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As Passed by the Senate vs. House proposal of amendment
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Beth St. James, Legislative Counsel

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<p>Sec. 1. FINDINGS</p> <p><u>The General Assembly finds that:</u></p> <p>(1) <u>Literacy, particularly in early grades, is critical for success in future education, work, and life.</u></p> <p>(2) <u>Roughly half of Vermont students are still at or below proficiency.</u></p> <p>(3) <u>Research in recent years is clear. We know how to teach reading in a proven, evidence-based manner. Yet outdated practices linger in classrooms and in educator preparation programs.</u></p>	<p>Sec. 1. FINDINGS</p> <p><u>The General Assembly finds that:</u></p> <p>(1) <u>In its December 2023 report to the General Assembly, the Advisory Council on Literacy found the following:</u></p> <p>(A) <u>Explicit and systematic instruction on code-based and comprehension-based reading skills and needs-based support are the most effective literacy practices for the early grades.</u></p> <p>(B) <u>A strong focus is needed on phonemic awareness, phonics, fluency, vocabulary, and comprehension for all students, and needs-based tiers and layers of support are critical for struggling learners.</u></p> <p>(2) <u>Reading instruction is interwoven into the principles of creating culturally responsive and inclusive environments for all students. The availability and use of texts that are culturally relevant and representative of historically underrepresented voices is critical to ensure that all students can connect their experiences to the text they are reading.</u></p>
<p>Sec. 2. 16 V.S.A. § 2907 is added to read:</p> <p><u>§ 2907. KINDERGARTEN THROUGH GRADE THREE READING ASSESSMENT AND INTERVENTION</u></p> <p>(a)(1) <u>Annually, the Agency of Education shall update and publish a list of reviewed universal reading screeners and assessments to be used by supervisory unions and approved independent schools for determining reading skills and identifying students in</u></p>	<p>Sec. 2. 16 V.S.A. § 2907 is added to read:</p> <p><u>§ 2907. KINDERGARTEN THROUGH GRADE-THREE READING ASSESSMENT AND INTERVENTION</u></p> <p>(a) <u>The Agency of Education, in collaboration with the Council on Literacy, shall review, score, and publish guidance on universal reading screeners based on established criteria that are based on technical adequacy, attention to linguistic diversity, administrative usability,</u></p>

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<p><u>kindergarten through grade three demonstrating reading struggles or showing characteristics associated with dyslexia.</u></p> <p><u>(2) The Agency’s review of universal reading screeners and assessments shall include a review of the evidence base of the screeners and assessments. In publishing the list required under subdivision (1) of this subsection, the Agency shall issue guidance on measuring skills based on grade-level predictive measures, including:</u></p> <ul style="list-style-type: none"> <u>(A) phonemic awareness;</u> <u>(B) letter naming;</u> <u>(C) letter sound correspondence;</u> <u>(D) real- and nonword reading;</u> <u>(E) oral text reading accuracy and rate;</u> <u>(F) comprehension;</u> <u>(G) handwriting; and</u> <u>(H) spelling inventory.</u> <p><u>(3) The screeners shall align with assessment guidance from the Agency, including that they shall, at a minimum:</u></p> <ul style="list-style-type: none"> <u>(A) be brief;</u> <u>(B) assist in identifying students at risk for or currently experiencing reading deficits; and</u> <u>(C) produce data that inform decisions related to the need for additional, targeted assessments and necessary layered supports, accommodations, interventions, or services for students, in accordance with existing federal and State law.</u> 	<p><u>and valid measures of the developmental skills in early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Agency shall include in its guidance instances in which schools can leverage assessments that meet overlapping requirements and guidelines to maximize the use of assessments that provide the necessary data to understand student needs while minimizing the number of assessments used and the disruption of instructional time.</u></p>

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<p><u>(b) All public schools and approved independent schools shall screen all students in kindergarten through grade three using age and grade-level appropriate universal reading screeners. The universal screeners shall be given in accordance with best practices and the technical specifications of the specific screener used. The Agency shall include in its guidance issued pursuant to subdivision (a)(2) of this section instances in which public and approved independent schools can leverage assessments that meet overlapping requirements and guidelines to maximize the use of assessments that provide the necessary data to understand student needs while minimizing the number of assessments used and the disruption to instructional time.</u></p> <p><u>(c) Additional diagnostic assessment and evidence-based curriculum and instruction for students demonstrating a substantial deficit in reading or dyslexia characteristics shall be determined by data-informed decision-making within existing processes in accordance with required federal and State law. Specific instructional content, programs, strategies, interventions, and other identified supports for individual students shall be documented in the most appropriate plan informed by assessment and other data and as determined through team-based decision making. These plans may include, as applicable, an education support team (EST) plan, 504 plan, individualized education plan, and a personalized learning plan. These plans shall include the following:</u></p> <p><u>(1) the student's specific reading deficit as</u></p>	<p><u>(b) Each public and approved independent school that is eligible to receive public tuition shall screen all students in kindergarten through grade three, at least annually, using age and grade-level appropriate universal reading screeners. The universal screeners shall be given in accordance with best practices and the technical specifications of the specific screener used.</u></p> <p><i>[guidance re overlapping requirements addressed in (a)]</i></p> <p><u>(c) If such screenings determine that a student is significantly below relevant benchmarks as determined by the screener's guidelines for age-level or grade-level typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 calendar days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response.</u></p>

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<p>determined or identified by diagnostic assessment data;</p> <p><u>(2) the goals and benchmarks for growth;</u></p> <p><u>(3) the type of evidence-based instruction and supports the student will receive; and</u></p> <p><u>(4) the strategies and supports available to the student’s parent or legal guardian to support the student to achieve reading proficiency.</u></p> <p><u>(d) Public and approved independent schools shall not use instructional strategies that do not have an evidence base, such as the three-cueing system. Evidence-based reading instructional practices, programs, or interventions provided pursuant to subsection (c) of this section shall be effective, explicit, systematic, and consistent with federal and State guidance and shall address the foundational concepts of literacy proficiency, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</u></p> <p><u>(e) The parent or guardian of any kindergarten through grade three student who exhibits a reading deficit at any time during the school year shall be notified in writing not later than 30 days after the identification of the reading deficit. Written notification shall contain information consistent with the documentation requirements contained in subsection (d) of this section and shall follow the Agency’s recommendations for such notification.</u></p> <p><u>(f) Each local school district and approved independent school shall engage local stakeholders, as defined by the school district or approved independent</u></p>	<p><u>(d) Evidence-based reading instructional practices, programs, or interventions provided pursuant to subsection (c) of this section shall be effective, explicit, systematic, and consistent with federal and State guidance and shall address the foundational concepts of literacy proficiency, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategies such as the three-cueing system shall not be used in a manner that precedes or supplants decoding instruction.</u></p> <p><i>[parental notification addressed in subsection (c)]</i></p>

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<p><u>school, to discuss the importance of reading and solicit suggestions for improving literacy and plans to increase reading proficiency.</u></p> <p><u>(g) The Agency shall provide professional learning opportunities for educators in evidence-based reading instructional practices that address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</u></p> <p><u>(h) Each supervisory union and approved independent school shall annually report, in writing, to the Agency the following information and prior year performance, by school:</u></p> <p style="padding-left: 40px;"><u>(1) the number and percentage of students in kindergarten through grade three performing below proficiency on local and statewide reading assessments, as applicable;</u></p> <p style="padding-left: 40px;"><u>(2) the universal reading screeners utilized;</u></p> <p style="padding-left: 40px;"><u>(3) the number and percentage of students identified with a potential reading deficit; and</u></p> <p style="padding-left: 40px;"><u>(4) growth measure assessment data.</u></p> <p><u>(i) On or before January 15 of each year, the Agency shall issue a written report to the Governor and the</u></p>	<p><u>(e)(1) Each supervisory union and approved independent school that is eligible to receive public tuition shall annually report to the Agency, in a format prescribed by the Agency, the following information and prior year performance, by school:</u></p> <p style="padding-left: 40px;"><u>(A) the number and percentage of students in kindergarten through grade three performing below proficiency on local and statewide reading assessments, as applicable; and</u></p> <p style="padding-left: 40px;"><u>(B) the universal reading screeners utilized.</u></p> <p><u>(2) The Agency shall provide guidance to supervisory unions and approved independent schools that are eligible to receive public tuition on whether, and if so, how, the data provided pursuant to subdivision (1) of this subsection may be disaggregated based on poverty, the provision of special education services, or any other category the Agency deems relevant to understanding the status of the State's progress to improve literacy learning.</u></p> <p><u>(f) On or before January 15 of each year, the Agency shall issue a written report to the Governor and the</u></p>

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<p><u>Senate and House Committees on Education on the status of State progress to improve literacy learning. The report shall include the information required pursuant to subsection (h) of this section.</u></p>	<p><u>Senate and House Committees on Education on the status of State progress to improve literacy learning. The report shall include the information required pursuant to subsection (a) of this section.</u></p>
<p>Sec. 3. PARENTAL NOTIFICATION; AGENCY OF EDUCATION RECOMMENDATIONS <u>On or before November 1, 2024, the Agency of Education shall develop and issue recommendations for the substance and form of the parental or guardian notification required under 16 V.S.A. § 2907(e). The Agency’s recommendations shall be consistent with applicable State and federal law as well as legislative intent.</u></p>	<p>Sec. 3. PARENTAL NOTIFICATION; AGENCY OF EDUCATION RECOMMENDATIONS <u>[Same]</u></p>
<p>Sec. 4. REVIEWED READING SCREENERS; AGENCY OF EDUCATION; REPORT <u>On or before January 15, 2025, the Agency of Education shall submit a written report to the Senate and House Committees on Education with a list of the reviewed universal reading screeners and assessments it has published pursuant to 16 V.S.A. § 2907. The Agency shall include any information it deems relevant to provide an understanding of the list of reviewed screeners and assessments.</u></p>	<p>Sec. 4. REVIEWED READING SCREENERS; AGENCY OF EDUCATION; REPORT <u>On or before January 15, 2025, the Agency of Education shall submit a written report to the Senate and House Committees on Education with a list of the reviewed screening instruments it has published pursuant to 16 V.S.A. § 2907. The Agency shall include any information it deems relevant to provide an understanding of the list of reviewed screening instruments.</u></p>
<p>Sec. 5. 16 V.S.A. § 2903 is amended to read: § 2903. PREVENTING EARLY SCHOOL FAILURE; READING INSTRUCTION</p>	<p>Sec. 5. 16 V.S.A. § 2903 is amended to read: § 2903. PREVENTING EARLY SCHOOL FAILURE; READING INSTRUCTION</p>

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<p>(a) Statement of policy. The ability to read is critical to success in learning. Children who fail to read by the end of the first grade will likely fall further behind in school. The personal and economic costs of reading failure are enormous both while the student remains in school and long afterward. All students need to receive systematic <u>and explicit evidence-based</u> reading instruction in the early grades from a teacher who is skilled in teaching <u>the foundational components of reading through a variety of instructional strategies that take into account the different learning styles and language backgrounds of the students, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</u> Some students may <u>Students who</u> require intensive supplemental instruction tailored to the unique difficulties encountered <u>shall be provided those additional supports by an appropriately licensed and trained education professional.</u></p> <p>(b) Foundation for literacy.</p> <p>(1) The State Board Agency of Education, in collaboration with the <u>State Board of Education, the</u> Agency of Human Services, higher education, literacy organizations, and others, shall develop a plan for establishing a comprehensive system of services for early education in the first three grades <u>prekindergarten through third grade</u> to ensure that all students learn to read by the end of the third grade. The plan shall be updated at least once every five years following its initial submission in 1998.</p> <p>(2) <u>Approved independent schools shall develop a grade-level appropriate school literacy plan that is informed by student needs and assessment data. The plan may include identification</u></p>	<p>(a) Statement of policy. The ability to read is critical to success in learning. Children who fail to read by the end of the first grade will likely fall further behind in school. The personal and economic costs of reading failure are enormous both while the student remains in school and long afterward. All students need to receive systematic <u>and explicit evidence-based</u> reading instruction in the early grades from a teacher who is skilled in teaching <u>the foundational components of reading through a variety of instructional strategies that take into account the different learning styles and language backgrounds of the students, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</u> Some students may <u>Students who</u> require intensive supplemental instruction tailored to the unique difficulties encountered <u>shall be provided those additional supports by an appropriately licensed and trained education professional.</u></p> <p>(b) Foundation for literacy. The State Board Agency of Education, in collaboration with the <u>State Board of Education, the</u> Agency of Human Services, higher education, literacy organizations, and others, shall develop a plan for establishing a comprehensive system of services for early education in the first three grades <u>kindergarten through third grade</u> to ensure that all students learn to read by the end of the third grade. The plan shall be updated at least once every five years following its initial submission in 1998 <u>and shall apply to all public schools and approved independent schools that are eligible to receive public tuition.</u></p>

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<p><u>of a literacy vision, goals, and priorities and shall address the following topics:</u></p> <p style="padding-left: 40px;"><u>(A) measures and indicators;</u></p> <p style="padding-left: 40px;"><u>(B) screening, assessment, instruction and intervention, and progress monitoring, consistent with section 2907 of this title; and</u></p> <p style="padding-left: 40px;"><u>(C) professional development for all unlicensed teachers consistent with subsection 1710(b) of this title.</u></p> <p>(c) Reading instruction. A public school that offers instruction in grades <u>prekindergarten</u>, kindergarten, one, two, or three shall provide <u>highly effective, research-based systemic and explicit evidence-based</u> reading instruction to all students. In addition, a school shall provide:</p> <p style="padding-left: 40px;">(1) supplemental reading instruction to any enrolled student in grade four whose reading proficiency falls below third grade reading expectations <u>proficiency standards for the student's grade level or whose reading proficiency prevents success in school, as identified using the tiered system of supports, as defined under subdivision 164(9) section 2902 of this title;</u></p> <p style="padding-left: 40px;">(2) supplemental reading instruction to any enrolled student in grades 5-12 whose reading proficiency creates a barrier to the student's success in school; and</p> <p style="padding-left: 40px;">(3) support and information to parents and legal guardians.</p>	<p>(c) Reading instruction. A public school <u>or approved independent school that is eligible to receive public tuition</u> that offers instruction in grades <u>kindergarten</u>, one, two, or three shall provide <u>highly effective, research-based systemic and explicit evidence-based</u> reading instruction to all students. In addition, a school <u>such schools</u> shall provide:</p> <p style="padding-left: 40px;">(1) supplemental reading instruction to any enrolled student in grade four whose reading proficiency falls below third grade reading expectations, as defined under subdivision 164(9) of this title; <u>proficiency standards for the student's grade level or whose reading proficiency prevents progress in school.</u></p> <p style="padding-left: 40px;">(2) supplemental reading instruction to any enrolled student in grades 5-12 whose reading proficiency creates a barrier to the student's success in school; and</p> <p style="padding-left: 40px;">(3) <u>Schools shall provide support and information to the parents and legal guardians of such students regarding the student's current level of reading proficiency, which shall be based on valid and reliable assessments.</u></p>

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<p>Sec. 6. LITERACY PLAN IMPLEMENTATION; APPROVED INDEPENDENT SCHOOLS</p> <p><u>All approved independent schools shall develop a grade-level appropriate school literacy plan pursuant to 16 V.S.A. § 2903(b)(2) on or before January 1, 2025.</u></p>	<p>Sec. 6. APPROVED INDEPENDENT SCHOOL COMPLIANCE WITH 16 V.S.A. § 2903</p> <p><u>Approved independent schools that are eligible to receive public tuition shall comply with the requirements of 16 V.S.A. § 2903 (preventing early school failure; reading instruction) on or before July 1, 2025.</u></p>
<p>Sec. 7. 16 V.S.A. § 1710 is added to read:</p> <p><u>§ 1710. LITERACY PROFESSIONAL LEARNING</u></p> <p><u>(a) Definition. As used in this section, “professionally licensed” means a nonconditional, current license comparable to a level I or level II Vermont educator license and does not include provisional, emergency, teaching intern, or apprenticeship licenses or their equivalent in other states.</u></p> <p><u>(b) Professionally licensed educators.</u></p> <p><u>(1) On or before July 1, 2027, all professionally licensed Vermont teachers employed in a Vermont public or approved independent school shall complete a program of professional learning on evidence-based literacy instruction developed and offered or approved by the Vermont Agency of Education.</u></p> <p><u>(2) After July 1, 2026, all newly professionally licensed Vermont teachers employed in a Vermont public or approved independent school shall complete a program of professional learning on evidenced-based literacy instruction developed and offered or approved by the Agency before the end of the teacher’s second year of teaching.</u></p>	<p>Sec. 7. 16 V.S.A. § 1710 is added to read:</p> <p><u>§ 1710. LITERACY PROFESSIONAL DEVELOPMENT</u></p> <p><u>(a) Each supervisory union and each approved independent school that is eligible to receive public tuition shall provide professional development to kindergarten through grade-three educators, to include all teachers and administrators, on implementing a reading screening assessment, interpreting the results, determining instructional practices for students, and communicating with families regarding screening results in a supportive way. The instructional practices included in the professional development provided pursuant to this section shall be evidence-based and effective and shall incorporate the foundational concepts of literacy proficiency, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</u></p>

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<p><u>(3) Professional learning programs approved by the Agency pursuant to this section shall be substantially similar in content to professional learning programs developed and offered by the Agency pursuant to this section.</u></p> <p><u>(c) Unlicensed teachers employed by an approved independent school. On or before July 1, 2027, all unlicensed teachers employed by an approved independent school shall complete an explicit, evidence-based literacy instruction professional development program. The professional development program shall be approved by the approved independent school and may be differentiated by grade level, role, and experience and may account for prior training. Unlicensed teachers hired by an approved independent school on or after July 1, 2026 shall complete a professional development program pursuant to this subsection within one year after hire. An approved independent school shall maintain a record of completion of professional development consistent with this provision.</u></p>	<p><u>(b) Each supervisory union and approved independent school that is eligible to receive public tuition shall maintain a record of completion of professional development consistent with this section.</u></p>
<p>Sec. 8. RESULTS-ORIENTED PROGRAM APPROVAL</p> <p><u>(a) On or before July 1, 2025, the Agency of Education shall submit recommendations to the Vermont Standards Board for Professional Educators on how to strengthen educator preparation programs' teaching of evidence-based literacy practices. The Agency shall also simultaneously communicate its recommendations to</u></p>	<p>Sec. 8. RESULTS-ORIENTED PROGRAM APPROVAL</p> <p><u>[Same]</u></p>

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<p><u>Vermont’s educator preparation programs and submit its recommendations in writing to the Senate and House Committees on Education.</u></p> <p><u>(b) On or before July 1, 2026, the Vermont Standards Board for Professional Educators shall consider the Agency’s recommendations pursuant to subsection (a) of this section and, as appropriate, update the educator preparation requirements in Agency of Education, Licensing of Educators and the Preparation of Educational Professionals (5000) (CVR 022-000-010).</u></p> <p><u>(c) As part of its review under subsection (a) of this section, the Agency shall make recommendations to the Vermont Standards Board for Professional Educators regarding whether an additional mandatory examination is needed to assess candidates for educator licensure skills in mathematics and English language arts fundamentals, as well as candidates’ understanding of the importance of evidence-based approaches to literacy and numeracy, beyond the requirements in Agency of Education, Licensing of Educators and the Preparation of Educational Professionals (5000) (CVR 022-000-010) in effect during the period of the Agency’s review.</u></p>	
<p>Sec. 9. 16 V.S.A. § 2903a is amended to read: § 2903a. ADVISORY COUNCIL ON LITERACY</p> <p>(a) Creation. There is created the Advisory Council on Literacy. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those</p>	<p>Sec. 9. 16 V.S.A. § 2903a is amended to read: § 2903a. ADVISORY COUNCIL ON LITERACY</p> <p>(a) Creation. There is created the Advisory Council on Literacy. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in</p>

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<p>outcomes.</p> <p>(b) Membership. The Council shall be composed of the following 16 <u>19</u> members:</p> <p>(1) eight <u>nine</u> members who shall serve as ex officio members:</p> <p>(A) the Secretary of Education or designee;</p> <p>(B) a member of the Standards Board for Professional Educators who is knowledgeable in licensing requirements for teaching literacy, appointed by the Standards Board;</p> <p>(C) the Executive Director of the Vermont Superintendents Association or designee;</p> <p>(D) the Executive Director of the Vermont School Boards Association or designee;</p> <p>(E) the Executive Director of the Vermont Council of Special Education Administrators or designee;</p> <p>(F) the Executive Director of the Vermont Principals' Association or designee;</p> <p>(G) the Executive Director of the Vermont Independent Schools Association or designee; and</p> <p>(H) the Executive Director of the Vermont-National Education Association or designee; and</p> <p><u>(I) the State Librarian or designee;</u></p> <p>(2) eight members who shall serve two-year terms:</p> <p>(A) a representative, appointed by the Vermont Curriculum Leaders Association;</p>	<p>prekindergarten through grade 12 and how to sustain those outcomes.</p> <p>(b) Membership. The Council shall be composed of the following 16 <u>19</u> members:</p> <p>(1) eight <u>10</u> members who shall serve as ex officio members:</p> <p>(A) the Secretary of Education or designee;</p> <p>(B) a member of the Standards Board for Professional Educators who is knowledgeable in licensing requirements for teaching literacy, appointed by the Standards Board;</p> <p>(C) the Executive Director of the Vermont Superintendents Association or designee;</p> <p>(D) the Executive Director of the Vermont School Boards Association or designee;</p> <p>(E) the Executive Director of the Vermont Council of Special Education Administrators or designee;</p> <p>(F) the Executive Director of the Vermont Principals' Association or designee;</p> <p>(G) the Executive Director of the Vermont Independent Schools Association or designee; and</p> <p>(H) the Executive Director of the Vermont-National Education Association or designee; and</p> <p><u>(I) the State Librarian or designee; and</u></p> <p><u>(J) the Executive Director of the Vermont Curriculum Leaders Association or designee; and</u></p> <p>(2) eight <u>seven</u> members who shall serve two-year terms:</p> <p>(A) a representative, appointed by the Vermont Curriculum Leaders Association; [Repealed.]</p>

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<p>(B) three teachers, appointed by the Vermont-National Education Association, who teach literacy, one of whom shall be a special education literacy teacher and two of whom shall teach literacy to students in prekindergarten through grade three;</p> <p>(C) three community members who have struggled with literacy proficiency or supported others who have struggled with literacy proficiency, one of whom shall be a high school student, appointed by the Agency of Education in consultation with the Vermont Family Network; and</p> <p>(D) one member appointed by the Agency of Education who has expertise in working with students with dyslexia; <u>and</u></p> <p><u>(3) two faculty members of approved educator preparation programs located in Vermont, one of whom shall be employed by a private college or university, appointed by the Agency of Education in consultation with the Association of Vermont Independent Colleges, and one of whom shall be employed by a public college or university, appointed by the Agency of Education in consultation with the University of Vermont and State Agricultural College and the Vermont State Colleges Corporation.</u></p> <p style="text-align: center;">* * *</p> <p>(d) Powers and duties. The Council shall advise the Agency Secretary of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes and shall:</p> <p>(1) advise the Agency of Education Secretary on how to:</p> <p>(A) update section 2903 of this title;</p>	<p>(B) three teachers, appointed by the Vermont-National Education Association, who teach literacy, one of whom shall be a special education literacy teacher and two of whom shall teach literacy to students in prekindergarten through grade three;</p> <p>(C) three community members who have struggled with literacy proficiency or supported others who have struggled with literacy proficiency, one of whom shall be a high school student, appointed by the Agency of Education in consultation with the Vermont Family Network; and</p> <p>(D) one member appointed by the Agency of Education who has expertise in working with students with dyslexia; <u>and</u></p> <p><u>(3) two faculty members of approved educator preparation programs located in Vermont, one of whom shall be employed by a private college or university, appointed by the Agency of Education in consultation with the Association of Vermont Independent Colleges, and one of whom shall be employed by a public college or university, appointed by the Agency of Education in consultation with the University of Vermont and State Agricultural College and the Vermont State Colleges Corporation.</u></p> <p style="text-align: center;">* * *</p> <p>(d) Powers and duties. The Council shall advise the Agency Secretary of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes and shall:</p> <p>(1) advise the Agency of Education Secretary on how to:</p> <p>(A) update section 2903 of this title;</p>

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<p>(B) implement the statewide literacy plan required by section 2903 of this title and whether, based on its implementation, changes should be made to the plan; and</p> <p>(C) maintain the statewide literacy plan;</p> <p>(2) advise the Agency of Education <u>Secretary</u> on what services the Agency should provide to school districts to support implementation of the plan and on staffing levels and resources needed at the Agency to support the statewide effort to improve literacy;</p> <p>(3) develop a plan for collecting literacy-related data that informs:</p> <p>(A) literacy instructional practices;</p> <p>(B) teacher professional development in the field of literacy;</p> <p>(C) what proficiencies and other skills should be measured through literacy assessments and how those literacy assessments are incorporated into local assessment plans; and</p> <p>(D) how to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations;</p> <p>(4) recommend best practices for Tier 1, Tier 2, and Tier 3 literacy instruction within the multitiered system of supports required under section 2902 of this title to best improve and sustain literacy proficiency; and</p> <p>(5) review literacy assessments and outcomes and provide ongoing advice as to how to continuously improve those outcomes and sustain that improvement.</p> <p style="text-align: center;">* * *</p> <p>(f) Meetings.</p>	<p>(B) implement the statewide literacy plan required by section 2903 of this title and whether, based on its implementation, changes should be made to the plan; and</p> <p>(C) maintain the statewide literacy plan;</p> <p>(2) advise the Agency of Education <u>Secretary</u> on what services the Agency should provide to school districts to support implementation of the plan and on staffing levels and resources needed at the Agency to support the statewide effort to improve literacy;</p> <p>(3) develop a plan for collecting literacy-related data that informs:</p> <p>(A) literacy instructional practices;</p> <p>(B) teacher professional development in the field of literacy;</p> <p>(C) what proficiencies and other skills should be measured through literacy assessments and how those literacy assessments are incorporated into local assessment plans; and</p> <p>(D) how to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations;</p> <p>(4) recommend <u>evidence-based</u> best practices for Tier 1, Tier 2, and Tier 3 literacy instruction within the multitiered system of supports required under section 2902 of this title to best improve and sustain literacy proficiency; and</p> <p>(5) review literacy assessments and outcomes and provide ongoing advice as to how to continuously improve those outcomes and sustain that improvement.</p> <p style="text-align: center;">* * *</p> <p>(f) Meetings.</p>

S.204 Side by Side
As Passed by the Senate vs. House proposal of amendment
05.3.24
Beth St. James, Legislative Counsel

S.204 APBS	S.204 House proposal of amendment
<p>(1) The Secretary of Education shall call the first meeting of the Council to occur on or before August 1, 2021.</p> <p>(2) The Council shall select a chair from among its members.</p> <p>(3) A majority of the membership shall constitute a quorum.</p> <p>(4) The Council shall meet not more than eight <u>four</u> times per year.</p> <p>(g) Assistance. The Council shall have the administrative, technical, and legal assistance of the Agency of Education.</p> <p>(h) Compensation and reimbursement. Members of the Council shall be entitled to per diem compensation and reimbursement of expenses as permitted under 32 V.S.A. § 1010 for not more than eight <u>four</u> meetings of the Council per year.</p>	<p>(1) The Secretary of Education shall call the first meeting of the Council to occur on or before August 1, 2021.</p> <p>(2) The Council shall select a chair from among its members.</p> <p>(3) A majority of the membership shall constitute a quorum.</p> <p>(4) The Council shall meet not more than eight <u>four</u> times per year.</p> <p>(g) Assistance. The Council shall have the administrative, technical, and legal assistance of the Agency of Education.</p> <p>(h) Compensation and reimbursement. Members of the Council shall be entitled to per diem compensation and reimbursement of expenses as permitted under 32 V.S.A. § 1010 for not more than eight <u>four</u> meetings of the Council per year.</p>
<p>Sec. 10. 2021 Acts and Resolves No. 28, Sec. 7 is amended to read:</p> <p style="padding-left: 40px;">Sec. 7. REPEAL; ADVISORY COUNCIL ON LITERACY</p> <p style="padding-left: 40px;">16 V.S.A. § 2903a (Advisory Council on Literacy) as added by this act is repealed on June 30, 2024 <u>2027</u>.</p>	<p>Sec. 10. 2021 Acts and Resolves No. 28, Sec. 7 is amended to read:</p> <p><i>[Same]</i></p>
<p>Sec. 11. 2021 Acts and Resolves No. 28, Sec. 4(a) is amended to read:</p> <p style="padding-left: 40px;">(a) There is appropriated to the Agency of Education from the American Rescue Plan Act of 2021 pursuant to Section 2001(f)(4), Pub. L. No. 117-2 in fiscal year 2022 the amount of \$450,000.00 for the costs of the contractor or contractors under Sec. 3 of this act for fiscal years</p>	<p>Sec. 11. POSITION; AGENCY OF EDUCATION; LITERACY</p> <p style="padding-left: 40px;"><u>In fiscal year 2025, the conversion of one limited service position created in 2021 Acts and Resolves No. 28, Sec. 4, to one classified permanent status position within the Agency of Education is authorized. The</u></p>

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<p>2022, 2023, and 2024. The Agency may shift the use of this funding from the contractor or contractors to a limited service position that would expire at the end of fiscal year 2024 within the Agency focused on coordinating the Statewide literacy efforts.</p>	<p><u>position shall provide support to the Agency in its evidence-based literacy work.</u></p>
<p>Sec. 12. [Deleted.]</p>	
<p>Sec. 13. EXPANDING EARLY CHILDHOOD LITERACY RESOURCES; REPORT <u>On or before January 15, 2025, the Department of Libraries shall submit a written report to the Senate and House Committees on Education with recommendations for expanding access to early childhood literacy resources with a focus on options that target low-income or underserved areas of the State. Options considered by the Advisory Council shall include State or local partnership with or financial support for book gifting programs, book distribution programs, and any other compelling avenue for supporting early childhood literacy in Vermont.</u></p>	<p>Sec. 12. EXPANDING EARLY CHILDHOOD LITERACY RESOURCES; REPORT <i>[Same]</i></p>
<p>Sec. 14. EFFECTIVE DATE <u>This act shall take effect on passage.</u></p>	<p>Sec. 13. EFFECTIVE DATES <u>This act shall take effect on passage, except that Sec. 7 (16 V.S.A. § 1710; literacy professional development) shall take effect on July 1, 2025.</u></p>