

NASHUA PTA MEETING

FEBRUARY 16, 2016

In Attendance

Stacey Croley	Stephanie Prohaska	Jen Walters
Heidi Hiebert	Jeanene Morris	Margie Vroom
Heather Stukey	Robyn Tuwei	Meridith Lamb
Melissa Dieker	Polly Blair	Billi Erickson
Amy Poolman	Rebekah Fowler	Deb Douglas
Beth Huebner	Amanda Timmermeyer	Andi Fountain
Jen Robert		

Meeting called to order by Jen Robert at 6:10 p.m.

STAFF PRESENTATIONS

1st Grade Presentation –Mrs. Huebner, Mrs. Fowler and Mrs. Vroom

The 1st Grade teachers did a presentation and provided information and handouts on writing types and grade level expectations.

5th Grade Presentation—Mrs. Fountain and Ms. Douglas

The 5th Grade teachers were in attendance and advised that 5th Graders writing curriculum includes 3rd person narratives.

They are working on putting together 2 field trips for the year. One of the fieldtrips would be to the Nelson Atkins Museum and would include a tour and have students do sketches while there. They would also incorporate Social Studies curriculum by discussing time periods of the art. The only cost to the fieldtrip would be transportation. The second fieldtrip they are trying to coordinate is to Truman Library. There is a special exhibit on the progression of elections. The cost is \$3.00 per student plus transportation.

Principal's Report—Mrs. Stukey

Upcoming events include:

4th Grade will have Zoomobile visit on February 26th

Nashua Reading Night is March 3rd

Major Savers fundraiser kick off assembly March 9th

5th Grade Music Program March 10th

Spring Pictures March 29th

Kindergarten fieldtrip to Kaleidoscope March 30th

Kindergarten Roundup March 31st

November Minutes were approved.

Treasurer's Report-Jen Walters, treasurer, had question about reimbursing a purchase someone made with a gift card. Jen Robert suggested she call the MO PTA to inquire if there are any issues with doing that.

President's Report—Jen Robert

Jen's term ends 2017. A new president will be needed.

1st Vice President's Report-Melissa Diecker

The Spring Book Fair is scheduled for February 29-March 4th. Set up will be on Thursday, February 25th. Sign up is available on Sign Up Genius. Volunteers earn credit to spend at book fair. A "Grand Event" will take place on Friday at 8 a.m. where extended family members are invited to come to Nashua for donuts and book fair shopping.

In the past we have earned money for PTA and around \$1,200.00 in credit for the Librarian to order books.

2nd Vice President's Report-Stacey Croley

Family Fun Night is scheduled for May 6th. Stacey has been in contact with New Mark and Staley to try to get teenage help to work the booths at the event so families can just come and enjoy the event without having to work it. Room reps will still be needed for each class to come up with the games and coordinate what will be needed for the booth. Currently we have 5 room reps signed up. 11 classes are without a room rep.

Stacey is working on getting sponsors and has already gotten 2 through her personal contacts for \$50.00 each. She requests others ask people they know if they would be willing to sponsor also. There will be signs posted in recognition and acknowledgement on flyers.

Jose Peppers has made a donation for the raffle and also sent coupons for free kid's meals for every student at Nashua. The coupons will be distributed at event.

Committee Reports

Fundraising—Melissa Nammavaly

Melissa was not in attendance. Jen Robert presented on her behalf. The Schwan's fundraiser has raised around \$900.00 so far and is ongoing. Several classes have earned hat days and one has earned a pajama day.

Chairing fundraising is difficult and a new format is being considered that would have someone chair one fundraiser without committing to chair fundraising for the term. Once the fundraiser was over so was their commitment.

Heidi Hiebert had information for a fundraiser to sell reusable bags. A chair is needed if we want to pursue this.

We will still have "Invest in Your Child" option at back to school night. Parents can opt to buy out of fundraising and just donate money to cover PTA costs. Someone suggested having recognition of donors and assign donation levels based on 5 stars and post it somewhere in the school.

There are on line options for parents or other family members to make donations to PTA through Razoo and Go Fund Me.

Giftcard sales for Texas Roadhouse would earn 10% of the giftcard purchase for PTA. Fundraising University has catalog type sales that is an option for future fundraisers.

Ink Cartridge Recycling-Jen Robert

We received a \$50.00 giftcard from Office Depot. Jen plans to buy paper and asked if there were any other supplies needed. Jen Walters requested small binder clips. Once those are purchased, Jen Robert will check teacher wish lists.

Jen mentioned that Liana Shelly used to send letters to stores requesting gift cards to purchase classroom items for teachers. If someone would be willing to do the same there is a form letter that can be used.

Kindergarten Roundup-Amy Poolman

Amy advised that the magnets we have given out to parents of incoming Kindergarteners have old phone numbers on them. She has found luggage tags that can be ordered in blue with yellow/gold lettering and are made of rubber material. They can be put on backpacks or whatever parents wish and can have identifying information on them. They are \$200.00 for 250. There was concern about having student's information on tags and it was agreed that parents would use their own discretion on what they felt comfortable writing on the tags. A motion was made by Jen Walters for the PTA to buy 250 luggage tags for Kindergarten Roundup, not to exceed \$215.00.

Robin Tuwei seconded the motion and it passed.

Help is needed at Kindergarten Roundup to pass out fliers and work Spirit Wear.

Labels for Kids--Meridith Lamb

There is an app called Benefit Mobile. This app allows people to purchase mobile gift cards or printouts of gift certificates and a portion of the purchase goes to registered group. Different companies offer different percentages of the sale. Companies include Target, AMC and many others.

PTA will register as a group and have a few people use it to test on how it works before disseminating information at large. It was noted that in May Target RedCard will no longer give money to schools from Redcard purchases.

Restaurant Night-Amy Poolman

Results from recent Papa Johns night are still pending.

We have earned 4 pizzas from previous nights and it was suggested that we use our earnings for a PTA meeting to bring in more participants. It was also suggested we give free pizzas to class that wins best booth for Family Fun Night.

Jason's Deli pilot is scheduled for March 16th from 5-9. We need 20 families to RSVP online to secure the event. Our portion will be a percentage of the sales on receipts dropped into a designated box.

Amy advised she hopes to do different restaurants each month and that Red Robins rewards can name Nashua as beneficiary.

Amy also had found information about Zona Rosa Easter Parade. There is sign up for participants, including nonprofit groups, to march in the parade. Participants are then eligible to earn prizes including \$500.00. The parade is Saturday March 27th. It was discussed, and since that is the Saturday at the end of Spring Break Week, there were not a lot of people who would be available to attend.

New Chairs are needed for Mercury Gym, Room Parties and others.

School Board Advocate—Meridith Lamb

Meridith attended the last School Board Meeting and noted several others were there and Heidi Hiebert gave a presentation at the meeting about split classes. She has not heard back anything in response to her presentation.

The new Superintendent is a former Nashua Principal.

Nashua was one of 9 schools approved to be painted this year.

School buses will be getting radio upgrades to digital.

Next year's calendar was approved.

Spirit Wear-Rhianna Elkins

Order forms were shown with the new spirit wear designs. Forms will be sent home with students to place orders. We will not order stock; all inventory will be from orders and they will be due March 2nd to ensure delivery in time for the April Spirit Wear day. Students will need to put their orders and money in the treasurer's box because Mrs. Stuckey advised teachers are not permitted to handle the money.

Staff Appreciation—Heidi Hiebert

March 2nd is Principal Appreciation Day.

Food sign-ups will now require a phone number for reminders. You can opt to provide cell number for texting reminders.

Sunshine Committee-Rhianna Elkins

Rhianna advised she did not think a committee and chair are warranted. She has not had much to do on the committee, and Jen Robert advised it is needed so that it does not fall on the PTA president when something needs to be acknowledged with a gift.

Rhianna advised she was not sure if she was supposed to get a gift for Ms. Jerilee who is retiring this month. It was affirmed that we should provide a gift under the guidelines set forth for the committee. Ms. Jerilee is still here and a gift will be purchased.

It was suggested that someone who has a tie in to Rita should chair the committee so that they have information about staff events such as baby showers. Robin Tuwei volunteered to take over for next year.

Yearbook-Brandi Frazier and Emily Garret

Neither Brandi nor Emily was in attendance.

Last day to purchase yearbooks is February 29th. Yearbook pictures need to be submitted by March 4th. Volunteers are needed to create pages.

Announcements include trash bags have sold out.

Meeting adjourned at 7:40 and some members remained for the Budget Meeting.

Budget Meeting

In Attendance

Jen Walters

Heather Stukey

Heidi Hiebert

Jeanene Morris

Polly Blair

Amy Poolman

Jen Robert

- Mrs. Stukey advised that Assemblies and Popcorn Supplies can now be covered by the school's budget. They will be removed from the PTA budget, reducing our budgeted expenses by \$2000 and \$75.
- Plan to change \$2500 Author Experience budget to a \$1000 Library budget. The cost of author visits have become high, so the preference going forward will be to use PTA funds for replacing aging books (that cannot be purchase with book fair funds from Scholastic) and for library supplies (for example, items for hands-on learning in the new maker space). Low cost author options may also come out of this budget (there are lower-cost and free options with Scholastic, Skype, Twitter, etc.).
- Cupstacking has been discontinued and will be removed from the budget. It was \$25.
- It had been suggested that Field Trips be reduced to \$7.50 per student to help get our fundraising goal down. Since assemblies can be covered by the school, the amount will be left at \$10 per student instead.
- Other changes being considered (suggested before this meeting):
 - Reducing Honor Roll from \$345 to \$300 - general reduction to decrease total budget
 - Reducing Staff Appreciation from \$650 to \$600 - Heidi advised that \$600 was enough
 - Not eliminating KLC fund of \$50 - Mrs. Munson will be bringing it back next year
 - Reducing Sunshine Committee from \$200 to \$120 - will cover three \$40 gifts - can add more to line if needed during the year from big ticket
 - Increasing the rollover from the previous year from \$1575 to \$2000 - big ticket can cover this increase - reduces fundraising goal to something more manageable
 - Reducing Donations from \$1500 to \$1000 - due to payment issues with Wendy's, we will be looking at other restaurants - this amount may go down while we try to find new restaurants that appeal to our community
 - Eliminating Trash Bags - finally sold out - took three years and a clearance sale to sell last order
- These changes make our new fundraising goal \$4205 instead of \$7405.
- Budget will be presented and voted on at the March 15th meeting.

Writing Types

Narrative

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Illustration Study (L) Grade K

Memoir (IT) Grade 2

Vignette (L) Grade 5

Personal Narrative (IT) Grades K, 1, 3

Realistic Fiction (L) Grades 2,3,4

Illustration Study (L) Grade K

Fictional Picture Book (L) Grade 1

Informational

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Biographical Sketch (IT) Grade 3

How To (IT) Grade K

All About (IT) Grades K, 1, 2

Literary Nonfiction (IT) Grade 3

Brochures (IT) Grade 4

Feature Article (IT) Grades 4, 5

Speech Writing (IT) Grade 5

Question and Answer (IT) Grade 1

Opinion

Write opinions/arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

List Books (IT) Grade K

Book Reviews (IT) Grades 1, 2

Commentary (IT) Grades 3,4

Key: L=Literature IT=Informational Text

All writing genres on charts are aligned with NKC Writing Units of Study

Learning Progression – Narrative Writing

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Language Conventions								
Spelling	<p>Wrote in a way that the writer could read the pictures and some of the words.</p> <p>Tried to make some words.</p>	<p>Wrote a letter for the sounds they heard.</p> <p>Utilized the word wall.</p> <p>Spelled current and previous quarterly asterisked words correctly.</p>	<p>Used chunks of words (<i>at, op, it, etc.</i>) to help spell words correctly.</p> <p>Spelled word wall words correctly and used word wall words to spell other words.</p>	<p>Wrote using learned spelling patterns and used reference materials to check and correct spelling.</p>	<p>Wrote using spelling patterns to help spell and edit before publishing.</p> <p>Sought help from peers.</p>	<p>Wrote using known word families and spelling rules.</p> <p>Used dictionary or other resources when needed.</p>	<p>Wrote using known word patterns and spelling rules to spell words correctly.</p> <p>Used references when needed to aid in spelling.</p>	<p>Wrote using resources to be sure words were spelled correctly.</p>
Punctuation	<p>Some pictures were labeled.</p>	<p>Spaces used between most words.</p> <p>Most sentences end with correct punctuation.</p>	<p>Ended sentences with punctuation.</p> <p>Used commas in dates and lists.</p>	<p>Writer demonstrated growing command of the conventions of capital letters in titles, beginning of sentences, and end of sentences.</p>	<p>Wrote using commas and quotation marks correctly.</p> <p>Wrote using punctuation at the end of every sentence.</p> <p>Wrote in a way to help the reader read with expression and voice.</p>	<p>Wrote long and complex sentences.</p> <p>Wrote using commas correctly in dialogue.</p>	<p>Wrote using commas to set off introductory parts of sentences.</p> <p>Commas in dialogue are used.</p> <p>Wrote using punctuation to fix any run-on sentences.</p>	<p>Wrote using punctuation to help set a mood, convey meaning, and/or build tension.</p>
Capitalization	<p>Wrote own name.</p>	<p>Capitalize first word in most sentences.</p> <p>Used lowercase letters unless capitals were needed.</p> <p>Pronoun "I" is capitalized.</p>	<p>Names, days of the week, months, and beginning of sentences have capital letters.</p>	<p>Capitalizes holidays, product names, and geographic locations.</p>	<p>Capitalizes words in titles.</p>	<p>Writer can determine when to use capital letters.</p>	<p>Writer can determine when to use capital letters.</p>	<p>Writer can determine when to use capital letters.</p>

Learning Progression – Narrative Writing

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Development								
Elaboration	Wrote more than 2 pages.	Included who was there, what they did, and how the characters felt.	Included who was there, what they did, and how the characters felt in the pictures and the words. Wrote using sensory details.	Wrote using adjectives and adverbs to describe actions, thoughts, and feelings.	Wrote to show what is happening to characters as well as what they are thinking by using strong words.	Wrote in a way to add more to the heart of the piece through actions, dialogue, thoughts, and feelings.	Wrote in a way to develop characters, setting, and plot throughout the story, especially in the HEART of the piece. Wrote using a variety of description, action, dialogue, and thinking.	Writer developed realistic characters and developed the details, action, and dialogue as well as internal thinking that contributed to the deeper meaning of the piece.
Craft	Wrote (told) and showed what happened.	Included details in their pictures and words.	Included labels and words to give details.	Wrote using strong words that would help the reader picture his piece in their mind.	Wrote in a way to get readers to picture what was happening to the characters and brought the piece to life.	Wrote to show what characters did by including some of their thinking. Wrote in a way to slow some parts of the piece down and make other parts go more quickly. Wrote in a storytelling voice and conveyed emotion through descriptions, dialogue, and thoughts.	Wrote in a way to show why characters did what they did by including their thinking and responses to action. Wrote to intentionally slow down the heart of the piece and made parts shorter and less detailed. Wrote using precise detail and figurative language so readers could paint a picture in their mind. Some objects or actions are used as symbols to enhance meaning. Wrote using appropriate tone and varying sentence length.	Wrote in a way to develop character traits and emotions through what they said and did. Developed some relationships among characters to show why they reacted and spoke the way they did. Chose several key parts to stretch out and to move quickly through time. Wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events. Varied sentence length to create pace and tone. Used language that fit the piece's meaning. In parts that had dialogue, characters may use different kinds of language.

Learning Progression – Narrative Writing

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Organization	<p>Writer had a place for illustrations and a place to write.</p>	<p>Wrote their story across at least 4 pages.</p> <p>Pages in sequential order.</p>	<p>Wrote 5 or more pages.</p> <p>Had a lead, middle, and an ending.</p>	<p>Wrote across many, many pages which included different parts.</p> <p>Each part included a topic sentence related to the main topic and supportive details/ explanations.</p>	<p>Wrote using paragraphs and clearly separated what happens first, next, and last.</p>	<p>Wrote using paragraphs to separate different times of the piece.</p> <p>Wrote to show when a new character is speaking.</p>	<p>Wrote by using paragraphs to separate different parts of time or piece and to show when a new character was talking.</p> <p>Some parts of the piece are more developed and longer than others.</p>	<p>Wrote using paragraphs purposefully, perhaps to show time or setting changes, new parts to the piece, or to create suspense.</p> <p>Sequence of event was clear.</p>

Learning Progression – Narrative Writing

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	Structure							
Overall	Told a story with pictures and some "writing."	Told, drew, and wrote a whole story.	Wrote about when she did something.	Wrote a piece about one event or a short sequence of events.	Wrote a piece about an important event. Wrote the event bit by bit.	Wrote a piece about an important part of an event. Wrote only the important parts of the event.	Wrote a piece about an important small moment. The piece reads like a story even though it could be a true account.	Wrote a piece that had a problem/tension, resolution, realistic characters, and conveys an idea or lesson.
Lead	Wrote by drawing or saying something.	Wrote a page to show what happened first.	Tried to make a beginning for the story.	Writer thought about a good beginning and chose a way to start her story. Writer establishes a situation in time and a place for what is to come. May use action, talk, or setting.	Wrote a beginning, which helped readers know who the characters are and what the setting is.	Wrote a beginning showing what is happening and where it is happening. Wrote in a way to let readers into the world of the characters.	Wrote a beginning in which the reader understands initial events, the setting, and major characters. Clues are given to set up the challenge, problem, etc. of a main character.	Wrote a beginning in which not only was the plot set in motion, but also hinted at the larger meaning of the piece.
Transitions	Wrote across pages.	Wrote using words such as <i>first</i> , <i>next</i> , and <i>last</i> to tell more.	Wrote by putting pages in order and/or by using transition words such as <i>and</i> , <i>then</i> , and <i>so</i> .	Wrote the piece in order by using a well-elaborated sequence of events and temporal words (<i>when</i> , <i>then</i> , <i>after that</i>).	Wrote piece using temporal words and phrases such as <i>a little later</i> , and <i>after that</i> .	Wrote piece in a way to show how much time has passed with words and phrases that mark time (<i>suddenly</i> , <i>after a while</i> , <i>a little after that</i>).	Wrote using transition words and/or phrases to show the passage of time (<i>meanwhile</i> , <i>at the same time</i> , <i>early that morning</i> , <i>three hours later</i>).	Writer used transitional phrases to connect what happened to why it happened (<i>little did she know</i> , <i>as if he hadn't</i> , <i>he might not have</i> , <i>because of</i>).
Ending	Writing has an ending.	Wrote a page to show what happened last.	Wrote an ending.	Wrote an ending that provides closure by using action, talk, or a feeling.	Wrote an ending that used action, talk, or a feeling to end the piece and left the reader with a sense of closure.	Wrote an ending that connected back to the beginning or the middle of the piece. Used action, dialogue, or a feeling to bring closure to the piece.	Wrote an ending that connects back to the main part of the piece. Wrote about characters that realized something at the end of the piece and said or did something about it.	Wrote a clear ending that connected to what the piece was really about. Gave readers a good sense of closure by showing new realization, insight, or a change in the character.

School Board Meeting Notes

January:

OPHS to get new ceilings and band uniforms

Bid approved for new paint for Nashua and 9 other schools

Improvements to Northland Innovation Center (SAGE) approved: drywall, flooring, windows, plumbing, landscaping

2016-2017 Academic Calendar approved

February:

Dr Dan Clemens appointed as new superintendent of NKC School District.

Begins July 1, 2016

Was once the principal at Nashua.

NKC School District is largest KC, MO district and 4th largest district in the state.

More improvements approved for Northland Innovation Center-playground, synthetic turf

Approval for school busses to upgrade radios to digital

Safety presentation: 635 cameras in place at schools in district, raptor check-in to scan drivers licenses and provide photo identification of visitors in the schools.