



Substitute Senate Bill No. 1067

Special Act No. 19-8

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

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

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

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

Substitute Senate Bill No. 1067

provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students in accordance with subsection (a) of section 10-220a of the general statutes and section 10-148a of the general statutes.

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

(d) The task force shall consist of the following members:

(1) Two appointed by the speaker of the House of Representatives,

Substitute Senate Bill No. 1067

one of whom has expertise in the provision of instruction to students with dyslexia and one of whom is a parent or guardian of a student with dyslexia;

(2) Two appointed by the president pro tempore of the Senate, one of whom has expertise in the provision of professional development training for teachers concerning instruction to students with dyslexia, and one of whom is a parent or guardian of a student with dyslexia;

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

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

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

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

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

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

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

(f) All appointments to the task force shall be made not later than

Substitute Senate Bill No. 1067

thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.

(g) The speaker of the House of Representatives and the president pro tempore of the Senate shall select the chairpersons of the task force from among the members of the task force. Such chairpersons shall schedule the first meeting of the task force, which shall be held not later than sixty days after the effective date of this section.

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

(i) Not later than January 1, 2021, the task force shall submit a report on its findings and recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to education and higher education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2021, whichever is later.

Approved June 28, 2019