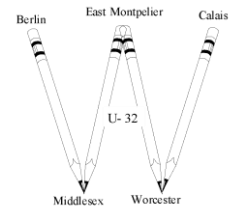


Washington Central Unified Union School District

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 11.4.20 5:00 - 6:00 pm

Present: Kari Bradley, Flor Diaz Smith, Jill Olson, Jen Miller Arsenault, Superintendent
Bryan Olkowski, Jess Wills, ORCA Media

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:03 p.m.
- 2. Approve Minutes of 10.7.20:** Flor Diaz Smith moved to approve the minutes from October 7 2020. Seconded by Jill Olson. This motion carried unanimously.

3. Discussion

3.1. Presentation of Financial Literacy Student Learning Outcomes:

Jen Miller Arsenault shared a presentation to the committee: *WCUUSD Financial Literacy Student Learning Outcomes*.

3.2. Making Meaning Protocol: Jen Miller Arsenault facilitated discussion:

- What do you see?
Flor: Evidence of student engagement in learning of financial literacy.
Student outcomes are good.
(She had viewed summer school presentation from students and it was very telling; appreciated that opportunity)
Kari: Successful outcomes based on the measurements that we have.
Combination of math, transferable skills and practical application; very important combination of elements
Diane: pass
Jill: pass
Bryan: Course is aligned to certain standards.
- What questions does this presentation raise for you?
Kari: Are there other ways to measure proficiency, especially in terms of knowledge translating to successful behavior.

What other life skill development do our students need in order to be successful and to contribute to local and global communities.

Jill: What does it look like for a student who is not so engaged? Videos show the enthusiastic students.

Can we add “how to go to the post office” to the life skill list?

Flor: How do we compare with the state? Are there other schools nearby with which to compare?

What curriculum do we use? How do we assure that there are not silos between the two teachers?

Bryan: Are the PIs aligned to any specific standards? How do we know if they are rigorous?

- What strikes you as significant?

Kari: Seems to fit with our mission of the power to contribute to community; also relatively high levels of proficiency from what we can see.

Summer school seems to be meaningful to students.

Jill: How much the students seemed to appreciate the connection to real world. Are there other areas in their school work where that link can be made?

Flor: Appreciates the accommodation for students to be able to take this in the summer.

- What are the implications for our work?

Diane: What does it look like for those who are not engaged? What is the data behind that?

Real world connections – impacted by where we are/ who we are – how do we make that connection?

Flor: Would like to know more about the curriculum to make sure there is alignment between teachers; same outcomes.

How can we make it better? How to engage more students?

Kari: An example that sometimes you can get a fair amount of impact without a great amount of input.

3.3. Going Forward

- How will we share this work with the full board?

What is our goal for the board? Do we just want a baseline understanding or do we want a deeper dive into more strategic questions?

Diane: Do we connect it to student outcomes? How do we give a snapshot of what is happening and what questions arose, compared to student outcomes?

Flor: Easiest way to communicate with board would be to educate them about what Financial Literacy means to students. Sometimes we get lost in the data – sometimes it’s more powerful when students tell their stories.

Bryan: Thinks it’s important to show standards/ performance indicators. Show report card data, ways to show success in the course; what are we doing for the struggling students? Showing the charts/ data tells a valuable story.

Kari: What are we actually going to present to the board? Feels like this whole presentation would be appropriate, as a packet, for background information – not necessarily go through the presentation.

Jill: thinks it is a good idea to have the entire presentation available in the board packet.

Flor: At the meeting, would like to still show one of the videos and some of the charts.

Bryan: Questions about implications for our work – some of the additional questions that the board created from the protocol activity.

Kari – in the packet, share the entire presentation, at the meeting, share a video and perhaps some data; in the packet also share some of the outcomes from the committee’s discussion using the protocol. Kari would create a memo explaining the activity.

Kari – would be a sign of success if we could get more board members to attend the committee meeting and participate in these discussions. Flor – or at least one person per town.

- **What worked about this process?**

Kari: met all of the key pieces – standards, data, student voices

Flor: having one-point person facilitate the discussion with protocol worked well

Diane: having the presentation in advance would be helpful for committee members to prep if they want.

Jill: providing very structured feedback is hard for her, not how her brain works – but that is an individual preference; will participate regardless.

- **What might we change for next month’s SLO presentation? (which is transferrable skills)**

Kari: need to be efficient with time and perhaps not run through all of the videos.

Bryan: Do we need more time next time for transferrable skills? It is a bigger topic.

Jen Miller Arsenault feels that if committee members are able to view the presentation in advance, can use time more efficiently.

The committee agreed to try to accomplish this in a one-hour meeting.

4. Future Agenda Items

4.1. CIP Overview: January

4.2. Co-Curriculars and Advanced Placement: where will we fit this into the calendar?

5. Adjourn: The committee adjourned at 5:57 p.m.

Respectfully submitted,

Lisa Stoudt, Committee Recording Secretary