efficacy of the programs under this subdivision.

140.23 Sec. 13. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision
 140.24 to read:

140.25 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive
 140.26 aid to support implementation of evidence-based reading instruction. The following are
 140.27 eligible uses of literacy incentive aid:

140.28 (1) training for kindergarten through grade 3 teachers, early childhood educators, special
 140.29 education teachers, reading intervention teachers working with students in kindergarten
 140.30 through grade 12, curriculum directors, and instructional support staff that provide reading
 140.31 instruction, on using evidence-based screening and progress monitoring tools;

141.1 (2) evidence-based training using a training program approved by the Department of
 141.2 Education;

67.2 content and pedagogy requirements under this subdivision, apply for a teaching license to
 67.3 provide direct instruction in their native language or world language instruction under section
 67.4 120B.022, subdivision 1.

67.5 Sec. 11. Minnesota Statutes 2022, section 122A.187, subdivision 5, is amended to read:

67.6 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
 67.7 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier
 67.8 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the
 67.9 renewal requirements further reading preparation, consistent with ~~section 122A.06;~~
 67.10 ~~subdivision 4~~ sections 120B.12 to 120B.124. The rules do not take effect until they are
 67.11 approved by law. Teachers who do not provide direct instruction including, at least,
 67.12 counselors, school psychologists, school nurses, school social workers, audiovisual directors
 67.13 and coordinators, and recreation personnel are exempt from this section.

67.14 Sec. 12. Minnesota Statutes 2022, section 124D.42, subdivision 8, is amended to read:

67.15 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
 67.16 is established to provide ServeMinnesota AmeriCorps members with a data-based
 67.17 problem-solving model of literacy instruction to use in helping to train local Head Start
 67.18 program providers, other prekindergarten program providers, and staff in schools with
 67.19 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
 67.20 ~~comprehensive, scientifically based reading~~ evidence-based literacy instruction under ~~section~~
 67.21 ~~122A.06, subdivision 4~~ sections 120B.12 to 120B.124, to children age 3 to grade 3.

67.22 (b) Literacy programs under this subdivision must comply with the provisions governing
 67.23 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

67.24 (c) The commission must submit a biennial report to the committees of the legislature
 67.25 with jurisdiction over kindergarten through grade 12 education that records and evaluates
 67.26 program data to determine the efficacy of the programs under this subdivision.

67.27 Sec. 13. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision
 67.28 to read:

67.29 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive
 67.30 aid to support evidence-based reading instruction. The following are eligible uses of literacy
 67.31 incentive aid:

68.1 (1) training for kindergarten through grade 3 teachers, early childhood educators, special
 68.2 education teachers, reading intervention teachers working with students in kindergarten
 68.3 through grade 12, curriculum directors, and instructional support staff that provide reading
 68.4 instruction, on using evidence-based screening and progress monitoring tools;

68.5 (2) evidence-based training using a training program approved by the Department of
 68.6 Education;

141.3 (3) employing or contracting with a literacy lead, as defined in section 120B.121; and

141.4 (4) materials, training, and ongoing coaching to ensure reading interventions under

141.5 section 125A.56, subdivision 1, are evidence-based.

141.6 **EFFECTIVE DATE.** This section is effective July 1, 2023.

141.7 Sec. 14. **APPROPRIATIONS; READ ACT.**

141.8 Subdivision 1. Department of Education. The sums indicated in this section are

141.9 appropriated from the general fund to the Department of Education for the fiscal years

141.10 designated.

141.11 Subd. 2. CAREI. (a) To contract with the Center for Applied Research and Educational

141.12 Improvement at the University of Minnesota for the Read Act implementation partnership

141.13 under section 120B.124:

141.14	\$	<u>4,200,000</u>	<u>.....</u>	<u>2024</u>
141.15	\$	<u>0</u>	<u>.....</u>	<u>2025</u>

141.16 (b) This appropriation is available until June 30, 2026.

141.17 (c) The base for fiscal year 2026 and later is \$0.

141.18 Subd. 3. Read Act curriculum and intervention materials reimbursement. (a) To

141.19 reimburse school districts, charter schools, and cooperatives for evidence-based literacy

141.20 supports for children in prekindergarten through grade 12 based on structured literacy:

141.21	\$	<u>40,000,000</u>	<u>....</u>	<u>2024</u>
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141.22 (b) The commissioner must use this appropriation to reimburse school districts, charter

141.23 schools, and cooperatives for approved evidence-based, structured literacy curriculum and

141.24 supporting materials, and intervention materials purchased after July 1, 2021. An applicant

141.25 must apply for the reimbursement in the form and manner determined by the commissioner.

141.26 (c) The commissioner must report to the legislative committees with jurisdiction over

141.27 kindergarten through grade 12 education the districts and charter schools that receive literacy

141.28 grants and the amounts of each grant, by January 15, 2025, according to Minnesota Statutes,

141.29 section 3.195.

141.30 (d) A school district or charter school is encouraged to purchase curriculum and

141.31 instructional materials that are culturally responsive and reflect diverse populations.

142.1 (e) Of this amount, up to \$250,000 is available for grant administration.

68.7 (3) employing or contracting with a literacy lead, as defined in section 120B.121;

68.8 (4) materials, training, and ongoing coaching to ensure reading interventions under

68.9 section 125A.56, subdivision 1, are evidence-based; and

68.10 (5) evidence-based, structured literacy curriculum and supporting materials.

68.11 Sec. 14. **APPROPRIATIONS.**

68.12 Subdivision 1. Department of Education. The sums indicated in this section are

68.13 appropriated from the general fund to the Department of Education for the fiscal years

68.14 designated.

68.15 Subd. 2. CAREI. (a) To contract with the Center for Applied Research and Educational

68.16 Improvement at the University of Minnesota for the Read Act implementation partnership

68.17 under section 120B.124:

68.18	\$	<u>4,200,000</u>	<u>.....</u>	<u>2024</u>
68.19	\$	<u>4,200,000</u>	<u>.....</u>	<u>2025</u>

68.20 (b) This appropriation is available until June 30, 2026.

68.21 (c) The base for fiscal year 2026 and later is \$0.

142.2 (f) This appropriation is available until June 30, 2028.

142.3 Subd. 4. Read Act professional development. (a) For evidence-based training on
142.4 structured literacy for teachers working in school districts, charter schools, and cooperatives:

142.5 \$ 27,450,000 2024

142.6 \$ 0 2025

142.7 (b) Of this amount, \$18,000,000 is to fund the development of regional literacy networks.
142.8 The regional literacy networks must focus on the implementation of comprehensive literacy
142.9 reform efforts based on structured literacy. A Minnesota service cooperative must add a
142.10 literacy director position and establish a team of trained literacy coaches to facilitate
142.11 evidence-based training opportunities and ongoing supports to school districts and charter
142.12 schools in each of their regions.

142.13 (c) Of this amount, \$9,200,000 is for one or more contracts to develop statewide training
142.14 based in structured literacy to be offered free to school districts and charter schools and
142.15 facilitated by the regional literacy networks and Minnesota Service Cooperatives.

142.16 (d) Of this amount, \$250,000 is for administration.

142.17 (e) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
142.18 for approved training to include principals and other district, charter school, or cooperative
142.19 administrators.

142.20 (f) The commissioner must report to the legislative committees with jurisdiction over
142.21 kindergarten through grade 12 education the number of teachers from each district who
142.22 received approved training using funds under this subdivision, and the amounts awarded to
142.23 districts, charter schools, or cooperatives under paragraph (c).

142.24 (g) This appropriation is available until June 30, 2028.

142.25 (h) The base for fiscal year 2026 and later is \$3,000,000 for the regional literacy networks
142.26 and staff at the Department of Education to provide ongoing support to school districts,
142.27 charter schools, and cooperatives implementing evidence-based literacy instruction.

142.28 Subd. 5. Read Act teacher training supplemental funds. (a) For supplemental teacher
142.29 training funds:

68.26 Subd. 4. Read Act professional development. (a) For evidence-based training on
68.27 structured literacy for teachers working in school districts, charter schools, and cooperatives:

68.28 \$ 32,543,000 2024

68.29 \$ 0 2025

68.30 (b) Of this amount, \$18,000,000 is to fund the development of regional literacy networks.
68.31 The regional literacy networks must focus on the implementation of comprehensive literacy
69.1 reform efforts based on structured literacy. Each Minnesota service cooperative must add
69.2 a literacy director position and establish a team of trained literacy coaches to facilitate
69.3 evidence-based training opportunities and ongoing supports to school districts and charter
69.4 schools in each of their regions.

69.5 (c) Of this amount, \$9,200,000 is for one or more contracts to develop statewide training
69.6 based in structured literacy to be offered free to school districts and charter schools and
69.7 facilitated by the regional literacy networks and Minnesota Service Cooperatives.

69.8 (d) Of this amount, \$1,000,000 is for grants to school districts, charter schools, or
69.9 cooperatives to pay for substitute teachers to allow classroom teachers time to attend training,
69.10 and incentives for teachers that complete training.

69.11 (e) Of this amount, \$125,000 is for administration.

69.12 (f) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
69.13 for approved training to include principals and other district, charter school, or cooperative
69.14 administrators.

69.15 (g) The commissioner must report to the legislative committees with jurisdiction over
69.16 kindergarten through grade 12 education the number of teachers from each district who
69.17 received approved training using funds under this subdivision, and the amounts awarded to
69.18 districts, charter schools, or cooperatives under paragraph (d).

69.19 (h) This appropriation is available until June 30, 2028.

69.20 (i) The base for fiscal year 2026 is \$7,200,000 for the regional literacy networks and
69.21 staff at the Department of Education to support ongoing support for school districts, charter
69.22 schools, and cooperatives to implement evidence-based literacy instruction.

142.30 \$ 1,000,000 2024

142.31 \$ 0 2025

143.1 **(b) The commissioner must allocate to each school district, charter school, and cooperative**

143.2 **unit \$1.15 per enrolled student based on the fall 2022 student count.**

143.3 **(c) Any balance in the first year does not cancel but is available in the second year.**

143.4 **(d) One hundred percent of the aid for fiscal year 2024 must be paid in fiscal year 2024.**

143.5 **Subd. 6. Department literacy specialist. (a) For a full-time literacy specialist at the**

143.6 **Department of Education:**

143.7 \$ \$250,000 2024

143.8 \$ \$250,000 2025

143.9 **(b) The base for fiscal year 2026 and later is \$250,000.**

143.10 **Sec. 15. REPEALER.**

143.11 Minnesota Statutes 2022, section 122A.06, subdivision 4, is repealed.

68.22 **Subd. 3. Department literacy specialist. For a full-time literacy specialist at the**

68.23 **Department of Education:**

68.24 \$ 250,000 2024

68.25 \$ 250,000 2025

69.23 **Sec. 15. REPEALER.**

69.24 Minnesota Statutes 2022, section 122A.06, subdivision 4, is repealed.