

Connecticut Dyslexia Legislation

Connecticut Public Act No. 17-3: An Act Requiring Special Education Teachers to Complete a Program of Study in Evidence-based Structured Literacy Interventions for Students with Dyslexia

Be it enacted by the Senate and House of Representatives in General Assembly convened:
Section 1. Subsection (i) of section 10-145d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(i) **(1)** On and after July 1, 2017, any **(A)** certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or **(2)** **(B)** applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or reading consultant endorsement shall **(A)** **(i)** achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and **(B)** **(ii)** have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

(2) On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

Connecticut Public Act No. 16-92: An Act Concerning Dyslexia

Section 1. Subsection (i) of section 10-145d of the 2016 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2016*):

(i) On and after [September 1, 2013] July 1, 2017, any (1) certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or (2) applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or reading consultant endorsement shall (A) achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and **(B) have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.**

Connecticut Public Act 14-39 SLD-Dyslexia

Signed into law on May 28, 2014, Public Act 14-39 states:

“Not later than January 1, 2015, the Department of Education shall add ‘SLD-Dyslexia’ under ‘Specific Learning Disabilities’ in the ‘Primary Disability’ section of the individualized education program form used by planning and placement teams for the provision of special education and related services to children requiring special education and related services.”

“On and after July 1, 2016, any program of teacher preparation leading to a professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1, 2015, include the detection and recognition of, and evidence-based interventions for, students with dyslexia.”