

Burgess-Peterson Academy GO Team Meeting

Date: November 10, 2016

Time: 5:30 P.M.

Location: BPA Media Center

I. Call to order

II. Roll call; Determine quorum status; Approve previous meeting minutes

Attendees

Attendees included:

Lewis Cartee	Geraldine Thomas	Jeanne Fore	Sue Ellen Wortzel
David White	Melanie Searcy	Tracy King-Holmes	Marc Takacs
Aretta Baumgartner			

Members not in attendance

Members not in attendance included:

Is there are quorum present? Circle or highlight Yes or No

Changes Made to Minutes Circle or highlight Yes or No

Minutes approved? Circle or highlight Yes or No

Tracy motioned to approve the minutes with noted correction. Sue Ellen seconded. The vote was unanimous to approve the minutes from the October 13, 2016. meeting.

III. Discussion Items

a. Play Structure for Upperclassmen

We are currently at 397 students. It is Principal White's desire for every kid to play every day. There has been an increase in the number of injuries due to the increased number of kids on the current play space. We have a fenced in area but nothing is on the green space so it is our desire to have a play structure erected in that area. Aretta brought forth ideas for creative play spaces that are more open and creative for a small spaces. Other ideas included writing a grant through Home Depot, getting the STRUT Board involved for possible funding, voting for a possible \$30,000 makeover through togethercounts.com.

The district also sent someone out to verify the number of play spaces that BPA has and Principal White will followup with them to see what why that needed to be verified in hopes that another play structure would be added.

IV. Action Items

a. Home Learning:

It is the GoTeam's wants to assist in creating a home learning philosophy with the intent for administration to realign operational policy to encompass these beliefs, and discussion was part of our process that included surveys, focus groups and a home learning committee. The following points were made about a home learning philosophy for BPA:

- Projects should be spread out
- Time in class should equal the same amount of time at home
- Melanie will have a discuss with teachers about the frequency of projects coming home.
- Parents want a reduction of homework if projects are given
- School should have resources(time, printer, cereal boxes, teacher help, posters, letters, etc.) for kids who need them to provide equity on all levels.
- There needs to be an OPEN line of communication for teachers and parents. Teachers need to clearly communicate expectations and desired outcomes and parents need to communicate the need for assistance (content and resources).
- We will craft a statement on project based learning
- We want a document that we can revisit yearly to see if it is still meeting our needs.

We will survey parents Mid March about the current changes to Home Learning that will be implemented in January.

- We all agreed that we were comfortable with the content of the Home Learning Philosophy and that we needed to work on the document structurally. Tracy will collaborate with David and Lewis to sure of the document structurally.

- Sue Ellen motioned to approve the content of the Home Learning Philosophy Document. Melanie seconded it. The vote was unanimous to approve the content of Home Learning Philosophy Document

V. Information Items

a. Public Comment (If Applicable)

Sarah Wilder: I want to share some input with you on home learning. I filled out the survey on line but couldn't make the focus group. When Thornton came home with a second project due in one week (he's in first grade), I decided I would email you my thoughts.

So here they are. I really don't have a problem with the homework. I think it reinforces what he learns in the classroom every day. My husband and I are not fans of the projects. It's early November and our son's fourth project is due this week (he had one due on 11/7 and we were notified on 11/7 that he has one due on 11/11). The projects are time consuming and in our opinion, just a lot of busy work for the parents. We try our utmost to have Thornton do all of the work by himself but it's not 100% feasible. Our family spends time on these projects that don't really teach him anything and take away from quality time together. Working on a project can be quality time, however, it can also be like pulling teeth. Here is another thought I have on the projects. If a child comes from a family with tight budgetary constraints or the parents don't work a traditional 9am to 5pm schedule, buying posterboard may not be in their budget and helping their child with a project may not be in their schedule. Granted they may not have time to oversee homework either. At least the homework is pretty self explanatory and a child can do most of it without much supervision.

Lewis Cartee's Response: Thanks for reaching out about this. You are not the first. Earlier this morning I actually took the project you are referring to, sent it to Principal White and shared my thoughts as it seemed to demonstrate what seemed to be at least some of the issues we are trying to tackle.

Examples of just some of my issues I shared: Given that it is due the same week, is regular homework going to be reduced to allow home time to work on it? Additionally, as we have also talked about and might be the most important, how do we get to the equity piece of this homework conversation when one student has the ability to make such a nicer project simply because of his/her situation vs a hardworking, smart child that doesn't have those same advantages present?

There were no announcements.

VII. Adjournment

Geri motioned to adjourn, Jeanne seconded. The Vote was unanimous to adjourn. We adjourned at 6:41 p.m.