

Literacy bills—Side-by-Side

*Prepared by Jim DesMarais, Vermont Legislative Council
January 7, 2020*

Rep. Webb bill	Rep. Cupoli bill	Rep. Leffler bill (H.406)	Comments
<p>Statement of purpose of bill as introduced:</p> <p>This bill proposes to require that kindergarten–grade 3 students in public schools receive evidence-based structured literacy instruction, that the Vermont Standards Board of Professional Educators evaluate the syllabi and coursework of kindergarten–grade 3 teacher preparation programs to ensure the inclusion of evidence-based structured literacy instruction, that the Agency of Education evaluate the effectiveness of literacy instruction for students in kindergarten–grade 3, and that the State Board of Education establish a common</p>	<p>Statement of purpose of bill as introduced:</p> <p>This bill proposes to require that evidence-based structured literacy instruction be used as the primary literacy instructional method for public school students in kindergarten–grade 3 and for students with dyslexia, that students in public schools be screened for dyslexia, and that teachers receive training concerning evidence-based structured literacy instruction for students in kindergarten–grade 3 and students with dyslexia.</p>	<p>Statement of purpose of bill as introduced:</p> <p>This bill proposes to require that students in public schools be screened for dyslexia and that teachers receive training concerning dyslexia.</p>	

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<p>kindergarten readiness standard to ensure alignment with kindergarten--grade 3 instruction.</p>			
	<p>Sec. 1. 16 V.S.A. § 261a is amended to read:</p> <p>§ 261a. DUTIES OF SUPERVISORY UNION BOARD</p> <p>(a) Duties. The board of each supervisory union shall:</p> <p style="text-align: center;">* * *</p> <p>(18) <u>Adopt a policy to address literacy outcomes for all students including:</u></p> <p style="padding-left: 40px;"><u>(A) the implementation of a benchmark literacy assessment for all students in prekindergarten–grade 3 with scores that</u></p>		<ul style="list-style-type: none"> • Only in Rep. Cupoli bill

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	<p><u>can be reported in a format determined by the Secretary:</u></p> <p style="padding-left: 40px;"><u>(B) a process for identifying struggling readers, particularly for those students with dyslexia, and a description of the intervention processes dedicated to addressing the needs of these students; and</u></p> <p style="padding-left: 40px;"><u>(C) a requirement for the board to formally review and publish an annual monitoring report on student literacy outcomes.</u></p> <p style="padding-left: 40px;"><u>(19) Establish an annual superintendent evaluation process that includes goals for improving student literacy outcomes.</u></p> <p style="text-align: center;">* * *</p>		

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<p>Sec. 1. 16 V.S.A. chapter 1, subchapter 10 is added to read:</p> <p><u>Subchapter 10. Evidence-Based Structured Literacy Instruction; Kindergarten–Grade 3</u></p> <p><u>§ 141. EVIDENCE-BASED STRUCTURED LITERACY INSTRUCTION;</u></p> <p><u>KINDERGARTEN–GRADE 3</u></p> <p><u>(a) Definition. As used in this section,</u></p>	<p>Sec. 2. 16 V.S.A. chapter 1, subchapter 10 is added to read:</p> <p><u>Subchapter 10. Dyslexia</u></p> <p><u>§ 141. EVIDENCE-BASED STRUCTURED LITERACY INSTRUCTION;</u></p> <p><u>KINDERGARTEN–GRADE 3</u></p> <p><u>(a) Definitions. As used in this section:</u></p> <p><u>(1) “Dyslexia” means a specific learning disability that is neurological in origin, that is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, that typically results from a deficit in the phonological component of language, and that is often unexpected in relation to other cognitive abilities. Secondary consequences</u></p>	<p>Sec. 1. 16 V.S.A. chapter 1, subchapter 10 is added to read:</p> <p><u>Subchapter 10. Dyslexia</u></p> <p><u>§ 141. DYSLEXIA SCREENING AND INTRUCTION OF STUDENTS WITH DYSLEXIA</u></p> <p><u>(a) Definitions. As used in this section:</u></p> <p><u>(1) “Dyslexia” means a specific learning disability that is neurological in origin, characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, that typically results from a deficit in the phonological component of language and that is often unexpected in relation to other cognitive abilities. Secondary consequences</u></p>	<ul style="list-style-type: none"> • Same definition of dyslexia

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<p><u>“evidence-based structured literacy instruction” means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, including vision, hearing, touch, and movement, to teach word identification and decoding strategies.</u></p> <p><u>Evidence-based methods of instruction employ direct instruction of systematic and cumulative objectives, with the sequence beginning with the student’s easiest and most basic elements and progressing methodically</u></p>	<p><u>may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</u></p> <p><u>(2) “Evidence-based structured literacy instruction” means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, including vision, hearing, touch, and movement, to teach word identification and decoding strategies.</u></p> <p><u>Evidence-based methods of instruction employ direct instruction of systematic and cumulative objectives, with the sequence beginning with the student’s easiest and most basic elements and progressing methodically</u></p>	<p><u>may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</u></p> <p><u>(2) “Research-based methods of instruction” means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, including vision, hearing, touch, and movement, to teach word identification and decoding strategies.</u></p> <p><u>Research-based methods of instruction employ direct instruction of systematic and cumulative objectives, with the sequence beginning with the student’s easiest and most basic elements and progressing methodically</u></p>	<ul style="list-style-type: none"> • Same definition in all three bills except where noted • Rep. Leffler bill uses different defined term

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<p><u>to more difficult material, as indicated by systematic progress monitoring. Each step is built on those steps previously learned.</u></p> <p><u>Components of evidence-based methods of instruction include instruction targeting phonological awareness, sound-symbol association, syllable structure, morphology, syntax, and semantics.</u></p> <p><u>(b) Evidence-based structured literacy instruction. Evidence-based structured literacy instruction shall be included as a component of the literacy instructional method for public school students in kindergarten–grade 3.</u></p>	<p><u>to more difficult material, as indicated by systematic progress monitoring. Each step is built on those steps previously learned.</u></p> <p><u>Components of evidence-based methods of instruction include instruction targeting phonological awareness, sound-symbol association, syllable structure, morphology, syntax, and semantics.</u></p> <p><u>(b) Evidence-based structured literacy instruction. Evidence-based structured literacy instruction shall be used as the primary literacy instructional method for public school students in kindergarten–grade 3 and for students with dyslexia.</u></p> <p><u>(c) Early screening for dyslexia.</u></p> <p><u>(1) Students enrolled in public schools in Vermont shall be screened for dyslexia:</u></p>	<p><u>to more difficult material, as indicated by systematic progress monitoring. Each step is built on those steps previously learned.</u></p> <p><u>Components of research-based methods of instruction include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.</u></p> <p><u>(b) Early screening for dyslexia.</u></p> <p><u>(1) Students enrolled in public schools in Vermont shall be screened for dyslexia:</u></p>	<ul style="list-style-type: none"> • Differences are highlighted • Same requirements

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	<p><u>(A) during the fall semester of kindergarten; and</u></p> <p><u>(B) during the spring semester of kindergarten, first grade, and second grade if a student does not meet the expected literacy standards for those grades.</u></p> <p><u>(2) In addition to these screening times, a student shall be screened for dyslexia upon the request of the student’s parent, guardian, teacher, counselor, or school psychologist to determine if the student qualifies for the school’s multitiered system of supports or response to intervention services.</u></p> <p><u>(d) Students identified with dyslexia. If a student is identified as having dyslexia by the school, the school shall:</u></p>	<p><u>(A) during the fall semester of kindergarten; and</u></p> <p><u>(B) during the spring semester of kindergarten, first grade, and second grade if a student does not meet the expected literacy standards for those grades.</u></p> <p><u>(2) In addition to these screening times, a student shall be screened for dyslexia upon the request of the student’s parent, guardian, teacher, counselor, or school psychologist to determine if the student qualifies for the school’s multiple tiered system of supports or response to intervention services.</u></p> <p><u>(c) Students identified with dyslexia. If a student is identified as having dyslexia by the school, the school shall:</u></p>	

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<p>(1) notify the student’s parent or guardian;</p> <p>(2) provide the student’s parent or guardian with information and resource material about dyslexia;</p> <p>(3) provide the student with appropriate evidence-based structured literacy instruction;</p> <p>and</p> <p>(4) monitor the student’s progress.</p> <p><u>Sec. 2. EVALUATION OF TEACHER PREPARATION PROGRAMS AND LITERACY INSTRUCTION IN SCHOOLS; KINDERGARTEN–GRADE 3</u></p> <p>(a) The Vermont Standards Board of Professional Educators shall evaluate the syllabi and coursework of kindergarten–grade 3 teacher preparation programs to</p>	<p>(1) notify the student’s parent or guardian;</p> <p>(2) provide the student’s parent or guardian with information and resource material about dyslexia;</p> <p>(3) provide the student with appropriate evidence-based structured literacy instruction;</p> <p>and</p> <p>(4) monitor the student’s progress.</p> <p><u>Sec. 3. EVALUATION OF TEACHER PREPARATION PROGRAMS; KINDERGARTEN–GRADE 3</u></p> <p>The Vermont Standards Board of Professional Educators shall evaluate the syllabi and coursework of teacher preparation programs to determine the effectiveness of teacher training in</p>	<p>(1) notify the student’s parent or guardian;</p> <p>(2) provide the student’s parent or guardian with information and resource material about dyslexia;</p> <p>(3) provide the student with appropriate research-based methods of instruction;</p> <p>and</p> <p>(4) monitor the student’s progress.</p> <p><u>Sec. 2. TEACHER PREPARATION AND LICENSURE; DYSLEXIA AND READING DIFFICULTIES</u></p> <p><u>The Vermont Standards Board of Professional Educators shall amend its rules governing teacher licensure to require every person seeking initial licensure or renewal of a license to</u></p>	<ul style="list-style-type: none"> • Differences are highlighted

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<p><u>ensure the inclusion of evidence-based structured literacy instruction.</u> The evaluation shall include any recommendations for changes to kindergarten–grade 3 teacher licensure requirements.</p> <p><u>(b) The Agency of Education shall evaluate the effectiveness of literacy instruction for students in kindergarten–grade 3.</u></p> <p><u>(c) On or before December 1, 2020, the Vermont Standards Board of Professional Educators and the Agency of Education shall jointly report their findings and recommendations to the House and Senate Committees on Education.</u></p> <p><u>(d) On or before December 31, 2020, the State Board of Education shall establish a</u></p>	<p><u>providing reading instruction for all students, including the use of evidence-based structured literacy instruction for students in kindergarten–grade 3 and students with dyslexia.</u> The evaluation shall include any recommendations for changes to teacher licensure requirements.</p> <p><u>On or before December 1, 2020, the Vermont Standards Board of Professional Educators shall report its findings and recommendations to the House and Senate Committees on Education.</u></p>	<p><u>complete awareness training, provided by the Agency of Education, on the indicators of dyslexia and the research-based methods of instruction, as defined in 16 V.S.A. § 141, and accommodations for dyslexia.</u></p> <p><u>The Agency of Education, in collaboration with the Vermont Higher Education Council, shall ensure that all teacher preparation programs offered at postsecondary education institutions in Vermont provide information to their students in the fields of education on the identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder.</u></p>	

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<p><u>common kindergarten readiness standard to ensure alignment with kindergarten through grade 3 instruction.</u></p>	<p>Sec. 4. MODEL LITERACY POLICY</p> <p><u>On or before August 1, 2020, the Agency of Education, in consultation with the Vermont School Boards Association, shall develop and publish on their websites a model literacy policy.</u></p>		<p>Only in Rep. Cupoli bill</p>
<p>Sec. 3. EFFECTIVE DATES</p> <p><u>Sec. 2 and this section shall take effect on passage. Sec. 1 shall take effect on July 1, 2021.</u></p>	<p>Sec. 5. EFFECTIVE DATES</p> <p><u>Secs. 1, 3, and 4, and this section shall take effect on passage. Sec. 2 shall take effect on July 1, 2021.</u></p>	<p>Sec. 3. EFFECTIVE DATES</p> <p><u>Sec. 2 and this section shall take effect on passage, Sec. 1 shall take effect July 1, 2020.</u></p>	