

**Second Regular Session
Sixty-sixth General Assembly
STATE OF COLORADO**

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 08-0321.01 Jane Ritter

HOUSE BILL 08-1223

HOUSE SPONSORSHIP

Merrifield, Benefield, Buescher, Carroll M., Casso, Curry, Fischer, Kerr A., Levy, Massey, McNulty, Peniston, Primavera, Scanlan, Solano, and Witwer

SENATE SPONSORSHIP

(None),

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING THE PROVISION OF TECHNICAL ASSISTANCE PERTAINING**
102 **TO COLORADO PUBLIC SCHOOL STUDENTS WITH LITERACY**
103 **CHALLENGES THAT INCLUDE DYSLEXIA.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Requires the department of education ("department") to make available to school districts, administrative units, and local education agencies technical assistance and training ("training") pertaining to students with literacy challenges, including dyslexia. Requires the department to develop the training based on a tiered continuum of intensity for intervention within the response to intervention model.

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters indicate new material to be added to existing statute.
Dashes through the words indicate deletions from existing statute.

Encourages the department to coordinate the training with current best practices and work occurring in teacher preparation programs at state institutions of higher education. Requires the department to make an annual report to the state board of education and the education committees of the house of representatives and senate concerning the activities and status of the training.

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** Part 1 of article 2 of title 22, Colorado Revised
3 Statutes, is amended BY THE ADDITION OF A NEW SECTION to
4 read:

5 **22-2-132. Assessment and identification of students with**
6 **literacy challenges including dyslexia - training and technical**
7 **assistance - collaboration with higher education.** (1) ON OR BEFORE
8 AUGUST 1, 2008, AS PART OF ITS RESPONSIBILITY FOR EDUCATION
9 STANDARDS AND PRACTICE, THE DEPARTMENT SHALL MAKE AVAILABLE
10 TECHNICAL ASSISTANCE AND TRAINING CONCERNING ISSUES FACED BY
11 STUDENTS WITH LITERACY CHALLENGES, INCLUDING DYSLEXIA. THE
12 DEPARTMENT SHALL MAKE THE TECHNICAL ASSISTANCE AND TRAINING
13 AVAILABLE TO SCHOOL DISTRICTS, ADMINISTRATIVE UNITS AS DEFINED IN
14 SECTION 22-20-103 (1), RESIDENTIAL TREATMENT FACILITIES,
15 CORRECTIONAL FACILITIES, AND OTHER LOCAL EDUCATION AGENCIES
16 THROUGHOUT THE STATE. THE TECHNICAL ASSISTANCE AND TRAINING
17 SHALL INCLUDE BUT NEED NOT BE LIMITED TO THE AREAS OF AWARENESS,
18 ASSESSMENT, IDENTIFICATION, AND EVIDENCE-BASED PROGRESS
19 MONITORING, AND SHALL INCLUDE SCIENTIFICALLY BASED INTERVENTIONS
20 TO ADDRESS THE NEEDS OF STUDENTS WITH LITERACY CHALLENGES,
21 INCLUDING DYSLEXIA. THE TECHNICAL ASSISTANCE AND TRAINING SHALL
22 REPRESENT A TIERED CONTINUUM OF INTENSITY FOR INTERVENTION

1 CONSISTENT WITH THE RESPONSE TO INTERVENTION MODEL THAT SCHOOL
2 DISTRICTS ARE REQUIRED TO IMPLEMENT NO LATER THAN AUGUST 15,
3 2009, PURSUANT TO RULES ADOPTED BY THE DEPARTMENT.

4 (2) THE DEPARTMENT IS ENCOURAGED TO COORDINATE THE
5 TECHNICAL ASSISTANCE AND TRAINING WITH CURRENT BEST PRACTICES
6 AND WORK OCCURRING IN TEACHER PREPARATION PROGRAMS AT STATE
7 INSTITUTIONS OF HIGHER EDUCATION. WHERE APPROPRIATE, THE
8 DEPARTMENT IS ENCOURAGED TO PROVIDE TECHNICAL ASSISTANCE AND
9 TRAINING TO SCHOOL DISTRICTS, ADMINISTRATIVE UNITS, RESIDENTIAL
10 TREATMENT FACILITIES, CORRECTIONAL FACILITIES, AND LOCAL
11 EDUCATION AGENCIES IN A COORDINATED EFFORT WITH TEACHER
12 PREPARATION PROGRAMS AT STATE INSTITUTIONS OF HIGHER EDUCATION.
13 THE DEPARTMENT AND STATE INSTITUTIONS OF HIGHER EDUCATION ARE
14 ENCOURAGED TO WORK COLLABORATIVELY TO DEVELOP OR AFFIRM
15 MINIMUM STANDARDS FOR TEACHER PREPARATION PROGRAMS IN THE
16 AREAS OF LITERACY ASSESSMENT AND INSTRUCTIONAL SKILLS, INCLUDING
17 DYSLEXIA AWARENESS, IDENTIFICATION, AND REMEDIATION FOR GENERAL
18 AND SPECIAL EDUCATION.

19 (3) ON OR BEFORE JANUARY 30, 2010, AND ON OR BEFORE
20 JANUARY 30 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL REPORT
21 TO THE STATE BOARD OF EDUCATION AND TO THE EDUCATION
22 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
23 ANY SUCCESSOR COMMITTEES, CONCERNING THE ACTIVITIES AND STATUS
24 OF THE TECHNICAL ASSISTANCE AND TRAINING MADE AVAILABLE
25 PURSUANT TO THIS SECTION.

26 (4) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE
27 REQUIRES:

1 (a) "LITERACY CHALLENGE" MEANS A SITUATION WHERE A
2 STUDENT IS EXPERIENCING DIFFICULTY IN READING IN PHONEMIC
3 AWARENESS, PHONICS, VOCABULARY, FLUENCY, OR COMPREHENSION.

4 (b) "RESPONSE TO INTERVENTION" MEANS A MODEL FOR
5 EDUCATION DEVELOPED PURSUANT TO RULES ADOPTED PURSUANT TO THE
6 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
7 TITLE, THAT PROMOTES A WELL-INTEGRATED SYSTEM CONNECTING
8 GENERAL, COMPENSATORY, GIFTED, AND SPECIAL EDUCATION IN
9 PROVIDING HIGH-QUALITY, STANDARDS-BASED INSTRUCTION AND
10 INTERVENTION THAT IS MATCHED TO A STUDENT'S ACADEMIC,
11 SOCIAL-EMOTIONAL, AND BEHAVIORAL NEEDS.

12 **SECTION 2. Effective date.** This act shall take effect at 12:01
13 a.m. on the day following the expiration of the ninety-day period after
14 final adjournment of the general assembly that is allowed for submitting
15 a referendum petition pursuant to article V, section 1 (3) of the state
16 constitution, (August 6, 2008, if adjournment sine die is on May 7, 2008);
17 except that, if a referendum petition is filed against this act or an item,
18 section, or part of this act within such period, then the act, item, section,
19 or part, if approved by the people, shall take effect on the date of the
20 official declaration of the vote thereon by proclamation of the governor.