



Laws 2026, Chapter 125 – Education Policy Provisions (H.F. No. 4492)

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Article 1: The Read Act

Section 1. **Literacy specialist.** Amends the definition of literacy specialist to include any Professional Educators Licensing and Standards Board licensed educator who has completed Read Act professional development.

Sec. 2. **Oral language.** Amends the definition of “oral language”.

Sec. 3. **Parent.** Defines “parent” for the purposes of the read act to include a student’s parent or legal guardian.

Sec. 4. **Identification; report.** Strikes repetitive language. Allows an English language learner’s screening for the characteristics of dyslexia to be done according to vendor assessment guidelines.

Sec. 5. **Parent notification and involvement.** Directs a district to administer an approved reading screener to students in grade 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency.

Sec. 6. **Local literacy plan.** Beginning with the 2026-2027 school year, requires local literacy plans to include a description of how schools in the district will use the school library media center to complement students’ foundational reading skills.

Sec. 7. **Approved screeners.** Requires districts to provide vendor-approved screening accommodations to students with documented accommodation plans.

Sec. 8. **Professional development.** Extends, for one more school year, the ability for a school district to reduce the hours of instruction by 5.5 hours for teachers to receive at least 5.5 hours of approved professional development. Excludes a teacher who was first enrolled in a Minnesota-approved elementary, special education, or early childhood education teacher preparation program on June 1, 2026, from additional training under this subdivision.

Sec. 9. **Accessibility standards.** Requires all professional development and digital curriculum resources to comply with the accessibility standards under 16E.03, subdivision 9. Subjects the professional development provided under the Read Act to the requirements of section 363A.43.

Sec. 10. **Ongoing review of literacy materials.** By October 1, 2026, directs the department to establish an ongoing review process to identify curriculum and intervention materials using the Read Act rubric that's posted on the department's website. Allows the department to partner with one or more institutions of higher education or a third party. Requires the publisher to pay the costs of the review to the partnering higher education institution or third party.

Sec. 11. **Repealer.** Repeals section 120B.124, subdivision 6 (comprehensive review of literacy materials).

Article 2: High School Diplomas for Veterans

Section 1. High School Diploma for Veterans.

Subdivision 1. **Diploma.** Requires a school district or charter school to issue a high school diploma to a veteran who was unable to complete their high school education and who served during the Korean Conflict or during the Vietnam War.

Subd. 2. **Request.** Allows a veteran to request a diploma on their own behalf or a family member to make a posthumous request on behalf of a deceased veteran or service member. Allows the school district or charter school to request evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

Subd. 3. **No report required.** States that districts and charter schools are not required to report on diplomas issued under this section.

Subd. 4. **Assistance.** Allows the Department of Veterans Affairs and county veteran service officers to assist districts and charter schools fulfilling veterans diploma requests.

Article 3: Other Literacy Provisions

Section 1. **Early literacy field experience.** (a) Directs a teacher preparation provider that prepares teacher candidates to provide instruction in early literacy to require a supervised early literacy fields experience aligned to evidence-based best practices in reading. This requirement applies to teacher candidates who enroll in preparation programs beginning in the 2027-2028 school.

(b) Requires the early literacy field experience be integrated with learning experiences in reading instruction, including instruction on reading methods or equivalent; and must provide teacher candidates with the opportunities to apply evidence-based literacy practices with students.

(c) Directs PELSB to adopt rules regarding the early literacy field experience requirement, including:

- (1) defining licensure areas in which teacher candidates must complete the early literacy field experience;
- (2) establishing expectations for the scope and outcomes of the early literacy field experience;
- (3) ensuring the field experience occurs primarily within a school building during the instructional day, while allowing for waivers to accommodate unique program delivery models or documented hardship; and
- (4) requiring the field experience to include observation with actionable feedback to ensure growth and attainment of related reading standards.

(d) Directs the board to adopt rules that allow flexibility for teacher preparation programs to demonstrate that a candidate has met the required standards through field experiences. Effective July 1, 2026.



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