

1.1 ..... moves to amend H.F. No. 629, the first engrossment, as follows:

1.2 Delete everything after the enacting clause and insert:

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

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

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

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

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

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

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

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

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

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

2.14 (3) a system to periodically review and evaluate the effectiveness of all instruction and  
2.15 curriculum, taking into account strategies and best practices, student outcomes, school  
2.16 principal evaluations under section 123B.147, subdivision 3, students' access to effective  
2.17 teachers who are members of populations underrepresented among the licensed teachers in  
2.18 the district or school and who reflect the diversity of enrolled students under section 120B.35,  
2.19 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,  
2.20 subdivision 8, or 122A.41, subdivision 5;

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

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

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

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

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

3.1 Sec. 3. 120B.1119] TITLE; THE READ ACT.

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

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

3.5 ~~120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE~~  
 3.6 ~~3 READ ACT GOAL AND INTERVENTIONS.~~

3.7 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at  
 3.8 or above grade level no later than the end of grade 3, every year, beginning in kindergarten,  
 3.9 including English multilingual learners, and that teachers provide comprehensive,  
 3.10 scientifically based and students receiving special education services. School leaders and  
 3.11 educators must provide evidence-based reading instruction consistent with section 122A.06,  
 3.12 subdivision 4 through a focus on student mastery of the foundational reading skills of  
 3.13 phonemic awareness, phonics, and fluency, as well as the development of oral language,  
 3.14 vocabulary, and reading comprehension skills. Students must receive evidence-based  
 3.15 instruction that is proven to effectively teach children to read, consistent with sections  
 3.16 120B.12 to 120B.124.

3.17 (b) To meet this goal, each school district must ensure all prekindergarten through grade  
 3.18 3 teachers, early childhood educators, reading intervention teachers, special education  
 3.19 teachers, and instructional support staff with responsibility for teaching reading complete  
 3.20 training that is approved by the Department of Education and CAREI, and that is based on  
 3.21 evidence-based reading instruction by 2025 for intervention teachers, and 2027 for all  
 3.22 classroom teachers of students in a prekindergarten program, and in kindergarten through  
 3.23 grade 5.

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

3.28 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of  
 3.29 Twice a year, each school district must screen every student enrolled in kindergarten, grade  
 3.30 1, and grade 2 all students, and grade 3, who are is not reading at grade level. Students  
 3.31 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2, and  
 3.32 grade 3, including multilingual learners and students receiving special education services,  
 3.33 must be universally screened, in a locally determined manner for mastery of foundational

4.1 reading skills, including phonemic awareness, phonics, decoding, fluency, oral language,  
 4.2 and for characteristics of dyslexia as measured by a screening tool approved by the  
 4.3 Department of Education. The screening for characteristics of dyslexia may be integrated  
 4.4 with universal screening for mastery of foundational skills and oral language. A district  
 4.5 must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on  
 4.6 foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and  
 4.7 oral language to the Department of Education in the annual local literacy plan.

4.8 (b) ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~  
 4.9 ~~teacher~~ grades 4 and above, including multilingual learners and students receiving special  
 4.10 education services, who are not demonstrating mastery of foundational reading skills,  
 4.11 including phonemic awareness, phonics, decoding, fluency, and oral language, must be  
 4.12 screened, in a locally determined manner, using a screening tool approved by the Department  
 4.13 of Education for characteristics of dyslexia, unless a different reason for the reading difficulty  
 4.14 has been identified, and continue to receive evidence-based instruction, interventions, and  
 4.15 progress monitoring until the students achieve grade-level proficiency.

4.16 (c) Reading ~~assessments~~ screeners in English, and in the predominant languages of  
 4.17 district students where practicable, must identify and evaluate students' areas of academic  
 4.18 need related to literacy. The district also must monitor the progress and provide reading  
 4.19 instruction appropriate to the specific needs of English learners. The district must use a  
 4.20 locally adopted, developmentally appropriate, and culturally responsive ~~assessment~~ screeener  
 4.21 and annually report summary ~~assessment~~ screeener results to the commissioner by July 1.

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

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

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

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

4.32 ~~(e) A student~~ (4) an explanation of how, through a MTSS, students identified under this  
 4.33 subdivision must be are provided with alternate instruction and interventions under section  
 4.34 125A.56, subdivision 1.

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

5.4 (1) the student's reading proficiency as measured by a locally adopted ~~assessment~~  
5.5 screener;

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

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

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

5.12 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
5.13 shall provide reading intervention through a MTSS to accelerate student growth and reach  
5.14 the goal of reading at or above grade level by the end of the current grade and school year.  
5.15 If a student does not read at or above grade level by the end of ~~grade 3~~ the current school  
5.16 year, the district must continue to provide reading intervention until the student reads at  
5.17 grade level. District intervention methods ~~shall encourage~~ must include family engagement  
5.18 and, where possible, collaboration with appropriate school and community programs:  
5.19 Intervention methods that specialize in evidence-based instructional practices and measure  
5.20 mastery of foundational reading skills, including phonemic awareness, phonics, decoding,  
5.21 fluency, and oral language. By July 1, 2025, Tier 2 and Tier 3 intervention programs must  
5.22 be taught by a certified or licensed reading specialist and may include, but are not limited  
5.23 to, requiring student attendance in summer school, intensified reading instruction that may  
5.24 require that the student be removed from the regular classroom for part of the school day,  
5.25 extended-day programs, or programs that strengthen students' cultural connections.

5.26 (b) A school district or charter school is strongly encouraged to provide a personal  
5.27 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured  
5.28 by the statewide reading assessment in grade 3 or a screener identified by the Department  
5.29 of Education under section 120B.123. The district or charter school must determine the  
5.30 format of the personal learning plan in collaboration with the student's educators and other  
5.31 appropriate professionals. The school must develop the learning plan in consultation with  
5.32 the student's parent or guardian. The personal learning plan must include targeted instruction  
5.33 and ongoing progress monitoring of the student's progress, and address knowledge gaps  
5.34 and skill deficiencies through strategies such as specific exercises and practices during and

6.1 outside of the regular school day, group interventions, periodic assessments or screeners,  
6.2 and reasonable timelines. The personal learning plan may include grade retention, if it is in  
6.3 the student's best interest; a student may not be retained solely due to delays in literacy or  
6.4 not demonstrating grade-level proficiency. A school must maintain and regularly update  
6.5 and modify the personal learning plan until the student reads at grade level. This paragraph  
6.6 does not apply to a student under an individualized education program.

6.7 Subd. 4. **Staff development.** Each district ~~shall~~ and charter school must use the data  
6.8 under subdivision 2 to identify the staff development needs so that:

6.9 (1) elementary teachers ~~are able to implement comprehensive, scientifically based~~  
6.10 ~~reading,~~ early childhood educators, kindergarten through grade 12 reading intervention  
6.11 teachers, special education teachers, and instructional support staff with responsibility for  
6.12 teaching reading receive and complete sufficient training to provide evidence-based reading  
6.13 instruction and oral language instruction in the five reading areas of phonemic awareness,  
6.14 ~~phonics, fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision~~  
6.15 ~~4, and other literacy-related areas including writing until the student achieves grade-level~~  
6.16 ~~reading proficiency,~~ including explicit, systematic, evidence-based instruction on foundational  
6.17 reading skills that meets students' developmental, linguistic, and cultural literacy needs;

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

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

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

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

6.31 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must  
6.32 adopt a local literacy plan to have every child ~~reading at or above grade level no later than~~  
6.33 ~~the end of~~ in prekindergarten through grade 3, including English learners multilingual  
6.34 learners and students receiving special education services, demonstrate mastery of

- 7.1 foundational literacy skills and read proficiently, at or above grade level, at every grade.
- 7.2 The plan must be updated by August 1 each year. The plan must be consistent with section
- 7.3 122A.06, subdivision 4 the Read Act, and include the following:
- 7.4 (1) a process to assess students' level of reading proficiency and ~~data to support the~~
- 7.5 ~~effectiveness of an assessment used to screen and identify a student's level of reading~~
- 7.6 proficiency the screeners used, by school site and grade level, under section 120B.123;
- 7.7 (2) a process to notify and involve parents;
- 7.8 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading
- 7.9 instruction that is evidence-based and includes an intervention strategy for a student and
- 7.10 the process for intensifying or modifying the reading strategy in order to obtain measurable
- 7.11 reading progress;
- 7.12 (4) evidence-based intervention methods for students who are not reading at or above
- 7.13 grade level and progress monitoring to provide information on the effectiveness of the
- 7.14 intervention; ~~and~~
- 7.15 (5) identification of staff development needs, including a program to meet those needs;
- 7.16 (6) the literacy curriculum used by school site and grade level;
- 7.17 (7) a statement of whether the district has adopted a MTSS; and
- 7.18 (8) student data using the measures of foundational literacy skills and mastery identified
- 7.19 by the Department of Education and CAREI.
- 7.20 (b) The district must post its literacy plan on the official school district website and
- 7.21 submit it to the commissioner of education.
- 7.22 (c) By January 1, 2024, the commissioner of education must develop a model local
- 7.23 literacy plan that meets the requirements of this subdivision and requires all reading
- 7.24 instruction and teacher training in reading instruction to be evidence-based.
- 7.25 (d) Starting December 1, 2024, the commissioner of education must submit a report to
- 7.26 the legislative committees with jurisdiction over prekindergarten through grade 12 education
- 7.27 summarizing the local literacy plans submitted to the commissioner. The summary must
- 7.28 include the following information:
- 7.29 (1) the number of teachers and other staff that have completed training approved by the
- 7.30 Department of Education under section 120B.123 or 120B.124;

8.1 (2) by school site and grade or prekindergarten program, the screeners used at the  
 8.2 beginning and end of the school year under section 120B.123 and the reading curriculum  
 8.3 used; and

8.4 (3) by school site and grade, using the measurements of foundational literacy skills and  
 8.5 mastery identified by the department and CAREI, both aggregated data and disaggregated  
 8.6 data using the student categories under section 120B.35, subdivision 3, paragraph (a), clause  
 8.7 (2).

8.8 Subd. 5. ~~Commissioner~~ **Approved screeners.** The commissioner ~~shall~~ must recommend  
 8.9 to districts multiple ~~assessment~~ screening tools to assist districts and teachers with identifying  
 8.10 students under subdivision 2, and to assess students' reading proficiency under section  
 8.11 120B.123; the commissioner must identify screeners that may be used for both purposes.  
 8.12 The commissioner ~~shall~~ must also make available examples of nationally recognized and  
 8.13 ~~research-based~~ evidence-based instructional methods or programs to districts to provide  
 8.14 ~~comprehensive, scientifically based~~ evidence-based reading instruction and intervention  
 8.15 under this section.

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

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

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

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

8.22 Subd. 3. **Evidence-based reading instruction.** "Evidence-based reading instruction"  
 8.23 includes a program or collection of instructional practices that is based on valid, replicable,  
 8.24 empirical research evidence showing how proficient reading and writing develop; why some  
 8.25 students have difficulty learning to read; how to effectively assess and teach students; and  
 8.26 how to improve outcomes through intervention. When evidence-based reading instruction  
 8.27 practices are used, students can be expected to achieve, at a minimum, mastery of grade-level  
 8.28 reading standards. The collection of evidence-based practices must include, at a minimum,  
 8.29 effective, explicit, systematic, and sequential instruction in all five areas of reading: phonemic  
 8.30 awareness, phonics, fluency, vocabulary and oral language development, and reading  
 8.31 comprehension.

8.32 Subd. 4. **District.** "District" means a school district, charter school, or cooperative unit  
 8.33 as defined in section 123A.24, subdivision 2.



9.1 Subd. 5. **Evidence-based.** "Evidence-based" means the instruction or item described is  
9.2 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success  
9.3 in increasing students' reading competency in the areas of phonemic awareness, phonics,  
9.4 vocabulary development, reading fluency, and reading comprehension. Evidence-based  
9.5 literacy instruction is explicit, systematic, evidence-based reading instruction that includes  
9.6 the acquisition of language, phonological and phonemic awareness, phonics and decoding,  
9.7 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated  
9.8 to meet the needs of individual students. Evidence-based instruction does not include the  
9.9 three-cueing system, as defined in subdivision 17.

9.10 Subd. 6. **Fluency.** "Fluency" means the ability of students to read text accurately,  
9.11 automatically, and with proper expression.

9.12 Subd. 7. **Foundational reading skills.** "Foundational reading skills" includes  
9.13 phonological and phonemic awareness, phonics and decoding, and fluency. Foundational  
9.14 reading skills appropriate to each grade level must be mastered in kindergarten, grade 1,  
9.15 grade 2, and grade 3. Struggling readers in grade 4 and above who do not demonstrate  
9.16 mastery of grade-level foundational reading skills must continue to receive explicit,  
9.17 systematic instruction to reach mastery.

9.18 Subd. 8. **Literacy specialist.** "Literacy specialist" means a person licensed by the  
9.19 Professional Educator Licensing and Standards Board as a teacher of reading, a special  
9.20 education teacher, or a kindergarten through grade 6 teacher, who has completed professional  
9.21 development approved by the Department of Education in structured literacy.

9.22 Subd. 9. **Literacy trainer.** "Literacy trainer" means a literacy specialist with expertise  
9.23 in working with educators as adult learners. A district literacy trainer must support the  
9.24 district's implementation of the Read Act; provide school-based coaching; support the  
9.25 implementation of structured literacy, interventions, curriculum delivery, and teacher training;  
9.26 assist with the development of personal learning plans; and train paraprofessionals and other  
9.27 support staff to support classroom literacy instruction. A literacy trainer may be employed  
9.28 by one district, jointly by two or more districts, or may provide services to districts through  
9.29 a partnership with the Regional Centers of Excellence or another district.

9.30 Subd. 10. **MTSS.** "Multitiered system of support" or "MTSS" means a systemic,  
9.31 continuous improvement framework for ensuring positive social, emotional, behavioral,  
9.32 developmental, and academic outcomes for every student. The MTSS framework provides  
9.33 access to layered tiers of culturally and linguistically responsive, evidence-based practices  
9.34 and relies on the understanding and belief that every student can learn and thrive. Through

10.1 a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators  
10.2 provide high quality, evidence-based instruction and intervention that is matched to a  
10.3 student's needs; progress is monitored to inform instruction and set goals; and data is used  
10.4 for educational decision making.

10.5 Subd. 11. **Oral language.** "Oral language," also called "spoken language," includes  
10.6 speaking and listening, and consists of five components: phonology, morphology, syntax,  
10.7 semantics, and pragmatics.

10.8 Subd. 12. **Phonemic awareness.** "Phonemic awareness" means the ability to notice,  
10.9 think about, and manipulate individual sounds in spoken syllables and words.

10.10 Subd. 13. **Phonics instruction.** "Phonics instruction" means the explicit, systematic,  
10.11 and direct instruction of the relationships between letters and the sounds they represent and  
10.12 the application of this knowledge in reading and spelling.

10.13 Subd. 14. **Progress monitoring.** "Progress monitoring" means using data collected to  
10.14 inform whether interventions are working. Progress monitoring involves ongoing monitoring  
10.15 of progress that quantifies rates of improvement and informs instructional practice and the  
10.16 development of individualized programs using state-approved screening that is reliable and  
10.17 valid for the intended purpose.

10.18 Subd. 15. **Reading comprehension.** "Reading comprehension" means a function of  
10.19 word recognition skills, which includes phonemic awareness and language comprehension  
10.20 skills.

10.21 Subd. 16. **Structured literacy.** "Structured literacy" means an approach to reading  
10.22 instruction in which teachers carefully structure important literacy skills, concepts, and the  
10.23 sequence of instruction to facilitate children's literacy learning and progress. Structured  
10.24 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic  
10.25 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language  
10.26 development, and reading comprehension.

10.27 Subd. 17. **Three-cuing system.** "Three-cueing system," also known as "meaning structure  
10.28 visual (MSV)," means a method that teaches students to use meaning, structure and syntax,  
10.29 and visual cues when attempting to read an unknown word.

10.30 Subd. 18. **Vocabulary development.** "Vocabulary development" means the process of  
10.31 acquiring new words. A robust vocabulary improves all areas of communication: listening,  
10.32 speaking, reading, and writing. Vocabulary growth is directly related to school achievement  
10.33 and is a strong predictor for reading success.

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

11.2 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide  
 11.3 technical assistance for dyslexia and related disorders and to serve as the primary source of  
 11.4 information and support for schools in addressing the needs of students with dyslexia and  
 11.5 related disorders. The dyslexia specialist shall also act to increase professional awareness  
 11.6 and instructional competencies to meet the educational needs of students with dyslexia or  
 11.7 identified with risk characteristics associated with dyslexia and shall develop implementation  
 11.8 guidance and make recommendations to the commissioner consistent with ~~section 122A.06,~~  
 11.9 ~~subdivision 4~~ sections 120B.12 to 120B.124, to be used to assist general education teachers  
 11.10 and special education teachers to recognize educational needs and to improve literacy  
 11.11 outcomes for students with dyslexia or identified with risk characteristics associated with  
 11.12 dyslexia, including recommendations related to increasing the availability of online and  
 11.13 asynchronous professional development programs and materials.

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

11.15 Subdivision 1. **Screeners.** A district must administer a reading screener to students in  
 11.16 kindergarten through grade 3 within the first six weeks of the school year, and again within  
 11.17 the last six weeks of the school year. The screener must be one of the screeners identified  
 11.18 by the Department of Education.

11.19 Subd. 2. **Progress monitoring.** For a student not reading at grade level, a district must  
 11.20 develop an intervention plan that meets the requirements of section 120B.12, subdivision  
 11.21 3.

11.22 Subd. 3. **Curriculum.** A district is encouraged to use evidence-based curriculum at each  
 11.23 grade level that is designed around teaching the foundational reading skills of phonemic  
 11.24 awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

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

11.28 Subd. 5. **Professional development.** (a) A district must provide training that is  
 11.29 evidence-based to all reading intervention teachers and literacy specialists by July 1, 2025;  
 11.30 and by June 15, 2027, to other teachers in the district, prioritizing elementary school  
 11.31 classroom teachers, teachers that work with students with disabilities, English learners, and  
 11.32 students who qualify for the graduation incentives program under section 124D.68. The

12.1 commissioner of education may grant the district an extension to the deadlines in this  
12.2 paragraph.

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

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

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

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

12.14 Subd. 6. **Literacy trainer.** (a) By August 30, 2025, a district must employ or contract  
12.15 with a literacy trainer, or be actively supporting a designated literacy specialist through the  
12.16 process of becoming a literacy trainer. A board may satisfy the requirements of this  
12.17 subdivision by contracting with another school board or cooperative, or the Regional Centers  
12.18 of Excellence for the services of a literacy specialist by August 30, 2025. A district may  
12.19 use Read Act funding to pay for training, substitute teachers to allow teachers time to attend  
12.20 trainings, and incentives for teachers that complete the training.

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

12.23 Subd. 6. **Department of Education.** (a) The Department of Education must partner with  
12.24 CAREI as required under subdivision 8 to approve literacy curricula and professional  
12.25 development programs. A district is not required to use a curriculum identified under this  
12.26 section, unless the curriculum was purchased with state grant funds that require a curriculum  
12.27 to be selected from a list of approved curricula.

12.28 (b) By July 1, 2023, the department must make available to districts a list of approved  
12.29 evidence-based screeners in accordance with section 120B.12 that a district may use to  
12.30 assess students' reading proficiency.

12.31 (c) The department must regularly provide districts with information about professional  
12.32 development opportunities available throughout the state on reading instruction that is  
12.33 evidence-based.

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

13.3 (e) The department must employ a literacy specialist to provide support to districts  
13.4 implementing the Read Act and coordinate duties assigned to the department under the  
13.5 Read Act. The literacy specialist must work on state efforts to improve literacy tracking  
13.6 and implementation.

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

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

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

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

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

13.20 (3) develop a streamlined personalized literacy plan template that incorporates a MTSS  
13.21 framework, and focuses resources on improving students' foundational reading skills while  
13.22 reducing paperwork requirements for teachers;

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

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

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

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

14.1 (8) ensure that teacher professional development options and MTSS framework training  
14.2 are geographically equitable by supporting trainings through the Regional Centers of  
14.3 Excellence.

14.4 Subd. 2. **Reconsideration.** The department and CAREI must provide districts an  
14.5 opportunity to request that the department and CAREI add to the list of curricula or  
14.6 professional development programs a specific curriculum or professional development  
14.7 program. The department must publish the request for reconsideration procedure on the  
14.8 department website. A request for reconsideration must demonstrate that the curriculum or  
14.9 professional development program meets the requirements of the Read Act, is  
14.10 evidence-based, and has structured literacy components; or that the screener accurately  
14.11 measures literacy growth, monitors progress, and accurately assesses effective reading,  
14.12 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The  
14.13 department and CAREI must review the request for reconsideration, consult with the Read  
14.14 Act Implementation Advisory Council regarding the request, and approve or deny the request  
14.15 within 60 days.

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

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

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

14.22 (3) providing districts with guidance on adapting MTSS; and

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

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

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

14.26 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the  
14.27 Professional Educator Licensing and Standards Board to prepare persons for classroom  
14.28 teacher licensure must include in its teacher preparation programs research-based best  
14.29 practices in reading, consistent with ~~section 122A.06, subdivision 4~~ sections 120B.12 to  
14.30 120B.124, that enable the licensure candidate to teach reading in the candidate's content  
14.31 areas. Teacher candidates must be instructed in using students' native languages as a resource  
14.32 in creating effective differentiated instructional strategies for English learners developing  
14.33 literacy skills. A teacher preparation provider also must prepare early childhood and

15.1 elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183  
15.2 and 122A.184, respectively, for the portion of the examination under section 122A.185,  
15.3 subdivision 1, paragraph (c), covering assessment of reading instruction.

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

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

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

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

15.19 (1) the nature and symptoms of dyslexia;

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

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

15.23 (4) outcomes of intervention and lack of intervention for students who show  
15.24 characteristics of dyslexia.

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

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

15.28 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board  
15.29 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted  
15.30 examination of skills in reading, writing, and mathematics before being granted a Tier 4  
15.31 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,  
15.32 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier

16.1 3 license to provide direct instruction to pupils in elementary, secondary, or special education  
 16.2 programs if candidates meet the other requirements in section 122A.181, 122A.182, or  
 16.3 122A.183, respectively.

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

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

16.15 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills  
 16.16 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
 16.17 school district personnel or Minnesota higher education faculty, who, after meeting the  
 16.18 content and pedagogy requirements under this subdivision, apply for a teaching license to  
 16.19 provide direct instruction in their native language or world language instruction under section  
 16.20 120B.022, subdivision 1.

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

16.22 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards  
 16.23 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier  
 16.24 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the  
 16.25 renewal requirements further reading preparation, consistent with ~~section 122A.06,~~  
 16.26 ~~subdivision 4~~ sections 120B.12 to 120B.124. The rules do not take effect until they are  
 16.27 approved by law. Teachers who do not provide direct instruction including, at least,  
 16.28 counselors, school psychologists, school nurses, school social workers, audiovisual directors  
 16.29 and coordinators, and recreation personnel are exempt from this section.

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

16.31 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program  
 16.32 is established to provide ServeMinnesota AmeriCorps members with a data-based  
 16.33 problem-solving model of literacy instruction to use in helping to train local Head Start



17.1 program providers, other prekindergarten program providers, and staff in schools with  
17.2 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including  
17.3 ~~comprehensive, seientificallly based reading~~ evidence-based literacy instruction under section  
17.4 ~~122A.06, subdivision 4~~ sections 120B.12 to 120B.124, to children age 3 to grade 3.

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

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

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

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

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

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

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

17.22 (4) materials, training, and ongoing coaching to ensure reading interventions under  
17.23 section 125A.56, subdivision 1, are evidence-based.

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

17.25 Sec. 14. **READ ACT IMPLEMENTATION ADVISORY COUNCIL.**

17.26 Subdivision 1. Purpose and duties. (a) An advisory council is established to advise the  
17.27 Department of Education and the Center for Applied Research and Educational Improvement  
17.28 (CAREI) on the implementation of the Read Act.

17.29 (b) The council must review the screeners, and professional development programs and  
17.30 curriculum identified in accordance with Minnesota Statutes, sections 120B.123 and  
17.31 120B.124. The council must advise the department and CAREI on whether the screeners,

18.1 professional development programs, and curriculum are evidence-based and accessible for  
18.2 teachers. The department and CAREI must consider the recommendations of the council  
18.3 but are not required to implement them.

18.4 (c) Compensation and removal of council members are governed by Minnesota Statutes,  
18.5 section 15.059.

18.6 Subd. 2. **Membership.** (a) The advisory council is composed of the following 16  
18.7 members appointed by the governor in accordance with Minnesota Statutes, section 15.0597:

18.8 (1) three literacy specialists, coaches, or special education teachers that work on literacy  
18.9 interventions with students in kindergarten through grade 5;

18.10 (2) three licensed teachers that work as kindergarten through grade 5 classroom teachers;

18.11 (3) two curriculum coordinators or directors with expertise in kindergarten through grade  
18.12 5 curriculum;

18.13 (4) two elementary school principals;

18.14 (5) two superintendents or assistant superintendents;

18.15 (6) two members of the public with expertise in literacy;

18.16 (7) one special education director; and

18.17 (8) one representative of the Minnesota Association of Colleges for Teacher Education.

18.18 (b) To the extent practicable, the members of the advisory council must represent the  
18.19 geographic, gender, racial, cultural, and linguistic diversity of Minnesota.

18.20 (c) The governor must appoint the members of the advisory council by June 15, 2023.

18.21 Subd. 3. **Meetings and administrative support.** (a) The advisory council must meet  
18.22 at least four times, or more often if requested to do so by the Department of Education or  
18.23 CAREI. Meetings are subject to the open meeting requirements under Minnesota Statutes,  
18.24 chapter 13D.

18.25 (b) The governor must convene the first meeting of the advisory council by July 1, 2023,  
18.26 at which time the council must elect a chair.

18.27 (c) The commissioner of education must provide the advisory council with administrative  
18.28 support and meeting space.

18.29 Subd. 4. **Expiration.** The advisory council expires on June 30, 2025.

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

19.1 **Sec. 15. APPROPRIATIONS; READ ACT.**

19.2 Subdivision 1. Department of Education. The sums indicated in this section are  
 19.3 appropriated from the general fund to the Department of Education for the fiscal years  
 19.4 designated.

19.5 Subd. 2. Read Act instructional materials grants. (a) For grants to school districts,  
 19.6 charter schools, and cooperatives for evidence-based literacy supports for children in  
 19.7 prekindergarten through grade 12 based on structured literacy:

19.8 § 40,000,000 ..... 2024

19.9 (b) Recipients must use grant funding to pay for evidence-based, structured literacy  
 19.10 curriculum, books, prekindergarten through grade 5 classroom literacy instructional materials,  
 19.11 and kindergarten through grade 12 literacy intervention materials. Grant funds may be used  
 19.12 to reimburse a grant recipient for curriculum, books, and instructional or intervention  
 19.13 materials purchased after July 1, 2021.

19.14 (c) A school district or charter school must submit a grant application to the commissioner  
 19.15 in the form and manner determined by the commissioner. The commissioner must report  
 19.16 to the legislative committees with jurisdiction over kindergarten through grade 12 education  
 19.17 the districts and charter schools that receive literacy grants, and the amounts of each grant,  
 19.18 by January 15, 2025, according to Minnesota Statutes, section 3.195.

19.19 (d) A school district or charter school is encouraged to use grant funds to purchase  
 19.20 curriculum and instructional materials that are culturally responsive and reflect diverse  
 19.21 populations.

19.22 (e) This appropriation is available until June 30, 2028.

19.23 Subd. 3. Read Act professional development grants. (a) For evidence-based training  
 19.24 on structured literacy for teachers working in school districts, charter schools, and  
 19.25 cooperatives:

19.26 § 30,000,000 ..... 2024

19.27 § 30,000,000 ..... 2025

19.28 (b) A district, charter school, or cooperative must report to the commissioner the number  
 19.29 of prekindergarten through grade 5 classroom teachers and prekindergarten through grade  
 19.30 12 literacy intervention teachers for whom the district seeks to provide training. The  
 19.31 commissioner must proportionately allocate the appropriation to districts, charter schools,  
 19.32 and cooperatives. Each district, charter school, or cooperative's aid equals the appropriation

20.1 for that year times the ratio of the number of teachers for whom it applied for training to  
20.2 the statewide total number of teachers for whom the funding was requested.

20.3 (c) A school district or charter school may use the funding to pay for training, substitute  
20.4 teachers to allow classroom teachers time to attend training, and incentives for teachers that  
20.5 complete training.

20.6 (d) The commissioner must report to the legislative committees with jurisdiction over  
20.7 kindergarten through grade 12 education how the funding was distributed among districts,  
20.8 charter schools, and cooperatives, and the number of teachers each recipient received funding  
20.9 for. The report must include the number of teachers for whom districts requested professional  
20.10 development funds, and the number of teachers that were able to receive training using  
20.11 funds under this subdivision.

20.12 (e) This appropriation is available until June 30, 2027.

20.13 (f) The base for fiscal year 2026 is \$0.

20.14 Subd. 4. **Department literacy specialist.** (a) For the Department of Education:

20.15 \$            .....    .....    2024

20.16 \$            .....    .....    2025

20.17 (b) This appropriation includes funds for a full-time literacy specialist at the Department  
20.18 of Education.

20.19 (c) The agency's base is \$..... for fiscal year 2026 and \$..... for fiscal year 2027.

20.20 Sec. 16. **REPEALER.**

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

20.22 Amend the title accordingly