

**SANBORN REGIONAL SCHOOL BOARD  
MEETING MINUTES**

**October 16, 2019**

To view the video of this meeting, please visit our website at [www.sau17.net](http://www.sau17.net) and click on School Board Videos under the School Board menu.

A regular meeting of the Sanborn Regional School Board was held on Wednesday, October 16, 2019. The meeting was called to order at 6:03 p.m. by Sanborn Regional School Board Chairperson, Peter Broderick. The following were recorded as present:

**SRSD SCHOOL BOARD MEMBERS:**

Peter Broderick, Chair  
Dr. Pamela Brown, Vice Chair  
Electra Alessio  
James Baker  
Larry Heath  
Jamie Fitzpatrick  
Tammy Mahoney

**ADMINISTRATORS:**

Thomas Ambrose, Superintendent

**EXCUSED:**

Matthew Angell, Business Administrator  
Erin Gillespie –Student Council Representative

1. CALL TO ORDER- Chair Broderick called the meeting to order at 6:02 PM with the Pledge of Allegiance led by two students from the Middle School.
  
2. ACTION ON MINUTES- Review of Public Minutes of [9-18-19](#). **Chair Broderick asked for a Motion to approve the Minutes. Motion made by Dr. Brown and seconded by Mr. Baker.** No discussion.

**Vote: All in Favor**

3. **FRANCE FIELD TRIP-** High School French teacher, Dee Hambucken, briefed the group on the plan for a student trip to France in April of 2020. Recently, some students approached her because they are interested in taking a trip to France, having heard from students who had previously taken trips there. She contacted a consultant to put together an itinerary that will meet the needs of the students and give them a great taste of history. Ms. Hambucken introduced student Emily Abney, a senior who has taken French for 4 years here at Sanborn and who has also had the opportunity to take trips outside the country with school children. She spoke of the attributes of speaking the language in the country and of the travel experience in general.

**Chair Broderick asked for a Motion to approve the Field Trip to France, moved by Ms. Mahoney and seconded by Ms. Alessio.**

Mr. Baker commented that travel for teenagers to other countries is phenomenal in that they can see that we are not the only thing that exists and it is also great for them to experience all aspects of other cultures.

Mr. Fitzpatrick asked how the trip will be funded. Ms. Hambucken explained that for the most part, it will have to be self-funded by the students as outside fundraising will cover only a portion of the costs but not all.

Superintendent Ambrose clarified that the permission to grant an overnight field trip is a policy of the school district that goes through the School Board but students will have to fundraise for the trip or provide their own personal funds. So, it is school sponsored but not school funded.

Principal Stack added that the staff members that volunteer to take students on these trips (like Ms. Hambucken) are working during these trips, 24 hours a day, 7 days a week, taking time away from their families so that the kids can have this experience. It is fantastic that they step up to do it.

**Vote: All in Favor**

#### 4. **COMMUNICATIONS**

- 4.1 Distribution of Manifest Documents-Payroll Check Register # 8 in the amount of \$845,207.46, dated 10-17-19, Payroll Check Register # 8A in the amount of \$315.00, dated 10-17-19, Manifest Check Register # 10 in the amount of \$940,281.32, dated 10-14-19 and Manifest Check Register # 10A in the amount

of \$21,440.00 dated 10-17-19 Signatures were obtained by the Board and Administrators.

4.2 Nominations-none

4.3 Resignations-none

4.4 Superintendent's Report- Mr. Ambrose reported the following:

◆ The Business Administrator, Matt Angell and I have been working really hard on the budget and are looking forward to presenting it to the public at the November 6th board meeting. I encourage all parents and community members to attend this very important meeting where more will be explained about the budget and the process that will be implemented while we go through the reorganization, which is also progressing very, very well.

◆ We had a great professional development day last Friday, where the teachers all met in their new school configurations for the first time. This went very, very well and the feedback was excellent. There certainly is, of course, the typical anxiety, particularly for our paraprofessionals and special education staff. They'd like to know which school they're going to and those decisions have to be made based on student need. So, we can't really clarify that until later in the year but at least the classroom teachers are starting to align curriculum and have conversations about their goals for their team in the coming year.

◆ Meeting with the Pre-K-3 team as a group was really fun because if you've ever worked or been in a school that's focused on early learning, Pre-K-3 is its own unique environment for our youngest learners. I'm also really excited to see what the 4,5,6 school does as a team, particularly around project based learning and academics. They were writing some really great conversations right out of the gate.

## 5. COMMITTEE REPORTS

5.1 Policy- Dr. Brown reported the Policy Committee met on October 2, 2019. Dr. Brown, Mr. Heath, Mr. Broderick and Superintendent Ambrose were in attendance. The Board had requested that the Personnel Committee's suggested revisions to the Superintendent Evaluation be sent to Policy.

Discussion focused on policy CBI, "Superintendent Evaluation and Goal Setting" which governs the evaluation procedure. The source and nature of "goals" described in CBI were discussed at length. No policy changes were recommended. A simplified draft of the Evaluation form was reached. Brown said she brought copies of the draft for Board members. She emphasized that resolving ambiguity concerning the source and nature of the "jointly-established" goals mentioned in CBI represented an effort to clarify the policy for current and future Boards, and is unrelated to the current Superintendent's impressive performance. Brown reported Mr. Ambrose also contacted NHSBA attorney Will Phillips to obtain guidance for the Committee. The next Policy meeting is November 6 at 4:45 pm, in HS room 102.

- 5.2 EISA- Ms. Mahoney said that the group met tonight but she will report On the 9-18-19 meeting.

In attendance : Chair Tammy Mahoney, Electra Alessio, Jamie Fitzpatrick, Superintendent Tom Ambrose, Director of Academics, Professional Learning and Student Affairs Patty Haynes, Director of Guidance Heidi Leavitt, HS Assistant Principal Bob Dawson. Called to order by Mahoney at 4:45 pm. Meeting was held in the SAU conference room. Minutes of the 6/12/19 meeting were reviewed and approved.

Mr. Dawson distributed information on available performance data. Additional results should be available next month. Discussion focused on the AP test results which were largely disappointing. The scale is 1-5; 3 or higher is a passing score. 87 AP tests were taken last year, with 23% of those receiving a passing score. That compares with 2018 - 106 tests and 28% passing - and 2017 - 89 tests and 31% passing. Ms. Leavitt noted that not every student taking an AP exam has completed the course at the high school, because some students opt to take those courses through VLACS. College Board is offering more support to AP teachers this year, including assistance with standardizing the curriculum, so it is hoped that this will be helpful. Mr. Ambrose also emphasized the need for students to practice testing without the opportunity to retest, to emulate the AP test experience.

Ms. Leavitt reported that feedback about the Early Learning program has been very positive so far. Overall, students enrolled in dual enrollment classes are on track to earn 835 college credits this year, compared to 642 last year and 267 in 2017.

The committee also discussed goals for the upcoming school year. The Board adopted a goal of completing its goal from last year, of mapping

outcomes to resource allocations, and Mr. Ambrose suggested that the committee could support this goal by working on setting year-end expectations for elementary grade levels in reading, writing, and math. Included in that Board goal was exploring report card options, so the committee discussed reviewing reporting systems as a possible goal. The district is also reviewing math programs with the goal of piloting one, and this was targeted as a possible third goal. These will be presented for adoption at the next committee meeting. Meeting was adjourned by Mahoney at 5:55.

Superintendent Ambrose commented that a lot of our students are opting not to take AP and are taking college courses instead and the future of the AP program, from his point of view and after speaking with Mr. Dawson and Mr. Stack, is in question. We will continue to discuss this as we don't like what our AP scores are but a lot of our students are choosing to do other things.

5.3 Facilities-Mr. Baker reported that the committee has not met since the Last board meeting. The next meeting is November 6th at 3:45 PM.

5.4 Finance-The Finance Committee met on Wednesday, Sept 18.

The meeting began at 3:44 PM. We reviewed and approved the meeting minutes of Weds, August 21.

We discussed a deficit in year book financing. Electra Alessio volunteered to meet with the current yearbook committee to help them with budget creation and fiscal management and the relation to layout. Matt Angel will also meet with this year's committee to help with budget financial planning.

We reviewed questions on Manifest # 8 including computer purchases. Jamie Fitzpatrick questioned why some Mac computers are being purchased. Thomas Ambrose explained that he approved the purchase of a MAC for Jodi Gutterman and learned that Tech had ordered another one to replace a Mac that was at end-of-life. In future, any Mac purchases will be approved through Tom before purchase. Jamie Fitzpatrick questioned the request to purchase 500 Chromebooks. Matt Angell is reviewing this and will provide more detail.

Jim Baker requested an explanation of the additional expenditures for the climbing wall. Tom Ambrose explained the additional cost was for a

security curtain. The climbing wall grantor that paid for the climbing wall has agreed to pay for the curtain.

We reviewed the August Expenditure Reports. The Health and Dental expense for the month was \$94,816.10. The August Expenses excluding Health and Dental were \$739,291.49

We reviewed and approved budget adjustments. \$15,000 was transferred from an Information Access account into an account for books. Also \$19,099.77 was transferred for payment into specific FICA and retirement accounts.

Matt Angel presented a presentation on estimated revenues and the estimated tax impact. At the time the state budget had not passed. He stated the figures he used for state revenues were complete guesses. This was necessary to meet a deadline to provide information to the towns in order to get into a state cue for setting the tax rates. Electra Alessio questioned what will happen when the state budget is passed. Matt explained that he can revise the numbers in his report at that time. Mr. Angel also reviewed the details of his report at the Sept 18<sup>th</sup> school board meeting. The meeting was adjourned at 4:34 PM.

The next Finance Committee meeting is scheduled for October 23 @ 3:45 PM.

Superintendent Ambrose clarified that the district purchased 50 ChromeBooks, not 500. That number (500) is the total number of Chrome books in the lower grades in total.

5.5 Public Relations-No report

5.6 Personnel- Dr. Brown reports Jamie Fitzpatrick, Human Resources Coordinator Diana Rooney and herself attended the last October 9th meeting. Out of respect for the Personnel Committee and its oversight authority in revising the Superintendent Evaluation form, Dr. Brown updated the group on the Policy Committee's proposed draft. No revisions to the draft were made at the meeting. Ms. Rooney then presented a finished draft of the district's "Exit Interview" Questionnaire. The Questionnaire represents an administrative form to be used by the HR office; it is not a Board policy, per se. The Board will be sent a copy of the document and any additional comments can be sent to Personnel Chair. Policy GDB: NON-UNION SUPPORT STAFF WAGE AND BENEFITS, was then discussed. The Administration is recommending

changes to this policy, which was last revised in December 2013. The Personnel Committee created a list of questions regarding the recommended changes, and also requested some statistical data. The Personnel Committee's questions, and the draft of GDB, will be forwarded to the Policy Committee for review. The next Personnel meeting is November 13th, 5 pm in room 102 at the High School.

Ms. Alessio commented on the parameters surrounding making changes to policies. Discussion ensued.

- 5.7 SST-Superintendent Ambrose reported that the group met and work is being done on the final tuition bills for Special Education and regular education which should be finished any day now. They are still having enrollment fluctuations which is typical at the beginning of the year. There is a new director who is doing a great job of analyzing student support services and student individual education plans to make sure that all criteria are met.
- 5.8 Seminary-Ms. Alessio reported an ancillary item- On Monday, October 21st, the Kingston Heritage Commission is meeting with the Board of Selectmen to propose that the Selectmen put a 79E ( Community Revitalization Tax Relief) on the warrant. This grants tax waivers to potential developers of historic property.
- 5.9 Budget-Mr. Heath reported the group met on Thursday, October 10th at the high school. The group introduced new member, Vanessa Matias. They group brought up the protocols for filling vacancies on the committee and decided to table it for another time. They approved the Minutes of the May 23rd meeting. Mr. Angell answered budget questions from the group. The next meeting is October 24th at 7PM in the high school library.

Superintendent Ambrose added that one of the questions that Mr. Angell received pertained to the front office renovation at Memorial School. We are hopeful that through the reorganization, we will be able to fund in the budget, without a separate warrant article, the movement of the office at Memorial to a location where it is far more safe. If you remember correctly last year, I explained to the board that there was a \$260,000 price tag associated with that when I was hired. I went over and reviewed that project with Mr. Riley and the vendor and we reduced that cost to \$60,000.

6.0 Wellness-No report

6. STUDENT COUNCIL REPRESENTATIVE REPORT- No report

7. 1st PUBLIC COMMENT

Mary Cyr (Kingston)- Advanced Placement test results have been substandard for as long as I can remember. They have been underwhelming dating back at least a dozen years when I first started to track them. I heard some conflicting information. Miss Mahoney suggested that part of the reason for the poor performance of passing grades with three, four or five might be due to the fact that some students are using VLACS for their instruction. Mr. Ambrose suggested that the reason that the performance is down might be due to more students taking college courses through Dual Enrollment. My question is, will this a to be published for general consumption? Will it be referencing your subcommittee meeting Minutes? Because I can't reconcile the two. I can see them both being contributing factors. But just because more kids are taking Dual Enrollment classes doesn't necessarily mean the students that those taking AP classes are performing less favorably.

Taryn Lytle (Kingston)- I also have a few things to say about the AP scores. As many of you know, I have 2 children that are students in the district. So, I will give you some things that I have observed as a parent, as a parent of someone in an AP class and as a teacher. I think one of the problems that students at Sanborn have overall is very limited practice taking tests. And I think anybody who knows my educational philosophy, I am not a "let's take lots of tests and have lots of grades". My educational philosophy is actually the opposite direction, but here on Planet Earth, where people have to take high stakes tests in order to get into a certain level of college career, etcetera, the kids need practice doing that. And I feel like Sanborn does not give kids the practical exposure to doing that in a way that makes it a routine thing that they are comfortable with. I also did a quick search and in NH, the average in 2018, for three or higher on AP test is 71% and globally 61%. And those scores have been pretty consistent for the past decade. So there's clearly an issue here that needs to be addressed. I will say, in addition to kids just not having exposure to tests that I think they need to be successful, I think there are ancillary students skills that needs to be explicitly taught from a very early age, like third grade, when it comes to close reading, note taking, and how to study. These things do not magically happen. And for kids to then get to high school and have these expectations of these tests, the SATs and everything else, and then there is this shock and awe that the kids aren't doing well. It's really a burden. It's not a factor of all of a sudden in ninth grade, you know, the 9th, 10th, 11th 12th grade teachers are terrible. Study skills and note taking skills and close reading skills are taught very young and have to be reinforced in every class, every year, consistently until it's second nature for



kids. And I can say having my own students in middle school in high school, it is not second nature for them, and I have very high achieving, smart kids. These things have to be explicitly taught. I teach technology as my profession. People think children magically know how to use technology. They do not. They need to be taught these skills and how to use things appropriately. And students skills are no different. The things that we take for granted as adults, that we know how to do when you went to college, I see students really do not know. And it's because it is not being explicitly taught because there's such an emphasis on the content without the students skills behind it to master whatever the content is. So, think it's important to just recognize it.

Superintendent Ambrose- I just want to clarify, I did say that test taking skills and having high expectations for regular testing is really important What I was saying about students voting with their feet and taking college courses is that we're having trouble filling AP classes, not that that's the only reason. It's a reason. And there are a lot of issues with this process that needs to be addressed. And certainly, I think it would be fair to ask Mr. Dawson and Mr. Stack to present at a board meeting about what's going on with it, but I want to give the EISA committee a chance to continue their work on what we're doing about it. I am certainly willing to put that on a board agenda and have a conversation about it. It is a problem. It really is. I am agreeing with that. 100% . These are legitimate valid points that we need to take into consideration.

Cheryl Gannon (Kingston)- I am not really sure that I understood the information that was presented tonight about the Seminary. I am interested in finding out more and wondering when the Selectmen's meeting is? Are you going as a representative of the school board?

Ms. Alessio answered 6:45 on Monday night, 10-21-19.

Chair Broderick clarified that Ms. Alessio is attending because it has to do with an historical area and a tax credit, she is not representing the School Board.

Tammy Gluck (Newton)-I agree with Mary Cyr and Taryn Lytle's points about AP. Sanborn has been good for both of my kids, but their AP test scores were not as great as I would have liked to have seen. I think one of the challenges we face with our AP classes is our schedule. So, if you can make that a note as well about how our scheduling affects the amount of time or students in a class to absorb the material, especially with AP Lit, AP, US history; those are some of the two hardest exams a student ever takes in high school.

Superintendent Ambrose added that the year Ms. Gluck is referring to had 11 snow days, so the schedule was certainly affected.

8. **NEW BUSINESS**

- 8.1 Academic Calendar -2020-21 - Dr. Haynes reviewed the [2020-21 calendar](#) making note of the 8/24 start date for teachers which will give them time to settle into their new buildings, new classrooms, new routines, and to meet with colleagues. An Open House for families to visit the newly reconfigured buildings somewhere between August 24th and 27th will be planned.. The first day for students will be September 1st.

**Chair Broderick asked for a Motion to approve the 2020-21 Academic Calendar, moved by Mr. Heath and seconded by Mr. Baker.**

Superintendent Ambrose commented that he supports this calendar and requests that it be adopted, adding that pre-loading days in the beginning of the year might be a good template for future discussions as in the past, depending on snow days, we literally almost ran out of calendar days.

Mr. Baker asked if there is a cost associated with extra days.

Mr. Ambrose answered, No, the same number of days as in the contract.

Mr. Fitzpatrick commented that it is a great idea; the Open Houses particularly but also for the teaching staff and everybody else to get their feet on the ground in preparation for the new school year starting.

Mr. Ambrose commented that it is important for the public to hear, although we haven't been talking about it, the reorganization is moving along at a very, very quick speed.with ground breaking any day on the new Middle School office at the high school. Next week will be the first focus group with stakeholders (parents) who pose questions, offer feedback and ideas for administration to consider. The Principals are facilitating those groups.

**Vote: All in favor**

9. **OLD BUSINESS**

- 9.1 Portrait of a Graduate Presentation- Dr.Haynes explained the background, and process of coming to a definition included here in [Portrait of a Graduate slides](#) related to the skills and competencies expected of a graduate. Discussion ensued on the [draft version of the skills](#) included in the presentation that will be serve as an adjunct to the original definition of student success. Feedback was as follows:

Mr. Fitzpatrick- I am pleased to see the *Academically Prepared* section added as I think it's important to be talking about knowledge and content and these other items also, but we also want to ensure that they're reading with with knowledge, content and capability. He likes the rephrasing that as gone on; changing *Thought Ownership* to *Accountable for thoughts and actions* which is more concise and direct. The area that I had the biggest angst with was with *Global Citizen*. And I'll explain why. What is the meaning that you're saying Global Citizen by definition, you're not saying American Citizens, so why are we saying *Global Citizens*? The intent is to make sure that the students need and understand that they're walking into a world of global competitiveness in which they're going to have to face issues. It's not an insular world, you're not living in an isolated block. You're not living in a bubble. You are living in a global world like it or not, and you're going to have to deal with different aspects of that global world. The phrase, *Global Citizen* is a trademark laden with political undertones as they are an organization that participates in different kinds of politics. I think *Global Aware* is better, but not sure I even like that. My thoughts on this that I sent to Patty are we want them to have the ability to compete in the global marketplace which entails positively interacting with others in a respectful manner, collaborating effectively to achieve goals, actively listening to other perspectives, polite and professional interactions with all people, groups and communities in the global marketplace.

Mr. Heath-I agree with Jamie's comments on Global Citizen and like the definition.

Ms. Alessio-I attended the day we met with stakeholders and it was a fascinating experience for me personally. I'm a little uncomfortable about a couple of things. I never thought of it from a Western perspective, but I don't want to lose the word *Citizen*. It doesn't have to be global citizen if it is a trademark for a political organization. I do think we need to incorporate *Citizen* and *Citizenship* into the *Portrait of the Graduate* because most of the discussion that we talked about that day we talked about a person that takes responsibility for his/her community, State, and nation. It involves the bigger picture, we can't be myopic. So we might need to work on that. And the other area that I have a little trouble with; I like the fact that we did added the academic component, but I just don't want to exclude those that are not going on to college because when we prepare individuals at Sanborn, they should be ready for a variety of forms of education, whether that is the military, or a trade which can be just as rewarding as academic success. So that needs more message, in my opinion.

Mr. Baker- I am very impressed with the evolution of the document and obviously a lot of work has gone into where it now from the first draft. I was concerned

when I read the first draft in August that this was just a bunch of language that was really kind of high minded, but how do you measure whether or not you're actually imparting these attributes? I still have a little concern about how we measure the success of from one year to another and whether these are actually accomplished. But I think that some kind of benchmarks could be established to do that, and you need that in order to know whether you're wasting your time or not and how we treat things to make them better. I was also concerned that we're a teaching facility and there was no reference to academic performance. I understand it's these tied together with the Student Success definition but you wouldn't know that if you just saw these documents separately and now it's definitely tied to the Student Success definition in that first block. I'm very happy to see that. I think that kind of addresses what Ms. Alessio was talking about where you don't want it to be just about college kids because that definition of student success accomplishes much more. I would like to see the word proficiency in there. It was part of our evaluation system and part of PACE. This is just a suggestion, in the first block with *Academically Prepared* and under that strong foundation, and *proficiency* in core academic content, and then that ties it into our PACE, out Competency Based Education.

Ms. Mahoney-I have similar sentiments of those previously expressed. I had a very strong reaction when I saw the draft that we were using to survey. My feedback was that I thought there needed to be a reference to academics and it needed to tie to our Definition of Student Success because I understand that it was assumed the foundation was underlying this *Portrait of a Graduate*. So, I am very happy to see it is included in here and I have similar similar feedback also on the survey in terms of how this will be measured and how it will be determined that we've actually hit these targets. So, I would like to get some information on how we will know that will be done.

Dr. Brown-I have been bringing notes with me on this planned document for many weeks now and I finally get to speak about it tonight. This document worries me quite a bit. I have been calling it *Portrait of an Angel* for a while now. It's a little bit preachy. For example, *makes healthy choices* should perhaps be *is educated about healthy choices* because donuts and fried clams are good too. It also is a step back on Bloom's Taxonomy. It uses words like accepts or thinks. These are not action verbs and are less easy to provide evidence for. They're not demonstrative action verbs. At best, it provides an innocuous supplement to our Career and College Readiness Framework for Student Success approved in June of 2018. I ask why this document is actually needed and where we are headed in terms of programming and expenditures since it has been characterized as a potential guide to modernizing our strategic plan. I've attended three stakeholder meetings on this proposed North Star document. I have spent dozens of hours researching related topics of Social-emotional Learning, Intelligence, Restorative Circles and Restorative Justice in Education. The

bottom line is, I suggest we retain our current framework for Student Success and add a preface which would simply be amended to highlight the qualities of our acronyms Sanborn and Pride, which are designed to list the attributes we are looking for. We could add our graduates exemplify the characteristics of Sanborn Pride and we can list what Sanborn represents in their personal and professional lives. We can attach to our framework and leave it at that. The origins of this document are an effort to place soft or social skills and traits on the front burner in education. The main argument for this appears to be, in my opinion, that the hard skills and content knowledge that we traditionally have taught in grades K-12 have a much shorter half-life, or period of usefulness, due to the pace of innovation and [as you can see from this slide](#) it took many decades for the telephone to be used by 90% of the population, whereas today, the internet and cell phone took a very short time to adopt new products. So, I understand the goal of making sure our students are prepared to deal with different projects throughout their career, and it's not going to be the same job forever, so you have to be adaptive in your learning but I believe that you are misunderstanding what is actually happening and when you say therefore, we should reduce programs emphasizing skills, mastery and knowledge content and shift to working on development of personality traits and work-study habits. I do not believe the half life claim for K-12 is accurate and I don't believe that the people saying it believe it. So, I think there is a misunderstanding here but the rate of innovation is increasing, the basic tools and hard skills remain fixed and enduring. K-12

literacy, history and math courses are extremely durable and have a very long shelf life. There is an engineering article that says that the half-life for school knowledge is pretty stable for 20 years after 20 years, 50% of school knowledge which is K-12, does depreciate [as you can see from this slide](#). But we're talking about basic skills. We're not talking about a graduate seminar in epistemology. The hard skills are becoming obsolete because of the robots claim is to my mind a little silly. And the fact that I can use words like enduring and have it understood by audience members spanning ages 8 to 18 proves my point. Poor subject mastery is in crisis nationally. Large percentage of high school graduates are entering college deficient in basic skills and must waste valuable time re-enrolling in remedial english and math courses once they enter college. [See this slide for details](#). Very little focus is being placed on core content and mastery of skills and knowledge.

Chair Broderick asked Dr. Brown what her recommendation is on the Portrait of a Graduate skills draft.

Dr. Brown responded that she just gave her recommendation but added that there are books available to be used in a classroom to implement lessons on

Restorative Justice, and collaboration which are geared toward reducing bullying, increasing peace and cooperation among students and helping them to become productive collaborative adults. Parents really need to think about about what the implications are of developing a secondary document. I have a slide here from a book on Restorative Circles which asks students to look at privilege and oppression and white privilege. I am just wondering where we are going with all of this. We should stick with the basics and let others work on this model for a few years and if we like it, adopt it then.

Chair Broderick-I have a couple of comments. I like society; I find it interesting that the word *global* is one word and has 7 different opinions. I remember my old basketball coach who told me I had to be globally aware of what is going on on the court. Today, it's called court sense. I look at this as what's going on around you in your world, if you will, in your surroundings. So, maybe globally is a word you may want to get away from but I don't know, because the person should know what is going on around them. The other one I want to comment on is *recognizes and respects diversity*. Words change. Today, when I hear diversity, I equate that with ethnicity, you know, we have a diverse community we've got a percentage of black or white. So, to me, I think what we're trying to say is recognizing and respecting individuality. We are all individuals not necessarily, diverse. That word is going to change. Like when I was a kid, to be called gay meant you were happy. With words changing over time, who knows how society will interpret diversity down the road. Individuality will stay the same. My last comment has to do with resilience. You talk about constructive criticism. To me, people, and I see that a lot with especially the young adolescents who are insecure anyway. You know, this word constructive criticism can be taken as I am not a good person. They take it personally, even when you're actually trying to help the person. So, I think maybe something in there about taking constructive criticism not as a personal slight. To accept constructive criticism without internalizing it.

Superintendent Ambrose commented that Student Exhibitions will be an important part of measurement as they are part of the Definition of Student Success. In Student Exhibitions students should offer evidence that is individualized for each of the points in the Portrait of a Graduate which dovetails with the success measurement.

Chair Broderick added that this skills analysis does not replace the nuts and bolts of academics.

10. **2ND PUBLIC COMMENT**

Heather Ingham (Newton)-I'm actually one of the parents that was helping in creating *Portrait of a Graduate*. I really wanted to talk about how this is to enhance our children as individuals and to grow them as people. I know the global citizen. It sounds like it might be trademark, but when we talk about citizens, we talk about citizenship volunteers, active in your community, active in the world. You're all volunteers. I'm a volunteer. That's really what we were trying to get across. And when we talk about measuring. We measure this out with our elementary school kids every day with CARES. 90% of this is what we teach our kids in CARES at Bakie and Memorial. And another aspect of this; when we got those grocery list of things, the only group that actually talked about academics was the EISA committee. They were the only ones to talk about academics. The parents, the teachers, the community members, the business members, none of really cared about the hard skills, as Dr. Brown talks about, we talked more about the soft skills. I hire staff ages 22 to 24. I can't tell you how many of them won't answer a phone call to schedule an interview. They'll text me to schedule an interview or to show up for an interview. They don't know how to interact with people. So when we talk about how we're moving to the soft skills, they really are. Our kids are struggling. I recommend people read the book called *IGen* about iPhone generation which the children are. They don't understand the skills that we all have learned. And these are the things that we felt that our kids need to be successful. So, I really do want to talk about the citizen, whether it's global citizen or not. But, really think about that. Maybe it's citizenship or something. But being globally aware really doesn't match what we were pushing for.

Mary Cyr (Kingston)- I took the survey and as I was going through my first impression was, what are we trying to state the obvious? This should be paramount and understood and a given for any school district. There is nothing about any of these qualities that is proprietary, if you watch Shark Tank. There's nothing about this that says, this is Sanborn. This is what the human race should expect of all of our citizens, all of our students, and all of our children. The problem is that a lot of these things used to happen at home with parents and as you know, a lot of the shift of what we do in our schools is taking care of these soft skills and these needs and these voids and other things that my parents beat my backside about, you know, because they were on me and they provided structure and discipline and love and all of those things. I was very fortunate and my kids are very fortunate that they got the same guidelines. My concern wasn't so much that it was going to replace the hard and fast measurements that will put in place by the definition of student success, but I want to know how this is going to be used. I'm very glad that Dr. Haynes pointed out that this was the complimentary document to the existing because when I first read this, I thought back to my kids report cards, where they had the hard facts, hard and fast results, as well as those soft things. They were all very subjective. You know, it's based on the teachers interpretation of what doesn't belong in the classroom. So, while I don't like that stuff, I understand it is a necessary evil. We need to be guiding these kids about stuff they are not getting at home. We need to kind of fill that void. I don't want to see our school system become just that. Our focus here is to provide the best education possible with the resources that are given. So while

I am leery that this is a non proprietary set of skills, I think that we're on the right track and focusing on getting to the end results, measuring the outcomes and tracking that progress. If this is kind of a compliment to make that happen, that's fine. But if some of you may or may not know and students apply to colleges, we had something called a school profile. Every school has one. It talks about what we have in our curriculum, what our schedule look like, what our students are able to achieve what percent go on to two and four year colleges, what our AP scores are, if they're worth boasting about or not. Maybe we won't do that and we talked about Dual Enrollment instead. I want to know how and where do you see this document fitting into our school profile? Is it going to supersede something? Is it going to even appear on that? Is it just a backburner thing that helps to remind all of the stakeholders that this is what we expect of our community, to pull together for these kids and for their well being of everybody? O is this just what we're selling as the new Sandborn? As I said, there's nothing about this that is measurable or attainable. I mean, it states the obvious. That was my first reaction. This is stating the obvious.. There's no value added here for me, from my perspective. I get why you feel you have to do it. But I don't see why there's so much emphasis on it when it should be understood. I don't foresee it being a primary document, rather something maybe that supports the hard and fast data, that that suggests what we're all about and what our philosophies are all those other things. That's all I wanted to say. I did want to just chime in real quick on the AP stuff. Ms Lytle talked about the K-8 and how the fundamentals are missing there. My kids all went through eighth grade here, went to different high schools and did very well on their AP exams.

Tammy Gluck (Newton)-So I replied to the survey when this came out back in August and it's nice to see the process that's that's been gone through in developing this. It was really helpful for me to hear Dr. Haynes' explanation of how you look at this and I know Mary, you have some questions about that. And I think your analogy there with the genes and the external, which is what the portrait is, and the internal is what the definition of student successes, you can really see that. But you can see a portrait of somebody. And I think that's what, at least it's my interpretation, that's what we're trying to do with this. What do we want the world to see when we have a Sanborn graduate? So, in the fact that it's going to work in tandem in developing strategic planning, budgeting, and curriculum and instruction helps me to better understand why this is being taken on and looked at by the board. So, that being said, my first thought when I took the survey was, we should have something about academic preparedness in there. So, I'm glad to see that's there. I'm a little concerned about a couple things that fell out under *create and maintain healthy relationships*, which is in the middle section under communication. The Youth Risk Behavior Survey that our students take here at the high school is, to me, a big indication of why that should be left in there. So, I think Mr. Stack, Heidi Levitt, and the Superintendent can all bring you up to speed on those results and why having something about relationships is really important as a Portrait of a Graduate..That's one comment. At the outset of this meeting, the board got to approve, a trip to France. We want our students to be globally aware citizens and maybe that what we should add, *globally aware citizen*. We want them to be globally aware whether they



are in Kingston, Newton, Boston, UNH, wherever they're going to be beyond Sanborn, in their workplace. And I think that is something that we want to foster here at Sanborn Regional School District.

Krystal Brown (Newton)-I know a lot of these seem to us like the obvious things that people should have and know. I happen to be a union steward where I work, and the younger generation makes me feel old, coming in, asking me questions and bringing me issues they have because if they're confronted with opposition, it's not oh, OK, it's my job. I need to take this, I need to grow. It is someone said something bad to me. The instincts just aren't our instincts anymore. It is changing. This generation needs to be pushed back in that direction. The things that we do naturally, they're human to us, it's not them anymore. That's why even though it is obvious to us, they make me feel old and it is not so obvious.

Annie Collyer (Newton)- I really appreciate Dr. Haynes' prefacing remarks saying that this is to be used together with the Definition of Student Success in developing the Strategic Plan. And I'm hopeful that when the school board works on the Strategic Plan and puts it together, that you put in the measurements at that point, and what the parameters are both academically and as far as some of the soft skills go, I don't know how it relates to the projects, but it is going to be a challenge, but I think it's one that you are up to. I saw that *lifelong learning habits* kind of moved around in various places, and I really liked it under *Academics* so I was glad about that. I'm really happy to see *personally responsible*. I think that in our world today, taking personal responsibility is a) extremely important and b) often missing. Everybody wants to play blame games, or shame games and being responsible is just a really important thing for kids for a positive thing and for adults and all members of our community. I agree with the comments that Tammy just made about relationships. I'd suggest that maybe that could go into the area of citizenship, that would be a good place. I'd really like to see a *citizen* as opposed to *globally aware* which is amorphous. *Citizen* is a member of a community. It's a member of a school district. It's a member of a family. It's a member of a country. It's a member of the world. So being a citizen, I think, takes out any possible political overtones and still covers what was said. I appreciated Heather's statements that was kind of where it came from in the beginning. I think Pete's comment about diversity is right on your really good to have that. On the feedback, I'd like to suggest that positive feedback is also something that people shouldn't always listen to. Positive feedback, depending on what was said, can be meaningless. I'd like to see *constructive*, not positive or negative, but just *constructive feedback*. Thank you very much for all the work that's going into this and will continue to go into it. I know this is just kind of chapter one.

Kyle Soucy (Kingston)- just wanted to say that I really appreciate all the work that went into this. As a parent, what it means to me is that you care, you care about what's going to happen after they leave you, which is huge. There are concerns that I have with two kids in the elementary school. You know, what's going to happen afterwards? Are they prepared for the world? That is what we all care about. I don't know what's going to

happen with it. I don't know how you're going to use this going forward, just know that right now, I love that you're spelling this out. I love that you are putting the work into what you really want our kids to be able to do in life when they leave this district. Just a note that when I took the survey, one of the things that things that really worried me or concerned me is what I'm hearing from some of the students now. So, we have some babysitters that are high school students, and some that have graduated previously. I would ask them, what do you think of the high school? What I hear a lot that worries me is that they're not prepared for college, that they go to that first semester and they don't know how to study. They felt were very unprepared going into it and that they floundered for the first year. So that that does concern me and then also, which I found very interesting, one that was actually sending out applications to schools. There was a transcript which wasn't understood, that the grading system here is not what the grading system is in other places and that is really hard on just getting into college. So these are two things that I put in the survey and just going to voice here. For me personally, a side note, I have no problem with the term, *globally aware*. I just love that it says *recognizes and respects diversity*. There is just not enough of that in the world now.

Cheryl Gannon (Kingston)- One of my concerns in the district has long been, when we look back at the history of our community, there has not been great supporters of our school budgets and our teacher contracts. We don't have a common vision of what we want outcomes to be for our students. Certainly academics is something that needs to be stressed, that I believe is stressed. And that has made great progress over the years. There used to be something called the Sanborn A and it was kind of a nebulous thing that didn't seem to match up to expectations for students going to college. I really hope that what was mentioned a couple meetings ago about tracking our students after they get to college. They may get to college, but do they stay? Do they complete their college education. I think a lot of these things listed here are very important to being able to stay in college because they are on their own You know, they leave the protective cocoon that we give them here and we need to be able to teach them those independent skills. I think this is a wonderful vision. I don't know how achievable it is, who teaches these skills to monitor the kids to make sure that they're getting these skills are all of our staff participating in teaching the skills? If a student is not nice meeting these goals, what happens then? Is there some kind of safety net? How are these things measured? I think there should be some way that we look at and make sure that kids are not falling through cracks or having something that will help kids who are having difficulty meeting these wonderful goals. I do also like the word *citizen*, because I think we need to teach kids to give back to their community. I think the world that we're in today's is a very consumption oriented world and I think kids need to appreciate what's being given to them and to give back. I like the idea of student exhibitions and annually having kids practice communicating because communication is so key in our world today. But again, I'm concerned about who's teaching these skills? Are all the teachers trained to look for these wonderful goals that we hope all of our students will achieve? Do they promote these skills. And again, if they're not being met, what do we do? Is there some kind of a

plan? I hope that this gets viewed by the community and that people continue to have input. I agree with the superintendent that it all counts. It's not just those hard skills. You need to be able to work in a community and work with others and collaborate to be successful.

Taryn Lytle (Kingston)-Just to help some people who are having a little trouble understanding how you measure soft skills. Like, *accountable for thoughts and actions, applies critical thinking and problem solving, thinks originally and independently, collaborates effectively, recognizes and respects diversity, communicates effectively effectively expressive thoughts and ideas clearly, use mistakes and opportunity to grow.* So here's how you measure those. Those are measured by the number of discipline referrals for the administration. Those are measured by the number of absences. Those are measured by the number of class disruptions. Those are measured by increased academic time on tasks. Those qualities are measured by teacher satisfaction and staff retention. Those are measured by reduction and parent complaints. Those are measured by reduction in guidance of girls. That's how those types of soft skills are measured, very measurable, not with a little test. But with all of those things that I mentioned. And the wonderful thing is, if all of those things are affected positively by doing the soft skills, what does that equal? That equals increase academic time on task and higher academic achievement, which is really the goal here. So, hopefully that clarifies that for some people who will confuse how soft skills with academics looking at this. I think less is more. I think this is too long. I think schools in general are really excellent at having committees and coming up with really long explanations for things. Look at our report card, look at our handbook. Look at our policy manual. Less is more. All of these are wonderful things, shrink it down and make it like 50% shorter. So it's actually consumable.

Chair Broderick thanked Dr. Haynes and others involved in the Yeoman's job they did on this presentation.

## 11. OTHER BUSINESS

### 10.1 Next Meeting Agenda

-Budget Presentation

### 10.2 Announcements

10.2.1 The next Sanborn Regional School Board meeting will be a **Joint meeting with the Budget Committee held on Wednesday, November 6, 2019** from 6:00 pm 9:00 pm in the Library at Sanborn Regional High School.

11. **NON-PUBLIC SESSION- RSA 91-A: 3 II**

**Motion made by Mr. Heath to enter into Non-Public Session at 8:21 pm, seconded by Ms. Alessio. A Roll Call vote was held of all members present.**

**Vote: All in Favor with a Roll Call Vote**

12. **ADJOURNMENT**- Meeting adjourned 8:22 PM

Minutes Respectively Submitted by:

Phyllis Kennedy  
School Board Secretary

Minutes of the School Board meetings are unofficial until approved at a subsequent meeting of the School Board.

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**Sanborn Regional School Board Public Session Continuing Public Minutes  
September 16, 2019  
Kingston, NH**

**Motion by Mr. Heath to exit the Non-Public session at 8:40 PM, seconded by Ms. Alessio.**

**Vote-All in Favor with a Roll Call Vote.**

The public meeting resumed at 8:40 PM with all School Board members present.

**Motion made by Mr. Broderick to accept the revised Superintendent Evaluation form, moved by Mr. Baker and seconded by Mr. Fitzpatrick.**

**Vote-All in Favor**

**Motion made by Mr. Broderick to approve Goal 1 (moving the 7th and 8th graders to the High School and the reconfiguration of the Elementary Schools ) with merit pay. Motion moved by Ms. Mahoney and seconded by Mr. Heath.**

**Vote: All in Favor**

**Motion to adjourn made by Chair Broderick, moved by Mr. Fitzpatrick and seconded by Mr. Heath.**

Meeting adjourned at 8:42 PM.

Recorder: Mr. Ambrose