



Senate

General Assembly

File No. 498

January Session, 2015

Substitute Senate Bill No. 1054

Senate, April 7, 2015

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING STUDENTS WITH DYSLEXIA.

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

1 Section 1. (NEW) (*Effective July 1, 2015*) The Commissioner of
2 Education shall designate an employee of the Department of Education
3 to be responsible for providing information and assistance to local and
4 regional boards of education and the parents or guardians of students
5 relating to the detection and recognition of, and evidence-based
6 structured literacy interventions for, students with dyslexia. For
7 purposes of this section, "dyslexia" has the same meaning as provided
8 in the Department of Education IEP Manual and Forms, revised
9 January 2015, as amended from time to time.

10 Sec. 2. Subsection (f) of section 10-145a of the general statutes is
11 repealed and the following is substituted in lieu thereof (*Effective July*
12 *1, 2015*):

13 (f) On and after July 1, 2006, any program of teacher preparation
14 leading to professional certification shall include, as part of the

15 curriculum, instruction in literacy skills and processes that reflects
16 current research and best practices in the field of literacy training. Such
17 instruction shall (1) be incorporated into requirements of student major
18 and concentration, and (2) on and after July 1, 2015, include not less
19 than twelve semester credit hours or one and one-half credits in the
20 detection and recognition of, and evidence-based structured literacy
21 interventions for, students with dyslexia, as defined in section 1 of this
22 act.

23 Sec. 3. Subsection (a) of section 10-220a of the general statutes is
24 repealed and the following is substituted in lieu thereof (*Effective July*
25 *1, 2015*):

26 (a) Each local or regional board of education shall provide an in-
27 service training program for its teachers, administrators and pupil
28 personnel who hold the initial educator, provisional educator or
29 professional educator certificate. Such program shall provide such
30 teachers, administrators and pupil personnel with information on (1)
31 the nature and the relationship of drugs, as defined in subdivision (17)
32 of section 21a-240, and alcohol to health and personality development,
33 and procedures for discouraging their abuse, (2) health and mental
34 health risk reduction education which includes, but need not be
35 limited to, the prevention of risk-taking behavior by children and the
36 relationship of such behavior to substance abuse, pregnancy, sexually
37 transmitted diseases, including HIV-infection and AIDS, as defined in
38 section 19a-581, violence, teen dating violence, domestic violence, child
39 abuse and youth suicide, (3) the growth and development of
40 exceptional children, including handicapped and gifted and talented
41 children and children who may require special education, including,
42 but not limited to, children with attention-deficit hyperactivity
43 disorder or learning disabilities, and methods for identifying, planning
44 for and working effectively with special needs children in a regular
45 classroom, including, but not limited to, implementation of student
46 individualized education programs, (4) school violence prevention,
47 conflict resolution, the prevention of and response to youth suicide
48 and the identification and prevention of and response to bullying, as

49 defined in subsection (a) of section 10-222d, except that those boards of
50 education that implement any evidence-based model approach that is
51 approved by the Department of Education and is consistent with
52 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-
53 222h, subsection (g) of section 10-233c and sections 1 and 3 of public
54 act 08-160, shall not be required to provide in-service training on the
55 identification and prevention of and response to bullying, (5)
56 cardiopulmonary resuscitation and other emergency life saving
57 procedures, (6) computer and other information technology as applied
58 to student learning and classroom instruction, communications and
59 data management, (7) the teaching of the language arts, reading and
60 reading readiness for teachers in grades kindergarten to three,
61 inclusive, (8) second language acquisition in districts required to
62 provide a program of bilingual education pursuant to section 10-17f,
63 (9) the requirements and obligations of a mandated reporter, [and] (10)
64 the teacher evaluation and support program adopted pursuant to
65 subsection (b) of section 10-151b, and (11) the detection and
66 recognition of, and evidence-based structured literacy interventions
67 for, students with dyslexia, as defined in section 1 of this act. Each
68 local and regional board of education may allow any paraprofessional
69 or noncertified employee to participate, on a voluntary basis, in any in-
70 service training program provided pursuant to this section. The State
71 Board of Education, within available appropriations and utilizing
72 available materials, shall assist and encourage local and regional
73 boards of education to include: (A) Holocaust and genocide education
74 and awareness; (B) the historical events surrounding the Great Famine
75 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)
76 Native American history; (F) personal financial management; (G)
77 domestic violence and teen dating violence; (H) mental health first aid
78 training; and (I) topics approved by the state board upon the request of
79 local or regional boards of education as part of in-service training
80 programs pursuant to this subsection.

81 Sec. 4. Section 10-14t of the general statutes is repealed and the
82 following is substituted in lieu thereof (*Effective July 1, 2015*):

83 (a) On or before January 1, [2014] 2016, the Department of Education
 84 shall develop or approve reading assessments for use by local and
 85 regional boards of education for the school year commencing July 1,
 86 [2014] 2016, and each school year thereafter, to identify students in
 87 kindergarten to grade three, inclusive, who are below proficiency in
 88 reading, provided any reading assessments developed or approved by
 89 the department include frequent screening and progress monitoring of
 90 students. Such reading assessments shall (1) measure phonics,
 91 phonemic awareness, fluency, vocabulary, and comprehension, (2)
 92 provide opportunities for periodic formative assessment during the
 93 school year, (3) produce data that is useful for informing individual
 94 and classroom instruction, including the grouping of students based
 95 on such data and the selection of instructional activities based on data
 96 of individual student response patterns during such progress
 97 monitoring, [and] (4) be compatible with best practices in reading
 98 instruction and research, and (5) assist in identifying, in whole or in
 99 part, students at risk for dyslexia, as defined in section 1 of this act, or
 100 other reading-related learning disabilities.

101 (b) Not later than February 1, [2013] 2016, the Commissioner of
 102 Education shall submit the reading assessments developed or
 103 approved under this section to the joint standing committee of the
 104 General Assembly having cognizance of matters relating to education,
 105 in accordance with the provisions of section 11-4a.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	New section
Sec. 2	<i>July 1, 2015</i>	10-145a(f)
Sec. 3	<i>July 1, 2015</i>	10-220a(a)
Sec. 4	<i>July 1, 2015</i>	10-14t

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 16 \$	FY 17 \$
Board of Regents for Higher Education	GF - Cost	up to \$100,000	up to \$100,000

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill results in a cost of up to \$100,000 per year to the Board of Regents for Higher Education as it specifies that the dyslexia education be at least 12 semester credit hours or one and a half credits in teacher preparation programs. The cost is the result of needing additional personnel to cover the added course requirements.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis

sSB 1054

AN ACT CONCERNING STUDENTS WITH DYSLEXIA.

SUMMARY:

This bill makes several changes to state education law regarding dyslexia. It requires:

1. the State Department of Education (SDE) to designate an employee to help parents and boards of education detect and intervene for students with dyslexia; and
2. teacher preparation programs and in-service training programs to include dyslexia education and training.

Furthermore, the bill extends by two years, from January 1, 2014 to January 1, 2016, the deadline for SDE to develop or approve reading assessments, which, among other things, help identify students at risk for dyslexia. It also extends, from February 1, 2013 to February 1, 2016, the deadline for the commissioner to submit the assessments to the Education Committee.

The bill also defines dyslexia for its purposes.

EFFECTIVE DATE: July 1, 2015

SDE DYSLEXIA POINT PERSON

The bill requires SDE to designate an employee to be responsible for providing local and regional boards of education and parents or guardians of students with information and assistance relating to the detection and recognition of, and evidence-based structured interventions for, students with dyslexia.

TEACHER PREPARATION AND IN-SERVICE TRAINING

Teacher preparation law requires prospective teachers to take a curriculum that includes instruction in literacy skills and specifically detection and recognition of, and evidence-based interventions for, students with dyslexia. The bill specifies that the (1) dyslexia education be at least 12 semester credit hours or one and a half credits and (2) the student evidence-based interventions also be “structured literacy” interventions.

By law, local or regional boards of education must provide in-service training to teachers in a number of areas, including health and mental health risk reduction education, school violence prevention, and numerous other topics. The bill adds the detection and recognition of, and evidence-based, structured literacy interventions for, students with dyslexia.

READING ASSESSMENTS

The law requires SDE to develop or approve kindergarten through grade three reading assessments that boards of education must use to identify students reading below proficiency. The bill requires that the assessments assist in identifying, in whole or in part, students at risk for dyslexia, as defined in the bill, or other reading-related learning disabilities.

By law and unchanged by the bill the assessment must:

1. measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
2. provide opportunities for periodic formative assessment during the school year;
3. produce data that is useful for informing individual and classroom instruction, including the grouping of students and instruction selection based on individual student responses, and
4. be compatible with best practices in reading instruction and research.

Under current law, SDE had until January 1, 2014 to develop or approve the assessments. The bill extends this deadline to January 1, 2016. It also extends, from February 1, 2013 to February 1, 2016, the deadline for the commissioner to submit the assessments to the Education Committee. The bill requires the assessments to be ready for use by school districts for the school year starting July 1, 2016, rather than July 1, 2014.

DYSLEXIA DEFINED

The bill states, that for purposes of the bill, dyslexia has the same meaning as found in the SDE's guidance manual for individual education programs (IEPs) under special education law (*IEP Manual and Forms*, Revised January 2015).

The manual defines dyslexia as a type of "specific learning disability" that impacts reading, specifically spelling, decoding words, and fluent word recognition. It specifies that dyslexia (1) is neurobiological and is often inconsistent with a student's other abilities and (2) results from a significant deficit in phonological processing (i.e., difficulty in the ability to manipulate individual sounds of spoken language).

Dyslexia is a sub-category of "specific learning disabilities," which are disorders of at least one basic psychological process involved in the understanding, or use of, written or spoken language that may manifest themselves in a number of ways involving the ability to listen, think, speak, read, write, spell, or do math. These disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation or emotional disturbance, or environmental or economic disadvantage.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/18/2015)