



**AN ACT CONCERNING THE SCHOOL READINESS AND EARLY
READING SUCCESS GRANT PROGRAMS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-16o of the general statutes is repealed and the
2 following is substituted in lieu thereof:

3 The state shall encourage the development of a network of school
4 readiness programs pursuant to sections 10-16p to 10-16r, inclusive, 10-
5 16u and 17b-749a in order to:

6 (1) Provide open access for children to quality programs that
7 promote the health and safety of children and prepare them for formal
8 schooling;

9 (2) Provide opportunities for parents to choose among affordable
10 and accredited or approved programs;

11 (3) Encourage coordination and cooperation among programs and
12 prevent the duplication of services;

13 (4) Recognize the specific service needs and unique resources
14 available to particular municipalities and provide flexibility in the
15 implementation of programs;

16 (5) Prevent or minimize the potential for developmental delay in
17 children prior to children reaching the age of five;

18 (6) Enhance federally funded school readiness programs;

19 (7) Strengthen the family through: (A) Encouragement of parental
20 involvement in a child's development and education; and (B)
21 enhancement of a family's capacity to meet the special needs of the
22 children, including children with disabilities;

23 (8) Reduce educational costs by decreasing the need for special
24 education services for school age children and to avoid grade
25 repetition;

26 (9) Assure that children with disabilities are integrated into
27 programs available to children who are not disabled; and

28 (10) Improve the availability and quality of school readiness
29 programs and their coordination with the services of child care
30 providers.

31 Sec. 2. Subsection (b) of section 10-16p of the general statutes is
32 repealed and the following is substituted in lieu thereof:

33 (b) The Department of Education shall be the lead agency for school
34 readiness. For purposes of this section and section 10-16u, school
35 readiness program providers eligible for funding from the Department
36 of Education shall include local and regional boards of education,
37 regional educational service centers, family resource centers and
38 providers of child day care centers, as defined in section 19a-77, Head
39 Start programs, preschool programs and other programs that meet
40 such standards established by the Commissioner of Education. The
41 department shall establish standards for school readiness programs.
42 The standards may include, but need not be limited to, guidelines for
43 staff-child interactions, curriculum content, including pre-literacy
44 development, lesson plans, parent involvement, staff qualifications
45 and training, and administration. The department shall develop age-
46 appropriate developmental skills and goals for children attending such
47 programs. The commissioner, in consultation with the Commissioners
48 of Higher Education and Social Services and other appropriate entities,

49 shall develop a continuing education training program for the staff of
50 school readiness programs. For purposes of this section, on and after
51 July 1, 2003, "staff qualifications" means there is in each classroom an
52 individual who has at least the following: (1) A credential issued by an
53 organization approved by the Commissioner of Education and nine
54 credits or more in early childhood education or child development
55 from an institution of higher education accredited by the Board of
56 Governors of Higher Education or regionally accredited; (2) an
57 associate's degree in early childhood education or child development
58 from such an institution; or (3) a four-year degree in early childhood
59 education or child development from such an institution.

60 Sec. 3. Subsection (e) of section 10-16p of the general statutes is
61 repealed and the following is substituted in lieu thereof:

62 (e) (1) Ninety-three per cent of the amount appropriated for
63 purposes of this section shall be used for the grant program pursuant
64 to subsection (c) of this section. Priority school districts and former
65 priority school districts shall receive grants based on their proportional
66 share of the sum of the products obtained by multiplying the average
67 number of enrolled kindergarten students in each priority school
68 district and in each former priority school district for the three years
69 prior to the year the grant is to be paid, by the ratio of the average
70 percentage of free and reduced price meals for all severe need schools
71 in such district to the minimum percentage requirement for severe
72 need school eligibility, provided no such school district shall receive a
73 grant that is less than the grant it received for the prior fiscal year.

74 (2) Six and five-tenths per cent of the amount appropriated for
75 purposes of this section shall be used for the competitive grant
76 program pursuant to subsection (d) of this section.

77 (3) The Department of Education may retain up to five-tenths of one
78 per cent of the amount appropriated for purposes of this section for
79 coordination, program evaluation and administration.

80 (4) If a town that is eligible for a grant pursuant to subsection (c) of

81 this section does not submit, by January first, a plan which is
82 subsequently approved for the expenditure of the entire amount of
83 funds for which such town is eligible, the department may use up to
84 [ten] fifty per cent of any amounts such town has not earmarked for
85 expenditure to provide supplemental grants to other towns that are
86 eligible for grants pursuant to subsection (c) of this section.

87 (5) If any amount appropriated for purposes of this section is not
88 expended during a fiscal year, such amount shall not lapse and shall
89 be available for expenditure for purposes of this section in the
90 succeeding fiscal year.

91 Sec. 4. Subsection (a) of section 10-16q of the general statutes is
92 repealed and the following is substituted in lieu thereof:

93 (a) Each school readiness program shall include: (1) A plan for
94 collaboration with other community programs and services, including
95 public libraries, and for coordination of resources in order to facilitate
96 full-day and year-round child care and education programs for
97 children of working parents and parents in education or training
98 programs; (2) parent involvement, parenting education and outreach;
99 (3) (A) record-keeping policies that require documentation of the name
100 and address of each child's doctor, primary care provider and health
101 insurance company and information on whether the child is
102 immunized and has had health screens pursuant to the federal Early
103 and Periodic Screening, Diagnostic and Treatment Services Program
104 under 42 USC 1396d, and (B) referrals for health services, including
105 referrals for appropriate immunizations and screenings; (4) a plan for
106 the incorporation of appropriate pre-literacy practices and teacher
107 training in such practices; (5) nutrition services; [(5)] (6) referrals to
108 family literacy programs that incorporate adult basic education and
109 provide for the promotion of literacy through access to public library
110 services; [(6)] (7) admission policies that promote enrollment of
111 children from different racial, ethnic and economic backgrounds and
112 from other communities; [(7)] (8) a plan of transition for participating
113 children from the school readiness program to kindergarten and

114 provide for the transfer of records from the program to the
115 kindergarten program; [(8)] (9) a plan for professional development for
116 staff, [; (9)] including, but not limited to, training (A) in pre-literacy
117 skills development, and (B) designed to assure respect for racial and
118 ethnic diversity; (10) a sliding fee scale for families participating in the
119 program pursuant to section 17b-749d; and [(10)] (11) an annual
120 evaluation of the effectiveness of the program. On and after July 1,
121 2000, school readiness programs shall use the assessment measures
122 developed pursuant to section 10-16s in conducting their annual
123 evaluations.

124 Sec. 5. Section 10-16u of the general statutes is repealed and the
125 following is substituted in lieu thereof:

126 For the fiscal year ending June 30, 2002, and each fiscal year
127 thereafter, the Commissioner of Education, in consultation with the
128 Commissioner of Social Services, shall provide grants, within available
129 appropriations, to eligible school readiness program providers
130 pursuant to subsection (b) of section 10-16p, as amended by this act, to
131 provide spaces in accredited or approved school readiness programs
132 for eligible children who reside in transitional school districts pursuant
133 to section 10-263c, except for transitional school districts eligible for
134 grants pursuant to subsection (c) of section 10-16p. Transitional school
135 districts shall receive grants based on their proportional share of the
136 sum of the products obtained by multiplying the average number of
137 enrolled kindergarten students in each transitional school district for
138 the three years prior to the year the grant is to be paid, by the ratio of
139 the average percentage of free and reduced price meals for all severe
140 need schools in such district to the minimum percentage requirement
141 for severe need school eligibility provided no such school district shall
142 receive a grant that is less than the grant it received for the prior fiscal
143 year. Under the program, the grant shall be provided to the town in
144 which such transitional school district is located. Eligibility shall be
145 determined for a five-year period based on a school district's
146 designation as a transitional school district in the initial year of
147 application, except that grants pursuant to this section shall not be

148 provided for transitional school districts eligible for grants pursuant to
149 subsection (c) of said section 10-16p. Grant awards shall be made
150 annually contingent upon available funding and a satisfactory annual
151 evaluation. The chief elected official of such town and the
152 superintendent of schools for such transitional school district shall
153 submit a plan for the expenditure of grant funds and responses to the
154 local request for proposal process to the Departments of Education and
155 Social Services. The departments shall jointly review such plans and
156 shall each approve the portion of such plan within its jurisdiction for
157 funding. The plan shall meet the requirements specified in subsection
158 (c) of said section 10-16p.

159 Sec. 6. Subsection (c) of section 17b-749c of the general statutes is
160 repealed and the following is substituted in lieu thereof:

161 (c) The grants shall be used to:

162 (1) Help providers who are not accredited by the National
163 Association for the Education of Young Children to obtain such
164 accreditation;

165 (2) Help directors and administrators to obtain training;

166 [(2)] (3) Provide comprehensive services, such as enhanced access to
167 health care, a health consultant, nutrition, family support services,
168 parent education, literacy and parental involvement, and community
169 and home outreach programs; and provide information concerning
170 access when needed to a speech and language therapist;

171 [(3)] (4) Purchase educational equipment;

172 [(4)] (5) Provide scholarships for training to obtain a child
173 development associate certificate;

174 [(5)] (6) Provide training for persons who are mentor teachers, as
175 defined in federal regulations for the Head Start program, and provide
176 a family service coordinator or a family service worker as such
177 positions are defined in such federal regulations;

178 ~~[(6)]~~ (7) Repair fire, health and safety problems in existing facilities
179 and conduct minor remodeling to comply with the Americans with
180 Disabilities Act; train child care providers on injury and illness
181 prevention; and achieve compliance with national safety standards;

182 ~~[(7)]~~ (8) Create a supportive network with family day care homes;

183 ~~[(8)]~~ (9) Provide for educational consultation and staff development;

184 ~~[(9)]~~ (10) Provide for program quality assurance personnel;

185 ~~[(10)]~~ (11) Provide technical assistance services to enable providers
186 to develop child care facilities pursuant to sections 17b-749g, 17b-749h
187 and 17b-749i; ~~[and]~~ or

188 ~~[(11)]~~ (12) Establish a single point of entry system.

189 Sec. 7. Subsection (a) of section 17b-749k of the general statutes is
190 repealed and the following is substituted in lieu thereof:

191 (a) ~~[On and after January 1, 1998, the]~~ The Commissioner of Social
192 Services shall, within available appropriations, ~~[request a criminal~~
193 ~~records check]~~ require state and national criminal history records
194 checks for any person, other than a relative, providing child care
195 services to a child in the child's home who receives a child care subsidy
196 from the Department of Social Services. Such criminal history records
197 ~~[check]~~ checks shall be requested from the State Police Bureau of
198 Identification and the Federal Bureau of Investigation. The
199 Commissioner of Social Services shall arrange for the fingerprinting of
200 such person or for the conducting of any other method of positive
201 identification required by the State Police Bureau of Identification or
202 the Federal Bureau of Investigation. The fingerprinting or other
203 positive identifying information shall be forwarded to the State Police
204 Bureau of Identification which shall conduct a state criminal history
205 records check and submit the fingerprints or other positive identifying
206 information to the Federal Bureau of Investigation for a national
207 criminal history records check. The commissioner shall also [request]

208 require a check of the state child abuse registry established pursuant to
209 section 17a-101k. A fee shall be charged by the commissioner for each
210 such national criminal history records check which shall be equal to
211 the fee charged by the Federal Bureau of Investigation for performing
212 such check. The Department of Social Services shall reimburse the
213 Department of Public Safety for the actual cost for a national criminal
214 history records check.

215 Sec. 8. Section 17b-750 of the general statutes is repealed and the
216 following is substituted in lieu thereof:

217 No child care subsidy shall be paid to an unlicensed child care
218 provider if such provider has been convicted of any crime involving
219 sexual assault of a minor or serious physical injury to a minor or any
220 crime committed in any other state or jurisdiction the essential
221 elements of which are substantially the same as such crimes. If the
222 commissioner has reason to believe that a provider of child care
223 services has been so convicted, [he] the commissioner may demand
224 that such provider be subject to state and national criminal history
225 checks. [The commissioner shall request the state criminal history
226 records check for such provider] If the criminal history records checks
227 are required pursuant to this section, the commissioner shall request
228 such checks from the State Police Bureau of Identification. The
229 commissioner shall arrange for the fingerprinting of such provider
230 [and forward the fingerprints to said bureau which shall] or for the
231 conducting of any other method of positive identification required by
232 the State Police Bureau of Identification or the Federal Bureau of
233 Investigation. The fingerprints or other positive identifying
234 information shall be forwarded to the State Police Bureau of
235 Identification which shall conduct a state criminal history records
236 check and submit the fingerprints or other identifying information to
237 the Federal Bureau of Investigation for a national criminal history
238 records check. The commissioner may charge such provider a fee for
239 the national criminal history records check which shall not exceed the
240 fee charged by the Federal Bureau of Investigation for performing the
241 check. The Department of Social Services shall reimburse the

242 Department of Public Safety for the actual cost for a national criminal
243 history records check.

244 Sec. 9. The Commission on Children shall study the existing
245 services, strengths and gaps in service in the early care and education
246 system for children from birth to age eight, inclusive, in order to
247 maximize early childhood healthy development and school readiness
248 opportunities. The commission may invite representatives from local
249 and regional school readiness councils and service providers to assist it
250 in such study. The commission shall examine program, policy,
251 coordination, training and funding opportunities focused on the
252 health, safety and learning of young children. The commission shall
253 report, in accordance with section 11-4a of the general statutes, on its
254 study to the joint standing committee of the General Assembly having
255 cognizance of matters relating to education by January 1, 2003.

256 Sec. 10. Section 10-221l of the general statutes is repealed and the
257 following is substituted in lieu thereof:

258 The Department of Education shall develop, within available
259 appropriations, a State-Wide Early Reading Success Institute for
260 educators based on the review completed by the Early Reading Success
261 Panel pursuant to section 10-221j and the assessments conducted
262 pursuant to section 10-221k. The institute shall commence operation in
263 the 2000-2001 school year. The institute shall use training curriculum
264 that incorporates comprehensive instruction in reading as determined
265 by the Early Reading Success Panel pursuant to section 10-221j, to
266 include, but not be limited to: (1) Instructional strategies that can be
267 adapted for each student's needs; (2) early screening and ongoing
268 assessment to determine which individual students need additional
269 instruction; (3) teaching of oral language competencies, including
270 phonological awareness, vocabulary, listening comprehension and
271 grammatical skills; (4) systematic teaching of word identification skills
272 including phonics instruction and instruction in phonemic awareness;
273 and (5) teaching of comprehension competencies, including the use of
274 context to infer meaning.

275 Sec. 11. Section 10-221m of the general statutes is repealed and the
276 following is substituted in lieu thereof:

277 (a) On or before July 1, 2001, each local or regional board of
278 education for a priority school district pursuant to section 10-266p
279 shall develop and implement a three-year in-service reading
280 instruction training plan for the professional development of the
281 district's school librarians, elementary school principals and not less
282 than seventy per cent of its teachers in grades kindergarten to three,
283 inclusive, provided spaces are available at the State-Wide Early
284 Reading Success Institute for such training. [The]

285 (b) On or before October 1, 2001, each local or regional board of
286 education for a priority school district shall revise the plan developed
287 pursuant to subsection (a) of this section and implement such revised
288 plan. The revised plan shall provide for a five-year school-based in-
289 service reading instruction training program for the professional
290 development of each elementary school's librarian, principal, reading
291 specialist, special education teachers, speech and language specialists
292 and classroom teachers in grades kindergarten to three, inclusive. Such
293 plan shall [be consistent with the model for instruction] utilize the
294 training developed by the State-Wide Early Reading Success Institute
295 pursuant to section 10-221l, as amended by this act. The local or
296 regional board of education may use funds received by the school
297 district pursuant to section 10-265f for teacher training based on the
298 plan.

299 Sec. 12. The Department of Education shall take the actions outlined
300 in this section relating to reading instruction and teacher training: (1)
301 Oversee the development of the curricula for the Early Reading
302 Success Institute pursuant to section 10-221l of the general statutes, as
303 amended by this act, and establish necessary qualifications for persons
304 providing teacher training; (2) develop recommendations to align the
305 standards for reading competencies required under subsection (b) of
306 section 10-221i of the general statutes, with the Early Reading Success
307 Panel's research pursuant to section 10-221j of the general statutes; (3)

308 delineate the knowledge and skills necessary to obtain certification as
309 an elementary education teacher and as a reading specialist; and (4)
310 examine the curriculum module designs and implementation of
311 teacher training based on the report of the Early Reading Success
312 Panel. The Commissioner of Education shall report, in accordance with
313 section 11-4a of the general statutes, on such actions to the joint
314 standing committee of the General Assembly having cognizance of
315 matters relating to education by February 1, 2002.

316 Sec. 13. (NEW) The Department of Education shall contract, within
317 available appropriations, for an independent evaluation of the early
318 reading success teacher training and curriculum modules as delineated
319 in sections 10-221j to 10-221m, inclusive, of the general statutes, as
320 amended by this act.

321 Sec. 14. Section 10-265f of the general statutes is repealed and the
322 following is substituted in lieu thereof:

323 (a) The Commissioner of Education shall establish, within available
324 appropriations, an early reading success grant program to assist local
325 and regional boards of education for priority school districts and
326 school districts in which priority elementary schools are located in: (1)
327 Establishing full-day kindergarten programs; (2) reducing class size in
328 grades kindergarten to three, inclusive, to not more than eighteen
329 students; and (3) establishing intensive early intervention reading
330 programs, including after-school and summer programs, for students
331 identified as being at risk of failing to learn to read by the end of first
332 grade and students in grades one to three, inclusive, who are reading
333 below grade level. Eligibility for grants pursuant to this section shall be
334 determined for a five-year period based on a school district's
335 designation as a priority school district or as a school district in which
336 a priority elementary school is located for the initial year of
337 application. In order to receive a grant, an eligible board of education
338 shall submit a plan for the expenditure of grant funds, in accordance
339 with this section, to the Department of Education, at such time and in
340 such manner as the commissioner prescribes. An eligible school district

341 may receive a grant for one or more purposes pursuant to subdivisions
342 (1) to (3), inclusive, of this subsection, provided at least fifty per cent of
343 any grant funds received by such school district are used for programs
344 pursuant to subdivision (3) of this subsection. If the commissioner
345 determines the school district is addressing the issue of early reading
346 intervention sufficiently, the commissioner may allow the school
347 district to set aside a smaller percentage of the funds received pursuant
348 to this section for such programs.

349 (b) (1) In the case of proposals for full-day kindergarten programs,
350 the plan shall include: (A) Information on the number of full-day
351 kindergarten classes that will be offered initially and the number of
352 children to be enrolled in such classes; (B) how the board anticipates
353 expanding the number of full-day kindergarten programs in future
354 school years; (C) the number of additional teachers needed and any
355 additional equipment needed for purposes of such programs; (D) a
356 description of any proposed school building project that is related to
357 the need for additional space for full-day kindergarten programs,
358 including an analysis of the different options available to meet such
359 need, such as relocatable classrooms, the division of existing
360 classrooms, an addition to a building or new construction; (E)
361 information on the curriculum for the full-day kindergarten program
362 pursuant to subdivision (2) of this subsection; (F) information on
363 coordination between the full-day kindergarten program and school
364 readiness programs for the purpose of providing (i) information
365 concerning transition from preschool to kindergarten, including the
366 child's preschool records, and (ii) before and after school child care for
367 children attending the full-day kindergarten program; and (G) any
368 additional information the commissioner deems relevant.

369 (2) A full-day kindergarten program that receives funding pursuant
370 to this subsection shall: (A) Include language development and
371 appropriate reading readiness experiences; (B) provide for the
372 assessment of a student's progress; (C) include a professional
373 development component in the teaching of reading and reading
374 readiness and assessment of reading competency for kindergarten

375 teachers; [and] (D) provide for parental involvement; and (E) refer
376 eligible children who do not have health insurance to the HUSKY
377 program.

378 (c) (1) In the case of proposals for the reduction of class size in
379 grades kindergarten to three, inclusive, to not more than eighteen
380 students the plan shall include: (A) A time frame for achieving such
381 reduction in class size; (B) information on the class size in such grades
382 at each school at the time of application for the grant and the number
383 of classes to be reduced in size with grant funds; (C) the number of
384 additional teachers needed and any additional equipment needed; (D)
385 a description of any proposed school building project related to the
386 need for additional space for smaller classes, including an analysis of
387 the different options available to meet such need such as relocatable
388 classrooms, the division of existing classrooms, an addition to a
389 building or new construction; (E) an estimate of the costs associated
390 with implementation of the plan; and (F) any additional information
391 the commissioner deems relevant.

392 (2) If a school district accepts funds pursuant to this subsection,
393 such school district shall limit the class size of classes in which core
394 curriculum is taught in grades kindergarten to three, inclusive, in
395 accordance with its plan to eighteen or less students, provided
396 students who enroll after October first in any school year are not
397 included for purposes of such count.

398 (d) In the case of proposals for intensive early intervention reading
399 programs including after-school and summer programs, the plan shall:
400 (1) [Provide] Incorporate the competencies required for early reading
401 success, critical indicators for teacher intervention and the components
402 of a high quality early reading success curriculum in accordance with
403 the findings of the Early Reading Success Panel delineated in section
404 10-2211, as amended by this act; (2) provide for a period of time each
405 day of individualized or small group instruction for each student; [(2)]
406 (3) provide for monitoring of students and follow-up in subsequent
407 grades, documentation of continuous classroom observation of

408 student's reading behaviors and establishment of performance
409 indicators aligned with the state-wide mastery examinations under
410 chapter 163c, the findings of the Early Reading Success Panel pursuant
411 to section 10-221j and other methodologies for assessing reading
412 competencies established by the department pursuant to section 10-
413 221i; [(3)] (4) include a professional development component for
414 teachers in grades kindergarten to three, inclusive, that emphasizes the
415 teaching of reading and reading readiness and assessment of reading
416 competency based on the findings of the Early Reading Success Panel
417 pursuant to section 10-221j; [(4)] (5) provide for parental involvement
418 and ensure that parents have access to information on strategies that
419 may be used at home to improve prereading or reading skills; [(5)] (6)
420 provide for data collection and program evaluation; and [(6)] (7) any
421 additional information the commissioner deems relevant.

422 (e) (1) The pilot programs established pursuant to section 10-265j
423 shall be funded from the amount appropriated for purposes of this
424 section. The department shall use ninety per cent of the remaining
425 funds appropriated for purposes of this section for grants to priority
426 school districts. Priority school districts shall receive grants based on
427 their proportional share of the sum of the products obtained by
428 multiplying the number of enrolled kindergarten students in each
429 priority school district for the year prior to the year the grant is to be
430 paid, by the ratio of the average percentage of free and reduced price
431 meals for all severe need schools in such district to the minimum
432 percentage requirement for severe need school eligibility. (2) The
433 department shall use nine per cent of such remaining funds for
434 competitive grants to school districts in which a priority elementary
435 school is located. In awarding grants to school districts in which
436 priority elementary schools are located, the department shall consider
437 the town wealth, as defined in subdivision (26) of section 10-262f, of
438 the town in which the school district is located, or in the case of
439 regional school districts, the towns which comprise the regional school
440 district. Grants received by school districts in which priority
441 elementary schools are located shall not exceed one hundred thousand

442 dollars and shall be used for the appropriate purpose at the priority
443 elementary school. (3) The department may retain up to one per cent of
444 such remaining funds for coordination, program evaluation and
445 administration.

446 (f) No funds received pursuant to this section shall be used to
447 supplant federal, state or local funding to the local or regional boards
448 of education for programs for grades kindergarten to three, inclusive.

449 (g) Expenditure reports shall be filed with the department as
450 requested by the commissioner. School districts shall refund (1) any
451 unexpended amounts at the close of the program for which the grant is
452 awarded, and (2) any amounts not expended in accordance with the
453 approved grant application.

454 Sec. 15. Subsection (b) of section 10-265g of the general statutes is
455 repealed and the following is substituted in lieu thereof:

456 (b) For each school year commencing on or after July 1, 1999, each
457 local and regional board of education for a priority school district shall
458 require the schools under its jurisdiction to evaluate the reading level
459 of students enrolled in grades one to three, inclusive, in the middle of
460 the school year and at the end of the school year. A student shall be
461 determined to be substantially deficient in reading based on measures
462 established by the State Board of Education. Each school shall provide
463 a reading program for such students that incorporates the
464 competencies required for early reading success and effective reading
465 instruction as delineated in section 10-2211, as amended by this act. If a
466 student is determined to be substantially deficient in reading based on:
467 (1) The middle of the year evaluation, the school shall notify the
468 parents or guardian of the student of such result; and (2) the end of the
469 year evaluation, the school shall develop a personal reading plan for
470 such student. The personal reading plan shall include measures to
471 improve the student's reading level, such as tutoring, a transitional
472 class, or a summer reading program as described in subsection (d) of
473 section 10-265f. Promotion of such student from grade to grade shall be

474 based on documented progress in achieving the goals of the personal
475 reading plan or demonstrated reading proficiency. If a decision is
476 made to promote a student who is substantially deficient in reading
477 from third to fourth grade, the school principal shall provide written
478 justification for such promotion to the superintendent of schools. A
479 personal reading plan that incorporates the competencies required for
480 early reading success and effective reading instruction as delineated in
481 section 10-2211, as amended by this act, shall be maintained for a
482 student who is substantially deficient in reading until the student
483 achieves a satisfactory level of proficiency.

484 Sec. 16. Section 10-265k of the general statutes is repealed and the
485 following is substituted in lieu thereof:

486 (a) The Commissioner of Education shall conduct, within available
487 appropriations, a longitudinal study that examines the educational
488 progress of children both during and following participation in early
489 reading success grant programs pursuant to section 10-265f, as
490 amended by this act.

491 (b) The Commissioner of Education shall report, in accordance with
492 section 11-4a, to the joint standing committee of the General Assembly
493 having cognizance of matters relating to education on the longitudinal
494 study by January 1, [2001] 2002.

495 Sec. 17. Subsection (h) of section 10-285a of the general statutes is
496 repealed and the following is substituted in lieu thereof:

497 (h) Subject to the provisions of section 10-285d, if an elementary
498 school building project for a school in a priority school district or for a
499 priority school is necessary in order to offer a full-day kindergarten
500 program or to reduce class size pursuant to section 10-265f, as
501 amended by this act, the percentage determined pursuant to this
502 section shall be increased by [five] ten percentage points for the
503 portion of the building used primarily for such full-day kindergarten
504 program or such reduced size classes.

505 Sec. 18. The Commissioners of Education and Higher Education shall
506 study teacher education programs within the institutions of higher
507 education that provide coursework in reading instruction. The
508 commissioners shall evaluate how such programs are implementing the
509 report of the Early Reading Success Panel pursuant to section 10-221j of
510 the general statutes. On or before January 1, 2002, the commissioners
511 shall report, in accordance with the provisions of section 11-4a of the
512 general statutes, to the joint standing committee of the General Assembly
513 having cognizance of matters relating to education on the results of such
514 study, including any recommendations for revisions to such programs.

515 Sec. 19. This act shall take effect July 1, 2001.

ED

Joint Favorable Subst. C/R

APP