

HOUSE RESEARCH

Bill Summary

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Overview

Expands the content and substance of local literacy plans for having all children reading proficiently by grade 3. Defines “dyslexia” as a specific learning disability. Requires literacy incentive aid recipients to submit their local literacy plans to the education commissioner. Allows basic skills revenue to be used to implement local literacy plans.

Section

- 1** **Local literacy plan.** (a) Requires local literacy plans to be consistent with statutory requirements governing comprehensive, scientifically based reading instruction and describe: data on the effectiveness of an assessment for screening and identifying a student’s reading proficiency; a parent involvement process; how schools will determine a student’s intervention strategy leading to measurable reading progress; evidence-based interventions and progress-monitoring on the effectiveness of interventions; programs to meet staff development needs; and the school district’s instruction in basic phonology and language decoding skills.
Makes this section effective for fiscal year 2016 and later.
- 2** **Literacy incentive aid.** Makes technical changes. Requires a school district to submit to the education commissioner its local literacy plan to have all children reading proficiently by grade 3 as a condition of receiving proficiency and growth aid.
Makes this section effective for fiscal year 2016 and later.
- 3** **Definitions; dyslexia.** Defines “dyslexia” as a specific learning disability with characteristic difficulties and identified consequences.

Section

- 4** **Use of revenue.** Allows basic skills revenue to be used to implement local literacy plans to have all children reading proficiently by grade 3, among other purposes and programs.
Makes this section effective for fiscal year 2016 and later.