



## Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	4/2/2024
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Lucy Canotas, Christy Hubley, Ashley Harbel, Kim McCormick, Don Woodworth, Paul LeCain, Chris Snyder, Mark Pederson, Jennifer Puchlopek, <del>Kelley Brooks,</del> <del>Sarah Galligher,</del> Tim Guanci
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 3/5/24
Notes: Meeting called to order at 4:08pm
Motion to <i>Approve</i> by: Kim McCormick Seconded by: Christy Hubley
7 in favor; 0 opposed; 3 abstentions

<b>TOPIC:</b> Curriculum revisions for Health 1 and Intro to Fitness – Second Read	
Discussion:	Jen Puchlopek
<ul style="list-style-type: none"><li>● JP - Overview<ul style="list-style-type: none"><li>○ Two intro to fitness units merging into one - muscular strength &amp; endurance</li><li>○ Health I/Intro to Fitness - some nutrition and goal setting pieces will move to intro to fitness, health I will streamline upper level view of nutrition and goal setting</li></ul></li><li>● SA - does it make sense to consider these/have conversations about looking at the classes separately or together?<ul style="list-style-type: none"><li>○ JP - merge of muscular strength &amp; endurance moving to one unit and then we can talk about the nutrition part.</li></ul></li><li>● Muscular Strength and Endurance Unit - redundancy and now a consolidated unit. Was combined to avoid repetition in course.<ul style="list-style-type: none"><li>○ SA - were there other significant changes besides merging the two into the one?<ul style="list-style-type: none"><li>▪ JP - no - so much had overlap and we kept most of the categories. Revised the essential questions.</li><li>▪ AH - did it change/take away any of the content?</li></ul></li></ul></li></ul>	



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- JP No - just reworded the questions.
- Motion to move the Muscular Strength & Endurance to the board for the first read - First, Christy Hubley, Second, Tim Guanci
  - 11 favor, 0 opposed, 0 absentions
- SA - Second part is nutrition and goal setting - moved some of the unit to move to Intro to Fitness. Moves it to an application in Health I.
  - JP - not a change in Intro to Fitness - adding it into the class. Was something that they talked about already, but didn't assess it, etc... was natural to add it in. Will have competencies, skills
  - KM - not adding to a unit - this is completely new?
    - JP - yes
  - KM - is it the exact unit from health that they are moving over to fitness?
    - JP - not exactly - was two units in health. Take concepts from each portion and move it into one unit for fitness.
  - PL - Meaning section in the see relation to setting goals, but not seeing a connection to nutrition/physical fitness.
    - JP - goal setting will be around nutrition as well as other pieces.
    - LC - PE/Health were written with access cues - topics - and curriculum units were made with different topics and different units. This may be carried over from units.
    - AH - so it may be unspoken? That the goal setting is related to nutrition and goal setting?
    - SA - if you start at the acquisition section - those are the more concrete skills that you want students to acquire here for when they graduate. The parts above them, the guidance is the life long skills that you want to go beyond the topics in class and apply outside of high school. They were likely thinking in the context of setting goals is something they can take with them outside of the class.
    - CH - health is not just fitness and not just nutrition - it is the combination of the two of them.
    - PL - as someone looking inside from not knowing, it might be good to add in the nutrition in enduring understanding.
    - JP - that might pigeonhole them to just apply to nutrition.
    - MP - are we looking for nutrition to be in the one that is already there? Or should it be a separate enduring understanding?
    - AH - think about them as umbrellas and even though it does not say it explicitly, it does then nest under with the acquisitions that do reference these things.
  - Motion to move the Nutrition and Goal Setting Unit for Intro to Fitness to the board for the first read - First - Kim McCormick, , Second - Tim Guanci
    - 11 favor, 0 opposed, 0 absentions
  - JP - Health I - highlighted sections are to help us see the changes and how things are aligned. Things in blue, connected to nutrition. Things in gray can be applied to marketing, etc... settings in their learning.
    - JP - this group thinks about how things change over time in their content area and to get kids information that is up to date and relevant to their life. They need to be able to go to the store and use information we teach them to make choices and change how they live their lives. It is not just the food, but other things as well. Also the services piece - how they evaluate what is available to them in terms of healthcare, etc...



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- o KM - people are always talking about real world things - this is an important skill that our kids need to know.
- o SA - to make room for this unit, the shift happened to the Intro to Fitness, but mutually supporting.
- o DW - how many credits?
  - MP - four classes total. One health. Two PE. And one is a choice.
- o Motion to move the Accessing Valid Health Information in Health I to the board for the first read - First - Kim McCormick, Second - Tim Guanci,
  - 11 favor, 0 opposed, 0 absentions

<b>Conclusions:</b>	Move all three units to the board for the first read
<b>Action Items</b>	<b>Person Responsible / Deadline</b>

<b>TOPIC:</b> Elementary Science Resource - Second Review	
<b>Discussion:</b>	Lucy Canotas
<ul style="list-style-type: none"> <li>● LC - Last time - had just received information. Since, LC has met with the teachers for a half day and dug into the science resource.           <ul style="list-style-type: none"> <li>o Request from teachers to consider the purchase of Mystery Science as a “textbook” at the elementary level. This would be a program that they would use at the elementary level, not a resource. Teachers have started to go through and look at our curriculum and how they connect the units on Mystery Science.</li> <li>o Example - Kindergarten - Mystery Science talks about shadows instead of tides. Analyzing how it fits and makes the lesson fits into our curriculum.</li> <li>o Some grades it is pretty easy to connect to our curriculum. Others, there are differences that may need to be combined together (like animals/plants).</li> <li>o Making a scope and sequence for the year.</li> <li>o Looking and analyzing performance assessments to see what would be used.</li> <li>o Meeting again 4/3/24 to continue the work - they will look at curriculum docs that will come back to us. Group gathered feedback from their peers to bring to their group.</li> <li>o LC - recommends that we move forward with the purchase to support our teachers.               <ul style="list-style-type: none"> <li>■ Hope - in a few years, this heavily develops content - we might not need this as we continue to develop. Supports inquiry cycle and phenomenon. Will integrate into library and innovation as well, as well as trying to integrate some ELA into this as well for reading and writing skills.</li> </ul> </li> </ul> </li> <li>● SA - cost projection - working on quotes - it is in our budget for next year for science resources.</li> <li>● AH - all five schools support moving to this?           <ul style="list-style-type: none"> <li>o Yes</li> </ul> </li> </ul>	



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- SA - plans - talked today about our curriculum team at the district wide level looking at an implementation plan to support teachers in their own learning to be proactive.
  - LC - in the groups - we have had 1 person from each grade from each school if possible. Tomorrow (early release) - has disbanded the ELA group and put them into Social Studies and Science to increase the teams.
  - LC - has asked the team to bring questions and how to maybe create a how to, etc... since they have been working with it for 6 months - how can they be teacher leaders to help their colleagues to ease the use. People feel like it is an easy lift - video, gives projects. Will be buying the kits as well.
  - AH - do you have to buy the kits every year?
    - LC - will purchase kits this year. In the future, they may be able to create their own as they move on. Teachers will note the consumable items and will come out of school budgets.
    - SA - the first year, it will impact the rollout - something to take off the plate of the teachers for the first lift.
    - DW - is it a generic budget item?
      - SA - it is itemized as elementary instructional resources. Under science curriculum resources in the budget. Had been discussed at budcom.
      - LC - that is just the kits?
      - SA - that is both the kits and the online resources
  - KM - when do you anticipate going all in?
    - LC - in September will start using it. We are hoping to bring any/all curriculum changes to C&A and have some teachers that continue to work over the summer - some might be minor changes. Some might be larger (ex: fifth grade due to what they noticed on the NH SAS test). Curriculum revisions may not have been fully done by September. But we can start using the resources.
    - SA - by policy, the board approves curriculum and changes in curriculum documents. Instructional resources come to the C&A for review. Once we approve a resource, it is able to be used. Some districts purchase programs as curriculum. We are taking this program/resource and adapting/aligning content.
    - LC - the units for Mystery Science are written off NGSS units and so are our curriculum documents. It is not making changes to the intent since it drove both pieces.
    - SA - state assessment is a measure that we look to in Math, ELA, and Science. Our science scores at the state level have not been high. The science assessment is skills driven, but the questions and reports are content driven. This is another aspect of looking at the curriculum docs.
    - TG - what is the earliest that the teachers can have access to the kits? So they can experiment, etc...?
      - LC - would like to wait for accurate grade level numbers. Might be able to get some.
      - TG - might help smooth smart that a group of teachers go through the labs and then give feedback.
      - SA - maybe this could be some summer work as well.
    - KM/MP - we would move/streamline our curriculum to align with the resource in order to help teachers see how they connect together.



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- LC - we want to analyze the documents and mystery science to see what is in both and look at the pieces. Do they exist in other groups? Do we need the whole unit in Mystery Science or pieces to connect to our curriculum? Want to go through every piece to make sure we cover all the pieces.
- DW - do you see the assessment move to skill pieces? Or content pieces?
  - LC - step 1 is a common assessment based on what is most important (content or a skill) - need to balance unit assessments and performance tasks for the development age level. Need to speak to the science teachers.
  - DW - as a teacher, I want to think what is the end in mind - will help do a better job and understand the units better.
  - LC - continuing to have open conversation of not relying as a program instead of curriculum - will continue having the conversations and analysis.
- LC - came back in the fall after the feedback previously as it was not being utilized. But in the fall came back as wanting it as a resource.
- KM - exciting that everyone will be on the same page and a common unit.
- Motion to purchase Mystery Science for elementary school science instruction - First Ashley Harbel - Second - Christy Hubley
  - 11 favor, 0 opposed, 0 absentions

Conclusions:	Purchase Mystery Science
Action Items	Person Responsible / Deadline

Observers	
Resource Persons	
Special Notes	Meeting adjourned at 5:20PM