



General Assembly

Substitute Bill No. 5350

February Session, 2012

* HB05350ED_APP031512 *

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

43 Sec. 2. (NEW) (*Effective July 1, 2012*) For the school year commencing
44 July 1, 2014, and each school year thereafter, each local and regional
45 board of education shall develop and implement a school district
46 reading plan as part of the coordinated state-wide reading program,
47 described in section 1 of this act, in the schools under the jurisdiction
48 of the board. Such school district reading plan shall outline, at a
49 minimum, how (1) reading data will be collected, analyzed and used
50 for purposes of instructional development, (2) professional
51 development will be related to reading data analysis and used to
52 support individual teacher needs, (3) the school district will
53 communicate with parents and guardians of students on reading
54 instruction strategies and student reading performance goals, and on

55 opportunities for parents and guardians to partner with teachers and
56 school administrators to improve reading at home and at school, (4)
57 teachers will be trained in the science of teaching reading, (5) such
58 school district reading plan will be monitored at the school and
59 classroom level, in accordance with the provisions of section 3 of this
60 act, and (6) the school district will incorporate leadership, curriculum
61 and instruction, professional development and student assessment to
62 improve student reading performance.

63 Sec. 3. (NEW) (*Effective July 1, 2012*) Each local and regional board of
64 education shall annually monitor the implementation of the school
65 district reading plan, as described in section 2 of this act, at the school
66 and classroom level for the purpose of making improvements to such
67 school district reading plan. As part of such monitoring, the local or
68 regional board of education shall include, but not be limited to, a
69 determination of whether the reading curriculum, strategies and
70 interventions are achieving the student performance goals set forth in
71 the school district reading plan. The local or regional board of
72 education shall annually submit a report to the Department of
73 Education that shall include, (1) the results of such monitoring
74 conducted pursuant to this section, and (2) an explanation of student
75 reading assessments used and how student reading performance data
76 from such assessments will be collected and how often such data will
77 be analyzed.

78 Sec. 4. (NEW) (*Effective July 1, 2012*) (a) For the school year
79 commencing July 1, 2014, and each school year thereafter, each local
80 and regional board of education shall provide supplemental reading
81 instruction to students in kindergarten to grade three, inclusive, who
82 are reading deficient, as identified by the reading assessment described
83 in section 5 of this act, and are in danger of being retained in the same
84 grade. Such supplemental reading instruction shall be provided during
85 regular school hours in addition to the regular reading instruction
86 period and be aligned with the remediation plan, described in
87 subsection (b) of this section, developed for such student.

88 (b) A reading remediation plan shall be developed for each student
89 in kindergarten to grade three, inclusive, who has been identified as
90 having a reading deficiency to address and correct the reading
91 deficiency of such student. Such remediation plan shall include
92 alternative instructional strategies that utilize research based reading
93 instruction materials and teachers trained in reading instruction,
94 parental involvement in the development and implementation of the
95 remediation plan and regular progress reports on such student. Such
96 remediation plan may include an extended school day, participation in
97 an after school reading program, Saturday sessions, an extended
98 school year or transition classes.

99 (c) The principal of the school shall notify the parent or guardian of
100 any student in kindergarten to grade three, inclusive, who has been
101 identified as having a reading deficiency. Such notice shall be in
102 writing and include, (1) an explanation of why such student is
103 deficient in reading, (2) inform such parent or guardian that such
104 student will receive supplemental reading instruction and that a
105 remediation plan, as described in subsection (b) of this section, will be
106 developed for such student to provide supplemental reading
107 instruction, including strategies for the parent or guardian to use at
108 home with such student, and (3) a statement that if such student is
109 deficient in reading at the end of grade three and cannot achieve a
110 satisfactory score on the reading component of the state-wide mastery
111 examination pursuant to section 10-14n of the general statutes, as
112 amended by this act, that such student shall (A) not be promoted to
113 grade four unless such student satisfies one of the exceptions described
114 in subsection (d) of section 6 of this act, and (B) be enrolled in an
115 intensive summer school reading instruction program, pursuant to
116 subsection (b) of section 6 of this act.

117 Sec. 5. (NEW) (*Effective July 1, 2012*) On or before July 1, 2014, the
118 Department of Education shall develop or approve reading
119 assessments for use by local and regional boards of education to
120 identify students in kindergarten to grade three, inclusive, who are
121 reading deficient and require the supplemental reading instruction

122 described in section 4 of this act, provided any reading assessments
123 developed or approved by the department include frequent screening
124 and progress monitoring of students. Such reading assessments shall
125 (1) measure phonics, phonemic awareness, fluency, vocabulary, and
126 comprehension, (2) provide opportunities for periodic formative
127 assessment during the school year, (3) produce data that is useful for
128 assisting in the development of individual and classroom instruction,
129 and (4) be compatible with best practices in reading instruction and
130 research.

131 Sec. 6. (NEW) (*Effective July 1, 2012*) (a) Except as otherwise
132 provided in subsection (d) of this section, for the school year
133 commencing July 1, 2014, and each school year thereafter, no student
134 in grade three shall be promoted to grade four if such student does not
135 achieve a satisfactory score on the reading component of the state-wide
136 mastery examination pursuant to section 10-14n of the general statutes,
137 as amended by this act, and shall complete an intensive summer
138 school reading instruction program described in subsection (b) of this
139 section and be enrolled in an intensive accelerated reading class
140 described in subsection (c) of this section.

141 (b) Any student who has not been promoted to grade four under
142 this section shall be enrolled in an intensive summer school reading
143 instruction program. Such intensive summer school reading
144 instruction program shall include, (1) a comprehensive reading
145 intervention program, (2) scientifically-based reading research
146 strategies and interventions, (3) curricula that was not used during the
147 previous school year and supplemental and intervention materials that
148 were not used during the previous school year, (4) diagnostic
149 assessments administered to a student prior to or during an intensive
150 summer school reading instruction program to determine such
151 student's particularized need for instruction, (5) teachers who are
152 trained in the teaching of reading and reading assessment and
153 intervention, (6) weekly progress monitoring to assess the reading
154 progress of such student and tailor instruction for such student, and (7)
155 the opportunity to retake the reading component of the state-wide

156 mastery examination pursuant to section 10-14n of the general statutes,
157 as amended by this act, at the conclusion of the intensive summer
158 school program and the opportunity to promote such student to grade
159 four if such student achieves a satisfactory score on such examination.

160 (c) (1) An intensive accelerated reading class shall be designed to
161 improve the reading level of each student during the school year. Such
162 intensive accelerated reading class shall include: (A) A reduced
163 student to teacher ratio, (B) a ninety-minute period of uninterrupted
164 reading instruction during the school day, (C) opportunities to master
165 grade four standards in other core academic subject areas, (D) a
166 scientifically-based reading research program that has proven results
167 in accelerating student reading achievement within the same school
168 year, (E) intensive language and vocabulary instruction using a
169 scientifically-based reading research program and a speech and
170 language therapist, (F) weekly monitoring of student reading progress,
171 (G) personalized teaching strategies and methods tailored to the
172 particular needs of such student, (H) a teacher who has been trained in
173 reading instruction, and (I) the provision of at least one of the
174 following instructional options: (i) Before or after school tutoring, (ii)
175 parent workshops and a parent-guided home reading program, (iii) a
176 mentor or tutor with specialized reading training, (iv) extended school
177 day programs, or (v) supplemental educational services.

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

186 (3) Each local and regional board of education shall submit reports
187 to the Department of Education, at such time and in such manner as
188 prescribed by the department, on (A) student reading progress for the

189 students enrolled in the intensive accelerated reading class based on
190 the data collected from the screening and progress monitoring of such
191 students using the reading assessments described in section 5 of this
192 act, and (B) the specific reading interventions and supports
193 implemented as part of the intensive accelerated reading class.

194 (d) (1) A student in grade three who does not achieve a satisfactory
195 score on the reading component of the state-wide mastery examination
196 pursuant to section 10-14n of the general statutes, as amended by this
197 act, may be promoted to grade four if such student (A) (i) is a limited
198 English proficient student who has received less than two years of
199 instruction in a program to assist English language learners, (ii) is
200 receiving special education services and the individualized education
201 program states that the grade reading examination is not appropriate
202 for such student, (iii) demonstrates an acceptable level of performance
203 on an alternative standardized reading assessment, approved by the
204 State Board of Education, (iv) demonstrates through a student
205 portfolio that such student is reading at an acceptable grade level, (v)
206 is a student with disabilities whose individualized education program
207 indicates that such student has received intensive remediation in
208 reading for more than two school years but still demonstrates a
209 deficiency in reading and who has been retained in kindergarten or
210 grades one to three, inclusive, or (vi) is a student who has received
211 intensive remediation in reading through a program of reading
212 instruction for two or more years but still demonstrates a deficiency in
213 reading and who has been retained in kindergarten or grades one to
214 three, inclusive, at least twice, and (B) the teacher of such student
215 recommends to the principal of the school that promotion is
216 appropriate based on the record of such student.

217 (2) Any student promoted to grade four pursuant to this subsection
218 shall be provided additional reading instruction during the school day.
219 Such additional reading instruction shall be based on special
220 diagnostic information and include specific reading strategies for each
221 student.

222 (e) Any student retained in grade three pursuant to this section may
223 be eligible to be promoted (1) prior to the student's grade three school
224 year if such student completes the intensive summer school reading
225 instruction program described in subsection (b) of this section and is
226 able to achieve a satisfactory score on the reading component of the
227 state-wide mastery examination pursuant to section 10-14n of the
228 general statutes, as amended by this act, or (2) during the student's
229 grade three school year if such student is able to achieve a satisfactory
230 score on the reading component of the state-wide mastery examination
231 pursuant to section 10-14n of the general statutes, as amended by this
232 act, and demonstrate proficiency in grade four reading skills.

233 Sec. 7. Subsection (f) of section 10-14n of the general statutes is
234 repealed and the following is substituted in lieu thereof (*Effective July*
235 *1, 2012*):

236 (f) [No] (1) On and after July 1, 2014, any student in grade three who
237 does not achieve a satisfactory score on the reading component of the
238 state-wide mastery examination shall (A) be retained in grade three,
239 except as provided in subsection (d) of section 6 of this act, and (B) be
240 enrolled in an intensive summer school reading instruction program
241 and an intensive accelerated reading class, pursuant to section 6 of this
242 act.

243 (2) Except as otherwise provided in subdivision (1) of this
244 subsection, no such public school or endowed or incorporated high
245 school or academy may require achievement of a satisfactory score on
246 the state-wide mastery examination, or any subsequent retest on a
247 component of such examination as the sole criterion of promotion or
248 graduation.

249 Sec. 8. (NEW) (*Effective July 1, 2012*) (a) Any local or regional board
250 of education identified by the Department of Education that
251 disproportionately and inappropriately identifies minority students as
252 requiring special education services because such students have a
253 reading deficiency, in contravention of the provisions of subparagraph

254 (A) of subdivision (4) of subsection (a) of section 10-76ff of the general
255 statutes, shall annually submit a report to the department on the plan
256 adopted by such board that reduces the misidentification of such
257 minority students by improving reading assessments and
258 interventions for students in kindergarten to grade three, inclusive.

259 (b) The Department of Education shall study the plans and
260 strategies used by a local or regional board of education that
261 demonstrate improvement in the reduction of the misidentification of
262 minority students requiring special education under this section. Such
263 study shall examine the correlation between improvements in teacher
264 training in the science of reading and the reduction in misidentification
265 of students requiring special education services.

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

271 Sec. 9. (NEW) (*Effective July 1, 2012*) For the school year commencing
272 July 1, 2014, and each school year thereafter, all certified employees
273 who hold an initial, provisional or professional educator certificate
274 with an early childhood nursery through grade three or an elementary
275 endorsement and are employed in a position requiring such an
276 endorsement in kindergarten to grade three, inclusive, shall achieve a
277 satisfactory score on the reading instruction examination approved by
278 the State Board of Education on April 1, 2009. Such teachers shall have
279 three opportunities to achieve a satisfactory score on such
280 examination. Any teacher who does not achieve a satisfactory score on
281 such examination shall complete five hours of continuing education
282 training pursuant to subparagraph (A) of subdivision (1) of subsection
283 (i) of section 10-145b of the general statutes, as amended by this act,
284 and retake such examination not later than six months after the initial
285 examination. Any teacher who does not achieve a satisfactory score on
286 the second examination shall retake such examination not later than

287 one year after the initial examination. Any teacher who does not
288 achieve a satisfactory score on the third examination shall no longer be
289 eligible to teach students in kindergarten to grade three, inclusive, and
290 the local or regional board of education shall reassign such teacher to
291 another position.

292 Sec. 10. Subdivision (1) of subsection (i) of section 10-145b of the
293 2012 supplement to the general statutes is repealed and the following
294 is substituted in lieu thereof (*Effective July 1, 2012*):

295 (i) (1) For certified employees of local and regional boards of
296 education or nonpublic schools, except as provided in this subdivision,
297 each professional educator certificate shall be valid for five years and
298 continued every five years thereafter upon the successful completion
299 of professional development activities which shall consist of not less
300 than ninety hours of continuing education, as determined by the
301 employing local or regional board of education or the employing
302 supervisory agent of a nonpublic school approved by the State Board
303 of Education in accordance with this section, or documented
304 completion of a national board certification assessment in the
305 appropriate endorsement area, during each successive five-year
306 period. (A) Such continuing education completed by certified
307 employees with an early childhood nursery through grade three or an
308 elementary endorsement who hold a position requiring such an
309 endorsement shall include at least [~~fifteen~~] thirty hours of training in
310 the teaching of reading and reading readiness and assessment of
311 reading performance, including systematic methods of teaching
312 language skills necessary for reading, reading comprehension skills,
313 phonics, phonemic awareness, fluency, vocabulary and the structure of
314 the English language during each five-year period. Such training shall
315 be based on scientifically-based reading research approved by the
316 Department of Education. (B) Such continuing education requirement
317 completed by certified employees with elementary, middle grades or
318 secondary academic endorsements who hold a position requiring such
319 an endorsement shall include at least fifteen hours of training in the
320 use of computers in the classroom during each five-year period unless

321 such employees are able to demonstrate technology competency, in a
322 manner determined by their local or regional board of education,
323 based on state-wide standards for teacher competency in the use of
324 technology for instructional purposes adopted pursuant to section 4d-
325 85. (C) Such continuing education completed by (i) the superintendent
326 of schools, and (ii) employees employed in positions requiring an
327 intermediate administrator or supervisory certificate, or the equivalent
328 thereof, and whose administrative or supervisory duties equal at least
329 fifty per cent of their assigned time, shall include at least fifteen hours
330 of training in the evaluation of teachers pursuant to section 10-151b
331 during each five-year period. (D) In the case of certified employees
332 with a bilingual education endorsement who hold positions requiring
333 such an endorsement (i) in an elementary school and who do not hold
334 an endorsement in elementary education, such continuing education
335 taken on or after July 1, 1999, shall only count toward the ninety-hour
336 requirement if it is in language arts, reading and mathematics, and (ii)
337 in a middle or secondary school and who do not hold an endorsement
338 in the subject area they teach, such continuing education taken on or
339 after July 1, 1999, shall only count toward the ninety-hour requirement
340 if it is in such subject area or areas. On and after July 1, 2011, such
341 continuing education shall be as determined by the local or regional
342 board of education in full consideration of the provisions of this
343 section and the priorities and needs related to student outcomes as
344 determined by the State Board of Education. During each five-year
345 period in which a professional educator certificate is valid, a holder of
346 such certificate who has not completed the ninety hours of continuing
347 education required pursuant to this subdivision, and who has not been
348 employed while holding such certificate by a local or regional board of
349 education for all or part of the five-year period, shall, upon
350 application, be reissued such certificate for five years minus any period
351 of time such holder was employed while holding such certificate by a
352 local or regional board of education, provided there shall be only one
353 such reissuance during each five-year period in which such certificate
354 is valid. A certified employee of a local or regional board of education
355 who is a member of the General Assembly and who has not completed

356 the ninety hours of continuing education required pursuant to this
357 subdivision for continuation of a certificate, upon application, shall be
358 reissued a professional educator certificate for a period of time equal to
359 six months for each year the employee served in the General Assembly
360 during the previous five years. Continuing education hours completed
361 during the previous five years shall be applied toward such ninety-
362 hour requirement which shall be completed during the reissuance
363 period in order for such employee to be eligible to have a certificate
364 continued. The cost of the professional development activities required
365 under this subsection for certified employees of local or regional
366 boards of education shall be shared by the state and local or regional
367 boards of education, except for those activities identified by the State
368 Board of Education as the responsibility of the certificate holder. Each
369 local and regional board of education shall make available, annually, at
370 no cost to its certified employees not fewer than eighteen hours of
371 professional development activities for continuing education credit.
372 Such activities may be made available by a board of education directly,
373 through a regional educational service center or cooperative
374 arrangement with another board of education or through
375 arrangements with any continuing education provider approved by
376 the State Board of Education. Local and regional boards of education
377 shall grant continuing education credit for professional development
378 activities which the certified employees of the board of education are
379 required to attend, professional development activities offered in
380 accordance with the plan developed pursuant to subsection (b) of
381 section 10-220a, or professional development activities which the
382 board may approve for any individual certified employee. Each board
383 of education shall determine the specific professional development
384 activities to be made available with the advice and assistance of the
385 teachers employed by such board, including representatives of the
386 exclusive bargaining unit for such teachers pursuant to section 10-
387 153b, and on and after July 1, 2011, in full consideration of priorities
388 and needs related to student outcomes as determined by the State
389 Board of Education. The time and location for the provision of such
390 activities shall be in accordance with either an agreement between the

391 board of education and the exclusive bargaining unit pursuant to said
392 section 10-153b or, in the absence of such agreement or to the extent
393 such agreement does not provide for the time and location of all such
394 activities, in accordance with a determination by the board of
395 education.

396 Sec. 11. (NEW) (*Effective July 1, 2012*) (a) On or before July 1, 2014,
397 the Commissioner of Education shall create a program of professional
398 development in reading instruction for teachers. Such program of
399 professional development shall (1) count towards the continuing
400 education requirements pursuant to section 10-145b of the general
401 statutes, as amended by this act, (2) be based on data collected from
402 student reading assessments, (3) provide differentiated and intensified
403 training in reading instruction for teachers, (4) be used to identify
404 mentor teachers who will train teachers in reading instruction, and (5)
405 outline how model classrooms will be established in schools for
406 reading instruction.

407 (b) The Commissioner of Education shall annually review the
408 continuing education training required under subdivision (1) of
409 subsection (i) of section 10-145b of the general statutes, as amended by
410 this act, for certified employees who hold a professional educator
411 certificate with an early childhood nursery through grade three or an
412 elementary endorsement and who hold a position requiring such an
413 endorsement. The commissioner shall assess whether such training
414 meets the state goals for student academic achievement through
415 implementation of the common core state standards adopted by the
416 State Board of Education, research-based interventions and the
417 Individuals With Disabilities Education Act, 20 USC 1400 et seq., as
418 amended from time to time. The commissioner shall submit such
419 review to the joint standing committee of the General Assembly
420 having cognizance of matters relating to education, in accordance with
421 the provisions of section 11-4a of the general statutes.

422 Sec. 12. Subsection (f) of section 10-145d of the general statutes is
423 repealed and the following is substituted in lieu thereof (*Effective July*

424 1, 2012):

425 (f) An endorsement to teach elementary education grades one to six,
426 inclusive, shall be valid for grades kindergarten to six, inclusive, and
427 an endorsement to teach comprehensive special education grades one
428 to twelve, inclusive, shall be valid for grades kindergarten to twelve,
429 inclusive, provided any certified employee with such comprehensive
430 special education endorsement achieves a satisfactory score on the
431 reading instruction examination approved by the State Board of
432 Education on April 1, 2009.

433 Sec. 13. (NEW) (*Effective July 1, 2012*) (a) On or before July 1, 2014,
434 the Commissioner of Education shall establish, within available
435 appropriations, an incentive program for teachers who demonstrate
436 improvement in student reading for students in kindergarten to grade
437 three, inclusive, for a three-year period. Such incentives may include,
438 but not be limited to, (1) a master teacher designation for teachers who
439 have significantly improved student reading skills in the classroom, (2)
440 performance bonuses, and (3) an option to delay the expiration of a
441 teacher's certificate for any teacher who has been designated as a
442 master teacher. The commissioner shall evaluate teachers under such
443 program by measuring improvements within the population of the
444 school in which such teacher is employed.

445 (b) On or before July 1, 2014, the Commissioner of Education shall
446 establish, within available appropriations, an incentive program for
447 schools that (1) increase by ten per cent the number of students who
448 meet or exceed the state-wide goal level in reading on the state-wide
449 examination under section 10-14n of the general statutes, as amended
450 by this act, and (2) demonstrate the methodology and instruction used
451 by the school to improve student reading skills and scores on such
452 state-wide examination.

453 Sec. 14. Subsection (d) of section 10-265f of the general statutes is
454 repealed and the following is substituted in lieu thereof (*Effective July*
455 *1, 2012*):

456 (d) In the case of proposals for intensive early intervention reading
457 programs including after-school and summer programs, the plan shall:
458 (1) Incorporate the competencies required for early reading success,
459 critical indicators for teacher intervention and the components of a
460 high quality early reading success curriculum in accordance with the
461 findings of the Early Reading Success Panel delineated in section 10-
462 221l; (2) provide for a period of time each day of individualized or
463 small group instruction for each student; (3) provide for monitoring of
464 programs and students and follow-up in subsequent grades,
465 documentation of continuous classroom observation of students'
466 reading behaviors and establishment of performance indicators
467 aligned with the state-wide mastery examinations under chapter 163c,
468 measures of efficacy of programs developed by the department
469 pursuant to subsection (i) of this section, the findings of the Early
470 Reading Success Panel pursuant to section 10-221j; [and other
471 methodologies for assessing reading competencies established by the
472 department pursuant to section 10-221i;] (4) include a professional
473 development component for teachers in grades kindergarten to three,
474 inclusive, that emphasizes the teaching of reading and reading
475 readiness and assessment of reading competency based on the findings
476 of the Early Reading Success Panel pursuant to section 10-221j; (5)
477 provide for on-site teacher training and coaching in the
478 implementation of research-based reading instruction delineated in
479 section 10-221l; (6) provide for parental involvement and ensure that
480 parents have access to information on strategies that may be used at
481 home to improve prereading or reading skills; (7) provide for data
482 collection and program evaluation; and (8) include any additional
483 information the commissioner deems relevant. Each school district that
484 receives grant funds under this section shall annually report to the
485 Department of Education on the district's progress toward reducing
486 the achievement gap in reading, including data on student progress in
487 reading and how such data have been used to guide professional
488 development and the coaching process.

489 Sec. 15. Sections 10-221h and 10-221i of the general statutes are

490 repealed. (Effective July 1, 2012)

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2012	New section
Sec. 2	July 1, 2012	New section
Sec. 3	July 1, 2012	New section
Sec. 4	July 1, 2012	New section
Sec. 5	July 1, 2012	New section
Sec. 6	July 1, 2012	New section
Sec. 7	July 1, 2012	10-14n(f)
Sec. 8	July 1, 2012	New section
Sec. 9	July 1, 2012	New section
Sec. 10	July 1, 2012	10-145b(i)(1)
Sec. 11	July 1, 2012	New section
Sec. 12	July 1, 2012	10-145d(f)
Sec. 13	July 1, 2012	New section
Sec. 14	July 1, 2012	10-265f(d)
Sec. 15	July 1, 2012	Repealer section

ED

Joint Favorable Subst. C/R

APP