ARTICLE 3

READ ACT

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

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

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

(c) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration and career and college readiness.

Subdivision 2. Adopting plans and budgets.

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

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

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

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

"Experiential learning" means learning for students that includes career exploration and career and college readiness.

For the purposes of this section and section 120B.10, the following terms have the meanings given them.

Definitions.

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

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

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

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective learning that is aligned with creating the world's best workforce and includes:
teachers who are members of populations underrepresented among the licensed teachers in
the district or school and who reflect the diversity of enrolled students under section 120B.35,
subsection 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
subsection 8, or 122A.41, subdivision 5;
(4) strategies for improving instruction, curriculum, and student achievement, including
the English and, where practicable, the native language development and the academic
achievement of English learners;
(5) a process to examine the equitable distribution of teachers and strategies to ensure
low-income and minority children are not taught at higher rates than other children by
inexperienced, ineffective, or out-of-field teachers;
(6) education effectiveness practices that integrate high-quality instruction, rigorous
curriculum, technology, and a collaborative professional culture that develops and supports
teacher quality, performance, and effectiveness; and
(7) an annual budget for continuing to implement the district plan.
(b) A school district is not required to include information regarding literacy in a plan
or report required under this section, except with regard to the academic achievement of
English learners.
Sec. 3. [120B.1119] TITLE; THE READ ACT.
Sections 120B.12 to 120B.12d may be cited as the "Reading to Ensure Academic
Development Act" or the "Read Act."
Sec. 4. Minnesota Statutes 2022, section 120B.12, is amended to read:
120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE
2 READ ACT GOAL AND INTERVENTIONS.
Subdivision 1. Literacy goal. (a) The legislature seeks to have every child reading at
or above grade level no later than the end of grade 3, every year, beginning in kindergarten,
including English multilingual learners, and that teachers provide comprehensive,
scientifically based and students receiving special education services. By the 2026-2027
school year, school leaders and educators must provide evidence-based reading instruction
consistent with section 122A.40, subdivision 4, through a focus on student mastery of the
foundational reading skills of phonemic awareness, phonics, and fluency, as well as the
development of oral language, vocabulary, and reading comprehension skills. Students must
receive evidence-based instruction that is proven to effectively teach children to read,
consistent with sections 120B.12 to 120B.12d.
(b) To meet this goal, each district must provide teachers and instructional support staff
with responsibility for teaching reading with training on evidence-based reading instruction
that is approved by the Department of Education. By July 1, 2025, a district must provide
the training to intervention teachers working with students in kindergarten through grade

teachers who are members of populations underrepresented among the licensed teachers in
the district or school and who reflect the diversity of enrolled students under section 120B.35,
subsection 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
subsection 8, or 122A.41, subdivision 5;
(4) strategies for improving instruction, curriculum, and student achievement, including
the English and, where practicable, the native language development and the academic
achievement of English learners;
(5) a process to examine the equitable distribution of teachers and strategies to ensure
low-income and minority children are not taught at higher rates than other children by
inexperienced, ineffective, or out-of-field teachers;
(6) education effectiveness practices that integrate high-quality instruction, rigorous
curriculum, technology, and a collaborative professional culture that develops and supports
teacher quality, performance, and effectiveness; and
(7) an annual budget for continuing to implement the district plan.
(b) A school district is not required to include information regarding literacy in a plan
or report required under this section, except with regard to the academic achievement of
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Development Act" or the "Read Act."
Sec. 4. Minnesota Statutes 2022, section 120B.12, is amended to read:
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Subdivision 1. Literacy goal. (a) The legislature seeks to have every child reading at
or above grade level no later than the end of grade 3, every year, beginning in kindergarten,
including English multilingual learners, and that teachers provide comprehensive,
scientifically based and students receiving special education services. By the 2026-2027
school year, school leaders and educators must provide evidence-based reading instruction
consistent with section 122A.40, subdivision 4, through a focus on student mastery of the
foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with sections 120B.12 to 120B.12d.
(b) To meet this goal, each school district must provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction that is approved by the Department of Education and CARE. By 2025, a district must provide the training to intervention teachers working with students in kindergarten

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

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

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

(c) Reading assessments screeners in English, and in the predominant languages of
district students where practicable, must identify and evaluate students' areas of academic
need related to literacy. The district also must monitor the progress and provide reading
instruction appropriate to the specific needs of English multilingual learners. The district
must use a locally adopted, developmentally appropriate, and culturally responsive assessment
through grade 12. special education teachers, curriculum directors, instructional support
staff who provide reading instruction, and any staff who selects literacy instructional materials
for a district. By 2027, a district must provide the training to all classroom teachers of
students in a prekindergarten program, and in kindergarten through grade 3. The
commissioner may grant a district an extension to the deadlines in this paragraph.
screened and annually report summary screen results to the commissioner by

July 1, June 15 in the form and manner determined by the commissioner.

(d) The district also must annually report to the commissioner by July 1 include in its
literacy plan under subdivision 4a, a summary of the district's efforts to screen and identify,
and provide interventions to students who demonstrate characteristics of dyslexia as
measured by a screening tool that special education district approved by the Department of Education.
Dyslexia is strongly encouraged to use the MTSS framework. With respect to students screened or identified under paragraph
(2), the report must include:

(1) a summary of the district's efforts to screen for dyslexia;
(2) the number of students universally screened for that reporting year; and
(3) the number of students demonstrating characteristics of dyslexia for that year, and
(4) an explanation of how students identified under this subdivision must
be provided with alternate instruction and interventions under section 125A.56.

(a) A student
Subd. 2a. Parent notification and involvement.
Schools, at least annually, must give
the parent of each student who is not reading at or above grade level timely information
about:
(1) the student's reading proficiency as measured by a locally adopted assessment screen
approved by the Department of Education;
(2) reading-related services currently being provided to the student and the student's
progress; and
(3) strategies for parents to use at home in helping their student succeed in becoming
grade-level proficient in reading in English and in their native language.
A district may not use this section to deny a student's right to a special education
evaluation.

Subd. 3. Intervention.
(a) For each student identified under subdivision 2, the district
shall provide reading intervention to accelerate student growth and reach the goal of reading
at or above grade level by the end of grade 3.
A district is
couraged to provide reading intervention through a MTSS framework if a student does
not read at or above grade level by the end of grade 2.

District
intervention methods shall encourage family engagement and, where possible, collaboration
with appropriate school and community programs.
Evidence-based instructional practices and measure mastery of foundational reading skills,
including phonemic awareness, phonics, decoding, fluency, and oral language.

2025.

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2031.
special education teacher who has successfully completed training in evidence-based reading
literacy-related areas including writing until the student achieves grade-level reading
and modify the personal learning plan until the student reads at grade level. This paragraph
by the statewide reading assessment in grade 3
responsive pedagogy.

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

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

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

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

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

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

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

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

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

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

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

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

(3) licensed teachers employed by the district have regular opportunities to improve
reading and writing instruction;
licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are **English learners**. Multilingual learners and students receiving special education services, demonstrate mastery of foundational literacy skills and read proficiently, at or above grade level, at every grade. The plan must be updated by **June 15** each year. The plan must be consistent with section 122A.06, subdivision 4.a, and include the following:

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

2. A process to notify and involve parents;

3. A description of how schools in the district will determine the appropriate targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. Evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention; and

5. Identification of staff development needs, including a program to meet those needs;

6. The literacy intervention, and special education literacy curriculum used by school site and grade level;

7. A statement of whether the district has adopted a MTSS framework;

8. Student data using the measures of foundational literacy skills and mastery identified by the Department of Education and CAREE.
(a) a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia, in accordance with subdivision 2;

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

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

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

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

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

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

Subd. 5. Commissioner Approved screeners. The commissioner shall recommend to districts multiple assessment screening tools to assist districts and teachers with identifying students under subdivision 2 and to assess students' reading proficiency. The commissioner shall make available examples of nationally recognized and research-based instructional methods or programs to districts to provide comprehensive, scientifically based reading instruction and intervention under this section.

EFFECTIVE DATE: This section is effective July 1, 2023.

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

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

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

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

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

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

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

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

Subd. 5. Commissioner Approved screeners. The commissioner shall recommend to districts multiple assessment screening tools to assist districts and teachers with identifying students under subdivision 2 and to assess students' reading proficiency. The commissioner shall make available examples of nationally recognized and research-based instructional methods or programs to districts to provide comprehensive, scientifically based reading instruction and intervention under this section.

Sec. 5. [120B.121] READ ACT DEFINITIONS.
Subd. 2. CAREI, "CAREI" means the Center for Applied Research and Educational Improvement at the University of Minnesota.

Subd. 3. District, "District" means a school district, charter school, or cooperative unit as defined in section 122A.4, subdivision 2.

Subd. 4. Evidence-based. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.

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

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

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

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

Subd. 9. MTSS. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high-quality instruction that is evidence-based, data-driven, and culturally responsive. Tiers of support are continuously responsive to student needs and can be adjusted as necessary to ensure every student’s success.
quality, evidence-based instruction and intervention that is matched to a student's needs.

progress is monitored to inform instruction and set goals and data is used for educational
decision making.

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

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

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

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

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

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

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

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

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

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

quality, evidence-based instruction and intervention that is matched to a student's needs.

progress is monitored to inform instruction and set goals and data is used for educational
decision making.

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

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

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

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

Subd. 14. Reading comprehension. "Reading comprehension" means a function of
word recognition skills, which includes phonemic awareness and language comprehension
skills.
information and support for schools in addressing the needs of students with dyslexia and related disorders. The dyslexia specialist shall also act to increase professional awareness and instructional competencies to meet the educational needs of students with dyslexia or identified with risk characteristics associated with dyslexia and shall develop implementation guidance and make recommendations to the commissioner consistent with section 120B.12, subdivision 4. Subdivision 5. sections 120B.12 to 120B.124, to be used to assist general education teachers and special education teachers to recognize educational needs and to improve literacy outcomes for students with dyslexia or identified with risk characteristics associated with dyslexia, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials.

61.13 information and support for schools in addressing the needs of students with dyslexia and related disorders. The dyslexia specialist shall also act to increase professional awareness and instructional competencies to meet the educational needs of students with dyslexia or identified with risk characteristics associated with dyslexia and shall develop implementation guidance and make recommendations to the commissioner consistent with section 120B.12, subdivision 4. Subdivision 5. sections 120B.12 to 120B.124, to be used to assist general education teachers and special education teachers to recognize educational needs and to improve literacy outcomes for students with dyslexia or identified with risk characteristics associated with dyslexia, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials.

61.19 Subd. 1. Screeners. A district must administer a reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Department of Education. A district must identify the screeners it uses in its annual literacy plan.

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

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

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

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

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

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

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

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

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

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

(1) elementary school teachers with explicit, systematic instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined in section 120B.12 and other literacy-related areas, including writing and oral language; until the student achieves grade-level reading and writing proficiency; and
62.19  (c) The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
62.20  Subd. 6. Literacy lead. (a) By August 30, 2025, a district must employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. A board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under section 123A.24 for the services of a literacy lead by August 30, 2025.
62.21  (b) A district literacy lead must collaborate with district administrators and staff to support the district's implementation of requirements under the Read Act.
62.22  Subd. 7. Department of Education. (a) By July 1, 2023, the department must make available to districts a list of approved evidence-based screeners in accordance with section 120B.12. A district must use an approved screener to assess students' mastery of foundational reading skills in accordance with section 120B.12.
62.23  (b) The department must develop a template for a local literacy plan in accordance with section 120B.12, subdivision 4a.
62.24  (c) The literacy specialist must work on state efforts to improve literacy tracking and implementation.
62.25  (d) The department must employ a literacy specialist to provide support to districts implementing the Read Act and coordinate duties assigned to the department under the Read Act. The literacy specialist must work on state efforts to improve literacy tracking and implementation.
62.26  (e) The department must develop a template for a local literacy plan in accordance with section 120B.12, subdivision 4a.
Sec. 8. [120B.124] READ ACT IMPLEMENTATION PARTNERSHIP.

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

(1) identify at least five literacy curricula and supporting materials that are evidence-based or focused on structured literacy by January 1, 2024, and post a list of the curricula on the department website. The list must include curricula that use culturally and linguistically responsive materials that reflect diverse populations and, to the extent practicable, curricula that reflect the experiences of students from diverse backgrounds, including multilingual learners, biliterate students, and students who are Black, Indigenous, and People of Color.

(2) identify at least three professional development programs that focus on the five pillars of literacy and the components of structured literacy by July 15, 2023, and post a list of the programs on the department website. The programs may include a program offered by CAREI. The requirements of section 16C.18 do not apply to the selection of a provider under this section.

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

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

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

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

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

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

Subd. 2. Reconsideration. The department and CAREI must provide districts an opportunity to request that the department and CAREI add to the list of curricula or professional development programs a specific curriculum or professional development program. The department must publish the request for reconsideration procedure on the department website. The programs may include a program offered by CAREI or focused on structured literacy by July 15, 2023, and post a list of the curricula on the department website. The list must include curricula that use culturally and linguistically responsive materials that reflect diverse populations;

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

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

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

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

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

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

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

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

The department and CAREI must provide districts an opportunity to request that the department and CAREI add to the list of curricula or professional development programs a specific curriculum or professional development program. The department must publish the request for reconsideration procedure on the department website. The programs may include a program offered by CAREI or focused on structured literacy by July 15, 2023, and post a list of the curricula on the department website. The list must include curricula that use culturally and linguistically responsive materials that reflect diverse populations;
department website. A request for reconsideration must demonstrate that the curriculum or professional development program meets the requirements of the Read Act, is evidence-based, and has structured literacy components; or that the screener accurately measures literacy growth, monitors progress, and accurately assesses effective reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The department and CAREI must review the request for reconsideration and approve or deny the request within 60 days.

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

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

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

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

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

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

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

Subd. 5. Reading strategies. (a) A teacher preparation provider approved by the Professional Educator Licensing and Standards Board to prepare persons for classroom teacher licensure must include in its teacher preparation programs research-based evidence-based best practices in reading, consistent with sections 122A.10 to 120B.124, that enable the licensure candidate to teach reading in the candidate’s content areas. Teacher candidates must be instructed in using students’ native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. A teacher preparation provider also must prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering assessment of reading instruction.

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

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

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

EFFECTIVE DATE. This section is effective the day following final enactment.
Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include:

- Instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:
  - (1) the nature and symptoms of dyslexia;
  - (2) resources available for students who show characteristics of dyslexia;
  - (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
  - (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

- Teaching license under section 122A.184 to provide direct instruction to pupils in elementary, secondary, or special education programs. Candidates may consult with the Department of Education, including the dyslexia specialist address:
  - (1) the nature and symptoms of dyslexia;
  - (2) resources available for students who show characteristics of dyslexia;
  - (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
  - (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

- Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) evidence-based training using a training program approved by the Department of
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,
counselors, school psychologists, school nurses, school social workers, audiovisual directors
67.12 and coordinators, and recreation personnel are exempt from this section.
67.13 Sec. 12. Minnesota Statutes 2022, section 124D.42, subdivision 8, is amended to read:
67.14 Subd. 8. Minnesota reading corps program. (a) A Minnesota reading corps program
67.15 is established to provide ServeMinnesota AmeriCorps members with a data-based
67.16 problem-solving model of literacy instruction to use in helping to train local Head Start
67.17 program providers, other prekindergarten program providers, and staff in schools with
67.18 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
67.19 comprehensive, scientifically-based reading evidence-based literacy instruction under section
67.20 122A.06, subdivision 4 sections 120B.12 to 120B.124, to children age 3 to grade 3.
67.21 (b) Literacy programs under this subdivision must comply with the provisions governing
67.22 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).
67.23 (c) The commission must submit a biennial report to the committees of the legislature
67.24 with jurisdiction over kindergarten through grade 12 education that records and evaluates
67.25 program data to determine the efficacy of the programs under this subdivision.
67.26 Sec. 13. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision
to read:
67.27 Subd. 5. Literacy incentive aid uses. A school district must use its literacy incentive
67.28 aid to support evidence-based reading instruction. The following are eligible uses of literacy
67.29 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.
(3) employing or contracting with a literacy lead, as defined in section 120B.121; and

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

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

Sec. 14. APPROPRIATIONS; READ ACT.

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

Subd. 2. CAREI. (a) To contract with the Center for Applied Research and Educational Improvement at the University of Minnesota for the Read Act implementation partnership under section 120B.124:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$4,200,000</td>
</tr>
</tbody>
</table>

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

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

Subd. 3. Read Act curriculum and intervention materials reimbursement. (a) To reimburse school districts, charter schools, and cooperatives for approved evidence-based, structured literacy supports for children in prekindergarten through grade 12 based on structured literacy:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$40,000,000</td>
</tr>
</tbody>
</table>

(b) The commissioner must use this appropriation to reimburse school districts, charter schools, and cooperatives for evidence-based literacy supports purchased after July 1, 2021. An applicant must apply for the reimbursement in the form and manner determined by the commissioner.

(c) The commissioner must report to the legislative committees with jurisdiction over kindergarten through grade 12 education the districts and charter schools that receive literacy grants and the amounts of each grant, by January 15, 2025, according to Minnesota Statutes, section 3.195.

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

(e) Of this amount, up to $250,000 is available for grant administration.
This appropriation is available until June 30, 2028.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$27,450,000</td>
<td>Structured literacy for one or more contracts to develop statewide training in each of their regions.</td>
</tr>
<tr>
<td>2025</td>
<td>0</td>
<td>Evidence-based training opportunities and ongoing supports to school districts and charter schools in each of their regions.</td>
</tr>
</tbody>
</table>

(b) Of this amount, $18,000,000 is to fund the development of regional literacy networks.

The regional literacy networks must focus on the implementation of comprehensive literacy reform efforts based on structured literacy. Each Minnesota service cooperative must add a literacy director position and establish a team of trained literacy coaches to facilitate evidence-based training opportunities and ongoing supports to school districts and charter schools in each of their regions.

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

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

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

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

This appropriation is available until June 30, 2028.

Subd. 5. Read Act teacher training supplemental funds. (a) For supplemental teacher training funds:
(b) The commissioner must allocate to each school district, charter school, and cooperative
unit $1.15 per enrolled student based on the fall 2022 student count.

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

Subd. 6. Department literacy specialist. (a) For a full-time literacy specialist at the
Department of Education:

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

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