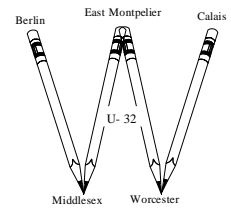


Washington Central Unified Union School District

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
Fax (802) 229-2761

Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting Agenda 11.4.20 5:00 - 6:00 pm

Via Video Conference*

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

Password: 016334

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

1. Call to Order
2. Approve Minutes of 10.7.20 – pg. 2
3. Discussion
 - 3.1. Presentation of Financial Literacy Student Learning Outcomes – pg. 5
 - 3.2. Making Meaning Protocol
 - What do you see?
 - What questions does this presentation raise for you?
 - What strikes you as significant?
 - What are the implications for our work?
 - 3.3. Going Forward
 - How will we share this work with the full board?
 - What worked about this process?
 - What might we change for next month's SLO presentation?
4. Future Agenda Items
 - 4.1. CIP Overview
 - 4.2. Co-Curriculars and Advanced Placement
5. Adjourn

***Open Meeting Law temporary changes as of 3/30/20:**

Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.

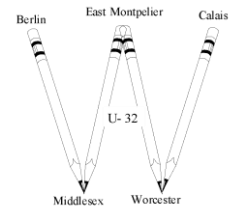
Our building will not be open for meetings. All are welcome to attend virtually.

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Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting 10.7.20 5:00 - 6:00 pm

Present: Kari Bradley, Flor Diaz Smith, Diane Nichols-Fleming, Jill Olson, Jen Miller Arsenault, Superintendent Bryan Olkowski, Kelly Bushey

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:05 p.m.
- 2. Approve Minutes of 6.3.20:** Flor Diaz Smith moved to approve the minutes of June 3, 2020. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

3. Discussion

3.1. Draft Board Student Learning Goals: Kari Bradley had drafted two goals based on the discussion from the retreat, and from board discussion in the spring, and from talking with Superintendent Olkowski and Jen Miller-Arsenault about the idea of a curriculum audit.

Diane Nichols-Fleming asked whether the student learning outcomes reflect all students? She wants to be sure we are using a measure that captures all learners. Jen Miller Arsenault stated that the student learning outcomes do include all students and that the data can be disaggregated. Diane Nichols-Fleming stated that she would like to continue to ask the question - does it reflect all learners?

Jill Olson asked how do we know that the learning outcomes reflect even the advanced learners? Superintendent Olkowski explained all students, high performers, students with special needs, English language learners, are all included in the consideration of student learning outcomes.

The concept of “Student Learning Outcomes” (SLO) was discussed - Kari Bradley explained the SLO as a mission statement for this board. They are written as “the district exists to do these things...”

Jen Miller Arsenault explained a more comprehensive way to look at SLO - in addition to “hard data.”

Jill Olson suggested creating a hyperlink to the SLO so they are easily accessible and we can familiarize ourselves.

Kari Bradley was taking notes based on the input from committee members to update the goals that had been drafted. This will be on the agenda for the next board meeting (not tonight.) He will share them with board members via email, according to Open Meeting Law. Flor Diaz Smith stated that she would like to emphasize transferable skills, as a lot of work has gone into this topic. Transferable skills are on the calendar for the committee to address in December.

The second goal focused on a planning process, regarding the curriculum audit. Kari Bradley reviewed the goal he had drafted. Superintendent Olkowski explained that the curriculum audit is intended to be a collaborative process. He has spoken with the Leadership Team about this process.

Jill Olson asked whether Superintendent Olkowski feels that the timeline for this audit process is “doable.” He stated that he does; that it will be challenging; he explained the various aspects of the process - there are many moving pieces. He stated that developing a strategic plan should be more than a one-year process. Flor Diaz Smith suggested breaking this goal into two separate goals; e.g. a goal to create a vision/ mission statement standing on its own. She spoke about the need to include community input in the process. Superintendent Olkowski explained that the curriculum audit process is more internal, but that he sees the value in providing community input in the vision/ mission statement development.

Diane Nichols-Fleming stated that using the term “audit” might not be good word choice; she stated that it will be important to message to the community and the staff about the process.

Superintendent Olkowski explained that the resulting document from the audit, or “review,” will inform improvement planning going forward.

Some discussion followed around the work on the “Continuous Improvement Plan.” (CIP) Jen Miller-Arsenault stated that this is still a work in progress; the process had begun just before COVID19.

Flor Diaz Smith stated that there had been much parent input during the discussion of the CIP. She wants to be sure to incorporate all of that work.

Timeline: Kari Bradley suggested that the goal be that the Strategic Plan be in place in time for the next budget development process (FY22). Jill Olson agreed that the original proposed timeline is too difficult; she likes the idea to work backward from the next budget development process.

3.2. Student Learning Outcome Review Process (for next time)

3.3. Local Annual Performance Report – WCUUSD: Kelly Bushey shared data from 2018-19, which is the most current from the Agency of Education. She had prepared a slideshow but given the late hour, she shared some of the slides, including targets that WCSU had met, as well as targets that WCSU had not met. She shared some of the next steps that are planned in response to the targets that had not been met.

Superintendent Olkowski thanked Kelly Bushey for sharing this data; he would like to be sure to address some of these targets in the strategic plan.

Diane Nichols-Fleming reminded the committee that context is important in this data, which reflects 2018-19, two years ago. Kelly Bushey stated that this is public data; it is shared on the WCUUSD website.

4. Future Agenda Items

Examination of Participation in Co-Curricular and Advanced Placement Classes
Financial Literacy - How to Share findings with the board?
Overview of CIP
Student Learning Outcome Review Process

5. Adjourn: The committee adjourned at 5:56 p.m.

Respectfully submitted,

Lisa Stoudt, Committee Recording Secretary

To: Education Quality Committee

From: Kari

November 4 Committee Meeting

Hi all,

In preparation for our committee meeting on Wednesday, Jen, Bryan and I had a productive planning meeting, and we are excited about our first Student Learning Outcome review. Based on our agenda, I anticipate that we may find one hour to be limiting so here are a few notes to help set up our discussion:

Please review the presentation slides and prepare for a “go-around” with your responses to the first three questions of our protocol.

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?

Staff will record and display our responses to those questions so we will be able to use them in responding to the final question:

- What are the implications for our work?

For the wrap up section of this meeting, we have two important objectives:

- Identify what we want to share with the Board and how to best use our November 18 meeting time; I believe 15 minutes will be allocated to consider student achievement. What is our goal for the board’s time? Do we keep this simply informational at this stage or should we ask the board to consider the implications for next year’s strategic planning or something else?
- Review our committee process and discuss possible improvements. Keep in mind that our December SLO is Transferable Skills which is a much larger scope.

Thank you. Looking forward to seeing you Wednesday.

Kari

WCUUSD Financial Literacy SLO

Education Quality Committee
November 4, 2020

STUDENT LEARNING OUTCOMES



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



FINANCIAL LITERACY

#1

SPENDING AND SAVING

Apply strategies to monitor income and expenses, plan for spending, and save for future goals.

#2

CREDIT AND DEBT

Develop strategies to control and manage credit and debt.

#3

INVESTING

Understand the need for a diversified investment strategy that is compatible with person financial goals.



WASHINGTON CENTRAL
SUPERVISORY UNION

Modified Making Meaning Protocol

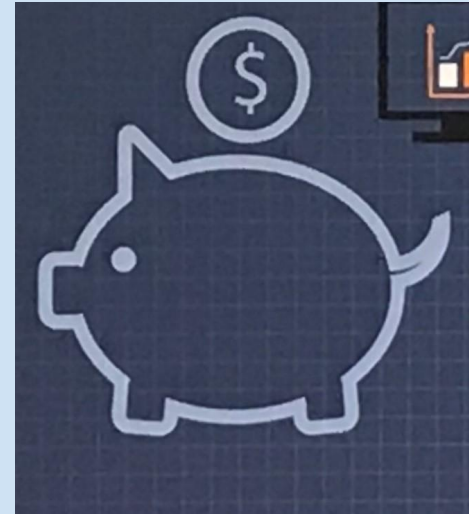
As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?



Overview of Financial Literacy Course

George Cook, U-32 Teacher



Curriculum: Standards and Performance Indicators

- Our PBGR's are aligned to the [Jump\\$tart National Standards in K-12 Personal Finance Education](#) adopted by the VT State Board of Education in January 2018.
- Typically, high school students achieve proficiency in the 3 Financial Literacy standards, and thus the Student Learning Outcome, by successfully completing a one semester course in Financial Literacy.
- We have not articulated PI's in Grades PreK-8, although we do address some concepts in mathematics and global citizenship.

PBGR	
Standard 1: Spending and Saving	
	Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
Performance Indicators:	
a.	Develop a plan for spending and saving.
b.	Utilize a system for keeping and using financial records.
c.	Describe how to use different payment methods.
d.	Apply consumer skills to spending and saving decisions.
e.	Build a personal financial plan.
Standard 2: Credit and Debt	
	Develop strategies to control and manage credit and debt.
Performance Indicators:	
a.	Analyze the costs and benefits of various types of credit.
b.	Summarize a borrower's rights and responsibilities related to credit reports.
c.	Apply strategies to avoid or correct debt management problems.
Standard 3: Investing	
	Understand the need for a diversified investment strategy that is compatible with personal financial goals.
Performance Indicators:	
a.	Explain how investing may build wealth and help meet financial goals.
b.	Evaluate investment alternatives.
c.	Develop personal safeguards to protect wealth from financial risk of loss of income, assets, health, or identity theft.

Instruction: Some Examples of Student Work

Standard 1: Spending and Saving

- a. Develop a plan for spending and saving

[Budget Worksheet Student Example](#)

Standard 2: Credit and Debt

- a. Analyze the cost benefits of various types of credit

[Credit Card Offers Student Example](#)

Standard 3: Investing

- a. Explain how investing may build wealth and help meet financial goals.

Your Turn

You have examined investments and factors that affect return on investments. Now, it's time to practice what you know.

Imagine that you purchase 100 shares of stock in a popular fast food restaurant. The purchase price was \$117.25 per share. The sale price is \$217.14 per share.

Calculate the real return based on the following:

- 10% tax rate
- 3% inflation rate
- 2% administrative fee on the selling price of the stock



➊ Step 1: Calculate your earnings

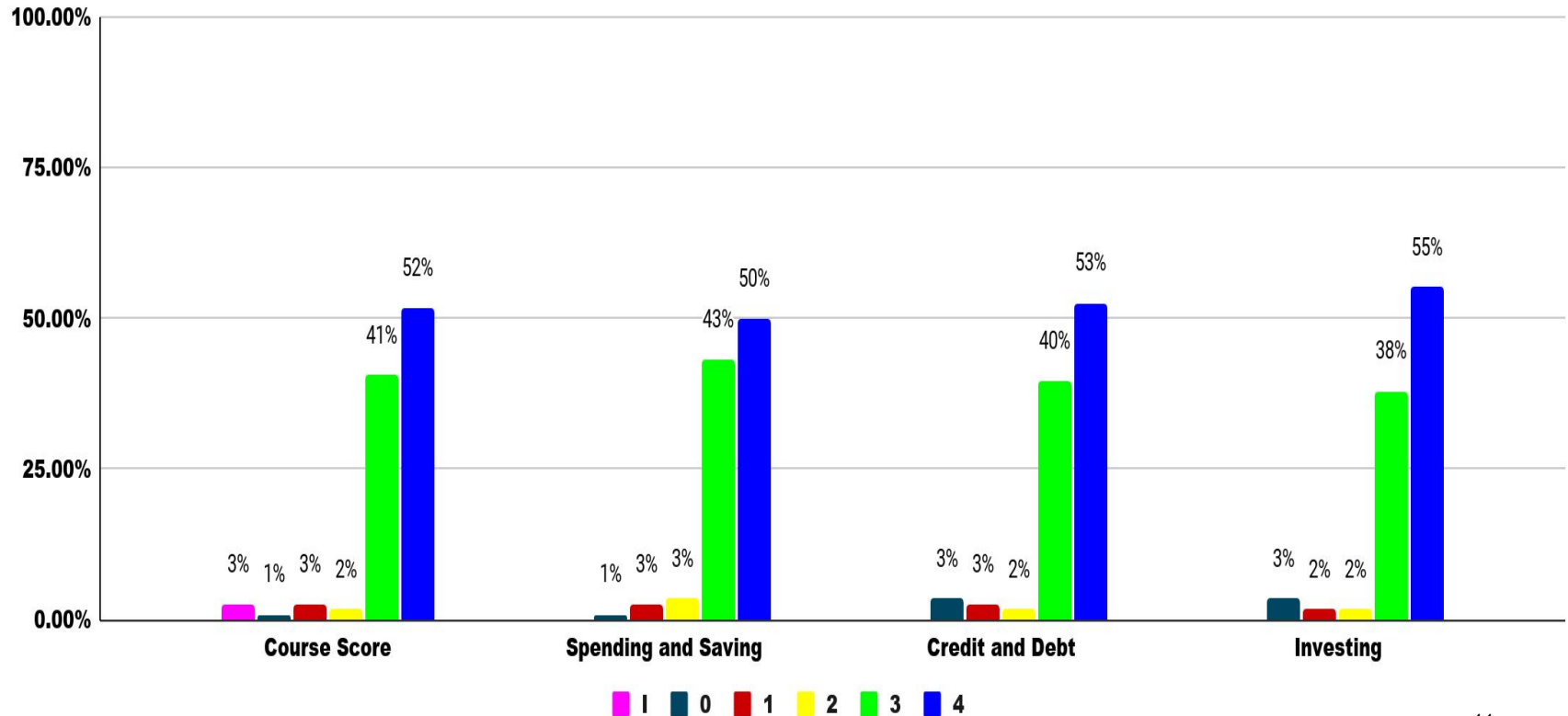
➋ Step 2: Calculate the taxes

➌ Step 3: Calculate the inflation

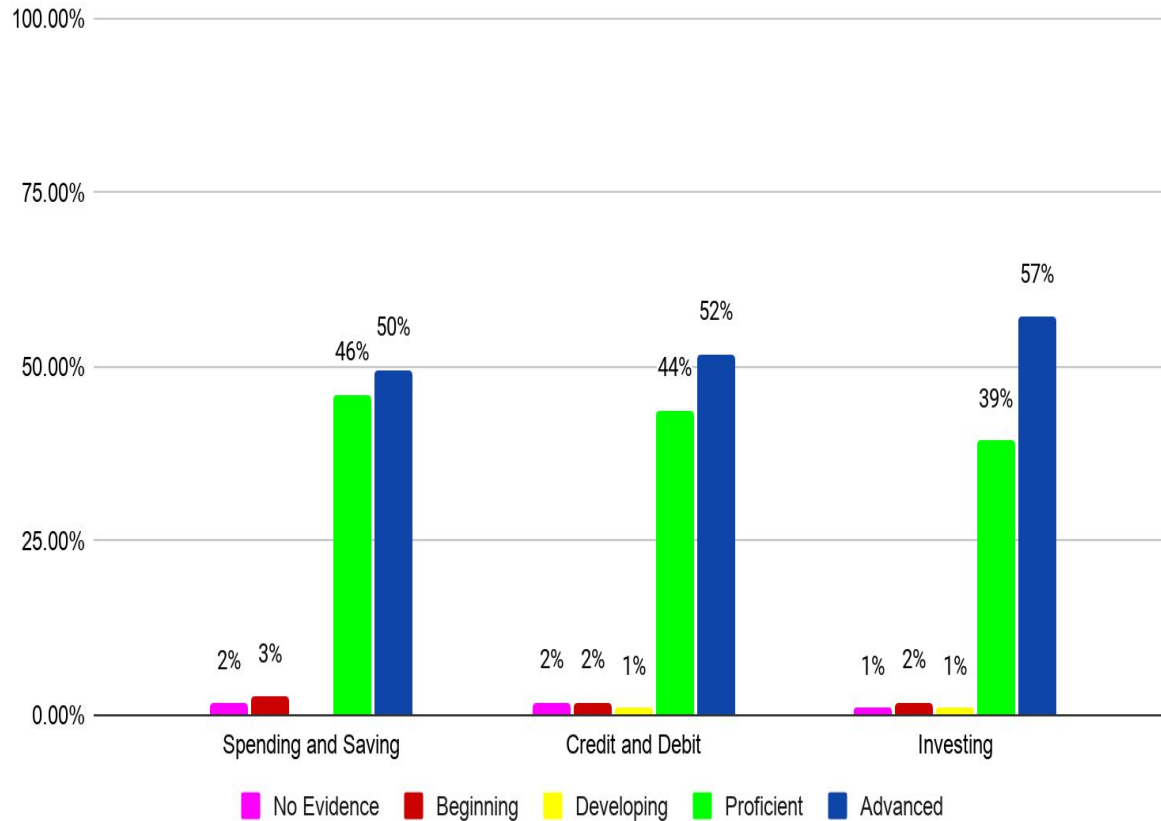
➍ Step 4: Calculate the fees

➎ Step 5: Deduct the taxes, inflation, and administrative fee from your earnings

Report Card Data 2019-2020: By course and standard



Financial Literacy PBGR's 2019-2020



VT Treasury Cup Challenge

- The VT Treasury Cup Challenge is a statewide high school competition held by the State's Treasurer's Office. Four-person student teams compete against each other in a quiz-show style contest that tests individual and team knowledge. U-32 attended this competition for four consecutive years. All students represented our school well and reported that they enjoyed the experience tremendously. Several students won door prizes and all were fed a delicious meal in the State House cafeteria!



Feedback from Students

- In my opinion, financial literacy is one of the more valuable classes offered at U-32. This class taught me financial skills that I will need to use every day. The most important skill that I learned was how to balance a checkbook and how to manage my spending. *Carmen Gallagher, Class of 2021*

FINANCIAL LITERACY	
PBGR	
Standard 1: Spending and Saving	
	Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
	Performance Indicators:
a.	Develop a plan for spending and saving.
b.	Utilize a system for keeping and using financial records.
c.	Describe how to use different payment methods.
d.	Apply consumer skills to spending and saving decisions.
e.	Build a personal financial plan.

Feedback from Students

- Why was Financial Literacy valuable to me? With the school's Financial Literacy course, we are able to be taught life skills about money management, a skill that most students from other schools are not lucky enough to be taught. While I took the course in the second semester of the 19/20 school year, my time in the classroom was cut short to COVID-19. However, while I was unable to get the usual full Financial Literacy experience, with our new remote learning style, George would give us an assignment each week, usually to read text, watch a video, or something along those lines, and provide a short analysis of this. While I wish I was able to learn about it in person, George was incredibly helpful in having a full conversation with me every week about what I wrote, and have an ability to compare what I've learned, to my own money management. For example, one day when we were looking into stocks, George and I privately emailed about whether or not it was a smart idea for me to get into the stock market, as a 16/17 year old, and what I should look for when putting my hard earned money into a stock. Something like this may seem small, but I found these little weekly conversations with George to be very helpful to me, and to my learning, in order to apply what I have learned to my own life.

JT Nordenson, Class of 2021

Summer Learning Opportunities

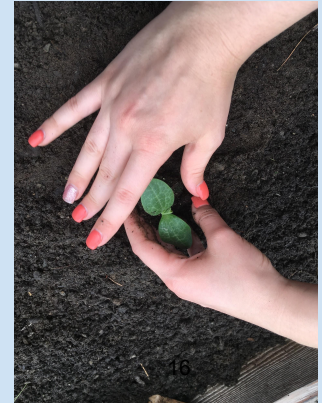
Bonnie Gadapee, U3-2 Teacher



Additional opportunities for
reperformance, practice, and
achievement of proficiency in
all standards

Greater flexibility for senior
year:

- Career Center
- Early College
- Other courses



Feedback from Student

- I took financial lit during the summer because I had a lot of free time and knew my schedule was going to be super busy for senior year. It seemed like a quick and easy alternative. The whole thing went well, honestly. I learned a lot, it was very manageable, and it didn't take up too much time. I liked when we reported what we learned in each unit; it was a good way to review and have some communication with you, the teacher. *May Lamb, Class of 2021*

Board Role

- Support for summer school going forward
- Articulation of PIs in younger grades will require an investment of time and energy
- What else?

STUDENT LEARNING OUTCOMES

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FINANCIAL LITERACY

- #1 SPENDING AND SAVING**
Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
- #2 CREDIT AND DEBT**
Develop strategies to control and manage credit and debt.
- #3 INVESTING**
Understand the need for a diversified investment strategy that is compatible with person financial goals.

WASHINGTON CENTRAL SUPERVISORY UNION

Modified Making Meaning Protocol

In rounds:

- What did you see?
- What questions did this presentation raise for you?
- What struck you as significant?
- What are the implications for our work?



Next Steps and Debrief

- How will we share this work with the full board?
- What worked about this process?
- What might we change for next month's SLO presentation?