



General Assembly

January Session, 2023

Raised Bill No. 1094

LCO No. 4533



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING THE IMPLEMENTATION OF READING MODELS OR PROGRAMS.

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

1 Section 1. Section 10-14hh of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective from passage*):

3 (a) (1) [For] Except as otherwise provided in subdivision (2) of this
4 subsection, for the school year commencing July 1, 2023, and each school
5 year thereafter, each local and regional board of education shall fully
6 implement a comprehensive reading curriculum model or program for
7 grades [prekindergarten] kindergarten to grade three, inclusive, that has
8 been reviewed and [recommended] approved pursuant to section 10-
9 14ii, as amended by this act.

10 (2) (A) For the school years commencing July 1, 2023, and July 1, 2024,
11 a local or regional board of education that has not been granted a waiver
12 pursuant to subsection (c) of this section and is not fully implementing
13 a comprehensive reading curriculum model or program for grades
14 kindergarten to grade three, inclusive, in accordance with the provisions
15 of subsection (a) of this section, shall begin partial implementation of

16 such comprehensive reading curriculum model or program, provided
17 such board fully implements such comprehensive reading curriculum
18 model or program for the school year commencing July 1, 2025, and each
19 school year thereafter in accordance with the provisions of subsection
20 (a) of this section.

21 (B) For the school year commencing July 1, 2023, and each school year
22 thereafter, a local or regional board of education that has been granted
23 a waiver pursuant to subsection (c) of this section shall implement a
24 comprehensive reading curriculum model or program other than a
25 model or program reviewed and approved pursuant to section 10-14ii,
26 as amended by this act, in accordance with the provisions of such
27 waiver.

28 (b) On or before July 1, [2023] 2025, and biennially thereafter, each
29 local and regional board of education shall notify the Center for Literacy
30 Research and Reading Success, established pursuant to section 10-14gg,
31 as amended by this act, of which comprehensive reading curriculum
32 model or program that the board is implementing pursuant to
33 subsection (a) of this section.

34 [(c) If a local or regional board of education demonstrates to the
35 Commissioner of Education that such board has insufficient resources
36 or funding to implement any of the reading curriculum model or
37 programs reviewed and recommended pursuant to section 10-14ii, the
38 commissioner shall grant such board an extension of time, if the
39 commissioner determines that such board demonstrates continued
40 efforts to commence implementation of a reviewed and recommended
41 reading curriculum model or program in accordance with this section.]

42 [(d)] (c) The Commissioner of Education, in consultation with the
43 director of the Center for Literacy Research and Reading Success, shall,
44 upon request of a local or regional board of education, grant a waiver
45 from the provisions of subsection (a) of this section to such board to
46 implement a comprehensive reading curriculum model or program
47 other than a model or program reviewed and recommended pursuant

48 to section 10-14ii, as amended by this act, if the commissioner
49 determines that such other comprehensive reading curriculum [or]
50 model or program is (1) evidenced-based and scientifically-based, and
51 (2) focused on competency in the following areas of reading: Oral
52 language, phonemic awareness, phonics, fluency, vocabulary, rapid
53 automatic name or letter name fluency and reading comprehension. A
54 request for a waiver under this subsection shall include (A) data
55 collected from the reading assessments described in section 10-14t that
56 has been disaggregated by race, ethnicity, gender, eligibility for free or
57 reduced priced lunches, students whose primary language is not
58 English and students with disabilities, and (B) a strategy to address
59 remaining reading achievement gaps, as defined in section 10-14u, as
60 amended by this act.

61 Sec. 2. Section 10-14ii of the general statutes is repealed and the
62 following is substituted in lieu thereof (*Effective from passage*):

63 Not later than July 1, 2022, the director of the Center for Literacy
64 Research and Reading Success, in consultation with the Reading
65 Leadership Implementation Council established pursuant to section 10-
66 14gg, as amended by this act, shall review and approve at least five
67 comprehensive reading curriculum models or programs to be
68 implemented by local and regional boards of education according to the
69 unique needs of each school district in accordance with the provisions
70 of section 10-14hh, as amended by this act. Such comprehensive reading
71 curriculum models or programs shall be (1) evidenced-based and
72 scientifically-based, and (2) focused on competency in the following
73 areas of reading: Oral language, phonemic awareness, phonics, fluency,
74 vocabulary, rapid automatic name or letter name fluency and reading
75 comprehension.

76 Sec. 3. Subsection (a) of section 10-14gg of the general statutes is
77 repealed and the following is substituted in lieu thereof (*Effective from*
78 *passage*):

79 (a) The Department of Education shall establish a Center for Literacy

80 Research and Reading Success within the department. The center shall
81 be responsible for (1) the implementation of the coordinated state-wide
82 reading plan for students in kindergarten to grade three, inclusive,
83 established pursuant to section 10-14v; (2) researching and developing,
84 in collaboration with the Office of Early Childhood, a birth to grade
85 twelve reading success strategy to be included in the alignment of
86 reading instruction with the two-generational initiative, established
87 pursuant to section 17b-112l; (3) (A) providing direct support to schools
88 and boards of education to improve reading outcomes for students in
89 kindergarten to grade three, inclusive, and other reading initiatives, and
90 (B) supporting teachers, schools and boards of education engaged in
91 improving through coaching, leadership training, professional
92 development, parental engagement and technical assistance that is
93 consistent with the intensive reading instruction program, as described
94 in section 10-14u, as amended by this act, and aligned with evidence-
95 based practices; (4) providing independent, random reviews of how a
96 local or regional board of education is implementing (A) a
97 comprehensive reading curriculum model or program for grades
98 [prekindergarten] kindergarten to grade three, inclusive, pursuant to
99 section 10-14hh, as amended by this act, and (B) an approved reading
100 assessment, pursuant to section 10-14t; (5) receiving and publicly
101 reporting, not later than September 1, [2023] 2025, and biennially
102 thereafter, the comprehensive reading curriculum model or program
103 being implemented by each local and regional board of education
104 pursuant to section 10-14hh, as amended by this act; (6) developing and
105 maintaining an Internet web site for the purpose of disseminating tools
106 and information associated with the intensive reading instruction
107 program for student reading; (7) serving as a collaborative center for
108 institutions of higher education and making available to the faculty of
109 teacher preparation programs (A) the science of teaching reading, (B)
110 the intensive reading instruction program, and (C) samples of available
111 comprehensive reading curriculum models or programs reviewed and
112 [recommended] approved pursuant to section 10-14ii, as amended by
113 this act; and (8) reviewing and publicly reporting on progress made by
114 teacher preparation programs to include comprehensive reading

115 curriculum models or programs reviewed and [recommended]
116 approved pursuant to section 10-14ii, as amended by this act.

117 Sec. 4. Subsection (a) of section 10-14u of the general statutes is
118 repealed and the following is substituted in lieu thereof (*Effective from*
119 *passage*):

120 (a) As used in this section: [and section 10-3c:]

121 (1) "Achievement gaps" means the existence of a significant disparity
122 in the academic performance of students among and between (A) racial
123 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and
124 (E) English language learners and students whose primary language is
125 English.

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

131 (3) "Scientifically-based reading research and instruction" means (A)
132 a comprehensive program or a collection of instructional practices that
133 is based on reliable, valid evidence showing that when such programs
134 or practices are used, students can be expected to achieve satisfactory
135 reading progress, and (B) the integration of instructional strategies for
136 continuously assessing, evaluating and communicating the student's
137 reading progress and needs in order to design and implement ongoing
138 interventions so that students of all ages and proficiency levels can read
139 and comprehend text and apply higher level thinking skills. Such
140 comprehensive program or collection of practices includes, but is not
141 limited to, instruction in the following areas of reading: Oral language,
142 phonemic awareness, phonics, fluency, vocabulary, rapid automatic
143 name or letter name fluency and reading comprehension.

144 Sec. 5. Section 10-3c of the general statutes is repealed. (*Effective from*
145 *passage*)

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

Section 1	<i>from passage</i>	10-14hh
Sec. 2	<i>from passage</i>	10-14ii
Sec. 3	<i>from passage</i>	10-14gg(a)
Sec. 4	<i>from passage</i>	10-14u(a)
Sec. 5	<i>from passage</i>	Repealer section

Statement of Purpose:

To delay implementation of the requirements regarding reading models or programs.

[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.]