

Attachment 1

DRAFT

Minority Committee Minutes

Town of Sandown, NH

Meeting Date: Wednesday, ~~December~~June 10, 2015

Type of Meeting: Public

Meeting Location: Town Hall, Second Floor

Members Present: Bruce Cleveland, Lisa Tapley, ~~Tina~~am Buckley, David Darrah, Michael Costanzo, ~~Tina Buckley~~, (7:15) Tony Piemonte (arrived at 7:15), Cathy Gorman (arrived at 7:22)

Members Absent: Cindy Buco and Michael Garonne

Recording Secretary: Lisa Tapley

The meeting was called to order by Bruce Cleveland

~~Micheal~~Michael Costanzo gave a presentation (gallery walk) that involved questions written on posted boards located on the walls, the public were invited to write answers under the question on the wall without any verbal discussion. Arthur Green assisted in the presentation of the gallery walk, the goal of the presentation was about hearing concerns and values regarding educational and financial issues.

Prior to the gallery walk ~~Ar~~nther Green spoke regarding explanation of the term district opposed to the term corporative. "Sandown was a preexisting district prior to joining the Timberlane Regional School District " This study is to determine if it is feasible and suitable to separate the Timberlane Regional School District (TRSD) and become our own district. Noted: it is a separate process to leave the SAU #55, the current SAU for TRSD

The gallery walk started with no audio, gallery walk ended 7:52 and meeting resumed (Refer to Addendum 1 below)

Information collected will be posted on the www.sandown.us page, discussion was had regarding the different questions amongst the committee members and the public.

Arthur Green discussed student/teacher ratios stating TRSD ratio is 11.3 Students per teacher

but that is not an accurate number regarding students to classroom ratio. This is the number of students in the school divided by the amount of teachers in the school. Some people in the public may not understand that, seeing 11.3 students and think that are the number of students in class rooms.

Bruce Brought up discussion calling "sub-committee" groups "working groups" that address specific subjects. These groups will follow regulations required but no quorum needed. All members agreed to call these groups working groups. Schedule for the working groups will be posted on the town website.

New Business

Minutes from last meeting meeting need to be posted. Minutes were approved.

David D had meeting with someone from the Department of Education and will share information that he obtained on how to navigate the website better.

Cathy Gorman reported: Cindy Bucu contacted a high school level person at Pinkerton to sit down with them, gather some information and share with the subcommittees.

Tony Piemonte would like to discuss RSA 195:16-C at next meeting. All members agreed.

Discussion started re. the different questions answered during the gallery walk. The need to get public input and how do we get it.

Michael Costanzo read the slide "The Road Ahead" from his presentation.

Cathy Gorman to look at using money to put a survey to get the pulse of the community when we have more information to share. This would be further down the road.

Meeting adjourned.

Addendum 1

GALLERY WALK / DATA

The purpose of the gallery walk was to help delineate the educational values of philosophies of Sandown. It is our intent to use this information in two ways:

1. To provide information to Timberlane, thus increasing transparency and communication in a constructive way.
2. To provide guidance for the withdrawal committee to study on suitability of withdrawal.

Part I - Guiding Philosophies

General Educational Philosophies:

- As a town, we are willing to invest in education, if the return is significant
 - How is "significance" measured?
 - College and/or career readiness (both of equal importance)
 - How is "significance" measured by folks who do not have kids in the schools?
 - Community outreach
- Input from parents and community is extremely important, as educational values change from generation to generation.
- Schools should recognize multiple intelligences to address a variety of learning styles.
- Schools should offer wide opportunities in the arts, language, vocational, and agricultural learning programs.
- Standardized testing is useful as benchmark, but should not be driving force behind educational choices.
- Class sizes:
 - "Small" class sizes are around 13-14 students.
 - "Ideal" class sizes (K-4) is around 16
 - "Ideal" class sizes (5-8) is around 19
 - "Ideal" class sizes (9-12) is around 21

Attract and retain highly qualified teachers by:

- There is some confusion about what defines "highly qualified"
 - Is it based on degree or "high performance" if so, how is "high performance" measured?
- Continuously demonstrating high academic rigor (expectations and results).
- Showing a strong, supportive community both within the school and within the community.
- Having an administrative team that presents as caring and open minded.
- Having an administrative team that fosters creative, artistic endeavors.
- Encouraging professional discourse.
- Offering small class sizes, when appropriate.

Part II - Thoughts on Educational design at different levels

Preschool & Kindergarten

- Full-Day programs may not be of value. Half-Day favored

Elementary (K - 4)

- Foreign language is easier learned at younger age. Start here (?).
- Sandown residents should have significant control over Monies spent in Sandown Elementary schools.
- Technology is nice at this level, but is less important than secondary level.

Secondary (5 - 12)

- Students should feel like they have a voice and choice in their school, as well as real-world experiences.
- College and career readiness are equal importance, so we do not want to focus on one over the other.
 - Options for vocational & agricultural learning, as well as business partnerships.
- Foreign language learning is important, but we should start younger (see Elementary).
 - Mandarin Chinese
- Technology is critical at the HS level
 - Must be taught, we cannot assume kids already know how to use it efficiently and safely.

Open Ended Questions: (responses are condensed)

1. How can Sandown build and maintain a positive relationship with towns within the SAU?

- Communication & transparency
 - Nothing should be “off the table” or closed for discussion
 - Withdrawal Study meetings are public, and information is shared openly
- Sharing of Ideas:
 - Question about the “avenue” for this:
 - With School board?
 - In advisory committees?
 - Public meetings (with two-way communication)?
 - Has Sandown communicated concerns constructively?
 - Are other towns responding proactively?

2. Describe your return-on-investment (quality of education v. cost) at Sandown Elementary Schools. How is it measured?

- R-O-I
 - Students are provided the tools for success
 - Students are facing appropriate challenges for each grade level.
 - Foster a “love of learning” in children
 - School and students engaging in community outreach
- How is it measured:
 - It’s a uniquely personal interpretation.
 - Ex) Weighting if the price I pay is worth the “love of learning” that the school fostered in my child.
 - Ex) What does the school give back to the community?
 - Higher grades at equal or less cost than other districts.
 - Grades are not always an accurate measure. I had a “straight A” child, but was told it was based on the best they could do, but that they were just an average student.
 - We currently pay a higher cost for schools than many towns. I believe we’re the 6th highest cost per education.

3. Describe your return-on-investment (quality of education v. cost) at Timberlane. How is it measured?

- R-O-I
 - Pick high bar of achievement, seek economical delivery
 - Timberlane prepared me for success in college.
- How is it measured:
 - My college readiness was compared against other (college) students.
 - Measure against high-performing districts of similar composition.
 - State averages in math and English should be above average.
 - Question: Do you mean standardized test scores?
 - Question: Should it be “above average” because our taxes are “6th highest”? Does that mean that if our taxes go down to below average it’s okay if our scores do too?