

## **Curriculum Subcommittee Meeting**

Monday, May 23, 2022 7:00 PM

Meeting Access: Curriculum Subcommittee (5/23/22 at 7 p.m.) Web:

<https://zoom.us/j/95944152233> Dial In: (929) 205-6099 Meeting ID: 959 4415 2233, 3 Brush Hill Road, New Fairfield, CT 06812

### **I. CALL TO ORDER**

### **II. APPROVAL OF MINUTES**

II.A. April 25, 2022 - Regular

### **III. ACTION ITEMS**

### **IV. INFORMATION ITEMS**

IV.A. High School Scheduling Committee Update

IV.B. The Science of Reading

IV.C. Our Reading Task Force

### **V. OTHER**

### **VI. ADJOURNMENT**

**BOARD OF EDUCATION, NEW FAIRFIELD, CT**  
**Curriculum Subcommittee Meeting**

Name of Subcommittee: Curriculum Meeting type: Regular  
Date of Meeting: 4/25/22 Minutes submitted by: Kathy Baker  
Members present: Kathy Baker, Tim Blair, Greg Flanagan, Stephanie Strazza  
Members absent:  
Other attendees: Julie Luby, Alyce Misuraca, Karen Fildes, Kate Paixao, Christine Haddad, Cathy Hall, Joel Pardalis, Ed Sbordone  
Meeting Access: Curriculum Subcommittee (4/25/22 at 7 p.m.)  
Web: <https://zoom.us/j/93068026787> Dial In: (929) 205-6099 Meeting ID: 930 6802 6787

**Meeting called to order:** at 7:00 p.m.

**II. APPROVAL OF MINUTES**

A. March 28, 2022 – Regular Meeting

**Motion:** To approve the minutes of March 28, 2022, as presented

Made by: Stephanie Strazza Approved by consensus

**III. ACTION ITEMS - none**

**IV. INFORMATION ITEMS**

**A. Processes for Selection & Re-evaluation of Instructional Materials (Policies 1312 and 6161 will be referenced.)**

Julie Luby presented an overview on how textbooks are selected for courses. Joel presented an overview of how books get into our classroom libraries. There is a wide range of books to meet students at every need.

**B. Update on Secondary Math**

Cathy Hall spoke about how they are going about investigating the new programs. They have reached out to many districts in the area to understand what they are doing. They will continue to pilot into the fall in order to see what works and will pilot in a “normal” year. Three to four programs are being looked at.

**C. Strings Follow-Up Information**

Side note – DRGs are no longer used by the state. You need to figure out the reference and size comparisons based on free and reduced lunches. Districts our size do not have strings program. We are 15% for free and lunch reduced lunch. Those who are within our group based on free and reduced lunch are about half and half and in our size district – only 3 out of 5.

**D. Number Corner in Action - Nothing new to share**

**V. OTHER - Updates on website.** Julie made more progress under the Intervention tab. Talked about the upcoming SBAC meetings.

**Motion to adjourn:** Made by: Stephanie Strazza  
Recording of vote: All in favor

Seconded by: Greg Flanagan  
**Meeting adjourned at:** 8:29 p.m.

## **General**

- The Effects of Block Scheduling
  - <https://www.aasa.org/schooladministratorarticle.aspx?id=14852>
- Block Vs. Traditional Scheduling Student Perspectives
  - <https://education.seattlepi.com/block-vs-traditional-scheduling-student-perspective-1577.html>
- CT General Assembly Study from 2001
  - <https://www.cga.ct.gov/2001/rpt/2001-R-0090.htm>

## **Student Achievement**

- The Impact Of Block Scheduling On Student Achievement, Attendance, And Discipline At The High School Level (2011)
  - <https://files.eric.ed.gov/fulltext/ED528899.pdf>
- White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement (2019)
  - <https://digitalcommons.dartmouth.edu/cgi/viewcontent.cgi?article=1000&context=educ17whitepapers>
- Block Scheduling Effectiveness: A 10 Year Longitudinal Study of One Georgia School System's Test Score Indicators (2009)
  - [https://www.researchgate.net/publication/239932347\\_Block\\_Scheduling\\_Effectiveness\\_A\\_10Year\\_Longitudinal\\_Study\\_of\\_One\\_Georgia\\_School\\_System's\\_Test\\_Score\\_Indicators](https://www.researchgate.net/publication/239932347_Block_Scheduling_Effectiveness_A_10Year_Longitudinal_Study_of_One_Georgia_School_System's_Test_Score_Indicators)
- Research Brief: The Effects of Block Scheduling on Teacher Perceptions and Student Performance (2004)
  - <http://www1.ascd.org/publications/researchbrief/v2n10/toc.aspx>
- What is the effect of block scheduling on academic achievement?: a systematic review (2010)
  - [https://www.researchgate.net/publication/43334227\\_What\\_is\\_the\\_effect\\_of\\_block\\_scheduling\\_on\\_academic\\_achievement\\_a\\_systematic\\_review](https://www.researchgate.net/publication/43334227_What_is_the_effect_of_block_scheduling_on_academic_achievement_a_systematic_review)

## **School Culture/Social-Emotional Impacts**

- Are Block Schedules the Stress-Buster Students Need? (2016)
  - <https://www.nea.org/advocating-for-change/new-from-nea/are-block-schedules-stress-buster-students-need>

# Scheduling Committee Update



May 23, 2022

# Committee Membership

- James D'Amico, Principal
- Scott Rohwedder, Assistant Principal
- Stephanie Cheung, School Counseling Chair
- Cathy Hall, Math Department Chair/Coach
- Jean Gephart, Science Department Chair
- Bonny Marsicano, English Department Chair/Coach
- Ernest Fabrizio-Garcia, World Languages Department Chair
- Kim Tobey, Social Studies Teacher/NFEA Representative:
- Kyle Kressu, Special Education Teacher/NFEA Representative
- Cynthia Risch, Science Teacher
- Andrew Gadwah, Music Teacher
- Erick Alarcon, Junior
- Courtney Weir, Sophomore
- Tim Blair, Board of Education Member
- Natalie Whitters, Parent

# Committee Process: Prioritization & Parameters

- Parameters
  - 6 hour, 50 minute instructional day
  - 7 hour, 20 minute teacher day
  - Contractual obligations
- Prioritization
  - Needs of students
  - Needs of teachers
- District Management Group Process
  - **Set priorities before you begin building the schedule**
  - **Focus on the content of your schedule, not the structure**
  - **Provide extra time for general education intervention**
  - **Maximize access to rigor**
  - **Set nuanced class size targets**
  - **Match staffing to course enrollment with precision—to the decimal place!**

# LEARNING

Time in class for appropriate learning

High student engagement/ motivation/ resources

Balanced for students time - notes are taken on one day

Support for peer-based/ collaborative learning

offer additional/ more content/ material to students

appropriate shift in activities for students

flex time clock

Teacher tabs

ability to offer activities/ mini-classes

AP course demands met

Laboratory Time and opportunity

Sufficient instructional time

Give students opportunity to work on projects

Be able to cut projects off early

# Consistency + Continuity

Limited transitions

Accounting for snow day interruptions

Consistency in class time

Ability to implement curriculum more consistently

Snow Days missing this

Time over years to easily meet grad class requirements

Allows for class content continuity

# EFFICIENCY

Not complicated ease of understanding of where students should be

Consistency in reading times

Not complex

Minimizing transitions

Snow day adjustment

To work w/ consistency

Interpretation - a lesson - some what the teacher is doing - some what the students are doing - some what the teacher is doing - some what the students are doing

Interpretation - a lesson - some what the teacher is doing - some what the students are doing - some what the teacher is doing - some what the students are doing

# intervention & enrichment

Time in day for interventions/ support

time dedicated to enrichment/ intervention

Time for intervention

Opportunities for interventions/ extra help for students

Time for interventions/ extra help

Rebel time

# Collaborative planning time

time for teacher collaboration

teacher collaboration time

time for common planning/ teacher collaboration

## WORKS

Student Learning

- Good for hands-on (music, lab, etc)
- Homework every other day
- PBL
- sufficient instructional time

Intervention/  
Enrichment

- Rebel
- Small group <sup>instruction</sup> in class
- Math lab/writing lab
- Not complicated
- Limited student transitions/prep time

Consistency /  
Continuity /  
Efficiency

Teacher Collaboration

- Depends on teacher  
Schedule → if it works - it works

## Doesn't

Snow days

Student Absences

Mini Blocks needed to  
prevent losing attention span  
Laboratory time for inquiry

Rebel scheduling  
if not prescheduled/absent

No Rotation - late impacts some classes  
(and one or two, after lunch, etc)

Snow days/student absences

Consistency of use of class time

not all teachers  
have any common prep  
time.

## QUESTIONS/ WOUDERINGS

instruct teachers how to use the blocks?  
MIX of blocks/minis?

is there a way to allow for  
more flexible student driven schedule

Sometimes there is monotony  
in consistency → flex day (after school)

If common preps prioritized,  
student options decrease

# Committee Process: Analysis of Current Schedule

	What Works	What Doesn't Work	Questions/Wonderings
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>• Good for hands-on instruction</li> <li>• Project/Problem-Based Learning</li> <li>• Homework every other day (balance out of school life)</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of missed class time (snow days, absences)</li> <li>• Attention span issues with long periods all the time</li> <li>• Extended laboratory time for inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Would incorporation of shorter, 'mini' blocks help with attention issues?</li> <li>• Could longer and shorter blocks be mixed in a schedule?</li> <li>• Teacher training in how to use the block effectively?</li> </ul>
<b>Consistency/ Continuity/ Efficiency</b>	<ul style="list-style-type: none"> <li>• Not complicated, regular</li> <li>• Limited transitions</li> <li>• Time for students to prepare for class</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of rotation- same periods "hit" by lateness, fatigue by end of the day, etc,</li> <li>• Effect of missed class time (snow days, absences)</li> <li>• Lack of consistency in use of class time</li> </ul>	<ul style="list-style-type: none"> <li>• Does the consistency of our current schedule lead to monotony?</li> <li>• Possibility of incorporating a flex day or different schedule into the rotation?</li> </ul>
<b>Intervention and Enrichment</b>	<ul style="list-style-type: none"> <li>• REBEL Block</li> <li>• Time for small-group/individual instruction in class</li> <li>• Math lab/Writing Lab</li> <li>• Variety of opportunities possible each week</li> </ul>	<ul style="list-style-type: none"> <li>• REBEL scheduling-lack of flexibility, problems if students are absent on scheduling days (Mondays)</li> </ul>	<ul style="list-style-type: none"> <li>• Are there ways to allow for more student-driven, flexible schedules?</li> <li>• Are there things we can fix about this now?</li> </ul>
<b>Teacher Collaboration</b>	<ul style="list-style-type: none"> <li>• Works when it works</li> </ul>	<ul style="list-style-type: none"> <li>• Common prep time not prioritized in the schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Is this a daily schedule issue or a scheduling process (admin) issue?</li> </ul>

# Committee Process: Exploration

 **UNLOCKING TIME**  
produced by **abi.**

[SURVEY RESULTS](#)   [SCHEDULE LIBRARY](#)   [TIME STRATEGIES](#)   [TOOLS & RESOURCES](#)   [Sign In](#)

**TRADITIONAL**



### Standard Periods

Students attend between five and eight classes every day for equal time periods in the same sequence.

[Learn More](#)

**TRADITIONAL**



### Rotating Standard Periods

Classes are of the same length, and in the same sequence; however, period start times rotate in a cyclical fashion.

[Learn More](#)

**BLOCK**



### 4x4 Block

Divides the school day into four extended class periods (blocks). Students take up to four complete courses each semester.

[Learn More](#)

**BLOCK**



### A/B Block

Students alternate between two block schedules ("A" days and "B" days), each with a different set of classes.

[Learn More](#)

**BLOCK**



### Rotating Block

All block periods are of the same length, and in the same sequence; however, their start times rotate to later in the day in a cyclical fashion.

[Learn More](#)

**BLOCK**



### Modified Block

Combines traditional Standard periods with a Block schedule, either in daily or weekly combinations.

[Learn More](#)

**BLOCK**



### Parallel Block

Gives teachers an opportunity to work on targeted subjects with smaller student groups of similar skill levels.

[Learn More](#)

**BLOCK**

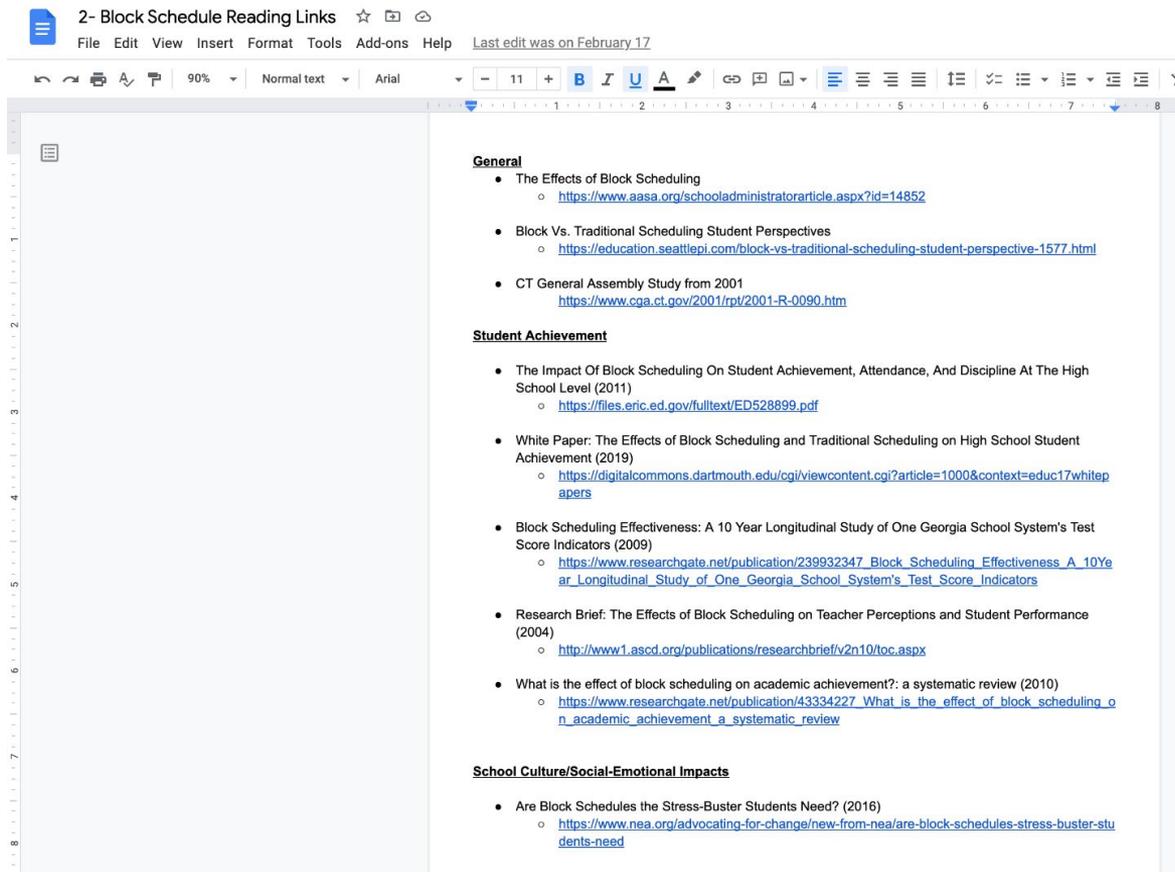


### Intensive Block

Students take an intensive single course, or very few courses at a time, as

[Learn More](#)

# Committee Process: Reading



The screenshot shows a Google Docs interface with a document titled "2- Block Schedule Reading Links". The document content is organized into three sections: "General", "Student Achievement", and "School Culture/Social-Emotional Impacts". Each section contains a list of bullet points, each with a title and a corresponding URL.

**2- Block Schedule Reading Links** ☆ 📄 ☁  
File Edit View Insert Format Tools Add-ons Help Last edit was on February 17

90% Normal text Arial - 11 B I U A

**General**

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  - <https://www.aasa.org/schooladministratorarticle.aspx?id=14852>
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# Committee Process: Models



Drive

Search in Drive



New



Priority



My Drive



Shared drives



Shared with me



Recent



Starred



Trash



Storage

19.39 GB used

NFHS Scheduling Committee 2022 > Models ▾

Files

Name ▾

**NFHS Bell Schedules 2021-...**

	Regular Day	Early Dismissal	Morning	1st Day	2nd Day	3rd Day	4th Day	5th Day	6th Day
Class 1	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45
Class 2	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30
Class 3	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15
Class 4	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00
Class 5	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45
Class 6	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30
Class 7	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15
Class 8	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00
Class 9	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45
Class 10	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30
Class 11	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15
Class 12	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00

**A-B Block w/minis- Fairfield...**

Day 1	Day 2	Day 3	Day 4	Classical Presentation
1	2	3	4	7:00 - 8:45
2	3	4	5	8:45 - 10:30
3	4	5	6	10:30 - 12:15
4	5	6	7	12:15 - 1:00
5	6	7	8	1:00 - 2:45
6	7	8	9	2:45 - 4:30
7	8	9	10	4:30 - 5:15
8	9	10	11	5:15 - 6:00
9	10	11	12	6:00 - 6:45
10	11	12	1	6:45 - 7:30
11	12	1	2	7:30 - 8:15
12	1	2	3	8:15 - 9:00

**A-B Block Rotating- New Ca...**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
1	2	3	4	5	6	7	8
2	3	4	5	6	7	8	1
3	4	5	6	7	8	1	2
4	5	6	7	8	1	2	3
5	6	7	8	1	2	3	4
6	7	8	1	2	3	4	5
7	8	1	2	3	4	5	6
8	1	2	3	4	5	6	7

**8 Period, 8-Day Rotation- W...**

Block	A	B	C	D	E	F	G	H
1	1	2	3	4	5	6	7	8
2	2	3	4	5	6	7	8	1
3	3	4	5	6	7	8	1	2
4	4	5	6	7	8	1	2	3
5	5	6	7	8	1	2	3	4
6	6	7	8	1	2	3	4	5
7	7	8	1	2	3	4	5	6
8	8	1	2	3	4	5	6	7

**8 Period, 8-Day Rotation- Gr...**

Block	A	B	C	D	E	F	G	H
1	1	2	3	4	5	6	7	8
2	2	3	4	5	6	7	8	1
3	3	4	5	6	7	8	1	2
4	4	5	6	7	8	1	2	3
5	5	6	7	8	1	2	3	4
6	6	7	8	1	2	3	4	5
7	7	8	1	2	3	4	5	6
8	8	1	2	3	4	5	6	7

**8 Period, 6-Day Hybrid, Unit ...**

Block	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Class 1	P.1	P.2	P.3	P.4	P.5	P.6
Class 2	A	D	C	B		A
Class 3	B	A	D	C		P.2
Class 4	C	B	A	D		B
Class 5	E	H	G	F		P.3
Class 6	F	E	H	G		P.4

**8 Period, 4-Day, "Drop 2"- St...**

Block	A	B	C	D
1	1	2	3	4
2	2	3	4	1
3	3	4	1	2
4	4	1	2	3

# Next Steps

- Further discussion and analysis of models used by area schools
- Constituent focus groups
- Site visits
- Piloting
- Recommendation Goal: November 2022

# Suggested Readings for Board Members

- **How to Build a Better Secondary School Schedule**
  - <https://www.dmgrouppk12.com/blog/how-to-build-a-better-secondary-school-schedule>
- **DMGroup-Building Better Secondary School Schedules To Raise Achievement**
  - <https://drive.google.com/drive/folders/14YUbd9gUQu-dkiUX2fndBuZBV-MTYhL>
- **Unlocking Time (Website): Common Bell Schedules**
  - <https://unlockingtime.org/school-schedules>
- **Optimal Scheduling For Secondary Students- Hanover Research (2014)**
  - <https://drive.google.com/drive/folders/14YUbd9gUQu-dkiUX2fndBuZBV-MTYhL>
- **The Effects of Block Scheduling**
  - <https://www.aasa.org/schooladministratorarticle.aspx?id=14852>
- **The Impact Of Block Scheduling On Student Achievement, Attendance, And Discipline At The High School Level (2011)**
  - <https://files.eric.ed.gov/fulltext/ED528899.pdf>
- **White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement (2019)**
  - <https://digitalcommons.dartmouth.edu/cgi/viewcontent.cgi?article=1000&context=educ17whitepapers>



General Assembly

January Session, 2021

**Raised Bill No. 6620**

LCO No. 4700



Referred to Committee on EDUCATION

Introduced by:  
(ED)

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

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

1 Section 1. (NEW) (*Effective July 1, 2021*) (a) For the school year  
2 commencing July 1, 2023, and each school year thereafter, each local and  
3 regional board of education shall implement a reading curriculum  
4 model or program for grades prekindergarten to grade five, inclusive,  
5 that has been approved by the Center for Literacy Research and Reading  
6 Success, pursuant to section 2 of this act.

7 (b) On or before July 1, 2023, and biennially thereafter, each local and  
8 regional board of education shall notify the Commissioner of Education  
9 and the Center for Literacy Research and Reading Success of which  
10 reading curriculum model or program that the board is implementing.

11 (c) If a local or regional board of education demonstrates to the  
12 Commissioner of Education that such board has insufficient resources  
13 or funding to implement any of the reading curriculum model or  
14 programs, the commissioner may grant such board an extension of time,  
15 provided such board demonstrates continued efforts to implement a

16 reading curriculum model or program.

17 (d) The Commissioner of Education may, upon request of a local or  
18 regional board of education, grant a waiver from the provisions of  
19 subsection (a) of this section to such board to implement a reading  
20 curriculum model or program other than one adopted by the Center for  
21 Literacy Research and Reading Success, provided such reading  
22 curriculum or model is (1) evidenced-based and scientifically-based,  
23 and (2) focused on competency in the five areas of reading: Phonemic  
24 awareness, phonics, fluency, vocabulary development, and reading  
25 fluency, including oral skills and reading comprehension, as  
26 determined by the commissioner in consultation with the center.

27 Sec. 2. (NEW) (*Effective July 1, 2021*) Not later than July 1, 2022, the  
28 Center for Literacy Research and Reading Success, established pursuant  
29 to section 9 of this act, shall approve at least five reading curriculum  
30 models or programs to be implemented by local and regional boards of  
31 education in accordance with the provisions of section 1 of this act. Such  
32 reading curriculum models or programs shall be (1) evidenced-based  
33 and scientifically-based, and (2) focused on competency in the five areas  
34 of reading: Phonemic awareness, phonics, fluency, vocabulary  
35 development, and reading fluency, including oral skills and reading  
36 comprehension.

37 Sec. 3. Section 10-1600 of the general statutes is repealed and the  
38 following is substituted in lieu thereof (*Effective July 1, 2021*):

39 Not later than July 1, 2012, the Department of Education shall  
40 approve and make available model curricula and frameworks in  
41 [reading and] mathematics for grades prekindergarten to grade four,  
42 inclusive, for use by local and regional boards of education for school  
43 districts or individual schools identified by the department as having  
44 [academic achievement] opportunity gaps. Such curricula and  
45 frameworks shall be culturally relevant, research-based and aligned  
46 with student achievement standards adopted by the State Board of  
47 Education. For purposes of this section, ["achievement] "opportunity

48 gaps" means the existence of a significant disparity in the academic  
49 performance of students among and between (1) racial groups, (2) ethnic  
50 groups, (3) socioeconomic groups, (4) genders, and (5) English language  
51 learners and students whose primary language is English.

52 Sec. 4. Subsection (a) of section 10-16b of the general statutes, as  
53 amended by section 1 of public act 19-12, is repealed and the following  
54 is substituted in lieu thereof (*Effective July 1, 2021*):

55 (a) In the public schools the program of instruction offered shall  
56 include at least the following subject matter, as taught by legally  
57 qualified teachers, the arts; career education; consumer education;  
58 health and safety, including, but not limited to, human growth and  
59 development, nutrition, first aid, including cardiopulmonary  
60 resuscitation training in accordance with the provisions of section 10-  
61 16qq, disease prevention and cancer awareness, including, but not  
62 limited to, age and developmentally appropriate instruction in  
63 performing self-examinations for the purposes of screening for breast  
64 cancer and testicular cancer, community and consumer health, physical,  
65 mental and emotional health, including youth suicide prevention,  
66 substance abuse prevention, including instruction relating to opioid use  
67 and related disorders, safety, which shall include the safe use of social  
68 media, as defined in section 9-601, and may include the dangers of gang  
69 membership, and accident prevention; language arts, including reading,  
70 writing, grammar, speaking and spelling; mathematics; physical  
71 education; science, which may include the climate change curriculum  
72 described in subsection (d) of this section; social studies, including, but  
73 not limited to, citizenship, economics, geography, government, history  
74 and Holocaust and genocide education and awareness in accordance  
75 with the provisions of section 10-18f; African-American and black  
76 studies in accordance with the provisions of section 10-16ss, as amended  
77 by this act; Puerto Rican and Latino studies in accordance with the  
78 provisions of section 10-16ss, as amended by this act; computer  
79 programming instruction; and in addition, on at least the secondary  
80 level, one or more world languages; vocational education; and the black  
81 and Latino studies course in accordance with the provisions of sections

82 10-16tt and 10-16uu, as amended by this act. For purposes of this  
83 subsection, world languages shall include American Sign Language,  
84 provided such subject matter is taught by a qualified instructor under  
85 the supervision of a teacher who holds a certificate issued by the State  
86 Board of Education. For purposes of this subsection, the "arts" means  
87 any form of visual or performing arts, which may include, but not be  
88 limited to, dance, music, art and theatre; "reading" means evidenced-  
89 based instruction that focuses on competency in the five areas of  
90 reading: Phonemic awareness, phonics, fluency, vocabulary  
91 development and reading fluency, including oral skills and reading  
92 comprehension.

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

98 (c) Each local and regional board of education shall on September 1,  
99 1982, and annually thereafter at such time and in such manner as the  
100 Commissioner of Education shall request, attest to the State Board of  
101 Education that such local or regional board of education offers at least  
102 the program of instruction required pursuant to this section, and that  
103 such program of instruction is planned, ongoing and systematic.

104 (d) The State Board of Education shall make available curriculum  
105 materials and such other materials as may assist local and regional  
106 boards of education in developing instructional programs pursuant to  
107 this section. The State Board of Education, within available  
108 appropriations and utilizing available resource materials, shall assist  
109 and encourage local and regional boards of education to include: (1)  
110 Holocaust and genocide education and awareness; (2) the historical  
111 events surrounding the Great Famine in Ireland; (3) African-American  
112 and black studies; (4) Puerto Rican and Latino studies; (5) Native  
113 American history; (6) personal financial management, including, but not  
114 limited to, financial literacy as developed in the plan provided under

115 section 10-16pp; (7) training in cardiopulmonary resuscitation and the  
116 use of automatic external defibrillators; (8) labor history and law,  
117 including organized labor, the collective bargaining process, existing  
118 legal protections in the workplace, the history and economics of free  
119 market capitalism and entrepreneurialism, and the role of labor and  
120 capitalism in the development of the American and world economies;  
121 (9) climate change consistent with the Next Generation Science  
122 Standards; (10) topics approved by the state board upon the request of  
123 local or regional boards of education as part of the program of  
124 instruction offered pursuant to subsection (a) of this section; and (11)  
125 instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61,  
126 inclusive. The Department of Energy and Environmental Protection  
127 shall be available to each local and regional board of education for the  
128 development of curriculum on climate change as described in this  
129 subsection.

130       Sec. 5. Section 10-14t of the general statutes is repealed and the  
131 following is substituted in lieu thereof (*Effective July 1, 2021*):

132       (a) [On or before January 1, 2016, the Department of Education shall  
133 develop or approve] On or before January 1, 2022, the Center for  
134 Literacy Research and Reading Success, established pursuant to section  
135 9 of this act, shall compile a list of approved reading assessments for use  
136 by local and regional boards of education for the school year  
137 commencing July 1, [2016] 2023, and each school year thereafter, to  
138 identify students in kindergarten to grade [three] five, inclusive, who  
139 are below proficiency in reading, provided any such reading  
140 assessments [developed or approved by the department] include  
141 frequent screening and progress monitoring of students. Such reading  
142 assessments shall (1) measure phonics, phonemic awareness, fluency,  
143 vocabulary, and comprehension, (2) provide opportunities for periodic  
144 formative assessment during the school year, (3) produce data that is  
145 useful for informing individual and classroom instruction, including the  
146 grouping of students based on such data and the selection of  
147 instructional activities based on data of individual student response  
148 patterns during such progress monitoring, (4) be compatible with best

149 practices in reading instruction and research, and (5) assist in  
150 identifying, in whole or in part, students at risk for dyslexia, as defined  
151 in section 10-3d, or other reading-related learning disabilities.

152 (b) Not later than [February 1, 2016] January 15, 2022, the  
153 Commissioner of Education shall submit the list of approved reading  
154 assessments [developed or approved] compiled under this section to the  
155 joint standing committee of the General Assembly having cognizance of  
156 matters relating to education, in accordance with the provisions of  
157 section 11-4a.

158 Sec. 6. Section 10-14u of the general statutes is repealed and the  
159 following is substituted in lieu thereof (*Effective July 1, 2021*):

160 (a) As used in this section:

161 (1) ["Achievement gap"] "Opportunity gaps" means the existence of a  
162 significant disparity in the academic performance of students among  
163 and between (A) racial groups, (B) ethnic groups, (C) socioeconomic  
164 groups, (D) genders, and (E) English language learners and students  
165 whose primary language is English.

166 (2) "Scientifically-based reading research and instruction" means (A)  
167 a comprehensive program or a collection of instructional practices that  
168 is based on reliable, valid evidence showing that when such programs  
169 or practices are used, students can be expected to achieve satisfactory  
170 reading progress, and (B) the integration of instructional strategies for  
171 continuously assessing, evaluating and communicating the student's  
172 reading progress and needs in order to design and implement ongoing  
173 interventions so that students of all ages and proficiency levels can read  
174 and comprehend text and apply higher level thinking skills. Such  
175 comprehensive program or collection of practices [shall include]  
176 includes, but is not [be] limited to, instruction in five areas of reading:  
177 Phonemic awareness, phonics, fluency, vocabulary development, and  
178 [text comprehension] reading fluency, including oral skills and reading  
179 comprehension.

180 (b) For the school year commencing July 1, [2014] 2021, and each  
181 school year thereafter, the Commissioner of Education, in consultation  
182 with the director of the Center for Literacy Research and Reading  
183 Success, established pursuant to section 9 of this act, shall create an  
184 intensive reading instruction program to improve student literacy in  
185 grades kindergarten to grade [three] five, inclusive, and close the  
186 [achievement gap] opportunity gaps. Such intensive reading instruction  
187 program shall include routine reading assessments for students in  
188 kindergarten to grade [three] five, inclusive, scientifically-based reading  
189 research and instruction, an intensive reading intervention strategy, as  
190 described in subsection (c) of this section, supplemental reading  
191 instruction and reading remediation plans, as described in subsection  
192 (d) of this section, and an intensive summer school reading program, as  
193 described in subsection (e) of this section. [For the school year  
194 commencing July 1, 2014, the commissioner shall select five elementary  
195 schools that are (1) located in an educational reform district, as defined  
196 in section 10-262u, (2) participating in the commissioner's network of  
197 schools, pursuant to section 10-223h, or (3) among the lowest five per  
198 cent of elementary schools in school subject performance indices for  
199 reading and mathematics, as defined in section 10-223e, to participate in  
200 the intensive reading instruction program and for the school year  
201 commencing July 1, 2015, and each school year thereafter, the  
202 commissioner may select up to five additional such elementary schools  
203 to participate in the intensive reading instruction program.] For the  
204 school year commencing July 1, 2021, and each school year thereafter,  
205 the commissioner, in consultation with the Center for Literacy Research  
206 and Reading Success, shall provide, upon request of a local or regional  
207 board of education for a town designated as an alliance district, as  
208 defined in section 10-262u, as amended by this act, the intensive reading  
209 instruction program to such board, or may include the intensive reading  
210 instruction program in the tiered supports in early literacy provided  
211 under the reading readiness program pursuant to section 10-14y, as  
212 amended by this act.

213 (c) On or before July 1, [2014] 2021, the Department of Education, in

214 consultation with the Center for Literacy Research and Reading Success,  
215 shall develop an intensive reading intervention strategy for use by  
216 [schools selected by the Commissioner of Education to participate in the  
217 intensive reading instruction program to address the achievement gap  
218 at such schools and] any elementary school located in an alliance district  
219 that enrolls students who are not reading at or above grade level to  
220 ensure that [all] such students are reading proficiently by grade [three]  
221 five in such schools. Such intensive reading intervention strategy [for  
222 schools] shall (1) include, but not be limited to, (A) rigorous assessments  
223 in reading skills, (B) scientifically-based reading research and  
224 instruction, (C) [one external literacy coach for] external literacy coaches  
225 made available to each school, [to be funded by the department,] who  
226 will work with the reading data collected, support the principal of the  
227 school as needed, observe, and coach classes and supervise the reading  
228 interventions, (D) [four] reading interventionists [for each school, to be  
229 funded by the department,] who will develop a reading remediation  
230 plan for any student who is reading below proficiency, be responsible  
231 for all supplemental reading instruction, and conduct reading  
232 assessments as needed, and (E) training for teachers and administrators  
233 in scientifically-based reading research and instruction, including,  
234 training for school administrators on how to assess a classroom to  
235 ensure that all children are proficient in reading by grade [three] five,  
236 and (2) outline, at a minimum, how (A) reading data will be collected,  
237 analyzed and used for purposes of instructional development, (B)  
238 professional and leadership development will be related to reading data  
239 analysis and used to support individual teacher and classroom needs,  
240 (C) [the selected] schools will communicate with parents and guardians  
241 of students on reading instruction strategies and student reading  
242 performance goals, and on opportunities for parents and guardians to  
243 partner with teachers and school administrators to improve reading at  
244 home and at school, (D) teachers and school leaders will be trained in  
245 the science of teaching reading, (E) periodic student progress reports  
246 will be issued, and (F) such [selected school] intensive reading  
247 intervention strategy will be monitored at the classroom level. The  
248 commissioner shall review and evaluate the [school] intensive reading

249 intervention strategy for model components that may be used and  
250 replicated in other [schools and school districts] alliance districts to  
251 ensure that all children are proficient in reading by grade [three] five.

252 (d) (1) For the school year commencing July 1, [2014] 2021, and each  
253 school year thereafter, each [school selected by the Commissioner of  
254 Education to participate in the intensive reading instruction program  
255 under this section shall] local and regional board of education for a town  
256 designated as an alliance district shall, in consultation with the director  
257 of the Center for Literacy Research and Reading Success, provide  
258 supplemental reading instruction to students in kindergarten to grade  
259 [three] five, inclusive, who are reading below proficiency, as identified  
260 by the reading assessment described in section 10-14t, as amended by  
261 this act. Such supplemental reading instruction shall be provided by a  
262 reading interventionist during regular school hours.

263 (2) A reading remediation plan shall be developed by a reading  
264 interventionist for each student enrolled in an elementary school in an  
265 alliance district in kindergarten to grade [three] five, inclusive, who has  
266 been identified as reading below proficiency to address and correct the  
267 reading deficiency of such student. Such remediation plan shall include  
268 instructional strategies that utilize research based reading instruction  
269 materials and teachers trained in reading instruction, parental  
270 involvement in the implementation of the remediation plan and regular  
271 progress reports on such student.

272 (3) The principal of [a school selected by the Commissioner of  
273 Education to participate in the intensive reading instruction program  
274 under this section] each elementary school in an alliance district shall  
275 notify the parent or guardian of any student in kindergarten to grade  
276 [three] five, inclusive, who has been identified as being below  
277 proficiency in reading. Such notice shall be in writing and (A) include  
278 an explanation of why such student is below proficiency in reading, and  
279 (B) inform such parent or guardian that a remediation plan, as described  
280 in subdivision (2) of this subsection, will be developed for such student  
281 to provide supplemental reading instruction, including strategies for

282 the parent or guardian to use at home with such student.

283 (e) (1) [Any student enrolled in a school selected by the  
284 Commissioner of Education that is located in a priority school district,  
285 pursuant to section 10-266p, to participate in the intensive reading  
286 instruction program under this section and who is reading below  
287 proficiency at the end of the school year shall be enrolled in] Each local  
288 and regional board of education for a town designated as an alliance  
289 district shall, in consultation with the director of the Center for Literacy  
290 Research and Reading Success, provide any student in kindergarten to  
291 grade five, inclusive, who is reading below proficiency at the end of the  
292 school year with an intensive summer school reading instruction  
293 program. Such intensive summer school reading instruction program  
294 shall include, (A) a comprehensive reading intervention program, (B)  
295 scientifically-based reading research and instruction strategies and  
296 interventions, (C) diagnostic assessments administered to a student  
297 prior to or during an intensive summer school reading instruction  
298 program to determine such student's particularized need for  
299 instruction, (D) teachers who are trained in the teaching of reading and  
300 reading assessment and intervention, and (E) weekly progress  
301 monitoring to assess the reading progress of such student and tailor  
302 instruction for such student.

303 (2) [The principal of a school selected by the Commissioner of  
304 Education to participate in] Each local and regional board of education  
305 for a town designated as an alliance district providing supplemental  
306 reading instruction as part of the intensive reading instruction program  
307 under this section shall submit reports to the Department of Education,  
308 at such time and in such manner as prescribed by the department, on  
309 (A) student reading progress for each student reading below proficiency  
310 based on the data collected from the screening and progress monitoring  
311 of such student using the reading assessments described in section 10-  
312 14t, as amended by this act, and (B) the specific reading interventions  
313 and supports implemented.

314 (f) Not later than October 1, [2015] 2021, and annually thereafter, the

315 department shall report to the joint standing committee of the General  
316 Assembly having cognizance of matters relating to education, in  
317 accordance with the provisions of section 11-4a, on student reading  
318 levels [in schools participating] in the intensive reading instruction  
319 program. Such report shall include recommendations on model  
320 components of the school intensive reading intervention strategy that  
321 may be used and replicated in other [schools and school districts]  
322 alliance districts.

323 Sec. 7. Section 10-14v of the general statutes is repealed and the  
324 following is substituted in lieu thereof (*Effective July 1, 2021*):

325 On or before January 1, [2014] 2021, the Department of Education, in  
326 collaboration with the Center for Literacy Research and Reading Success  
327 established pursuant to section 9 of this act, shall develop a coordinated  
328 state-wide reading plan for students in kindergarten to grade [three]  
329 five, inclusive, that contains strategies and frameworks that are  
330 research-driven to produce effective reading instruction and  
331 improvement in student performance. Such plan shall include: (1) The  
332 alignment of reading standards, instruction and assessments for  
333 students in kindergarten to grade [three] five, inclusive; (2) teachers' use  
334 of data on the progress of all students to adjust and differentiate  
335 instructional practices to improve student reading success; (3) the  
336 collection of information concerning each student's reading  
337 background, level and progress so that teachers can use such  
338 information to assist in the transition of a student's promotion to the  
339 next grade level; (4) an intervention for each student who is not making  
340 adequate progress in reading to help such student read at the  
341 appropriate grade level; (5) enhanced reading instruction for students  
342 who are reading at or above their grade level; (6) the coordination of  
343 reading instruction activities between parents, students, teachers and  
344 administrators of the school district at home and in school; (7) school  
345 district reading plans; (8) parental involvement by providing parents  
346 and guardians of students with opportunities for partnering with  
347 teachers and school administrators to (A) create an optimal learning  
348 environment, and (B) receive updates on the reading progress of their

349 student; (9) teacher training and reading performance tests aligned with  
350 teacher preparation courses and professional development activities;  
351 (10) incentives for schools that have demonstrated significant  
352 improvement in student reading; (11) research-based literacy training  
353 for early childhood care and education providers and instructors  
354 working with children birth to five years of age, inclusive, and transition  
355 plans relating to oral language and preliteracy proficiency for children  
356 between prekindergarten and kindergarten; (12) the alignment of  
357 reading instruction with the common core state standards adopted by  
358 the State Board of Education; and (13) the alignment of reading  
359 instruction with the two-generational initiative established pursuant to  
360 section 17b-112l.

361       Sec. 8. Section 10-14y of the general statutes is repealed and the  
362 following is substituted in lieu thereof (*Effective July 1, 2021*):

363       (a) The Department of Education, in collaboration with the Center for  
364 Literacy Research and Reading Success established pursuant to section  
365 9 of this act, shall, within available appropriations, establish a reading  
366 readiness program that provides tiered supports in early literacy to each  
367 school district designated as an alliance district, pursuant to section 10-  
368 262u, as amended by this act, and each school participating in the  
369 commissioner's network of schools, pursuant to section 10-223h. The  
370 department shall conduct an assessment of the reading readiness of  
371 students enrolled in kindergarten to grade [three] five, inclusive, for  
372 each such school and school district. Such reading readiness assessment  
373 shall consider any combination of the following: (1) Whether such  
374 school or school district has developed and is implementing a multiyear  
375 plan and allocated resources specifically for early literacy in  
376 kindergarten to grade [three] five, inclusive, (2) whether teachers and  
377 administrators have received training regarding the science of teaching  
378 reading, and the extent to which teachers and administrators have  
379 completed the program of professional development in scientifically  
380 based reading research and instruction, pursuant to section 10-148b, (3)  
381 the level of access to external coaches in literacy, and (4) whether there  
382 is reading intervention staff embedded at such school or in the school

383 district.

384 (b) The department shall identify the early literacy needs of each  
385 school and school district described in subsection (a) of this section  
386 based on the results of the reading readiness assessment conducted  
387 pursuant to [said] subsection (a) of this section, and provide, in  
388 collaboration with the Center for Literacy Research and Reading  
389 Success, tiered supports in early literacy as follows:

390 (1) Tier one universal supports shall [be provided to each such school  
391 district that is an educational reform district, as defined in section 10-  
392 262u, and] include online professional development modules aligned  
393 with the reading instruction survey, as described in section 10-145r, and  
394 other literacy modules and programs available in the state;

395 (2) Tier two targeted supports shall include (A) a two-year program  
396 of literacy leadership training for certain teachers and administrators,  
397 (B) targeted professional development, in accordance with the  
398 provisions of section 10-148b, using the results of the reading instruction  
399 survey, as described in section 10-145r, and (C) external coaching  
400 support using funding received pursuant to section 10-223h or 10-262u,  
401 as amended by this act; and

402 (3) Tier three intensive supports shall include multiyear support from  
403 the department and a commitment from such school or school district,  
404 that includes, but need not be limited to, (A) the use of funding received  
405 pursuant to section 10-262u, as amended by this act, to support an early  
406 literacy program for students enrolled in kindergarten to grade [three]  
407 five, inclusive, (B) technical support in the drafting and submission of  
408 alliance district reading plans, as described in section 10-262u, as  
409 amended by this act, (C) identifying and embedding dedicated literacy  
410 coaches and reading interventionists, (D) targeted and intensive  
411 professional development, and (E) funds for assessment and  
412 instructional materials.

413 (c) Any tiered supports in early literacy provided under this section  
414 shall be aligned with any turnaround plan, developed pursuant to

415 section 10-223h, or alliance district plan, developed pursuant to section  
416 10-262u, as amended by this act, as applicable.

417       Sec. 9. (NEW) (*Effective July 1, 2021*) (a) The Department of Education  
418 shall establish a Center for Literacy Research and Reading Success. The  
419 center shall be responsible for (1) collaborating with the department in  
420 the implementation of the coordinated state-wide reading plan for  
421 students in kindergarten to grade five, inclusive, established pursuant  
422 to section 10-14v of the general statutes, as amended by this act; (2)  
423 researching and developing, in collaboration with the department and  
424 Office of Early Childhood, a birth to grade twelve reading success  
425 strategy to be included in the alignment of reading instruction with the  
426 two-generational initiative, established pursuant to section 17b-112l of  
427 the general statutes; (3) (A) providing direct support to schools and  
428 boards of education to improve reading outcomes for students in  
429 kindergarten to grade five, inclusive, and other reading initiatives, and  
430 (B) supporting the community of teachers, schools and boards of  
431 education engaged in improving through coaching, leadership training,  
432 professional development, parental engagement and technical  
433 assistance that is consistent with the intensive reading instruction  
434 program, as described in section 10-14u of the general statutes, as  
435 amended by this act, and aligned with evidence-based practices; (4)  
436 providing independent, random reviews of how a local or regional  
437 board of education is implementing (A) a reading curriculum model or  
438 program for grades prekindergarten to grade five, inclusive, pursuant  
439 to section 1 of this act, and (B) an approved reading assessment,  
440 pursuant to section 10-14t of the general statutes, as amended by this  
441 act; (5) receiving and publicly reporting, not later than September 1,  
442 2023, and biennially thereafter, the reading curriculum model or  
443 program being implemented by each local and regional board of  
444 education pursuant to section 1 of this act; (6) developing and  
445 maintaining an Internet web site for the purpose of disseminating tools  
446 and information associated with the intensive reading instruction  
447 program for student reading; (7) serving as a collaborative center for  
448 institutions of higher education and making available to the faculty of

449 teacher preparation programs (A) the science of teaching reading, (B)  
450 the intensive reading instruction program, and (C) samples of available  
451 reading curriculum models or programs adopted pursuant to section 2  
452 of this act; (8) reviewing and publicly reporting on progress made by  
453 teacher preparation programs to include reading curriculum models or  
454 programs adopted pursuant to section 2 of this act; and (9) supporting  
455 the development of research-based, successful virtual and remote  
456 literacy development strategies.

457 (b) The Center for Literacy Research and Reading Success shall be  
458 under the direction of a director who shall, in consultation with the  
459 Reading Leadership Implementation Council described in subsection (c)  
460 of this section, be responsible for (1) overseeing all activities of the  
461 center, (2) facilitating communication between the center, local and  
462 regional boards of education, the Department of Education and other  
463 affiliates of the center, and (3) coordinating the dissemination of  
464 information, tools and services made available by the center.

465 (c) The activities of the center shall be implemented by the Reading  
466 Leadership Implementation Council which shall consist of the following  
467 members: (1) The director of the center, or the director's designee; (2) the  
468 director of reading initiatives for the Department of Education, as  
469 described in section 10-3c of the general statutes, as amended by this act;  
470 (3) the executive director of the Commission on Women, Children,  
471 Seniors, Equity and Opportunity, or the executive director's designee;  
472 (4) an individual designated by the Governor who has experience in  
473 literacy or education and is engaged in the development and  
474 implementation of the intensive reading instruction program; (5) two  
475 individuals, designated by the chairperson of the Black and Puerto  
476 Rican Caucus of the General Assembly, one of whom has experience  
477 with literacy or education and is engaged in the development and  
478 implementation of the intensive reading instruction program, provided  
479 such individual is not a member of the General Assembly; and (6) the  
480 dean of the Neag School of Education at The University of Connecticut,  
481 or the dean's designee. The Reading Leadership Implementation  
482 Council shall develop and publish the annual goals for the center and

483 meet at least once every two months. The Reading Leadership  
484 Implementation Council may establish an advisory board that consists  
485 of representatives from public, private and philanthropic organizations,  
486 and is responsible for providing advice, guidance and resources for the  
487 center's goal and mission.

488 (d) The Center for Literacy Research and Reading Success shall hire  
489 reading coaches who have experience and expertise in the intensive  
490 reading instruction program. Such reading coaches shall (1) provide  
491 training and professional development on the intensive reading  
492 instruction program, literacy leadership and effective instruction to  
493 teachers, (2) work directly with teachers to support the implementation  
494 of the intensive reading instruction program and attend school and  
495 school district leadership, data and planning meetings, (3) provide  
496 coaching to teachers, and (4) lead and participate in family engagement  
497 activities.

498 Sec. 10. Section 10-3c of the general statutes is repealed and the  
499 following is substituted in lieu thereof (*Effective July 1, 2021*):

500 There shall be a director of reading initiatives within the Department  
501 of Education. The director shall be responsible for (1) administering the  
502 intensive reading instruction program to improve student literacy in  
503 kindergarten to grade [three] five, inclusive, and close [the achievement  
504 gap] opportunity gaps, pursuant to section 10-14u, as amended by this  
505 act, (2) assisting in the development and administration of the program  
506 of professional development for teachers and principals in scientifically  
507 based reading research and instruction, pursuant to section 10-148b, (3)  
508 administering the coordinated state-wide reading plan for students in  
509 kindergarten to grade [three] five, inclusive, pursuant to section 10-14v,  
510 as amended by this act, (4) administering the incentive program  
511 described in section 10-14w, (5) providing assistance to local and  
512 regional boards of education in the administration of the reading  
513 assessments described in section 10-14t, as amended by this act, and the  
514 implementation of school district reading plans, (6) providing  
515 information and assistance to parents and guardians of students relating

516 to reading and literacy instruction, (7) addressing reading and literacy  
517 issues related to students who are English language learners, [and] (8)  
518 developing and administering any other state-wide reading and literacy  
519 initiatives for students in kindergarten to grade twelve, inclusive, and  
520 (9) supporting the development of research-based virtual and remote  
521 literacy learning models and curricula.

522 Sec. 11. Subsection (d) of section 10-262u of the general statutes is  
523 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
524 *2021*):

525 (d) The local or regional board of education for a town designated as  
526 an alliance district may apply to the Commissioner of Education, at such  
527 time and in such manner as the commissioner prescribes, to receive any  
528 increase in funds received over the amount the town received for the  
529 prior fiscal year pursuant to subsection (a) of section 10-262i.  
530 Applications pursuant to this subsection shall include objectives and  
531 performance targets and a plan that are developed, in part, on the  
532 strategic use of student academic performance data. Such plan may  
533 include, but not be limited to, the following: (1) A tiered system of  
534 interventions for the schools under the jurisdiction of such board based  
535 on the needs of such schools, (2) ways to strengthen the foundational  
536 programs in reading, through the intensive reading instruction program  
537 pursuant to section 10-14u, as amended by this act, to ensure reading  
538 mastery in kindergarten to grade [three] five, inclusive, with a focus on  
539 standards and instruction, proper use of data, intervention strategies,  
540 current information for teachers, parental engagement, and teacher  
541 professional development, (3) additional learning time, including  
542 extended school day or school year programming administered by  
543 school personnel or external partners, (4) a talent strategy that includes,  
544 but is not limited to, teacher and school leader recruitment and  
545 assignment, career ladder policies that draw upon guidelines for a  
546 model teacher evaluation program adopted by the State Board of  
547 Education, pursuant to section 10-151b, and adopted by each local or  
548 regional board of education. Such talent strategy may include  
549 provisions that demonstrate increased ability to attract, retain, promote

550 and bolster the performance of staff in accordance with performance  
551 evaluation findings and, in the case of new personnel, other indicators  
552 of effectiveness, (5) training for school leaders and other staff on new  
553 teacher evaluation models, (6) provisions for the cooperation and  
554 coordination with early childhood education providers to ensure  
555 alignment with district expectations for student entry into kindergarten,  
556 including funding for an existing local Head Start program, (7)  
557 provisions for the cooperation and coordination with other  
558 governmental and community programs to ensure that students receive  
559 adequate support and wraparound services, including community  
560 school models, (8) provisions for implementing and furthering state-  
561 wide education standards adopted by the State Board of Education and  
562 all activities and initiatives associated with such standards, (9) strategies  
563 for attracting and recruiting minority teachers and administrators, (10)  
564 provisions for the enhancement of bilingual education programs,  
565 pursuant to section 10-17f, or other language acquisition services to  
566 English language learners, including, but not limited to, participation in  
567 the English language learner pilot program, established pursuant to  
568 section 10-17n, (11) entering into the model school district  
569 responsibilities agreement, described in section 10-223l, (12) leadership  
570 succession plans that provide training and learning opportunities for  
571 administrators and are designed to assist in the seamless transition of  
572 school and district personnel in and out of leadership positions in the  
573 school district and the continuous implementation of plans developed  
574 under this subsection, and (13) any additional categories or goals as  
575 determined by the commissioner. Such plan shall demonstrate  
576 collaboration with key stakeholders, as identified by the commissioner,  
577 with the goal of achieving efficiencies and the alignment of intent and  
578 practice of current programs with conditional programs identified in  
579 this subsection. The commissioner may (A) require changes in any plan  
580 submitted by a local or regional board of education before the  
581 commissioner approves an application under this subsection, and (B)  
582 permit a local or regional board of education, as part of such plan, to use  
583 a portion of any funds received under this section for the purposes of  
584 paying tuition charged to such board pursuant to subdivision (1) of

585 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

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

588 (a) The public schools shall be open to all children five years of age  
589 and over who reach age five on or before the first day of January of any  
590 school year, and each such child shall have, and shall be so advised by  
591 the appropriate school authorities, an equal opportunity to participate  
592 in the activities, programs and courses of study offered in such public  
593 schools, at such time as the child becomes eligible to participate in such  
594 activities, programs and courses of study, without discrimination on  
595 account of race, as defined in section 46a-51, as amended by section 1 of  
596 house bill 6515 of the current session, color, sex, gender identity or  
597 expression, religion, national origin or sexual orientation; provided  
598 boards of education may, by vote at a meeting duly called, admit to any  
599 school children under five years of age.

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

603 Sec. 13. Section 10-16uu of the general statutes is repealed and the  
604 following is substituted in lieu thereof (*Effective from passage*):

605 (a) For the school year commencing July 1, 2021, a local or regional  
606 board of education may offer the black and Latino studies course,  
607 approved pursuant to section 10-16tt, as amended by this act, in grades  
608 nine to twelve, inclusive.

609 (b) For the school year commencing July 1, 2022, and each school year  
610 thereafter, a local or regional board of education shall offer the black and  
611 Latino studies course in grades nine to twelve, inclusive.

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

614 (a) For the school year commencing July 1, 2021, and each school year

615 thereafter, each local and regional board of education shall include  
616 African-American and black studies and Puerto Rican and Latino  
617 studies as part of the curriculum for the school district, pursuant to  
618 section 10-16b, as amended by this act. In developing and implementing  
619 the African-American and black studies and Puerto Rican and Latino  
620 studies curriculum, the board may utilize the curriculum materials  
621 made available by the State Board of Education pursuant to subsection  
622 (d) of section 10-16b or other existing and appropriate public or private  
623 materials, personnel and resources, provided such curriculum is in  
624 accordance with the state-wide subject matter content standards,  
625 adopted by the state board pursuant to section 10-4.

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

631 Sec. 15. Section 10-16tt of the general statutes is repealed and the  
632 following is substituted in lieu thereof (*Effective July 1, 2021*):

633 (a) (1) Not later than January 1, 2021, the State Board of Education  
634 shall review and approve the black and Latino studies course developed  
635 pursuant to subsection (b) of this section by the State Education  
636 Resource Center, established pursuant to section 10-357a. The state  
637 board shall approve such course if, following a review of such course,  
638 the state board determines that the content of such course is rigorous,  
639 aligned with curriculum guidelines approved by the state board, and in  
640 accordance with the state-wide subject matter content standards,  
641 adopted by the state board pursuant to section 10-4.

642 (2) Not later than January 15, 2021, the state board, in consultation  
643 with the State Education Resource Center, shall submit a description of  
644 the black and Latino studies course, which includes the scope and  
645 sequence and course objective, and a report on the development and  
646 review of such course to the joint standing committee of the General

647 Assembly having cognizance of matters relating to education, in  
 648 accordance with the provisions of section 11-4a.

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

657 (c) For the school years commencing July 1, 2022, to July 1, 2024,  
 658 inclusive, the Department of Education shall conduct an annual audit to  
 659 ensure that the black and Latino studies course approved pursuant to  
 660 this section is being offered by each local and regional board of  
 661 education. The department shall annually submit a report on such audit  
 662 to the joint standing committee of the General Assembly having  
 663 cognizance of matters relating to education, in accordance with the  
 664 provisions of section 11-4a.

665 (d) For the school year commencing July 1, 2021, and each school year  
 666 thereafter, the State Education and Resource Center shall provide  
 667 technical assistance to local and regional boards of education in the  
 668 provision of professional development, pursuant to section 10-148a, and  
 669 in-service training, pursuant to section 10-220a, related to the teaching  
 670 of the black and Latino studies course approved pursuant to this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section
Sec. 3	<i>July 1, 2021</i>	10-16oo
Sec. 4	<i>July 1, 2021</i>	10-16b(a)
Sec. 5	<i>July 1, 2021</i>	10-14t
Sec. 6	<i>July 1, 2021</i>	10-14u
Sec. 7	<i>July 1, 2021</i>	10-14v

Sec. 8	<i>July 1, 2021</i>	10-14y
Sec. 9	<i>July 1, 2021</i>	New section
Sec. 10	<i>July 1, 2021</i>	10-3c
Sec. 11	<i>July 1, 2021</i>	10-262u(d)
Sec. 12	<i>from passage</i>	10-15c
Sec. 13	<i>from passage</i>	10-16uu
Sec. 14	<i>July 1, 2021</i>	10-16ss
Sec. 15	<i>July 1, 2021</i>	10-16tt

**Statement of Purpose:**

To improve student literacy and address issues relating to equity and opportunity gaps that exist in public education in the state.

*[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.]*