



General Assembly

Amendment

January Session, 2021

LCO No. 9914



Offered by:

REP. ELLIOTT, 88th Dist.

REP. COOK, 65th Dist.

REP. WOOD, 141st Dist.

SEN. OSTEN, 19th Dist.

To: Subst. House Bill No. 6517

File No. 268

Cal. No. 222

**"AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE
TASK FORCE TO ANALYZE THE IMPLEMENTATION OF LAWS
GOVERNING DYSLEXIA INSTRUCTION AND TRAINING."**

1 Strike everything after the enacting clause and substitute the
2 following in lieu thereof:

3 "Section 1. (NEW) (*Effective July 1, 2021*) (a) There is established an
4 Office of Dyslexia and Reading Disabilities within the Department of
5 Education which shall be under the management of a chief. The chief
6 shall be qualified by training and experience to perform the duties of the
7 office, including, but not limited to, expertise in higher education,
8 dyslexia and structured literacy. The Office of Dyslexia and Reading
9 Disabilities shall (1) verify the compliance of (A) educator preparation
10 programs, as defined in section 10-146c of the general statutes, and (B)
11 applicants for an initial, provisional or professional educator certificate
12 pursuant to the provisions of chapter 166 of the general statutes relating

13 to dyslexia instruction and training, including, but not limited to, the
14 compliance verifications required pursuant to sections 2 to 4, inclusive,
15 of this act; (2) review and recommend changes, as necessary, to the State
16 Board of Education's process for approval of educator preparation
17 programs related to such compliance verifications; and (3) provide
18 guidance to and consult with the department's Talent Office related to
19 such compliance verifications.

20 (b) The chief of the Office of Dyslexia and Reading Disabilities shall
21 appoint such full-time staff as may be necessary for the operations of
22 said office, which shall include, but need not be limited to, (1) staff with
23 expertise in (A) educator preparation program accreditation analysis
24 and approval, and (B) educator preparation program curriculum
25 analysis related to structured literacy and dyslexia; and (2) support staff.

26 (c) Not later than July 1, 2022, the office shall (1) with consideration
27 given to the recommendations set forth in appendices d and e of the
28 final report of the task force established pursuant to special act 19-8,
29 develop compliance measures and audit procedures to determine the
30 compliance of educator preparation programs with the provisions of
31 subsection (e) of section 10-145a of the general statutes, and whether
32 such educator preparation programs include supervised practicum
33 hours or student teaching experience and instruction in the detection
34 and recognition of, and evidence-based structured literacy interventions
35 for, students with dyslexia in any programs of study in the diagnosis
36 and remediation of reading and language arts; and (2) submit such
37 compliance measures and audit procedures, in accordance with the
38 provisions of section 11-4a of the general statutes, to the joint standing
39 committees of the General Assembly having cognizance of matters
40 relating to higher education and education.

41 (d) Not later than July 1, 2022, the office shall develop, and update as
42 necessary, (1) with consideration given to the recommendations set
43 forth in appendix f of the final report of the task force established
44 pursuant to special act 19-8, structured literacy competency targets for
45 the purpose of identifying structured literacy competencies that should

46 be achieved by an educator based on certification level and endorsement
47 type; (2) for the review and consideration of institutions of higher
48 education and other providers of educator preparation programs
49 approved by the department, a list of sample course assignments and
50 evaluations aligned with the structured literacy competency targets
51 developed by the office and the compliance measures developed
52 pursuant to subsection (c) of this section; and (3) model dyslexia in-
53 service training programs, for use by local and regional boards of
54 education, aligned with the structured literacy competency targets
55 developed by the office.

56 Sec. 2. (NEW) (*Effective July 1, 2021*) (a) On and after September 1,
57 2022, the Office of Dyslexia and Reading Disabilities, established
58 pursuant to section 1 of this act, shall verify that any educator
59 preparation program, as defined in section 10-146c of the general
60 statutes, that submits an application for initial or continued approval to
61 the State Board of Education (1) is complying with the requirements set
62 forth in subsection (e) of section 10-145a of the general statutes
63 concerning instruction in the detection and recognition of, and
64 evidence-based structured literacy interventions for, students with
65 dyslexia, as defined in section 10-3d of the general statutes, and (2)
66 includes supervised practicum hours or student teaching experience
67 and instruction in the detection and recognition of, and evidence-based
68 structured literacy interventions for, students with dyslexia in any
69 programs of study for remedial reading, remedial language arts,
70 reading consultants or special education. The office shall use the
71 compliance measures and audit procedures developed pursuant to
72 subsection (c) of section 1 of this act to carry out the provisions of this
73 subsection.

74 (b) The office may complete the compliance verification required
75 pursuant to subsection (a) of this section by reviewing the information
76 gathered by a national accrediting agency that accredits educator
77 preparation programs for the Department of Education, pursuant to the
78 provisions of special act 16-22, provided such national accrediting
79 agency uses the compliance measures and audit procedures developed

80 pursuant to subsection (c) of section 1 of this act.

81 (c) Not later than January 1, 2023, and annually thereafter, the office
82 shall submit, in accordance with the provisions of section 11-4a of the
83 general statutes, to the joint standing committees of the General
84 Assembly having cognizance of matters relating to higher education
85 and education, a report on the compliance verification conducted
86 pursuant to subsection (a) of this section for each educator preparation
87 program.

88 (d) Not later than January 1, 2023, and annually thereafter, the office
89 shall (1) review, and request updates of as necessary, the webinar
90 modules and trainings developed or endorsed by the Department of
91 Education for the purpose of aligning such webinar modules with the
92 compliance measures developed by the office pursuant to subsection (c)
93 of section 1 of this act; and (2) submit, in accordance with the provisions
94 of section 11-4a of the general statutes, to the joint standing committees
95 of the General Assembly have cognizance of matters relating to higher
96 education and education status reports on the compliance of such
97 webinar modules and trainings.

98 Sec. 3. (NEW) (*Effective July 1, 2021*) On and after September 1, 2022,
99 the State Board of Education shall not approve any educator preparation
100 program until the Office of Dyslexia and Reading Disabilities,
101 established pursuant to section 1 of this act, completes the compliance
102 verification required pursuant to section 2 of this act.

103 Sec. 4. (NEW) (*Effective July 1, 2021*) On and after September 1, 2023,
104 the State Board of Education shall issue an initial, provisional or
105 professional educator certificate to an applicant who meets the
106 requirements set forth in section 10-145b of the general statutes upon
107 verification by the Office of Dyslexia and Reading Disabilities,
108 established pursuant to section 1 of this act, in consultation with the
109 department's Talent Office and Bureau of Educator Standards and
110 Certification, that (1) an applicant for an initial educator certificate who
111 has graduated from an educator preparation program in the state has

112 completed not fewer than twelve clock hours of instruction in the
113 detection and recognition of, and evidence-based structured literacy
114 interventions for, students with dyslexia, as defined in section 10-3d of
115 the general statutes; and (2) an applicant for an initial educator
116 certificate who seeks an endorsement for comprehensive special
117 education or integrated early childhood and special education
118 completes the requirements of subdivision (2) of subsection (i) of section
119 10-145d of the general statutes, as amended by this act.

120 Sec. 5. Subdivision (2) of subsection (i) of section 10-145d of the
121 general statutes is repealed and the following is substituted in lieu
122 thereof (*Effective July 1, 2021*):

123 (2) On and after July 1, [2018] 2021, any (A) certified employee
124 applying for a comprehensive special education or integrated early
125 childhood and special education endorsement, or (B) applicant for an
126 initial, provisional or professional educator certificate and a
127 comprehensive special education or integrated early childhood and
128 special education endorsement shall have completed a program of
129 study in the diagnosis and remediation of reading and language arts
130 that includes supervised practicum hours or student teaching
131 experience and instruction in the detection and recognition of, and
132 evidence-based structured literacy interventions for, students with
133 dyslexia, as defined in section 10-3d.

134 Sec. 6. (NEW) (*Effective July 1, 2021*) (a) On and after January 1, 2022,
135 the Office of Dyslexia and Reading Disabilities shall provide guidance
136 to institutions of higher education and other providers of educator
137 preparation programs on how to provide verification that any
138 supervisor of the practicum hours required pursuant to subdivisions (1)
139 and (2) of subsection (i) of section 10-145d of the general statutes, as
140 amended by this act, has obtained at least four of the following
141 qualifications: (1) A satisfactory score on the reading instruction
142 examination approved by the State Board of Education on April 1, 2009,
143 or a comparable reading instruction examination with minimum
144 standards that are equivalent to the examination approved by the State

145 Board of Education on April 1, 2009; (2) a valid initial, provisional or
146 professional educator certificate issued by the State Board of Education;
147 (3) a master's degree in remedial reading or a closely related field; (4)
148 specific and documented knowledge about structured literacy
149 principles and practices; (5) training for practicum supervision,
150 coaching and evaluation of a reading interventionist; or (6) at least three
151 years of work experience in providing structured literacy interventions
152 for students with remedial reading needs, including, but not limited to,
153 students with dyslexia.

154 (b) An institution of higher education and any other provider of an
155 educator preparation program shall give preference to those candidates
156 for a practicum supervisor position who, in addition to meeting the
157 qualifications specified in subdivisions (1) to (6), inclusive, of subsection
158 (a) of this section, have experience in the design, implementation or
159 monitoring of structured literacy interventions or previous practicum
160 supervisor experience.

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

163 (a) On or before [January 1, 2016] July 1, 2022, the Department of
164 Education shall develop or approve reading assessments, with
165 consideration given to the recommendations set forth in appendix g of
166 the final report of the task force established pursuant to special act 19-8,
167 for use by local and regional boards of education, in accordance with the
168 guidance provided pursuant to subsection (c) of this section, for the
169 school year commencing July 1, [2016] 2023, and each school year
170 thereafter, to identify students in kindergarten to grade three, inclusive,
171 who are below proficiency in reading, provided any reading
172 assessments developed or approved by the department include
173 frequent screening and progress monitoring of students. Such reading
174 assessments shall (1) be brief, (2) be evidence-based, as defined in 20
175 USC 7801(21), with proven psychometrics for validity, (3) measure
176 [phonics] oral language, phonemic awareness, phonics, fluency,
177 vocabulary, rapid automatic name or letter name fluency and reading

178 comprehension, [(2)] (4) provide opportunities for [periodic] formative
179 [assessment] assessments at least three times, in the fall, winter and
180 spring, during [the] each school year, [(3)] (5) produce data that is useful
181 for informing individual and classroom instruction, including the
182 grouping of students based on such data and the selection of
183 instructional activities based on data of individual student response
184 patterns during such progress monitoring, [(4)] (6) be compatible with
185 best practices in reading instruction and research, and [(5)] (7) assist in
186 identifying, in whole or in part, students at risk for dyslexia, as defined
187 in section 10-3d, or other reading-related learning disabilities.

188 (b) On or before January 1, 2023, the department shall provide
189 guidance to local and regional boards of education for administering the
190 approved reading assessments, including, but not limited to, (1)
191 specifying the appropriate grade levels for each reading assessment; (2)
192 allowing approved reading assessments to be combined to ensure each
193 ability specified in subdivision (1) of subsection (a) of this section is
194 measured during each school year using one or more reading
195 assessments appropriate for a student's grade level; (3) advising how
196 each board's goals, student body characteristics and resources should
197 inform the choice of reading assessments used by such board; (4)
198 advising how aggregate data derived from reading assessments should
199 guide each board's prevention and early intervention initiatives; and (5)
200 requiring the administration of approved reading assessments in both
201 English and a student's native language, if available, for any student
202 being instructed in literacy in his or her native language.

203 [(b)] (c) Not later than February 1, [2016] 2023, the Commissioner of
204 Education shall submit the reading assessments and guidance
205 developed or approved under this section to the joint standing
206 committee of the General Assembly having cognizance of matters
207 relating to education, in accordance with the provisions of section 11-4a.

208 (d) The Department of Education may, in partnership with a public
209 institution of higher education, establish a data center to guide the
210 department and local and regional boards of education in the use and

211 effectiveness of reading assessments. Such data center may include, but
212 need not be limited to, tracking (1) which reading assessments are used
213 by each regional or local board of education, and (2) student
214 information, disaggregated by categories including, but not limited to,
215 a student's demographic background, school district, reading
216 assessment dates and scores on reading assessments, provided such
217 disaggregation keeps such student information personally
218 nonidentifiable.

219 Sec. 8. (NEW) (*Effective July 1, 2021*) On or before January 1, 2022, the
220 Department of Education shall develop or approve a voluntary family
221 history questionnaire to be distributed during the school year
222 commencing July 1, 2022, and each school year thereafter, to assist in the
223 identification, in whole or in part, of students who are at risk of reading
224 proficiency challenges.

225 Sec. 9. (*Effective July 1, 2021*) Not later than January 1, 2022, and
226 annually thereafter until the Office of Dyslexia and Reading Disabilities,
227 established pursuant to section 1 of this act, is fully staffed, the
228 Department of Education shall submit, in accordance with the
229 provisions of section 11-4a of the general statutes, to the joint standing
230 committees of the General Assembly having cognizance of matters
231 relating to higher education and education status reports on the
232 establishment and staffing of said office.

233 Sec. 10. (NEW) (*Effective July 1, 2021*) Not later than January 1, 2023,
234 and annually thereafter, the Department of Education shall submit, in
235 accordance with the provisions of section 11-4a of the general statutes,
236 to the joint standing committees of the General Assembly having
237 cognizance of matters relating to higher education and education, a
238 report outlining (1) the outcomes of the compliance verification
239 conducted pursuant to section 2 of this act, and (2) the reading
240 assessments developed or approved and the related guidance provided
241 by the department pursuant to section 7 of this act."

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>	New section
Sec. 4	<i>July 1, 2021</i>	New section
Sec. 5	<i>July 1, 2021</i>	10-145d(i)(2)
Sec. 6	<i>July 1, 2021</i>	New section
Sec. 7	<i>July 1, 2021</i>	10-14t
Sec. 8	<i>July 1, 2021</i>	New section
Sec. 9	<i>July 1, 2021</i>	New section
Sec. 10	<i>July 1, 2021</i>	New section