

**Proposed Substitute
Bill No. 1067**

LCO No. 6490

**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:

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

5 (b) The task force shall examine and make recommendations on
6 whether (1) institutions of higher education in the state are complying
7 with the licensure requirements set forth in (A) subsection (e) of
8 section 10-145a of the general statutes, specifically as it relates to the
9 twelve clock hours of instruction in the detection and recognition of,
10 and evidence-based structured literacy interventions for, students with
11 dyslexia, and (B) subsection (i) of section 10-145d of the general
12 statutes, specifically as it relates to a program of study in the diagnosis
13 and remediation of reading and language arts that includes supervised
14 practicum hours and instruction in the detection and recognition of,
15 and evidence-based structured literacy interventions for, students with
16 dyslexia, and (2) the current in-service training and professional
17 development models are appropriate to provide in-service training
18 and professional development for teachers with the knowledge and
19 understanding to meet the needs of dyslexic students in accordance
20 with subsection (a) of section 10-220a of the general statutes and
21 section 10-148a of the general statutes.

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

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

48 (1) Two appointed by the speaker of the House of Representatives,
49 one of whom has expertise in the provision of instruction to students
50 with dyslexia, and one of whom is a parent or guardian of a student
51 with dyslexia;

52 (2) Two appointed by the president pro tempore of the Senate, one
53 of whom has expertise in the provision of professional development
54 training for teachers concerning instruction to students with dyslexia,

55 and one of whom is a parent or guardian of a student with dyslexia;

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

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

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

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

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

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

72 (e) Any member of the task force appointed under subdivision (1),
73 (2), (4), (5) or (6) of subsection (d) of this section may be a member of
74 the General Assembly.

75 (f) All appointments to the task force shall be made not later than
76 thirty days after the effective date of this section. Any vacancy shall be
77 filled by the appointing authority.

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

83 (h) The administrative staff of the joint standing committee of the

84 General Assembly having cognizance of matters relating to education
85 shall serve as administrative staff of the task force.

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

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section