**Campbell PTA Meeting  
January 8, 2019  
6:30 p.m. – 8:00 p.m.**

**Approximate # of Attendees: 33**

1. **Welcome: Barbara Martinez, President**

* Barbara welcomed everyone back to school after winter break
* It is already time to start thinking about the Executive Board for the 2019-2020 school year
  + Executive Board members are eligible to serve for two years –we have two members rotating off the Board at the end of this year (Julia Ahumada, VP for Fundraising; and Paige Hamrick, VP for Programming)
  + The Nominating Committee is responsible for identifying Executive Board candidates – this may involve a few meetings/phone calls between now and early May
  + Timeline:
    - February PTA meeting: vote on members of the Nominating Committee
    - April PTA meeting: vote on slate of candidates for Executive Board
    - May PTA meeting: vote on Executive Board members
  + **We need two PTA members to join Nathan Zee on the Nominating Committee – please reach out to Barbara or Nathan if you are interested in volunteering**

1. **Open-Ended Math Problems – Teacher Demonstration: Shannon O’Connor (Grade 4), Maggie Rose (Grade 4), Anna Davitt (Grade 5), Laura Olson (Grade 5), Anne Oliveira (Math Coach)**

* The purpose of the demonstration was to show parents the kinds of tasks students are doing (“Rich Tasks”), since math is taught differently today than when many of us were in school
* We watched a video which showed a group of 8th grade students trying to answer the following “math” question: if there are 124 sheep and 5 dogs in the flock, how old is the shepherd?
  + 24 students try to actually “solve” the problem (e.g. using subtraction, division) whereas only 8 students recognize that there isn’t enough/the right information in the problem
  + The video underscores how important it is for students to understand that they need to be able to recognize whether a math problem makes sense, not just to do math by rote
* Rich Tasks are open-ended, conceptual math problems with multiple entry points that often have multiple answers – this helps students apply math knowledge to real life situations and enables students of all levels to engage in meaningful mathematics
  + Solve the problem: do the math
  + Analyze the solution: does it make sense?
  + Revise, refine, report: how will you share your solution?
* Example 1: Bubbles the Fish. Bubbles needs more than 0.1 of a teaspoon of food and less than 0.5 of a teaspoon of food, but your measuring spoon only shows fractions. What fraction of a teaspoon of food would be a good serving for Bubbles? (answers: 2/10, 3/10, and 4/10)
  + When the teachers first gave this task to their Grade 5 students, they had covered fractions and decimals but hadn’t yet taught about converting one to the other
  + Students were encouraged to use manipulatives, draw pictures, talk it over, etc.
  + This task sparked a lot of good class discussion – e.g. how to start the problem (often finding a way in is the hardest part), how to solve the problem, how many numbers are on the number line, etc.
* Example 2: Mathematical Modeling. A group of teachers want to go out to dinner and various parameters were given (e.g. total number of people in the party, max budget per person, etc.). Students brainstormed to determine what additional information they needed to solve the problem (e.g. lunch or dinner? kind of cuisine? is anyone a vegetarian?) and then researched options to recommend.
  + Students spent a week on this task! There were several entry points and a high level of engagement – every student regardless of math ability was able to get involved
  + The class did a “gallery walk” to review all solutions – they were posted on the wall and everyone viewed and left “stars and stairs” comments on sticky notes
* Example 3: Survivor Exemplar. Three friends are going on a camping trip, but each backpack can only weigh a specific fraction of each person’s body weight (listed in the problem). A list of gear is included in the problem with weights given, some in fractions and some in decimals. Students discussed in groups how they would pack the backpacks for the trip.
  + Students spent a lot of time on this task – they were very engaged in this one
  + Exemplars are tools that APS has bought, there is a whole set of them (the other examples were made up by teachers)
* Exemplars and teacher-developed examples can be modified and used at all grade levels
* Q: How do teachers address cultural gaps in understanding word problems?
  + Teachers screen problems and modify as needed – the goal is to get everyone on the same page to make sure the content in accessible to everyone
* Q: Can teachers post these tasks on the website, so parents can discuss with students at home?
  + Teachers often tweet what they are doing in class, but don’t post tasks that have already been solved
* Resources for parents:
  + Anne Olivera developed a list of questions in English and Spanish that parents can use to talk with students about math (Barbara Martinez shared via the PTA listserv)
  + Bedtime Math (bedtimemath.org) – free app available in English and Spanish with open-ended math questions appropriate for different grade levels

1. **Title I: Maureen Nesselrode, Principal**

* Title I is a Federal grant program that aims to provide “high quality engaging instruction to motivate students to become lifelong learners”
  + School eligibility for Title I is based on percentage of student population eligible for free/reduced meals – APS determines this, usually it is approx. >45%
  + Currently 8 APS schools receive Title I funds: Abington, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Hoffman Boston, Randolph
* How does Campbell benefit by being a Title I school?
  + Schoolwide model, e.g. Title I funds are used to support the school’s overall educational program to raise academic achievement for all students (versus using Title I funds only for programs that support economically disadvantaged students)
  + Teachers required to be highly qualified (this typically isn’t a problem in APS, as most teachers are certified)
  + Additional materials and parent engagement events
  + Flexibility as to how funds are used for additional instructional support, e.g. purchase more books, professional development opportunities, bring on additional staff
    - Staff is the highest priority for Campbell – e.g. Title I allowed us to bring on an additional 1.5 FTE for reading support (in addition to the 1 full-time reading teacher every APS elementary school has)
* As a Title I school there is a bit more scrutiny on Campbell’s metrics and test scores, e.g. the number of students passing different assessments must increase each year (which it has)
  + Campbell is an accredited school
  + Parents have the right to request information about assessments and to opt out
* Examples of how Campbell uses Title I funds
  + Interventions (sometimes provided through Title I and sometimes through other reading staff) – e.g. Leveled Literacy Intervention, Reading Recovery, Summer Mailbox Books, Young Scholars (Innovation Academy), and services for homeless students
  + Professional development – e.g. Campbell introduced new reading assessment last year and was able to pay teachers a nominal fee to attend training after school
  + Family engagement – e.g. EL Night, Wolf Hollow book club (books in English and Spanish for students in Grades 3-5, evening family event coming up January 23)

1. **Environmental Health and Other Wellness Updates: Jessica Haney**

* Jessica gave an overview of the APS School Health Advisory Board (SHAB) – what it is, what it does, how to get involved (see the handout Jessica shared via the PTA listserv)
  + Open to parents and members of the community who care about student health – lots of opportunities to get involved
  + Subgroups focus on specific issues, e.g. Allergy and Anaphylaxis Working Group recently revised APS allergy guidelines; Environmental Health and Asthma Subcommittee (EHAS) created the handwashing policy now in the Wellness PIP
  + Next SHAB meeting is January 16 at the Syphax Education Center, 9 AM – 10:30 AM
* Current environmental health initiatives led by EHAS in collaboration with EcoAction Arlington (formerly Arlingtonians for a Clean Environment [ACE]):
  + *Idle Threat* film about environmental and health impact of idling cars and busses
    - Free screening on January 13 at Arlington Central Library, 4 PM – 6 PM
    - Great opportunity for students interested in environmental health
  + Talking with APS Facilities about several issues:
    - Improving bus adherence to 5-minute idling maximum, improving emissions of APS bus fleet, and supporting schools in reducing car idling
    - Updating the Wellness PIP regarding scented products in schools
    - Educating SHAB and others about air quality protocols in APS
  + [Air Quality Mini Grants](https://www.ecoactionarlington.org/get-involved/school-programs/minigrants/) – grants of up to $750 for APS projects that aim to improve air quality and protect health on school grounds
    - Grants can be used for curriculum materials, books, supplies for classroom activities, and materials for outreach to the school community
    - Applications accepted on a rolling basis while funding is available; recommended to submit by March 1
    - Jessica encouraged parent/s to consider applying for a mini grant to implement a “no idling” campaign at Campbell
* Each APS school is required to have a [Wellness Council](https://apsshab.weebly.com/wellness-councils.html) – to get involved in Campbell’s Wellness Council, please contact Karen Anselmo ([karen.anselmo@apsva.us](mailto:karen.anselmo@apsva.us))
  + Prior to this requirement, Campbell had had a Health and Wellness Committee which Jessica had run; they did events like the apple tastings for students, essential oils stress reduction during Teacher Appreciation Week;
    - Tammy Bewitz thanked Jessica for her hard work championing these causes at Campbell over the past few years
* As of Fall 2018 all APS schools were required to complete the [Alliance for a Healthier Generation Healthy Schools Program Self-Assessment](https://apsshab.weebly.com/wellness-councils.html), based on the CDC’s School Health Index
  + Responses to 200-question inventory generate summary of areas for schools to focus on
  + Campbell’s summary should be published soon

1. **Project Discovery Update: Tammy Bewitz and Jenny Morris**

* Project Discovery is Campbell’s volunteer-run afterschool enrichment program
  + Goal is to offer enriching activities to all students and keep fees low and reasonable
  + Tammy and Jenny have been running it for the past 4 years with the help of numerous parent and teacher volunteers (e.g. in the Fall 2018 session, 7 of the 14 classes offered were run by parents and teachers); they have done surveys to see what kinds of classes parents and students want to see and have organized over 175 classes during this time!
  + Two 6-week sessions are offered (fall and early spring), with an average of 130 total students enrolled per session and approx. 20% of students on scholarship
* Tammy and Jenny gave a thorough overview of what it takes to run Project Discovery, because they are stepping down at the end of the spring session
  + Pre-session (begins in July for Fall session, which launches in October):
    - Plan class line up, negotiate prices with vendors, develop schedules, etc.
    - Create catalogue of class offerings in English and Spanish
    - Confer with school administration on dates and classroom assignments
    - Manage registration process and collect payment (very involved process)
    - Communicate with and prepare instructors
    - Print and send personal confirmations home with students in Thursday folders
    - Create informational documents for all involved parties (main office, class teachers, extended day)
    - Recruit and coordinate on-site volunteers (10-12 volunteers needed per session)
  + In session:
    - All on-site management
    - Respond to questions and concerns from instructors and parents
    - Draft, post, and manage email announcements and online communications
    - Print name tags and attendance sheets for every session
    - Troubleshoot
  + Post session:
    - Calculate and create invoices
    - Coordinate with PTA Treasurer for instructor payment
    - PTA Treasurer also sends tax forms to vendors
    - Ends up being about $18k that comes in and goes out again for classes
* What do other schools do for afterschool enrichment?
  + Many use outside management companies, e.g. most use Baroody Camps or Enrichment Matters, some use Overtime Athletics – Long Branch, Glebe, Drew, and Campbell are the only schools who run their afterschool enrichment programs in-house – though the other schools have 5+ people who run it, and Campbell only has 2 people!)
  + Many schools use tiered pricing (Project Discovery classes all had the same fee) – we have had good luck working with groups like Encore Stage, Science Seed, etc. at our price point, but also had trouble attracting other STEAM oriented vendors
* Going forward, Tammy and Jenny recommend we use Baroody Camps:
  + Experienced – currently working with 21 different schools in our area
  + Positive feedback from references (instructors, PTAs, school administrators)
  + Offerings and processes are consistent with how we have run Project Discovery and maintain our philosophy about afterschool enrichment at Campbell
  + Ability to diversify class offerings
  + On-site coordinator present during full class time
  + Continued use of parent and teacher instructors
  + They handle all paperwork and financial responsibility including tax filings (so PTA wouldn’t be involved anymore)
  + Slight price increase ($5-10/class) to cover costs – but classes would run for longer sessions (8-9 weeks versus 6 weeks)
  + They provide scholarships to any students who request it, and they created a nonprofit to support additional scholarships
  + We will still need volunteers to facilitate/be point of contact for Baroody
* Discussion
  + Q: Are we planning to use Baroody for the spring Project Discovery session?
    - We’ve already started planning for spring – Baroody would work with Tammy and Jenny to see how we do things, trial period for us to see if it’s a good fit
    - Future discussions – emphasized wanting to keep prices reasonable, keep using parent and teacher volunteers
  + Q: Why do you feel like this is such a big sell? No one else is volunteering to take this on!
    - People get attached to the way things are – also, prices will go up a little bit
    - We have enjoyed this! It’s been a lot of fun
  + Q: If they are working alongside us this spring, will prices go up now?
    - Baroody will be doing registration process and a lot of other tasks, so fees will likely go up a bit for the spring Project Discovery session
  + Q: Does it have to be all set up before the school year starts? Is Baroody making an exception to start working with us mid-year?
    - Most schools have their afterschool enrichment calendar set for the year by the end of summer, but Baroody didn’t have a problem coming in mid-year for us
  + Q: Will sessions potentially be longer and/or on different days?
    - Project Discovery isn’t the only thing going on after school (it competes with the musical, running clubs, learning remediation, etc.) – also we are taking teachers classroom space for Project Discovery classes
    - We may be able to extend session length, but Project Discovery classes won’t be offered every single day
    - We will likely keep it the same for now and revisit in the future for any changes
  + Q: How does Baroody handle safety and background checks for instructors?
    - Baroody does all that for outside vendors and for parent volunteers
  + Q: Since this is a trial period and we’re not signing a contract for the year, it sounds like there’s no downside – yes?
    - Right! We will still need parent volunteers to interface with Baroody, but we are unlikely to go back to the all-volunteer-run Project Discovery model
* We have to make a decision about whether or not to move ahead with Baroody this week – this isn’t something the PTA will vote on, but we want to hear any concerns
  + If you have any concerns please contact Barbara Martinez as soon as possible

1. **Treasurer’s Report: Amanda Lowenberger, Treasurer**

* Amanda gave a quick overview of the budget – there were no questions
* Recent approved funding requests:
  + Pencil grips for all K classrooms and others as needed
  + STEM related games for Grade 1
  + Teacher appreciation request for art piece commemorating Mrs. Brown’s retirement
  + Wellness gift baskets to be raffled off
* In addition to our regular ongoing expenses, we had successful movie night and filled the emergency food pantry

1. **New Business and Closing: Barbara Martinez, President**

* Campbell PTA is planning a joint event with Carlin Springs PTA – it is their very first year and we want to give them a boost in start-up funds, so this would be a community outreach project
  + Details will be forthcoming, but it’s being planned for a Friday night, 6:30 PM – 8:00 PM, to be held at Carlin Springs
  + Request to approve spending of up to $1000 (likely come in under this) for the event –Paige notes there won’t be any offsetting income from this event
  + Funding request approved unanimously
* Car magnets are for sale for $5
* Bricks Pizza night is January 16, 2019
* Next PTA meeting on February 12, 2019 at 6:30 PM