

1 TO THE HOUSE OF REPRESENTATIVES:

2 The Committee on Education to which was referred Senate Bill No. 204  
3 entitled “An act relating to supporting Vermont’s young readers through  
4 evidence-based literacy instruction” respectfully reports that it has considered  
5 the same and recommends that the House propose to the Senate that the bill be  
6 amended by striking out all after the enacting clause and inserting in lieu  
7 thereof the following:

8 \* \* \* Findings \* \* \*

9 Sec. 1. FINDINGS

10 The General Assembly finds that:

11 (1) In its December 2023 report to the General Assembly, the Advisory  
12 Council on Literacy found the following:

13 (A) Explicit and systematic instruction on code-based and  
14 comprehension-based reading skills and needs-based support are the most  
15 effective literacy practices for the early grades.

16 (B) A strong focus is needed on phonemic awareness, phonics,  
17 fluency, vocabulary, and comprehension for all students, and needs-based tiers  
18 and layers of support are critical for struggling learners.

19 (2) Reading instruction is interwoven into the principles of creating  
20 culturally responsive and inclusive environments for all students. The  
21 availability and use of texts that are culturally relevant and representative of

1 historically underrepresented voices is critical to ensure that all students can  
2 connect their experiences to the text they are reading.

3 \* \* \* Reading Assessment and Intervention \* \* \*

4 Sec. 2. 16 V.S.A. § 2907 is added to read:

5 § 2907. KINDERGARTEN THROUGH GRADE-THREE READING

6 ASSESSMENT AND INTERVENTION

7 (a) The Agency of Education, in collaboration with the Council on  
8 Literacy, shall review, score, and publish guidance on universal reading  
9 screeners based on established criteria that are based on technical adequacy,  
10 attention to linguistic diversity, administrative usability, and valid measures of  
11 the developmental skills in early literacy, including phonemic awareness,  
12 phonics, fluency, vocabulary, and comprehension. The Agency shall include  
13 in its guidance instances in which schools can leverage assessments that meet  
14 overlapping requirements and guidelines to maximize the use of assessments  
15 that provide the necessary data to understand student needs while minimizing  
16 the number of assessments used and the disruption of instructional time.

17 (b) Each public and approved independent school that is eligible to receive  
18 public tuition shall screen all students in kindergarten through grade three, at  
19 least annually, using age and grade-level appropriate universal reading  
20 screeners. The universal screeners shall be given in accordance with best  
21 practices and the technical specifications of the specific screener used.

1        (c) If such screenings determine that a student is significantly below  
2        relevant benchmarks as determined by the screener’s guidelines for age-level  
3        or grade-level typical development in specific literacy skills, the school shall  
4        determine which actions within the general education program will meet the  
5        student’s needs, including differentiated or supplementary evidence-based  
6        reading instruction and ongoing monitoring of progress. Within 30 calendar  
7        days of a screening result that is significantly below the relevant benchmarks,  
8        the school shall inform the student’s parent or guardian of the screening results  
9        and the school’s response.

10       (d) Evidence-based reading instructional practices, programs, or  
11       interventions provided pursuant to subsection (c) of this section shall be  
12       effective, explicit, systematic, and consistent with federal and State guidance  
13       and shall address the foundational concepts of literacy proficiency, including  
14       phonemic awareness, phonics, fluency, vocabulary, and comprehension.  
15       Strategies such as the three-cueing system shall not be used in a manner that  
16       supplants decoding instruction.

17       (e)(1) Each supervisory union and approved independent school **that is**  
18       **eligible to receive public tuition** shall annually report to the Agency, in a  
19       format prescribed by the Agency, the following information and prior year  
20       performance, by school:

1           (A) the number and percentage of students in kindergarten through  
2           grade three performing below proficiency on local and statewide reading  
3           assessments, as applicable; and

4           (B) the universal reading screeners utilized.

5           (2) The Agency shall provide guidance to supervisory unions and  
6           approved independent schools that are eligible to receive public tuition on  
7           whether, and if so, how, the data provided pursuant to subdivision (1) of this  
8           subsection may be disaggregated based on poverty, the provision of special  
9           education services, or any other category the Agency deems relevant to  
10           understanding the status of the State’s progress to improve literacy learning.

11           (f) On or before January 15 of each year, the Agency shall issue a written  
12           report to the Governor and the Senate and House Committees on Education on  
13           the status of State progress to improve literacy learning. The report shall  
14           include the information required pursuant to subsection (a) of this section.

15           Sec. 3. PARENTAL NOTIFICATION; AGENCY OF EDUCATION

16                           RECOMMENDATIONS

17           On or before November 1, 2024, the Agency of Education shall develop and  
18           issue recommendations for the substance and form of the parental or guardian  
19           notification required under 16 V.S.A. § 2907(c). The Agency’s  
20           recommendations shall be consistent with applicable State and federal law as  
21           well as legislative intent.

1       Sec. 4. REVIEWED READING SCREENERS; AGENCY OF EDUCATION;  
2               REPORT

3               On or before January 15, 2025, the Agency of Education shall submit a  
4       written report to the Senate and House Committees on Education with a list of  
5       the reviewed screening instruments it has published pursuant to 16 V.S.A.  
6       § 2907. The Agency shall include any information it deems relevant to  
7       provide an understanding of the list of reviewed screening instruments.

8       Sec. 5. 16 V.S.A. § 2903 is amended to read:

9       § 2903. PREVENTING EARLY SCHOOL FAILURE; READING

10               INSTRUCTION

11               (a) Statement of policy. The ability to read is critical to success in learning.  
12       Children who fail to read by the end of the first grade will likely fall further  
13       behind in school. The personal and economic costs of reading failure are  
14       enormous both while the student remains in school and long afterward. All  
15       students need to receive systematic and explicit evidence-based reading  
16       instruction in the early grades from a teacher who is skilled in teaching the  
17       foundational components of reading ~~through a variety of instructional~~  
18       ~~strategies that take into account the different learning styles and language~~  
19       ~~backgrounds of the students,~~ including phonemic awareness, phonics, fluency,  
20       vocabulary, and comprehension. ~~Some students may~~ Students who require  
21       intensive supplemental instruction tailored to the unique difficulties

1 encountered shall be provided those additional supports by an appropriately  
2 licensed and trained education professional.

3 (b) Foundation for literacy. The ~~State Board~~ Agency of Education, in  
4 collaboration with the State Board of Education, the Agency of Human  
5 Services, higher education, literacy organizations, and others, shall develop a  
6 plan for establishing a comprehensive system of services for early education in  
7 ~~the first three grades~~ kindergarten through third grade to ensure that all  
8 students learn to read by the end of the third grade. The plan shall be updated  
9 at least once every five years following its initial submission in 1998 and shall  
10 apply to all public schools and approved independent schools that are eligible  
11 to receive public tuition.

12 (c) Reading instruction. A public school or approved independent school  
13 that is eligible to receive public tuition that offers instruction in grades  
14 kindergarten, one, two, or three shall provide ~~highly effective, research-based~~  
15 systemic and explicit evidence-based reading instruction to all students. In  
16 addition, a school such schools shall provide:

17 (1) supplemental reading instruction to any enrolled student in grade  
18 four whose reading proficiency falls below third grade reading expectations, as  
19 defined under subdivision 164(9) of this title; proficiency standards for the  
20 student's grade level or whose reading proficiency prevents success in school.



1       (b) Each supervisory union and approved independent school that is  
2       eligible to receive public tuition shall maintain a record of completion of  
3       professional development consistent with this section.

4       Sec. 7. RESULTS-ORIENTED PROGRAM APPROVAL

5       (a) On or before July 1, 2025, the Agency of Education shall submit  
6       recommendations to the Vermont Standards Board for Professional Educators  
7       on how to strengthen educator preparation programs' teaching of evidence-  
8       based literacy practices. The Agency shall also simultaneously communicate  
9       its recommendations to Vermont's educator preparation programs and submit  
10       its recommendations in writing to the Senate and House Committees on  
11       Education.

12       (b) On or before July 1, 2026, the Vermont Standards Board for  
13       Professional Educators shall consider the Agency's recommendations pursuant  
14       to subsection (a) of this section and, as appropriate, update the educator  
15       preparation requirements in Agency of Education, Licensing of Educators and  
16       the Preparation of Educational Professionals (5000) (CVR 022-000-010).

17       (c) As part of its review under subsection (a) of this section, the Agency  
18       shall make recommendations to the Vermont Standards Board for Professional  
19       Educators regarding whether an additional mandatory examination is needed to  
20       assess candidates for educator licensure skills in mathematics and English  
21       language arts fundamentals, as well as candidates' understanding of the



1 importance of evidence-based approaches to literacy and numeracy, beyond  
2 the requirements in Agency of Education, Licensing of Educators and the  
3 Preparation of Educational Professionals (5000) (CVR 022-000-010) in effect  
4 during the period of the Agency’s review.

5 \* \* \* Advisory Council on Literacy \* \* \*

6 Sec. 8. 16 V.S.A. § 2903a is amended to read:

7 § 2903a. ADVISORY COUNCIL ON LITERACY

8 (a) Creation. There is created the Advisory Council on Literacy. The  
9 Council shall advise the Agency of Education, the State Board of Education,  
10 and the General Assembly on how to improve proficiency outcomes in literacy  
11 for students in prekindergarten through grade 12 and how to sustain those  
12 outcomes.

13 (b) Membership. The Council shall be composed of the following ~~16~~ 19  
14 members:

15 (1) eight 10 members who shall serve as ex officio members:

16 (A) the Secretary of Education or designee;

17 (B) a member of the Standards Board for Professional Educators who  
18 is knowledgeable in licensing requirements for teaching literacy, appointed by  
19 the Standards Board;

20 (C) the Executive Director of the Vermont Superintendents  
21 Association or designee;

1 (D) the Executive Director of the Vermont School Boards  
2 Association or designee;

3 (E) the Executive Director of the Vermont Council of Special  
4 Education Administrators or designee;

5 (F) the Executive Director of the Vermont Principals' Association or  
6 designee;

7 (G) the Executive Director of the Vermont Independent Schools  
8 Association or designee; ~~and~~

9 (H) the Executive Director of the Vermont-National Education  
10 Association or designee; ~~and~~

11 (I) the State Librarian or designee; and

12 (J) the Executive Director of the Vermont Curriculum Leaders  
13 Association or designee; and

14 (2) ~~eight~~ **seven** members who shall serve two-year terms:

15 (A) ~~a representative, appointed by the Vermont Curriculum Leaders~~  
16 ~~Association; [Repealed.]~~

17 (B) three teachers, appointed by the Vermont-National Education  
18 Association, who teach literacy, one of whom shall be a special education  
19 literacy teacher and two of whom shall teach literacy to students in  
20 prekindergarten through grade three;

1 (C) three community members who have struggled with literacy  
2 proficiency or supported others who have struggled with literacy proficiency,  
3 one of whom shall be a high school student, appointed by the Agency of  
4 Education in consultation with the Vermont Family Network; and

5 (D) one member appointed by the Agency of Education who has  
6 expertise in working with students with dyslexia; and

7 (3) two faculty members of approved educator preparation programs  
8 located in Vermont, one of whom shall be employed by a private college or  
9 university, appointed by the Agency of Education in consultation with the  
10 Association of Vermont Independent Colleges, and one of whom shall be  
11 employed by a public college or university, appointed by the Agency of  
12 Education in consultation with the University of Vermont and State  
13 Agricultural College and the Vermont State Colleges Corporation.

14 \* \* \*

15 (d) Powers and duties. The Council shall advise the ~~Agency~~ Secretary of  
16 Education, ~~the State Board of Education, and the General Assembly~~ on how to  
17 improve proficiency outcomes in literacy for students in prekindergarten  
18 through grade 12 and how to sustain those outcomes and shall:

19 (1) advise the ~~Agency of Education~~ Secretary on how to:

20 (A) update section 2903 of this title;

1           (B) implement the statewide literacy plan required by section 2903 of  
2 this title and whether, based on its implementation, changes should be made to  
3 the plan; and

4           (C) maintain the statewide literacy plan;

5           (2) advise the ~~Agency of Education~~ Secretary on what services the  
6 Agency should provide to school districts to support implementation of the  
7 plan and on staffing levels and resources needed at the Agency to support the  
8 statewide effort to improve literacy;

9           (3) develop a plan for collecting literacy-related data that informs:

10           (A) literacy instructional practices;

11           (B) teacher professional development in the field of literacy;

12           (C) what proficiencies and other skills should be measured through  
13 literacy assessments and how those literacy assessments are incorporated into  
14 local assessment plans; and

15           (D) how to identify school progress in achieving literacy outcomes,  
16 including closing literacy gaps for students from historically underserved  
17 populations;

18           (4) recommend evidence-based best practices for Tier 1, Tier 2, and Tier  
19 3 literacy instruction within the multitiered system of supports required under  
20 section 2902 of this title to best improve and sustain literacy proficiency; and



1                   \* \* \* Agency of Education Literacy Position \* \* \*

2           Sec. 10. POSITION; AGENCY OF EDUCATION; LITERACY

3           In fiscal year 2025, the conversion of one limited service position created in  
4           2021 Acts and Resolves No. 28, Sec. 4, to one classified permanent status  
5           position within the Agency of Education is authorized. The position shall  
6           provide support to the Agency in its evidence-based literacy work.

7                   \* \* \* Expanding Early Childhood Literacy Resources \* \* \*

8           Sec. 11. EXPANDING EARLY CHILDHOOD LITERACY RESOURCES;  
9                   REPORT

10           On or before January 15, 2025, the Department of Libraries shall submit a  
11           written report to the Senate and House Committees on Education with  
12           recommendations for expanding access to early childhood literacy resources  
13           with a focus on options that target low-income or underserved areas of the  
14           State. Options considered shall include State or local partnership with or  
15           financial support for book gifting programs, book distribution programs, and  
16           any other compelling avenue for supporting early childhood literacy in  
17           Vermont.

18                   \* \* \* Effective Date \* \* \*

19           Sec. 12. EFFECTIVE DATE

20           This act shall take effect on passage.

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7 (Committee vote: \_\_\_\_\_)

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\_\_\_\_\_

9

Representative \_\_\_\_\_

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FOR THE COMMITTEE