

AMENDMENTS TO LB1050

Introduced by Education.

1           1. Strike the original sections and insert the following new  
2 sections:

3           **Section 1.** Section 79-11,156, Reissue Revised Statutes of Nebraska,  
4 is amended to read:

5           79-11,156 (1) Beginning with the 2018-19 school year, unless  
6 otherwise provided in an individualized education plan for a student  
7 receiving special education services, each student who is identified as  
8 exhibiting characteristics of dyslexia shall receive evidence-based  
9 structured literacy instruction implemented with fidelity using a  
10 multisensory approach as provided in the technical assistance document  
11 for dyslexia adopted and promulgated by the State Department of Education  
12 pursuant to section 79-11,157.

13           (2) A school district shall not require a student who exhibits  
14 characteristics of dyslexia to obtain a medical diagnosis to receive  
15 intervention pursuant to this section or the Nebraska Reading Improvement  
16 Act.

17           **Sec. 2.** Section 79-11,157, Reissue Revised Statutes of Nebraska, is  
18 amended to read:

19           79-11,157 (1) The State Department of Education shall develop and  
20 distribute a technical assistance document for dyslexia. The technical  
21 assistance document shall provide information about the characteristics  
22 of dyslexia, associated conditions of dyslexia, indicators of dyslexia,  
23 and the screening, progress monitoring, evaluation, instruction, and  
24 intervention for dyslexia. The technical assistance document shall also  
25 provide guidance for evidence-based structured literacy instruction to be  
26 implemented with fidelity using a multisensory approach for students who  
27 are identified as exhibiting characteristics of dyslexia.

1           (2) The technical assistance Such document for dyslexia, along with  
2 the list of evidence-based interventions maintained pursuant to  
3 subsection (5) of section 79-2605, shall be distributed to all teacher  
4 education programs, educational service units, and school districts to  
5 create statewide awareness among educators. The technical assistance  
6 document shall also be referenced in the rules and regulations of the  
7 department regarding approval of teacher education programs, special  
8 education, and accreditation of schools.

9           **Sec. 3.** Section 79-11,157.01, Reissue Revised Statutes of Nebraska,  
10 is amended to read:

11           79-11,157.01 (1) On or before July 1 of each year, each school  
12 district shall provide to the State Department of Education, on forms  
13 prescribed by the department, information relating to dyslexia. Such  
14 information shall include, but not be limited to, the number of students  
15 in each public school in such district:

16           (a) Tested for a specific learning disability in the area of  
17 reading, including tests that identify characteristics of dyslexia and  
18 the results of such tests;

19           (b) Identified as having a reading issue, including dyslexia,  
20 pursuant to the assessment or the dyslexia screener administered under  
21 the Nebraska Reading Improvement Act; and

22           (c) Identified as described in subdivision (b) of this subsection  
23 that have shown growth on the measure used to identify the reading issue.

24           (2) The State Department of Education shall annually compile the  
25 information received pursuant to subsection (1) of this section and  
26 provide a report on such information electronically to the Legislature on  
27 or before September 1 of each year.

28           (3) The State Board of Education may adopt and promulgate rules and  
29 regulations to carry out this section.

30           **Sec. 4.** Section 79-2601, Reissue Revised Statutes of Nebraska, is  
31 amended to read:

1           79-2601 Sections 79-2601 to 79-2607 and sections 6, 8, 10, 11, 12,  
2 16, and 17 of this act shall be known and may be cited as the Nebraska  
3 Reading Improvement Act.

4           **Sec. 5.** Section 79-2602, Reissue Revised Statutes of Nebraska, is  
5 amended to read:

6           79-2602 It is the intent of the Legislature that:

7           (1) School boards develop policies to facilitate reading instruction  
8 and intervention services to address student reading needs, including,  
9 but not limited to, dyslexia;

10          (2) All teachers for kindergarten through grade three should be  
11 effective reading teachers as evidenced by (a) evaluations based on  
12 classroom observations and student improvement on reading assessments or  
13 (b) specialized training in reading improvement;

14          (3) Each student and his or her parents or guardians be informed of  
15 the student's reading progress; ~~and~~

16          (4) Each student in a public school be able to read at or above  
17 grade level by ~~third grade~~ three; and -

18          (5) Educational identification of dyslexia under the Nebraska  
19 Reading Improvement Act is not a medical diagnosis and is intended solely  
20 to ensure appropriate instructional supports and interventions.

21          **Sec. 6.** For purposes of the Nebraska Reading Improvement Act:

22          (1) Approved reading assessment means an assessment of student  
23 reading skills approved by the State Board of Education which:

24          (a) Measures progress toward proficiency in the reading skills  
25 assessed pursuant to subsection (5) of section 79-760.03 on the statewide  
26 assessment of reading for grade three;

27          (b) Is valid and reliable;

28          (c) Is aligned with academic content standards for reading adopted  
29 by either the State Board of Education pursuant to section 79-760.01 or  
30 the school district administering such assessment pursuant to section  
31 79-760.02;

1        (d) Allows teachers access to results in a reasonable time period as  
2        established by the department, not to exceed fifteen contract days; and

3        (e) Is commercially available and complies with requirements  
4        established by the department;

5        (2) Dyslexia has the same meaning as in section 79-1118.01;

6        (3) Evidence-based reading instruction means instruction in reading  
7        that is in alignment with scientifically based reading research and does  
8        not include the three-cueing system model of reading instruction; and

9        (4) Three-cueing system model of reading instruction means an  
10       approach to foundational skills instruction that involves the use of  
11       three different types of instructional cues which include semantic,  
12       syntactic, and graphophonic.

13       **Sec. 7.** Section 79-2603, Reissue Revised Statutes of Nebraska, is  
14       amended to read:

15       79-2603 (1) Each school district shall administer an approved  
16       reading assessment three times during the school year to all students in  
17       kindergarten through grade three, except for any student receiving  
18       specialized instruction for limited English proficiency who has been  
19       receiving such instruction for less than one year ~~two years~~, any student  
20       receiving special education services for whom such assessment would  
21       conflict with the individualized education program plan ~~plan~~, and any student  
22       receiving services under a plan pursuant to the requirements of section  
23       504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II  
24       of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131  
25       to 12165, as such acts and sections existed on January 1, 2021, for whom  
26       such assessment would conflict with such section 504 or Title II plan.  
27       The first administration of such assessment for kindergarten students  
28       shall occur within the first forty-five calendar days that school is in  
29       session of each school year and for all other grades within the first  
30       thirty calendar days that school is in session of each school year.

31       (2) For any student with a persistent reading deficiency who has

1 otherwise completed grade three and participates in a summer reading  
2 program made available pursuant to section 79-2605, the school district  
3 shall offer to the parent or guardian of such student an opportunity to  
4 have an approved reading assessment administered to such student at the  
5 conclusion of the summer reading program. If the student performs at or  
6 above the threshold level determined pursuant to subsection (4) of this  
7 section for grade three, the student shall no longer be identified as  
8 having a reading deficiency or a persistent reading deficiency, shall not  
9 be retained in grade three pursuant to section 12 of this act, and shall  
10 be promoted to grade four.

11 ~~(2) For purposes of the Nebraska Reading Improvement Act, an~~  
12 ~~approved reading assessment means an assessment of student reading skills~~  
13 ~~approved by the State Department of Education which:~~

14 ~~(a) Measures progress toward proficiency in the reading skills~~  
15 ~~assessed pursuant to subsection (5) of section 79-760.03 on the statewide~~  
16 ~~assessment of reading for grade three;~~

17 ~~(b) Is valid and reliable;~~

18 ~~(c) Is aligned with academic content standards for reading adopted~~  
19 ~~by either the State Board of Education pursuant to section 79-760.01 or~~  
20 ~~the school district administering such assessment pursuant to section~~  
21 ~~79-760.02;~~

22 ~~(d) Allows teachers access to results in a reasonable time period as~~  
23 ~~established by the department, not to exceed fifteen contract days; and~~

24 ~~(e) Is commercially available and complies with requirements~~  
25 ~~established by the department.~~

26 (3) On or before March 1, 2019, and on or before each March 1  
27 thereafter, the State Department of Education department shall make  
28 public the list of approved reading assessments for the subsequent school  
29 year and the threshold level of performance for each such assessment to  
30 identify students who are able to read at or above grade level. A student  
31 performing below the threshold level shall be identified as having a

1 ~~reading deficiency for purposes of the Nebraska Reading Improvement Act.~~

2 (4) On or before October 1, 2026, the department shall establish and  
3 make public a threshold level of performance for the statewide assessment  
4 of reading for grade three administered pursuant to subsection (5) of  
5 section 79-760.03 and for each alternate assessment of reading for grade  
6 three administered pursuant to subsection (11) of such section to  
7 identify students who are able to read at or above grade level.

8 (5) On or before January 1, 2027, the department shall establish and  
9 make public a test-based student portfolio option to demonstrate mastery  
10 of grade three reading standard. The department shall set criteria for  
11 the test-based student portfolio and a threshold level of performance to  
12 identify students who are able to read at or above grade level.

13 (6) (4) Diagnostic assessments used within a supplemental reading  
14 intervention program do not require department approval.

15 **Sec. 8.** (1) Beginning with the 2027-28 school year, each school  
16 district shall adopt a policy to screen each student in kindergarten  
17 through grade two for the risk factors related to dyslexia using a  
18 dyslexia screener approved by the State Board of Education. The dyslexia  
19 screener shall be administered annually during the spring for  
20 kindergarten and at the beginning of grades one and two. The screening  
21 for each student shall include, as developmentally appropriate, all of  
22 the following:

23 (a) Phonological and phonemic awareness;

24 (b) Sound symbol recognition;

25 (c) Alphabet knowledge;

26 (d) Decoding skills;

27 (e) Rapid naming skills including letter naming and letter sound  
28 fluency;

29 (f) Encoding skills; and

30 (g) Oral reading accuracy and fluency.

31 (2) If the dyslexia screening indicates that a student has risk

1 factors for dyslexia or characteristics of dyslexia, the school must use  
2 a multi-tiered system of support framework to address the needs of the  
3 student.

4 (3) If a student's performance on a dyslexia screening indicates a  
5 need for dyslexia intervention services, the school district shall:

6 (a) Notify the student's parent or guardian of the results of all  
7 screenings; and

8 (b) Provide the student's parent or guardian with information and  
9 resource material that includes:

10 (i) The characteristics of dyslexia;

11 (ii) Appropriate classroom interventions and accommodations for  
12 students with dyslexia; and

13 (iii) A statement that the parent or guardian may elect to have the  
14 student receive additional educational evaluation by the school.

15 **Sec. 9.** Section 79-2604, Reissue Revised Statutes of Nebraska, is  
16 amended to read:

17 79-2604 (1) Any student in kindergarten, grade one, grade two, or  
18 grade three shall be identified as having a reading deficiency if such  
19 student performs below the threshold level determined pursuant to  
20 subsection (3) of section 79-2603 on an approved reading assessment. A  
21 student who is identified as having a reading deficiency pursuant to this  
22 subsection shall remain identified as having a reading deficiency until  
23 the student performs at or above the threshold level on an approved  
24 reading assessment.

25 (2) Any student identified as having a reading deficiency or  
26 continuing to have a reading deficiency following the final  
27 administration of an approved reading assessment for grade three shall be  
28 identified as having a persistent reading deficiency unless such student  
29 performs at or above (a) the threshold level determined pursuant to  
30 subsection (4) of section 79-2603 on the statewide assessment of reading  
31 for grade three or any alternate assessment of reading for grade three or

1 (b) the threshold level determined pursuant to subsection (5) of section  
2 79-2603 on a test-based student portfolio. Each student identified as  
3 having a persistent reading deficiency pursuant to this subsection shall  
4 remain identified as having a persistent reading deficiency until the  
5 student performs at or above the threshold level on an approved reading  
6 assessment for grade three, the statewide assessment of reading for grade  
7 three or any alternate assessment of reading for grade three, or a test-  
8 based student portfolio.

9 (3) ~~(2)~~ Nothing in the Nebraska Reading Improvement Act shall  
10 prohibit a school district from identifying any other student as having a  
11 reading deficiency.

12 **Sec. 10.** (1) For school years prior to the 2028-29 school year, the  
13 school of any student who is identified as having a reading deficiency  
14 shall notify such student's parents or guardians either in writing or by  
15 electronic communication no later than fifteen working days after the  
16 identification of the reading deficiency that the student has been  
17 identified as having a reading deficiency and that an individualized  
18 reading improvement plan will be established and shared with the parents  
19 or guardians.

20 (2)(a) Beginning with the 2028-29 school year, for any student who  
21 is identified as having a reading deficiency or who remains identified as  
22 having a reading deficiency following the administration of any approved  
23 reading assessment administered pursuant to section 79-2603, the school  
24 shall provide a notice to the parents or guardians of such student either  
25 in writing or by electronic communication no later than fifteen working  
26 days after the results of such assessment are received by the school.  
27 Such notification shall include an acknowledgement for the parents or  
28 guardians to sign and return to the school.

29 (b) The notice required pursuant to this subsection for any student  
30 who is in kindergarten, grade one, or grade two shall include:

31 (i) A statement that the student has been identified as having a

1 reading deficiency or the student remains identified as having a reading  
2 deficiency;

3 (ii) A statement that an individualized reading improvement plan  
4 will be established and shared with the parents or guardians or that the  
5 student's existing individualized reading improvement plan will be  
6 reviewed by the school and any changes will be shared with the parents or  
7 guardians; and

8 (iii) For any notice provided regarding a student in grade two, an  
9 explanation that if the student continues to be identified as having a  
10 reading deficiency at the end of grade three and does not meet any of the  
11 threshold levels established pursuant to section 79-2603 for grade three,  
12 the student will be identified as having a persistent reading deficiency  
13 and may be retained in grade three for an additional school year as  
14 provided in sections 11 and 12 of this act.

15 (c) The notice required pursuant to this subsection for any student  
16 who is in grade three shall include:

17 (i) For any notice provided following any administration of an  
18 approved reading assessment except the final administration of an  
19 approved reading assessment for the school year:

20 (A) A statement that the student has been identified as having a  
21 reading deficiency or the student remains identified as having a reading  
22 deficiency;

23 (B) A statement that an individualized reading improvement plan will  
24 be established and shared with the parents or guardians or that the  
25 student's existing individualized reading improvement plan will be  
26 reviewed by the school and any changes will be shared with the parents or  
27 guardians;

28 (C) An explanation that if the student continues to be identified as  
29 having a reading deficiency at the end of grade three and does not meet  
30 any of the threshold levels established pursuant to section 79-2603 for  
31 grade three, the student will be identified as having a persistent

1 reading deficiency and may be retained in grade three for an additional  
2 school year as provided in sections 11 and 12 of this act; and

3 (D) An invitation for the parents or guardians to request a meeting  
4 to discuss the student's individualized reading improvement plan and  
5 potential changes to such plan with the teacher, the principal, or other  
6 pertinent school personnel; and

7 (ii) For any notice provided following the final administration of  
8 an approved reading assessment for the school year:

9 (A) A statement that the student has been identified as having a  
10 persistent reading deficiency and shall be retained in grade three for an  
11 additional school year except as otherwise provided in subsection (2) of  
12 section 79-2603, section 11 of this act, or section 12 of this act;

13 (B) A statement that the final administration of an approved reading  
14 assessment has occurred for the school year;

15 (C) An explanation of other options to meet a threshold level for  
16 grade three pursuant to section 79-2603;

17 (D) An explanation of the exceptions to the retention provisions in  
18 section 12 of this act; and

19 (E) An explanation of the process to request a meeting pursuant to  
20 section 11 of this act.

21 (3) The State Department of Education shall develop model notices  
22 schools may use in carrying out this section.

23 **Sec. 11.** (1) The parents or guardians of any student in grade three  
24 who has been identified as having a persistent reading deficiency may  
25 request a meeting with the student's teacher and any other school  
26 personnel selected by the principal to decide whether such student will  
27 advance to grade four for the next school year.

28 (2)(a) At any meeting requested by a parent or guardian pursuant to  
29 subsection (1) of this section, the student's teacher and any other  
30 school personnel selected by the principal shall, at a minimum,  
31 communicate to and discuss with the parents or guardians the following:

1           (i) That the parents or guardians, the student's teacher, and other  
2 personnel of the school are meeting to consider whether retention in  
3 grade three should be used as an intervention strategy for the student  
4 and to discuss whether such student, despite having a persistent reading  
5 deficiency, will be able to maintain adequate academic progress at the  
6 next grade level;

7           (ii) The importance of achieving reading competency before leaving  
8 grade three, and that students who achieve reading competency by the end  
9 of grade three are more likely to graduate from high school and attain a  
10 postsecondary credential;

11           (iii) The student's body of evidence and the likelihood that the  
12 student, despite having a persistent reading deficiency, will be able to  
13 maintain adequate academic progress in grade four;

14           (iv) The increased level of intervention instruction the student  
15 will receive in the next school year regardless of whether the student  
16 advances to grade four; and

17           (v) The potential effects on the student if the student does not  
18 advance to grade four for the next school year.

19           (b) After discussing the issues specified in subdivision (2)(a) of  
20 this section, the parent, the teacher, and the other school personnel  
21 shall decide whether the student will advance to grade four for the next  
22 school year. If the parent, teacher, and other school personnel are not  
23 in agreement, the parent shall decide whether the student will advance to  
24 grade four or be retained in grade three.

25           **Sec. 12.** (1) Beginning with the 2028-29 school year, except as  
26 otherwise provided in this section and section 11 of this act, a school  
27 board shall not promote a student identified as having a persistent  
28 reading deficiency to grade four and shall retain such student in grade  
29 three.

30           (2) The provisions of subsection (1) of this section shall not apply  
31 to:

1           (a) Any student who is exempt from the administration of an approved  
2 reading assessment pursuant to subsection (1) of section 79-2603;

3           (b) Any student receiving special education services or services  
4 under a plan pursuant to the requirements of section 504 of the federal  
5 Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal  
6 Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as  
7 such acts and sections existed on January 1, 2026, who has participated  
8 in a supplemental reading intervention program pursuant to section  
9 79-2605 for at least two school years and who was previously retained in  
10 kindergarten, grade one, grade two, or grade three for at least one  
11 school year;

12           (c) Any student receiving specialized instruction for limited  
13 English proficiency who has been receiving such instruction for less than  
14 two years; or

15           (d) Any student who has participated in a supplemental reading  
16 intervention program pursuant to section 79-2605 for at least one school  
17 year or who was previously retained in kindergarten, grade one, grade  
18 two, or grade three for at least one school year.

19           (3) No student shall be retained in grade three pursuant to this  
20 section more than once.

21           **Sec. 13.** Section 79-2605, Reissue Revised Statutes of Nebraska, is  
22 amended to read:

23           79-2605 (1) Each school district shall provide a supplemental  
24 reading intervention program for the purpose of ensuring that students  
25 can read at or above grade level at the end of third grade. School  
26 districts may work collaboratively with a reading specialist at the State  
27 Department of Education, with educational service units, with learning  
28 communities, or through interlocal agreements to develop and provide such  
29 supplemental reading intervention programs. Each supplemental reading  
30 intervention program shall be:

31           (a) Provided to any student identified as having a reading

1 deficiency;

2 (b) Implemented during regular school hours in addition to regularly  
3 scheduled reading instruction unless otherwise agreed to by a parent or  
4 guardian; and

5 (c) Made available as a summer reading program between each school  
6 year for any student who has been enrolled in grade one, grade two, or  
7 grade three or in a higher grade and is identified as continuing to have  
8 a reading deficiency or a persistent reading deficiency at the conclusion  
9 of the school year preceding such summer reading program. Such summer  
10 reading program may be (i) held in conjunction with existing summer  
11 programs in the school district, (ii) held in a community reading program  
12 not affiliated with the school district, or (iii) offered online.

13 (2) The supplemental reading intervention program may also include:

14 (a) Reading intervention practices that are evidence-based;

15 (b) Diagnostic assessments to identify specific skill-based  
16 strengths and weaknesses a student may have;

17 (c) Frequent monitoring of student progress throughout the school  
18 year with instruction adjusted accordingly;

19 (d) Intensive intervention using strategies ~~selected~~ from the  
20 following list to match the weaknesses identified in the diagnostic  
21 assessment:

22 (i) Development in phonemic awareness, phonics, fluency, vocabulary,  
23 and reading comprehension;

24 (ii) Explicit and systematic instruction with detailed explanations,  
25 extensive opportunities for guided practice, and opportunities for error  
26 corrections and feedback; or

27 (iii) Daily targeted individual or small-group reading intervention  
28 based on student needs as determined by diagnostic assessment data  
29 subject to planned extracurricular school activities;

30 (e) Strategies and resources to assist with reading skills at home,  
31 including parent-training workshops and suggestions for parent-guided

1 home reading; or

2 (f) Access to before-school or after-school supplemental reading  
3 intervention with a teacher or tutor who has specialized training in  
4 reading intervention.

5 (3) Beginning with the 2028-29 school year, each school district  
6 shall provide an intensive acceleration class for any student identified  
7 as having a persistent reading deficiency and retained in grade three.  
8 Each intensive acceleration class shall include:

9 (a) Individualized instruction focused on the specific reading  
10 deficiencies of the student;

11 (b) Reading intervention practices that are evidence-based;

12 (c) Diagnostic assessments to identify specific skill-based  
13 strengths and weaknesses a student may have;

14 (d) Frequent monitoring of student progress throughout the school  
15 year with instruction adjusted accordingly;

16 (e) Intensive intervention using strategies selected from the  
17 following list to match the weaknesses identified in the diagnostic  
18 assessment:

19 (i) Development in phonemic awareness, phonics, fluency, vocabulary,  
20 and reading comprehension;

21 (ii) Explicit and systematic instruction with detailed explanations,  
22 extensive opportunities for guided practice, and opportunities for error  
23 corrections and feedback; or

24 (iii) Daily targeted individual or small-group reading intervention  
25 based on student needs as determined by diagnostic assessment data  
26 subject to planned extracurricular school activities;

27 (f) Strategies and resources to assist with reading skills at home,  
28 including parent-training workshops and suggestions for parent-guided  
29 home reading;

30 (g) The option of a transitional instructional setting designed to  
31 produce learning gains sufficient to meet grade four performance

1 standards in all other core academic areas while continuing to correct  
2 areas of reading deficiency; and

3 (h) Access to before-school or after-school supplemental reading  
4 intervention with a teacher or tutor who has specialized training in  
5 reading intervention.

6 (4) The State Board of Education shall establish criteria for  
7 reading interventions, programs, and instructional materials used under  
8 the Nebraska Reading Improvement Act. The State Board shall not approve  
9 any intervention, program, or instructional material that is not  
10 evidence-based or that utilizes the three-cueing system model of reading  
11 instruction.

12 (5) The State Department of Education shall maintain and make  
13 publicly available a list of approved evidence-based interventions and  
14 supports designed to address dyslexia.

15 **Sec. 14.** Section 79-2606, Reissue Revised Statutes of Nebraska, is  
16 amended to read:

17 ~~79-2606 (1) The school of any student who is identified as having a~~  
18 ~~reading deficiency shall notify such student's parents or guardians~~  
19 ~~either in writing or by electronic communication no later than fifteen~~  
20 ~~working days after the identification of the reading deficiency that the~~  
21 ~~student has been identified as having a reading deficiency and that an~~  
22 ~~individualized reading improvement plan will be established and shared~~  
23 ~~with the parents or guardians.~~

24 (1) (2) Any student who is identified as having a reading deficiency  
25 shall receive an individualized reading improvement plan, which shall  
26 include a supplemental reading intervention program, no later than thirty  
27 days after the identification of such reading deficiency. The reading  
28 improvement plan may be created by the teacher, the principal, other  
29 pertinent school personnel, and the parents or guardians of the student  
30 and shall describe the reading intervention services the student will  
31 receive through the supplemental reading intervention program pursuant to

1 section 79-2605 to remedy such reading deficiency. Each such student  
2 shall receive reading intervention services through the supplemental  
3 reading intervention program pursuant to section 79-2605 until the  
4 student is no longer identified as having a reading deficiency.

5 (2) If a student is identified as exhibiting characteristics of  
6 dyslexia, the individualized reading improvement plan shall include  
7 evidence-based structured literacy instruction pursuant to section  
8 79-11,156.

9 **Sec. 15.** Section 79-2607, Reissue Revised Statutes of Nebraska, is  
10 amended to read:

11 79-2607 ~~(1) For purposes of this section:~~

12 ~~(a) Evidence-based reading instruction means instruction in reading~~  
13 ~~that is in alignment with scientifically based reading research and does~~  
14 ~~not include the three-cueing system model of reading instruction; and~~

15 ~~(b) Three-cueing system model of reading instruction is an approach~~  
16 ~~to foundational skills instruction that involves the use of three~~  
17 ~~different types of instructional cues which include semantic, syntactic,~~  
18 ~~and graphophonic.~~

19 ~~(1)(a) (2)(a)~~ The State Department of Education shall develop and  
20 implement a professional learning system to help provide sustained  
21 professional learning and training regarding evidence-based reading  
22 instruction for teachers who teach children from four years of age  
23 through third grade at an approved or accredited school and teachers  
24 employed by an early childhood education program approved by the State  
25 Board of Education. The professional learning system shall include  
26 information and tips for teachers related to helping children and  
27 families work with local family literacy centers to strengthen home and  
28 family literacy programs and better instruct children in reading.

29 (b) Approved or accredited elementary schools and early childhood  
30 education programs approved by the State Board of Education shall ensure  
31 that teachers who teach children from four years of age through third

1 grade are aware of the professional learning system and are adequately  
2 trained regarding evidence-based reading instruction to effectively  
3 instruct students in reading.

4 ~~(2)~~ (3) The State Department of Education shall work with  
5 educational service units to provide regional coaches to approved or  
6 accredited elementary schools to provide assistance and job-embedded  
7 training relating to evidence-based reading instruction to teachers who  
8 teach students in kindergarten through third grade.

9 ~~(4) On or before September 30 of each year, the Commissioner of~~  
10 ~~Education shall file a report electronically with the Clerk of the~~  
11 ~~Legislature relating to the status and use of the professional learning~~  
12 ~~system implemented pursuant to this section.~~

13 (3) (5) It is the intent of the Legislature to appropriate two  
14 million dollars from the Education Future Fund for each fiscal year  
15 beginning with fiscal year 2024-25 through fiscal year 2026-27 to the  
16 State Department of Education to provide regional coaches and job-  
17 embedded training relating to evidence-based reading instruction pursuant  
18 to subsection ~~(1)~~ (2) or ~~(2)~~ (3) of this section.

19 (4) (6) The State Department of Education shall ~~may~~ provide  
20 technical assistance as needed to assist school boards in carrying out  
21 the Nebraska Reading Improvement Act.

22 ~~(7) The department may adopt and promulgate rules and regulations to~~  
23 ~~carry out the act.~~

24 **Sec. 16.** On or before September 30 of each year, the Commissioner  
25 of Education shall file a report electronically with the Clerk of the  
26 Legislature relating to the Nebraska Reading Improvement Act. For  
27 elements of the report requiring numbers of students, such numbers shall  
28 be reported by grade and by school district, except the Commissioner may  
29 aggregate student numbers at the educational service unit level when it  
30 is inappropriate to report such student numbers by school district. Such  
31 report shall include, but not be limited to:

1           (1) The number of students:

2           (a) Identified as having a reading deficiency, but not a persistent  
3 reading deficiency;

4           (b) Identified as having a persistent reading deficiency;

5           (c) Who were identified as having a reading deficiency, but not a  
6 persistent reading deficiency, for a portion of the school year and who  
7 are no longer identified as having a reading deficiency; and

8           (d) The number of students who were identified as having a  
9 persistent reading deficiency for a portion of the school year and are no  
10 longer identified as having a persistent reading deficiency; and

11           (2) For reports filed on or after July 1, 2029, the number of  
12 students identified as having a persistent reading deficiency:

13           (a) Who were retained in grade three pursuant to section 12 of this  
14 act;

15           (b) For whom a meeting pursuant to section 11 of this act resulted  
16 in agreement to retain such student in grade three;

17           (c) For whom a meeting pursuant to section 11 of this act resulted  
18 in agreement to advance such student to grade four;

19           (d) For whom a meeting pursuant to section 11 of this act did not  
20 result in agreement and the parents or guardians of such student chose to  
21 advance the student to grade four; and

22           (e) For whom a meeting pursuant to section 11 of this act did not  
23 result in agreement and the parents or guardians of such student chose to  
24 retain the student in grade three; and

25           (3) The status and use of the professional learning system  
26 implemented pursuant to section 79-2607.

27           **Sec. 17.** The State Board of Education may adopt and promulgate  
28 rules and regulations to carry out the Nebraska Reading Improvement Act.

29           **Sec. 18.** Original sections 79-11,156, 79-11,157, 79-11,157.01,  
30 79-2601, 79-2602, 79-2603, 79-2604, 79-2605, 79-2606, and 79-2607,  
31 Reissue Revised Statutes of Nebraska, are repealed.

1           **Sec. 19.**   Since an emergency exists, this act takes effect when  
2   passed and approved according to law.