

Microsoft Teams Virtual Meeting
Call In: 1-802-552-8456

Conference ID: 809 514 84#

DRAFT MEETING MINUTES

Present: Bev Davis, Vermont Superintendents Association (VSA); Martine Gulick, Vermont School Boards Association (VSBA); Donald Tinney, Vermont-National Education Association (VT-NEA); Susan Gray, Vermont Independent Schools Association (VISA); Gwen Carmolli, Vermont Curriculum Leaders Association (VTCLA); Jennifer Farnsworth, Hiawatha Elementary School; Emily Lesh, Richmond; Cynthia Gardner-Morse, Calais; Susan Koch, Union School; Darrin McIntyre, Vermont Council of Special Education Administrators (VCSEA)

AOE: Suzanne Sprague, Meg Porcello, Emily Leute, Pat Fitzsimmons, Lori Dolezal

Time	Activities and Notes
	<p>Updates: The meeting was called to order at 1:03 p.m.</p> <ul style="list-style-type: none"> • Chair Carmolli clarified input process (flow through members) and what is meant by “balanced literacy instruction” in the context of the Blueprint (balance of code-based and meaning-based skills, not endorsing one program)
1:00	<p>Council Work</p> <ul style="list-style-type: none"> • Welcome • Roll Call & share • Sprint Meetings – 6/8 1:00-3:00
1:20	<p>Approve Meeting Minutes</p> <ul style="list-style-type: none"> • Comment about including first and last names (Cynthia Gardner-Morse)
1:25	<p>Hear Public Comment</p> <ul style="list-style-type: none"> • Mack Gardner-Morse - pointed out DMG report recommendation about improving Tier 1 instruction – doesn't see specific recommendations about that in the Blueprint – hopes Council will revise • Peggy Price - Community member, parent (written comment) • Amy Ducey – Stern Center (written comment) • Laurie Quinn - Stern Center (written comment)
1:35	<p>Hear Input #2 on the Statewide Literacy Plan (blueprint)</p> <ul style="list-style-type: none"> • Brief overview of statewide literacy plan • Review of Input #1

- Hear Input #2 by Council Members
 - Susan Gray: Barbara Foreman document was helpful – two recommendations offered at highest level of evidence: explicit instruction in phonemes and letter correspondence and morphemes – Anchored well to mission of Council (to improve reading performance across State)
 - Cynthia Gardner-Morse: add spelling/morphology and writing to Blueprint – connections to all the things we’re working on (DMG report) – Gwen adds connection to Act 173
 - Susan Koch: recommendation for a local needs assessment (connects to Act 173) – need a statewide data collection approach – Gwen adds connection to Act 28 and EQS
 - Don Tinney: What is the state of our MTSS across the state? We’re at all different levels – is it truly a systemic approach? Connection to Act 173
 - Emily Lesh: Reexamine and align assessments – page 29-30, comprehensive and balanced assessments and a culture of data driven decision making – more specific guidance and recommendation around literacy assessments to help support instruction, including screening and diagnostic assessments (would also inform Tier 1 instruction) – Connection to Act 28, Statute 2903, and EQS
 - Bev Davis: constituents felts for it to be useful, needs to be more explicit about what people should actually be using/doing and not using/not doing; also, if there are improved outcomes being seen, what are those SU/SDs doing? Connection to everything
 - Darren McIntyre: two-page summary of the Blueprint would be helpful – also data informed decision making and importance of using evidence-based tools for progress monitoring – case studies would also be helpful, what are some ways to write measurable IEP goals? Connection to special ed rule 2360, Act 173
 - Chair Carmolli’s clarification about what the “evidence-based” label is providing evidence of – where does the evidence come from? Evidence of what? Alignment to standards or efficacy?
 - Chair Carmolli: VTCLA input: explicit and systematic instruction of foundation skills; other area was around meaning (comprehension strategies, engagement) – engagement seems like a real need coming out of the pandemic, but explicit and systematic instruction probably has the most potential to change outcomes – Connection to Act 28, Blueprint
 - Emily Lesh: seconds idea of an appendix or addendum to make it more user friendly (summary, guidelines, etc.)

	<ul style="list-style-type: none"> ○ Susan Koch: Dept of Ed in Alaska has a Blueprint but has also made a “playbook” (very specific and practical) ● Discuss narrowing selection process ● Ask/answer clarifying questions (please hold comments)
2:45	Next Meeting & Wrap Up

Other Notes:

- Can we add to the AOE webpage directions to submit comments and input to Council members? (clarify the process) Chair Carmolli clarified the process during the meeting.
- Question about process for public comment. Chair Carmolli sent guidance for public comment to Council Members:
 - Following public meeting law, public comment is included in each agenda and held at the beginning of each meeting. Agendas and minutes are posted with Council information on the AOE website.
 - Community members interested in participating in public comment may notify Suzanne Sprague (suzanne.sprague@vermont.gov) ahead of time so she can notify Chair Carmolli during the meeting.
 - People phoning in for comment need to use *6 to mute and unmute. Suzanne is available to practice with community members prior to the meeting.
 - Comments need to be brief (under two minutes) and need to stay within the scheduled time to allow for Council work.

The meeting adjourned at 2:41 p.m.