



General Assembly

February Session, 2012

**Raised Bill No. 5350**

LCO No. 1563

\*01563\_\_\_\_\_ED\_\*

Referred to Committee on Education

Introduced by:  
(ED)

**AN ACT CONCERNING ACHIEVING UNIVERSAL LITERACY BY  
GRADE THREE.**

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

1 Section 1. (NEW) (*Effective July 1, 2012*) On or before July 1, 2014, the  
2 Department of Education shall develop and implement a coordinated  
3 state-wide reading program for students in kindergarten to grade  
4 three, inclusive, that contains strategies and frameworks that are  
5 research-driven to produce effective reading instruction and  
6 improvement in student performance. Such program shall be  
7 implemented by local and regional boards of education for the school  
8 year commencing July 1, 2014, and each school year thereafter, and  
9 shall require: (1) The alignment of reading standards, instruction and  
10 assessments for students in kindergarten to grade three, inclusive; (2)  
11 teachers to use data on the progress of all students to adjust and  
12 differentiate instructional practices to improve student reading  
13 success; (3) the collection of information about each student's reading  
14 background, level and progress so that teachers can use such  
15 information to assist in the transition of a student's promotion to the  
16 next grade level; (4) an intervention for each student who is not

17 making adequate progress in reading to help such student read at the  
18 appropriate grade level; (5) enhanced reading instruction for students  
19 who are reading at or above their grade level; (6) the coordination of  
20 reading instruction activities between parents, students, teachers and  
21 administrators of the school district at home and in school; (7) school  
22 district reading plans, as described in section 2 of this act, and  
23 elementary school reading plans, as described in section 3 of this act;  
24 (8) parental involvement by providing parents and guardians of  
25 students with opportunities for partnering with teachers and school  
26 administrators to (A) create an optimal learning environment, and (B)  
27 receive updates on the reading progress of their student; (9) teacher  
28 training and reading performance tests be aligned with teacher  
29 preparation courses and professional development activities; (10)  
30 incentives for teachers and schools that have demonstrated significant  
31 reading improvement in student reading, in accordance with the  
32 provisions of section 18 of this act; (11) research-based literacy training  
33 for early childhood care and education providers and instructors  
34 working with children birth to five years of age, inclusive; (12) the  
35 alignment of reading instruction with the Connecticut common core  
36 state standards; and (13) the retention of any student in grade three  
37 who does not achieve a satisfactory score on the reading component of  
38 the state-wide mastery examination pursuant to section 10-14n of the  
39 general statutes, as amended by this act, except as provided in  
40 subsection (d) of section 8 of this act, and require such student to  
41 complete an intensive accelerated reading class, described in section 8  
42 of this act, so that such student can read at a grade four level by the  
43 end of the next school year.

44 Sec. 2. (NEW) (*Effective July 1, 2012*) (a) For the school year  
45 commencing July 1, 2014, and each school year thereafter, each local  
46 and regional board of education shall develop and implement a school  
47 district reading plan as part of the coordinated state-wide reading  
48 program, described in section 1 of this act, in the public schools under  
49 the jurisdiction of the board. Such school district reading plan shall  
50 outline, at a minimum, how (1) reading data will be collected,

51 analyzed and used for purposes of instructional development, (2)  
52 professional development will be related to reading data analysis and  
53 used to support individual teacher needs, (3) the school district will  
54 communicate with parents and guardians of students on reading  
55 instruction strategies and student reading performance goals, and on  
56 opportunities for parents and guardians to partner with teachers and  
57 school administrators to improve reading at home and at school, (4)  
58 teachers will be trained in the science of teaching reading, (5) such  
59 school district reading plan will be monitored at the school and  
60 classroom level, in accordance with the provisions of section 4 of this  
61 act, (6) the school district will incorporate leadership, curriculum and  
62 instruction, professional development and student assessment to  
63 improve student reading performance, and (7) the elementary school  
64 reading plan, described in section 3 of this act, is to be developed and  
65 implemented in accordance with the provisions of such school district  
66 reading plan.

67 (b) Each school district reading plan shall include substantial and  
68 continual professional development for teachers in reading instruction.  
69 Such professional development shall (1) be based on student reading  
70 assessment data, (2) provide differentiated and intensified training for  
71 teachers based on the data obtained from school and classroom  
72 monitoring, as described in subdivision (5) of subsection (a) of this  
73 section, (3) outline how mentor teachers will be identified, (4) outline  
74 how model classrooms will be established in schools, and (5) how  
75 schools will monitor and evaluate teachers and administrators in the  
76 implementation and effectiveness of such school district reading plan  
77 and the elementary school reading plan to assure communication  
78 among the local or regional board of education, the superintendent of  
79 schools, principals, administrators, teachers, parents and students  
80 during the school year to address issues related to the school district  
81 reading plan.

82 Sec. 3. (NEW) (*Effective July 1, 2012*) For the school year commencing  
83 July 1, 2014, and each school year thereafter, each local and regional

84 board of education shall develop and implement an elementary school  
85 reading plan as part of the coordinated state-wide reading program,  
86 described in section 1 of this act, and the school district reading plan,  
87 described in section 2 of this act, in the elementary schools under the  
88 jurisdiction of the board. Such elementary school reading plan shall  
89 outline, at a minimum, (1) the creation of an elementary school reading  
90 team and the duties of such team, (2) who is eligible to serve as a  
91 member on the elementary school reading team and the role of such  
92 members, (3) measureable student reading achievement goals for each  
93 grade level, (4) the strategies for achieving such student reading  
94 achievement goals, (5) the reading lesson models that will be used in  
95 classrooms, (6) how the school will decide when to conduct  
96 interventions for students with specialized needs, (7) how phonics,  
97 phonemic awareness, fluency, vocabulary and comprehension will be  
98 included in reading instruction for students, (8) plans for ninety-  
99 minute reading instruction periods, and how such time will be divided  
100 into whole group instruction and small group differentiated  
101 instruction to meet individual student needs, (9) how English language  
102 development instruction will be incorporated into such elementary  
103 school reading plan, (10) alternative instructional strategies to be used  
104 for students who are not making adequate progress, (11) supplemental  
105 reading instruction and remediation plans for students who are  
106 identified as having reading deficiencies, in accordance with the  
107 provisions of section 5 of this act, (12) the intensive accelerated reading  
108 class for students who are not promoted to grade four because such  
109 students have not achieved a satisfactory score on the reading  
110 component of the state-wide mastery examination pursuant to section  
111 10-14n of the general statutes, as amended by this act, in accordance  
112 with the provisions of section 8 of this act, and (13) how a student who  
113 has been retained in grade three may be eligible to be promoted during  
114 the school year in which such student is retained in grade three, as  
115 described in subsection (e) of section 8.

116 Sec. 4. (NEW) (*Effective July 1, 2012*) Each local and regional board  
117 of education shall annually monitor the implementation of the school

118 district reading plan, as described in section 2 of this act, and the  
119 elementary school reading plan, as described in section 3 of this act, at  
120 the school and classroom level for the purpose of making  
121 improvements to such school district reading plan and elementary  
122 school reading plan. As part of such monitoring, the local or regional  
123 board of education shall include, but not be limited to, a determination  
124 of whether the reading curriculum, strategies and interventions are  
125 achieving the student performance goals set forth in the school district  
126 reading plan and elementary school reading plan. The local or regional  
127 board of education shall annually submit a report to the Department of  
128 Education that shall include, (1) the results of such monitoring  
129 conducted pursuant to this section, and (2) an explanation of student  
130 reading assessments used and how student reading performance data  
131 from such assessments will be collected and how often such data will  
132 be analyzed.

133       Sec. 5. (NEW) (*Effective July 1, 2012*) (a) For the school year  
134 commencing July 1, 2014, and each school year thereafter, each local  
135 and regional board of education shall provide supplemental reading  
136 instruction to students in kindergarten to grade three, inclusive, who  
137 are reading deficient, as identified by the reading assessment described  
138 in section 6 of this act, and are in danger of being retained in the same  
139 grade. Such supplemental reading instruction shall (1) be provided  
140 during regular school hours in addition to the regular reading  
141 instruction period, (2) be aligned with the remediation plan, described  
142 in subsection (b) of this section, developed for such student, and (3)  
143 utilize the state-wide reading curriculum described in section 7 of this  
144 act.

145       (b) A reading remediation plan shall be developed for each student  
146 in kindergarten to grade three, inclusive, who has been identified as  
147 having a reading deficiency to address and correct the reading  
148 deficiency of such student. Such remediation plan shall include  
149 alternative instructional strategies that utilize research based reading  
150 instruction materials and teachers trained in reading instruction,

151 parental involvement in the development and implementation of the  
152 remediation plan and regular progress reports on such student. Such  
153 remediation plan may include an extended school day, participation in  
154 an after school reading program, Saturday sessions, an extended  
155 school year or transition classes.

156 (c) The principal of the school shall notify the parent or guardian of  
157 any student in kindergarten to grade three, inclusive, who has been  
158 identified as having a reading deficiency. Such notice shall be in  
159 writing and include, (1) an explanation of why such student is  
160 deficient in reading, (2) inform such parent or guardian that such  
161 student will receive supplemental reading instruction and that a  
162 remediation plan, as described in subsection (b) of this section, will be  
163 developed for such student to provide supplemental reading  
164 instruction, including strategies for the parent or guardian to use at  
165 home with such student, and (3) a statement that if such student is  
166 deficient in reading at the end of grade three and cannot achieve a  
167 satisfactory score on the reading component of the state-wide mastery  
168 examination pursuant to section 10-14n of the general statutes, as  
169 amended by this act, that such student shall (A) not be promoted to  
170 grade four unless such student satisfies one of the exceptions described  
171 in subsection (d) of section 8 of this act, and (B) be enrolled in a  
172 summer school reading instruction program, pursuant to subsection  
173 (c) of section 8 of this act.

174 Sec. 6. (NEW) (*Effective July 1, 2012*) On or before July 1, 2014, the  
175 Department of Education shall develop or approve reading  
176 assessments to be used for the purpose of identifying students in  
177 kindergarten to grade three, inclusive, who are reading deficient and  
178 require supplemental reading instruction described in section 5 of this  
179 act. Such reading assessments shall measure phonics, phonemic  
180 awareness, fluency, vocabulary and comprehension.

181 Sec. 7. (NEW) (*Effective July 1, 2012*) On or before July 1, 2014, the  
182 Department of Education shall develop or approve a state-wide

183 reading curriculum for use by local and regional boards of education  
184 who are providing supplemental reading instruction to students in  
185 kindergarten to grade three, inclusive, pursuant to section 5 of this act,  
186 and students in grade three who have not been promoted to grade four  
187 and are enrolled in the intensive acceleration reading class described in  
188 section 8 of this act. Such reading curriculum shall: (1) Assist students  
189 who have been identified as reading deficient in developing the ability  
190 to read at the appropriate grade level; (2) provide reading skill  
191 development in phonics, phonemics awareness, fluency, vocabulary  
192 and comprehension; (3) provide scientifically-based and reliable  
193 assessments; (4) provide ongoing analysis of the reading progress of  
194 each student; (5) be used during regular school hours; and (6) be  
195 available in core academic subjects to assist the student in maintaining  
196 or meeting proficiency levels for the appropriate grade in all academic  
197 subjects.

198 Sec. 8. (NEW) (*Effective July 1, 2012*) (a) Except as otherwise  
199 provided in subsection (d) of this section, for the school year  
200 commencing July 1, 2014, and each school year thereafter, no student  
201 in grade three shall be promoted to grade four if such student does not  
202 achieve a satisfactory score on the reading component of the state-wide  
203 mastery examination pursuant to section 10-14n of the general statutes,  
204 as amended by this act, and shall be enrolled in an intensive  
205 accelerated reading class described in subsection (b) of this section.

206 (b) (1) An intensive accelerated reading class shall improve the  
207 reading level of each student by at least two grade levels during the  
208 school year. Such intensive accelerated reading class shall include: (A)  
209 A reduced student to teacher ratio, (B) a ninety-minute period of  
210 uninterrupted reading instruction during the school day, (C)  
211 opportunities to master grade four standards in other core academic  
212 subject areas, (D) a scientifically-based reading research program that  
213 has proven results in accelerating student reading achievement within  
214 the same school year, (E) intensive language and vocabulary  
215 instruction using a scientifically-based reading research program and a

216 speech and language therapist, (F) weekly monitoring of student  
217 reading progress, (G) personalized teaching strategies and methods  
218 tailored to the particular needs of such student, (H) a teacher who has  
219 been trained in reading instruction, and (I) the provision of at least one  
220 of the following instructional options: (i) Before or after school  
221 tutoring, (ii) parent workshops and a parent-guided home reading  
222 program, (iii) a mentor or tutor with specialized reading training, (iv)  
223 extended school day programs, or (v) supplemental educational  
224 services.

225 (2) Any student who completes the intensive accelerated reading  
226 class under this subsection but who did not achieve a satisfactory score  
227 on the reading component of the state-wide mastery examination  
228 pursuant to section 10-14n of the general statutes, as amended by this  
229 act, may be placed in a transitional instructional setting. Such  
230 transitional instructional setting shall be individually designed for  
231 such student to help achieve grade four performance standards and  
232 remediate reading deficiencies.

233 (3) Each local and regional board of education shall submit reports  
234 to the Department of Education, at such time and in such manner as  
235 prescribed by the department, on (A) student reading progress for the  
236 students enrolled in the intensive accelerated reading class based on  
237 the data collected under this subsection, and (B) the specific reading  
238 interventions and supports implemented as part of the intensive  
239 accelerated reading class.

240 (c) Any student who has not been promoted to grade four under  
241 this section shall be enrolled in a summer school reading instruction  
242 program during the following summer. Such summer school reading  
243 instruction program shall include, (1) a comprehensive reading  
244 intervention program, (2) scientifically-based reading research  
245 strategies and interventions, (3) curricula that was not used during the  
246 previous school year and supplemental and intervention materials that  
247 were not used during the previous school year, (4) diagnostic

248 assessments administered to a student prior to or during a summer  
249 school reading instruction program to determine such student's  
250 particularized need for instruction, (5) teachers who are trained in the  
251 teaching of reading and reading assessment and intervention, (6)  
252 weekly progress monitoring to assess the reading progress of such  
253 student and tailor instruction for such student, and (7) the opportunity  
254 to retake the reading component of the state-wide mastery  
255 examination pursuant to section 10-14n of the general statutes, as  
256 amended by this act, at the conclusion of the summer school program  
257 and the opportunity to promote such student to grade four if such  
258 student achieves a satisfactory score on such examination.

259 (d) (1) A student in grade three who does not achieve a satisfactory  
260 score on the reading component of the state-wide mastery examination  
261 pursuant to section 10-14n of the general statutes, as amended by this  
262 act, may be promoted to grade three if such student (A) (i) is a limited  
263 English proficient student who has received less than two years of  
264 instruction in a program to assist English language learners, (ii) is  
265 receiving special education services and the individualized education  
266 program states that the grade reading examination is not appropriate  
267 for such student, (iii) demonstrates an acceptable level of performance  
268 on an alternative standardized reading assessment, approved by the  
269 State Board of Education, (iv) demonstrates through a student  
270 portfolio that such student is reading at an acceptable grade level, (v)  
271 is a student with disabilities whose individualized education program  
272 indicates that such student has received intensive remediation in  
273 reading for more than two school years but still demonstrates a  
274 deficiency in reading and who has been retained in kindergarten or  
275 grades one to three, inclusive, or (vi) is a student who has received  
276 intensive remediation in reading through a program of reading  
277 instruction for two or more years but still demonstrates a deficiency in  
278 reading and who has been retained in kindergarten or grades one to  
279 three, inclusive, at least twice, and (B) the teacher of such student  
280 recommends to the principal of the school that promotion is  
281 appropriate based on the record of such student.

282 (2) Any student promoted to grade four pursuant to this subsection  
283 shall be provided additional reading instruction during the school day.  
284 Such additional reading instruction shall be based on special  
285 diagnostic information and include specific reading strategies for each  
286 student.

287 (e) Any student who been retained in grade three pursuant to this  
288 section may be eligible to be promoted during the school year that  
289 such student is retained in grade three if such student is able to achieve  
290 a satisfactory score on the reading component of the state-wide  
291 mastery examination pursuant to section 10-14n of the general statutes,  
292 as amended by this act, and demonstrate proficiency in grade four  
293 reading skills.

294 Sec. 9. Subsection (f) of section 10-14n of the general statutes is  
295 repealed and the following is substituted in lieu thereof (*Effective July*  
296 *1, 2012*):

297 (f) [No] (1) On and after July 1, 2014, any student in grade three who  
298 does not achieve a satisfactory score on the reading component of the  
299 state-wide mastery examination shall (A) be retained in grade three,  
300 except as provided in subsection (d) of section 8 of this act, and (B) be  
301 enrolled in a summer school reading instruction program and an  
302 intensive accelerated reading class, pursuant to section 8 of this act.

303 (2) Except as otherwise provided in subdivision (1) of this  
304 subsection, no such public school or endowed or incorporated high  
305 school or academy may require achievement of a satisfactory score on  
306 the state-wide mastery examination, or any subsequent retest on a  
307 component of such examination as the sole criterion of promotion or  
308 graduation.

309 Sec. 10. (NEW) (*Effective July 1, 2012*) (a) Any local or regional board  
310 of education identified by the Department of Education that  
311 disproportionately and inappropriately identifies minority students as  
312 requiring special education services because such students have a

313 reading deficiency, in contravention of the provisions of subparagraph  
314 (A) of subdivision (4) of subsection (a) of section 10-76ff of the general  
315 statutes, shall annually submit a report to the department on the plan  
316 adopted by such board that reduces the misidentification of such  
317 minority students by improving reading assessments and  
318 interventions for students in kindergarten to grade three, inclusive.

319 (b) The Department of Education shall study the plans and  
320 strategies used by a local or regional board of education that  
321 demonstrates improvement in the reduction of the misidentification of  
322 minority students requiring special education under this section. Such  
323 study shall examine the correlation between improvements in teacher  
324 training in the science of reading and the reduction in misidentification  
325 of students requiring special education services.

326 (c) For purposes of this section, "minority students" means those  
327 whose race is defined as other than white, or whose ethnicity is  
328 defined as Hispanic or Latino by the federal Office of Management and  
329 Budget for use by the Bureau of Census of the United States  
330 Department of Commerce.

331 Sec. 11. (NEW) (*Effective July 1, 2012*) For the school year  
332 commencing July 1, 2014, and each school year thereafter, all certified  
333 employees who hold an initial, provisional or professional educator  
334 certificate with an early childhood nursery through grade three or an  
335 elementary endorsement and are employed in a position requiring  
336 such an endorsement in kindergarten to grade three, inclusive, shall  
337 achieve a satisfactory score on a reading instruction examination  
338 approved by the State Board of Education. Such teachers shall have  
339 three opportunities to achieve a satisfactory score on such  
340 examination. Any teacher who does not achieve a satisfactory score on  
341 such examination shall complete five hours of continuing education  
342 training pursuant to subparagraph (A) of subdivision (1) of subsection  
343 (i) of section 10-145b, as amended by this act, and retake such  
344 examination not later than six months after the initial examination.

345 Any teacher who does not achieve a satisfactory score on the second  
346 examination shall retake such examination not later than one year after  
347 the initial examination. Any teacher who does not achieve a  
348 satisfactory score on the third examination shall no longer be eligible  
349 to teach students in kindergarten to grade three, inclusive, and the  
350 local or regional board of education shall reassign such teacher to  
351 another position.

352 Sec. 12. Subdivision (1) of subsection (i) of section 10-145b of the  
353 2012 supplement to the general statutes is repealed and the following  
354 is substituted in lieu thereof (*Effective July 1, 2012*):

355 (i) (1) For certified employees of local and regional boards of  
356 education or nonpublic schools, except as provided in this subdivision,  
357 each professional educator certificate shall be valid for five years and  
358 continued every five years thereafter upon the successful completion  
359 of professional development activities which shall consist of not less  
360 than ninety hours of continuing education, as determined by the  
361 employing local or regional board of education or the employing  
362 supervisory agent of a nonpublic school approved by the State Board  
363 of Education in accordance with this section, or documented  
364 completion of a national board certification assessment in the  
365 appropriate endorsement area, during each successive five-year  
366 period. (A) Such continuing education completed by certified  
367 employees with an early childhood nursery through grade three or an  
368 elementary endorsement who hold a position requiring such an  
369 endorsement shall include at least [fifteen] thirty hours of training in  
370 the teaching of reading and reading readiness and assessment of  
371 reading performance, including systematic methods of teaching  
372 language skills necessary for reading, reading comprehension skills,  
373 phonics, phonemic awareness, fluency, vocabulary and the structure of  
374 the English language during each five-year period. Such training shall  
375 be based on scientifically-based reading research approved by the  
376 Department of Education. (B) Such continuing education requirement  
377 completed by certified employees with elementary, middle grades or

378 secondary academic endorsements who hold a position requiring such  
379 an endorsement shall include at least fifteen hours of training in the  
380 use of computers in the classroom during each five-year period unless  
381 such employees are able to demonstrate technology competency, in a  
382 manner determined by their local or regional board of education,  
383 based on state-wide standards for teacher competency in the use of  
384 technology for instructional purposes adopted pursuant to section 4d-  
385 85. (C) Such continuing education completed by (i) the superintendent  
386 of schools, and (ii) employees employed in positions requiring an  
387 intermediate administrator or supervisory certificate, or the equivalent  
388 thereof, and whose administrative or supervisory duties equal at least  
389 fifty per cent of their assigned time, shall include at least fifteen hours  
390 of training in the evaluation of teachers pursuant to section 10-151b  
391 during each five-year period. (D) In the case of certified employees  
392 with a bilingual education endorsement who hold positions requiring  
393 such an endorsement (i) in an elementary school and who do not hold  
394 an endorsement in elementary education, such continuing education  
395 taken on or after July 1, 1999, shall only count toward the ninety-hour  
396 requirement if it is in language arts, reading and mathematics, and (ii)  
397 in a middle or secondary school and who do not hold an endorsement  
398 in the subject area they teach, such continuing education taken on or  
399 after July 1, 1999, shall only count toward the ninety-hour requirement  
400 if it is in such subject area or areas. On and after July 1, 2011, such  
401 continuing education shall be as determined by the local or regional  
402 board of education in full consideration of the provisions of this  
403 section and the priorities and needs related to student outcomes as  
404 determined by the State Board of Education. During each five-year  
405 period in which a professional educator certificate is valid, a holder of  
406 such certificate who has not completed the ninety hours of continuing  
407 education required pursuant to this subdivision, and who has not been  
408 employed while holding such certificate by a local or regional board of  
409 education for all or part of the five-year period, shall, upon  
410 application, be reissued such certificate for five years minus any period  
411 of time such holder was employed while holding such certificate by a

412 local or regional board of education, provided there shall be only one  
413 such reissuance during each five-year period in which such certificate  
414 is valid. A certified employee of a local or regional board of education  
415 who is a member of the General Assembly and who has not completed  
416 the ninety hours of continuing education required pursuant to this  
417 subdivision for continuation of a certificate, upon application, shall be  
418 reissued a professional educator certificate for a period of time equal to  
419 six months for each year the employee served in the General Assembly  
420 during the previous five years. Continuing education hours completed  
421 during the previous five years shall be applied toward such ninety-  
422 hour requirement which shall be completed during the reissuance  
423 period in order for such employee to be eligible to have a certificate  
424 continued. The cost of the professional development activities required  
425 under this subsection for certified employees of local or regional  
426 boards of education shall be shared by the state and local or regional  
427 boards of education, except for those activities identified by the State  
428 Board of Education as the responsibility of the certificate holder. Each  
429 local and regional board of education shall make available, annually, at  
430 no cost to its certified employees not fewer than eighteen hours of  
431 professional development activities for continuing education credit.  
432 Such activities may be made available by a board of education directly,  
433 through a regional educational service center or cooperative  
434 arrangement with another board of education or through  
435 arrangements with any continuing education provider approved by  
436 the State Board of Education. Local and regional boards of education  
437 shall grant continuing education credit for professional development  
438 activities which the certified employees of the board of education are  
439 required to attend, professional development activities offered in  
440 accordance with the plan developed pursuant to subsection (b) of  
441 section 10-220a, or professional development activities which the  
442 board may approve for any individual certified employee. Each board  
443 of education shall determine the specific professional development  
444 activities to be made available with the advice and assistance of the  
445 teachers employed by such board, including representatives of the

446 exclusive bargaining unit for such teachers pursuant to section 10-  
447 153b, and on and after July 1, 2011, in full consideration of priorities  
448 and needs related to student outcomes as determined by the State  
449 Board of Education. The time and location for the provision of such  
450 activities shall be in accordance with either an agreement between the  
451 board of education and the exclusive bargaining unit pursuant to said  
452 section 10-153b or, in the absence of such agreement or to the extent  
453 such agreement does not provide for the time and location of all such  
454 activities, in accordance with a determination by the board of  
455 education.

456 Sec. 13. (NEW) (*Effective July 1, 2012*) The Commissioner of  
457 Education shall annually review the continuing education training  
458 required under subdivision (1) of subsection (i) of section 10-145b of  
459 the general statutes, as amended by this act, for certified employees  
460 who hold a professional educator certificate with an early childhood  
461 nursery through grade three or an elementary endorsement and who  
462 hold a position requiring such an endorsement. The commissioner  
463 shall assess whether such training meets the state goals for student  
464 academic achievement through implementation of the Connecticut  
465 common core state standards, research-based interventions and the  
466 Individuals With Disabilities Education Act, 20 USC 1400 et seq., as  
467 amended from time to time. The commissioner shall submit such  
468 review to the joint standing committee of the General Assembly  
469 having cognizance of matters relating to education, in accordance with  
470 the provisions of section 11-4a of the general statutes.

471 Sec. 14. Subsection (a) of section 10-220a of the 2012 supplement to  
472 the general statutes is repealed and the following is substituted in lieu  
473 thereof (*Effective July 1, 2012*):

474 (a) Each local or regional board of education shall provide an in-  
475 service training program for its teachers, administrators and pupil  
476 personnel who hold the initial educator, provisional educator or  
477 professional educator certificate. Such program shall provide such

478 teachers, administrators and pupil personnel with information on (1)  
479 the nature and the relationship of drugs, as defined in subdivision (17)  
480 of section 21a-240, and alcohol to health and personality development,  
481 and procedures for discouraging their abuse, (2) health and mental  
482 health risk reduction education which includes, but need not be  
483 limited to, the prevention of risk-taking behavior by children and the  
484 relationship of such behavior to substance abuse, pregnancy, sexually  
485 transmitted diseases, including HIV-infection and AIDS, as defined in  
486 section 19a-581, violence, teen dating violence, domestic violence, child  
487 abuse and youth suicide, (3) the growth and development of  
488 exceptional children, including handicapped and gifted and talented  
489 children and children who may require special education, including,  
490 but not limited to, children with attention-deficit hyperactivity  
491 disorder or learning disabilities, and methods for identifying, planning  
492 for and working effectively with special needs children in a regular  
493 classroom, including children who demonstrate reading disabilities, (4)  
494 school violence prevention, conflict resolution, the prevention of and  
495 response to youth suicide and the identification and prevention of and  
496 response to bullying, as defined in subsection (a) of section 10-222d,  
497 except that those boards of education that implement any evidence-  
498 based model approach that is approved by the Department of  
499 Education and is consistent with subsection (d) of section 10-145a,  
500 subsection (a) of section 10-220a, sections 10-222d, 10-222g and 10-  
501 222h, subsection (g) of section 10-233c and sections 1 and 3 of public  
502 act 08-160, shall not be required to provide in-service training on the  
503 identification and prevention of and response to bullying, (5)  
504 cardiopulmonary resuscitation and other emergency life saving  
505 procedures, (6) computer and other information technology as applied  
506 to student learning and classroom instruction, communications and  
507 data management, (7) the teaching of the language arts, reading and  
508 reading readiness based on scientifically-based reading research  
509 consistent with the training described in subparagraph (A) of  
510 subdivision (1) of subsection (i) of section 10-145b, as amended by this  
511 act, for teachers in grades kindergarten to three, inclusive, (8) second

512 language acquisition in districts required to provide a program of  
513 bilingual education pursuant to section 10-17f, and (9) the  
514 requirements and obligations of a mandated reporter. Each local and  
515 regional board of education may allow any paraprofessional or  
516 noncertified employee to participate, on a voluntary basis, in any in-  
517 service training program provided pursuant to this section. The State  
518 Board of Education, within available appropriations and utilizing  
519 available materials, shall assist and encourage local and regional  
520 boards of education to include: (A) Holocaust and genocide education  
521 and awareness; (B) the historical events surrounding the Great Famine  
522 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)  
523 Native American history; (F) personal financial management; (G)  
524 domestic violence and teen dating violence; and (H) topics approved  
525 by the state board upon the request of local or regional boards of  
526 education as part of in-service training programs pursuant to this  
527 subsection.

528 Sec. 15. Subsection (a) of section 10-145d of the general statutes is  
529 repealed and the following is substituted in lieu thereof (*Effective July*  
530 *1, 2012*):

531 (a) The State Board of Education shall, pursuant to chapter 54, adopt  
532 such regulations as may be necessary to carry out the provisions of  
533 sections 10-144o, 10-145a to 10-145d, inclusive, 10-145f and 10-146b.  
534 Such regulations shall provide for (1) the establishment of an appeal  
535 panel to review any decision to deny the issuance of a certificate  
536 authorized under said section 10-145b; (2) the establishment of  
537 requirements for subject area endorsements; (3) the extension of the  
538 time to complete requirements for certificates under said section 10-  
539 145b; (4) the establishment of requirements for administrator and  
540 supervisor certificates; (5) the composition of, and the procedures to be  
541 utilized by, the assessment teams in implementing the beginning  
542 educator program; (6) procedures and criteria for issuing certificates to  
543 persons whose certificates have lapsed or persons with non-public-  
544 school or out-of-state teaching experience; (7) the criteria for defining a

545 major course of study; (8) a requirement that on and after July 1, 1993,  
546 in order to be eligible to obtain an initial educator certificate with an  
547 elementary endorsement, each person be required to complete a  
548 survey course in United States history comprised of not fewer than  
549 three semester hours; and (9) a requirement that on and after July 1,  
550 [2004] 2013, in order to be eligible to obtain an initial educator  
551 certificate with an early childhood nursery through grade three or an  
552 elementary endorsement, each person be required to complete a  
553 [comprehensive] reading [instruction] course comprised of not less  
554 than six semester hours that (A) includes the following components of  
555 reading instruction: phonics, phonemic awareness, fluency,  
556 vocabulary, and comprehension, and (B) require that teachers  
557 demonstrate a mastery of such components. Such regulations may  
558 provide for exceptions to accommodate specific certification  
559 endorsement areas.

560 Sec. 16. Subsection (d) of section 10-145b of the 2012 supplement to  
561 the general statutes is repealed and the following is substituted in lieu  
562 thereof (*Effective July 1, 2012*):

563 (d) In order to be eligible to obtain a provisional teaching certificate,  
564 a provisional educator certificate or an initial educator certificate, each  
565 person shall be required to complete a course of study in special  
566 education comprised of not fewer than thirty-six hours, which shall  
567 include an understanding of the growth and development of  
568 exceptional children, including handicapped and gifted and talented  
569 children and children who may require special education, and  
570 methods for identifying, planning for and working effectively with  
571 special needs children in a regular classroom, and achieve a  
572 satisfactory score on a reading instruction examination approved by  
573 the State Board of Education. Notwithstanding the provisions of this  
574 subsection to the contrary, each applicant for such certificates who has  
575 met all requirements for certification except the completion of the  
576 course in special education shall be entitled to a certificate (1) for a  
577 period not to exceed one year, provided the applicant completed a

578 teacher preparation program either in the state prior to July 1, 1987, or  
579 outside the state, or completed the necessary combination of  
580 professional experience or coursework as required by the State Board  
581 of Education or (2) for a period not to exceed two years if the applicant  
582 applies for certification in an area for which a bachelor's degree is not  
583 required.

584 Sec. 17. Subsection (f) of section 10-145d of the general statutes is  
585 repealed and the following is substituted in lieu thereof (*Effective July*  
586 *1, 2012*):

587 (f) An endorsement to teach elementary education grades one to six,  
588 inclusive, shall be valid for grades kindergarten to six, inclusive, and  
589 an endorsement to teach comprehensive special education grades one  
590 to twelve, inclusive, shall be valid for grades kindergarten to twelve,  
591 inclusive, provided any certified employee with such comprehensive  
592 special education endorsement achieve a satisfactory score on a  
593 reading instruction examination approved by the State Board of  
594 Education.

595 Sec. 18. (NEW) (*Effective July 1, 2012*) (a) On or before October 1,  
596 2013, the Commissioner of Education shall establish, within available  
597 appropriations, an incentive program for teachers who demonstrate  
598 improvement in student reading for students in kindergarten to grade  
599 three, inclusive, during a three-year period. Such incentives may  
600 include, but not be limited to, (1) a master teacher designation for  
601 teachers who have significantly improved student reading skills in the  
602 classroom, (2) performance bonuses, and (3) an option to delay  
603 renewal of a professional certification for a teacher who has been  
604 designated as a master teacher. The commissioner shall evaluate  
605 teachers under such program by measuring improvements within the  
606 population of the school in which such teacher is employed.

607 (b) On or before July 1, 2013, the Commissioner of Education shall  
608 establish, within available appropriations, an incentive program for  
609 schools that (1) increase by ten per cent the number of students who

610 meet or exceed the state-wide goal level in reading on the state-wide  
 611 examination under section 10-14n of the general statutes, as amended  
 612 by this act, and (2) demonstrate the methodology and instruction used  
 613 by the school to improve student reading skills and scores on such  
 614 state-wide examination.

615 Sec. 19. Sections 10-221h and 10-221i of the general statutes are  
 616 repealed. (*Effective July 1, 2012*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2012</i>	New section
Sec. 2	<i>July 1, 2012</i>	New section
Sec. 3	<i>July 1, 2012</i>	New section
Sec.	<i>July 1, 2012</i>	New section
Sec. 5	<i>July 1, 2012</i>	New section
Sec. 6	<i>July 1, 2012</i>	New section
Sec. 7	<i>July 1, 2012</i>	New section
Sec. 8	<i>July 1, 2012</i>	New section
Sec. 9	<i>July 1, 2012</i>	10-14n(f)
Sec. 10	<i>July 1, 2012</i>	New section
Sec. 11	<i>July 1, 2012</i>	New section
Sec. 12	<i>July 1, 2012</i>	10-145b(i)(1)
Sec. 13	<i>July 1, 2012</i>	New section
Sec. 14	<i>July 1, 2012</i>	10-220a(a)
Sec. 15	<i>July 1, 2012</i>	10-145d(a)
Sec. 16	<i>July 1, 2012</i>	10-145b(d)
Sec. 17	<i>July 1, 2012</i>	10-145d(f)
Sec. 18	<i>July 1, 2012</i>	New section
Sec. 19	<i>July 1, 2012</i>	Repealer section

**Statement of Purpose:**

To establish a reading program that improves the reading skills of students in kindergarten to grade three, inclusive.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*