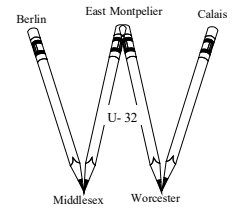


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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Meagan Roy, Ed.D.
Superintendent



**WCUUSD Quality Committee
Meeting Agenda
2.1.23 5:00-6:00 pm
Doty Memorial School
24 Calais Rd.
Worcester, VT
(IN-PERSON w/ Virtual Option)**

Virtual Option Information

<https://tinyurl.com/524wz4s4>

Meeting ID: 883 3860 1377

Password: 984956

Dial by Your Location: 1-929-205-6099

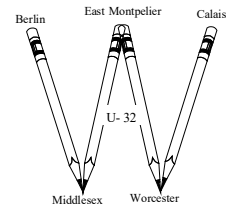
1. Call to Order
2. Approve Minutes of 12.7.22 – pg. 2
3. Discussion/Action
 - 3.1. Special Education Part 2
 - 3.2. Preview March Monitoring Report
4. Future Agenda Items
 - 4.1. Advanced Placement
 - 4.2. Co-Curriculars
5. Adjourn

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**WCUUSD Quality Committee
Meeting Minutes
12.7.22 5:00-6:00 pm
Calais Elementary
Library
321 Lightening Ridge Rd.
Plainfield, VT
(IN-PERSON w/ Virtual Option)**

Present: Kari Bradley, Flor Diaz Smith, Diane Nichols-Fleming, Daniel Keeney, Ursula Stanley, Mckalyn Leclerc, Natasha Eckart Baning, Maggie Weiss, Superintendent Roy, Jen Miller-Arsenault, Kerra Holden, Mark Kline

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:00 p.m.
- 2. Approve Minutes of 11.2.22:** Flor Diaz Smith moved to approve the minutes of November 2, 2022. Seconded by Diane Nichols-Fleming. Note: Ursula Stanley was present at the meeting; the minutes will be amended to reflect that. This motion carried unanimously.
- 3. Discussion/Action**
 - 3.1. Reflect on Monitoring and Feedback from Full Board on November 21:** Kari Bradley asked the committee to reflect from the board presentation. Diane Nichols-Fleming stated that she would like to get clarity from the board about what level of detail (regarding data) they would like to see. Flor Diaz Smith suggested that we use the feedback that was received from the previous meeting, the priorities and the word calendar, and continue the work forward. Diane Nichols-Fleming suggested sharing the document again (the “Priorities” document) and ask them what level of data they would like to see, going forward. Kari Bradley shared that it seemed there was a lot of information and that graduation rate and achievement gap seem to be the two issues around which to focus. Diane Nichols-Fleming stated that it would be helpful to have data around suspensions and expulsions. If dropout rate is the concern, you might want to clue into some indicators “upstream” (for example, suspensions and expulsions might be such indicators.) Ursula Stanley reiterated what Diane Nichols-Fleming had stated about the importance of data such as suspensions and expulsions.

3.2. Special Education, Interventions, and Dropout Rates: Jen Miller-Arsenault and Kerra Holden presented to the committee: *Special Education, Interventions, and Dropout Rates, December 7, 2022*. Questions/ reactions from the committee after the presentation:

- Who dropped out?
- Why they didn't complete? When/ why?
- 4 years; 6 years' status from entering 9th grade; and post-graduation data

Diane Nichols-Fleming asked why we rely on the state data regarding student drop out, versus using our own data?

Kari Bradley invited clarifying questions:

Daniel Keeney asked the difference between an EST (Education Support Team) and an IEP team. Kerra Holden explained that an EST is less structured and is looser in its composition and definition; it typically happens earlier in a student's trajectory of learning. Kerra Holden gave example: Student struggling to learn; teacher has tried various strategies; student continues to struggle; teacher brings students to EST to plan strategies and various interventions; will progress monitor for a period of time (e.g. 6 weeks) if the student continues to struggle, may go to a special education evaluation (which might result in IEP). Some discussion followed around screening instruments, ongoing assessment, more detailed diagnostic assessments, etc. Jen Miller Arsenault explained if a student is receiving an intervention, progress monitoring is happening to keep a pulse on whether the intervention is effective. Kari Bradley stated that over the years it seems that special education is taking a larger percentage of our budget. If special education students are not a larger percentage of student population then why is the percentage of special education in our budget growing? Some discussion followed around special education expenses and how Act 173 impacts special education funding.

Kari Bradley asked: What strikes you as significant from this presentation?

Flor Diaz Smith: having a better understanding of special education is helpful when we are developing budgets. Diane Nichols Fleming indicated that having a better understanding of EST would be helpful to everyone on the board. Kari Bradley stated that the slide deck would be an appropriate new board member training. Daniel Keeney stated that having a case study might be a great way to understand the process.

Kari Bradley asked: What might be a priority for ongoing monitoring?

Kari Bradley: graduation rates

Diane Nichols-Fleming indicated that growth rate/ growth data is a useful metric. (Jen Miller-Arsenault spoke about typical growth/ stretch growth). Kari Bradley asked, how do you measure the success of special education program?

One metric: progress on IEP goals

Kerra Holden spoke about student engagement and what it means to be a student with a disability. She stated that she thinks of "drop out" as a continuum of engagement. Engagement as the foundation of learning, and what does this mean to students with disabilities? Flor Diaz Smith asked, what data do we want to inform our Flexible Pathways opportunities? Natasha Eckart Baning asked, are we also monitoring the achievement of the students who are in the classrooms with students on IEPs? From personal experience, she noted that her ability to meet the needs of students with IEPs

impacted her ability to meet the needs of all students. Superintendent Roy stated that for students on IEPs, the metrics are many: proficiency, growth, progress on IEP goals, behavior data, etc. She shared that some metrics: proficiency, graduation rate, post-secondary education - don't typically look strong for students with IEPs. Ursula Stanley asked can we collect data from student IEPs about their progress toward goals? Kerra Holden suggested that it might be easier to collect this data from a smaller cohort of students. Diane Nichols-Fleming stated that it would be useful to have a better understanding of the state's annual monitoring report related to special education. Superintendent Roy stated that it might be more useful to do a narrative case study. Discussion followed about the metric of "responsiveness." Student voice as a metric to address the idea of "engagement." Flor Diaz Smith stated that teacher voice is also an important metric - to be sure that teachers have what they need to continue to grow their skills in "first instruction."

Kari Bradley asked: What will we share with the full board?

Diane Nichols-Fleming stated that the entire presentation from tonight would be useful for the full board - the challenge is time, as the board will be doing budget work at the next meeting. Diane Nichols-Fleming suggested a carousel type rotation to gather information from stations, e.g. 10 minutes at each of four stations. Daniel Keeney stated that he would like to have a longer conversation - e.g. this presentation followed by Q&A period. He suggested waiting until January when the board can allow for more time to have a full and rich discussion. Superintendent Roy suggested looking at the work plan and thinking about times to build in such conversations. Kari Bradley stated that a good way for the committee to revisit this topic would be to consider growth data. The committee would like to share with board what we think our priorities are based on conversations so far; revisit special ed/ MTSS at the next meeting and build conversation around growth data; have a fuller discussion after the budget is adopted. Jen Miller-Arsenault suggested that growth data would be ready by mid-February. She suggested for example bringing a (redacted) case study for discussion in the meantime, as discussed earlier in the meeting. Superintendent Roy stated that the compliance monitoring report is more related to compliance with special education deadlines/ mandates versus student progress data. Diane Nichols-Fleming stated that in the past, there was interest in the compliance monitoring report and she believes it is worth discussing. Ursula Stanley indicated that there are families that do feel that our school system did not serve their children. We need to understand that seeing results from changes takes time, but for families that are feeling that we are not meeting their children's needs, they don't want to wait. Superintendent Roy stated that parent voice/ family voice would be an important metric for the board to consider. Superintendent Roy stated that board level is a proxy measure: zoomed up parent input - this is an important component - we have limited metrics on the statewide level but would be good data for the board to consider. Maggie Weiss stated that the questions in the state survey around parent input was very useful when her school considered this. Kari Bradley reviewed:

- 2nd meeting in Dec - will consider where are we? what are the priorities? what specific level of detail would people like to see?
- defer on A.P. - in January look at "special education part 2," possible case study

4. Meeting Format

5. Future Agenda Items

5.1. Advanced Placement

5.2. Co-Curricula's

6. Adjourn: The meeting adjourned by consensus at 6:06 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary