



House of Representatives

General Assembly

File No. 462

January Session, 2017

House Bill No. 7254

House of Representatives, April 6, 2017

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the bill ought to pass.

AN ACT REQUIRING SPECIAL EDUCATION TEACHERS TO COMPLETE A PROGRAM OF STUDY IN EVIDENCE-BASED STRUCTURED LITERACY INTERVENTIONS FOR STUDENTS WITH DYSLEXIA.

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

1 Section 1. Subsection (i) of section 10-145d of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July*
3 *1, 2017*):

4 (i) (1) On and after July 1, 2017, any [(1)] (A) certified employee
5 applying for a remedial reading, remedial language arts or reading
6 consultant endorsement, or [(2)] (B) applicant for an initial, provisional
7 or professional educator certificate and a remedial reading, remedial
8 language arts or reading consultant endorsement shall [(A)] (i) achieve
9 a satisfactory score on the reading instruction examination approved
10 by the State Board of Education on April 1, 2009, or a comparable
11 reading instruction examination with minimum standards that are
12 equivalent to the examination approved by the State Board of

13 Education on April 1, 2009, and [(B)] (ii) have completed a program of
 14 study in the diagnosis and remediation of reading and language arts
 15 that includes supervised practicum hours and instruction in the
 16 detection and recognition of, and evidence-based structured literacy
 17 interventions for, students with dyslexia, as defined in section 10-3d.

18 (2) On and after July 1, 2018, any (A) certified employee applying
 19 for a comprehensive special education or integrated early childhood
 20 and special education endorsement, or (B) applicant for an initial,
 21 provisional or professional educator certificate and a comprehensive
 22 special education or integrated early childhood and special education
 23 endorsement shall have completed a program of study in the diagnosis
 24 and remediation of reading and language arts that includes supervised
 25 practicum hours and instruction in the detection and recognition of,
 26 and evidence-based structured literacy interventions for, students with
 27 dyslexia, as defined in section 10-3d.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2017	10-145d(i)

ED *Joint Favorable*

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:*** None***Municipal Impact:*** None***Explanation***

The bill establishes additional requirements for applicants seeking special education or integrated early childhood and special education endorsements. The bill is not anticipated to result in a fiscal impact to the state or municipalities, as any additional cost will fall on individuals seeking endorsements.

The Out Years***State Impact:*** None***Municipal Impact:*** None

OLR Bill Analysis**HB 7254*****AN ACT REQUIRING SPECIAL EDUCATION TEACHERS TO COMPLETE A PROGRAM OF STUDY IN EVIDENCE-BASED STRUCTURED LITERACY INTERVENTIONS FOR STUDENTS WITH DYSLEXIA.*****SUMMARY**

Beginning July 1, 2018, this bill establishes additional requirements for applicants seeking a comprehensive special education or integrated early childhood and special education endorsement. It requires them to complete a reading and language diagnosis and remediation program that includes supervised practicum hours and instruction in the detection of, and evidence-based structured literacy interventions for, students with dyslexia. This requirement applies to those seeking the endorsements as certified teachers or as applicants for any of the three teacher certification levels (initial, provisional, or professional).

Among other things, current (1) comprehensive special education endorsement applicants must achieve a satisfactory score on the State Board of Education (SBE)-approved reading instruction exam or a comparable reading instruction exam with standards equivalent to the SBE-approved exam, and (2) integrated early childhood and special education endorsement applicants must complete an approved teacher preparation program specifically in the area sought and be recommended for certification.

Under the bill, dyslexia has the same meaning found in the State Department of Education's guidance manual for individualized education programs under special education law. The manual defines dyslexia as a type of learning disability that is neurobiological in origin; affects reading, specifically spelling, decoding words, and fluent word recognition; and results from significant deficit in

phonological processing.

EFFECTIVE DATE: July 1, 2017

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 31 Nay 0 (03/24/2017)