



General Assembly

Amendment

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LCO No. 10165



Offered by:

REP. SANCHEZ, 25th Dist.

SEN. MILLER P., 27th Dist.

REP. ROJAS, 9th Dist.

SEN. MCCRORY, 2nd Dist.

REP. MCCARTY, 38th Dist.

SEN. BERTHEL, 32nd Dist.

To: Subst. House Bill No. 6620

File No. 650

Cal. No. 469

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

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

3 "Section 1. (NEW) (*Effective July 1, 2021*) (a) For the school year
4 commencing July 1, 2023, and each school year thereafter, each local and
5 regional board of education shall implement a reading curriculum
6 model or program for grades prekindergarten to grade three, inclusive,
7 that has been reviewed and recommended pursuant to section 2 of this
8 act.

9 (b) On or before July 1, 2023, and biennially thereafter, each local and
10 regional board of education shall notify the Center for Literacy Research
11 and Reading Success, established pursuant to section 9 of this act, of
12 which reading curriculum model or program that the board is
13 implementing pursuant to subsection (a) of this section.

14 (c) If a local or regional board of education demonstrates to the
15 Commissioner of Education that such board has insufficient resources
16 or funding to implement any of the reading curriculum model or
17 programs reviewed and recommended pursuant to section 2 of this act,
18 the commissioner may grant such board an extension of time, provided
19 such board demonstrates continued efforts to commence
20 implementation of a reviewed and recommended reading curriculum
21 model or program in accordance with this section.

22 (d) The Commissioner of Education, in consultation with the director
23 of the Center for Literacy Research and Reading Success, may, upon
24 request of a local or regional board of education, grant a waiver from
25 the provisions of subsection (a) of this section to such board to
26 implement a reading curriculum model or program other than a model
27 or program reviewed and recommended pursuant to section 2 of this
28 act, provided such other reading curriculum or model is (1) evidenced-
29 based and scientifically-based, and (2) focused on competency in the
30 following areas of reading: Oral language, phonemic awareness,
31 phonics, fluency, vocabulary, rapid automatic name or letter name
32 fluency and reading comprehension. A request for a waiver under this
33 subsection shall include (A) data collected from the reading assessments
34 described in section 10-14t of the general statutes, as amended by this
35 act, that has been disaggregated by race, ethnicity, gender, eligibility for
36 free or reduced priced lunches, students whose primary language is not
37 English and students with disabilities, and (B) a strategy to address
38 remaining reading achievement gaps, as defined in section 10-14u of the
39 general statutes, as amended by this act.

40 Sec. 2. (NEW) (*Effective July 1, 2021*) Not later than July 1, 2022, the
41 director of the Center for Literacy Research and Reading Success, in
42 consultation with the Reading Leadership Implementation Council
43 established pursuant to section 9 of this act, shall review and approve at
44 least five reading curriculum models or programs to be implemented by
45 local and regional boards of education according to the unique needs of
46 each school district in accordance with the provisions of section 1 of this
47 act. Such reading curriculum models or programs shall be (1)

48 evidenced-based and scientifically-based, and (2) focused on
49 competency in the following areas of reading: Oral language, phonemic
50 awareness, phonics, fluency, vocabulary, rapid automatic name or letter
51 name fluency and reading comprehension.

52 Sec. 3. Section 10-1600 of the general statutes is repealed and the
53 following is substituted in lieu thereof (*Effective July 1, 2022*):

54 Not later than July 1, 2012, the Department of Education shall
55 approve and make available model curricula and frameworks in
56 [reading and] mathematics for grades prekindergarten to grade four,
57 inclusive, for use by local and regional boards of education for school
58 districts or individual schools identified by the department as having
59 [academic] achievement gaps, as defined in section 10-14u, as amended
60 by this act. Such curricula and frameworks shall be culturally relevant,
61 research-based and aligned with student achievement standards
62 adopted by the State Board of Education. [For purposes of this section,
63 "achievement gaps" means the existence of a significant disparity in the
64 academic performance of students among and between (1) racial
65 groups, (2) ethnic groups, (3) socioeconomic groups, (4) genders, and (5)
66 English language learners and students whose primary language is
67 English.]

68 Sec. 4. Subsection (a) of section 10-16b of the general statutes, as
69 amended by section 1 of public act 19-12, is repealed and the following
70 is substituted in lieu thereof (*Effective July 1, 2022*):

71 (a) In the public schools the program of instruction offered shall
72 include at least the following subject matter, as taught by legally
73 qualified teachers, the arts; career education; consumer education;
74 health and safety, including, but not limited to, human growth and
75 development, nutrition, first aid, including cardiopulmonary
76 resuscitation training in accordance with the provisions of section 10-
77 16qq, disease prevention and cancer awareness, including, but not
78 limited to, age and developmentally appropriate instruction in
79 performing self-examinations for the purposes of screening for breast

80 cancer and testicular cancer, community and consumer health, physical,
81 mental and emotional health, including youth suicide prevention,
82 substance abuse prevention, including instruction relating to opioid use
83 and related disorders, safety, which shall include the safe use of social
84 media, as defined in section 9-601, and may include the dangers of gang
85 membership, and accident prevention; language arts, including reading,
86 writing, grammar, speaking and spelling; mathematics; physical
87 education; science, which may include the climate change curriculum
88 described in subsection (d) of this section; social studies, including, but
89 not limited to, citizenship, economics, geography, government, history
90 and Holocaust and genocide education and awareness in accordance
91 with the provisions of section 10-18f; African-American and black
92 studies in accordance with the provisions of section 10-16ss, as amended
93 by this act; Puerto Rican and Latino studies in accordance with the
94 provisions of section 10-16ss, as amended by this act; computer
95 programming instruction; and in addition, on at least the secondary
96 level, one or more world languages; vocational education; and the black
97 and Latino studies course in accordance with the provisions of sections
98 10-16tt and 10-16uu, as amended by this act. For purposes of this
99 subsection, world languages shall include American Sign Language,
100 provided such subject matter is taught by a qualified instructor under
101 the supervision of a teacher who holds a certificate issued by the State
102 Board of Education. For purposes of this subsection, the "arts" means
103 any form of visual or performing arts, which may include, but not be
104 limited to, dance, music, art and theatre; "reading" means evidenced-
105 based instruction that focuses on competency in the following areas of
106 reading: Oral language, phonemic awareness, phonics, fluency,
107 vocabulary, rapid automatic name or letter name fluency and reading
108 comprehension.

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

114 (c) Each local and regional board of education shall on September 1,
115 1982, and annually thereafter at such time and in such manner as the
116 Commissioner of Education shall request, attest to the State Board of
117 Education that such local or regional board of education offers at least
118 the program of instruction required pursuant to this section, and that
119 such program of instruction is planned, ongoing and systematic.

120 (d) The State Board of Education shall make available curriculum
121 materials and such other materials as may assist local and regional
122 boards of education in developing instructional programs pursuant to
123 this section. The State Board of Education, within available
124 appropriations and utilizing available resource materials, shall assist
125 and encourage local and regional boards of education to include: (1)
126 Holocaust and genocide education and awareness; (2) the historical
127 events surrounding the Great Famine in Ireland; (3) African-American
128 and black studies; (4) Puerto Rican and Latino studies; (5) Native
129 American history; (6) personal financial management, including, but not
130 limited to, financial literacy as developed in the plan provided under
131 section 10-16pp; (7) training in cardiopulmonary resuscitation and the
132 use of automatic external defibrillators; (8) labor history and law,
133 including organized labor, the collective bargaining process, existing
134 legal protections in the workplace, the history and economics of free
135 market capitalism and entrepreneurialism, and the role of labor and
136 capitalism in the development of the American and world economies;
137 (9) climate change consistent with the Next Generation Science
138 Standards; (10) topics approved by the state board upon the request of
139 local or regional boards of education as part of the program of
140 instruction offered pursuant to subsection (a) of this section; and (11)
141 instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61,
142 inclusive. The Department of Energy and Environmental Protection
143 shall be available to each local and regional board of education for the
144 development of curriculum on climate change as described in this
145 subsection.

146 Sec. 5. Section 10-14t of the general statutes is repealed and the
147 following is substituted in lieu thereof (*Effective July 1, 2022*):

148 [On or before January 1, 2016, the Department of Education shall
149 develop or approve] The Center for Literacy Research and Reading
150 Success, established pursuant to section 9 of this act, shall compile a list
151 of reading assessments, with consideration given to the
152 recommendations set forth in appendix g of the final report of the task
153 force established pursuant to special act 19-8, for use by local and
154 regional boards of education, in accordance with the guidance provided
155 pursuant to subsection (c) of this section, for the school year
156 commencing July 1, [2016] 2023, and each school year thereafter, to
157 identify students in kindergarten to grade three, inclusive, who are
158 below proficiency in reading, provided any such reading assessments
159 [developed or approved by the department] include frequent screening
160 and progress monitoring of students. Such reading assessments shall (1)
161 be brief, (2) be evidence-based, as defined in 20 USC 7801(21), with
162 proven psychometrics for validity, (3) measure [phonics] oral language,
163 phonemic awareness, phonics, fluency, vocabulary, rapid automatic
164 name or letter name fluency and reading comprehension, [(2)] (4)
165 provide opportunities for [periodic] formative [assessment]
166 assessments at least three times, in the fall, winter and spring, during
167 [the] each school year, [(3)] (5) produce data that is useful for informing
168 individual and classroom instruction, including the grouping of
169 students based on such data and the selection of instructional activities
170 based on data of individual student response patterns during such
171 progress monitoring, [(4)] (6) be compatible with best practices in
172 reading instruction and research, and [(5)] (7) assist in identifying, in
173 whole or in part, students at risk for dyslexia, as defined in section 10-
174 3d, or other reading-related learning disabilities.

175 (b) On or before January 1, 2023, the department shall provide
176 guidance to local and regional boards of education for administering the
177 approved reading assessments, including, but not limited to, (1)
178 specifying the appropriate grade levels for each reading assessment; (2)
179 allowing approved reading assessments to be combined to ensure each
180 ability specified in subdivision (1) of subsection (a) of this section is
181 measured during each school year using one or more reading

182 assessments appropriate for a student's grade level; (3) advising how
183 each board's goals, student body characteristics and resources should
184 inform the choice of reading assessments used by such board; (4)
185 advising how aggregate data derived from reading assessments should
186 guide each board's prevention and early intervention initiatives; and (5)
187 requiring the administration of approved reading assessments in both
188 English and a student's native language, if available, for any student
189 being instructed in literacy in his or her native language.

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

195 (d) The Department of Education may, in partnership with a public
196 institution of higher education, establish a data center to guide the
197 department and local and regional boards of education in the use and
198 effectiveness of reading assessments. Such data center may include, but
199 need not be limited to, tracking (1) which reading assessments are used
200 by each regional or local board of education, and (2) student
201 information, disaggregated by categories including, but not limited to,
202 a student's demographic background, school district, reading
203 assessment dates and scores on reading assessments, provided such
204 disaggregation keeps such student information personally
205 nonidentifiable.

206 Sec. 6. Section 10-14u of the general statutes is repealed and the
207 following is substituted in lieu thereof (*Effective July 1, 2022*):

208 (a) As used in this section and section 10-3c, as amended by this act:

209 (1) "Achievement [gap] gaps" means the existence of a significant
210 disparity in the academic performance of students among and between
211 (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D)
212 genders, and (E) English language learners and students whose primary
213 language is English.

214 (2) "Opportunity gaps" means the ways in which race, ethnicity,
215 socioeconomic status, English proficiency, community wealth, familial
216 situations or other factors intersect with the unequal or inequitable
217 distribution of resources and opportunities to contribute to or
218 perpetuate lower educational expectations, achievement or attainment.

219 [(2)] (3) "Scientifically-based reading research and instruction" means
220 (A) a comprehensive program or a collection of instructional practices
221 that is based on reliable, valid evidence showing that when such
222 programs or practices are used, students can be expected to achieve
223 satisfactory reading progress, and (B) the integration of instructional
224 strategies for continuously assessing, evaluating and communicating
225 the student's reading progress and needs in order to design and
226 implement ongoing interventions so that students of all ages and
227 proficiency levels can read and comprehend text and apply higher level
228 thinking skills. Such comprehensive program or collection of practices
229 [shall include] includes, but is not [be] limited to, instruction in [five] the
230 following areas of reading: [Phonemic] Oral language, phonemic
231 awareness, phonics, fluency, vocabulary, rapid automatic name or letter
232 name fluency and [text] reading comprehension.

233 (b) For the school year commencing July 1, [2014] 2022, and each
234 school year thereafter, the [Commissioner of Education] Center for
235 Literacy Research and Reading Success, established pursuant to section
236 9 of this act, shall [create] oversee an intensive reading instruction
237 program to improve student literacy in grades kindergarten to grade
238 three, inclusive, and close the achievement [gap] gaps that result from
239 opportunity gaps. Such intensive reading instruction program shall
240 include routine reading assessments for students in kindergarten to
241 grade three, inclusive, scientifically-based reading research and
242 instruction, an intensive reading intervention strategy, as described in
243 subsection (c) of this section, supplemental reading instruction and
244 reading remediation plans, as described in subsection (d) of this section,
245 and an intensive summer school reading program, as described in
246 subsection (e) of this section. [For the school year commencing July 1,
247 2014, the commissioner shall select five elementary schools that are (1)

248 located in an educational reform district, as defined in section 10-262u,
249 (2) participating in the commissioner's network of schools, pursuant to
250 section 10-223h, or (3) among the lowest five per cent of elementary
251 schools in school subject performance indices for reading and
252 mathematics, as defined in section 10-223e, to participate in the
253 intensive reading instruction program and for the school year
254 commencing July 1, 2015, and each school year thereafter, the
255 commissioner may select up to five additional such elementary schools
256 to participate in the intensive reading instruction program.] For the
257 school year commencing July 1, 2022, and each school year thereafter,
258 the Center for Literacy Research and Reading Success shall provide,
259 upon request of a local or regional board of education for a town
260 designated as an alliance district, as defined in section 10-262u, the
261 intensive reading instruction program to such board, or may include the
262 intensive reading instruction program in the tiered supports in early
263 literacy provided under the reading readiness program pursuant to
264 section 10-14y, as amended by this act.

265 (c) [On or before July 1, 2014, the Department of Education] For the
266 school year commencing July 1, 2022, and each school year thereafter,
267 the Center for Literacy Research and Reading Success, shall develop an
268 intensive reading intervention strategy [for use by schools selected by
269 the Commissioner of Education to participate in the intensive reading
270 instruction program to address the achievement gap at such schools
271 and] which shall be available to local and regional boards of education
272 for a town designated as an alliance district that have any elementary
273 schools that enroll students who are not reading at or above grade level
274 to ensure that [all] such students are reading proficiently by grade three
275 in such schools. Such intensive reading intervention strategy [for
276 schools] shall (1) include, but not be limited to, (A) rigorous assessments
277 in reading skills, (B) scientifically-based reading research and
278 instruction, (C) [one external literacy coach for each school to be funded
279 by the department] external literacy coaches who have experience and
280 expertise in the science of teaching reading, who will work with the
281 reading data collected, support the principal of the school as needed,

282 observe, and coach classes and supervise the reading interventions, (D)
283 [four] reading interventionists [for each school, to be funded by the
284 department,] who will develop a reading remediation plan for any
285 student who is reading below proficiency, be responsible for all
286 supplemental reading instruction, and conduct reading assessments as
287 needed, and (E) training for teachers and administrators in
288 scientifically-based reading research and instruction, including, training
289 for school administrators on how to assess a classroom to ensure that all
290 children are proficient in reading by grade three, and (2) outline, at a
291 minimum, how (A) reading data will be collected, analyzed and used
292 for purposes of instructional development, (B) professional and
293 leadership development will be related to reading data analysis and
294 used to support individual teacher and classroom needs, (C) [the
295 selected] schools will communicate with parents and guardians of
296 students on reading instruction strategies and student reading
297 performance goals, and on opportunities for parents and guardians to
298 partner with teachers and school administrators to improve reading at
299 home and at school, (D) teachers and school leaders will be trained in
300 the science of teaching reading, (E) periodic student progress reports
301 will be issued, and (F) such [selected school] intensive reading
302 intervention strategy will be monitored at the classroom level. The
303 commissioner shall review and evaluate the [school] intensive reading
304 intervention strategy for model components that may be used and
305 replicated in other [schools and school] alliance districts to ensure that
306 all children are proficient in reading by grade three.

307 (d) (1) For the school year commencing July 1, [2014] 2022, and each
308 school year thereafter, each [school selected by the Commissioner of
309 Education to participate in the intensive reading instruction program
310 under this section shall] local and regional board of education for a town
311 designated as an alliance district shall, in consultation with the Center
312 for Literacy Research and Reading Success, provide supplemental
313 reading instruction to students in kindergarten to grade three, inclusive,
314 who are reading below proficiency, as identified by the reading
315 assessment described in section 10-14t, as amended by this act. Such

316 supplemental reading instruction shall be provided by a reading
317 interventionist during regular school hours.

318 (2) A reading remediation plan shall be developed by a reading
319 interventionist for each student enrolled in an elementary school in an
320 alliance district in kindergarten to grade three, inclusive, who has been
321 identified as reading below proficiency to address and correct the
322 reading deficiency of such student. Such remediation plan shall include
323 instructional strategies that utilize [research based] research-based
324 reading instruction materials and teachers trained in reading
325 instruction, parental involvement in the implementation of the
326 remediation plan and regular progress reports on such student.

327 (3) The principal of [a school selected by the Commissioner of
328 Education to participate in the intensive reading instruction program
329 under this section] each elementary school in an alliance district shall
330 notify the parent or guardian of any student in kindergarten to grade
331 three, inclusive, who has been identified as being below proficiency in
332 reading. Such notice shall be in writing and (A) include an explanation
333 of why such student is below proficiency in reading, and (B) inform such
334 parent or guardian that a remediation plan, as described in subdivision
335 (2) of this subsection, will be developed for such student to provide
336 supplemental reading instruction, including strategies for the parent or
337 guardian to use at home with such student.

338 (e) (1) [Any student enrolled in a school selected by the
339 Commissioner of Education that is located in a priority school district,
340 pursuant to section 10-266p, to participate in the intensive reading
341 instruction program under this section and who is reading below
342 proficiency at the end of the school year shall be enrolled in] Each local
343 and regional board of education for a town designated as an alliance
344 district shall, in consultation with the Center for Literacy Research and
345 Reading Success, provide any student in kindergarten to grade three,
346 inclusive, who is reading below proficiency at the end of the school year
347 with an intensive summer school reading instruction program. Such
348 intensive summer school reading instruction program shall include, (A)

349 a comprehensive reading intervention program, (B) scientifically-based
350 reading research and instruction strategies and interventions, (C)
351 diagnostic assessments administered to a student prior to or during an
352 intensive summer school reading instruction program to determine
353 such student's particularized need for instruction, (D) teachers who are
354 trained in the teaching of reading and reading assessment and
355 intervention, and (E) weekly progress monitoring to assess the reading
356 progress of such student and tailor instruction for such student.

357 (2) [The principal of a school selected by the Commissioner of
358 Education to participate in] Each local and regional board of education
359 for a town designated as an alliance district providing supplemental
360 reading instruction as part of the intensive reading instruction program
361 under this section shall submit reports to the [Department of Education]
362 Center for Literacy Research and Reading Success, at such time and in
363 such manner as prescribed by the [department] Department of
364 Education, on (A) student reading progress for each student reading
365 below proficiency based on the data collected from the screening and
366 progress monitoring of such student using the reading assessments
367 described in section 10-14t, as amended by this act, and (B) the specific
368 reading interventions and supports implemented.

369 (f) Not later than October 1, [2015] 2022, and annually thereafter, the
370 [department] Commissioner of Education shall report to the joint
371 standing committee of the General Assembly having cognizance of
372 matters relating to education, in accordance with the provisions of
373 section 11-4a, on student reading levels [in schools participating] in the
374 intensive reading instruction program. Such report shall include
375 recommendations on model components of the school intensive reading
376 intervention strategy that may be used and replicated in other [schools
377 and school] alliance districts.

378 Sec. 7. Section 10-14v of the general statutes is repealed and the
379 following is substituted in lieu thereof (*Effective July 1, 2022*):

380 On or before January 1, [2014] 2023, the [Department of Education]

381 Center for Literacy Research and Reading Success, established pursuant
382 to section 9 of this act, shall develop a coordinated state-wide reading
383 plan for students in kindergarten to grade three, inclusive, that contains
384 strategies and frameworks that are research-driven to produce effective
385 reading instruction and improvement in student performance. Such
386 plan shall include: (1) The alignment of reading standards, instruction
387 and assessments for students in kindergarten to grade three, inclusive;
388 (2) teachers' use of data on the progress of all students to adjust and
389 differentiate instructional practices to improve student reading success;
390 (3) the collection of information concerning each student's reading
391 background, level and progress so that teachers can use such
392 information to assist in the transition of a student's promotion to the
393 next grade level; (4) an intervention for each student who is not making
394 adequate progress in reading to help such student read at the
395 appropriate grade level; (5) enhanced reading instruction for students
396 who are reading at or above their grade level; (6) the coordination of
397 reading instruction activities between parents, students, teachers and
398 administrators of the school district at home and in school; (7) school
399 district reading plans; (8) parental involvement by providing parents
400 and guardians of students with opportunities for partnering with
401 teachers and school administrators to (A) create an optimal learning
402 environment, and (B) receive updates on the reading progress of their
403 student; (9) teacher training and reading performance tests aligned with
404 teacher preparation courses and professional development activities;
405 (10) incentives for schools that have demonstrated significant
406 improvement in student reading; (11) research-based literacy training
407 for early childhood care and education providers and instructors
408 working with children birth to five years of age, inclusive, and transition
409 plans relating to oral language and preliteracy proficiency for children
410 between prekindergarten and kindergarten; (12) the alignment of
411 reading instruction with the common core state standards adopted by
412 the State Board of Education; and (13) the alignment of reading
413 instruction with the two-generational initiative established pursuant to
414 section 17b-112l.

415 Sec. 8. Section 10-14y of the general statutes is repealed and the
416 following is substituted in lieu thereof (*Effective July 1, 2022*):

417 (a) The [Department of Education] Center for Literacy Research and
418 Reading Success, established pursuant to section 9 of this act, shall,
419 within available appropriations, establish a reading readiness program
420 that provides tiered supports in early literacy to each school district
421 designated as an alliance district, pursuant to section 10-262u, [, and
422 each school participating in the commissioner's network of schools,
423 pursuant to section 10-223h. The department] The center shall conduct
424 an assessment of the reading readiness of students enrolled in
425 kindergarten to grade three, inclusive, for each [such school and school]
426 alliance district. Such reading readiness assessment shall consider any
427 combination of the following: (1) Whether such [school or school]
428 alliance district has developed and is implementing a multiyear plan
429 and allocated resources specifically for early literacy in kindergarten to
430 grade three, inclusive, (2) whether teachers and administrators have
431 received training regarding the science of teaching reading, and the
432 extent to which teachers and administrators have completed the
433 program of professional development in scientifically based reading
434 research and instruction, pursuant to section 10-148b, (3) the level of
435 access to external literacy coaches [in literacy] who have experience and
436 expertise in the science of teaching reading, and (4) whether there is
437 reading intervention staff embedded [at such school or] in the [school]
438 alliance district.

439 (b) The [department] center shall identify the early literacy needs of
440 each [school and school district described in subsection (a) of this
441 section] alliance district based on the results of the reading readiness
442 assessment conducted pursuant to [said] subsection (a) of this section,
443 and provide tiered supports in early literacy as follows:

444 (1) Tier one universal supports shall be provided to each [such school
445 district that is an educational reform district] alliance district, as defined
446 in section 10-262u, and include online professional development
447 modules aligned with the reading instruction survey, as described in

448 section 10-145r, and other literacy modules and programs available in
449 the state;

450 (2) Tier two targeted supports shall include (A) a two-year program
451 of literacy leadership training for certain teachers and administrators,
452 (B) targeted professional development, in accordance with the
453 provisions of section 10-148b, using the results of the reading instruction
454 survey, as described in section 10-145r, and (C) external coaching
455 support, [using] which may utilize funding received pursuant to section
456 10-223h or 10-262u, as amended by this act; and

457 (3) Tier three intensive supports shall include multiyear support from
458 the [department] center and a commitment from [such school or school]
459 the alliance district, that includes, but need not be limited to, (A) the use
460 of funding received pursuant to section 10-262u to support an early
461 literacy program for students enrolled in kindergarten to grade three,
462 inclusive, (B) technical support in the drafting and submission of
463 alliance district reading plans, as described in section 10-262u, (C)
464 identifying and [embedding] engaging dedicated literacy coaches and
465 reading interventionists, (D) targeted and intensive professional
466 development, and (E) funds for assessment and instructional materials.

467 (c) Any tiered supports in early literacy provided under this section
468 shall be aligned with any turnaround plan, developed pursuant to
469 section 10-223h, or alliance district plan, developed pursuant to section
470 10-262u, as applicable.

471 Sec. 9. (NEW) (*Effective July 1, 2021*) (a) The Department of Education
472 shall establish a Center for Literacy Research and Reading Success
473 within the department. The center shall be responsible for (1) the
474 implementation of the coordinated state-wide reading plan for students
475 in kindergarten to grade three, inclusive, established pursuant to section
476 10-14v of the general statutes, as amended by this act; (2) researching
477 and developing, in collaboration with the Office of Early Childhood, a
478 birth to grade twelve reading success strategy to be included in the
479 alignment of reading instruction with the two-generational initiative,

480 established pursuant to section 17b-112l of the general statutes; (3) (A)
481 providing direct support to schools and boards of education to improve
482 reading outcomes for students in kindergarten to grade three, inclusive,
483 and other reading initiatives, and (B) supporting teachers, schools and
484 boards of education engaged in improving through coaching,
485 leadership training, professional development, parental engagement
486 and technical assistance that is consistent with the intensive reading
487 instruction program, as described in section 10-14u of the general
488 statutes, as amended by this act, and aligned with evidence-based
489 practices; (4) providing independent, random reviews of how a local or
490 regional board of education is implementing (A) a reading curriculum
491 model or program for grades prekindergarten to grade three, inclusive,
492 pursuant to section 1 of this act, and (B) an approved reading
493 assessment, pursuant to section 10-14t of the general statutes, as
494 amended by this act; (5) receiving and publicly reporting, not later than
495 September 1, 2023, and biennially thereafter, the reading curriculum
496 model or program being implemented by each local and regional board
497 of education pursuant to section 1 of this act; (6) developing and
498 maintaining an Internet web site for the purpose of disseminating tools
499 and information associated with the intensive reading instruction
500 program for student reading; (7) serving as a collaborative center for
501 institutions of higher education and making available to the faculty of
502 teacher preparation programs (A) the science of teaching reading, (B)
503 the intensive reading instruction program, and (C) samples of available
504 reading curriculum models or programs adopted pursuant to section 2
505 of this act; and (8) reviewing and publicly reporting on progress made
506 by teacher preparation programs to include reading curriculum models
507 or programs adopted pursuant to section 2 of this act.

508 (b) The Center for Literacy Research and Reading Success shall be
509 under the direction of a director who shall, in consultation with the
510 Reading Leadership Implementation Council described in subsection (c)
511 of this section, be responsible for (1) overseeing all activities of the
512 center, (2) facilitating communication between the center, local and
513 regional boards of education and other affiliates of the center, and (3)

514 coordinating the dissemination of information, tools and services made
515 available by the center.

516 (c) The activities of the center shall be informed by the Reading
517 Leadership Implementation Council which shall consist of the following
518 members: (1) The director of the center, or the director's designee; (2) the
519 executive director of the Commission on Women, Children, Seniors,
520 Equity and Opportunity, or the executive director's designee; (3) an
521 individual designated by the Governor who has experience in literacy
522 or education and is engaged in the development and implementation of
523 the intensive reading instruction program; (4) two individuals,
524 designated by the chairperson of the Black and Puerto Rican Caucus of
525 the General Assembly, one of whom has experience with literacy or
526 education and is engaged in the development and implementation of
527 the intensive reading instruction program, provided such individual is
528 not a member of the General Assembly; (5) the dean of the Neag School
529 of Education at The University of Connecticut, or the dean's designee;
530 and (6) three individuals designated by the Commissioner of Education.
531 The Reading Leadership Implementation Council shall develop and
532 publish annual goals for the center and meet at least once every two
533 months. The Reading Leadership Implementation Council may consult
534 with representatives from public, private and philanthropic
535 organizations.

536 (d) The Center for Literacy Research and Reading Success shall
537 engage external literacy coaches who have experience and expertise in
538 the science of teaching reading. Such external literacy coaches shall (1)
539 provide training and professional development on the intensive reading
540 instruction program, described in section 10-14u of the general statutes,
541 as amended by this act, literacy leadership and effective instruction to
542 teachers, (2) work directly with teachers to support the implementation
543 of the intensive reading instruction program, (3) provide coaching to
544 teachers, and (4) participate in family engagement activities.

545 Sec. 10. Section 10-3c of the general statutes is repealed and the
546 following is substituted in lieu thereof (*Effective July 1, 2022*):

547 There shall be a director of reading initiatives within the Department
548 of Education. The director shall be responsible for (1) administering the
549 intensive reading instruction program to improve student literacy in
550 kindergarten to grade three, inclusive, and close the achievement [gap]
551 gaps that result from opportunity gaps, pursuant to section 10-14u, as
552 amended by this act, (2) assisting in the development and
553 administration of the program of professional development for teachers
554 and principals in scientifically based reading research and instruction,
555 pursuant to section 10-148b, (3) administering the coordinated state-
556 wide reading plan for students in kindergarten to grade three, inclusive,
557 pursuant to section 10-14v, as amended by this act, (4) administering,
558 within available appropriations, the incentive program described in
559 section 10-14w, (5) providing assistance to local and regional boards of
560 education in the administration of the reading assessments described in
561 section 10-14t, as amended by this act, and the implementation of school
562 district reading plans, (6) providing information and assistance to
563 parents and guardians of students relating to reading and literacy
564 instruction, (7) addressing reading and literacy issues related to
565 students who are English language learners, and (8) developing and
566 administering any other state-wide reading and literacy initiatives for
567 students in kindergarten to grade twelve, inclusive.

568 Sec. 11. (*Effective July 1, 2021*) The Commissioner of Education shall
569 conduct an evaluation of the activities of the Center for Literacy
570 Research and Reading Success, established pursuant to section 9 of this
571 act. Such evaluation shall include, but need not be limited to, an analysis
572 of whether student literacy has improved in alliance districts and how
573 resources and funding have been allocated and spent pursuant to
574 sections 1, 2 and 9 of this act and sections 10-14t to 10-14v, inclusive, of
575 the general statutes, as amended by this act, and section 10-14y of the
576 general statutes, as amended by this act. Not later than February 1, 2024,
577 the commissioner shall submit such evaluation and any
578 recommendations to the joint standing committees of the General
579 Assembly having cognizance of matters relating to education and
580 appropriations, in accordance with the provisions of section 11-4a of the

581 general statutes.

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

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

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

598 Sec. 13. Section 10-16ss of the general statutes is repealed and the
599 following is substituted in lieu thereof (*Effective July 1, 2021*):

600 (a) For the school year commencing July 1, 2021, and each school year
601 thereafter, each local and regional board of education shall include
602 African-American and black studies and Puerto Rican and Latino
603 studies as part of the curriculum for the school district, pursuant to
604 section 10-16b, as amended by this act. In developing and implementing
605 the African-American and black studies and Puerto Rican and Latino
606 studies curriculum, the board may utilize the curriculum materials
607 made available by the State Board of Education pursuant to subsection
608 (d) of section 10-16b or other existing and appropriate public or private
609 materials, personnel and resources, provided such curriculum is in
610 accordance with the state-wide subject matter content standards,
611 adopted by the state board pursuant to section 10-4.

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

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

619 (a) (1) Not later than January 1, 2021, the State Board of Education
620 shall review and approve the black and Latino studies course developed
621 pursuant to subsection (b) of this section by the State Education
622 Resource Center, established pursuant to section 10-357a. The state
623 board shall approve such course if, following a review of such course,
624 the state board determines that the content of such course is rigorous,
625 aligned with curriculum guidelines approved by the state board, and in
626 accordance with the state-wide subject matter content standards,
627 adopted by the state board pursuant to section 10-4.

628 (2) Not later than January 15, 2021, the state board, in consultation
629 with the State Education Resource Center, shall submit a description of
630 the black and Latino studies course, which includes the scope and
631 sequence and course objective, and a report on the development and
632 review of such course to the joint standing committee of the General
633 Assembly having cognizance of matters relating to education, in
634 accordance with the provisions of section 11-4a.

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

643 (c) For the school years commencing July 1, 2022, to July 1, 2024,

644 inclusive, the Department of Education shall conduct an annual audit to
 645 ensure that the black and Latino studies course approved pursuant to
 646 this section is being offered by each local and regional board of
 647 education. The department shall annually submit a report on such audit
 648 to the joint standing committee of the General Assembly having
 649 cognizance of matters relating to education, in accordance with the
 650 provisions of section 11-4a.

651 (d) For the school year commencing July 1, 2021, and each school year
 652 thereafter, the State Education and Resource Center shall provide
 653 technical assistance to local and regional boards of education in the
 654 provision of professional development, pursuant to section 10-148a, and
 655 in-service training, pursuant to section 10-220a, related to the teaching
 656 of the black and Latino studies course approved pursuant to this
 657 section."

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2021	New section
Sec. 2	July 1, 2021	New section
Sec. 3	July 1, 2022	10-16oo
Sec. 4	July 1, 2022	10-16b(a)
Sec. 5	July 1, 2022	10-14t
Sec. 6	July 1, 2022	10-14u
Sec. 7	July 1, 2022	10-14v
Sec. 8	July 1, 2022	10-14y
Sec. 9	July 1, 2021	New section
Sec. 10	July 1, 2022	10-3c
Sec. 11	July 1, 2021	New section
Sec. 12	from passage	10-15c
Sec. 13	July 1, 2021	10-16ss
Sec. 14	July 1, 2021	10-16tt