



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	12/6/22
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 11/1/2022 (added line under book section)
Notes: Meeting called to order at 4:08 PM
Motion to <i>Approve</i> by: Michael Boucher (accept minutes as amended) Seconded by: Lucy Canotas
8 in favor; 0 opposed; 2 abstentions

TOPIC: Policy IIB Class Size	
Discussion:	Class Size Policy Discussion
<ul style="list-style-type: none"> ● LC - We need to think about priorities <ul style="list-style-type: none"> ○ Can't put special ed to regular ed ratios into policy, but this is something that people are concerned with regarding class size. ○ Hattie's class size discussion - effectiveness of the teacher, not the size of student ● LC - Data is based on that K numbers will be similar to what they are this year. <ul style="list-style-type: none"> ○ 1st Column - how many teachers we would add based on school numbers ○ 18 in K/1, 20 in 2/3, 23 in 3, 4, 5 - puts us in position to add 4 to 14.5 staff members (with 15 in K/1, 17 in 2/3, 22 in 3, 4, 5). ○ SA - Available spaces are also an issue when talking about lowering class sizes <ul style="list-style-type: none"> ▪ LC - we would have to have the conversations looking at individual student needs ○ 14.5 teachers (lowest row) is most likely unrealistic to add that many teachers. ○ MB - is there state regulations for square footage per child? <ul style="list-style-type: none"> ▪ LC - for Kindergarten - but did not find anything for other grades ▪ LC - we would want to ask schools to look at the areas of every classroom to look at whether the classroom sizes are best fit. ▪ LC - This would be a big ask for admin and staff to do 	



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- LC - Would impact based on classrooms with individual bathrooms vs. gang bathroom
- o SA - Looking back at policy language - we could add something similar to Derry. Strive for... not to exceed. This could help with some of these variables.
 - TG - this could help based on school to school needs and year to year needs.
- o LC - from a district perspective - we would need to be clear on how we determine to support adding teachers when asking the board. Is it always the maximum? 22 at Danville is not the same as 22 at Atkinson based on space, etc..
- o MB - If we were to suggest a policy to reduce class sizes - trying to reach that goal - how would you try to meet the policy but also meet the budgetary needs.
 - SA - we would need to look at the following year, as the budget is also set for this year.
- o SA - is it about teachers, number of students, classroom size, or all?
- o LC - whatever we do at this point - as long as we have made a decision and suggested policy and then policy has adopted the policy by Sept. 1, that should be enough time.
- o TG - what is the average population that comes in during the summer?
 - SA - the board just looked at the projections for the next 10 years - these are by town and by grade level.
- o SG - some school boards also have “recommended” school sizes
- o LC - no matter what, we would need to move to policy in order even have a strive for or recommended.
- o LC - in most cases, our class sizes are already under 18 for K/1, as we are already cautious about these. I am concerned about the 2/3 grade span, as those we start to get to those max numbers.
- o SG - there is a difference between a school board recommendation and a policy. Would it be best as a recommendation or a policy?
- o MB - School board recommendations may change as school boards change. We should have it as a policy so it won't change based on who is on the board.
- o SG - the board could make a recommendation and then it would allow for planning and for the district to have a long term plan to make a policy.
 - SA - the current policy is similar to this.
 - AH - are you saying that we should have a recommendation so that we can try to get lower numbers for next year and then that gives time to do due diligence?
 - LC - nothing can happen with the budget at this point. If we get to a point in April where we don't feel that we are at a place that we can make a policy suggestion, we can then ask the board to recommend so that we know what we can budget for.
- o LC - the issue I am still seeing is that we need to hone in on what we are looking at and what we want.
 - MB - we would need to provide the info to the board and then they can make thoughts on this.
- o MB - because we don't know the school footage/classroom sizes - if one has different size spaces, would we entertain having different numbers for different schools?
 - SA - we could potentially write it for a ratio on student to space, not student to staff.
 - LC - there are rooms that are bigger than others, so some might move.
 - TG - when you are doing space studies, it is a ratio of student per square footage.



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- LC - we should look to see if there is a square footage ratio instead of class size.
- MP - 120 square feet per pupil at elementary, 140 MS, 160 HS
- [State School Building Info](#)
- MB - is there data or study that supports space to ability for students to learn, etc...?
 - LC/SA - there is not a lot of research on the right number
 - MP - one of the indicators on the state Iexplore website is school size with test scores - not a tight correlation, but can be used.

Conclusions:	Look at elementary school spaces to see what square footage information and room size information and continue the conversation. Continue to look for studies Look at IExplore Data
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Action Items	Person Responsible / Deadline
Building principals will get this information for the space study. Carry to January Meeting	LC/SA

TOPIC: Whole Class Reads

Discussion:	MS teachers Whole Class Reads - JP
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- Handout from Jen P - titles of whole reads and first pages of units.
- JP - If on list, used by at least one teacher in the grade - most grades PLC together and teach similar texts.
 - Our process - approve this list and then we would go through the approval process for any texts moving forward.
 - Will add numbers of books to the list.
 - Classes are also doing book clubs/lit circle units - these students choose/teachers guide the book choices. These have different texts, but similar activities and lessons.
 - Independent reading is happening in our English classes MS and HS level.
- SA - if you want additional information on titles and we can get it to you.

Conclusions:	Move to next month.
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Action Items	Person Responsible / Deadline
Revisit on Jan. Agenda to vote.	SA

TOPIC: 2022 NHSAS/SAT District and Building Results
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Discussion:	Informational
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- SA - take a high level look at data and then we can revisit for conversation in January.
- SA - State portal - Ireport/Iexplore - hasn't officially been published yet (internal for us).
 - May be placeholders for targets
 - Embargoed information at this time by state
- Curriculum Goal - all admin will be looking at the building level building wiht individual principals and Tuesday, Dec. 13th with full leadership team.
- See Slides/PDF for data information (in Google Drive)
- SA - this was the first year that schools are being held accountable for the 95% participation rate (post-covid). If we are under that number, then the scores are counted as zero in our proficiency scores.
 - When we look at the spring to fall level, left with more questions than answers.
 - 2 platforms and 2 places we are looking at data from.
- SA - high level - see slides
 - Multiple year distict wide compared to the state by grade level
 - District comparisons - need to think about the factors that play into the different data and comparisons.
- For next meeting - what are trends, anomalies, questions, etc...

Conclusions:	
Action Items	Person Responsible / Deadline
Review AP and State Assessment Date before Jan Meeting Discussion tabled to January	All

TOPIC: 2022 TRHS Advanced Placement (AP) Scores

Discussion:	Mark Pedersen
<ul style="list-style-type: none"> ● MP - per policy all kids in AP classes have to take AP exam. Kids in other schools do not have to take it, which impacts scores. We also pay for our students to take it which could impact scores. ● MP - comparatively, our scores are good compared to state and globally. ● MP - See data in google drive. <ul style="list-style-type: none"> ○ number of AP kids going down, ratio of exams per student going up. ○ Highest percentage of kids with 3 or better in the last five years. ○ Data - look at each of the different classes - in most cases, we are above the average. ● MB - why is there a policy that forces kids to take hte AP exam? <ul style="list-style-type: none"> ○ MP - a numbre of years ago, the school board made that decision - felt strongly that they are taking the class, they need to take the exam. This was enforced through policy. Board then supported the policy by paying for it. We have not had blowback from families/students. ○ JP - the board wanted the kids to take the classes seriously - take the grades seriously and not just pad their resume for taking an AP class. ○ SA - the GPA gets weighted heavier than a traditional CCP class. ● MB - is there a benefit to taking hte test? 	



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- o MP - in theory - a qualifying score gets the kid a credit in college or waiver in some colleges.
- LC - what is the difference between getting an AP test and a running start class?
 - o MP - actual college credit, the fact that in AP all of your credit is based on a test.
 - o SA - not all are weighted the same
 - o MP - some of our classes are both AP and dual-enrollment
 - o LC - as a district, we talk a lot about AP and not about dual enrollment as much
 - AP is much more well known
 - Not all schools accept credits based on dual enrollment
- MB - is this policy written in POS?
 - o MP - when a student is signing up, they are told that they have to take the test.
 - o MB - are there students who do not take AP classes because they do not want to take the test?
Should this policy be changed? Something to potentially bring up with board.

Conclusions:	
Action Items	Person Responsible / Deadline
Tabled until January	

TOPIC:	
Discussion:	
<ul style="list-style-type: none"> • 	
Conclusions:	
Action Items	Person Responsible / Deadline

TOPIC: Other	
Discussion:	
Conclusions:	
Action Items	Person Responsible / Deadline



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Observers	N/A
Resource Persons	
Special Notes	Meeting adjourned at 5:33 pm