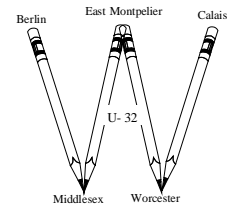


Washington Central Unified Union School District

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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Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting Minutes Approved 5.5.21 5:00 - 6:30 pm

Present: Stephen Looke, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Bryan Olkowski, Jill Olson, Diane Nichols-Fleming

Others: Brenda Vernille

1. Call to Order: Kari Bradley called the meeting to order at 5:03 p.m.

Kari Bradley checked in with committee members that they were able to stay at the meeting at late as 6:30.

2. Approve Minutes of 4.7.21: Jill Olson moved to approve the minutes of April 7, 2021. Seconded by Lindy Johnson, this motion carried unanimously.

3. Reflection on Last Month's Review (Science Student Learning Outcomes):

Jen Miller-Arsenault responded to questions from the last presentation regarding time allocation for science: She noted that this varies at each school, depends on allied arts schedules and intervention schedules. She shared that administrators had attended a workshop about elementary school scheduling (hosted by DMG). They are currently working with a master schedule that allows approximately 20 - 30 minutes daily for science or global citizenship. She spoke about the ECO program and about other outdoor learning experiences. Re: strategic opportunities to integrate science into language and math, across student learning outcomes. She shared that curriculum camp this year will focus on a master design template which incorporates some of the learning around trauma informed teaching and universal design. Superintendent Olkowski shared that one of the biggest challenges is *time* during the school day - finding enough time to address everything.

Kari Bradley noted that it was hard to gauge whether the presentation was well received at the previous board meeting. He stated that it might be better to have the Ed Quality presentation earlier on the agenda. Jill Olson agreed that the previous board meeting was too long and that she did not feel that enough energy and attention was left to allot to the discussion. She referred to the discussion that the board has had about creating other opportunities to meet as a board, since regular board meetings are now only once per month. Diane Nichols-Fleming agreed that covering the material in a separate or a special board meeting might be appropriate. Lindy Johnson stated that it is expected that board members review the prepared material before the meeting, and come ready to ask for clarification. However, board members are reminded that they are always welcome to attend the Education Quality Committee meetings. Diane Nichols-Fleming suggested that maybe quarterly the committee dives deeper into the information sharing at the full board level.

4. Presentation of WCUUSD Physical Education and Health Student Learning

Outcomes: Jen Miller Arsenault presented to the committee about this topic. She had prepared a slide show which included a jamboard function for committee members to interact and engage with the material.

4.1. Making Meaning Protocol

- **What do you see?**
 1. Most students reach proficiency in all areas by the end of 11th grade.
 2. There is evidence of transferable skills, and despite COVID, students can still participate.
 3. Emphasis on building a toolbox for lifetime skills.
 4. Disaggregated data not available; can't assess inequities if they exist by mid-HS, end of MS, students tend to have the highest scores for the fitness gram.
 5. This SLO covers a variety of topics including physical, emotional and academic appreciated hearing from Bryan.
 6. Crossover with transferable skills; great way to make this subject more relevant.
- **What questions does this presentation raise for you?**
 1. What are the formative assessments used?
 2. Can we see an example of a fitness portfolio?
 3. Could sports count as a PE standard or grade?
 4. Does research show that there is a proficiency gap for FRL or IEP populations?
 5. How are the kids with physical limitations included in the activities for PE?
 6. What do interventions or tiered supports look like for students in PE?
 7. I don't know a lot about this curriculum and expectations.
 8. Do we have a way of checking on the consistency of instruction and offerings across the district?
 9. Is there a place for mindfulness in the wellbeing curriculum?
- **What strikes you as significant?**
 1. Students in elementary school are educated on health standards.
 2. Brief mention of lifetime habits - that seems like it should be the top goal of PE?
 3. Students by the end of HS have often been proficient in the standards.
 4. Lack of assessment data makes it harder for us to gauge success in this SLO.
 5. These topics are very relevant to everyone's lifetime success and happiness.
- **What are the implications for our work?**
 1. Sounds like there is a good bit of work to do on aligning assessment across the district.
 2. We should consider ways to add time to school day/ year if it would have significant impact on learning.
 3. Looking at practices across the schools would be valuable.
 4. It sounds like we need more coordinated curriculum and instruction across the elementary schools; what role can the board play in this?

4.2. Going Forward

- How will we share this work with the full board?
Key points: the need to get health curriculum and assessment in order
Diane Nichols-Fleming: PE/ health often gets combined with allied arts, especially in the scheduling work - brings up the question of: are we addressing allied arts during our work as a committee?
Lindy - are we only looking at subjects that have standardized tests through the state? She believes that many of these skills are broader than what tests show. Discussion followed around fitness testing. Anna Farber asked - is there

another way to measure without using the “fitness gram”? Could sports participation be counted as work toward proficiency?

Discussion followed around how students’ schedules would be opened up somewhat if they met health/ fitness proficiencies through their participation outside of school in things such as dance, sports, etc. Jill Olson: it’s hard to create a blanket approach since students have such different experiences, both during the school day and outside of school.

Kari Bradley asked what are the thoughts of the committee around the “time” factor. Anna Farber noted that, as a student, she would not like to see the school day extended! However she wishes there were other options for PE - for example, there is a yoga class at U-32. Is this an option for PE credit?

Jen Miller-Arsenault stated that she would like to have this conversation as a larger group. She sees that as the students get older they have more choices and opportunities to be flexible. She asked, what would it look like if a student could showcase work that they are doing outside of school as meeting a proficiency? And the other side of this discussion is around equity. What about the students who do not have the opportunities to participate in organized clubs outside of school because they need to go to work or go home to provide child care for their younger siblings? She spoke about the implications for transportation around extending the school day for some or all students.

Jill Olson brought up the topic of school start time and questioned developmental appropriateness of an earlier start for middle/ high school. Jen Miller-Arsenault shared that students on the track team got home after 10 p.m. last night and then took an AP exam at 8 a.m. this morning. She stated that we need to address these challenges. Jen Miller Arsenault reiterated that the issues of access and transportation and equity are big factors in these conversations. She noted that both time and place are not variable for the most part as we move forward with proficiency based learning and the variety of options for students to have some agency. Anna Farber asked whether the committee will look at foreign language. Jen Miller Arsenault stated that this would fall under global citizenship, which the committee has not yet addressed.

- **What worked about this process?**

Jill Olson stated she likes using Jamboard to interact with the material. Kari Bradley stated that having Jamboard allows for board members to interact as well - to have a “living document.”

- **What might we change for next month’s SLO presentation?**

The committee had addressed this earlier when reflecting on the last board presentation.

5. Committee’s Future Plans

Kari Bradley stated that he is glad we have moved through the SLOs and that we have set ourselves up for strategic planning discussions. He asked whether the committee feels that we should take time monthly to deep dive into SLOs. Some suggestions he has:

- Finish looking at SLOs
- develop a calendar to monitor student learning (e.g. annual calendar; ask for reports re: curriculum) incorporate student and teacher voice
- Do we play a role in curriculum management review? Help to digest it for the board’s deeper understanding?
- Do we play a role in the strategic planning and/ or the monitoring of the strategic planning?

Lindy Johnson likes the idea of the committee taking a closer look at the curriculum management review; Jill Olson agreed. Diane Nichols-Fleming indicated that our next step would be to analyze why some students are doing better with SLOs while others are

struggling - who are we losing along the way? At what point did we lose them? Jill Olson noted that in health care we use the term “performance improvement” versus “quality.” She reiterated a comment Kari had made earlier; that the monthly presentations are a big ask of Jen Miller-Arsenault and her time. Brenda Vernille shared that she would like the committee and board to consider curriculum review in the sex education curriculum; she spoke about the topic of sexual violence. Superintendent Olkowski stated that Steven Dellinger - Pate will be working with U-32 teachers during curriculum camp, and will address some of these issues. He shared that, district-wide, we have recently hired a COVID-19 coordinator, and one of the topics she will be working on is “Community Health Education” and working with school nurses and health teachers to address some of these issues.

Brenda Vernille asked how to initiate a curriculum review with an eye on to how to change for the better; particularly how to start younger. Where does she go from here to address this? Diane Nichols-Fleming stated that the topic is broader than “sex education” - the broader issue is how to advocate for themselves. Jill Olson stated that this is a topic of discussion for the board as a whole and for the administration. She thanked Brenda for her input and insight and she suggested that this is a topic for the board to address as opposed to this committee.

Kari Bradley will work with Superintendent Olkowski and with Jen Miller-Arsenault about fleshing out some of the future plans as discussed. He suggested that the committee take a break this summer - both July and August.

6. Updating Board Education Quality Goals:

Kari Bradley asked the committee their thoughts on addressing this task: to update board education quality goals, as discussed at the board retreat. Jill Olson agreed that the goals need revision. Diane Nichols-Fleming stated that she also thinks the committee needs to check in with the full board to see that they are in agreement that the goals should be updated and that education quality is still a priority for the board.

The committee briefly discussed advanced placement courses with Anna Farber, based on her experience. She stated that for AP courses, students have the option if they have a teacher recommendation, to take the class and the test. Lindy Johnson stated that her understanding is that there are scheduling issues around students who opt for AP courses not having opportunities to take courses like photography. The committee will discuss these topics at a future meeting.

7. Future Agenda Items

7.1. Co-Curricular and Advanced Placement

7.2. June: Post-secondary Plans and Outcomes

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

8. Adjourn: The committee adjourned by consensus at 6:23 p.m.

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary