



Advisory Council on Literacy
 April 12, 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; Don Tinney, Vermont National Education Association; Emily Leute as a proxy for Interim Secretary Bouchey, Agency of Education; Ana Russo, Vermont Agency of Education; Michael Flanagan, Maple Run School District; Bev Davis, Vermont Superintendents Association; Susan Koch, Montpelier Roxbury School District; Jennifer Farnsworth, Essex-Westford Educational Community Unified Union School District, Charley Gunkel, Montpelier High School

AOE: Suzanne Sprague, Meg Porcella, Lori Dolezal, Emily Lesh, Tracy Watterson, Cassie Santo

Time	Topic	Notes
3:00	Council Work: <ul style="list-style-type: none"> ● Welcome and Updates ● Select notetaker ● Roll call and share one thing that is helping improve literacy outcomes 	<p>The meeting was called to order at 3:03 p.m. Notetaker - Bev Davis</p> <p>One thing that is helping improve literacy outcomes</p> <ul style="list-style-type: none"> ● Early Learning NIC work with Sharon Walpole ● More districts adopting a structured and systematic foundations program ● Providing strong literacy interventions to primary students ● Providing PD on foundational skills and allowing time for teachers to try things and reflect on what they've tried ● Teaching foundational skills in small groups so kids get what they need when they need it. ● Piloting Wit and Wisdom and kids being successful in accessing high level reading and engaging in high level discussions ● Administrative support at both building and central office level for holding community literacy nights ● People working together <p>The House Education Committee reached out to Gwen and asked great questions about the Council's work. Both the House and Senate asked how long the Council will go. Gwen recommends that the Council continue and focus on</p>

		other aspects of literacy (in addition to early literacy).
3:25	Approve March meeting minutes	<p>Motion to approve - Michael/Cynthia</p> <p>Discussion - Links in notes need to be checked, one of the links didn't work.</p> <p>Motion to amend the minutes to correct the link (Dr. Kilpatrick/RTI) - Cynthia/Susan Gray - approved</p>
3:30	MTSS Follow Up - Tracy Watterson - Responses to MTSS questions from previous meeting	<p>Requirements of MTSS system of support - outlined in statute and in the MTSS Field Guide. The annual MTSS survey outlines what each district is doing in regards to MTSS. The AOE website has more information about MTSS.</p> <p>How does RTI fit into MTSS? RTI sits within MTSS and is focused on academics while MTSS is broader and includes other elements.</p> <p>Susan Gray asked a question about where to find information about evidence-based interventions. The AOE has a list of places to find that information (ex: What Works Clearinghouse). There is also information in the IES (Institute of Educational Science) guides. The AOE is actively working on a literacy hub that will include information about evidence-based practices to gather all this information in one spot.</p> <p>Cynthia suggests that the Fountas and Pinnell BAS should not be included in the MTSS Field Guide because it has shown to not be effective. Tracy notes that when the Field Guide was developed F&P was a recommended assessment. There are no plans to update the Field Guide right now. Cynthia wonders if the AOE could put a link on the website about materials that should not be used. Emily Lesh says the Local Comprehensive Assessment guide, which is a companion to the Field Guide, is being updated and perhaps concerns could be addressed there.</p> <p>What does the AOE recommend for identification of specific learning disability (SLD)? Each district/SU decides how to identify SLD based on federal and state regulations.</p> <p>Clarification of the change in using the discrepancy model - IDEA changed in 2004 and eliminated the requirement that the discrepancy model had to be used and gave states the choice of using 3 different models for identification.</p>

		<p>How are students supported before, during, and after identification of a disability? Any student can access any tier of support at any time, and can access multiple levels simultaneously.</p> <p>Don asks if there are places where MTSS is really done well. Tracy says it depends what you're looking for. Some districts have good teaming structures at the district level so the work isn't dependent on a single person. There are some districts that are really good at making new initiatives part of the work they are already doing (example: making MTSS fit in with proficiency-based learning).</p>
4:08	Public Comment	A parent reached out to Gwen between meetings and said she'd be attending a future meeting. She did not attend this meeting.
4:09	<p>Prioritizing Blueprint Statewide Recommendations</p> <ul style="list-style-type: none"> ● Share initial recommendations - each member shares gathered recommendations ● Brief clarifying questions - up to 1 per Council member 	<p>Participants shared how they gathered information from stakeholders about prioritizing recommendations - digitally in a Google doc, Google form, in-person meetings</p> <p>Items of note:</p> <ul style="list-style-type: none"> ● Concerns about status of independent schools going forward ● Concerns that there aren't enough resources to adequately support the work ● Educators not aware of the Blueprint ● Strong interest in clear expectations but people don't want a required curriculum dictated to them ● People want assurance that there won't be any unfunded mandates. ● Important to have alignment between preschool and elementary school ● Important to ensure that there is diversity and inclusivity in any plans ● Need for adequate training and staffing ● Important to note all the underlying factors that impact literacy (SEL, behavior challenges, etc.) ● Need for better assessments to identify students who need support ● Pre-service as well as in-service teachers need good training in the science of reading <p>Next steps:</p> <ul style="list-style-type: none"> ● Each participant will choose up to 5 priorities (across all categories) - Gwen will add a column

		<p>for this. Any item that has no votes will get dropped off. You could choose 5 from one category or from different categories. Gather input from stakeholders.</p> <p>This is due to Gwen by May 10.</p>
4:30	Wrap-Up	<p>Next meeting is on May 10.</p> <p>Cynthia thanks the Council, and especially student rep Charley Gunkel for participating in this important work.</p> <p>Meeting adjourned at 4:38pm.</p>