

Senator moves to amend the delete-everything amendment (SCS1740A-2) to S.F. No. 1740 as follows:

Page 51, delete article 4 and insert:

**"ARTICLE 4
THE READ ACT**

Section 1. Minnesota Statutes 2024, section 120B.119, subdivision 2a, is amended to read:

Subd. 2a. **Certified trained facilitator.** "Certified trained facilitator" means a person employed by a district or ~~regional literacy network~~ Minnesota service cooperative who has completed professional development approved by the Department of Education in structured literacy, completed the vendor's certification prerequisites and facilitator training requirements, completed the vendor's annual recertification requirements, remains in good standing with the sponsoring agency and vendor, uses the vendor's training materials with fidelity, and participates in mentoring or coaching provided by CAREI and the Department of Education on facilitating literacy training. ~~A literacy lead who meets the requirements under this subdivision may be a certified trained facilitator.~~

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 2. Minnesota Statutes 2024, section 120B.119, subdivision 10, is amended to read:

Subd. 10. **Oral language.** "Oral language," also called "~~spoken~~ expressive language" or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 3. Minnesota Statutes 2024, section 120B.12, subdivision 1, is amended to read:

Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade-level ~~proficiency~~ benchmarks. By the 2026-2027 school year, districts must provide evidence-based reading instruction 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.118 to 120B.124.

(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 the deadlines provided in section 120B.123, subdivision 5.

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

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 4. Minnesota Statutes 2024, section 120B.12, subdivision 2, is amended to read:

Subd. 2. **Identification; report.** (a) Each school district must screen every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by the Department of Education three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners ~~and~~, students receiving special education services, and students enrolled in individual language immersion programs, must be universally screened 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. Students enrolled in dual language immersion programs must be screened in the partner language of the program at the same intervals as the screenings in English. The screening tool must be approved by the district for kindergarten through grade 3 students enrolled in dual language immersion programs. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral~~ expressive-receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

(b) 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 submission due on June 15.

~~(b)~~ (c) Students in 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,~~ are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by the Department of Education ~~for characteristics of dyslexia,~~ and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide 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)~~ (d) Reading 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 multilingual learners. The district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the commissioner by June 15 in the form and manner determined by the commissioner.

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

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

EFFECTIVE DATE. This section is effective July 1, 2025.

4.1 Sec. 5. Minnesota Statutes 2024, section 120B.12, subdivision 2a, is amended to read:

4.2 Subd. 2a. **Parent notification and involvement.** (a) A district must administer an
4.3 approved reading screener to students in kindergarten through grade 3 within the first six
4.4 weeks of the school year, by February 15 each year, and again within the last six weeks of
4.5 the school year. Schools, after administering each screener, must give the parent of each
4.6 student who is not reading at or above grade level ~~timely~~ information from the screener
4.7 about:

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

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

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

4.14 (b) For students enrolled in dual language immersion programs, the district-approved
4.15 screener must measure the student's reading proficiency in the program's partner language.
4.16 The dual language immersion program may provide information about national research or
4.17 reading proficiency in the parent notification.

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

4.20 **EFFECTIVE DATE.** This section is effective July 1, 2025.

4.21 Sec. 6. Minnesota Statutes 2024, section 120B.12, subdivision 3, is amended to read:

4.22 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
4.23 shall provide aligned and targeted reading intervention support to accelerate student growth
4.24 and reach the goal of reading at or above grade level by the end of the current grade and
4.25 school year. A district is encouraged to provide reading intervention through a MTSS
4.26 framework. If a student does not read at or above grade level by the end of the current school
4.27 year, the district must continue to provide aligned and targeted reading intervention support
4.28 as defined by the MTSS framework until the student reads at grade level. If less than 60
4.29 percent of students have reached the benchmark target, class wide Tier 1 interventions must
4.30 be implemented. Students receiving Tier 2 or Tier 3 interventions must receive those
4.31 interventions in addition to Tier 1 instruction. District intervention methods shall encourage
4.32 family engagement and, where possible, collaboration with appropriate school and community
4.33 programs that specialize in evidence-based instructional practices ~~and measure mastery of~~

foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language. Intervention may include but is not limited to requiring student attendance in summer school, 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 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 is evidence-based 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.

(c) Starting in the ~~2025-2026~~ 2026-2027 school year, a district must use only evidence-based literacy interventions. Districts are strongly encouraged to use intervention materials approved by the Department of Education under the Read Act.

(d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a trained teacher who has completed one of the three approved professional development trainings must oversee and monitor the instruction provided by any paraprofessional or other unlicensed person, including a volunteer, ~~must be supervised by a licensed teacher who has completed training in evidence-based reading instruction approved by the Department of Education, and has completed.~~ A paraprofessional or other unlicensed person, including a volunteer, must complete evidence-based training developed under the Read Act ~~by CAREI or~~ and offered through the regional literacy networks under section 120B.124, subdivision 4, or a training that the department has determined meets or exceeds the requirements of section 120B.124, subdivision 4.

EFFECTIVE DATE. This section is effective July 1, 2025.

6.1 Sec. 7. Minnesota Statutes 2024, section 120B.12, subdivision 4, is amended to read:

6.2 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based
6.3 structured literacy instruction to teachers and instructional staff in accordance with
6.4 subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of
6.5 phonemic awareness, phonics, vocabulary development, reading fluency, reading
6.6 comprehension, and culturally and linguistically responsive pedagogy.

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

6.9 (1) elementary teachers are able to implement explicit, systematic, evidence-based
6.10 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,
6.11 and comprehension with emphasis on mastery of foundational reading skills as defined in
6.12 section 120B.119 and other literacy-related areas including writing until the student achieves
6.13 grade-level reading and writing proficiency;

6.14 (2) elementary teachers receive training to provide students with evidence-based reading
6.15 and oral language instruction that meets students' developmental, linguistic, and literacy
6.16 needs using the intervention methods or programs selected by the district for the identified
6.17 students;

6.18 (3) licensed teachers employed by the district have opportunities to improve reading
6.19 and writing instruction through approved professional development identified in the local
6.20 literacy plan;

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

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

6.28 (c) A district that offers early childhood programs, including voluntary prekindergarten
6.29 for eligible four-year-old children, early childhood special education, and school readiness
6.30 programs, must provide classroom teachers in early childhood programs training approved
6.31 by the Department of Education to provide children in early childhood programs with
6.32 explicit, systematic instruction in phonological and phonemic awareness; oral language,
6.33 including listening comprehension; vocabulary; and letter-sound correspondence.

7.1 **EFFECTIVE DATE.** This section is effective July 1, 2025.

7.2 Sec. 8. Minnesota Statutes 2024, section 120B.12, subdivision 4a, is amended to read:

7.3 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
7.4 adopt a local literacy plan to have every child reading at or above grade level every year
7.5 beginning in kindergarten and to support multilingual learners and students receiving special
7.6 education services in achieving their individualized reading goals. A district must update
7.7 and submit the plan to the commissioner by June 15 each year. The plan must be consistent
7.8 with the Read Act, and include the following:

7.9 (1) a process to assess students' foundational reading skills, oral language, and level of
7.10 reading proficiency and the approved screeners used, by school site and grade level, under
7.11 section 120B.123;

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

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

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

7.20 (5) identification of staff development needs, including a plan to meet those needs;

7.21 (6) the curricula used by school site and grade level and, if applicable, the district plan
7.22 and timeline for adopting ~~approved~~ evidence-based curricula and materials starting in the
7.23 2025-2026 school year;

7.24 (7) a statement of whether the district has adopted a MTSS framework;

7.25 (8) student data using the measures of foundational literacy skills and mastery identified
7.26 by the Department of Education for the following students:

7.27 (i) students in kindergarten through grade 3;

7.28 (ii) students who demonstrate characteristics of dyslexia; and

7.29 (iii) students in grades 4 to 12 who are identified as not reading at grade level;

7.30 (9) the number of teachers and other staff who have completed training approved by the
7.31 department;

8.1 (10) the number of teachers and other staff proposed for training in structured literacy;
8.2 and

8.3 (11) how the district used funding provided under the Read Act to implement the
8.4 requirements of the Read Act.

8.5 (b) The district must post its literacy plan on the official school district website and
8.6 submit it to the commissioner of education using the template developed by the commissioner
8.7 of education annually beginning June 15, 2024.

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

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

8.19 (1) the number of teachers and other staff, by grade level, who have completed training
8.20 approved by the Department of Education;

8.21 (2) the number of teachers and other staff, by grade level, required to complete the
8.22 training under section 120B.123, subdivision 5, who have not completed the training;

8.23 (3) the number of teachers exempt under section 120B.123, subdivision 5, from
8.24 completing training approved by the Department of Education;

8.25 (4) the statewide total number of teachers or other staff required to complete the training
8.26 under section 120B.123, subdivision 5 that have received other training or education that
8.27 meets the requirements of the training approved by the Department of Education;

8.28 (5) by school site and grade, the approved screeners and the reading curriculum used;
8.29 and

8.30 ~~(5)~~ (6) by school site and grade, using the measurements of foundational literacy skills
8.31 and mastery identified by the department, both aggregated data and disaggregated data on
8.32 student performance on the approved screeners using the student categories under section
8.33 120B.35, subdivision 3, paragraph (a), clause (2).

(e) By December 1, 2026, and December 1, 2027, the commissioner of education must submit updated reports containing the information required under paragraph (d) to the legislative committees with jurisdiction over prekindergarten through grade 12 education.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 9. Minnesota Statutes 2024, section 120B.123, subdivision 1, is amended to read:

Subdivision 1. Approved screeners. (a) A district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each 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 any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

(b) Starting in the 2024-2025 school year, district staff, ~~contractors,~~ and ~~volunteers~~ external partners offering literacy supports in schools may only use screeners that have been approved by the Department of Education.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 10. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

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

(1) ~~reading~~ literacy intervention teachers working with students in kindergarten through grade 12;

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

(3) kindergarten through grade 12 special education teachers responsible for literacy instruction;

(4) curriculum directors;

(5) instructional support staff, contractors, and volunteers who assist in providing ~~Tier 2~~ literacy interventions under the oversight and monitoring of a trained licensed teacher;

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

(7) teachers licensed to teach English to multilingual learners.

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

(1) teachers who provide foundational reading skills instruction to students in grades 4 to 12; and

(2) teachers who provide instruction to students in a state-approved alternative program.

(c) The commissioner of education may grant a district an extension to the deadlines in this subdivision.

(d) Training provided by a department-approved certified trained facilitator may satisfy the professional development requirements under this subdivision.

(e) Beginning July 1, 2027, an educator required to receive training under paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. The Department of Education must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

~~(e)~~ (f) For the 2024-2025 and 2025-2026 school year years only, the hours of instruction requirement under section 120A.41 for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction. If a charter school's teachers are not represented by an exclusive representative, the charter school may reduce the number of instructional hours for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based training required under this subdivision on a day when other students receive instruction. The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 school year.

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

11.1 Sec. 11. Minnesota Statutes 2024, section 120B.123, is amended by adding a subdivision
11.2 to read:

11.3 Subd. 5a. **Teacher licensure; renewal.** (a) Starting July 1, 2027, a Tier 1 early childhood
11.4 education teacher, elementary education teacher, special education teacher who is responsible
11.5 for teaching reading, kindergarten through grade 12 English as a second language teacher,
11.6 grade 4 through 12 classroom teacher responsible for foundational reading skills instruction,
11.7 teacher who provides instruction to students in a state-approved alternative program, teacher
11.8 who teaches English to secondary multilingual learners, or a teacher who is responsible for
11.9 selecting literacy curriculum materials for grades 6 through 12, and is licensed under section
11.10 122A.181, for their first licensure renewal must demonstrate that they are registered for,
11.11 currently taking, or have completed evidence-based structured literacy training consistent
11.12 with training approved by the Department of Education. A Tier 1 teacher may demonstrate
11.13 evidence of progress in meeting the subject matter reading standards for reading in
11.14 administrative rule through evidence-based structured literacy coursework or through
11.15 employer verification. The training required must be in progress before a second renewal
11.16 of the Tier 1 license. A hiring district, cooperative, or charter school is responsible for any
11.17 fees and enrollment costs associated with completing these professional development
11.18 requirements. An individual educator must not be financially responsible for the initial
11.19 enrollment costs associated with the training needed to meet these requirements.

11.20 (b) Starting, July 1, 2027, a Tier 2 early childhood education teacher, elementary
11.21 education teacher, special education teacher who is responsible for teaching reading,
11.22 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
11.23 classroom teacher responsible for foundational reading skills instruction, teacher who
11.24 provides instruction to students in a state-approved alternative program, or a teacher who
11.25 is responsible for selecting literacy curriculum materials for grades 6 through 12, and is
11.26 licensed under section 122A.182, for their first licensure renewal must demonstrate that
11.27 they are registered for, currently taking, or have completed evidence-based structured literacy
11.28 training consistent with training approved by the Department of Education. A Tier 2 teacher
11.29 may demonstrate evidence of progress in meeting the subject matter reading standards for
11.30 reading in administrative rule through evidence-based structured literacy coursework or
11.31 through employer verification. The training required must be in progress before the first
11.32 renewal of the Tier 2 license is granted. A hiring district, cooperative, or charter school is
11.33 responsible for any fees and enrollment costs associated with completing these professional
11.34 development requirements. An individual educator must not be financially responsible for
11.35 the initial enrollment costs associated with the training needed to meet these requirements.

12.1 (c) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education
12.2 teacher, special education teacher who is responsible for teaching reading, kindergarten
12.3 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher
12.4 responsible for foundational reading skills instruction, teacher who provides instruction to
12.5 students in a state-approved alternative program, or a teacher who is responsible for selecting
12.6 literacy curriculum materials for grades 6 through 12, who demonstrates field-specific
12.7 teaching experience to complete the coursework requirements under section 122A.183,
12.8 subdivision 2, clause (5), must demonstrate they have completed evidence-based structured
12.9 literacy training required under subdivision 5 before the Professional Educators Licensing
12.10 and Standards Board issues the Tier 3 license. The board must not deny a Tier 3 license to
12.11 an educator who has made progress toward completion, but has not completed, the required
12.12 training. A hiring district, cooperative, or charter school is responsible for any fees and
12.13 enrollment costs associated with completing these professional development requirements.
12.14 An individual educator must not be financially responsible for the initial enrollment costs
12.15 associated with the training needed to meet these requirements.

12.16 (d) Starting July 1, 2027, a teacher with a kindergarten through grade 12 reading
12.17 endorsement or kindergarten through grade 12 English as a second language license from
12.18 the Professional Educator Licensing and Standards Board must demonstrate to the school's
12.19 relicensure committee they have completed evidence-based structured literacy training
12.20 equivalent to the training required in subdivision 5. A hiring district, cooperative, or charter
12.21 school is responsible for any fees and enrollment costs associated with completing these
12.22 professional development requirements. An individual educator must not be financially
12.23 responsible for the initial enrollment costs associated with the training needed to meet these
12.24 requirements.

12.25 (e) An educator that fails to complete the required professional development within a
12.26 vendor's subscription window due to medical, personal, or family leave or for reasons tied
12.27 to a learning disability, must not be held financially responsible for the costs of extending
12.28 the training. An educator that fails to complete the required professional development within
12.29 a vendor's subscription window for reasons of insubordination or willful refusal to comply
12.30 with state and district directives regarding the professional development are subject to the
12.31 disciplinary procedures outlined in their collective bargaining agreement or set by their
12.32 hiring charter school or cooperative.

13.1 Sec. 12. Minnesota Statutes 2024, section 120B.123, subdivision 7, is amended to read:

13.2 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
13.3 available to districts a list of approved evidence-based screeners in accordance with section
13.4 120B.12. A district must use an approved screener to assess students' mastery of foundational
13.5 reading skills in accordance with section 120B.12.

13.6 (b) The Department of Education must partner with CAREI as required under section
13.7 120B.124 to approve professional development programs, subject to final determination by
13.8 the department. After the implementation partnership under section 120B.124 ends, the
13.9 department must continue to regularly provide districts with information about professional
13.10 development opportunities available throughout the state on reading instruction that is
13.11 evidence-based.

13.12 (c) The department and CAREI must identify training required for a literacy lead and
13.13 literacy specialist employed by a district or Minnesota service cooperatives.

13.14 (d) The department must employ one or more literacy specialists to provide support to
13.15 districts implementing the Read Act and coordinate duties assigned to the department under
13.16 the Read Act. The literacy specialist must work on state efforts to improve literacy tracking
13.17 and implementation.

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

13.20 (f) The department must partner with CAREI as required under section 120B.124 to
13.21 approve literacy intervention models, subject to final determination by the department. The
13.22 department must make a list of the 15 approved evidence-based intervention models available
13.23 to districts as they are approved by the department and CAREI, starting November 1, 2025.
13.24 Upon approval of the evidence-based intervention models, the department must ensure the
13.25 models are reviewed by a contracted third party for culturally responsive guidance and
13.26 materials, and make those findings available to districts once the review process is complete.
13.27 The department must notify districts of the two-step review process for all materials approved
13.28 under the Read Act for effectiveness as evidence-based structured literacy, and for cultural
13.29 responsiveness.

13.30 (g) The department and CAREI must provide ongoing coaching, mentoring, and support
13.31 to certified trained facilitators.

13.32 **EFFECTIVE DATE.** This section is effective July 1, 2025.

14.1 Sec. 13. Minnesota Statutes 2024, section 120B.124, subdivision 2, is amended to read:

14.2 Subd. 2. **Reconsideration Curriculum review cycle.** (a) Every five years, starting July
14.3 1, 2030, the department and CAREI must provide districts an opportunity to request that
14.4 the department and CAREI add to the list of reviewed curricula ~~or professional development~~
14.5 ~~and intervention~~ programs ~~a specific curriculum or professional development program~~. The
14.6 department must publish the ~~request procedure~~ for reconsideration procedure review on the
14.7 department website by July 1, 2029. A request for ~~reconsideration~~ review must demonstrate
14.8 that the curriculum or ~~professional development~~ intervention program meets the requirements
14.9 of the Read Act, is evidence-based, and has structured literacy components. ~~The department~~
14.10 ~~and CAREI must review the request for reconsideration and approve or deny the request~~
14.11 ~~within 60 days~~ The review process must use the rubric used to approve curriculum under
14.12 subdivision 1 with the addition of culturally responsive criteria as determined by the
14.13 third-party review. Alternative curriculum and intervention programs for those who cannot
14.14 access sound-based approaches must be reviewed on the same review cycle as traditional
14.15 programs.

14.16 (b) ~~The department and CAREI must conduct a final curriculum review of previously~~
14.17 ~~submitted curriculum by March 3, 2025, to review curriculum that is available to districts~~
14.18 ~~at no cost.~~ The reviewed resources must be categorized as highly aligned, partially aligned,
14.19 minimally aligned, or not aligned to evidenced-based structured literacy practices. Nonranked
14.20 curricular resources do not fully meet the criteria to be classified as a Tier 1 core highly
14.21 aligned program. The reviewed resources categories are defined as follows:

14.22 (1) "highly aligned" means 100 percent of domains were at or above the cut point with
14.23 no significant red flags identified for the program;

14.24 (2) "partially aligned" means 60 to 99 percent of domains were at or above the cut point;

14.25 (3) "minimally aligned" means 34 to 59 percent of domains were at or above the cut
14.26 point; and

14.27 (4) "not aligned" means 33 percent or less of domains were at or above the cut point.

14.28 It is a district's responsibility, when planning for curriculum implementation, to verify that
14.29 instruction and materials align with evidence-based structured literacy practices and to
14.30 resolve issues identified in the report and rubric provided by the Department of Education.

14.31 (c) A district must ensure that any red flags for a program are resolved through district
14.32 enhancements to the selected program.

15.1 (d) A program going through a full review cycle will be added to the reviewed curricula
15.2 and intervention program list after the review process is completed.

15.3 (e) Only materials that are categorized as highly aligned qualify for use of literacy
15.4 incentive aid, under section 124D.98, or state funding provided under the Read Act.

15.5 Sec. 14. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

15.6 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
15.7 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license
15.8 may be renewed subject to paragraphs (b) ~~and~~, (c), and (d).

15.9 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1
15.10 license if:

15.11 (1) the district or charter school requesting the renewal demonstrates that it has posted
15.12 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license
15.13 for the position;

15.14 (2) the teacher holding the Tier 1 license took a content examination in accordance with
15.15 section 122A.185 and submitted the examination results to the teacher's employing district
15.16 or charter school within one year of the board approving the request for the initial Tier 1
15.17 license;

15.18 (3) the teacher holding the Tier 1 license participated in cultural competency training
15.19 consistent with section 120B.30, subdivision 8, within one year of the board approving the
15.20 request for the initial Tier 1 license; and

15.21 (4) the teacher holding the Tier 1 license met the mental illness training renewal
15.22 requirement under section 122A.187, subdivision 6.

15.23 The requirement in clause (2) does not apply to a teacher that teaches a class in a career and
15.24 technical education or career pathways course of study.

15.25 (c) A Tier 1 license must not be renewed more than three times, unless the requesting
15.26 district or charter school can show good cause for additional renewals. A Tier 1 license
15.27 issued to teach (1) a class or course in a career and technical education or career pathway
15.28 course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may
15.29 be renewed without limitation.

15.30 (d) Starting July 1, 2027, a Tier 1 licensed early childhood education teacher, elementary
15.31 education teacher, special education teacher who is responsible for teaching reading,
15.32 kindergarten through grade 12 English as a second language teacher, grade 4 through 12

classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, must demonstrate progress toward meeting the evidence-based literacy training requirements of section 120B.123, subdivision 5a, for their second licensure renewal.

Sec. 15. Minnesota Statutes 2024, section 122A.182, subdivision 3, is amended to read:

Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and Standards Board must issue an initial Tier 2 license for a term of two years. A Tier 2 license may be renewed three times.

(b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license must participate in cultural competency training consistent with section 120B.30, subdivision 8, and mental illness training under section 122A.187, subdivision 6.

(c) Starting July 1, 2027, a Tier 2 licensed early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, must demonstrate that they have made progress toward completing the evidence-based literacy training requirements of section 120B.123, subdivision 5a, for the first renewal of their initial license.

(d) The board must issue rules setting forth the conditions for additional renewals after the initial license has been renewed three times.

Sec. 16. Minnesota Statutes 2024, section 122A.183, subdivision 2, is amended to read:

Subd. 2. **Coursework.** (a) An applicant for a Tier 3 license must meet the coursework requirement by demonstrating one of the following:

(1) completion of a Minnesota-approved teacher preparation program;

(2) completion of a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to an applicant that has two years of field-specific teaching experience;

(3) a recommendation for licensure through the licensure via portfolio process;

(4) a professional teaching license from another state, evidence that the applicant's license is in good standing, and two years of field-specific teaching experience; or

(5) three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.

(b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, who demonstrates field-specific teaching experience to complete the coursework requirements under this subdivision must demonstrate they have completed evidence-based structured literacy training according to section 120B.123, subdivision 5a, before the Professional Educators Licensing and Standards Board may issue an initial Tier 3 license.

Sec. 17. Minnesota Statutes 2024, 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 evidence-based literacy instruction under sections 120B.118 to 120B.124, to children age 3 to grade 3 and interventions for children in kindergarten to grade 3.

(b) Literacy programs under this subdivision must comply with the provisions governing literacy program goals and data use under section 142D.12, subdivision 3, paragraph (b).

(c) Literacy programs under this subdivision must use a department-approved screener, evidence-based reading instruction, and interventions focused on structured literacy.

ServeMinnesota must demonstrate to the department that the training AmeriCorps members receive meets or exceeds the requirements of section 120B.124, subdivision 4, for volunteers. Minnesota Reading Corps AmeriCorps members are not required to complete the training under section ~~120B.24~~ 120B.124, subdivision 4.

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

18.4 **EFFECTIVE DATE.** This section is effective July 1, 2025.

18.5 Sec. 18. **REPEALER.**

18.6 Minnesota Statutes 2024, section 120B.124, subdivision 6, is repealed."

18.7 Amend the title accordingly