



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	3/4/25
Facilitator	Sandy Allaire
Attendees	Present: Lucy Canotas, Kim McCormick, Don Woodworth, Mark Pedersen, Sandy Allaire, Tiffany Eaton, Christy Hubley, Ashley Harbel, Jennifer Puchlopek, Kelley Brooks, Mary Sullivan, Tim Guanci(4:12pm) Not present: Paul LeCain
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 2/4/25
Notes: Meeting called to order at 4:05pm
Motion to <i>Approve</i> by: Kim McCormick Seconded by: Christy Hubley
7 in favor; 0 opposed; 4 abstentions

TOPIC: AP Psych Textbook Update	
Discussion:	Mark Pedersen
<ul style="list-style-type: none">● SA - Approved a textbook last month, but new information from teachers who had suggested the textbook.● MP - after the committee had been approved, the teacher found a different textbook (a connection with another AP teacher). AP board updated the website (not site) with texts that align to the new AP Psych curriculum. New textbook aligns perfectly with the AP curriculum. The other one was aligned, but in a different order. This teacher who suggested it only teaches AP Psych as her course load and swears by it.● MP - see overview in the C&A drive.<ul style="list-style-type: none">○ AP Board expects textbooks to be updated every 10 years. New book is 2024 copyright. Old one would only give us 6 years (2021).○ Price of actual book - identical, digital access will charge \$1200 for access<ul style="list-style-type: none">▪ TG - can we leverage that and see if we can bring that to them?▪ MP - already matching the new price▪ CH - how long is the digital access good for?<ul style="list-style-type: none">● MP - I think 6 years but will check. Digital access is nice to have, but the teacher does not necessarily need that.	



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- o Links/Descriptions - in document
- o Teacher is flexible and go either way, but prefers the new text.
- o Both approved by the AP board and aligned with the curriculum.
- o SA - we do have in this year's budget money to purchase in secondary textbook line. Can cover the cost of both the digital and hard copies (waiting for vote). For next year's operating budget, would not be able to purchase as we almost zeroed out textbook line.
- o CH - when looking at the book, the digital access has extras - not sure if they are in the book.
- o KB - can you get a trial before you decide to purchase?
- SA - textbooks need to go through the school board.
- Formal vote - to approve new textbook - Mary
- Seconded - Don Woodworth
- 12 in favor; 0 opposed; 0 abstentions
- MS - I have worked with that publisher before - know that they have been able to move on some prices before.

Conclusions:	Approved to move to board
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Action Items	Person Responsible / Deadline
Mark will bring to board	Mark Pedersen

TOPIC: Book Proposal - TRHS English
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Discussion:	Jen Puchlopek
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- SA - reminder about process - if there is a book title that has potential for a whole class read, it goes through C&A to vet and approve. This goes into a list of potential resources for English classrooms.
- JP - *Every Falling Star* - Sungju Lee & Susan McClelland - Memoir
 - o Voice - young child living in North Korea
 - o Proposed by World Studies (could be connected in World Lit as well potentially) - fits in World Studies curriculum - connects to Modern Era unit - connects to element of Human Rights in the unit.
 - o Engages young readers - follows the child through his life in North Korea - forced to live on the streets/moves, father leaves to go provide for the family, mother is then providing and has to leave as well to try to provide. Child is then left with nothing but scraps and salt. Goes and finds a classmate - creates a new family from nothing. Needs to navigate difficult situations as a kid and fight to stay alive.
- JP - teachers who proposed it do a lot of lit circles in their classroom, so may end up being a choice in a selection of books, but want to give the option for a whole class read.
- JP - not being proposed as a controversial title - there is violence (fighting, public executions) - but decided with teachers that it was not graphic/explicit. Language is fine. Some alcohol consumptions/drug use when they experience a difficult time, but not excessive.



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- DW - when something is on the controversial list - does that make it feel that the book is a risk if we put it on the controversial list?
 - JP - yes - it requires parents to sign off on it. There may be people that see controversial that would not sign just because of the form. We also fall into the trap of having students not bringing back their signed slips as well.
 - CH - I am wondering if we do not put it on the list will it come back against us?
 - JP - example - *A Long Way Gone* - that is one that is flagged that is similar, but the violence, drug use, etc... is excessive. *Night* - about the Holocaust - is not a controversial text even though the content is difficult based on it. We try to go based on what is explicit/excessive versus what is applied.
 - SA - does the library have it? (Maybe) - I lean towards Christy's point. For those that read the forms, it is important to be transparent.
 - CH - I would be willing to read it. Some people because of their beliefs might question why they are reading it based on the description.
 - AH - audiobook and ebook is available on our HS Sora's app.
 - JP - gangs are different than modern day.
 - SA - would it be okay to have some people read it first?
 - JP - yes - they are looking to use this next year.
 - JP - how can you teach war without the items that may be controversial? How do we draw the lines? Would like to see what others think since she was on the fence. It was a good read.
 - KB - I also think about perception. How would the special ed students read/hear this?

Conclusions:	Bring back next month's C&A
Action Items	Person Responsible / Deadline
Several members will read books	

TOPIC: ED 306 Rules	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● SA - this will be a larger conversation over the next year and a half <ul style="list-style-type: none"> ○ The state board of ed has approved and will be adopting the ED306 Rules - the guidelines that govern minimal school approval and how they operate (subjects, standards, competencies). There are significant changes that have been made. Do not take effect to 2026-2027, HS graduation requirements would impact graduating class of freshman in 26/27 (class of 2030). But other grade levels are also impacted. ○ Mark, Lucy, Jen, Sandy - have been jumping on a series of calls that have been organized by the NH School Admin Association. ○ Informational only at this point - for school board members especially - there will be a series of things that will need to be brought to the school board. 	



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- Examples of changes:
 - Policy changes - some of the guidelines require changes to policy. Make a list of all the policies that we need to have on the books and cross check the policy manual (policy committee).
 - Language focused on competency education, but focuses on state standards in wording. School boards can adopt other standards (etc...). Make a list of what standards are in our current curriculum. Currently all our standards are national standards. Some are also state (state adopted Common Core and changed names). We would bring those to the school board to review and adopt the national standards to govern our competencies.
 - Changes in competencies that students need to prove - rhetoric, social studies changes.
- Work of calls/groups - collectively work through changes at the state level and create tools that schools can use to vet their curriculum, document compliance and what needs to be completed, etc...
- Going to be a heavy lift for the curriculum and instruction areas - we currently meet most of the criteria, but there will be a shift for awarding based on competency instead of a grade of 60%. Will need to have conversations around K-12 Social Studies, etc...
- Flexibility - we can create courses or may already have a course (2 credit course like World Studies - we could assign World Lit as a 2 credit course) if within the same amount of time, students will receive instruction and show competency in multiple areas (not about seat time anymore - but about competencies)
- Students may also demonstrate competency based on portfolios on past experiences. Will need a way to evaluate if that meets it. Co-curricular and extra curricular opportunities will be a means of showing competency.
- LC - wondering based on conversations - can we ask questions and then encapsulate what is the nugget you want school board members to speak to?
 - SA - I would like to speak about it. We talked about changes to the minimum standards and will heard more from Sandy's administration report.
- KM - you said school boards can change standards?
 - SA - there is a phrase that says "unless school board chooses to adopt other standards that meet the same level of rigor" and that must be updated every 10 years (which at the current state level several are out of date currently with this rule - many are asking the state about the updating status of these state standards).
- DW - do you think there will be groups of schools that are going to get together to tackle this?
 - SA - that is what these sessions are. All of these agendas on the left are different mini work sessions happening around the state.
 - MP - they started making a worksheet. Have been on several on the calls - those that are aware of what is going on and have the personnel to work on these have been involved in many of the meetings so far.
 - LC - nothing is currently set in stone - we are working together with other districts. currently Once things are finalized - it will be individual school boards to make decisions.



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- o SA - it would be good to have at least the list of standards before next March with the board that will be coming in next week will be a good idea. We will need to show that the standards that we have adopted are a higher rigor than the state standards.
- o DW - people will be worried about how you will assess it? And what does competency mean? That will be more of an issue than the standards.
 - SA - at the secondary level - we went through the process of competency rubric creation. We have 6-12 rubrics. We are in a better place than districts that developed competencies but never developed rubrics.
- o AH - will also have to take a deep look at HS credit recovery. Currently Edgenuity is not competency based.
- o KM - is it just about the commissioner?
 - AH - some of it is bills that have been proposed, some is the state board of ed, etc... There are many moving parts that make this up.
 - LC - the rules have been ongoing conversations about changes for a year and a half already.
- o SA - looking for flexibility in the rules to help us create courses, etc...
- o MP - Also need to put systems into place about the getting credit for non-courses. Will require personnel, etc..
 - SA - remote learning is in here (through a hardship), co-curricular creates a financial piece that we will need to look at.
- o DW - there are a lot of federal implications.
 - SA - yes - there are. And with funding federally and state level changing, it may change what we can offer as well.
 - MP - the 4,000 per student funding from state does not take into consideration all things that the HS has to offer.
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Conclusions:	
Action Items	Person Responsible / Deadline
Continue to keep on agenda for updates	

Observers	Chris Martin
Resource Persons	
Special Notes	Meeting adjourned at 5:07pm