

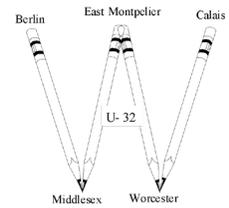
# Washington Central Unified Union School District

*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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Meagan Roy Ed. D.  
Superintendent



## WCUUSD Ed Quality Committee Meeting Minutes 12.6.23 5:00-6:00 PM East Montpelier Elementary 665 Vincent Flats Rd East Montpelier, VT In-Person/ Virtual

**Present:** Jen Miller-Arsenault, Meagan Roy, Ursula Stanley, Kari Bradley, Diane Nichols-Fleming, Zach Sullivan, Flor Diaz Smith, Mckalyn Leclerc, Dan Keeney

- 1. Call to Order:** Ursula Stanley called the meeting to order at 5:07 p.m.
- 2. Approve Minutes of 11.1.23:** Flor Diaz-Smith moved to approve the minutes from November 1, 2023. Seconded by Mckalyn Leclerc, this motion carried unanimously.
- 3. Discussion/Action**
  - 3.1. Scientific Inquiry & Content:** Jen Miller-Arsenault presented a slideshow. Ursula Stanley facilitated the discussion.

**What did you see?**  
Kari: Hands-on learning; alignment with the standards from an early age.  
Diane: Report card data is different than what we are seeing on testing.  
Flor: Some of the same trends regardless of the subject matter.  
Ursula: Worries about what 11th graders have going on (re: college apps etc.) and how to engage them in standardized testing?  
Zach: Comparison to state is significant - why have our numbers compared to the state dropped? Why would this not be happening statewide?  
Mckalyn: Unless there are different incentives in different districts. For 12th graders, proficiency is 50% or less.  
Diane: What is the percentage of 11th graders who are taking part? Does it lose meaning over the years?

**What does this presentation raise for you?**  
Mckalyn: Is the data different in different elementary schools? How might this inform our configuration?  
Kari: How much of our elementary school students' time is allocated to science?  
Diane: What is the plan for checking again to make sure knowledge is continuing over time? As things ratchet up, is it because teachers are now focusing on transition, e.g. to seventh grade? What is the transition like when a new teacher steps in after a veteran teacher retires?

Mckalyn: You can teach literacy and math through science. Are there opportunities to do more integration rather than carving out separate time?

Zach: regarding drop-offs (in scores) in various subjects, to what extent can science play a part in the love of learning? Thinking of this through the lens of the whole picture.

Flor: STEM: how does this data inform our future as we think about STEM education?

**What struck you as significant? What are the implications for our work?**

Kari: Sense that this part of our curriculum is very important for our community. (e.g. economic development) do we need to prioritize STEM more?

Flor: There may be grant money available for integrating STEM.

Ursula: How does this curriculum impact our reconfiguration study? How can we impact positively, e.g., class size for science learning?

Diane: What is the student voice around the barriers and the opportunities?

**What do we think the full school board needs to know about this work?**

Daniel: There are problems with the VTAP as the baseline - this might not be a strong measure for baseline yet.

Flor: share some of the discussion we have had about implications for configuration.

Zach: speak to the tension about how we spend our time. How is science competing with math and literacy? What is the board's role in this?

Diane: important to share the teacher work over the summer on the curriculum.

Ursula: re: report card data - it becomes important because it gives us something to measure that we have access to (b/c the data is currently embargoed).

Diane: it is part of our role to advocate to the state what our schools need. if there is a disparate difference in what the data is showing, it is our role to push back: the tool may not be meeting the mark.

Daniel: Curriculum mapping seems like an example of a successful form of communication across the schools. Is it appropriate to double down on that and do more cross-pollination about projects that have successfully integrated science into math and literacy?

- 4. Education Quality Standards:** Jen Miller Arsenault and Meagan Roy provided a memo for the committee's information and consideration. Ursula invited feedback from board members. Jen Miller Arsenault reviewed that we wonder, so much of EQS is embedded into what we do - would it be helpful to cite this during conversations, so that the committee has a sense of how EQS guides our practice? Ursula: spoke about staff evaluation in the memo: if there are EQS to cite within the superintendent's monthly update re: staff evaluation. Diane: in an active democracy you have questions that come up - we know the EQS; what does that look like for us? Provide information about how schools wrestle with the idea of what EQS look like in our school? Mckalyn: would be interested to hear - when it comes to budgeting, focusing only on classroom size seems limited. Would like to see how more broadly that standard is considered in the work. Meagan Roy: this is why year-round budgeting is important - how do we get to what is missing in science and how will the budget impact that? "Remember, we considered this data: and this is why this is built into the budget..." Jen Miller-Arsenault: maybe part of the role of the Ed Quality Committee, is explaining to the board how the work of the committee affects year-round budgeting. Ursula: the need for professional learning - this is one of the things we can support in budget planning.

**5. Future Agenda Items**

5.1. Artistic Expression, Mission & SLO Statement Review (February)

5.2. Education Quality Monitoring Report Calendar

5.3. Committee takes JANUARY off

**6. Adjourn: Mckalyn Leclerc moved to adjourn at 5:58. Seconded by Zach Sullivan, this motion carried unanimously.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary