



General Assembly

**Substitute Bill No. 1054**

January Session, 2015



**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11 repealed and the following is substituted in lieu thereof (*Effective July*  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24 repealed and the following is substituted in lieu thereof (*Effective July*  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.*