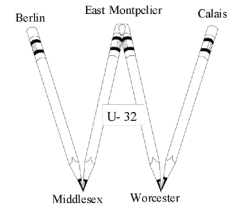


Washington Central Unified Union School District

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



**WCUUSD Quality Committee
Meeting Agenda
2.5.25 5:00-6:00 PM
In Person/Virtual
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT**

Virtual Meeting Information

<https://tinyurl.com/yck9ryua>

Meeting ID: 897 2682 4666

Password: 329275

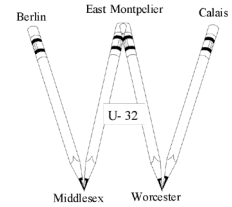
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 12.4.24 – pg. 2
3. Discussion/Action
 - 3.1. SLO: Physical Education and Health – pg. 6
4. Future Agenda Items
 - 4.1. No Meeting in March
 - 4.2. April: Student Monitoring Report (Winter)
5. Adjourn

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WCUUSD Ed Quality Committee Meeting 12.4.24 5:00-6:00 PM In Person/Virtual Berlin Elementary School 372 Paine Turnpike N Berlin, VT 05602

Present: Ursula Stanley, Flor Diaz Smith, Daniel Keeney, Jen Miller-Arsenault, George Cook, Zach Sullivan, Becca Tatistcheff, Steven Dellinger-Pate, Erica Zimmerman, Mckalyn Leclerc

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:00 p.m.
2. **Approve Minutes of 11.6.24:** Flor Diaz Smith moved to approve the minutes of November 6, 2024. Seconded by Daniel Keeney, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **SLO: Financial Literacy:** George Cook, U-32 Business Education Teacher, presented a slide deck, *SLO: Financial Literacy*. Jen Miller-Arsenault introduced Mr. Cook and the presentation.

Reflection questions:

How did our students do last year?

Ursula Stanley- they did well; was impressed with the consistency.

What are the implications for our committee work this year?

Flor Diaz Smith- equal access? Does every junior or senior access this class? Make sure that the budget supports this program.

Dan Keeney asked if financial literacy competencies met in all of the courses that are listed on the Financial Literacy and beyond list. George Cook stated that the competencies are not specifically met in the other courses on the list.

Zach Sullivan asked are we helping the students who are attending the tech center with these types of coursework/ skills around financial literacy.

Ursula Stanley asked if this is something that leadership and the board could consider. Also at the middle school level ? Is this something that we are considering in the future?

Jen Miller-Arsenault advised there is a unit in 6th grade around “economics” - we could do a cross check with competencies to see which are addressed. She stated that she does not foresee a Financial Literacy course offered in elementary school. She stated that, in curriculum camp, there are often other areas of focus that rise to the surface (e.g., recently, literacy.)

Dan Keeney spoke about the challenge of aligning the elementary curriculum. He asked is there an asynchronous way (aside from curriculum camp) for elementary teachers to provide input so that we can do a cross-check around financial literacy competencies that are met in the elementary years.

Zach Sullivan - are there a handful of skills that if students come into high school having learned would be helpful?

George Cook stated, for example, currently investing. He suggested that we could play out many hypotheticals to understand the long-term value of investing.

Becca Tatistcheff stated that juniors and seniors are at a time in their lives when they have a real interest in personal finance; this contributes to their success.

George Cook spoke about the concept of digital money today.

Key points to share with the full board.

Dan Keeney - it is important to maintain our position of being in front/ a leader around this issue.

Zach Sullivan - what is the balance between abstract and “real life” math skills?

Flor Diaz Smith - it might be worthwhile to share the slides from this presentation.

Jen Miller-Arsenault thanked George Cook for coming to the meeting and presenting to the board.

3.2. Post-Secondary Outcomes

3.2.1. Review Q&A: Committee members reviewed the questions and answers document.

3.2.2. Report Contents: Ursula Stanley invited feedback from committee members.

Zach Sullivan stated that he would be interested in looking at the viability of AP programs, given the number of students who are opting for early college at this time. He also wondered what is the social implications on the high school, with student opting for early college.

Flor Diaz Smith would like to include information from #5 on the Q&A. Not sure if we are ready to share this information more widely. Some discussion of AP coursework as more widely accessible to a more diverse group of students.

Becca Taitistcheff stated that this is a real issue that comes up for students and families. We prepare all students for a pathway beyond high school - this is a narrative that is important for our community to hear. What does this mean about AP courses? About potential college and high school partnerships?

Ursula Stanley stated that the implication for the board is to support the administration in this endeavor.

Daniel Keeney stated that there is a benefit to the school as a social organism, and parents who might see financial benefits, around early college enrollment/partnerships between college and high school.

The question: Flor Diaz Smith stated that this comes from Ed funding - can we as a state afford this? The topic of “tracking” students was discussed.

Erica Zimmerman stated that she is interested in this topic. She is glad to see opportunities diversify but she has concerns about the implications on the number of electives we will be able to offer in the future. She wonders if we have asked families/students why they are opting for early college. Is there information that would reflect on the kinds of learning experiences they have had before they opt for early college? Some of the demand for early college is to seek “more interesting” classes, and a faster-moving academic experience. This is something we could offer in school if that is valid (this is anecdotal evidence that she has heard.)

Ursula Stanley invited Erica Zimmerman to email her, as she has further questions/ideas.

Zach Sullivan suggested that this would be good information to ask via survey.

Becca Taitistcheff shared that there is a contingency of staff that is currently gathering information and addressing this. She will bring information from today’s discussion to the group. Ursula Stanley invited them to report to this group.

Dan Keeney - This entire topic is an area of concern/ focus/ opportunity.

Becca Taitistcheff stated that the landscape around this topic is changing greatly right now.

Dan Keeney asked about early college, concurrent enrollment, AP and which aligns most with our value as a district?

Zach Sullivan asked what it that we really want is. How much is really a post-secondary issue versus how much of it wants to have coursework that will really challenge students? Is it the credit we are going for? Alternatively, is it challenging for students to prepare them for beyond high school? He stated that he does not have a great understanding of all of the different options - including tech, military, job corps, early college, etc.

Ursula Stanley asked how much/ what provides a competitive edge for students with their college applications? Some discussion followed around the profile of U-32 students as they apply to college: The question of how do students leverage the opportunities that are offered them in their school.

Mckalyn Leclerc echoed some of the concerns that Erica Zimmerman expressed. She stated that she does not see the equity in early college enrollment, and she hopes that the senior year of high school does not evolve into an early college year, overall. She expressed these concerns in the context of declining enrollment, etc.

Zach Sullivan and Daniel Keeney will review the draft of Ursula's report before sharing it with the WCUUSD board.

Daniel Keeney thanked the administration and staff for providing answers in the Q&A document.

4. Future Agenda Items

4.1. No January Meeting

4.2. SLO: Health/ Physical Education

5. Adjourn: The committee adjourned by consensus at 6:06 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

WCUUSD Physical Education and Health SLO

Education Quality Committee
February 5, 2025

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.



PHYSICAL EDUCATION AND HEALTH

#1 MOTOR SKILLS AND MOVEMENT

Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.

#4 CORE HEALTH CONCEPTS

Comprehend concepts related to health promotion and disease prevention to enhance health.

#2 APPLICATION OF KNOWLEDGE

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

#5 INFLUENCES ON HEALTH

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

#3 PHYSICAL ACTIVITY AND FITNESS

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



WASHINGTON CENTRAL
SUPERVISORY UNION

Education Quality Committee Reflection

- How did our students do last year?
- What are the implications for our committee work this year?
- What are the implications for the full board's budgeting work?
- What are the key points we want to share with the full board?

Humanity, Justice, Community and Belonging:

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

Rigorous Curriculum and Instruction:

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

Well-Being:

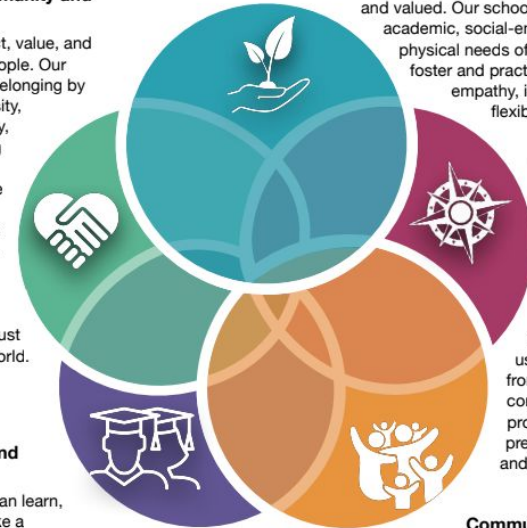
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Transparent and Responsible Leadership:

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Community Engagement and Relationships:

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.



Curriculum: Standards and Performance Indicators

Aligned to Society of Health and Physical Educators (SHAPE) Standards (2013 Version)

1. Motor Skills and Movement: Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
2. Application of Knowledge: Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Physical Activity and Fitness: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Core Health Concepts: Comprehend functional health knowledge to enhance health.
5. Health-Enhancing Skills: Demonstrate observable health and safety practices.

PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
	Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
	Performance Indicators:
a.	Refine activity-specific movement skills in more than one lifetime physical activity (e.g., outdoor pursuits, individual and/or group performance activities, dance, yoga, strength training, net/wall games, or target games).
b.	Combine and apply movement patterns, from simple to complex, and implement previously learned skills into game situations and in a variety of lifetime activities.
c.	Demonstrate consistent physical participation in a variety of individual and team physical activities.
Standard 2: Application of Knowledge	
	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
	Performance Indicators:
a.	Demonstrate knowledge associated with exercise in selected individual and/or group activities (e.g., dance, yoga, strength training, net/wall games, target games, and/or outdoor pursuits) appropriately.
b.	Use movement concepts and principles to analyze and improve performance of self and/or others in selected skills.

Curriculum: Standards and Performance Indicators

Revisions and Next Steps:

- Recent Revisions
 - Summer 2023
 - Revised health standards to better reflect practices and alignment to SHAPE standards
 - Clearly articulated performance indicators aligned to National Sex Education Standards as part of our sexual citizenship work
- Next Steps
 - State Board adopted new health and PE standards on December 18, 2024 ([VT AOE memo](#))
 - Crosscheck and revise our standards and performance indicators

PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
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Instruction: Elementary School Examples PE



Instruction: Elementary School Examples PE



Instruction: High School PE Example

[PE II Lifetime Games Archery Video \(2:51\)](#)



Instruction: Elementary School Health

WCUUSD Elementary Health Resource ...

WCUUSD Elementary Health Resource Bank

General Resources

<https://kidshealth.org/>

<https://www.shapeamerica.org/>

<https://www.cdc.gov/healthyyouth/health-education/tool-training.htm>

<https://thehealthteacher.com/>

<https://www.etr.org/healthsmart/>

[New National Health Standards](#)

[National Sex Ed Standards](#)

[WCUUSD CIA Site](#) - Standards, PI's and Scales

At A Glance K-6:

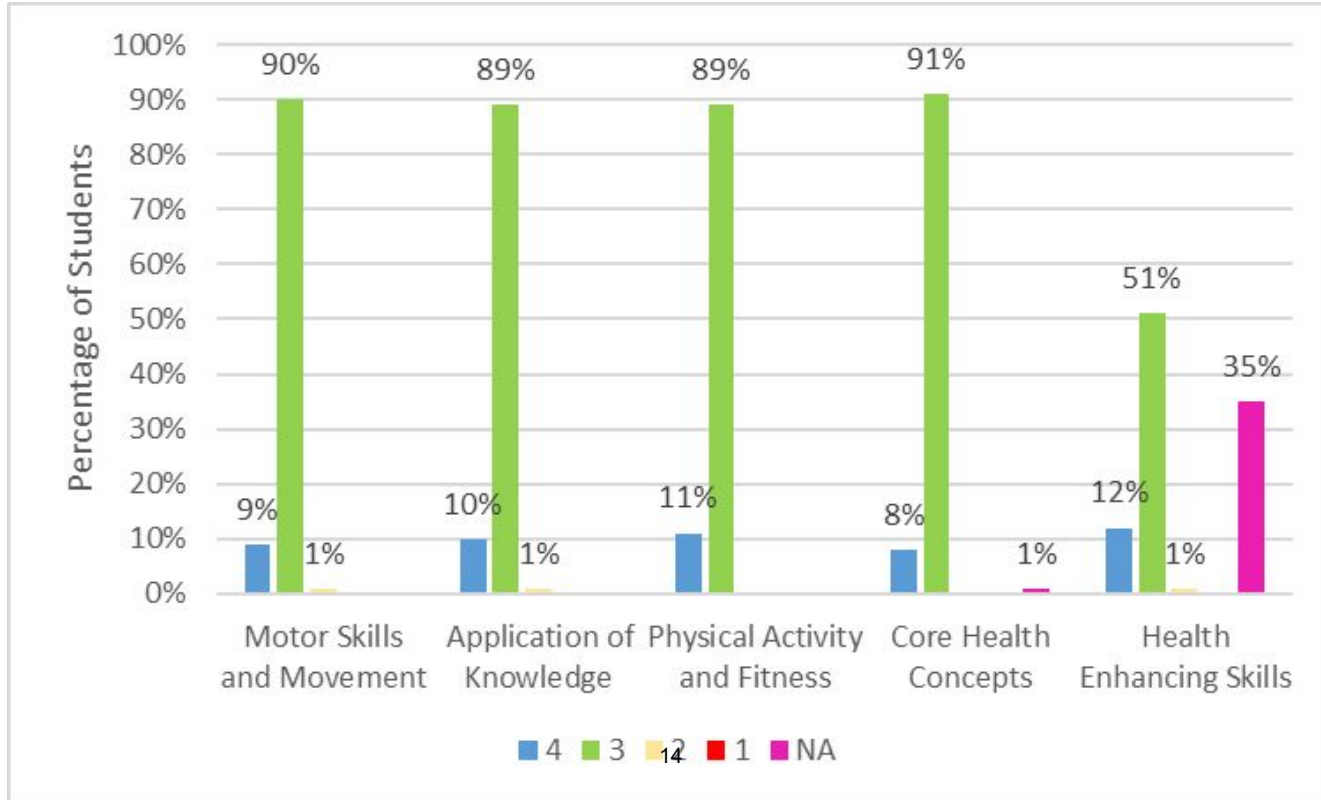
[At A Glance Kindy Health](#)

[At A Glance 1-2 Health](#)

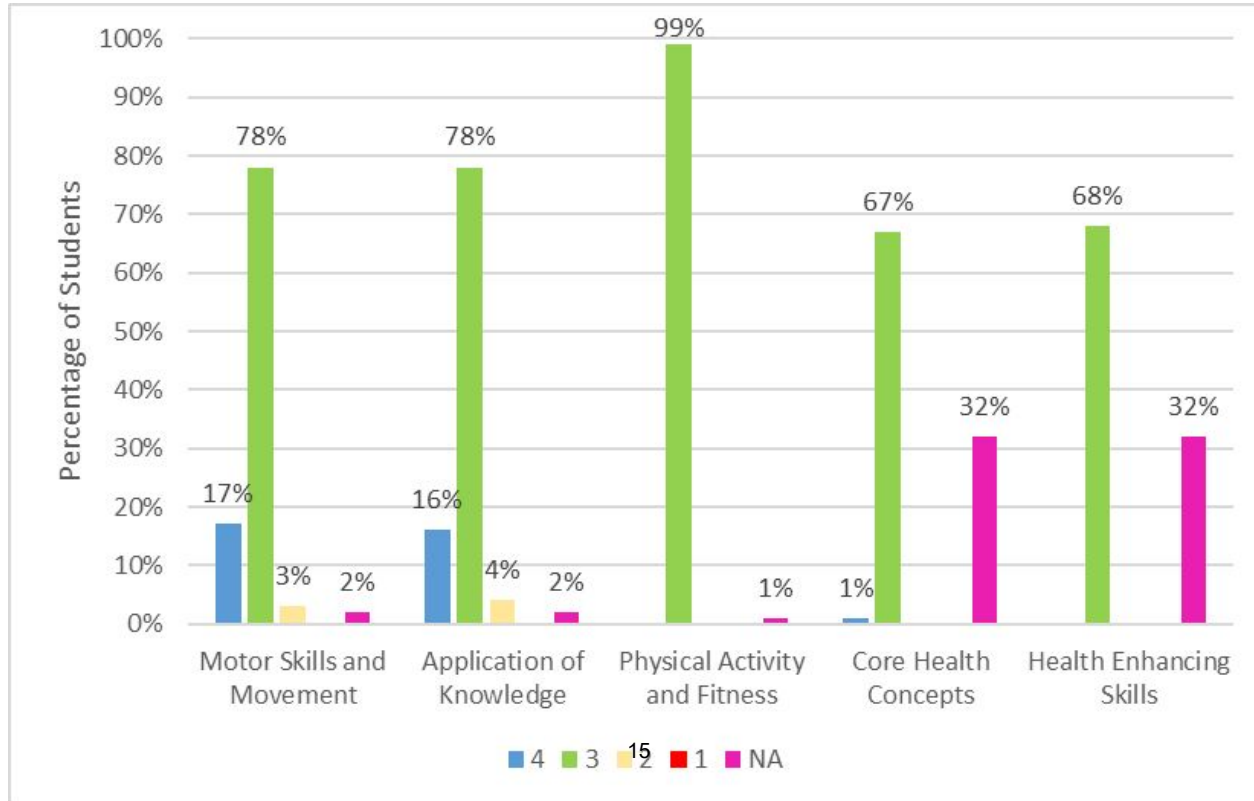
[At A Glance 3-4 Health](#)

[At A Glance 5-6 Health](#)

Elementary Report Card Data K-6, June 2023



Elementary Report Card Data K-6, June 2024

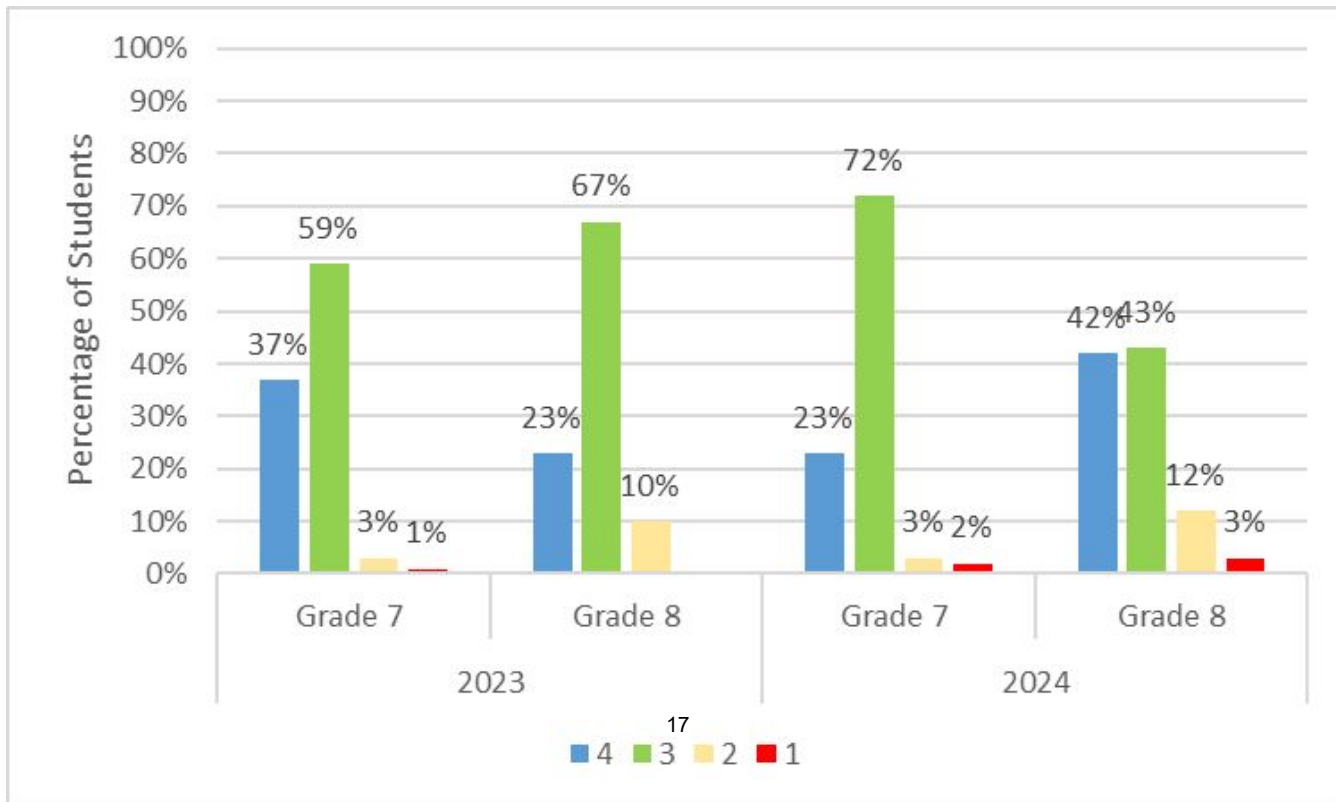


Elementary PE Report Card Data Summary

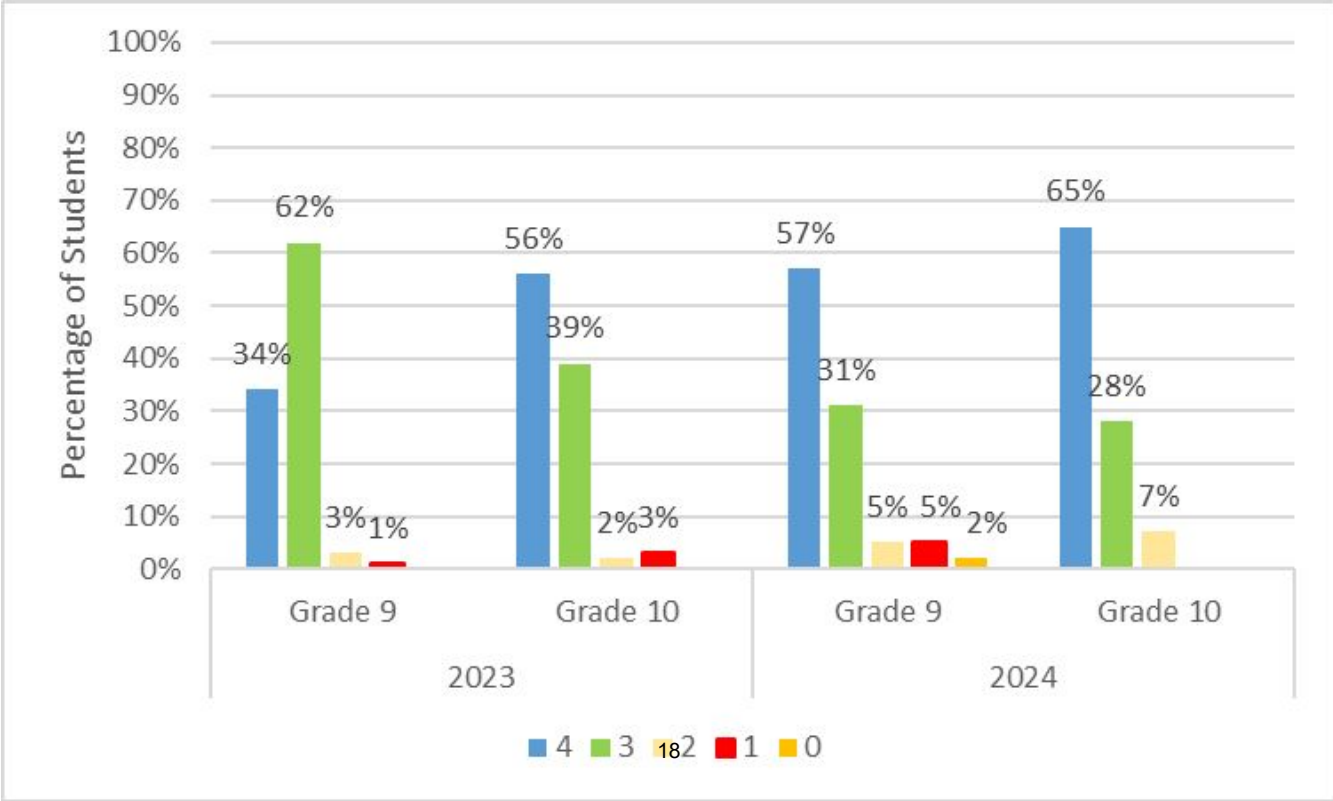
June 2024

	% proficient or above female n=254	% proficient or above male n=325	% proficient or above historically marginalized n=41	% proficient or above not historically marginalized n= 538	% proficient or above FRL eligible n=197	% proficient or above not FRL eligible n=382	% proficient or above IEP eligible n=99	% proficient or above not IEP eligible n=480
Standard 1 PE	99%	95%	98%	96%	97%	97%	96%	99%
Standard 2 PE	96%	93%	95%	95%	94%	97%	95%	99%
Standard 3 PE	99%	99%	100%	99%	99%	99%	99%	99%

Middle School PE Course Scores June 2023 and June 2024

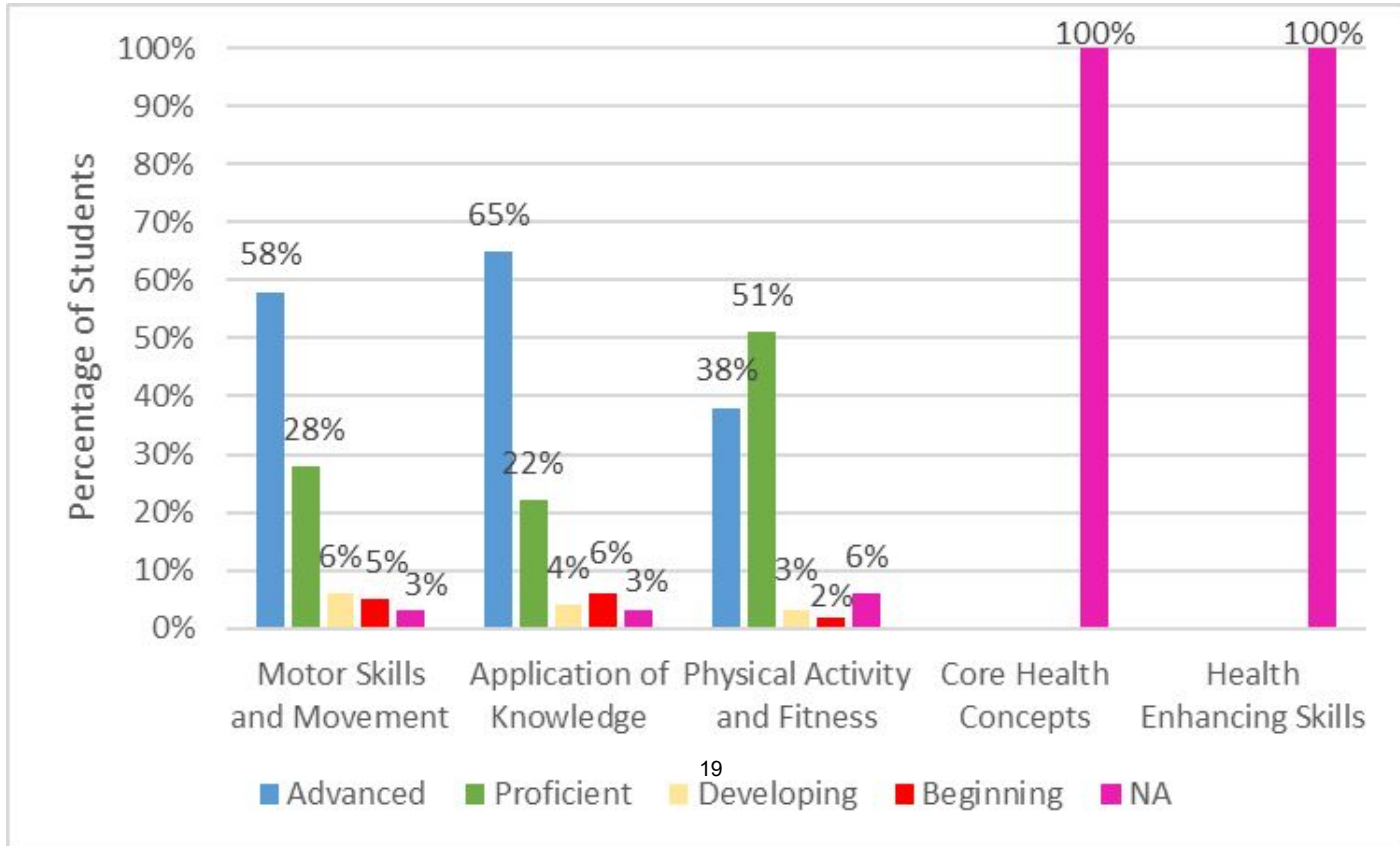


High School PE Course Scores June 2023 and June 2024



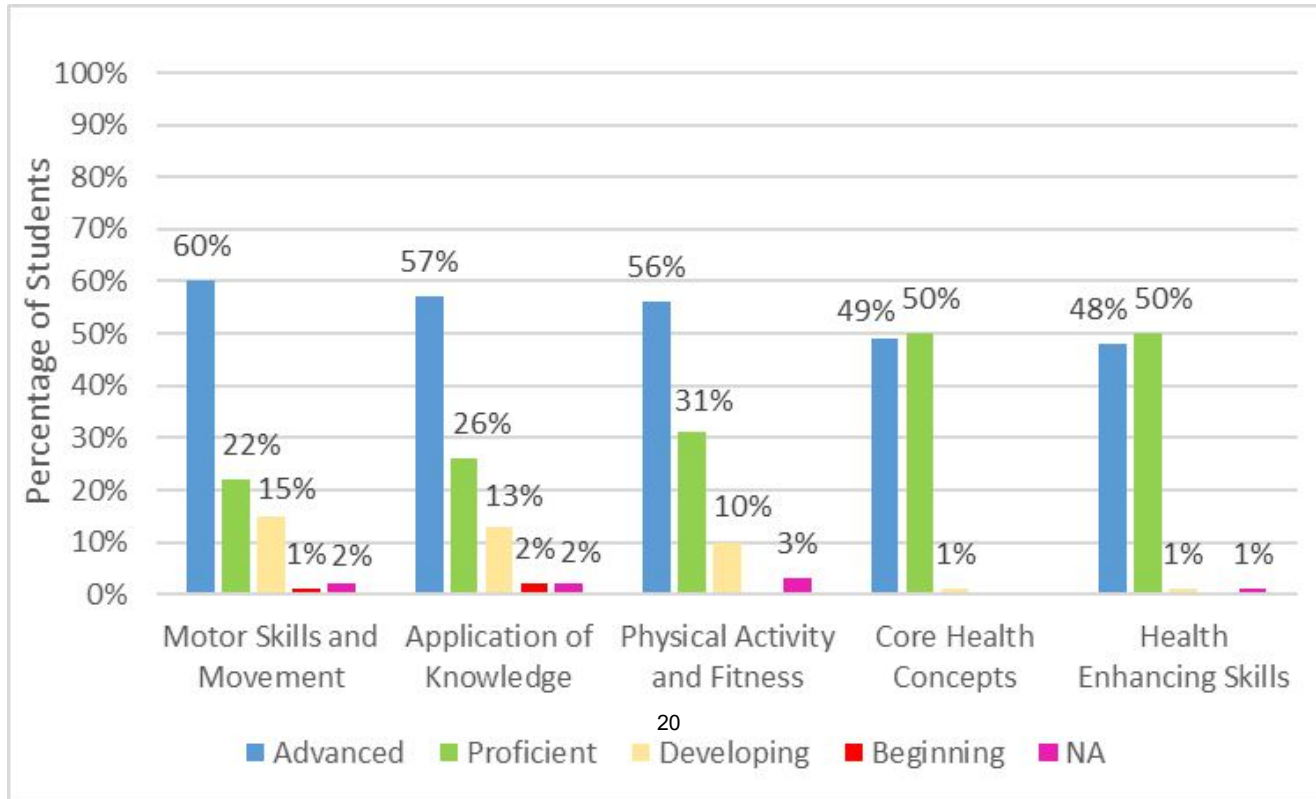
PBGR Data, June 2024

End of 9th Grade (Current Grade 10 Students)



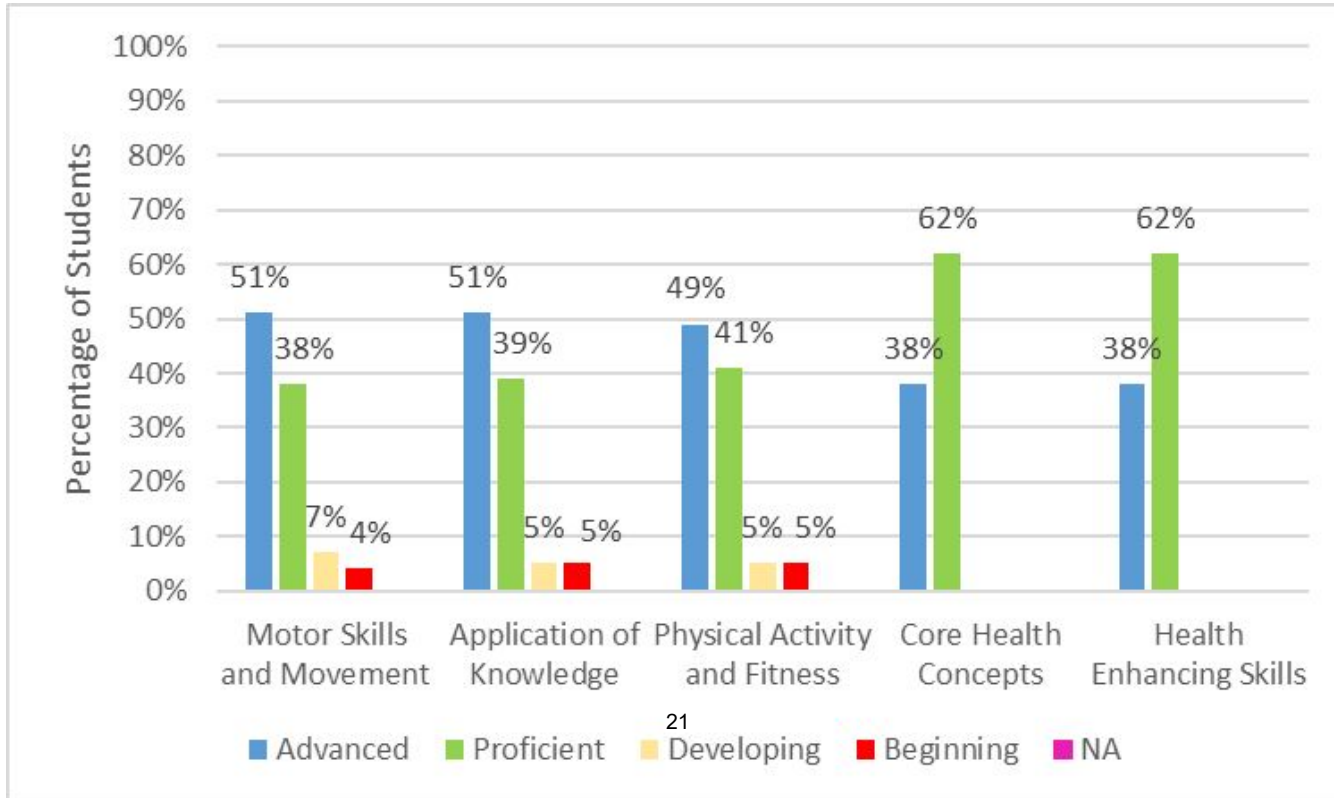
PBGR Data, June 2024

End of 10th Grade (Current Grade 11 Students)



PBGR Data, June 2024

End of 11th Grade (Current Grade 12 Students)



Analysis of Data

- Fewer sources of data for PE and Health
- Fitnessgram is not part of VTCAP
- No significant differences among student groups
- Assessment of Health standards at elementary level needs attention

School Board Role

- Health education in elementary school: [VT AOE Updated Elementary School Guidance on Health Education, 11-22-24](#)
- Exploration of and support for flexibility and student opportunities regarding time
- What else?

23

STUDENT LEARNING OUTCOMES



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