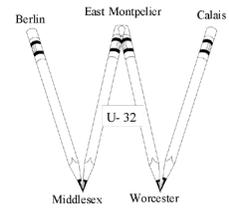


# Washington Central Unified Union School District

*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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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761



## WCUUSD Quality Committee Meeting Agenda 4.3.24 5:00-6:00 PM \*\*\* Virtual Only \*\*\*

### Virtual Meeting Information

<https://tinyurl.com/24w98mhs>

Meeting ID: 876 7700 8427

Password: 022316

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

1. Call to Order
2. Approve Minutes of 2.7.24
3. Discussion/Action
  - 3.1. Affirm Chairperson of Education Quality Committee
  - 3.2. Student Monitoring Report ( Winter 2024) Proficiency Data,
4. Future Agenda Items
  - 4.1. SLO Global Citizenship, May
5. Adjourn

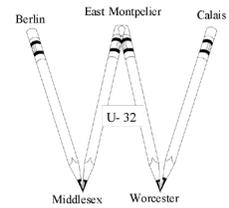
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Meagan Roy Ed. D.  
Superintendent



## WCUUSD Ed Quality Committee Meeting Minutes 2.7.24 5:00-6:00 PM U-32 930 Gallison Hill Rd. Montpelier, VT In-Person/Virtual

**Present:** Jen Miller-Arsenault, Meagan Roy, Ursula Stanley, Diane Nichols-Fleming, Zach Sullivan, Flor Diaz Smith, Dan Keeney, Natasha Eckart, Kari Bradley, Steven Dellinger-Pate

- 1. Call to Order:** Ursula Stanley called the meeting to order at 5:03 p.m.
- 2. Approve Minutes of 12.6.23:** Flor Diaz Smith moved to approve the minutes of December 6, 2023. Seconded by Zach Sullivan, this motion carried unanimously.
- 3. Discussion/Action**
  - 3.1. Artistic Expression, Mission & SLO Statement Review (February):** Jen Miller-Arsenault shared a slideshow: *Artistic Expression, Mission and Student Learning Outcomes Statement Review*. Ursula Stanley reminded the committee that we would be considering this presentation through the lens of the “Making Meaning Protocol.”

### What did you see?

Dan Keeney: Opportunities for self-expression evolving and increasing over grade levels.

Flor: More equitable opportunities for kids across the district to access the arts.

Diane: Natural way for families to come into the school and enjoy

### What questions did the presentation raise?

Diane: Wondered regarding assessment if there is an expectation that there are a minimum number of performances?

Jen Miller-Arsenault: typically has been a practice of a winter concert and spring concert (COVID-19 affected this, though.) Typically another opportunity for an art show of sorts (sometimes combined; sometimes stand-alone). Usually art work on display in the schools year round. Theater experiences happen differently in the elementary schools.

Diane: On PD days, do the music teachers from various schools come together? Do they

have opportunities for that? Jen recently had that opportunity on parent-teacher conference day. We try to make that happen when possible but sometimes there are conflicting commitments; also, some of the staff are part time so they do not participate in all of the PD days. Leadership has been debriefing about what works and what doesn't work regarding PD days and how to move forward. Flor: seeing the data on report cards teaching literacy/ math integrated with music & art. Is this happening/ is this possible? Jen this has merit but may be difficult to pull off; e.g. how to teach the math program with fidelity if we are integrating arts into the lessons. Superintendent Roy: The question of fidelity is important on both sides; it takes an immense amount of research to do it well. Art teachers indicate that their work is direct instruction too. Ursula: has there been much study of the integration of music/ art with literacy and math? Superintendent Roy: there are individual studies around music as a pathway to access instruction (e.g. as an accommodation); e.g. some kids learn reading when it is presented rhythmically , so this is more centered on the reading instruction and not necessarily addressing music proficiencies. Natasha: is there any information about integrating into STEAM at the elementary level? Jen: we have done some work around bookbinding and writing stories related to biography, puppet making and playwriting based on a subject in science. It does not drive the conversation right now, what is driving the conversation is implementing the program with fidelity and providing interventions (at this time that is the focus.) Zach: considering how hard it is to measure - are we looking at things such as how long in high school are kids taking art classes after they no longer have to for graduation? Jen: there are opportunities when students continue to pursue the arts because they are interested and invested in it (versus as a graduation requirement). We have not run that particular query yet but could do that. Jen spoke about Flexible Pathways as a way to have more art or music in a student's program. Superintendent Roy stated that we do integrate arts into the teaching in a more organic way but not explicitly meeting SLOs in art, e.g. during an integrated unit in literacy.

### **What struck you as significant?**

Diane: challenges around scheduling

Dan: lack of critical mass/ minimum students/ class size - how to address this

Flor: how many students do we have/ how many teachers do we have/ how to increase opportunities for students across WCUUSD

### **What are the implications for our work?**

Ursula: The topic of PD, connecting teachers across the district, creating a "critical mass"

Jen: creating a calendar that allows for such PD is something within the realm of the board as well

Zach: It is hard to measure but still important. It is valuable even if we cannot come up with a hard metric to measure such.

Dan: How we can measure it? Students and their perception of access to artistic expression? E.g. a climate survey? Over time? If we are thinking of alternative configurations, we could measure over time, does this change that access?

Natasha: Targeted instruction in elementary school so that when they come to U-32 they can access all that is available to them. So many students come to school for arts. Not being able to do art shuts some students off, makes them not engaged in their learning. Making sure elementary students have as much access to arts as the high school

students - for some students, that is what gets them to school, keeps them engaged and excited about school.

Diane: As a team, music/ art make a plan for the year, similar to the lateral curriculum work that is done. What does the curriculum look like? How are we accessing it? How does it lend itself to sharing across schools? Regarding equity.

Jen: Most of the first semester this year we were diving into staff work around MTSS. There have been times in the past when we have gathered the “like folks” together during Wed. afternoon. Sometimes pre-K through 12 is challenging but even in the elementary schools, it takes a large level of coordination; not impossible but does take a lot of organization and commitment. Will be looking at the March parent/ teacher conference day as an opportunity.

Natasha: Is there an opportunity for students to work across the schools? Spoke about a regional concert/ chorus opportunity from her childhood?

Jen: We have done this in the past. In October, the schools practice and come together and perform a piece. It is amazing but takes a ton of experience and coordination. The vast majority of our music staff has changed over recent years; things have shifted, many of them do not have the same experiences that we had before COVID-19.

Superintendent: The board could choose student performance or student work as a presentation at the board meetings that go from school to school (similar to SEL this year.)

**3.2. Education Quality Monitoring Report Calendar:** Ursula had provided a calendar for the committee members to consider. She invited feedback from committee members. Kari Bradley suggested that the committee bring the same system to the board, e.g. “Making Meaning Protocol”. Having the full board take a deeper dive into the work from the committee. Questions that are thought provoking to the full board. Ursula said they have discussed asking the full board for presentations that they would like from the committee. They could use the Making Meaning Protocol to follow up. Kari: using the Making Meaning Protocol is generative in nature. Diane: student voice/ family voice - how to bring this to the full board as well. Meagan stated that the purpose of the monitoring plan is to check that the administration is doing what the board has asked them to do. Climate surveys, equity indicators, etc. Does the board feel like it has what it needs to know whether or not the administration is doing what was asked of them? Flor stated for example, we have had a lot of data re MTSS over the years; this helps us to inform where we want to spend our money to advance the system.

#### **4. Future Agenda Items**

**4.1.** No March Ed Quality Committee Meeting

**4.2.** Student Monitoring Report ( Winter 2024) Proficiency Data, April

**4.3.** SLO Global Citizenship, May

#### **5. Adjourn: The committee adjourned at 5:58 p.m.**

Respectfully submitted,

Lisa Grace, Committee Recording Secretary