

The Secretary of Education or the Secretary's designee shall convene the task force. The agency of education shall provide staffing services for the task force. The Task Force shall submit a report regarding its findings and recommendations relating to the literacy response to the Secretary of Education, Governor and the general assembly. When making such recommendations, the task force shall consider but is not limited to student screening, interventions, teacher preparation and professional development, classroom accommodations, and assistive technology. Recommendations of any proposed legislation or rulemaking or any additional personnel or funding needed to address the needs of Vermont students, including a timeline and strategic plan prioritizing the charges listed below.

- (1) Make recommendations regarding how the terms "Dyslexia" "Structured Literacy" and "Struggling Readers" should be defined.
- (2) Study and evaluate current practices for diagnosing, training, and educating children in this state and examine how current laws and regulations affect students struggling to read and those with dyslexia in order to present recommendations to the governor and the joint committee on education.
- (3) Determine current practices and systematic structures related to Literacy reform in other states.
- (4) Identify valid and reliable screening and evaluation assessments and protocols that can be used and the appropriate personnel to administer such assessments in order to identify children with the characteristics of dyslexia or struggling readers as part of an ongoing reading progress monitoring system, multi-tiered system of supports and special education eligibility determination in Schools.
- (5) Review and make recommendations around preservice and in-service professional development activities to address identification of struggling readers and intervention, including utilization of accessible print materials and assistive technology, within degree programs such as education, reading, special education, speech language pathology and psychology.
- (6) Review teacher certification and professional development requirements as they relate to the literacy needs of all Vermont students, and those with characteristics of dyslexia.
- (7) develop recommendations on best practices for implementing the screenings in school districts, staff training to target the areas of need for those struggling to read or indicators of dyslexia, information for parents and families that includes a list of resources, and best practices to help students in grades three and below who might be struggling with literacy. (Example: Handbook)

(8) examine and make recommendations on whether institutions of higher education in the state are complying with the licensure requirements set forth in the general statutes, and consider if the following are appropriate: number of continuing education hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, and the section of the general statutes, specifically as said subsection relates to 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 or struggling readers,

(9) Review the current in-service training and professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of struggling readers in accordance with the general statutes.

(10) Review and update the Vermont State Literacy Vision or Plan

(11) Develop a plan for collecting literacy related data that informs ...(language currently in Sec 6)

(12) Examine the barriers to accurate information on the prevalence of students with dyslexia (and other struggling readers) across the state and recommend a process for accurate reporting of demographic data

(13) Explore the State Literacy Coordinator position in other states and draft recommendations about what Vermont needs in a highly qualified candidate to lead Literacy in Vermont.

(14) Review and examine the effects of current state statutes and regulations on reading proficiency outcomes; educational reforms related to reading that have been implemented in the state and the reasons for the success or failure of those reforms at the local level;

The department of education shall establish a dyslexia task force. The task force shall consist of the following members:

1. Secretary of Education or Designee,
2. Someone of whom has expertise in the provision of professional development training for teachers concerning literacy instruction to struggling readers
3. Representative of public institution of higher education in the state responsible for administering programs of teacher preparation.
4. Someone of whom has expertise in the provision of professional development training for teachers concerning literacy instruction to all students including those struggling to read,
5. Someone of whom has expertise in the provision of direct instruction to students struggling with literacy
6. Professionally licensed in state of Vermont with experience diagnosing dyslexia and including but not limited to a licensed psychologist, school psychologist or neuropsychologist

7. Speech and Language Pathologist with training and experience in early literacy development and effective research-based intervention techniques
8. Representative from the Vermont Chapter of the National Educators Association
9. Representative from the Vermont School Boards Association
10. Representative from the Vermont Principals Association
11. Representative from the Vermont Council of Administrators for Special Education
12. Representative from the Vermont Superintendent Association
13. Representative from the Vermont Curriculum Leaders Association
14. Representative of a private or independent provider serving those with specialized Literacy interventions due to struggles with reading (like Blanche Podhajski from Stern Center)
15. 2 Parents of students identified with Dyslexia or struggling with literacy
16. Elementary Classroom Teacher
17. Literacy Specialist
18. Early Childhood Educator with Literacy Expertise
19. One provider with expertise in structured literacy programming
20. Elementary School Special Educator
21. Representative from House of Representatives
22. Representative from Senate
23. Representative of Non profit or individual that advocates for the education for students struggling to read.

[Connecticut Task Force Report](#) : This Report is from December 2020 and is a great example of what a task force can look like.