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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-FIFTH
SESSION

HOUSE FILE No. **1562**

March 1, 2007

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The bill was read for the first time and referred to the Committee on E-12 Education

1.1 A bill for an act
1.2 relating to education; requiring literacy skills for students; appropriating money;
1.3 amending Minnesota Statutes 2006, sections 120B.12, subdivision 2, by adding
1.4 subdivisions; 124D.13, subdivision 2; 124D.15, subdivision 3.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2006, section 120B.12, subdivision 2, is amended to read:

1.7 Subd. 2. **Identification.** For the 2002-2003 school year and later, each school
1.8 district shall identify before the end of first grade students who are at risk of not
1.9 learning to read before the end of second grade. The district must use a locally adopted
1.10 assessment method. The district must annually report the results of the assessment to the
1.11 commissioner by June 1.

1.12 Sec. 2. Minnesota Statutes 2006, section 120B.12, is amended by adding a subdivision
1.13 to read:

1.14 Subd. 2a. **Student retention.** A student that is unable to read by the end of second
1.15 grade, based on a locally adopted assessment method, must not advance to the next grade
1.16 level until the goal of learning to read has been reached. Upon recommendation by the
1.17 school principal, a student that is unable to read by the end of second grade may advance
1.18 to the next level if the student has participated in a reading intervention during the regular
1.19 school year and summer school.

1.20 Sec. 3. Minnesota Statutes 2006, section 120B.12, is amended by adding a subdivision
1.21 to read:

2.1 Subd. 3a. **Reading intervention aid.** A school district that identifies a student as
2.2 being unable to read according to subdivision 2, must receive reading intervention aid. A
2.3 school district's reading intervention aid is equal to \$250 per pupil identified according
2.4 to subdivision 2. Reading intervention aid must be used for student remediation using
2.5 intervention methods under subdivision 3.

2.6 Sec. 4. Minnesota Statutes 2006, section 124D.13, subdivision 2, is amended to read:

2.7 **Subd. 2. Program characteristics.** (a) Early childhood family education programs
2.8 are programs for children in the period of life from birth to kindergarten, for the parents
2.9 and other relatives of these children, and for expectant parents. To the extent that funds
2.10 are insufficient to provide programs for all children, early childhood family education
2.11 programs should emphasize programming for a child from birth to age three and encourage
2.12 parents and other relatives to involve four- and five-year-old children in school readiness
2.13 programs, and other public and nonpublic early learning programs. Early childhood
2.14 family education programs may include the following:

2.15 (1) programs to educate parents and other relatives about the physical, mental,
2.16 and emotional development of children;

2.17 (2) programs to enhance the skills of parents and other relatives in providing for
2.18 their children's learning and development;

2.19 (3) learning experiences for children and parents and other relatives that promote
2.20 children's development;

2.21 (4) activities designed to detect children's physical, mental, emotional, or behavioral
2.22 problems that may cause learning problems;

2.23 (5) activities and materials designed to encourage self-esteem, skills, and behavior
2.24 that prevent sexual and other interpersonal violence;

2.25 (6) educational materials which may be borrowed for home use;

2.26 (7) information on related community resources;

2.27 (8) programs to prevent child abuse and neglect;

2.28 (9) other programs or activities to improve the health, development, and school
2.29 readiness of children; or

2.30 (10) activities designed to maximize development during infancy.

2.31 The programs must include learning experiences for children, parents, and other
2.32 relatives that promote children's early literacy skills. The programs must not include
2.33 activities for children that do not require substantial involvement of the children's parents
2.34 or other relatives. The programs must be reviewed periodically to assure the instruction

3.1 and materials are not racially, culturally, or sexually biased. The programs must encourage
3.2 parents to be aware of practices that may affect equitable development of children.

3.3 (b) For the purposes of this section, "relative" or "relatives" means noncustodial
3.4 grandparents or other persons related to a child by blood, marriage, adoption, or foster
3.5 placement, excluding parents.

3.6 Sec. 5. Minnesota Statutes 2006, section 124D.15, subdivision 3, is amended to read:

3.7 Subd. 3. **Program requirements.** A school readiness program provider must:

3.8 (1) assess each child's cognitive skills when the child enters and again before the
3.9 child leaves the program to inform program planning and promote kindergarten readiness;

3.10 (2) provide comprehensive program content based on early childhood research and
3.11 professional practice that is focused on children's cognitive skills and development and
3.12 prepares children for the transition to kindergarten, including early literacy skills;

3.13 (3) arrange for early childhood screening and appropriate referral;

3.14 (4) involve parents in program planning and decision making;

3.15 (5) coordinate with relevant community-based services; and

3.16 (6) cooperate with adult basic education programs and other adult literacy programs.

3.17 Sec. 6. **APPROPRIATIONS.**

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

3.21 Subd. 2. Reading intervention aid. For reading intervention aid, under Minnesota
3.22 Statutes, section 120B.12:

3.23 \$ 2008

3.24 \$ 2009