



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	9/3/24
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Lucy Canotas, Christy Hubley , Ashley Harbel, Kim McCormick, Don Woodworth, Paul LeCain, Mark Pederson, Jennifer Puchlopek, Kelley Brooks, Tim Guanci, Mary Sullivan , Tiffany Eaton
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 7/16/24
Notes: Meeting called to order at 4:05PM
Motion to <i>Approve</i> by: Kim McCormick Seconded by: Don Woodworth
7 in favor; 0 opposed; 3 abstentions

TOPIC: <i>Hidden Book Proposal</i>	
Discussion:	Jen Puchlopek
<ul style="list-style-type: none">● Graphic Novel being proposed for World Literature (may also be used in World Studies)<ul style="list-style-type: none">○ AH - Kati Preston - Holocaust survivor, speaker (has been to our school) - was a hidden child during the Holocaust.○ JP - Approachable way to access the Holocaust and the story of hidden children - accessible for many students - read through the eyes of a child○ JP - The focus of the book is not the camps, but the emotional piece - how they lived before the war, her being hidden, her father taken away and murdered in Auschwitz.○ JP - Message at the end of the book - hope it is part of the focus of what teachers use - Kati getting over hate and her being hopeful and healing○ AH - having the personal story turns the Holocaust and history from numbers to people.○ SA - Used in World Lit - Dehumanization and Humanization, comparing topics across genres, texts, media is one of the standards/competencies○ DW - so this is for the classroom? Yes - not to replace a text, but in addition as another resource for staff to use in the classroom○ PL - What books do they currently use? Maus, Night	



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<ul style="list-style-type: none"> • KM - make a motion to approve, Mark seconded 10 in favor; 0 opposed; 0 abstentions 	
Conclusions:	
Action Items	Person Responsible / Deadline
Approved to add to list	Jen Puchlopek

TOPIC: Curriculum, Assessment Committee Vision, Mission, and Goals	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> • SA - Guiding principles in the umbrella of Curriculum and Assessment document <ul style="list-style-type: none"> o Mission - <ul style="list-style-type: none"> ▪ sitting board to review and recommend curriculum, support materials, assessments, etc... Change Superintendent Leadership team in mission (when Justin has title) - recommend that we strike it and change to District Leadership. ▪ Oversight of our former strategic plan (before the one we have now) - that was before the strategic plan committee (which we didn't have before). Sandy and Kim provide that update on the learning at the meeting. Do we want to continue having informational standing agenda item to give information to inform our committee? <ul style="list-style-type: none"> • DW - what do we do with the information of updating stakeholders of student progress, etc... right now we get reports from Mark and the group and then that is brought to the board. • AH - if there is a strategic planning group already, would it be too many cooks in the kitchen for us to also have oversight and direction? It would be good to have information to us that applies to us, but not direction/oversight. • MP - right now we have an overlap because of the people on the committees (Sandy is conscious of what is happening with the learning, teaching, etc...) • SA - we moved the oversight/direction to the strategic plan to the mission statement from a goal. We should change the section name of the strategic plan - Sandy will revise. ▪ Standing goals - three goals - see document <ul style="list-style-type: none"> • Goal 1 - keep as written • Goal 2 <ul style="list-style-type: none"> o DW - question for the elementary piece and their focus of experiential learning and the new resources (Mystery Science). That is a goal of the elementary schools - do we want to support that in our language of the goals? 	



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- o LC - I think it fits into the competency based. But we are also talking about different kinds of instruction. Would advocate for conceptual understanding focus
- o AH - does that already fit under one of the three umbrellas? Would making it more specific make it harder for some things to fit?
- o SA - mystery science can fit under instruction or assessment practices?
- o MP - instead we get rid of Competency based and change to Best Practices in...
- KB - when do they get rolled over from goals to the mission? If they are happening year and year again?
 - o Change to focus area instead goal
 - o LC - is it worth thinking about imbedding 3 into 1? 1 is about our curriculum documents, etc... shouldn't those also come from analysis of data?
 - o SA - I would advocate for keeping it separate - this way we can keep our current practice of viewing/discussing district data before going to the board/public.
 - o AH - I think keeping it separate allows it to be a main focus and allows the public to know that this is a focus of ours.

MP - makes a motion to accept the changes for our mission and focus areas, Tim Guanci - seconded
 10 in favor; 0 opposed; 0 abstentions

Conclusions:		
Action Items	Person Responsible / Deadline	
Review/revise wording of the mission and will forward to Kelly Salovitch to post publicly.	Sandy Allaire	

TOPIC: TRHS Psychology Revisions

Discussion: Jen Puchlopek

- Folder in the Sept. 3rd Folder - shows the revised units
- JP - Group worked during the summer to review and revise - included the behavioral psych teacher in discussions as well. Engaged in process as current curriculum documents were too vague and the way they were interpreting and teaching them were different from each other. Revised so that someone coming in new to the course could teach it and be similar to each other.
 - o 5 units - timing and pacing varies per unit
 - o Did not want to change/create a pre-req for the course - will not affect the program of studies - students can take psychology and behavioral psych separate from each other.
 - SA - can students take both?



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- JP - yes - the students do not have to take the classes in a particular order and they do not have to take both. Both classes still have overlap but it is not significant enough.
- KM - are they taking away? Or are they rewording to make it read easier?
 - JP - they are adding to the curriculum as well as reword
- JP - competencies stayed the same and do repeat, but now are more purposeful about what competencies are fitting each unit, no content standards have been taken away. Have changed the layout (going from 3 to 5 units).
- DW - essential questions - should these be grounded more in behaviors/psychology? Should these be more specific?
 - JP - we want the essential questions to be bigger prompts and discussions. Specifics are in the students' will know statements. This is the area that will help populate the answers for the essential questions?
 - SA - is it universally know that the essential questions are in the context of the course and within the unit? We have essential questions that are in multiple content areas, but it is the context of what the student is studying?
 - JP - students should not be able to answer the question fully into when the unit is done and should be open-ended?
 - SA - should the third essential question be separated into two different essential questions?
- AH - is there a document on “how to read curriculum documents”
 - SA - yes
 - AH - we should make sure that it explains that the essential questions are within the scope/context of the course that it is written under.
- MP - I've always thought of it as a hook - to get students thinking about it in the beginning and then come back to it at the end. The point of the question is supposed to be to get kids to think about the content.
- o SA - in the meantime - before it comes back to us for a second read - should we ask them to look at their essential questions and bring them back to us next month?
 - PL - is the way it is written intentional? The other portions look thought out
 - AH - Essential questions should be student facing - I always took them directly from the doc and to students.
 - LC - when you compare from the old documents - they have added essential questions and done work with them
- o DW - Abnormal Pysch and Personality Unit
 - Essential question - what is normal, how should we draw the line of normal and disorder?
 - The question needs to be more specific with wording?
 - KM - Are kids asked these questions?
 - Often posted, asked in the beginning of the lesson or end of the lesson. It is often a starting point for students to open the conversation
 - KB - is there a word that is better than normal? Normal is a loaded word for some of our students.



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- DW - if you are using normal, you should use the opposite instead of disorder.
- LC - can you bring it back and ask the teachers to review the essential questions and see if they are worded the way that they want.
 - JP - if we bring it back to them and they like them all, then what?
 - LC - I think it will help give us some context

Conclusions:	
Action Items	Person Responsible / Deadline
Committee will look at documents and changes and bring to next meeting	All

TOPIC: Elementary Health Curriculum

Discussion: Lucy Canotas

- LC - this is a work in progress but a quick read
 - K-12 Health Committee worked together this summer. Looked at skills and content themes.
 - Grade 1 and Grade 2 - looked at all the skills and where they fell in each grade and then the content. Group determined in order to build the skills in a progressional way and the content cycle through the elementary we needed to flip the two grade units.
 - Proposal - Grade 2 will do analyze influences and grade 1 will take goal setting unit. Lessons then have to change because grade 1 will have seen four lessons in the area - group is currently working on revising the lessons.
 - Minor step in a yearlong process of reviewing K-12
 - Grades 1-5 (currently) receiving four lessons for each of the two units (8 lessons for the year) - currently taught by PE teachers. It is not in the unified art rotation. It is a 6th special - only see them 8 times.
 - Expanding and hiring a health teacher in the unified art rotation then they would get them health each week (need 2 teachers in order to add it into UA).
 - Group is hoping to expand and develop to have expanded for next year (with hopes of hiring).
- KM - what happened to the technology teachers that were there?
 - LC - technology is no longer a 45 min class 1x a week. Technology teachers are now co-teaching with teachers within the classroom instead of stand alone.
 - KM - is that still a position that we need?
 - LC - pockets of really savvy teachers, but also have teachers that do need modeling of how to apply technology skills and hold kids to technology. The tech teachers are also now responsible for the tech portfolios for kids that they are required to have.
 - KM - why are we flipping these two units?
 - LC - there was not a developed plan for developing skills - we looked at where it could be moved that they could see it in a specific grade and where they would see it again. Also took in developmental skills of students as well.

Ashley - make motion to reassign units for Grade 1 and grade 2 and move to the board. Kim - seconded



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9 in favor; 0 opposed; 0 abstentions	
Conclusions:	
Action Items	Person Responsible / Deadline
Lucy will bring to the board	Lucy Canotas

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

Observers	n/a
Resource Persons	n/a
Special Notes	Meeting adjourned at 5:35PM