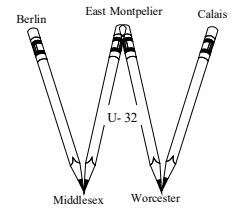


Washington Central Unified Union School District

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

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Jennifer Miller-Arsenault
Interim Superintendent



Washington Central Unified Union School District Education Quality Meeting Unapproved Minutes 6.1.22 5:00-5:45 pm

U-32

IN PERSON

930 Gallison Hill Rd. Montpelier, VT
Cafeteria

Present: Kari Bradley, Ursula Stanley, Diane Nichols-Fleming, Flor Diaz Smith, Lindy Johnson, Natasha Eckart-Baning, Daniel Keeney Mark Kline, Mckalyn Leclerc

Administrator: Jen Miller-Arsenault, Alicia Lyford

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:00 p.m.
- 2. Approve Minutes of 5.4.22:** Flor Diaz Smith moved to approve the minutes of May 4, 2022, as presented. Seconded by Ursula Stanley, this motion carried unanimously.
- 3. Discussion/Action**
 - 3.1. Global Citizenship Student Learning Outcome:** Jen Miller-Arsenault presented to the committee: *WCUUSD Global Citizenship SLO* slide deck. Committee members discussed: What do you see? Flor Diaz Smith - lack of civics and history proficiency (10th grade data) was alarming. How can we collect better evidence and what do we need to do differently? Diane Nichols-Fleming - issues around Global Citizenship are ever-changing - this complicates the matter; how to gather data and how to ensure consistent opportunities. Regarding ever-changing, she was referring to, the world is changing, and our priorities are changing. Lindy Johnson: We have definitions that provide a way to assess, but maybe the tools for the assessment are not as easily accessible as in other areas (e.g. math); therefore the data may not be as clear as in these other areas. Flor Diaz Smith: How to take data like the elementary schools do? There was data in first grade but then it dropped off and, e.g. 10th grade did not have a lot of data. Daniel Keeney: How do we create our own standard that is meaningful to us and feels "current?" What questions does this bring up? Ursula Stanley: Is there a way to use summative and formative assessments to track some of these proficiencies? Jen Miller-Arsenault stated that we are doing more than this data shows - how do we show it? How do we capture and showcase it? Kari Bradley: Given that we want to do better and we have limited time, where are there synergies that can affect greater achievement in this area as well as in

others? There might be some ways to integrate this learning with other student outcomes. Diane Nichols-Fleming: This relates to transferable skills - we are trying to measure how people approach life and the world around us - how do we measure, e.g., student empowerment? Also, how do we prioritize, in the finite time that we have, how to figure out what the litmus test is, to help us answer that question?

Natasha Eckart - Baning: How are we connecting things - e.g. how would we connect colonialism into some of the topics - wondering how do we make sense of the present and predictions for the future - where are we tying in, for example, civil war projects - how are we connecting this with what we are seeing presently? Diane Nichols-Fleming - Some of her own kids' interest in history happened because of their learning here at U-32 - wonders how we are capturing some of the "tracks" that we have created for students. What strikes you as significant? Lindy Johnson: When we think of A.P. it's more "teaching to the test" versus learning for meaning and curiosity to learn more - e.g., she referred to the French-speaking countries project - how to tie in significant connections from past to present and ignite the interest in kids as they go forward. Flor Diaz Smith: How are we sharing some of the effects of changing our teaching and experiences to be more diverse and culturally inclusive? Kari Bradley: These topics could be the things that really make a difference in some kids' education - this is what rounds out everything that they are learning; this is an ever-changing subject matter/ topic depending on current events. Daniel Keeney: Wonders the degree to which there is an emphasis on economics and financial literacy. Jen Miller-Arsenault stated that economics is embedded into some of the courses - we also have a student learning outcome that is specific to financial literacy - this has been a value in the community. We do have a standard in financial literacy that is separate from Global Citizenship. What are the implications? Ursula Stanley: How to tie these different areas together? Kari Bradley: Again the connection between the various subject matters, e.g. how math skills tie into some of these student learning outcomes. Diane Nichols - Fleming: How do we keep these current, as there are ever-changing "movements" and uprising - how do we make sure we are not ignoring these current issues? Jen Miller-Arsenault explained that the focus on learning is more skill based versus knowledge based - how to do the research, etc. - to make sense of the world as it changes. Lindy Johnson: Regarding the presentation to the board for flying the Pride flag - these types of presentations to the board help us to stay abreast of what is important to the students - providing a way for the students to have voices helps us as a board hear their priorities. Flor Diaz Smith: Curriculum policy is something we could get better at; time and values - equity between the two; teaching world languages - this is an important conversation for us to have. Diane Nichols-Fleming: How do we support our teachers? They are on the front line with some of these conversations - it is hard to stay current and hard to know what to say when these things come up.

4. Proposed Education Quality Committee Work Calendar for 2022-23: Kari Bradley shared the proposed work calendar for the committee for the school year ahead. He invited questions or feedback. Ursula Stanley asked whether we could move the discussion of special education and drop-out rates earlier into the year as it has an impact on budget planning. Jen Miller -Arsenault asked the committee whether they would like a preview of Act 173 before we dive deeply into special education, interventions and drop- out rates. Ursula Stanley asked whether the Act 173 update could be included in the same discussion. Kari Bradley stated that we should always be thinking about how we can share this information with the board. Flor Diaz Smith noted that this will be a working document that we will try to coordinate with the budget development calendar and the work of the full board. She stated that she would love to have a retreat date that we all block out a year in advance; she feels that the retreat helps to lay the groundwork for the work of the board and it is critical that everyone can attend.

5. Future Agenda Items

5.1. Co-Curricula's

5.2. Advanced Placement

5.3. Special Education, Interventions, and Drop-out rates

5.4. Review of Curriculum Audit

6. Adjourn: The committee adjourned by consensus at 5:47 p.m.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary