



General Assembly

February Session, 2006

Raised Bill No. 407

LCO No. 2172



Referred to Committee on

EDUCATION

Introduced by:

(ED)

AN ACT CONCERNING READING PROGRAMS FOR PRIORITY SCHOOL DISTRICT STUDENTS.

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

1 Section 1. Section 10-265g of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2006*):

3 (a) Each local and regional board of education for a priority school
4 district shall offer a summer reading program, as described in
5 subsection (d) of section 10-265f, as amended, to children enrolled in
6 kindergarten in the schools under its jurisdiction who are determined
7 by their teachers to need additional reading and reading readiness
8 instruction.

9 (b) For each school year commencing on or after July 1, [1999] 2006,
10 each local and regional board of education for a priority school district
11 shall require the schools under its jurisdiction to evaluate the reading
12 level of students enrolled in grades one to three, inclusive, in the
13 middle of the school year and at the end of the school year. A student
14 shall be determined to be substantially deficient in reading based on
15 measures established by the State Board of Education. Each school

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LEGISLATIVE REFERENCE SECTION

16 shall provide a reading program for such students that incorporates
17 the competencies required for early reading success and effective
18 reading instruction as delineated in section 10-221l. If a student is
19 determined to be substantially deficient in reading based on [(1) The
20 middle of the year evaluation] any evaluations, the school shall notify
21 the parents or guardian of the student of such result [; and (2) the end
22 of the year evaluation,] and the school shall develop and implement a
23 personal reading plan for such student.

24 (c) The personal reading plan shall, [include measures to improve
25 the student's reading level,] within available appropriations, include
26 additional instruction such as tutoring, [a transitional class,] an after
27 school, school vacation, or weekend program or a summer reading
28 program as described in subsection (d) of section 10-265f, as amended.
29 Personal reading plans pursuant to this section shall be (1) reviewed
30 and revised as appropriate after each evaluation or state-wide
31 examination, as appropriate, (2) discussed with the provider of the
32 additional instruction, and (3) given to the parent or guardian of the
33 student, in accordance with the provisions concerning notice to
34 parents or legal guardians pursuant to section 10-15b of the general
35 statutes, and include recommendations for reading strategies that the
36 parent or guardian can use at home. For purposes of providing
37 additional instruction, boards of education for priority school districts
38 shall give preference first to elementary schools and then to middle
39 schools, with the highest number of students who are substantially
40 deficient in reading.

41 (d) Promotion of [such student] students with personal reading
42 plans from [grade to] first, second or third grade shall be based on
43 documented progress in achieving the goals of the personal reading
44 plan or demonstrated reading proficiency. If a decision is made to
45 promote a student who is substantially deficient in reading from [third
46 to fourth] first, second or third grade, the school principal shall
47 provide written justification for such promotion to the superintendent
48 of schools.

49 (e) A personal reading plan that incorporates the competencies
50 required for early reading success and effective reading instruction as
51 delineated in section 10-221l shall be maintained for a student who is
52 substantially deficient in reading until the student achieves a
53 satisfactory grade level [of] proficiency, as determined by a reading
54 evaluation pursuant to this subsection or a state-wide examination
55 pursuant to section 10-14n of the 2006 supplement to the general
56 statutes.

57 (f) Subject to the provisions of this subsection and within available
58 appropriations, each local and regional board of education for a
59 priority school district shall require for the 2006-2007 school year, and
60 each school year thereafter, students in grades one to three, inclusive,
61 who, based on an end-of-the year evaluation pursuant to subsection
62 (b) of this section, are determined to be substantially deficient in
63 reading, to attend school the summer following such evaluation. The
64 superintendent of schools may exempt an individual student from
65 such requirement, upon the recommendation of the school principal,
66 based on the student's progress with the student's personal reading
67 plan. If a student does not receive such an exemption, has been offered
68 the opportunity to attend a summer school program and fails to attend
69 summer school, the local or regional board of education shall not
70 promote the student to the next grade.

71 [(c)] (g) The superintendent of schools shall report to the
72 Commissioner of Education the information such superintendent
73 receives pursuant to subsection (b) of this section regarding the
74 number of students who are substantially deficient in reading and are
75 promoted from first, second or third [to fourth] grade to the next
76 grade. The State Board of Education shall prepare and publish a report
77 containing such information.

78 Sec. 2. Section 10-265l of the general statutes is repealed and the
79 following is substituted in lieu thereof (Effective July 1, 2006):

80 (a) [Each] For the 2006-2007 school year and each school year

81 thereafter, each local and regional board of education for a priority
82 school district pursuant to section 10-266p, as amended, shall, within
83 available appropriations, require the schools under its jurisdiction to
84 [provide additional instruction, unless the school principal determines
85 that such instruction is not necessary based on the recommendations of
86 the student's teacher, (1) for the 2000-2001 school year, and each school
87 year thereafter, to] develop and implement a personal reading plan, as
88 described in section 10-265g, as amended by this act, for each student
89 who fails to meet the state-wide standard for remedial assistance on
90 the reading component of the third, fourth or fifth grade mastery
91 examination under section 10-14n, as amended, [and (2) for the 2001-
92 2002 school year, and each school year thereafter, to each student who
93 fails to meet the state-wide standard for remedial assistance on the
94 sixth grade mastery examination under section 10-14n. The instruction
95 shall be designed to address the student's deficiencies and may include
96 tutoring, an after school or school vacation program, or a weekend
97 school program that is funded in accordance with section 10-265m]
98 unless the school principal determines that such additional instruction
99 is not necessary based on the recommendations of the student's
100 teacher.

101 (b) Subject to the provisions of this subsection, each local and
102 regional board of education for a priority school district [shall require
103 (1) for the 2000-2001 school year, and each school year thereafter,
104 students in the schools under its jurisdiction who fail to reach the state-
105 wide standard for remedial assistance on the reading component of
106 such fourth grade mastery examination to attend school the summer
107 following the examination on which they failed to reach such standard,
108 and (2)] may require, within available appropriations, for the [2001-
109 2002] 2006-2007 school year, and each school year thereafter, students
110 in the schools under its jurisdiction who fail [to reach the state-wide
111 standard for remedial assistance on such sixth grade mastery
112 examination] in fourth, fifth or sixth grade to progress with the
113 additional instruction provided in their personal reading plans to
114 attend school the summer following the [examination on which they

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115 failed to reach such standard] school year in which they failed to make
 116 such progress. The superintendent of schools may exempt an
 117 individual student from such requirement, upon the recommendation
 118 of the school principal, [, based on the student's progress with the
 119 additional instruction provided pursuant to subsection (a) of this
 120 section.] If a student does not receive such an exemption, has been
 121 offered the opportunity to attend a summer school program and fails
 122 to attend summer school, the local or regional board of education shall
 123 not promote the student to the next grade.

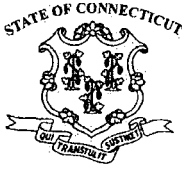
This act shall take effect as follows and shall amend the following sections:		
Section 1	<u>July 1, 2006</u>	10-265g
Sec. 2	<u>July 1, 2006</u>	10-265l

Statement of Purpose:

To amend the statutes concerning reading instruction for priority school district students with reading difficulties to shift the focus from assisting students in grades four and six to assisting students in grades one to three, inclusive, and to strengthen the provisions concerning personal reading plans.

[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.]

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Senate

CONNECTICUT STATE LIBRARY
LEGISLATIVE REFERENCE SECTION

General Assembly

File No. 267

February Session, 2006

Substitute Senate Bill No. 407

Senate, March 31, 2006

The Committee on Education reported through SEN. GAFFEY of the 13th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING READING PROGRAMS FOR PRIORITY SCHOOL DISTRICT STUDENTS AND NOTICES SENT TO PARENTS OR LEGAL GUARDIANS.

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

1 Section 1. Section 10-265g of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective from passage*):

3 (a) Each local and regional board of education for a priority school
4 district shall offer a summer reading program, as described in
5 subsection (d) of section 10-265f, as amended, to children enrolled in
6 kindergarten in the schools under its jurisdiction who are determined
7 by their teachers to need additional reading and reading readiness
8 instruction.

9 (b) For each school year commencing on or after July 1, [1999] 2006,
10 each local and regional board of education for a priority school district
11 shall require the schools under its jurisdiction to evaluate the reading
12 level of students enrolled in grades one to three, inclusive, in the

13 middle of the school year and at the end of the school year. A student
14 shall be determined to be substantially deficient in reading based on
15 measures established by the State Board of Education. Each school
16 shall provide a reading program for such students that incorporates
17 the competencies required for early reading success and effective
18 reading instruction as delineated in section 10-221l. If a student is
19 determined to be substantially deficient in reading based on [:(1) The
20 middle of the year evaluation] any evaluations, the school shall notify
21 the parents or guardian of the student of such result [; and (2) the end
22 of the year evaluation,] and the school shall develop and implement a
23 personal reading plan for such student.

24 (c) The personal reading plan shall include [measures to improve
25 the student's reading level] additional instruction, within available
26 appropriations, such as tutoring, [a transitional class,] an after school,
27 school vacation, or weekend program or a summer reading program as
28 described in subsection (d) of section 10-265f, as amended. Personal
29 reading plans pursuant to this section shall be (1) reviewed and
30 revised as appropriate after each evaluation or state-wide examination,
31 as appropriate, (2) discussed with the provider of the additional
32 instruction, and (3) given to the parent or guardian of the student, in
33 accordance with the provisions concerning notice to parents or legal
34 guardians pursuant to section 10-15b, as amended by this act, and
35 include recommendations for reading strategies that the parent or
36 guardian can use at home. For purposes of providing additional
37 instruction, boards of education for priority school districts shall give
38 preference first to elementary schools and then to middle schools, with
39 the highest number of students who are substantially deficient in
40 reading.

41 (d) Promotion of [such student from grade to] students with
42 personal reading plans from first, second or third grade shall be based
43 on documented progress in achieving the goals of the personal reading
44 plan or demonstrated reading proficiency. If a decision is made to
45 promote a student who is substantially deficient in reading from [third
46 to fourth] first, second or third grade, the school principal shall

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47 provide written justification for such promotion to the superintendent
48 of schools.

49 (e) A personal reading plan that incorporates the competencies
50 required for early reading success and effective reading instruction as
51 delineated in section 10-221l shall be maintained for a student who is
52 substantially deficient in reading until the student achieves a
53 satisfactory grade level [of] proficiency, as determined by a reading
54 evaluation pursuant to this subsection or a state-wide examination
55 pursuant to section 10-14n of the 2006 supplement to the general
56 statutes.

57 (f) Subject to the provisions of this subsection and within available
58 appropriations, each local and regional board of education for a
59 priority school district shall require for the 2006-2007 school year, and
60 each school year thereafter, students in grades one to three, inclusive,
61 who, based on an end-of-the year evaluation pursuant to subsection
62 (b) of this section, are determined to be substantially deficient in
63 reading, to attend school the summer following such evaluation. The
64 superintendent of schools may exempt an individual student from
65 such requirement, upon the recommendation of the school principal,
66 based on the student's progress with the student's personal reading
67 plan. If a student does not receive such an exemption, has been offered
68 the opportunity to attend a summer school program and fails to attend
69 summer school, the local or regional board of education shall not
70 promote the student to the next grade.

71 [(c)] (g) The superintendent of schools shall report to the
72 Commissioner of Education the information such superintendent
73 receives pursuant to subsection [(b)] (d) of this section regarding the
74 number of students who are substantially deficient in reading and are
75 promoted from first, second or third [to fourth] grade to the next
76 grade. The State Board of Education shall prepare and publish a report
77 containing such information.

78 Sec. 2. Section 10-265l of the general statutes is repealed and the
79 following is substituted in lieu thereof (*Effective from passage*):

80 (a) [Each] For the 2006-2007 school year and each school year
81 thereafter, each local and regional board of education for a priority
82 school district pursuant to section 10-266p, as amended, shall, within
83 available appropriations, require the schools under its jurisdiction to
84 [provide additional instruction, unless the school principal determines
85 that such instruction is not necessary based on the recommendations of
86 the student's teacher, (1) for the 2000-2001 school year, and each school
87 year thereafter, to] develop and implement a personal reading plan, as
88 described in section 10-265g, as amended by this act, for each student
89 who fails to meet the state-wide standard for remedial assistance on
90 the reading component of the third, fourth or fifth grade mastery
91 examination under section 10-14n, as amended, [and (2) for the 2001-
92 2002 school year, and each school year thereafter, to each student who
93 fails to meet the state-wide standard for remedial assistance on the
94 sixth grade mastery examination under section 10-14n. The instruction
95 shall be designed to address the student's deficiencies and may include
96 tutoring, an after school or school vacation program, or a weekend
97 school program that is funded in accordance with section 10-265m]
98 unless the school principal determines that such additional instruction
99 is not necessary based on the recommendations of the student's
100 teacher.

101 (b) Subject to the provisions of this subsection, each local and
102 regional board of education for a priority school district [shall require
103 (1) for the 2000-2001 school year, and each school year thereafter,
104 students in the schools under its jurisdiction who fail to reach the state-
105 wide standard for remedial assistance on the reading component of
106 such fourth grade mastery examination to attend school the summer
107 following the examination on which they failed to reach such standard,
108 and (2)] may require, within available appropriations, (1) for the 2005-
109 2006 school year, students in the fourth and sixth grades in schools
110 under its jurisdiction who fail to make progress with the additional
111 instruction provided in their personal reading plans to attend school
112 during the summer following the school year in which the student fails
113 to make such progress, and (2) for the [2001-2002] 2006-2007 school
114 year, and each school year thereafter, students in the schools under its

115 jurisdiction who fail [to reach the state-wide standard for remedial
 116 assistance on such sixth grade mastery examination] in fourth, fifth or
 117 sixth grade to make progress with the additional instruction provided
 118 in their personal reading plans to attend school the summer following
 119 the [examination on which they failed to reach such standard] school
 120 year in which they failed to make such progress. The superintendent of
 121 schools may exempt an individual student from such requirement,
 122 upon the recommendation of the school principal, [, based on the
 123 student's progress with the additional instruction provided pursuant
 124 to subsection (a) of this section.] If a student does not receive such an
 125 exemption, has been offered the opportunity to attend a summer
 126 school program and fails to attend summer school, the local or regional
 127 board of education shall not promote the student to the next grade.

128 Sec. 3. Subsection (a) of section 10-265m of the general statutes is
 129 repealed and the following is substituted in lieu thereof (*Effective from*
 130 *passage*):

131 (a) For the fiscal year ending June 30, 2001, and each fiscal year
 132 thereafter, the Commissioner of Education shall award grants, within
 133 available appropriations, to local and regional boards of education for
 134 priority school districts pursuant to section 10-266p, as amended, for
 135 summer school programs required pursuant to [section] sections 10-
 136 265g and 10-265l, as amended by this act, and weekend school
 137 programs. Eligibility for grants pursuant to this section shall be
 138 determined for a five-year period based on a school district's
 139 designation as a priority school district for the initial year of
 140 application. In order to receive a grant, an eligible board of education
 141 shall submit a plan for the expenditure of grant funds to the
 142 Department of Education, at such time and in such manner as the
 143 commissioner prescribes.

144 Sec. 4. Section 10-15b of the general statutes is repealed and the
 145 following is substituted in lieu thereof (*Effective July 1, 2006*):

146 (a) Either parent or legal guardian of a minor student shall, upon
 147 written request to a local or regional board of education and within a

148 reasonable time, be entitled to knowledge of and access to all
149 educational, medical, or similar records maintained in such student's
150 cumulative record, except that no parent or legal guardian shall be
151 entitled to information considered privileged under section 10-154a.

152 (b) The parent or legal guardian with whom the student does not
153 primarily reside shall be provided with all school notices that are
154 provided to the parent or legal guardian with whom the student
155 primarily resides. Such notices shall be mailed to the parent or legal
156 guardian requesting them at the same time they are provided to the
157 parent or legal guardian with whom the child primarily resides. Such
158 requests shall be effective for as long as the child remains in the school
159 the child is attending at the time of the request.

160 [(b)] (c) If any private or public school is served with a subpoena
161 issued by competent authority directing the production of school or
162 student records in connection with any proceedings in any court, the
163 school upon which such subpoena is served may deliver such record
164 or at its option a copy thereof to the clerk of such court. Such clerk
165 shall give a receipt for the same, shall be responsible for the
166 safekeeping thereof, shall not permit the same to be removed from the
167 premises of the court and shall notify the school to call for the same
168 when it is no longer needed for use in court. Any such record or copy
169 so delivered to such clerk shall be sealed in an envelope which shall
170 indicate the name of the school or student, the name of the attorney
171 subpoenaing the same and the title of the case referred to in the
172 subpoena. No such record or copy shall be open to inspection by any
173 person except upon the order of a judge of the court concerned, and
174 any such record or copy shall at all times be subject to the order of
175 such judge. Any and all parts of any such record or copy, if not
176 otherwise inadmissible, shall be admitted in evidence without any
177 preliminary testimony, if there is attached thereto the certification in
178 affidavit form of the person in charge of such records indicating that
179 such record or copy is the original record or a copy thereof, made in
180 the regular course of the business of the school, and that it was the
181 regular course of such business to make such record at the time of the

182 transactions, occurrences or events recorded therein or within a
 183 reasonable time thereafter. A subpoena directing production of such
 184 school or student records shall be served not less than eighteen hours
 185 before the time for production, provided such subpoena shall be valid
 186 if served less than eighteen hours before the time of production if
 187 written notice of intent to serve such subpoena has been delivered to
 188 the person in charge of such records not less than eighteen hours nor
 189 more than two weeks before such time for production.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-265g
Sec. 2	<i>from passage</i>	10-265l
Sec. 3	<i>from passage</i>	10-265m(a)
Sec. 4	<i>July 1, 2006</i>	10-15b

ED Joint Favorable Subst.

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 07 \$	FY 08 \$
Priority School Districts	None	None	None
Local and Regional School Districts	STATE MANDATE - Cost	Minimal	Minimal

Explanation

Shifting the focus of reading programs in priority school districts results in no effective fiscal impact to priority school districts as funding for these programs continues as a part of each districts priority school district grant.

Requiring that school notices be provided to the parent or legal guardian that a student does not primarily reside with in addition to the parent or legal guardian the student primarily resides with results in a minimal cost to local and regional school districts due to postage costs.

The Out Years

The fiscal impact of this bill continues in to the future subject to inflationary changes.

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OLR Bill Analysis

sSB 407

AN ACT CONCERNING READING PROGRAMS FOR PRIORITY SCHOOL DISTRICT STUDENTS AND NOTICES SENT TO PARENTS OR LEGAL GUARDIANS.

SUMMARY:

This bill makes several changes to the priority school district reading program. It requires more intensive remedial assistance for elementary school students deficient in reading skills, including requiring additional instruction as part of student's personal reading plans and enhancing summer school requirements.

The bill also requires schools to provide all notices to the parent or guardian with whom the student does not primarily reside if requested to do so.

EFFECTIVE DATE: Upon passage except for the school notice provision, which is effective July 1, 2006.

PERSONAL READING PLAN ENHANCEMENTS

The bill specifies that personal reading plans must include, within available appropriations, additional instruction, rather than just measures to improve a student's reading level as required under current law. It expands the non-exhaustive list of acceptable measures to include after school, school vacation, or weekend programs, in addition to the already listed tutoring and summer reading programs. However, it removes the option of a transitional class.

The bill requires boards of education for priority school districts to give first priority in the provision of additional instruction to elementary and then middle schools with the highest number of substantially deficient students in reading.

The bill adds the requirement that all personal reading plans be:

1. reviewed and revised as necessary after each evaluation or state-wide mastery test,
2. discussed with the student's additional instruction providers,
3. given to parents or guardians along with reading strategies that they can use at home.

Current law requires a personal reading plan to be maintained until the student reaches a satisfactory proficiency level. The bill instead requires that it be maintained until the student achieves a satisfactory grade level as determined by the reading evaluation or a state wide mastery test.

DEVELOPMENT OF PERSONAL READING PLANS

Grades 1-3

The law requires schools in priority districts to evaluate the reading level of students in grades one, two, and three in the middle and at the end of the school year. Schools must notify parents or guardians of any student found to be deficient based on the mid-year evaluation and develop a personal reading plan for the student if found deficient based on the year end evaluation. Beginning July 1, 2006, the bill requires parental notification and the implementation and development of personal reading plans for students found deficient based on either evaluation.

Grades 4-6

Beginning with the 2006-07 school-year, the bill requires boards of education, within available appropriations, to develop a personal reading plan for each student who fails to meet the state wide standard for remedial assistance on the reading component of the 3rd, 4th, and 5th grade mastery test. Currently, they must provide additional instruction only for those who don't meet the standard on the 4th grade test. The bill allows school principals to determine, based on a teacher's recommendation, that the reading plan need not require

additional instruction.

The bill eliminates the requirement that schools provide additional instruction to students who do not meet the remedial standard on the 6th grade mastery tests.

PROMOTION OF STUDENTS WITH PERSONAL READING PLANS

The bill requires school principals to provide written justification to the superintendent in order to promote 1st, 2nd, or 3rd grade students with personal reading plans who are still substantially deficient in reading. Superintendents must submit this information to the education commissioner, and the State Board of Education must publish a report on it. Current law requires principals and superintendents to report this information only for the promotion of third graders.

SUMMER SCHOOL

Grades 1-3

Beginning with the 2006-07 school-year, the bill requires boards for priority school districts, within available appropriations, to require students in grades one through three to attend summer school if they are found to be substantially deficient in reading based on their end of the year evaluation. The bill allows a superintendent to exempt an individual student from the requirement on a principal's recommendation, based on the student's progress with his personal reading plan. Any non exempt student who does not attend summer school cannot be promoted to the next grade. The bill specifies that priority school district grant funding may be used to pay for these summer programs.

Grades 4-6

The law already requires students who fail to meet the remedial standard on the 4th and 6th grade mastery test to attend state-funded summer school programs during the summer following the test unless exempt based on their progress. The bill eliminates this provision and instead, beginning in 2005-06 school-year, allows boards to require,

within available appropriations, 4th and 6th grade students who fail to make progress with the additional instruction provided in their personal reading plan to subsequently attend summer school. Beginning in 2006-07, the bill extends the provision to 5th graders as well.

The bill still allows superintendents to exempt students from summer school upon a principal's recommendation. It eliminates the restriction that the exemption be based on the student's progress with the additional instruction. As under existing law, non exempt students offered the opportunity to attend summer school and who fail to do so cannot be promoted to the next grade.

As under current law, priority school district grant funds may be used to pay for these summer programs.

SCHOOL NOTICES

The bill requires schools to simultaneously mail the same school notices they give to the parent or guardian with whom the student primarily resides to the other parent or guardian if he requests it. The mailing requirement remains in effect for as long as the student attends the school to which the original request is made.

BACKGROUND

Related Bill

sHB 5563 includes the same school notice provision. The Education Committee reported it favorably on March 10..

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 25 Nay 0 (03/10/2006)

REPORT ON BILLS FAVORABLY REPORTED BY COMMITTEE

COMMITTEE: Education Committee

File No.:

Bill No.: SB-407

PH Date: 3/3/2006

Action/Date: JFS March 10, 2006

Reference Change: Floor

TITLE OF BILL:

AN ACT CONCERNING READING PROGRAMS FOR PRIORITY SCHOOL DISTRICT STUDENTS.

SPONSORS OF BILL:

Education Committee

REASONS FOR BILL:

To improve reading scores and performance amongst students in high risk school districts by implementing reading programs for students at a younger age. Substitute language addressed the issue of summer school requirements for the year 2006 for students who were not performing well on reading tests.

RESPONSE FROM ADMINISTRATION/AGENCY:

Dr. Betty J. Sternberg, Commissioner of Education supports this bill believes that reading interventions need to happen sooner because it is evident that patterns of failing to read start early in a child's life. However, while the bill addresses summer school requirements for priority school districts students enrolled in the fall of 2006, it is not clear about the summer school requirements for the summer of 2006. The Department of Education hopes to work with the Education Committee on language to address this issue.

NATURE AND SOURCES OF SUPPORT:

Elaine Zimmerman, Executive Director, Connecticut Commission on Children believes SB 407 improves reading interventions for students. Specifically, interventions that begin in grades one, two, and three are more beneficial. Evaluations are not limited are not limited to mid-year and plans are implemented in order to ensure that students receive proper intervention. Parents are notified and involved in interventions and summer school is required for students that are deficient. While these steps are important, more steps need to be taken because of a decline in reading scores.

Rosemary Coyle, Connecticut Education Association supports this bill because it would benefit children and public education.

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[SB 407, '06]

Werner Oyanadel, Associate Legislative Analyst, Latino & Puerto Rican Affairs Commission supports SB 407 and notes that special attention should be given to funding for reading programs in priority school districts because investments in early education can significantly increase the chances of children being better prepared for school.

Connecticut Coalition for Justice in Education Funding agrees that it is important to implement reading plans for students who are deficient in reading in priority school districts. Additional instruction like tutoring and summer reading programs should be affordable to every school district and be accessible to every slow, challenged, or under-performing reader. Additionally, continuing interventions should be taken throughout the upper grades.

Frank Sykes, Legislative Analyst, African-American Affairs Commission supports SB 407 and cites that children from wealthier homes start out with at least 30,000 word vocabularies whereas children from low-income backgrounds start out with only 5,000 words. Unless early intervention programs correct this deficiency, the disparity will continue throughout a child's development and even into adulthood and parenthood.

NATURE AND SOURCES OF OPPOSITION:

None.

Elaina Parahus	3/17/06
_____	_____
Reported by	Date

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