

**LPA minutes  
January 11, 2012**

An officer's meeting is held prior to official LPA meeting. Suzy Rea, Kerry Williams, Trista Jones, Kendice Rollison and Linda Moore were in attendance.

Officer's Meeting:

Suzy:

Regarding the sound system, Randy checked out Hawthorne's system. Their system is not what we'd want. Suzy will call music villa for clarification of their quote. Kerry will call the newer schools to see what they have. The sound system estimate is \$8,000. \$1,500 will be given from the district, \$1,000 from the building fund and \$7,500 from LPA.

Treasurers Report:

- The income line designated for transportation is included in Field Trips/Parents – Line D11.
- Thanks for giving line item will be separated from line D28 to District Support/Lincolns for Levies.
- Proposal from Suzy to put the following amounts in the budget: \$200 OLWEUS, \$200 for Lincolns for Levies, and an amount for Thrive for babysitters for the Love & Logic Parenting Course. \$7,500 will be put in the budget for the sound system proposal and any of that amount not needed would be put into the technology fund.

Teacher Proposals: we have \$3,000 left over after we fund our agreed proposals.

Mackenzie River night: we didn't do the fundraiser in December. Kendice will look at a new date. It was decided to advertise to the school that the money raised will be a fundraiser for technology.

Fundraiser Meeting: scheduled for January 26<sup>th</sup> at 5:30pm. Kerry will send home a ½ sheet agenda.

LPA Meeting:

In attendance:

Christine Shaw, Barbara Dahlgren, Kerry Williams, Kendice Rollison, Trista Jones, Suzy Rea, Linda Moore, Steve Wellington., Laura Kuntz, Chris Coppolillo, Randy Walthall.

Longfellow Carnival: Scheduled for 2/24/12. We have four volunteers to work with Ms. Cota and this is sufficient.

Parenting with Love & Logic update: Steve from Thrive updated us that 26 families have signed up for the class which will be held on Thursdays from 6-8pm for 6 weeks starting March 22nd. Most of those families need child care in order to attend the classes, therefore, Steve is asking LPA for funds to cover all or some of the childcare costs. Emily Dickinson's PAC paid \$10/hour

for 3 individuals to provide the child care for a total of \$360. Suzy proposed LPA's support for paying for one child care worker and then asking for 2 volunteers. All agreed. Barbara Dahlgren suggested that parents may be willing to chip in a "donation" for sitting services since the program is free.

Thrive Update: Steve told us about a playgroup for 0-5 year old kids called Thriving Tots. Also, Girls for a Change Conference for girls in 8<sup>th</sup>–12<sup>th</sup> grades is coming up. The CAP program is 40 mentors short. Thrive is always looking for more male volunteers for CAP. The annual Thrive fundraiser is in the spring and Steve passed out information about the event. Chris asked about Love & Logic for the older grades and Steve confirmed that there are classes for the older grades as well.

Randy introduced Wendy Morical, the substitute coordinator for the PEAKS, K-12 gifted & talented program.

Wendy: She's been in the district since 1994 and has worked in various schools and departments. There are 6,000 kids in the district and the PEAKS program is handled by one person/position. The District provides support for classrooms and teachers. Nationally the trend is away from special "gifted" classrooms to sharing resources and skills for all classrooms. A teacher or parent can refer a child for testing for the gifted & talented program. There is a behavior checklist and testing scores that are reviewed and the child may get the label of "gifted & talented" attached to their student records. See the website for more information ([www.bsd7.org](http://www.bsd7.org)). RTI is a National structure/approach which is a response to instruction/intervention. Teachers can adjust instruction to reach diverse needs of the kids. This works for kids struggling to achieve as well as for those surpassing the benchmarks. Benchmarking is happening all the time for every kid and this helps teachers program their classes differently. Teachers are required to collaborate and share resources and determine which kid needs what. The kids don't need a label. This is working well and teachers recognize the benefits. Currently, our district is viewing "gifted" through a different lens. Critical thinking was lost in the "No Child Left Behind" program. That program worked for lots of kids but other kids weren't appropriately growing if they were already advanced. PEAKS looks at how to help all kids to be responsible, to learn new things, be creative and think for themselves. At Longfellow, teachers make choices to identify students needing extra work or different assignments. This is good because one size instruction does not fit all. Teachers are meeting kids where they are in their development and pushing them further. Wendy's role is to advocate for and support teachers. Suzy asked about new standards within the next 2 years. Wendy explained that those standards are for all children, including gifted education, and are going to push all kids to higher levels of critical thinking– writing at a high level to generate ideas, problem solve at complex levels, write in multiple text types, etc. Randy mentioned that the standards won't define the program but will design the learning. There will be a "Rigor & Relevance" framework, a mental model for teachers to wrap instruction around. Quadrant A – lower level, basic information through Quadrant D – high level of knowledge and application. An example of Quadrant D: 5<sup>th</sup> graders plan a field trip including the activities and logistics while teachers guide instruction. Kids need to be the hardest working in the classroom.

Teachers/educators assist parents with educating students. Parents are in charge, helping kids to use their talents and abilities. Parents play a critical role in allowing kids to extend their skills beyond the classroom.

Attendees discussed classroom helpers and how you put a value on that. Longfellow parents volunteer 100's of hours in the classroom that help accommodate students working at different levels. While it would be great to have additional paraprofessionals to help in the classroom, it is cost prohibitive. Our school district does provide materials and coaching for parents who are volunteering time for programs such as Word Masters and Continental Math.

Meeting adjourned at 1:00pm.