

Community Meeting May 13, 2008

Shona Simpson, Facilitator

1. Farmer's Daughter Lunch Program - Presentation by Kim and Dan Coffey
 - Offering an option for parents who need a break from preparing lunches every day for their children.
 - This specialty lunch company prepares kid friendly cuisine to be delivered to schools.
 - They prepare 100% all natural, fresh foods in their facility in downtown W-S at 1st and Thomas Streets. Organic foods are used as much as possible.
 - They will deliver hot and cold lunch items to school for \$5/lunch with drinks extra.
 - All food items will be delivered in bio-degradable, re-useable containers, labeled for each student, which they will collect, clean and re-use for the students who have purchased them. They attempt to be as waste free as possible. Any food leftover in children's boxes are taken to a local pig farm for feed.
 - Orders are placed through web site (up and running 7/1/08), at least one week in advance for as many days as you choose. All menus and account information handled on the web site. Changes can be made with a phone call.
 - All licenses/certifications required for food prep in Forsyth County will be current.
 - There will be a critical mass needed in order for this program to work for the school.
 - All menu items containing nuts will be clearly identified as such, in order for families to make the right choices for their particular child/classroom needs. Peanut butter substitutes will be available, such as sun butter.
 - Administration told community that many companies approach them, and this company fits best with how the school views lunch programs and who we are as a community.

Vote taken for those interested in having this as an option: all five fingers from those voting.

2. Lower Elementary
 - a. Physical Classroom Space
 1. The 2nd Lower EI class will be created in CH7 which is currently being used for before/after care and napping room.
 2. All sinks, toilets and countertops will be retrofitted to the correct size for elementary age. The square footage slightly smaller in square footage as the existing LEL room but expected to be a highly compatible learning environment. All materials required for a full 3 year LEL classroom will be in the 2nd class.
 3. The Natural Learning Initiative, who is the organization creating the plan for our outdoor landscaping/learning areas, will be working with TMS to create/blend the outdoor areas for Lower EI.
 4. Will continue discussions with teachers as to the possibility of an opening between the classrooms.
 - b. Discussion ensued regarding how to arrange students and classrooms for the fall. Karen Doty spoke first. No set model for starting up a new classroom with one already existing. In talking with Tim Seldin, he cautioned splitting up the existing students, as it could be disrespectful to the community that has been established in the class with the teacher. Karen made her preference clear that she would prefer to keep her class in tact, welcoming a portion of the rising 1st years, and creating opportunities for her 2nd and 3rd years to interact with the other class' first year students. Discussion continued as parents voiced their thoughts, concerns, opinions, preferences. Many parents felt they wanted the current class to remain as is, not taking any of the students out to create the new room. A parent did not think it to be wise to move students out of a class as it would go against TMS philosophy. A teacher spoke to this issue: the first years will naturally have leaders

emerge, regardless of age or experience. There was concern regarding the 2nd class only having 1st years - they would not have the benefit of older students in the class with them, losing that chance to start over as the youngest which seems a big part of the Mont. teaching philosophy. There were parent voices in favor of splitting the class for this reason. One parent requested that the procedure for starting new class be spelled out in blueprint; others objected as all situations are not the same, and creating a system would go against the organic growth of the school that is working so well to this point. Several parents spoke to their trust in the school to make the decision as to how to arrange the classes and place the students. Either option discussed (splitting the current class to distribute the ages between the two rooms, or placing a portion of the rising 1st years into current class, with the others starting a new class and growing from there) are good "a win-win" situation to quote one parent. Another parent raised the point that these are discussions of luxury - we are all lucky to have found Montessori education for our children, any way this particular event plays out. In any scenario, the school assured families that the teachers will meet the needs of the children.

3. Middle School Exploration

a. A power point presentation was shown, with Holly Tosco narrating, explaining basics of a Montessori Middle school model. Language, Math, Art, Science, History, Geography, PE and Music, would all be part of the curriculum. Research and learning goes beyond the classroom via independent study opportunities, trips, entrepreneurial projects, community service.

- b. Student projections
2010-11: 8 students
2011-12: 18
2012-13: 22
2013-14: 31

c. Physical space possibilities:

Housing on current property

Off property - renting small house or commercial building

Adjacent or nearby properties for sale that are or may come available.

Learning Cottages - modular/permanent, green built spaces created for this type of situation. Originally designed for use in New Orleans. Company who produces is in talks regarding using our school as a pilot project, discounting large portion of cost through investors.

- d. Budget spreadsheet presented presuming a \$600K commercial loan income of which would support \$48K/year towards operations.
- e. Tuition projected at \$8000 in current example finance model
- f. Funding possibilities: Student business project, grants, alumni donors
- g. Comments in support of concept: existence of a middle school is a good draw for potential families
- h. Concerns: If temporary/trailer-like dwellings ended up being built, trailers would not lend an advantageous recruitment perspective.
- i. Vote was moved for middle school exploration having support of the community.
Passed
- j. The topic/vote will be discussed at the board level. Comments/response will be shared with community at earliest possible time.