



General Assembly

January Session, 2021

Raised Bill No. 6620

LCO No. 4700



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING THE RIGHT TO READ AND ADDRESSING OPPORTUNITY GAPS AND EQUITY IN PUBLIC SCHOOLS.

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

1 Section 1. (NEW) (*Effective July 1, 2021*) (a) For the school year
2 commencing July 1, 2023, and each school year thereafter, each local and
3 regional board of education shall implement a reading curriculum
4 model or program for grades prekindergarten to grade five, inclusive,
5 that has been approved by the Center for Literacy Research and Reading
6 Success, pursuant to section 2 of this act.

7 (b) On or before July 1, 2023, and biennially thereafter, each local and
8 regional board of education shall notify the Commissioner of Education
9 and the Center for Literacy Research and Reading Success of which
10 reading curriculum model or program that the board is implementing.

11 (c) If a local or regional board of education demonstrates to the
12 Commissioner of Education that such board has insufficient resources
13 or funding to implement any of the reading curriculum model or
14 programs, the commissioner may grant such board an extension of time,
15 provided such board demonstrates continued efforts to implement a

16 reading curriculum model or program.

17 (d) The Commissioner of Education may, upon request of a local or
18 regional board of education, grant a waiver from the provisions of
19 subsection (a) of this section to such board to implement a reading
20 curriculum model or program other than one adopted by the Center for
21 Literacy Research and Reading Success, provided such reading
22 curriculum or model is (1) evidenced-based and scientifically-based,
23 and (2) focused on competency in the five areas of reading: Phonemic
24 awareness, phonics, fluency, vocabulary development, and reading
25 fluency, including oral skills and reading comprehension, as
26 determined by the commissioner in consultation with the center.

27 Sec. 2. (NEW) (*Effective July 1, 2021*) Not later than July 1, 2022, the
28 Center for Literacy Research and Reading Success, established pursuant
29 to section 9 of this act, shall approve at least five reading curriculum
30 models or programs to be implemented by local and regional boards of
31 education in accordance with the provisions of section 1 of this act. Such
32 reading curriculum models or programs shall be (1) evidenced-based
33 and scientifically-based, and (2) focused on competency in the five areas
34 of reading: Phonemic awareness, phonics, fluency, vocabulary
35 development, and reading fluency, including oral skills and reading
36 comprehension.

37 Sec. 3. Section 10-1600 of the general statutes is repealed and the
38 following is substituted in lieu thereof (*Effective July 1, 2021*):

39 Not later than July 1, 2012, the Department of Education shall
40 approve and make available model curricula and frameworks in
41 [reading and] mathematics for grades prekindergarten to grade four,
42 inclusive, for use by local and regional boards of education for school
43 districts or individual schools identified by the department as having
44 [academic achievement] opportunity gaps. Such curricula and
45 frameworks shall be culturally relevant, research-based and aligned
46 with student achievement standards adopted by the State Board of
47 Education. For purposes of this section, ["achievement] "opportunity

48 gaps" means the existence of a significant disparity in the academic
49 performance of students among and between (1) racial groups, (2) ethnic
50 groups, (3) socioeconomic groups, (4) genders, and (5) English language
51 learners and students whose primary language is English.

52 Sec. 4. Subsection (a) of section 10-16b of the general statutes, as
53 amended by section 1 of public act 19-12, is repealed and the following
54 is substituted in lieu thereof (*Effective July 1, 2021*):

55 (a) In the public schools the program of instruction offered shall
56 include at least the following subject matter, as taught by legally
57 qualified teachers, the arts; career education; consumer education;
58 health and safety, including, but not limited to, human growth and
59 development, nutrition, first aid, including cardiopulmonary
60 resuscitation training in accordance with the provisions of section 10-
61 16qq, disease prevention and cancer awareness, including, but not
62 limited to, age and developmentally appropriate instruction in
63 performing self-examinations for the purposes of screening for breast
64 cancer and testicular cancer, community and consumer health, physical,
65 mental and emotional health, including youth suicide prevention,
66 substance abuse prevention, including instruction relating to opioid use
67 and related disorders, safety, which shall include the safe use of social
68 media, as defined in section 9-601, and may include the dangers of gang
69 membership, and accident prevention; language arts, including reading,
70 writing, grammar, speaking and spelling; mathematics; physical
71 education; science, which may include the climate change curriculum
72 described in subsection (d) of this section; social studies, including, but
73 not limited to, citizenship, economics, geography, government, history
74 and Holocaust and genocide education and awareness in accordance
75 with the provisions of section 10-18f; African-American and black
76 studies in accordance with the provisions of section 10-16ss, as amended
77 by this act; Puerto Rican and Latino studies in accordance with the
78 provisions of section 10-16ss, as amended by this act; computer
79 programming instruction; and in addition, on at least the secondary
80 level, one or more world languages; vocational education; and the black
81 and Latino studies course in accordance with the provisions of sections

82 10-16tt and 10-16uu, as amended by this act. For purposes of this
83 subsection, world languages shall include American Sign Language,
84 provided such subject matter is taught by a qualified instructor under
85 the supervision of a teacher who holds a certificate issued by the State
86 Board of Education. For purposes of this subsection, the "arts" means
87 any form of visual or performing arts, which may include, but not be
88 limited to, dance, music, art and theatre; "reading" means evidenced-
89 based instruction that focuses on competency in the five areas of
90 reading: Phonemic awareness, phonics, fluency, vocabulary
91 development and reading fluency, including oral skills and reading
92 comprehension.

93 (b) If a local or regional board of education requires its pupils to take
94 a course in a world language, the parent or guardian of a pupil
95 identified as deaf or hard of hearing may request in writing that such
96 pupil be exempted from such requirement and, if such a request is
97 made, such pupil shall be exempt from such requirement.

98 (c) Each local and regional board of education shall on September 1,
99 1982, and annually thereafter at such time and in such manner as the
100 Commissioner of Education shall request, attest to the State Board of
101 Education that such local or regional board of education offers at least
102 the program of instruction required pursuant to this section, and that
103 such program of instruction is planned, ongoing and systematic.

104 (d) The State Board of Education shall make available curriculum
105 materials and such other materials as may assist local and regional
106 boards of education in developing instructional programs pursuant to
107 this section. The State Board of Education, within available
108 appropriations and utilizing available resource materials, shall assist
109 and encourage local and regional boards of education to include: (1)
110 Holocaust and genocide education and awareness; (2) the historical
111 events surrounding the Great Famine in Ireland; (3) African-American
112 and black studies; (4) Puerto Rican and Latino studies; (5) Native
113 American history; (6) personal financial management, including, but not
114 limited to, financial literacy as developed in the plan provided under

115 section 10-16pp; (7) training in cardiopulmonary resuscitation and the
116 use of automatic external defibrillators; (8) labor history and law,
117 including organized labor, the collective bargaining process, existing
118 legal protections in the workplace, the history and economics of free
119 market capitalism and entrepreneurialism, and the role of labor and
120 capitalism in the development of the American and world economies;
121 (9) climate change consistent with the Next Generation Science
122 Standards; (10) topics approved by the state board upon the request of
123 local or regional boards of education as part of the program of
124 instruction offered pursuant to subsection (a) of this section; and (11)
125 instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61,
126 inclusive. The Department of Energy and Environmental Protection
127 shall be available to each local and regional board of education for the
128 development of curriculum on climate change as described in this
129 subsection.

130 Sec. 5. Section 10-14t of the general statutes is repealed and the
131 following is substituted in lieu thereof (*Effective July 1, 2021*):

132 (a) [On or before January 1, 2016, the Department of Education shall
133 develop or approve] On or before January 1, 2022, the Center for
134 Literacy Research and Reading Success, established pursuant to section
135 9 of this act, shall compile a list of approved reading assessments for use
136 by local and regional boards of education for the school year
137 commencing July 1, [2016] 2023, and each school year thereafter, to
138 identify students in kindergarten to grade [three] five, inclusive, who
139 are below proficiency in reading, provided any such reading
140 assessments [developed or approved by the department] include
141 frequent screening and progress monitoring of students. Such reading
142 assessments shall (1) measure phonics, phonemic awareness, fluency,
143 vocabulary, and comprehension, (2) provide opportunities for periodic
144 formative assessment during the school year, (3) produce data that is
145 useful for informing individual and classroom instruction, including the
146 grouping of students based on such data and the selection of
147 instructional activities based on data of individual student response
148 patterns during such progress monitoring, (4) be compatible with best

149 practices in reading instruction and research, and (5) assist in
150 identifying, in whole or in part, students at risk for dyslexia, as defined
151 in section 10-3d, or other reading-related learning disabilities.

152 (b) Not later than [February 1, 2016] January 15, 2022, the
153 Commissioner of Education shall submit the list of approved reading
154 assessments [developed or approved] compiled under this section to the
155 joint standing committee of the General Assembly having cognizance of
156 matters relating to education, in accordance with the provisions of
157 section 11-4a.

158 Sec. 6. Section 10-14u of the general statutes is repealed and the
159 following is substituted in lieu thereof (*Effective July 1, 2021*):

160 (a) As used in this section:

161 (1) ["Achievement gap"] "Opportunity gaps" means the existence of a
162 significant disparity in the academic performance of students among
163 and between (A) racial groups, (B) ethnic groups, (C) socioeconomic
164 groups, (D) genders, and (E) English language learners and students
165 whose primary language is English.

166 (2) "Scientifically-based reading research and instruction" means (A)
167 a comprehensive program or a collection of instructional practices that
168 is based on reliable, valid evidence showing that when such programs
169 or practices are used, students can be expected to achieve satisfactory
170 reading progress, and (B) the integration of instructional strategies for
171 continuously assessing, evaluating and communicating the student's
172 reading progress and needs in order to design and implement ongoing
173 interventions so that students of all ages and proficiency levels can read
174 and comprehend text and apply higher level thinking skills. Such
175 comprehensive program or collection of practices [shall include]
176 includes, but is not [be] limited to, instruction in five areas of reading:
177 Phonemic awareness, phonics, fluency, vocabulary development, and
178 [text comprehension] reading fluency, including oral skills and reading
179 comprehension.

180 (b) For the school year commencing July 1, [2014] 2021, and each
181 school year thereafter, the Commissioner of Education, in consultation
182 with the director of the Center for Literacy Research and Reading
183 Success, established pursuant to section 9 of this act, shall create an
184 intensive reading instruction program to improve student literacy in
185 grades kindergarten to grade [three] five, inclusive, and close the
186 [achievement gap] opportunity gaps. Such intensive reading instruction
187 program shall include routine reading assessments for students in
188 kindergarten to grade [three] five, inclusive, scientifically-based reading
189 research and instruction, an intensive reading intervention strategy, as
190 described in subsection (c) of this section, supplemental reading
191 instruction and reading remediation plans, as described in subsection
192 (d) of this section, and an intensive summer school reading program, as
193 described in subsection (e) of this section. [For the school year
194 commencing July 1, 2014, the commissioner shall select five elementary
195 schools that are (1) located in an educational reform district, as defined
196 in section 10-262u, (2) participating in the commissioner's network of
197 schools, pursuant to section 10-223h, or (3) among the lowest five per
198 cent of elementary schools in school subject performance indices for
199 reading and mathematics, as defined in section 10-223e, to participate in
200 the intensive reading instruction program and for the school year
201 commencing July 1, 2015, and each school year thereafter, the
202 commissioner may select up to five additional such elementary schools
203 to participate in the intensive reading instruction program.] For the
204 school year commencing July 1, 2021, and each school year thereafter,
205 the commissioner, in consultation with the Center for Literacy Research
206 and Reading Success, shall provide, upon request of a local or regional
207 board of education for a town designated as an alliance district, as
208 defined in section 10-262u, as amended by this act, the intensive reading
209 instruction program to such board, or may include the intensive reading
210 instruction program in the tiered supports in early literacy provided
211 under the reading readiness program pursuant to section 10-14y, as
212 amended by this act.

213 (c) On or before July 1, [2014] 2021, the Department of Education, in

214 consultation with the Center for Literacy Research and Reading Success,
215 shall develop an intensive reading intervention strategy for use by
216 [schools selected by the Commissioner of Education to participate in the
217 intensive reading instruction program to address the achievement gap
218 at such schools and] any elementary school located in an alliance district
219 that enrolls students who are not reading at or above grade level to
220 ensure that [all] such students are reading proficiently by grade [three]
221 five in such schools. Such intensive reading intervention strategy [for
222 schools] shall (1) include, but not be limited to, (A) rigorous assessments
223 in reading skills, (B) scientifically-based reading research and
224 instruction, (C) [one external literacy coach for] external literacy coaches
225 made available to each school, [to be funded by the department,] who
226 will work with the reading data collected, support the principal of the
227 school as needed, observe, and coach classes and supervise the reading
228 interventions, (D) [four] reading interventionists [for each school, to be
229 funded by the department,] who will develop a reading remediation
230 plan for any student who is reading below proficiency, be responsible
231 for all supplemental reading instruction, and conduct reading
232 assessments as needed, and (E) training for teachers and administrators
233 in scientifically-based reading research and instruction, including,
234 training for school administrators on how to assess a classroom to
235 ensure that all children are proficient in reading by grade [three] five,
236 and (2) outline, at a minimum, how (A) reading data will be collected,
237 analyzed and used for purposes of instructional development, (B)
238 professional and leadership development will be related to reading data
239 analysis and used to support individual teacher and classroom needs,
240 (C) [the selected] schools will communicate with parents and guardians
241 of students on reading instruction strategies and student reading
242 performance goals, and on opportunities for parents and guardians to
243 partner with teachers and school administrators to improve reading at
244 home and at school, (D) teachers and school leaders will be trained in
245 the science of teaching reading, (E) periodic student progress reports
246 will be issued, and (F) such [selected school] intensive reading
247 intervention strategy will be monitored at the classroom level. The
248 commissioner shall review and evaluate the [school] intensive reading

249 intervention strategy for model components that may be used and
250 replicated in other [schools and school districts] alliance districts to
251 ensure that all children are proficient in reading by grade [three] five.

252 (d) (1) For the school year commencing July 1, [2014] 2021, and each
253 school year thereafter, each [school selected by the Commissioner of
254 Education to participate in the intensive reading instruction program
255 under this section shall] local and regional board of education for a town
256 designated as an alliance district shall, in consultation with the director
257 of the Center for Literacy Research and Reading Success, provide
258 supplemental reading instruction to students in kindergarten to grade
259 [three] five, inclusive, who are reading below proficiency, as identified
260 by the reading assessment described in section 10-14t, as amended by
261 this act. Such supplemental reading instruction shall be provided by a
262 reading interventionist during regular school hours.

263 (2) A reading remediation plan shall be developed by a reading
264 interventionist for each student enrolled in an elementary school in an
265 alliance district in kindergarten to grade [three] five, inclusive, who has
266 been identified as reading below proficiency to address and correct the
267 reading deficiency of such student. Such remediation plan shall include
268 instructional strategies that utilize research based reading instruction
269 materials and teachers trained in reading instruction, parental
270 involvement in the implementation of the remediation plan and regular
271 progress reports on such student.

272 (3) The principal of [a school selected by the Commissioner of
273 Education to participate in the intensive reading instruction program
274 under this section] each elementary school in an alliance district shall
275 notify the parent or guardian of any student in kindergarten to grade
276 [three] five, inclusive, who has been identified as being below
277 proficiency in reading. Such notice shall be in writing and (A) include
278 an explanation of why such student is below proficiency in reading, and
279 (B) inform such parent or guardian that a remediation plan, as described
280 in subdivision (2) of this subsection, will be developed for such student
281 to provide supplemental reading instruction, including strategies for

282 the parent or guardian to use at home with such student.

283 (e) (1) [Any student enrolled in a school selected by the
284 Commissioner of Education that is located in a priority school district,
285 pursuant to section 10-266p, to participate in the intensive reading
286 instruction program under this section and who is reading below
287 proficiency at the end of the school year shall be enrolled in] Each local
288 and regional board of education for a town designated as an alliance
289 district shall, in consultation with the director of the Center for Literacy
290 Research and Reading Success, provide any student in kindergarten to
291 grade five, inclusive, who is reading below proficiency at the end of the
292 school year with an intensive summer school reading instruction
293 program. Such intensive summer school reading instruction program
294 shall include, (A) a comprehensive reading intervention program, (B)
295 scientifically-based reading research and instruction strategies and
296 interventions, (C) diagnostic assessments administered to a student
297 prior to or during an intensive summer school reading instruction
298 program to determine such student's particularized need for
299 instruction, (D) teachers who are trained in the teaching of reading and
300 reading assessment and intervention, and (E) weekly progress
301 monitoring to assess the reading progress of such student and tailor
302 instruction for such student.

303 (2) [The principal of a school selected by the Commissioner of
304 Education to participate in] Each local and regional board of education
305 for a town designated as an alliance district providing supplemental
306 reading instruction as part of the intensive reading instruction program
307 under this section shall submit reports to the Department of Education,
308 at such time and in such manner as prescribed by the department, on
309 (A) student reading progress for each student reading below proficiency
310 based on the data collected from the screening and progress monitoring
311 of such student using the reading assessments described in section 10-
312 14t, as amended by this act, and (B) the specific reading interventions
313 and supports implemented.

314 (f) Not later than October 1, [2015] 2021, and annually thereafter, the

315 department shall report to the joint standing committee of the General
316 Assembly having cognizance of matters relating to education, in
317 accordance with the provisions of section 11-4a, on student reading
318 levels [in schools participating] in the intensive reading instruction
319 program. Such report shall include recommendations on model
320 components of the school intensive reading intervention strategy that
321 may be used and replicated in other [schools and school districts]
322 alliance districts.

323 Sec. 7. Section 10-14v of the general statutes is repealed and the
324 following is substituted in lieu thereof (*Effective July 1, 2021*):

325 On or before January 1, [2014] 2021, the Department of Education, in
326 collaboration with the Center for Literacy Research and Reading Success
327 established pursuant to section 9 of this act, shall develop a coordinated
328 state-wide reading plan for students in kindergarten to grade [three]
329 five, inclusive, that contains strategies and frameworks that are
330 research-driven to produce effective reading instruction and
331 improvement in student performance. Such plan shall include: (1) The
332 alignment of reading standards, instruction and assessments for
333 students in kindergarten to grade [three] five, inclusive; (2) teachers' use
334 of data on the progress of all students to adjust and differentiate
335 instructional practices to improve student reading success; (3) the
336 collection of information concerning each student's reading
337 background, level and progress so that teachers can use such
338 information to assist in the transition of a student's promotion to the
339 next grade level; (4) an intervention for each student who is not making
340 adequate progress in reading to help such student read at the
341 appropriate grade level; (5) enhanced reading instruction for students
342 who are reading at or above their grade level; (6) the coordination of
343 reading instruction activities between parents, students, teachers and
344 administrators of the school district at home and in school; (7) school
345 district reading plans; (8) parental involvement by providing parents
346 and guardians of students with opportunities for partnering with
347 teachers and school administrators to (A) create an optimal learning
348 environment, and (B) receive updates on the reading progress of their

349 student; (9) teacher training and reading performance tests aligned with
350 teacher preparation courses and professional development activities;
351 (10) incentives for schools that have demonstrated significant
352 improvement in student reading; (11) research-based literacy training
353 for early childhood care and education providers and instructors
354 working with children birth to five years of age, inclusive, and transition
355 plans relating to oral language and preliteracy proficiency for children
356 between prekindergarten and kindergarten; (12) the alignment of
357 reading instruction with the common core state standards adopted by
358 the State Board of Education; and (13) the alignment of reading
359 instruction with the two-generational initiative established pursuant to
360 section 17b-112l.

361 Sec. 8. Section 10-14y of the general statutes is repealed and the
362 following is substituted in lieu thereof (*Effective July 1, 2021*):

363 (a) The Department of Education, in collaboration with the Center for
364 Literacy Research and Reading Success established pursuant to section
365 9 of this act, shall, within available appropriations, establish a reading
366 readiness program that provides tiered supports in early literacy to each
367 school district designated as an alliance district, pursuant to section 10-
368 262u, as amended by this act, and each school participating in the
369 commissioner's network of schools, pursuant to section 10-223h. The
370 department shall conduct an assessment of the reading readiness of
371 students enrolled in kindergarten to grade [three] five, inclusive, for
372 each such school and school district. Such reading readiness assessment
373 shall consider any combination of the following: (1) Whether such
374 school or school district has developed and is implementing a multiyear
375 plan and allocated resources specifically for early literacy in
376 kindergarten to grade [three] five, inclusive, (2) whether teachers and
377 administrators have received training regarding the science of teaching
378 reading, and the extent to which teachers and administrators have
379 completed the program of professional development in scientifically
380 based reading research and instruction, pursuant to section 10-148b, (3)
381 the level of access to external coaches in literacy, and (4) whether there
382 is reading intervention staff embedded at such school or in the school

383 district.

384 (b) The department shall identify the early literacy needs of each
385 school and school district described in subsection (a) of this section
386 based on the results of the reading readiness assessment conducted
387 pursuant to [said] subsection (a) of this section, and provide, in
388 collaboration with the Center for Literacy Research and Reading
389 Success, tiered supports in early literacy as follows:

390 (1) Tier one universal supports shall [be provided to each such school
391 district that is an educational reform district, as defined in section 10-
392 262u, and] include online professional development modules aligned
393 with the reading instruction survey, as described in section 10-145r, and
394 other literacy modules and programs available in the state;

395 (2) Tier two targeted supports shall include (A) a two-year program
396 of literacy leadership training for certain teachers and administrators,
397 (B) targeted professional development, in accordance with the
398 provisions of section 10-148b, using the results of the reading instruction
399 survey, as described in section 10-145r, and (C) external coaching
400 support using funding received pursuant to section 10-223h or 10-262u,
401 as amended by this act; and

402 (3) Tier three intensive supports shall include multiyear support from
403 the department and a commitment from such school or school district,
404 that includes, but need not be limited to, (A) the use of funding received
405 pursuant to section 10-262u, as amended by this act, to support an early
406 literacy program for students enrolled in kindergarten to grade [three]
407 five, inclusive, (B) technical support in the drafting and submission of
408 alliance district reading plans, as described in section 10-262u, as
409 amended by this act, (C) identifying and embedding dedicated literacy
410 coaches and reading interventionists, (D) targeted and intensive
411 professional development, and (E) funds for assessment and
412 instructional materials.

413 (c) Any tiered supports in early literacy provided under this section
414 shall be aligned with any turnaround plan, developed pursuant to

415 section 10-223h, or alliance district plan, developed pursuant to section
416 10-262u, as amended by this act, as applicable.

417 Sec. 9. (NEW) (*Effective July 1, 2021*) (a) The Department of Education
418 shall establish a Center for Literacy Research and Reading Success. The
419 center shall be responsible for (1) collaborating with the department in
420 the implementation of the coordinated state-wide reading plan for
421 students in kindergarten to grade five, inclusive, established pursuant
422 to section 10-14v of the general statutes, as amended by this act; (2)
423 researching and developing, in collaboration with the department and
424 Office of Early Childhood, a birth to grade twelve reading success
425 strategy to be included in the alignment of reading instruction with the
426 two-generational initiative, established pursuant to section 17b-112l of
427 the general statutes; (3) (A) providing direct support to schools and
428 boards of education to improve reading outcomes for students in
429 kindergarten to grade five, inclusive, and other reading initiatives, and
430 (B) supporting the community of teachers, schools and boards of
431 education engaged in improving through coaching, leadership training,
432 professional development, parental engagement and technical
433 assistance that is consistent with the intensive reading instruction
434 program, as described in section 10-14u of the general statutes, as
435 amended by this act, and aligned with evidence-based practices; (4)
436 providing independent, random reviews of how a local or regional
437 board of education is implementing (A) a reading curriculum model or
438 program for grades prekindergarten to grade five, inclusive, pursuant
439 to section 1 of this act, and (B) an approved reading assessment,
440 pursuant to section 10-14t of the general statutes, as amended by this
441 act; (5) receiving and publicly reporting, not later than September 1,
442 2023, and biennially thereafter, the reading curriculum model or
443 program being implemented by each local and regional board of
444 education pursuant to section 1 of this act; (6) developing and
445 maintaining an Internet web site for the purpose of disseminating tools
446 and information associated with the intensive reading instruction
447 program for student reading; (7) serving as a collaborative center for
448 institutions of higher education and making available to the faculty of

449 teacher preparation programs (A) the science of teaching reading, (B)
450 the intensive reading instruction program, and (C) samples of available
451 reading curriculum models or programs adopted pursuant to section 2
452 of this act; (8) reviewing and publicly reporting on progress made by
453 teacher preparation programs to include reading curriculum models or
454 programs adopted pursuant to section 2 of this act; and (9) supporting
455 the development of research-based, successful virtual and remote
456 literacy development strategies.

457 (b) The Center for Literacy Research and Reading Success shall be
458 under the direction of a director who shall, in consultation with the
459 Reading Leadership Implementation Council described in subsection (c)
460 of this section, be responsible for (1) overseeing all activities of the
461 center, (2) facilitating communication between the center, local and
462 regional boards of education, the Department of Education and other
463 affiliates of the center, and (3) coordinating the dissemination of
464 information, tools and services made available by the center.

465 (c) The activities of the center shall be implemented by the Reading
466 Leadership Implementation Council which shall consist of the following
467 members: (1) The director of the center, or the director's designee; (2) the
468 director of reading initiatives for the Department of Education, as
469 described in section 10-3c of the general statutes, as amended by this act;
470 (3) the executive director of the Commission on Women, Children,
471 Seniors, Equity and Opportunity, or the executive director's designee;
472 (4) an individual designated by the Governor who has experience in
473 literacy or education and is engaged in the development and
474 implementation of the intensive reading instruction program; (5) two
475 individuals, designated by the chairperson of the Black and Puerto
476 Rican Caucus of the General Assembly, one of whom has experience
477 with literacy or education and is engaged in the development and
478 implementation of the intensive reading instruction program, provided
479 such individual is not a member of the General Assembly; and (6) the
480 dean of the Neag School of Education at The University of Connecticut,
481 or the dean's designee. The Reading Leadership Implementation
482 Council shall develop and publish the annual goals for the center and

483 meet at least once every two months. The Reading Leadership
484 Implementation Council may establish an advisory board that consists
485 of representatives from public, private and philanthropic organizations,
486 and is responsible for providing advice, guidance and resources for the
487 center's goal and mission.

488 (d) The Center for Literacy Research and Reading Success shall hire
489 reading coaches who have experience and expertise in the intensive
490 reading instruction program. Such reading coaches shall (1) provide
491 training and professional development on the intensive reading
492 instruction program, literacy leadership and effective instruction to
493 teachers, (2) work directly with teachers to support the implementation
494 of the intensive reading instruction program and attend school and
495 school district leadership, data and planning meetings, (3) provide
496 coaching to teachers, and (4) lead and participate in family engagement
497 activities.

498 Sec. 10. Section 10-3c of the general statutes is repealed and the
499 following is substituted in lieu thereof (*Effective July 1, 2021*):

500 There shall be a director of reading initiatives within the Department
501 of Education. The director shall be responsible for (1) administering the
502 intensive reading instruction program to improve student literacy in
503 kindergarten to grade [three] five, inclusive, and close [the achievement
504 gap] opportunity gaps, pursuant to section 10-14u, as amended by this
505 act, (2) assisting in the development and administration of the program
506 of professional development for teachers and principals in scientifically
507 based reading research and instruction, pursuant to section 10-148b, (3)
508 administering the coordinated state-wide reading plan for students in
509 kindergarten to grade [three] five, inclusive, pursuant to section 10-14v,
510 as amended by this act, (4) administering the incentive program
511 described in section 10-14w, (5) providing assistance to local and
512 regional boards of education in the administration of the reading
513 assessments described in section 10-14t, as amended by this act, and the
514 implementation of school district reading plans, (6) providing
515 information and assistance to parents and guardians of students relating

516 to reading and literacy instruction, (7) addressing reading and literacy
517 issues related to students who are English language learners, [and] (8)
518 developing and administering any other state-wide reading and literacy
519 initiatives for students in kindergarten to grade twelve, inclusive, and
520 (9) supporting the development of research-based virtual and remote
521 literacy learning models and curricula.

522 Sec. 11. Subsection (d) of section 10-262u of the general statutes is
523 repealed and the following is substituted in lieu thereof (*Effective July 1,*
524 *2021*):

525 (d) The local or regional board of education for a town designated as
526 an alliance district may apply to the Commissioner of Education, at such
527 time and in such manner as the commissioner prescribes, to receive any
528 increase in funds received over the amount the town received for the
529 prior fiscal year pursuant to subsection (a) of section 10-262i.
530 Applications pursuant to this subsection shall include objectives and
531 performance targets and a plan that are developed, in part, on the
532 strategic use of student academic performance data. Such plan may
533 include, but not be limited to, the following: (1) A tiered system of
534 interventions for the schools under the jurisdiction of such board based
535 on the needs of such schools, (2) ways to strengthen the foundational
536 programs in reading, through the intensive reading instruction program
537 pursuant to section 10-14u, as amended by this act, to ensure reading
538 mastery in kindergarten to grade [three] five, inclusive, with a focus on
539 standards and instruction, proper use of data, intervention strategies,
540 current information for teachers, parental engagement, and teacher
541 professional development, (3) additional learning time, including
542 extended school day or school year programming administered by
543 school personnel or external partners, (4) a talent strategy that includes,
544 but is not limited to, teacher and school leader recruitment and
545 assignment, career ladder policies that draw upon guidelines for a
546 model teacher evaluation program adopted by the State Board of
547 Education, pursuant to section 10-151b, and adopted by each local or
548 regional board of education. Such talent strategy may include
549 provisions that demonstrate increased ability to attract, retain, promote

550 and bolster the performance of staff in accordance with performance
551 evaluation findings and, in the case of new personnel, other indicators
552 of effectiveness, (5) training for school leaders and other staff on new
553 teacher evaluation models, (6) provisions for the cooperation and
554 coordination with early childhood education providers to ensure
555 alignment with district expectations for student entry into kindergarten,
556 including funding for an existing local Head Start program, (7)
557 provisions for the cooperation and coordination with other
558 governmental and community programs to ensure that students receive
559 adequate support and wraparound services, including community
560 school models, (8) provisions for implementing and furthering state-
561 wide education standards adopted by the State Board of Education and
562 all activities and initiatives associated with such standards, (9) strategies
563 for attracting and recruiting minority teachers and administrators, (10)
564 provisions for the enhancement of bilingual education programs,
565 pursuant to section 10-17f, or other language acquisition services to
566 English language learners, including, but not limited to, participation in
567 the English language learner pilot program, established pursuant to
568 section 10-17n, (11) entering into the model school district
569 responsibilities agreement, described in section 10-223l, (12) leadership
570 succession plans that provide training and learning opportunities for
571 administrators and are designed to assist in the seamless transition of
572 school and district personnel in and out of leadership positions in the
573 school district and the continuous implementation of plans developed
574 under this subsection, and (13) any additional categories or goals as
575 determined by the commissioner. Such plan shall demonstrate
576 collaboration with key stakeholders, as identified by the commissioner,
577 with the goal of achieving efficiencies and the alignment of intent and
578 practice of current programs with conditional programs identified in
579 this subsection. The commissioner may (A) require changes in any plan
580 submitted by a local or regional board of education before the
581 commissioner approves an application under this subsection, and (B)
582 permit a local or regional board of education, as part of such plan, to use
583 a portion of any funds received under this section for the purposes of
584 paying tuition charged to such board pursuant to subdivision (1) of

585 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

586 Sec. 12. Section 10-15c of the general statutes is repealed and the
587 following is substituted in lieu thereof (*Effective from passage*):

588 (a) The public schools shall be open to all children five years of age
589 and over who reach age five on or before the first day of January of any
590 school year, and each such child shall have, and shall be so advised by
591 the appropriate school authorities, an equal opportunity to participate
592 in the activities, programs and courses of study offered in such public
593 schools, at such time as the child becomes eligible to participate in such
594 activities, programs and courses of study, without discrimination on
595 account of race, as defined in section 46a-51, as amended by section 1 of
596 house bill 6515 of the current session, color, sex, gender identity or
597 expression, religion, national origin or sexual orientation; provided
598 boards of education may, by vote at a meeting duly called, admit to any
599 school children under five years of age.

600 (b) Nothing in subsection (a) of this section shall be deemed to amend
601 other provisions of the general statutes with respect to curricula,
602 facilities or extracurricular activities.

603 Sec. 13. Section 10-16uu of the general statutes is repealed and the
604 following is substituted in lieu thereof (*Effective from passage*):

605 (a) For the school year commencing July 1, 2021, a local or regional
606 board of education may offer the black and Latino studies course,
607 approved pursuant to section 10-16tt, as amended by this act, in grades
608 nine to twelve, inclusive.

609 (b) For the school year commencing July 1, 2022, and each school year
610 thereafter, a local or regional board of education shall offer the black and
611 Latino studies course in grades nine to twelve, inclusive.

612 Sec. 14. Section 10-16ss of the general statutes is repealed and the
613 following is substituted in lieu thereof (*Effective July 1, 2021*):

614 (a) For the school year commencing July 1, 2021, and each school year

615 thereafter, each local and regional board of education shall include
616 African-American and black studies and Puerto Rican and Latino
617 studies as part of the curriculum for the school district, pursuant to
618 section 10-16b, as amended by this act. In developing and implementing
619 the African-American and black studies and Puerto Rican and Latino
620 studies curriculum, the board may utilize the curriculum materials
621 made available by the State Board of Education pursuant to subsection
622 (d) of section 10-16b or other existing and appropriate public or private
623 materials, personnel and resources, provided such curriculum is in
624 accordance with the state-wide subject matter content standards,
625 adopted by the state board pursuant to section 10-4.

626 (b) A local or regional board of education may accept gifts, grants and
627 donations, including in-kind donations, designated for the development
628 and implementation of the African-American and black studies and
629 Puerto Rican and Latino studies curriculum under this section,
630 including professional development and in-service training.

631 Sec. 15. Section 10-16tt of the general statutes is repealed and the
632 following is substituted in lieu thereof (*Effective July 1, 2021*):

633 (a) (1) Not later than January 1, 2021, the State Board of Education
634 shall review and approve the black and Latino studies course developed
635 pursuant to subsection (b) of this section by the State Education
636 Resource Center, established pursuant to section 10-357a. The state
637 board shall approve such course if, following a review of such course,
638 the state board determines that the content of such course is rigorous,
639 aligned with curriculum guidelines approved by the state board, and in
640 accordance with the state-wide subject matter content standards,
641 adopted by the state board pursuant to section 10-4.

642 (2) Not later than January 15, 2021, the state board, in consultation
643 with the State Education Resource Center, shall submit a description of
644 the black and Latino studies course, which includes the scope and
645 sequence and course objective, and a report on the development and
646 review of such course to the joint standing committee of the General

647 Assembly having cognizance of matters relating to education, in
 648 accordance with the provisions of section 11-4a.

649 (b) The State Education Resource Center shall develop a black and
 650 Latino studies course. Such course shall be one credit and offered at the
 651 high school level. In developing such course, the State Education
 652 Resource Center may utilize existing and appropriate public or private
 653 materials, personnel and other resources, including, but not limited to,
 654 persons and organizations with subject matter expertise in African-
 655 American, black, Puerto Rican or Latino studies, and the curriculum
 656 materials made available pursuant to subsection (d) of section 10-16b.

657 (c) For the school years commencing July 1, 2022, to July 1, 2024,
 658 inclusive, the Department of Education shall conduct an annual audit to
 659 ensure that the black and Latino studies course approved pursuant to
 660 this section is being offered by each local and regional board of
 661 education. The department shall annually submit a report on such audit
 662 to the joint standing committee of the General Assembly having
 663 cognizance of matters relating to education, in accordance with the
 664 provisions of section 11-4a.

665 (d) For the school year commencing July 1, 2021, and each school year
 666 thereafter, the State Education and Resource Center shall provide
 667 technical assistance to local and regional boards of education in the
 668 provision of professional development, pursuant to section 10-148a, and
 669 in-service training, pursuant to section 10-220a, related to the teaching
 670 of the black and Latino studies course approved pursuant to this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section
Sec. 3	<i>July 1, 2021</i>	10-16oo
Sec. 4	<i>July 1, 2021</i>	10-16b(a)
Sec. 5	<i>July 1, 2021</i>	10-14t
Sec. 6	<i>July 1, 2021</i>	10-14u
Sec. 7	<i>July 1, 2021</i>	10-14v

Sec. 8	<i>July 1, 2021</i>	10-14y
Sec. 9	<i>July 1, 2021</i>	New section
Sec. 10	<i>July 1, 2021</i>	10-3c
Sec. 11	<i>July 1, 2021</i>	10-262u(d)
Sec. 12	<i>from passage</i>	10-15c
Sec. 13	<i>from passage</i>	10-16uu
Sec. 14	<i>July 1, 2021</i>	10-16ss
Sec. 15	<i>July 1, 2021</i>	10-16tt

Statement of Purpose:

To improve student literacy and address issues relating to equity and opportunity gaps that exist in public education in the state.

[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.]