

1.1 ..... moves to amend H.F. No. 1490 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2024, section 120B.119, subdivision 7, is amended to read:

1.4 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the  
1.5 Professional Educator Licensing and Standards Board as a teacher of reading, a special  
1.6 education teacher, or a kindergarten through grade 6 teacher, who has completed professional  
1.7 development approved by the Department of Education in structured literacy or starting  
1.8 July 1, 2028, has a reading endorsement from the Professional Educator Licensing and  
1.9 Standards Board.

1.10 Sec. 2. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2, is amended  
1.11 to read:

1.12 Subd. 2. **Identification; report.** (a) Each school district must screen every student  
1.13 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by  
1.14 the Department of Education three times each school year: (1) within the first six weeks of  
1.15 the school year; (2) by February 15 each year; and (3) within the last six weeks of the school  
1.16 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual  
1.17 learners, students receiving special education services, and students enrolled in dual language  
1.18 immersion programs, must be universally screened for mastery of foundational reading  
1.19 skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for  
1.20 characteristics of dyslexia as measured by a screening tool approved by the Department of  
1.21 Education. The screening for characteristics of dyslexia may be integrated with universal  
1.22 screening for mastery of foundational skills and expressive or receptive language mastery.  
1.23 The screening tool used must be a valid and reliable universal screener that is highly  
1.24 correlated with foundational reading skills. ~~For students reading at grade level, beginning~~

2.1 ~~in the winter of grade 2, the oral reading fluency screener may be used to assess reading~~  
2.2 ~~difficulties, including characteristics of dyslexia, without requiring a separate screening of~~  
2.3 ~~each subcomponent of foundational reading skills.~~ A district must submit data on student  
2.4 performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills,  
2.5 including phonemic awareness, phonics, decoding, fluency, and oral language to the  
2.6 Department of Education in the annual local literacy plan submission due on June 15.

2.7 (b) For students enrolled in dual language immersion programs:

2.8 (1) if students are screened in the partner language, they must be screened at the same  
2.9 interval as the screenings in English under paragraph (a);

2.10 (2) if the program provides instruction in foundational reading skills in English, the  
2.11 students receiving that instruction must be screened in English;

2.12 (3) if the program provides instruction in foundational reading skills in the partner  
2.13 language, the students receiving that instruction must be screened in the partner language;

2.14 (4) if no screener is available in the partner language, the districts must identify how  
2.15 students' reading proficiency is assessed and how the districts determine and provide targeted  
2.16 reading instruction in the partner language and supports to students identified as needing  
2.17 additional support in developing mastery of foundational reading skills; and

2.18 (5) the partner language screening tool must be approved by the district for kindergarten  
2.19 through grade 3 students.

2.20 (c) A school district must screen students in grades 4 and above through 12, including  
2.21 multilingual learners and students receiving special education services, who are not reading  
2.22 at grade level must be screened for reading difficulties, including characteristics of dyslexia,  
2.23 using a screening tool approved by the Department of Education, and at least once per year  
2.24 until the student reaches grade-level proficiency. A student who is not reading at or above  
2.25 grade level must continue to receive evidence-based instruction, interventions, and progress  
2.26 monitoring until the students achieve grade-level proficiency. A parent, in consultation with  
2.27 a teacher, may opt a student out of the literacy screener if the parent and teacher decide that  
2.28 continuing to screen would not be beneficial to the student. In such limited cases, the student  
2.29 must continue to receive progress monitoring and literacy interventions.

2.30 (d) Reading screeners in English, and in the predominant languages of district students  
2.31 where practicable, must identify and evaluate students' areas of academic need related to  
2.32 literacy. The district also must monitor the progress and provide reading instruction  
2.33 appropriate to the specific needs of multilingual learners. The district must use an approved,

3.1 developmentally appropriate, and culturally responsive screener and annually report summary  
3.2 screener results to the commissioner by June 15 in the form and manner determined by the  
3.3 commissioner.

3.4 (e) After screening a student for dyslexia once in accordance with this subdivision, a  
3.5 school district may screen an English language learner who is eligible for English language  
3.6 instruction, for characteristics of dyslexia when the district determines screening is  
3.7 appropriate.

3.8 ~~(e)~~ (f) The district also must include in its local literacy plan under subdivision 4a, a  
3.9 summary of the district's efforts to screen, identify, and provide interventions to students  
3.10 who demonstrate characteristics of dyslexia as measured by a screening tool approved by  
3.11 the Department of Education. Districts are strongly encouraged to use a MTSS framework.  
3.12 With respect to students screened or identified under paragraph (a), the report must include:

3.13 (1) a summary of the district's efforts to screen for characteristics of reading difficulties,  
3.14 including dyslexia;

3.15 (2) the number of students universally screened for that reporting year;

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

3.17 (4) an explanation of how students identified under this subdivision are provided with  
3.18 alternate instruction and interventions under section 125A.56, subdivision 1.

3.19 Sec. 3. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2a, is amended  
3.20 to read:

3.21 Subd. 2a. **Parent notification and involvement.** (a) A district must administer an  
3.22 approved reading screener to students in kindergarten through grade 3 within the first six  
3.23 weeks of the school year, by February 15 each year, and again within the last six weeks of  
3.24 the school year. A district must administer an approved reading screener to students in  
3.25 grades 4 through 12 who are not reading at grade level in accordance with subdivision 2,  
3.26 paragraph (c). Schools, after administering each screener, must follow the language access  
3.27 plan under section 123B.32 and give the parent of each student who is not reading at or  
3.28 above grade level information from the screener about:

3.29 (1) the student's reading proficiency as measured by a screener approved by the  
3.30 Department of Education;

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

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

4.3 (b) For students enrolled in dual language immersion programs, the district must measure  
4.4 the student's reading proficiency in English or in the program's partner language, if available,  
4.5 according to subdivision 2. Following the district's language access plan under section  
4.6 123B.32, the district must notify families with timely information about students' reading  
4.7 proficiency, including how the student's reading proficiency is assessed, any reading-related  
4.8 services or supports provided to the student and the student's progress, and strategies for  
4.9 families to use at home in helping students succeed in becoming grade-level proficient in  
4.10 reading in English or the partner language. The dual language immersion program may  
4.11 provide information about national research on reading proficiency for students in dual  
4.12 language immersion programs in the parent notification.

4.13 (c) A district may not use this section to deny a student's right to a special education  
4.14 evaluation.

4.15 Sec. 4. Minnesota Statutes 2025 Supplement, section 120B.123, subdivision 5, is amended  
4.16 to read:

4.17 Subd. 5. **Professional development.** (a) A district must provide training from a menu  
4.18 of approved evidence-based training programs to the following teachers and staff by July  
4.19 1, 2026:

4.20 (1) reading intervention teachers working with students in kindergarten through grade  
4.21 12;

4.22 (2) all classroom teachers of students in kindergarten through grade 3 and children in  
4.23 prekindergarten programs;

4.24 (3) kindergarten through grade 12 special education teachers responsible for foundational  
4.25 reading instruction;

4.26 (4) curriculum directors;

4.27 (5) instructional support staff, contractors, and volunteers who assist in providing reading  
4.28 interventions under the oversight and monitoring of a trained licensed teacher;

4.29 (6) employees who select literacy instructional materials for a district; and

4.30 (7) teachers holding English as a second language teaching licenses.

4.31 (b) A district must provide training from a menu of approved evidence-based training  
4.32 programs to the following teachers by July 1, 2027:

- 5.1 (1) teachers who provide foundational reading instruction to students in grades 4 to 12;
- 5.2 (2) teachers who provide instruction to students in a state-approved alternative program;
- 5.3 and
- 5.4 (3) teachers who provide instruction to students in dual language immersion programs.
- 5.5 (c) The commissioner of education may grant a district an extension to the deadlines in
- 5.6 this subdivision.
- 5.7 (d) Training provided by the following may satisfy the professional development
- 5.8 requirements under this subdivision:
- 5.9 (1) a certified trained facilitator; or
- 5.10 (2) a training program that the department has determined meets the professional
- 5.11 development requirements under the Read Act.
- 5.12 (e) Beginning July 1, 2027, an educator required to receive training under paragraph
- 5.13 (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive
- 5.14 instruction in the teaching of foundational reading skills based on structured literacy, must
- 5.15 complete one of the approved required trainings. Training must be offered through the
- 5.16 regional literacy network and facilitated by a local certified trained facilitator. The
- 5.17 Department of Education must review district literacy lead waiver requests and grant waivers
- 5.18 to educators new to the state or educators who provide reading instruction exclusively using
- 5.19 alternatives to sound-based approaches, and who have completed the professional
- 5.20 development requirements consistent with this subdivision.
- 5.21 (f) For the 2024-2025 ~~and~~, 2025-2026, and 2026-2027 school years only, the hours of
- 5.22 instruction requirement under section 120A.41 for students in elementary and secondary
- 5.23 school, as defined in section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for
- 5.24 a district that enters into an agreement with the exclusive representative of the teachers that
- 5.25 requires teachers to receive at least 5-1/2 hours of approved evidence-based training required
- 5.26 under this subdivision, on a day when other students in the district receive instruction. If a
- 5.27 charter school's teachers are not represented by an exclusive representative, the charter
- 5.28 school may reduce the number of instructional hours for students in elementary and secondary
- 5.29 school, as defined in section 120A.05, subdivisions 9 and 13, by 5-1/2 hours after consulting
- 5.30 with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based
- 5.31 training required under this subdivision on a day when other students receive instruction.
- 5.32 The hours of instruction reduction for secondary school students is applicable only for the
- 5.33 2025-2026 school year.

6.1 Sec. 5. Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 5, is amended  
6.2 to read:

6.3 Subd. 5. **Ongoing review of literacy materials.** The department may ~~partner with one~~  
6.4 ~~or more institutions of higher education to conduct~~ contract for an independent and objective  
6.5 ~~reviews~~ review of curriculum and intervention materials using the competitive solicitation  
6.6 procedures under chapter 16C. The department must determine whether it will ~~partner with~~  
6.7 ~~an institution of higher education to conduct~~ contract for ongoing reviews of literacy materials  
6.8 by June 1, 2026. A publisher may submit curriculum or intervention materials for review.  
6.9 The publisher is responsible for paying the cost of the review directly to the ~~institution of~~  
6.10 ~~higher education~~ Department of Education. The review must use the rubric used to approve  
6.11 curriculum and the department must post the rubric on the department website. The  
6.12 department ~~and institution of higher education~~ may approve the curriculum or intervention  
6.13 materials if ~~they determine~~ the department determines, in consultation with the party  
6.14 contracted to review the literacy materials, that the curriculum or intervention materials are  
6.15 evidence-based, focused on structured literacy, culturally and linguistically responsive, and  
6.16 reflect diverse populations. The department must add the approved curriculum or intervention  
6.17 materials to the list of curricula and materials approved under the Read Act. After each  
6.18 review cycle, the department must post the findings of the curriculum and intervention  
6.19 materials review on the department website."

6.20 Amend the title accordingly