

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. **[120B.116] SCIENCE OF READING.**

1.4 Subdivision 1. **Policy.** It is the intent of the legislature that public schools promote
1.5 foundational literacy and grade-level reading proficiency through the use of curriculum,
1.6 textbooks, instructional materials, instructional practices, interventions, and teacher
1.7 development and training based solely on the science of reading.

1.8 Subd. 2. **Science of reading defined.** (a) "Science of reading" means explicit, systematic
1.9 evidence-based reading instruction using reliable, trustworthy, and valid evidence consistent
1.10 with science-based reading research. This includes developing foundational reading skills
1.11 relying on phonemic/phonological awareness, phonics and decoding, fluency, vocabulary,
1.12 and comprehension that can be differentiated to meet the needs of individual students.

1.13 (b) The science of reading does not include using visual memory as the primary basis
1.14 for teaching word recognition and does not include the use of the three-cueing system model,
1.15 based on meaning, structure/syntax, and visual, also known as MSV, as a method to teach
1.16 students to read.

1.17 Subd. 3. **Other definitions.** (a) The terms defined in this section have the meanings
1.18 given them.

1.19 (b) "Comprehension" is the purpose of reading: the ability to understand, remember,
1.20 and make meaning of what has been read.

1.21 (c) "Fluency" is the ability to read text with speed, accuracy, and proper expression,
1.22 either to oneself or aloud.

2.1 (d) "Phonemic/phonological awareness" is the ability of students to hear, identify,
2.2 manipulate, and substitute individual sounds, word parts, and syllables in spoken words.

2.3 (e) "Phonics" is the understanding that there are systematic and predictable relationships
2.4 between phonemes (sounds) and graphemes (the letters that represent those sounds in written
2.5 language) and to apply that knowledge to decode unfamiliar printed words. This process is
2.6 commonly known as sounding out words.

2.7 (f) "Science-based reading research" means research that:

2.8 (1) applies rigorous, systematic, and objective observational or experimental procedures
2.9 to obtain knowledge relevant to reading development, reading instruction, and reading and
2.10 writing difficulties; and

2.11 (2) explains how proficient reading and writing develop, why some children have
2.12 difficulties developing key literacy skills, and how schools can best assess and instruct early
2.13 literacy, including the use of evidence-based literacy instruction practices to promote reading
2.14 and writing achievement.

2.15 (g) "Vocabulary" is the process of acquiring new words that students understand and
2.16 use in their conversation (oral vocabulary) and recognize in print (reading vocabulary)
2.17 through direct and indirect instruction.

2.18 Sec. 2. Minnesota Statutes 2022, section 120B.12, is amended to read:

2.19 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
2.20 **3.**

2.21 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
2.22 above grade level no later than the end of grade 3, including English learners, and that
2.23 teachers provide ~~comprehensive, scientifically based~~ reading instruction based on the science
2.24 of reading consistent with section ~~122A.06, subdivision 4~~ 120B.116.

2.25 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
2.26 kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students
2.27 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must
2.28 be screened, in a locally determined manner, for characteristics of dyslexia.

2.29 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
2.30 teacher must be screened, in a locally determined manner, for characteristics of dyslexia,
2.31 unless a different reason for the reading difficulty has been identified.

3.1 (c) Reading assessments in English, and in the predominant languages of district students
3.2 where practicable, must identify and evaluate students' areas of academic need related to
3.3 literacy. The district also must monitor the progress and provide reading instruction
3.4 appropriate to the specific needs of English learners. The district must use a locally adopted,
3.5 developmentally appropriate, and culturally responsive assessment and annually report
3.6 summary assessment results to the commissioner by July 1.

3.7 (d) The district also must annually report to the commissioner by July 1 a summary of
3.8 the district's efforts to screen and identify students who demonstrate characteristics of
3.9 dyslexia using screening tools such as those recommended by the department's dyslexia
3.10 specialist. With respect to students screened or identified under paragraph (a), the report
3.11 must include:

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

3.13 (2) the number of students screened for that reporting year; and

3.14 (3) the number of students demonstrating characteristics of dyslexia for that year.

3.15 (e) A student identified under this subdivision must be provided with alternate instruction
3.16 under section 125A.56, subdivision 1.

3.17 Subd. 2a. **Parent notification and involvement.** Schools, at least annually, must give
3.18 clear notice to the parent of each student who is not reading at or above grade level that the
3.19 student is not reading at or above grade level, and provide the parent timely information
3.20 about:

3.21 (1) the student's reading proficiency as measured by a locally adopted assessment;

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

3.24 (3) strategies for parents to use at home in helping their student succeed in becoming
3.25 grade-level proficient in reading in English and in their native language; the strategies must
3.26 align with the interventions identified in the improvement plan under subdivision 3.

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

3.29 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
3.30 shall provide reading intervention to accelerate student growth and reach the goal of reading
3.31 at or above grade level by the end of the current grade and school year. If a student does
3.32 not read at or above grade level by the end of grade 3, the district must continue to provide

4.1 reading intervention until the student reads at grade level. District intervention methods
4.2 shall encourage family engagement and, where possible, collaboration with appropriate
4.3 school and community programs. Intervention methods may include, but are not limited to,
4.4 requiring attendance in summer school or a summer reading program or camp, intensified
4.5 reading instruction that may require that the student be removed from the regular classroom
4.6 for part of the school day, extended-day programs, or programs that strengthen students'
4.7 cultural connections.

4.8 (b) A school district or charter school is strongly encouraged to provide a personal
4.9 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
4.10 by the statewide reading assessment in grade grades 3 and 4. The district or charter school
4.11 must determine the format of the personal learning plan in collaboration with the student's
4.12 educators and other appropriate professionals. The school must develop the learning plan
4.13 in consultation with the student's parent or guardian. The personal learning plan must address
4.14 knowledge gaps and skill deficiencies through strategies such as specific exercises and
4.15 practices during and outside of the regular school day, periodic assessments, and reasonable
4.16 timelines. The personal learning plan may include grade retention, if it is in the student's
4.17 best interest. A school must maintain and regularly update and modify the personal learning
4.18 plan until the student reads at grade level. This paragraph does not apply to a student under
4.19 an individualized education program.

4.20 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
4.21 identify the staff development needs so that:

4.22 (1) elementary teachers are able to implement ~~comprehensive, scientifically based reading~~
4.23 ~~and oral language instruction in the five reading areas of phonemic awareness, phonics,~~
4.24 ~~fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and~~
4.25 ~~other literacy-related areas including writing~~ instructional practices consistent with the
4.26 science of reading as defined in section 120B.116 until the student achieves and maintains
4.27 grade-level reading proficiency;

4.28 (2) elementary teachers have sufficient training and professional development to provide
4.29 comprehensive, scientifically based reading and oral language instruction aligned to the
4.30 science of reading as defined in section 120B.116 that meets students' developmental,
4.31 linguistic, and literacy needs using the intervention methods or programs selected by the
4.32 district for the identified students;

5.1 (3) licensed teachers employed by the district have regular opportunities to improve
5.2 reading and writing instruction aligned to the science of reading as defined in section
5.3 120B.116;

5.4 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
5.5 able to serve the oral language and linguistic needs of students who are English learners by
5.6 maximizing strengths in their native languages in order to cultivate students' English language
5.7 development, including oral academic language development, and build academic literacy;
5.8 and

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

5.11 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
5.12 adopt a local literacy plan to have every child reading at or above grade level no later than
5.13 the end of grade 3, including English learners. The plan must be consistent with section
5.14 ~~122A.06, subdivision 4~~ 120B.116, and include the following:

5.15 (1) a process to assess students' level of reading proficiency and data to support the
5.16 effectiveness of an assessment used to screen and identify a student's level of reading
5.17 proficiency;

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

5.19 (3) a description of how schools in the district will determine the proper reading
5.20 intervention strategy for a student and the process for intensifying or modifying the reading
5.21 strategy in order to obtain measurable reading progress;

5.22 (4) evidence-based intervention methods aligned to the science of reading as defined in
5.23 section 120B.116 for students who are not reading at or above grade level and progress
5.24 monitoring to provide information on the effectiveness of the intervention; and

5.25 (5) identification of staff development needs, including a program to meet those needs.

5.26 (b) The district must post its literacy plan on the official school district website.

5.27 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple
5.28 assessment tools to assist districts and teachers with identifying students under subdivision
5.29 2. The commissioner shall also make available examples of nationally recognized and
5.30 research-based instructional methods or programs to districts to provide comprehensive,
5.31 scientifically based reading instruction and intervention under this section. The instructional
5.32 methods or programs must not include the use of whole language, balanced-literacy, or a

6.1 three-cueing system model based on meaning, structure/syntax, and visual, also known as
6.2 MSV.

6.3 Sec. 3. Minnesota Statutes 2022, section 122A.092, subdivision 5, is amended to read:

6.4 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
6.5 Professional Educator Licensing and Standards Board to prepare persons for classroom
6.6 teacher licensure must include in its teacher preparation programs research-based best
6.7 practices in reading, consistent with section ~~122A.06, subdivision 4~~ 120B.116, that enable
6.8 the licensure candidate to teach reading in the candidate's content areas. Teacher candidates
6.9 must be instructed in using students' native languages as a resource in creating effective
6.10 differentiated instructional strategies for English learners developing literacy skills. A teacher
6.11 preparation provider also must prepare early childhood and elementary teacher candidates
6.12 for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively,
6.13 for the portion of the examination under section 122A.185, subdivision 1, paragraph (c),
6.14 covering assessment of reading instruction.

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

6.18 (1) teach students to read using foundational knowledge, practices, and strategies
6.19 consistent with section ~~122A.06, subdivision 4~~ 120B.116, so that all students achieve
6.20 continuous progress in reading; ~~and~~

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

6.23 (3) exclude or prohibit the use of whole language, balanced-literacy, or a three-cueing
6.24 system model based on meaning, structure/syntax, and visual, also known as MSV.

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

6.32 (1) the nature and symptoms of dyslexia;

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

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

7.3 (4) outcomes of intervention and lack of intervention for students who show
7.4 characteristics of dyslexia.

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

7.7 Sec. 4. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

7.8 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board
7.9 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted
7.10 examination of skills in reading, writing, and mathematics before being granted a Tier 4
7.11 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
7.12 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier
7.13 3 license to provide direct instruction to pupils in elementary, secondary, or special education
7.14 programs if candidates meet the other requirements in section 122A.181, 122A.182, or
7.15 122A.183, respectively.

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

7.20 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
7.21 ~~pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,~~
7.22 ~~scientifically based reading instruction under section 122A.06, subdivision 4, knowledge~~
7.23 ~~and understanding of the foundations of reading development, development of reading~~
7.24 ~~comprehension and reading assessment and instruction, and the ability to integrate that~~
7.25 ~~knowledge and understanding into instruction strategies under section 122A.06, subdivision~~
7.26 4 demonstrate their knowledge and understanding of the science of reading as defined in
7.27 section 120B.116, and ability to provide instruction and assess student proficiency in reading,
7.28 on an examination approved or adopted by the board.

7.29 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
7.30 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
7.31 school district personnel or Minnesota higher education faculty, who, after meeting the
7.32 content and pedagogy requirements under this subdivision, apply for a teaching license to

8.1 provide direct instruction in their native language or world language instruction under section
8.2 120B.022, subdivision 1.

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

8.4 Subd. 5. **Science of reading preparation and professional development.** The
8.5 Professional Educator Licensing and Standards Board must adopt rules that require all
8.6 licensed teachers who are renewing a Tier 3 or Tier 4 teaching license under sections
8.7 122A.183 and 122A.184, respectively, to include in the renewal requirements further reading
8.8 preparation and professional development, consistent with section ~~122A.06, subdivision 4~~
8.9 120B.116. The rules do not take effect until they are approved by law. Teachers who do
8.10 not provide direct instruction including, at least, counselors, school psychologists, school
8.11 nurses, school social workers, audiovisual directors and coordinators, and recreation
8.12 personnel are exempt from this section.

8.13 Sec. 6. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision to
8.14 read:

8.15 Subd. 5. **Recommended uses.** (a) A school district or charter school is encouraged to
8.16 use aid received under this section on:

8.17 (1) meeting the requirements and recommendations to achieve grade-level reading
8.18 proficiency under section 120B.12;

8.19 (2) professional development for teachers and education support personnel in the science
8.20 of reading as defined in section 120B.116;

8.21 (3) provide bonuses or stipends to teachers demonstrating success in helping students
8.22 attain grade-level proficiency or exceptional growth toward grade level proficiency;

8.23 (4) provide bonuses or stipends to teachers identified under clause (3), who seek training
8.24 to work as a literacy specialist or mentor; and

8.25 (5) provide bonuses or stipends to teachers and education support personnel using the
8.26 science of reading as defined in section 120B.116 to tutor struggling readers.

8.27 (b) A school board is not required to meet and negotiate with an exclusive representative
8.28 of employees on the uses of aid received under this section, but must confer with the
8.29 exclusive representative of teachers in the district or school on the use of aid under this
8.30 section.

9.1 **Sec. 7. READING RESET FUNDING.**

9.2 **Subdivision 1. Reading reset account.** An account is established in the special revenue
9.3 fund known as the reading reset account. Funds appropriated under this section must be
9.4 transferred to the reset account in the special revenue fund.

9.5 **Subd. 2. Curriculum and materials.** A school district, charter school, or cooperative
9.6 may request reimbursement from the commissioner of education for curriculum, instructional
9.7 materials, and books aligned with the science of reading, as defined in section 120B.116,
9.8 that were purchased on or after July 1, 2020. The application for reimbursement must require
9.9 an applicant to agree that it will stop using instructional practices, curriculum, or materials
9.10 that are based on or otherwise use whole-language, balanced literacy, or the three-cueing
9.11 system model, including discontinuing use or agreeing not to use in the future any literacy
9.12 curriculum or other materials published by Heinemann Publishing, or written in whole or
9.13 in part by Irene Fountas and Gay Su Pinnell.

9.14 **Subd. 3. Teacher training.** The commissioner of education must provide funding to
9.15 school districts, charter schools, and cooperatives to provide teachers with training in the
9.16 science of reading through intensive workshops, academies, and other professional
9.17 development opportunities. In addition, the commissioner must provide school districts,
9.18 charter schools, and cooperatives funding to provide teachers paid time to attend training
9.19 on the science of reading.

9.20 **Subd. 4. Tutoring.** The commissioner must establish a process for parents to receive
9.21 reimbursement for literacy tutoring for students enrolled in school districts, charter schools,
9.22 or cooperatives who are not reading at grade level.

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

9.24 **Sec. 8. TEACHER PREPARATION IN READING INSTRUCTION.**

9.25 A teacher preparation program approved by the Professional Educator Licensing and
9.26 Standards Board for teachers of elementary education must require instruction in
9.27 understanding and applying the science of reading. The board must complete audits of all
9.28 approved teacher preparation programs by September 1, 2023, and must place a program
9.29 not in compliance on immediate probation. A program placed on probation must develop
9.30 and implement an action plan to comply with this section.

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

10.1 Sec. 9. **APPROPRIATION; READING RESET.**

10.2 Subdivision 1. Department of Education. The sums indicated in this section are
10.3 appropriated from the general fund to the Department of Education in the fiscal year
10.4 designated.

10.5 Subd. 2. Reading reset. (a) For the reading reset account under section 2:

10.6 \$ 250,000,000 2024

10.7 (b) Of these amounts, \$125,000,000 is for curriculum and materials in accordance with
10.8 section 7, subdivision 2; \$100,000,000 is for teacher training in accordance with section 7,
10.9 subdivision 3; and \$25,000 is to reimburse parents for tutoring in accordance with section
10.10 7, subdivision 4.

10.11 (c) The commissioner may retain up to \$250,000 of the appropriation to administer the
10.12 funds under this subdivision.

10.13 Sec. 10. **REPEALER.**

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

10.15 Amend the title accordingly