



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	10/4/2022
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pederson, Lucy Canotas, Ken Henderson, Ashley Harbel, Tim Guanci , Jennifer Puchlopek, Kim McCormick, Michael Boucher, Mark Sherwood , Kelley Brooks, Chris Snyder, Sarah Galligher
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 9/13/2022
Notes: Meeting called to order at 4:07PM
Motion to <i>Approve</i> by: Kim McCormick (as amended with two changes under elementary book review) Seconded by: Michael Boucher
9 in favor; 0 opposed; 2 abstentions

TOPIC: Curriculum Review	
Discussion:	Sandy Allaire
<p>Curriculum Review, Second Read</p> <p>Kim and Sandy did not receive any questions after the first read</p> <ul style="list-style-type: none"> ● TRHS Probability, Statistics, and Trigonometry <ul style="list-style-type: none"> ○ No comments or questions about course and units ○ Next step - vote to recommend that we move the curriculum unit to the board for the first read. <ul style="list-style-type: none"> ■ Motion: Sandy Allaire ■ Seconded: Ashley Harbel ■ 11 in favor; 0 opposed; 0 abstentions ● TRHS Studies in Women's Health and Wellness <ul style="list-style-type: none"> ○ No comments or questions about course and units ○ Next step - vote to recommend that we move the curriculum unit to the board for the first read. <ul style="list-style-type: none"> ■ Motion: Kim McCormick ■ Seconded: Ashley Harbel ■ 11 in favor; 0 opposed; 0 abstentions 	
Conclusions:	Both curriculum moves forward to board



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Action Items	Person Responsible / Deadline
Sandy Allaire will coordinate with Kelly Salovitch Kim McCormick will speak to Steve	Sandy Allaire/Kim McCormick

TOPIC: Elementary book review, Second Read

Discussion:	Sandy Allaire
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- SA: Last read, there were questions around local libraries - Sandy and Kim did look into this. Local libraries do have this book (Danville ordered it).
- JP: (took the book home and read with her children). 4th grade son said “we don’t need immigration anymore” - eye opening about the content versus the emotion of the book. JP read through her conversation with her son. Talked to him about what it meant to “have papers” and what happened to the mom. Gave his okay with the book if it was used in class.
- MB: Curious - at the point of which the book might be read in class - is there talk about immigration in class beforehand?
 - LC: We had said grades 4 or 5. 5 is easier to connect to the social studies piece. We have three other books that we are looking at as well, so it may depend on those books. 5th grade makes more sense. However, immigration is more taught as history (something to consider).
 - LC: If approved, CCs would work with teachers to make a plan and talk about the purpose, how to prepare yourself for questions you may get when you read it.
 - SG: A lot of the PLC work right now is going to be around how we can use these books and what we can pull out from them. We want to be strategic and intentional. We will have to build background and talk about immigration and what it means.
 - KM: Question about the process - if we approve these, do they have to use them?
 - SA: this is a process that has been in place at the HS traditionally - does not mean they HAVE to use them - they are suggested texts. We are vetting those books that teachers and students have access to. Resources not textbooks
- SA: Are we at the point where we feel we can recommend this book? Knowing that it will be used through academics in connection with SEL?
 - Motion to approve this text to add to the elementary curriculum for SEL; Kim McCormick
 - Seconded: Lucy Canotas
 - 11 in favor; 0 opposed; 0 abstentions

Conclusions:	Approved
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Action Items	Person Responsible / Deadline

TOPIC: Intro to Business, Unit 2 curriculum changes
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Discussion:	Jen Puchlopek	
<p>First Read of two units - proposal to alter curriculum that was already approved.</p> <ul style="list-style-type: none"> ● Unit 1: Entrepreneurship and the Economy <ul style="list-style-type: none"> ○ Minor changes to what students will be skilled at - added some levels of Bloom's taxonomy (analyzing, etc...) ● Unit 2: Business Management Resources <ul style="list-style-type: none"> ○ Two standards that are being added, one standard being removed ○ Minor changes to what students will be skilled at section and students will know section ● Teachers are trying to tidy up curriculum - they are trying to make this really an intro course in their department. This is the entry level course for students into the business department. ● SA: These are recommendations that came from the teachers that teach the course? <ul style="list-style-type: none"> ○ JP: Yes ● KM: And this is really a streamline thing, not a change in content? <ul style="list-style-type: none"> ○ JP: May impact content a little, but really trying to get to making sure this is an intro course ● MB: How do these new content standards impact the competencies of unit 2? <ul style="list-style-type: none"> ○ JP: The competencies will stay the same, but the content standards will be more of focus areas. The standards are often the "I can" statements on rubrics and for student work. ● AH: Are the standards in unit 1 and unit 2 both from NBEA? <ul style="list-style-type: none"> ○ JP: Yes ○ SA: For alignment, it would make sense to have them written in one way. ● SG: All of the achievement standards were hit between the two units at this time? Why take that one out? <ul style="list-style-type: none"> ○ JP: Will get clarification? Guess would be that standard 7 would be too specific for an intro to business course ○ MP: We have a course called entrepreneurship - they are getting standard 7 in this. Intro to business is an overview and then offer more specific courses. 		
Conclusions:	First read only. Send questions to Kim, Sandy, or Jen	
Action Items	Person Responsible / Deadline	
Second read will be in November meeting		

TOPIC: Proposed book title for Studies in Women's Health course		
Discussion:	Jen Puchlopek	
<ul style="list-style-type: none"> ● For book approval - it means this may be used in the course, but we don't list texts as part of curriculum. It means that the book is an option, but not required to be used by the teacher. ● <u>Keesha's House</u> - see description and overview in proposal document <ul style="list-style-type: none"> ○ Written in verse form ○ Four units this book could be used in - that could potentially be applied to ○ Topics in the book directly are connected to topics in the course 		



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- Hits both health competencies and the content literacy competencies for course
- Controversial book - adult language, sexual content, graphic violence - this book does not have these things, but touches upon the sensitive topics/references topics of the course. Controversial form would be used with this text. If parents/guardians do not approve of the text, they would be given an alternative assignment.
- MB: Is the alternative assignment the actual one?
 - JP: The teacher would work one on one with the teacher to make this alternative assignment work.
 - MB: Do alternative assignments have to have the same competencies?
 - JP: They should.
 - MP: There is a board policy - the alternative assignment should try to chase down the same learning objectives and connect to the course in the same way.
 - MB: My one worry would be that the alternative assignment would not be equal to the reading of the book and assignment.
 - JP: It will be difficult to find another assignment that doesn't hit on the topics.
 - AH: As a former English teacher, there is a lot that Katie can do with this - students can dive to deep depths and analyze based on this. It would become a large project over a course of a few weeks.
 - IGGR Procedure: form goes home, parents approve or reject, procedure to object

Conclusions:

Action Items

Person Responsible / Deadline

Kelley Brooks and Kim McCormick will read book and bring insights for the next C&A meeting in November.

Kim M and Kelley B

TOPIC: Program of Studies – First Read

Discussion:

Mark Pedersen

Process for Program of Studies: First read and second read in Oct/Nov. Then goes to board and to print.

- Changes to Life Skills courses - from LS1 and LS2 - took these courses every year - focused on their specific needs.
 - Rici Shovein - take curriculum and expand it/focus the content - Daily Reading, Consumer Math, Career Planning - these are non-leveled classes - will be full year courses (kids in these courses take it all year anyway).
- Changing description to Unified PE/Health - lens of special ed student taking the course instead of regular ed student.
- Applied Physical Science - open to 9th graders - reason for this change - in the past, all kids take regular physical science - if they fail, they would wait until junior/senior year to take it again. We have Applied Bio that 10th graders take. Have it still open, but open to 9th graders in order to be proactive for students that need support.



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- SA: Clarification -Applied PS is for 9, 11, and 12 because in 10th grade students take Applied Bio/Bio?
 - MP: Yes - we move you on to bio and then we catch you to get that state requirement 11/12 grade. We are working on several ways to ensure that students get this.
- SA: Is this recommendation only or can anyone take it?
 - MP: We can make it recommendation only like Applied Bio
- World Language edits - minor edits to description that don't impact or change the course itself
- CTE Changes - all come from Salem CTE reflected in our program of studies
- JP: Art? *Mark will bring this next time*
- SA: There was a house bill that changed the requirements for adequate education. This includes Holocaust/Genocide, other pieces referenced.
 - New: Personal Finance Literacy - now a requirement starting in 2023-2024
 - Unclear: Can be through a stand alone course or integrated into an existing course. Currently not in our economics curriculum. Is in our Business courses and is in 8th grade curriculum. But not required for all students.
 - We will need to think about different options - are we embedding in courses? Moving things around? Putting in economics? Requiring half credit for Personal Financial Literacy? Sandy and Mark are actively having conversations to gain clarity.
 - LC: Are these in the ED306 that were just released?
 - SA: I don't think so but she will check and get clarity.
 - LC: Review process of ED306 - commissioner trying to get review done quickly, but not clear.
 - District is actively having conversations about different routes and how to make this change. Will try to get clarity before the November meeting.
- Art Changes:
 - 3D Sculpture - to sculpture generally (take out 3D)
 - Drawing to 9-12 (not leveled), no changes to pre-requisite
 - Change Illustration and Cartooning to Animation and Cartooning - to 9-12 (not leveled), no changes to pre-requisite
 - Traditional Painting Methods - open 9-12 non leveled
 - SA: Will this make it so that these all run semester 2?
 - MP: The intent is to try to open up these classes to reach more students
 - Photo 1 to 9-12 (not leveled), no changes to pre-requisite
 - Non-leveled allows students to take something for the love of it and not impact their GPA - CCP courses impact GPA
 - AH - Non-leveled does not impact GPA either way?
 - MP: Yes - band, chorus, etc... same way.
 - KM - why were those non-leveled but not art classes?
 - SA: Years ago - it was the idea that the entry level class is the non-leveled and the others would be ACC. This committee was asked to look at the music program. Blanket decision was made that the entry level courses would be non-leveled but if you got to the next level or skilled, it would be leveled.



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	<ul style="list-style-type: none"> ● JP: The worry about taking a CCP also goes the other way - we have students that won't take an ACC course because of fear of not being able to be successful. Opening up leveling gives more opportunities to more students.
Conclusions:	Second Read in November
Action Items	Person Responsible / Deadline
Mark P - change Applied PS to recommendation only, bring Art changes Sandy, Mark, and Lucy - get more information on Personal Financial Literacy/ED306 rules Mark will connect with Neal Campbell about ELO/Internship	

TOPIC: Teachers Pay Teachers	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● Teachers Pay Teachers - an online website where teachers can purchase activities and curriculum created by other teachers. Created by teachers around the country or internationally and sell them for other teachers. Some are free, some you pay for. ● One of our goals is to vet resources purchased with district funds - there have been conversations around budgeting for this resource. <ul style="list-style-type: none"> ○ Building wide licenses or sometimes a few teachers looking for licenses. ○ Questions: How do we know there is curricular alignment? How do we know that it is connected to what they should be teaching? ○ Website is difficult to vet - too vast of resources ○ State of NH - for sites/resources - organizations have to sign off on data privacy. Easel platform is vetted (pre-canned), others are just downloaded and not shared data. ○ Some resources are good, some are what we are trying to get away from (just printing and giving out worksheets, etc...) ○ Potentially also a conflict of interest (if we have teachers who upload and then others purchase using district funds) ● LC: Clarification - looking for this team to vet this or say no to adding to this budget <ul style="list-style-type: none"> ○ At elementary level we have discouraged the use of it ● KM: If we cannot vet this site, and that is our job, then we can't say that we can use district funds ● AH: There has also been controversy about ownership of materials - what belongs to the district, copyright of materials, etc... ● KM: Could we vet one offs and purchase through the school budget? <ul style="list-style-type: none"> ○ Not anymore - the business office will not allow this. ● KM: Would be cool to have a school/district wide version of this! ● SG: If the principals are bringing this and advocating for this, are we missing something? <ul style="list-style-type: none"> ○ SA: this will be good feedback 	
Conclusions:	The committee is not supporting this.
Action Items	Person Responsible / Deadline



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Sandy will speak to the principals that requested in the budget	
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TOPIC: Policy IIB Class Size – Referred to C & A from Policy Committee - TABLED	
Discussion:	
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Conclusions:	
Action Items	Person Responsible / Deadline

TOPIC: Strategic Plan update - TABLED	
Discussion:	
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Conclusions:	
Action Items	Person Responsible / Deadline

TOPIC: SEL update (tabled from Spring 2022)	
Discussion:	
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Conclusions:	
Action Items	Person Responsible / Deadline

Observers	
Resource Persons	
Special Notes	Meeting adjourned at 5:33 PM Start with policy size next meeting