



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	4/5/22
Facilitator	Mark Pederson
Attendees	Mark Pedersen, Ken Henderson, Barbara Kiszka, Ashley Harbel, Tim Guanci, Kelly Brooks, Jen Puchlopek, Scott Strainge, Kim McCormick, Amy Gentile
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from Feb. 1, 2021
Notes: Meeting called to order at 4:05 PM
Motion to <i>Approve</i> by: B. Kiszka (withdrawn) Seconded by: Jen Puchlopek (withdrawn)
Motion to table the minutes: Tim Guanci Seconded by: Jen Puchlopek
x in favor; x opposed; x abstentions Table the minutes until can clarify question by BK and until Sandy and Lucy are back.
Discussion: BK - Is there a number of PD days that was listed as ideal? Not listed on the notes.

TOPIC: Special Education Update	
Discussion:	Kelly Brooks
<ul style="list-style-type: none">● July 1 - looked at goals that needed to happen<ul style="list-style-type: none">○ Communication<ul style="list-style-type: none">■ Coordinators at Elementary, MS, and HS level - same message across the different levels○ Organization - forms across the district, processes the same across the district○ PD trainings<ul style="list-style-type: none">■ Some of the PD has been focused on state corrective action plans■ Some consistent issues/gaps that SAU has seen○ Working on identifying programs that we have in the district<ul style="list-style-type: none">■ Have some listed, but not being actually used■ Time study done across the district■ Analyzed what the time is spent on, is it matching IEPs, what is the focus of the special ed staff■ Tracked to see if services were making a difference	



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- Look at time study to balance staffing
- Identifying our students/percentages
 - We have high numbers of identified special education students
 - Percentages going up, enrollment going down
 - Lack of consistency with paperwork
 - Training needs - not just doing what people have done historically but following our regulations - are we over identifying based on this?
 - RTI supports/systems are lacking
 - Interventionists, interventions in the classrooms
 - Need to make this consistent across the district
 - AG: Question - is there inconsistency across the district in Title 1 funding?
 - No - only three elementary schools have Title 1 funding
 - MP: We are progressing towards a better use of interventionists. We didn't have them and then once we did, we had to use those teachers to fill other positions.
 - BK: So the route to special education is in the classroom, then work with the interventionist, then special ed?
 - MP: Not necessarily - it may be that the classroom teachers have a hand in interventions in the classroom (small group, individual help, etc...)
 - KM: In Danville - in my experience, we had an interventionists but then it was taken away because we didn't need it. What is the intention behind having one?
 - KB: It depends. Some schools have them, some do not. Some would be used for other reasons. You may not have needed an interventionist in a certain school, but now with Covid and the learning loss, you may need one.
 - AG: Has there been any thought to shifting the intervention model to dynamically grouping kids based on data instead of just one intervention teacher?
 - MP: that is almost exactly what we are trying to do at the MS. Halfway through quarter one, the MS looked at the fall IReady data and created WIN blocks by math/English abilities - looked for kids that were significantly behind and grouped kids purposefully. Advocated for switching around and moving positions to hire a math interventionists and ELA interventionist and Math/ELA enrichment teachers. There are four teachers that solely focus on the students who need the intervention/enrichment.
 - TG: Easier to do at the MS level because we don't have credits. Students can lose UA's without worrying about credit.
 - AG: Being an elementary school teacher - can we do something like this where we have this intervention time?
 - KM: An intervention is really needed at all levels, at the elementary schools.
 - TG: We are trying different things - ZAP block - if students are struggling on their team and missing work, can use that time. Trying to see what works and how we can shift things to catch kids.
 - AG: We do it in math where I am - we group kids where they are in certain domains. We teach to those domains - we have three-four fifth grade classrooms that share students based on what they need.
 - KM: What does this mean for interventionists?
 - MP: I don't want to speak for Lucy or each of the elementary school



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buildings. But we are trying to figure out how are we going do this. Maybe it is a shift on how we can share staff as a district - instead of just as individual buildings. Can we float staff between schools. Getting better at doing this. Using staff where we need them and they will have the most impact.

- KB: Special Ed are looking at staffing this week - trying to see how to rework staffing to fill our needs. This may be a way that we can
- AG: What is the state average?
 - KB: 17% We are at 20-22%.
 - AG: Is there a process in place?
 - KB: There is some inconsistency in how it put into place. But there is a process.
 - There is progress being made in the district.
 - MP: Model of each school having a person and then a district level, we are hopeful that the consistency and stability will help.
 - KM: What is a coordinator of student services?
 - MP: Not so much special ed, but can be truancy, non-special ed - Right now we can't fill it.
 - AG: is this under the union?
 - SS: Not right now
 - AG: Can we advocate and put this on the union?
 - SS - it is under the union
 - Right now - it is all split up between SAU level members.
 - SS: One way we have seen it work - they are at the SAU level and they work with the Sp. Ed. and Counseling directors at each of the schools and work with the leadership team at each school that do some of the work on the processes before they get to the SAU level.
 - BK: Is there anything that our committee can help with to help the special ed/student services?
 - KB: We are looking at a lot of different things through our audit. This is something KB can give an update on.

Conclusions:	The student services position needs to be a larger conversation with Chris about filling the position of the service coordinator position.
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Action Items	Person Responsible / Deadline
Kelly Brooks - Special Ed Update on agenda each month	Sandy Allaire

TOPIC: New TRHS English Book Proposal
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Discussion:	Jen Puchlopek	
	<ul style="list-style-type: none"> ● When an English teacher wants to add a book to the curriculum, we go through the C and A committee to run it through them <ul style="list-style-type: none"> ○ About 10 years ago - grandfathered in list of books ○ Now, each time a book gets added to the list ○ Other subjects - have to go through a textbook process as well ○ Independent reading/choice reading - does not go through this process ○ If it is required read of course - IJJ - board shall officially adopt textbooks / IJ - school leaders and teachers choose instructional materials ○ Teacher proposes it to the English dept as an option, then moves to the C and A ● Text: <i>Gods of Jade and Shadow</i> - fiction/fantasy novel - World Studies/World Lit classes (can be used in either) - see description uploaded into the C and A folder. Use to discuss the Hero's Journey. Provides a diverse perspective - female authors and characters, Mexican Canadian author, may be used within a lit circle (book clubs) to discuss the Hero's Journey. ● KH: Digital books? Is it cost prudent for us to try to do an electronic copies? <ul style="list-style-type: none"> ○ JP: Not cost prudent right now. ○ AH: One thing that has worked in classrooms is to purchase a few copies electronically or audiobooks for students who want them. ○ AG: Look into Bookshare -for students with IEPs ● AG: Would there be something in this description of anything that may be controversial that would be flagged in this description that was given to us? <ul style="list-style-type: none"> ○ JP/MP: Yes - if there was something it would be in here. ○ That is one reason we bring this to this group - we can also do a first read accepting and then come back on the agenda in the future after we look more into the text. ● MP: Do we want to do this as a first read or accept it? <ul style="list-style-type: none"> ○ AG: Once it comes to us, we feel safe that it has already been vetted and the information has been given to us. I am comfortable accepting it as is today. ○ BK: We should make sure to get this packet as communication to the board. 	
Conclusions:	Motion to accept the new proposed text - Amy Gentile Seconded by Barbara Kiszka 8 in favor, 0 opposed, 1 abstain (KM)	
Action Items		Person Responsible / Deadline
	Proposed title put in Board committee update as a non-action item	Amy Gentile

TOPIC: SEL Update	
Discussion:	Lucy Canotas
Defer until next meeting as Lucy is absent	



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Conclusions:	
Action Items	Person Responsible / Deadline
Tabled	

TOPIC: Update on March 30th PD Day

Discussion:	Mark Pedersen
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- Feedback has been positive
- March 30th PD
 - Some was teacher driven/self-directed
 - Could design their own
 - CPR training
 - Paras - suicide training and Mike Anderson course
- Thought Exchange feedback (see links in folder)
 - Overall people liked the flexibility
- PD committee was on hold for the past two years
 - Starting up again with MP
 - Would like to do more of the self-directed
 - Contending with state directed training
 - ALICE training in the future
 - AH: I was able to float into many of the classrooms. It was great to see everyone very engaged and working with people that they wouldn't normally see.
 - KM: If paras weren't able to get it then would they do it another time on their own?
 - MP: We were planning on getting them on this day - we need to give them time to do it.
 - AG: I love this - collaborating with colleagues is a gift. How did this day work?
 - MP: We sent out a call for presenters. Then vetted the requests and approved them. Mark then made a schedule of who was presenting/where. Staff could choose these sessions or make their own. There were three sessions during the day. They could propose their own PD that got approved by their evaluators.
 - AG: Is there consistency in staff meetings?
 - MP: Yes - all the language is in the TTA contract. One contract is the whole school/staff meeting and then there is a second meeting a month that may be department, small group, etc...
 - AG: Is there an opportunity to do some of those required PDs during these meetings?
 - MP: Yes/No. There is time in the schedule throughout the year that some of these, but need to make sure they are set up on videos, etc... Working on the logistics of these things.
 - BK: I really like that teachers are stepping forward and giving their own PD

Conclusions:	
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Action Items	Person Responsible / Deadline

TOPIC: Review of Goals

Discussion: [Mark Pedersen](#)

- Review of goals for 2021-2022
- Will reinstitute the K-12 curriculum meetings - will be able to talk about vertical alignment, working on curriculum
 - CIAs at middle and high schools will be part of these
 - Will start the work this spring
- BK: Math is something we need to focus on
 - Teachers are loosely using different math programs - this is something the vertical committees will work on.

Conclusions:

Action Items	Person Responsible / Deadline

Observers

Resource Persons

Special Notes

Meeting Adjourned at 5:32