



Timberlane Regional School District Minutes

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| Type of Meeting | Curriculum and Assessment Committee |
| Date | 5/2/22 |
| Facilitator | Sandy Allaire |
| Attendees | Sandy Allaire, Mark Pederson, Lucy Canotas, Amy Gentile, Scott Strainge, Chris Snyder, Ashley Harbel, Tim Guanci, Jennifer Puchlopek, Sarah Galligher, Kelley Brooks, Kim McCormick |
| Agenda | Previously disseminated and posted online. |
| Notetaker | Ashley Harbel |

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| Approval of minutes from April 5, 2022 |
| Notes: Meeting called to order at 4:04 PM |
| Motion to <i>Approve</i> by: Ashley Harbel Seconded by: Scott Strainge |
| 7 in favor; 0 opposed; 4 abstentions |

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| TOPIC: SEL Update | |
| Discussion: | |
| Pre-K documents | |
| Conclusions: | |
| Action Items | Person Responsible / Deadline |
| TABLED - June Meeting | |

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| TOPIC: Summer Learning Procedure - Policy IHCA | |
| Discussion: | Sandy Allaire |
| <ul style="list-style-type: none">Referred back to C and A from Policy Committee | |



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- C&A visited over the past two years - this fall, the committee pushed forward suggestions to adjust the wording of summer learning policy to remove the word “will” to something along the lines of “may”
- Feb - wording went to the school board - school board voted the wording down - sent back to policy in April
- Discussion with policy - “Students will be expected to complete summer activities that support student learning. There will be required summer work”
- C&A may bring forward suggestions to the procedure - does not require board approval or vote to move forward - this language sets the parameters to the “will” of the policy.
 - Issues with the procedure
 - inequity in grading
 - Many students start the year with 0 - many students do not complete the summer work
 - Policy committee has asked that C&A revisits the conversation around the policy/procedure
 - Learning Loss/Gaps does not address the current procedure of summer learning as written
- AG - what other districts have this policy in place?
 - LC - there are districts that provide expectations of summer work that do not have a grade attached - that is the will vs. the may
 - MP - in the research that was done - many surrounding districts do not have summer work, some stopped because of covid, some just do reading and some just do math (see notes from former research)
 - SA - model policy from NH that was compared.
 - AG - struggle with the fact that there is no evidence that there is a gain from doing summer work. The word “will” in the policy implies that there will be a gain made.
 - SS - some of it is maintaining not necessarily gains - maintenance of skills so we are not playing catch up when we return to school.
 - AG - I wonder if the summer work really impacts the maintaining when looking at summer work and the end of year vs. beginning of year scores in Iready.
 - AG - is what does it cost us - is that a consideration? Having teachers spend time creating summer work at the end of the year or worth the grading at the beginning of the year (such as essays in HS English, etc...)
 - SA - feedback from teachers - if they are giving feedback to help students grow vs. grading to complete are very different time constraints.
 - JP - we struggle with students participating in it and they tend to complete it in the very start of the year.
 - SS/JP - if kids change schedules or teachers are changed throughout the summer - this builds inequity
 - MP - inequity between teachers - only some subjects have summer learning work, so only some teachers have to create and grade the work and others do not.
 - KM - would not have thought that expectations would be negative - but maybe changing to may will allow more creative ways to approach and connect with kids
 - SA - issues arise with special ed students - no supports in place for some of the students
 - KB - ESY becomes doing the work, not working on the goals and objectives (which they aren't supposed to do)



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- o AH - there is a big difference of families - some families are able to support and some are not.
- o SA - data (MP uploaded into the folder) - and sample policy language
- We all are on the same page - we move to take out the will and then encourage/provide summer learning opportunities for students?
 - o TG - could we write a “letter” or something that would be here are some deficiencies, etc... this year and then send home suggestions for work that could be done this summer by students to help.
 - o JP - use the CIAs to help build the bank for students.
 - o MP - could tie to competency reporting - teachers are reporting out - at report card parents should see what competencies that their students struggled with and can make a crosswalk between competencies and resources
 - o TG - The “Resource RoadMap” - personalized path -if this then that...
 - o Need to go back to policy and then policy would recommend back to the BOE

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| Conclusions: | MP - Make a motion that the C&A committee recommends that the Policy Committee replaces “will” with “may” in Policy IHCA or considers adopting the language from the model policy the NHSBA. AG - Seconded 12 in favor; 0 opposed; 0 abstentions |
| Action Items | Person Responsible / Deadline |
| Put together some bulleted notes and the model policy and the C&A rationale for their motion. | Sandy Allaire |

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| TOPIC: Policy IIB Class Size | |
| Discussion: | Sandy Allaire |
| <ul style="list-style-type: none"> ● Referred to C and A from Policy Committee ● See Class Size Sheet in committee folder ● Policy IIB identifies maximum classroom size by grade bands and timelines of when C&A will bring information on class enrollment and class size to the BOE ● BOE can either waive or vote to add an additional class section ● At policy committee - with regards to make changes now (at the time of year) <ul style="list-style-type: none"> o SA collected data from multiple school districts o To make changes to class size now (in May) could impact the number of teachers that we need or sections of classes (things we need to get ahead of in the fall). o Look at the research on class size, the impact that changes of max class sizes would have in the future (and just use the BOE waiving or voting) and build into the budget for the following year. o Look at timelines - do these need to change (this past year classes were changed when the classes were near/exceeded policy in the last few weeks of summer after everything went home) | |



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- o TG - if we were going to modify the class size for next year - is this something we could have solidified in August/Early September so that we have it for budget season (on their timeline).
- o SA - if this is something we wanted to work on, Policy Committee is meeting over the summer, as is the BOE so this is something we could have.
- o Spreadsheet - some of these numbers at the high school level may be a little lower in certain classes (like lab classes which is 24).
- o As a committee, we should have a conversation about our next steps - do we want to dig into research for optimal class size (nodding heads).
- o AG - there seems to be large jump between elementary grades and middle school grades
- o MP - not only need to look at what is their policy, but what is their practice (DOE website can compare districts)- ex: Class size 2021 Sanborn Average Class size 16.7, Timberlane - 19.8, State Average 16.8 - need to compare policy and compare practice
 - <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>
- o SG - do you want us to think about the timeline as well?
 - SA - yes - important to remember that timeline for enrollment data as well
- o LC - bigger issue with the timeline is the budget timeline - we need to make sure that the numbers we use are helpful

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| Conclusions: | We will continue this conversation at the June meeting |
| Action Items | Person Responsible / Deadline |
| Individually, each research (for grade levels we represent) - come back to have conversation about what we have found. Send resources to all members to the group that may help research Next meeting - have an informed conversation about next steps | All (June meeting) |

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| TOPIC: Other | |
| Discussion: | |
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| Conclusions: | |
| Action Items | Person Responsible / Deadline |
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| Observers | |
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| Resource Persons | |
| Special Notes | Meeting adjourned at 5:03 PM |