



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	9/13/2022
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pederson, Lucy Canotas, Ken Henderson, Ashley Harbel, Tim Guanci, Jennifer Puchlopek, Kim McCormick, Michael Boucher, Mark Sherwood, Kelly Brooks
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 5/2/22

Notes: Meeting called to order at 4:03pm

Motion to strike “pre-k document” from SEL update - LC

Seconded: AH

All in favor: 9 Absentions: 2

Motion to *Approve* by: K. McCormick

Seconded by: A. Harbel

9 in favor; 0 opposed; 2 abstentions

TOPIC: Review of Committee Vision, Mission, and Goals

Discussion: Sandy Allaire

- Built by district admin and then revised each year by the C&A group
- Three goals - annual goals (were changed slightly 2021-2022) - see doc for more in detailed information
 - Review, evaluate, and approve curriculum
 - Ongoing development and implementation of competency education
 - Review district and state assessment data to inform curriculum
- Mission Statement
 - Added last year - section about strategic plan (2018) - focus on oversight for section “sustaining a focus on academics and rigor and 21st century skills”
 - Tracking document - standing mission of the committee and looked at every month/couple of months to assess progress on strategic plan

Conclusions:



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Action Items	Person Responsible / Deadline

TOPIC: Curriculum Review - First Read

Discussion: Mark Pedersen, Jen Puchlopek

Two courses were approved with the first unit last year (C&A and at school board)

Currently running both courses

Review and approve curriculum

- TRHS Probability, Statistics, and Trigonometry
 - Year long course - was a merger of two semester courses that were previously run at the HS
 - Gave another option to the Calculus track - now both at CCP and ACC level (instead of just CCP which was the choice at semester courses).
 - S. Allaire - are there specific things you want us to look at tonight? First read
 - M. Pedersen - first read - it will come to the group again, second read in Oct. then to the board in November and December - what questions do we anticipate the board to have when it goes to them?
 - S. Allaire - high level context - this is our district template for all of our curriculum docs - the Understanding by Design template - designed to provide the high level expectations for the course. You start with the end in mind and then plan backwards to plan assessments and instruction.
 - M. Pedersen - list of competencies - last three are generalized content area literacy competencies - these are on all of the curriculum documents
 - J. Puchlopek - not all the literacy competencies may be reported out each quarter, where content area specific ones are reported on during that unit.
 - J. Puchlopek - plan that Trig will be the longest unit and then Stats/Prob will be second in length. Sequence and series and then logic for timeline purposes.
 - M. Pedersen - as things change/tweaks need to be made on the fly, curriculum can come back to the committee with adjustments as needed.
 - K. McCormick - what exactly should I be looking at for the overview? We might not know what to say is wrong.
 - J. Puchlopek/M. Pedersen - pulled from state standards, pulled from previous classes, and then added to it. The teachers are the content experts and we trust that they are the experts.
 - L. Canotas - this group has functioned to gain perspective/ask questions that may come up at a board meeting to help prepare for those reads.
 - M. Sherwood - what were the two courses (trigonometry and probs/stats)? Is this aligning more with the standardized testing? Is this supposed to be helping make gains in scores?
 - M. Pedersen - this is taken by mostly seniors after the state test (SATs), so it won't impact those.
 - S. Allaire - scope and sequence from a year long perspective.
 - M. Pedersen - Allows for broader units, condensing some units, allowing for sequencing and series that is more math logic/discrete that students did not get before.
 - J. Puchlopek - also help prepare for college



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- T. Guanci - also established accelerated
 - M. Boucher - it sounds like the focus of this was to streamline the process. Was there a benefit for those heading to college?
 - J. Puchlopek - able to expand topic offerings that may be seen in college without having to go into calculus.
- M. Pedersen - TRHS Studies in Women's Health and Wellness
 - Katie Murphy - tremendous amount of work to design this course
 - Currently multiple sections that are 20+ students each
 - Committee felt it was a needed course
 - There are pieces that may be uncomfortable/sensitive - but very fact based instruction and design - meant to educate.
 - A. Harbel - very positive feedback from students - very grateful for this course.
 - K. McCormick - will this open up questions about "male health" and having a course for males?
 - M. Sherwood - would we be able to get any testimonials from the students about how this has helped them?
 - S. Allaire/M. Pedersen - per state law/policy - parents/guardians do sign off on units and there is a process for parents to opt out of a unit if they choose to.
 - J. Puchlopek - this is an elective course as well
 - S. Allaire - parents also sign off on course selection as well
 - M. Pedersen - all resources that Katie used were very thorough and research based while developing the course
 - J. Puchlopek - course description in program of studies cover and lists the headers from the curriculum
 - J. Puchlopek - same general content literacy
 - K. McCormick - this is the same process? We read through and then we will do a second read?
 - M. Pedersen - yes - we will do a second read and then give the recommendation that it then goes to the board.
 - S. Allaire/M. Pedersen - page 49 on the program of studies - can be found on the HS website under documents.
 - S. Allaire - credit perspective - credits of PE/Health - need Intro and Health I and then students choose
 - L. Cantos - NHES standards - posted on the CDC - they do break down on the website K-12
 - A. Harbel - NHES standards also balance intellectual, emotional, physical, and social health

Conclusions:	Return to second read
Action Items	Person Responsible / Deadline
First read - bring any questions to committee and Mark/Jen to prepare for second read for both courses	All

TOPIC: Elementary Book Review	
Discussion:	Lucy Canotas



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- S. Allaire - Process for book review - all books that are used as a resource in the classroom come through C&A. If anything controversial - teacher flags in book.
 - Controversial - sex, violence, drug/alcohol use, profanity
 - Over past 2-3 years - there are titles that have popped up at the MS and elementary levels that need to go through this process moving forward
- L. Canotas - five books total - at the elementary level we have committed to SEL work to be implemented across the grades.
 - Open Circle - through Lesley College - book list that supports CASTLE competency areas
 - Books to use as mentor texts in the classroom- 7-9 books for each grade level
 - A few books may be sensitive in some areas
 - Book for social awareness - for grade 4-5 - Mama's Nightingale: A story of immigration and separation by Edwidge Danticat
 - K. McCormick - how would this book be used? Whole class?
 - L. Canotas - each teacher would have one book to use with their class during instruction.
 - Layers with what students would connect with - advocacy and speaking up
 - Flagged because immigration topic may be uncomfortable/acknowledge that there may be questions
 - Power that you may be able to make a difference
 - Curriculum coordinators would work with the teachers to help guide them in what their conversations.
 - M. Boucher - will this create conversations about illegal immigration
 - K. McCormick - also shows the reality of what happens
 - M. Sherwood - a beautiful story
 - S. Allaire - CASEL framework - theirs is one of the most widely adopted - what Timberlane has adopted around SEL. These books are going to be tied to these. Tied to Social Awareness
 - M. Boucher - if it is connected to this framework, then what is wrong with it?
 - S. Allaire - last year we were asked to do a high level look at what SEL is and isn't to help guide and inform the board.
 - M. Boucher - can we check with local libraries to see if they have it and can read it as well?
 - A. Harbel - have conversations with those teachers around what types of conversations you can have with students with this text.
 - A. Harbel - how does this connect with other units (when do they learn about immigration, etc...)

Conclusions:	Revisit
Action Items	Person Responsible / Deadline
TABLED: Bring SEL high level overview to the C&A committee Update on any other information that we found and revisit to	Lucy Canotas

TOPIC: Policy IIB Class Size	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● Sent to C&A from policy committee last year - tabled from last year. 	



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- Current policy - See document IIB
 - Ratios are students to teacher
- Conversation brought up due to enrollment numbers that may impact the need to hire another teacher, etc... board/policy committee - do we need to revisit these numbers? Do we need to revisit the timelines as well (for example: registrations come in late August and then students switch teachers due to class size?)
- Research started last year
 - NH School Board Model Policy - recommended policy but not required by law
 - State has RSA on maximum class size
 - S. Allaire created chart from other districts - see document and color coding
 - Predominantly we are higher than other surrounding districts.
 - L. Canotas - important to note that this is based off policy and not how many times that policy gets waived in other districts.
 - S. Allaire - M. Pedersen also pulled state averages for K-8 classes.
- As a committee - we decided that we would do some independent research regarding optimal class size numbers developmentally at different ages and stages. June meeting got canceled so we did not revisit.
 - Is there research at different grade levels.
 - K. McCormick - wasn't sure how to research this - Kim reached out to other school districts outside of Timberlane. When you look at the number - state recommended policy is 20 and ours is 20 - just a number - what percentage has an IEP, what percentage needs services, etc... That should be part of the information that board gets when they are asked to waive policy.
 - S. Allaire - if we choose to drop these - we could go to our current rosters - look at budget numbers, staffing needs (more hires?), classroom availability (physical space) - we will want to bring this potential change on impact of how that policy change may have on schools.
 - K. McCormick - also think about testing numbers - we look like we have higher classroom sizes than other districts -if we decrease classroom size - this helps teachers with instruction time - one other way to address test scores (potentially).
 - L. Canotas - there is a sweet number where too few isn't great - need to have a balance. There are so many other factors (example of regular education paraeducators to support targeted groups of students) -takes time to see if these factors will impact test scores and improve student success. Hard to back with hard evidence.
 - T. Guanci - should we look at how registration changes from spring to summer (any patterns) - this may be helpful in looking at those numbers. Looking for trends may help anticipate more.
 - S. Allaire - have time to dig into this as classes are up and running right now. If we are changing max class size at the secondary level is an earlier process (kids register in February - class sizes are set in PowerSchool at that time). We would need to recommend soon.
 - L. Canotas - Budgetarily - we won't have work done for budgets for next year - this could potentially impact
 - S. Allaire - do we want to look at how potential changes would impact our budgets?
 - M. Pedersen - the impact at the HS with staffing can be done with moving electives as well.
 - L. Canotas - can we try 25 at the HS and MS to see that impact?
 - M. Boucher - wonder how many of those other districts is 1 teacher to that number of students and how many have multiple teachers?

18 students for grades K-1, 20 students for grades 2-3, 23 students for grades 4-5



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MS - 25 students (look at both class size and team size) HS - 25 students	
Conclusions:	
Action Items	Person Responsible / Deadline
Staffing/Impact based on proposed reductions in class size	

TOPIC: Strategic Plan Update	
Discussion:	Sandy Allaire
<ul style="list-style-type: none">● 2018/2019 - because of representation of C&A and the various committees that everyone was on, that C&A would oversee.<ul style="list-style-type: none">○ Goals - some were all five years, some were 1-2, etc...○ Goals added to template each year○ Covid impacted progress towards action items○ All goals are currently in the template - Sandy added notes this summer - progress is not that the goal is complete, but what has been done to work towards the goal. Areas with no notes - does not mean that there is no progress but rather that no one on the committee had oversight on this.○ Hopefully will have time to take a closer work	
Conclusions:	
Action Items	Person Responsible / Deadline

Observers	N/A
Resource Persons	S. Allaire
Special Notes	Meeting adjourned at 5:40PM