

# Washington Central Unified Union School District

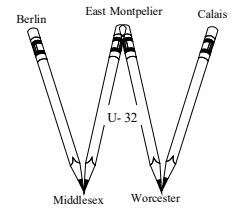
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Meagan Roy Ed. D.  
Superintendent



**WCUUSD Quality Committee  
Meeting Minutes  
2.1.23 5:00-6:00 PM  
Doty Memorial School  
24 Calais Rd.  
Worcester, VT**

**Present:** Superintendent Meagan Roy, Director of Curriculum and Instruction Jen Miller-Arsenault, Director of Student Services Kerra Holden, Director of Technology Mark Kline, U-32 Principal Steven Dellinger-Pate, Kari Bradley, Natasha Eckart Baning, Flor Diaz Smith, Mckalyn Leclerc, Daniel Keeney, Lindy Johnson, Ursula Stanley

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:02 p.m.
- 2. Approve Minutes of 12.7.22:** Natasha Eckart Baning moved to approve the minutes of 12-7-22. Seconded by Flor Diaz Smith, this motion carried unanimously.
- 3. Discussion/Action**
  - 3.1. Special Education Part 2:** Kerra Holden and Jen Miller-Arsenault presented a slide deck: *WCUUSD Special Education, February 1, 2023*. Discussion followed around special education funding and the changes with block grant funding. Flor Diaz Smith asked to follow up/ discuss the status of staffing shortages related to special education. Kerra Holden explained that we do have more flexibility (with new funding model) around who provides special education services (e.g. special educator vs reading interventionist). Steven Dellinger-Pate explained that there are four special educator vacancies at U-32, but the services are being provided by other staff such as interventionists. He stated that the paperwork end still falls to special education case managers, so they are feeling the effects of staff vacancies from that perspective. Superintendent Roy explained the concept of “compensatory services” when and if there are cases when a team determines that a child was not provided the services as indicated in their IEP. She noted that compensatory services are not covered by special education reimbursement. Kari Bradley facilitated discussion:

**What stuck out as significant?**

- Lindy Johnson - the fact that interventionists have flexibility to provide services in some cases rather than special educators: the flexibility and creativity that is allowed.

- Ursula Stanley - the fact that U-32 continues to have four special educator vacancies. She was struck by the additional paperwork load that is landing on special educators.
- Meagan Roy indicated that one result of the pandemic is that it has provided an opportunity for creativity. For example, some special educators (in other districts) who opt to work from home writing reports and meeting via zoom.
- Flor Diaz Smith spoke about hearing the focus on “health of the system” as well as data related to BIPOC students. She expressed concern around staffing shortages.

**Monitoring System: are there elements that you would like to continue to consider over time?**

- Kari Bradley - growth data - proficiencies as well as rate of growth
- Ursula Stanley - a broader view of graduation data - students who take longer than 4 years; students who choose an alternative pathway.
- Lindy Johnson- re: graduation data, the state does not look at it broadly, though.
- Dan Keeney - would be helpful to look at our special education needs and data compared to state-wide special education needs and data.
- Ursula Stanley - this is part of the annual snapshot that the board considers.
- Kerra Holden - the proportionality of disability categories is an important consideration in her mind. (the primary disability is the one that gets reported; e.g. some students have a primary and a secondary disability)
- Meagan Roy shared that there are concerns across the state that a change in special education criteria (for specific learning disability, and regarding adverse effect) will change the number of students identified.
- Flor Diaz Smith stated that she would like to focus on the snapshot/ overall growth of all students versus focusing on students who are eligible for special education services.

**3.2. Preview March Monitoring Report:**

- local data (proficiencies)
- growth rates
- graduation rates (and upstream indicators)
- post-graduation success
- student - teacher - family voice
- growth data
- exit rate with proficiency
- evolving dynamic with special education eligibility criteria and staffing

Ursula Stanley stated that there are times in the year when we are not looking at growth data, etc. - maybe those are the times of the year to look at a snapshot and consider some of the staffing/ creative solutions discussions etc. Jen Miller Arsenault said sharing disaggregated data provides more opportunity to address more specifically some of the bulleted items above. Jen Miller Arsenault explained that the process of disaggregating data can be painstaking and time consuming; some discussion followed around balancing data details versus the time it takes staff to collect such data. Superintendent Roy indicated that the data that the board requests (as noted above, re: disaggregating) is data that is useful and relevant to administration as well. Kari

Bradley-spoke about informed oversight - we can't be informed if we don't understand some of the details and nuances of special education - he spoke about the need to share understanding among all board members. Mckalyn Leclerc asked specifically around disaggregating growth data: IEP/ non-IEP, free and reduced lunch, gender.

**4. Future Agenda Items**

**4.1.** Advanced Placement

**4.2.** Co-Curriculars

**4.3.** Flor Diaz Smith - would like to talk about the topic of re-engagement or follow up when students don't graduate. What can we do to help with that/ what are we currently doing to address that?

**5. Adjourn: The committee adjourned by consensus at 6:00 p.m.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary