



Advisory Council on Literacy
February 8, 2023, 3:00 p.m. – 5:00 p.m.

DRAFT Meeting Minutes

Present: Gwen Carmolli, Vermont Curriculum Leaders Association, Chair; Susan Gray, Vermont Independent Schools Association; Cynthia Gardner-Morse, Community Member; Juliette Longchamp as proxy for Don Tinney, Vermont National Education Association; Emily Leute as a proxy for Secretary French, Agency of Education; Beth O'Brien, Vermont Principals' Association; Ana Russo, Vermont Agency of Education; Darren McIntyre, Vermont Council of Special Education Administrators, Charley Gunkel, Montpelier Roxbury School District; Amy McMullen, Vermont School Boards Association; Michael Flanagan, Maple Run School District; Katie Campbell, Maple Run School District; Bev Davis, Vermont Superintendents Association

Others: Suzanne Sprague

AOE Presenter: Tracy Watterson

Start Time- 3:04 p.m.

End Time: 4:59 p.m.

Gwen noted increased security on Microsoft Teams when admitting participants to the meeting.

Gwen asked each person to share one "sign of progress".

Emily Leute - attended adolescent literacy PD

Bev Davis - full district PD & implementation of K-2 phonics

Amy McMullen- attended 2 hour PD on mtss.

Darren McIntyre- attended PD on RTI and PSW with 200 people.

Beth O'Brien- Took series for adolescent literacy development

Susan Gray- Brought 1 hour PD on Writing to her school by colleagues: Dr. Charley Haynes and Dr. Susan Lambrecht-Smith from the MGH Institute of Health Professions.

Juliet Longchamp- attended event for licensing teachers where it was noted that "regardless of what you are teaching we are all teachers of literacy" across all content areas.

Gwen Carmolli - noted "collective energy" focused on literacy across settings, grade levels, across MTSS

Katie Campbell- held Community Literacy Open-House at the library 60 children and parents attended

Susan Koch- AB

Jen Farnsworth - AB

Cynthia Gardner-Morse- found an important reference on Agency of Ed website: study from Finland investigated the relationship between reading enjoyment and reading proficiency; skilled readers became avid readers.

Michael Flanagan- co-hosted the library open house on literacy; now plans a monthly series with an open library at night- lots of interest, lots of parents, read-alouds.

Charlie Gunkel- Noted the "sign of progress" of the current season: days are getting longer and brighter.

Anna Russo- reported increased positive outcomes for inclusion of students with disabilities

Gwen thanked all members of the Agency of Education and notetaker, Susan Gray, with special thank you to Tracy Watterson who led the presentation on VTmtss.

Public comment- none.

Tracy watterson's VTmtss presentation summary-

- 1. Evolution of tiered systems in Vermont**
- 2. Terms we use in tiered systems**
- 3. Essential concepts in tiered systems**

1. Evolution of tiered systems in Vermont

A. The First Decade: 2000-2009

- Educational Support Services in 2000
 - Reauthorization of IDEA in 2004-2005
 - Vermont integrated instructional model - 2006
- VIIM was response to IDEA

Discrepancy model for identifying students with disabilities ended in 2006; however, Vermont decided to continue with that model after discussion that they did not feel ready to change it, but it will end in summer, 2023.

B. The Second Decade: Part 1- 2010 - 2014

- Race to the top - Early Learning challenge Grant, 2013
- Act 166 - Universal Pre-K education provide 10 hours per week for pre-k children in 2014
- mtss RTI Field Guide in 2014, VIIM expanded

C. The Second Decade: Part 2- 2016 - 2019

- 1) Vtmtss team 2016
- 2) Act 173 of 2018 -
enhancing availability and equity for students needing additional support
- 3) Vtmtss Field Guide - 2019

Expands support and equity for pre-k - grade 12 students, especially for historically marginalized students

More than 50 Educators participated in the new Field Guide; lots of research

Reflects best practice and expectations, but VTmtss will not look the same in every school.

D. The Third Decade

- 1) Vermont Early Childhood Action Plan
measurable changes in early childhood
fully include every child and family in the Continuum of opportunities
- 2) Act 112 Grant, 2022-
socio-emotional learning
11 supervisory unions and two Community organizations will receive the grant
- 3) District Quality Standards 2023
each Vermont School District shall meet standards

to include a process for quality improvement with metrics to come

In the Vtmtss framework, administrators are key innovators to support the culture.

**2. VTmtss has Interrelated and interdependent components:
beside each component on the vtmtss field guide is a link to “digging deeper”**

- A) Systematic and comprehensive approach.
Focus on building a systematic culture of growth and Improvement
- B) Effective collaboration
Match student need with expertise
- C) High-quality instruction and intervention
High-quality universal instruction for all students Pre-K - grade 12
High-quality Tier 2 instruction
High-quality Tier 3 instruction
Tiers indicate differences in size, intensity, and duration.
- D) Comprehensive and balanced assessment system
Data-driven
- E) Expertise
Utilize the expertise of the entire system

Vtmtss tools

- 1) Making connections with MTSS for EST services
- 2) VTmtss System Screener
- 3) VTmtss Survey
 - annual collection of data reflecting schools tiered systems of supports
 - 94% response rate for K-12 schools but data has only been collected so far for public schools

Questions / Discussion

Question: how to schedule students to receive multi-tiered levels of support?

Answer: Tier 2 can be done within the tier 1 instruction time because it is small group intervention

Answer: One rule-of-thumb suggestion by Council member: Students all receive the first 45-minutes of the 90-minute literacy block

Question: what to do about effective collaboration when some families feel that they should control what is being taught?

Answer: Suggestion was to use the Family Engagement Self-Assessment Toolkit.

Answer: No specific content is recommended in VTmtss

Request to get the survey questions out sooner rather than later to Council constituents.

Council members thanked Tracy Waterman for her excellent presentation of VTmtss.

Gwen assigned a preview of an upcoming March task, due March 24th:

Choose two items within each of the VTmtss components that have the highest priority, according to Council members' constituents.

In closing, Gwen asked Council members to name one thing that could impact literacy- learning the most, based on what was discussed today:

Gwen, Susan & Cindy named high-quality universal Tier 1 instruction.