AN ACT ESTABLISHING A TASK FORCE TO ANALYZE THE IMPLEMENTATION OF LAWS GOVERNING DYSLEXIA INSTRUCTION AND TRAINING.

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

Section 1. (Effective from passage) (a) There is established a task force to analyze and make recommendations on issues relating to the implementation of the laws governing dyslexia instruction and training in the state.

(b) The task force shall examine and make recommendations on whether (1) institutions of higher education in the state are complying with the licensure requirements set forth in (A) subsection (e) of section 10-145a of the general statutes, specifically as it relates to the twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and (B) subsection (i) of section 10-145d of the general statutes, specifically as it relates to a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of,
and evidence-based structured literacy interventions for students with
dyslexia, and (2) the current in-service training and professional
development models are appropriate to provide in-service training
and professional development for teachers with the knowledge and
understanding to meet the needs of dyslexic students in accordance
with subsection (a) of section 10-220a of the general statutes and
section 10-148a of the general statutes.

(c) The task force may make recommendations on (1) the literacy
content knowledge and pedagogy that candidates in programs of
teacher preparation leading to professional certification should obtain
in order to be able to effectively and consistently meet the needs of
students at risk for reading failure, including students with dyslexia,
(2) the development of a Connecticut reading standards matrix that
reflects national standards, current research on the science of reading,
Connecticut Common Core State Standards, Connecticut Academic
Standards, content covered by the Foundations of Reading Assessment
and any Connecticut regulations pertaining to reading, (3) methods to
ensure that teachers possess an appropriate level of knowledge to
teach the literacy content knowledge and pedagogy referenced within
the standards matrix, (4) supervised practicum methods that provide
professors with the knowledge they need to supervise candidates in
programs of teacher preparation in a practicum with an at-risk reader
and be a qualified coach or mentor during such practicum, (5) whether
the Department of Education's "Approved Menu of Research Based
Grades K-3, Universal Screening Reading Assessments (June 2018)"
meets the requirements of section 10-14t of the general statutes, (6)
whether the screening assessments listed are appropriate and
represent current research on the science of reading and assessments,
(7) the components needed to assist and identify, in whole or in part,
students at risk for dyslexia, or other reading-related learning
disabilities, and (8) whether reporting screening data for all school
districts would be beneficial.

(d) The task force shall consist of the following members:
(1) Two appointed by the speaker of the House of Representatives, at least one of whom has expertise in the provision of instruction to students with dyslexia;

(2) Two appointed by the president pro tempore of the Senate, at least one of whom has expertise in the provision of professional development training for teachers concerning instruction to students with dyslexia;

(3) One appointed by the majority leader of the House of Representatives, who is a professor of a program of teacher preparation;

(4) One appointed by the majority leader of the Senate, who is a representative of an organization that advocates on behalf of the interests of parents and students with dyslexia;

(5) One appointed by the minority leader of the House of Representatives, who is a parent or guardian of a student with dyslexia;

(6) One appointed by the minority leader of the Senate, who has expertise with dyslexia;

(7) The Commissioner of Education, or the commissioner's designee; and

(8) Two persons appointed by the Governor who shall be representatives of public institutions of higher education in the state responsible for administering programs of teacher preparation.

(e) Any member of the task force appointed under subdivision (1), (2), (4), (5) or (6) of subsection (d) of this section may be a member of the General Assembly.

(f) All appointments to the task force shall be made not later than thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.
(g) The speaker of the House of Representatives and the president pro tempore of the Senate shall select the chairpersons of the task force from among the members of the task force. Such chairpersons shall schedule the first meeting of the task force, which shall be held not later than sixty days after the effective date of this section.

(h) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education shall serve as administrative staff of the task force.

(i) Not later than January 1, 2020, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education and higher education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2020, whichever is later.

This act shall take effect as follows and shall amend the following sections:

| Section 1 | from passage | New section |

Statement of Purpose:
To establish a task force to analyze and make recommendations on the implementation of the laws governing dyslexia instruction and training.

[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.]