



in California

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Winter 2001



From the President...

Promoting High Quality After School Programs for California's Kids

It is known the incidence of child injury and death—unintentional and intentional—increases during non-school hours, especially between 3 and 6 p.m. The question is how do we best protect youth during these critical hours?

After school programs offer students academic enrichments, recreational activities, and opportunities for community service. They help keep children safe during the hours when juvenile crime peaks. These programs improve the lives of children and strengthen our communities.

Since fall 1999 the California State PTA has met with the Statewide Violence Prevention Coalition. This concerned group of more than 20 organizations (law enforcement, health, mental health, violence prevention, faith groups, education, youth clubs, after school providers, and the League of Women Voters) reviewed bills during Spring 2000 and went to work. Key issues included funding, access, quality, capacity building and technical assistance for the varied providers, public and nonprofit. Unfortunately the bills died during the final days of the legislative session.

This fall the coalition's "After School" subgroup began a new strategy. Five regional forums will be co-convened by the After School Alliance, Boys and Girls Clubs of America, California State Council of Churches, the California State PTA, and Fight Crime: Invest in Kids. In December forums were co-hosted by local, interested organizations in San Diego, San Francisco and Chico. Forums will be held in Los Angeles on January 11th and in Fresno on January 17th. Invitation letters were mailed to PTA district and council presidents. You are welcome to participate.

The regional forums will determine:

- where after school programs exist and map them
- where programs need to expand
- program barriers
- what outcomes and accountability are needed
- the technical assistance needed to enhance existing and support new programs
- the statewide financial need

A late January Sacramento hearing, co-sponsored by Senator Dede Alpert and Assemblymember Darrell Steinberg, will review the forum recommendations with other policy-makers. Information gathered at the regional forums and the legislative hearing will be used to craft proposed legislation. Our Spring 2000 effort indicated there is bipartisan support for after school programs. The forums will also serve to heighten awareness of the need within each region of the state and promote the potential of collaborative advocacy with our policy-makers in Sacramento. We believe that the 2001-2002 legislative session may be critical for the long-term effort to assure good quality after school programming for every young person who needs it.

After school programs are a concern of three subject areas of the California State PTA: Education, Parenting Education and Community Concerns. PTA will continue to be a voice at the statewide coalition meetings as legislation is developed. Finally, the California State PTA Legislation Action Committee will determine the PTA position on the resulting bill(s).

In the end it will be your actions which have the most influence. Ask about after school programs in your community, who is served, and what can be done to improve student access and each program. Are all stakeholders—businesses, schools, communities, county government and parents—involved? Share your knowledge with your local and state policymakers in your community. Kids are counting on you to assure the vision.

Contact your PTA district president for further information or e-mail <info@capta.org> to contact:

Katherine Neilsen,
Vice President for Parenting
Education;
Cecelia Mansfield,
Vice President for Education
Linda Mayo,
Vice President for Community
Concerns.

Lavonne McBroom



Playground Safety

Falling from equipment is a leading cause of playground injuries. Other contributing factors are lack of supervision, children of inappropriate ages using the equipment, and failure to maintain equipment, according to National Program for Playground Safety (NPPS).



Keeping playground visits fun and safe can be easy. Parents, teachers, and child-care providers are urged by the NPPS to remember the acronym **S-A-F-E**.

Supervision: Make sure an adult is present at the playground and actively watching while children play. Survey the play area for hazards such as broken glass or sharp pieces of metal before allowing children on the equipment.

Age-appropriate equipment: Guide children to play on equipment that is at a size they can handle and is safe for their age and level of ability. For example, overhead bars are too difficult for most children ages 2 to 5.

Falls: Look for soft materials like wood chips and rubber mats, which cushion falls better than asphalt, cement, dirt, or grass.

Equipment: Inspect the playground for the following:

1. Soft seats on swings and adequate spacing between swings.
2. Slides that are well-anchored and have firm handrails and steps.
3. See-saws with soft bumpers under seats, easily-gripped handles, and covered pivot-points that cannot pinch fingers.
4. Merry-go-rounds that are firmly anchored, have good handles, and are positioned so children cannot slide underneath. The speed of the unit should be governed.

The above article was excerpted from the October 1999 issue of *Our Children* magazine. For more information on playground safety, visit

<www.pta.org/programs/hlthlibr.htm#play>.

School Safety- A Collaborative Effort

The vast majority of schools in the United States are safe places for children to learn and grow. Most injuries that occur at school result from accidents, not violence, and most school crime is theft, not violent crime. In addition, U.S. schools are becoming safer. Between 1993 and 1997, the overall school crime rate for students ages 12-18 declined, and percentage of high school students carrying weapons or engaging in physical fights on school property decreased significantly.

Notwithstanding this encouraging news, school shootings in the United States have clouded the public's perceptions of school safety. The Spring 2000 issue of *The Eric Review*, **School Safety—A Collaborative Effort**, focuses on school safety and violence prevention. The overview includes the nature and extent of school violence; examples of the collective steps that parents, teachers, students and communities can take to create safer schools; and resources for more in-depth information.

Section 1. Understanding School Violence includes articles that describe the effects of violence on young children, the effects of television violence on children of all ages, bullying in schools, the generally misunderstood world of girls' delinquency and crime and warning signs of school violence.

Section 2. Preventing School Violence focuses on efforts of the entire community, school-wide behavioral management systems, techniques for improving ethnic and racial relations in schools, increasing father involvement in schools and the importance of program evaluation in the development and implementation of successful school safety plans.

Section 3. Initiatives and Resources includes a summary of federal programs and initiatives and a school safety resource list. The section concludes with steps that parents, educators, business and community leaders and students can take to improve school safety.

The materials in this journal are in the public domain and may be reproduced and disseminated freely. An accompanying parent brochure "How Can We Prevent Violence In Our Schools" is available free in print or can be downloaded at

<www.accesseric.org/resources/parent/parent.html>.

School Safety—A Collaborative Effort, *The Eric Review*, is published by the Educational Resources Information Center (ERIC) sponsored by the National Library of Education, Office of Education Research and Improvement and the U.S. Department of Education. For further information on this free, 44 page publication and many others, call (800) Let-Eric, e-mail accesseric@assesseric.org or browse the ERIC system's Web pages at <<http://accesseric.org>>.

Community Concerns Commission



24th Annual EdSource Forum

Tests and More Tests:

The Road Ahead for Student Assessment

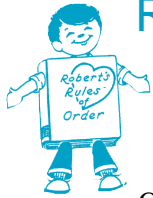
California is moving full speed ahead on a testing system aimed at improving student achievement and holding schools accountable. This EdSource forum will explore issues related to high-stakes testing, featuring officials who have helped create the current system, researchers who are evaluating it, and educators who are now in the driver's seat.

Thursday, April 5, 2001
Ontario Marriott
Southern California

Friday, April 6, 2001
PG&E Learning Center
Northern California

\$60 for PTA members
Register by March 5 and pay just \$50!

Call the EdSource office at 650/857-9604 for a forum brochure or visit EdSource's Web site at <www.edsource.org> for more information.



Robert's Rules of Order, Newly Revised New Edition

The Tenth Edition of Robert's Rules of Order, Newly Revised, the parliamentary authority utilized by all PTAs has just been released. This edition is not expected to make major changes in parliamentary procedures, but to clarify several points from the previous edition. As soon as the important points of revision are available, they will be provided to California PTA districts for distribution.

The California State PTA hopes to add this official publication to the materials that may be ordered from *The Catalog of PTA Materials* and to the materials available for purchase in the Supply Depot at the 2001 California State PTA Convention.

Brenda Davis, Parliamentarian

Reminder...

Outstanding Unit For Parent Involvement and Outstanding Council Award Applications Are **DUE: February 1, 2001!**

Outstanding Unit for Parent Involvement and Outstanding Council Awards Program applications are in your hands! We want YOU to share what your unit or council has done on behalf of children and youth!

Some suggestions for filling out your application include:

- **Do not wait until the last minute.** Completing your application will take time.
- **Teamwork helps get the job done.** Ask for input from others on your board.
- **Brainstorm ideas.** Have a committee meeting on some ideas to be included in your application.
- **Share a draft with others.** A review may help you strengthen, clarify or edit the final draft.

Reminders about your application:

Applications must be in the California State PTA Office by February 1, 2001.

Applications must include the National and State Cover Sheets signed by the presidents of unit or council.

Applications must observe the "Requirement Checklist" printed on the applications.

Contact the California State PTA office, Outstanding Unit/Council Chairman, with questions about the applications. Get your applications in by February 1, 2001 and let us hear your "Many Voices."

*Sandy Ritter, Chairman
Outstanding Unit/Council Award Program*

"E-Minutes?"

One of the major questions that is asked of me as secretary is about the distribution and storage of minutes. The minutes of any unit, council, or PTA district must be stored permanently in a bound book.

It may be difficult to access information stored on a disk from different word processing programs. If you decide to store your minutes on a disk, you must also print out a hard copy and glue them into a bound secretary's minute book,* another type of bound book or have the minutes bound by a professional book binding company. Three-ring binders are not acceptable for storing minutes

Transmitting minutes via the Internet or Web sites is not always a good idea. I would like to share the following cautions with you:

- Remember, minutes that you send via e-mail or place on Web sites can be copied and pasted into another document and changes can be made.
- You are placing your minutes on the electronic superhighway and they can be sent to anyone, anywhere.
- The minutes you are sending are not official and have not been approved. You are sending them as an information item in preparation for the next meeting.

*Available from *The Catalog of PTA Materials*.

James Hall, Secretary



Graduating High School Senior Scholarships Summer Session Scholarships for Teachers and Counselors

The California State PTA will award \$97,500.00 to more than 195 individuals including high school seniors, PTA volunteers, school nurses and teachers. Funds for the Scholarship Program are allocated from the Honorary Service Award (HSA) program. Applications for the following scholarships are now available and must be in the California State PTA office on March 15, 2001.

Contact your District President or the California State PTA office, 930 Georgia Street, Los Angeles, CA 90015-1322, (213) 620-1100, for an application or more information. Applications are also available on the California State PTA Web site at

www.capta.org.

Kathy McElroy, Scholarship and Grant Committee



Healthier Schools for California's Children

With the passage of AB 2260, the Healthy Schools Act of 2000, parents and families of school age children will now be informed of pesticide use in, on and around school-sites. School districts will now have to inform parents, guardians and staff of planned pesticide use in schools. This annual notification will be done at the beginning of each school year. The notification will include the name of any pesticide applied and the active ingredient or ingredients contained in each pesticide product.

In addition to annual notification, schoolsites MUST post warning signs containing the product name, manufacturer's name, EPA product registration number, intended date and areas of application and the reason for the pesticide application. The "Warning/Pesticide Treated Area" signs must be visible and prominently displayed 24 hours prior to pesticide application and remain posted until 72 hours after the application. In the case of a pest emergency, the area must be posted immediately after the application and remain posted for 72 hours.

The passage of the Healthy Schools Act is one of the most

significant steps toward helping to guarantee that our children will be provided a safe and healthy environment in which to learn. Children are far more susceptible than adults to the effects of pesticides and toxic materials. Children are still developing respiratory and neurological systems and are vulnerable when it comes to environmental toxicants. Many pesticides have been linked to cancer, reproductive and developmental harm, acute illness, nervous system damage and hormone system disruption. Given their play habits, children tend to have higher exposure levels than adults.

User friendly pesticide information is now available on-line. The Pesticide Action Network (PAN) has developed the Pesticide Information Database and can be used free of charge through the Internet at <http://www.pesticideinfo.org>. In addition to providing information to the public about pesticide products, this Web site allows for easy and reliable access to information about the adverse health and environmental effects of pesticides.

Work with your PTA/PTSA, principal and school district to help ensure that the Healthy Schools Act is implemented at your schoolsite.

Kelly O'Hagan, Health Advocate



Celebrating the International Year of the Volunteer 2001

At the end of November, I traveled to the United Nations to be part of the opening ceremonies for the International Year of the Volunteer 2001 (IYV 2001). During 2001, Americans of all ages and in all places will be challenged to commit to volunteering as a unifying force to build stronger communities. Resources designed to increase awareness of, and access to, volunteer opportunities include an IYV 2001 Web site, informational and promotional materials, and key messages to be used in national and local media.

The plan is to encourage volunteering in the United States and around the globe. The vision is for this year-long grassroots challenge to spread into future generations. Success will be measured by:

- More and diverse individuals, groups, and organizations engaging in volunteer service
- More awareness of the ways that people can and do volunteer in their communities
- More attention drawn to the informal, accessible, entrepreneurial, and everyday opportunities for volunteer service

- More individuals, groups, and organizations empowered to lead, mobilize, and serve as volunteers
- More communities building partnerships that support volunteer involvement
- More recognition for committed volunteers throughout society

As the oldest and largest volunteer child advocacy association, National PTA can serve as an effective model for volunteers during IYV 2001 and beyond. Each of you, through your outstanding day-to-day work in PTA, serves as a powerful example of what is best about volunteering.

Please tell everyone you know about IYV 2001. Encourage other volunteers to join you in spreading the word about the value of volunteering. Explain the many and varied ways PTA volunteers can and do positively affect their own families, schools, communities, and the nation.

Thank you for taking this to heart. Thank you for making an important difference in the lives of children.



*Ginny Markell
President, National PTA*

smARTS: Bring Back the Arts! High Quality Arts Education for All Children: A PTA Priority

The California State PTA Web site contains information on how you can support high quality arts programs for all children.

From the state level to the local school level, the California State PTA is developing an advocacy campaign to bring the arts back into our schools and back into the lives of our children.

Activities in the areas of education, community concerns, health and parenting education will be provided in addition to our ongoing Reflections Program. Go to www.capta.org and check out **smARTS: Bring back the Arts!**

High School Diversity Grant Application Now Available

The Anti-Defamation League (ADL) is now accepting applications from high schools throughout California for its **Stop the Hate** program. This two-year, comprehensive anti-hate crime and anti-bias campaign was designed to provide schools with strategies to combat prejudice and discrimination based on race, religion, ethnicity, sexual orientation, gender and disabilities. This program is funded by Assembly Bill 1740, Chapter 52, and administered by the California Arts Council.

The curriculum is aligned with the History/Social Studies Frameworks and Standards. The Stop the Hate program includes the following

1. Goal: A school climate in which students and staff feel safe, respected and competent
2. Objectives:
 - The knowledge needed to identify potential threats
 - The resources and skills to counteract these threats
 - The commitment to build a positive learning community

Launched in 1996 by the ADL's AWorld of Difference Institute under a pilot program funded by the U.S. Department of Education, **Stop the Hate** works with students, teachers, administrators and parents to promote a more harmonious learning environment. Once the two-year program is complete, participating cluster high schools and middle schools will be provided with the resources, training and strategies to maintain the program. The fact that students enthusiastically continue their efforts in peer training is testimony to the effectiveness of the program.

The deadline for applications for **Stop the Hate** is March 15, 2001. For further information contact (310) 446-8000, E-mail: los-angeles@adl.org or visit www.adl.org.

Community Concerns Commission



Guns Remain in Homes of Depressed Teens

Even after being told by a health professional that keeping a gun at home may increase the likelihood that a depressed child will attempt suicide, most parents of depressed teens do not remove firearms from their homes, according to a new study.

"The high proportion of families who, after receiving information, continued to keep a gun in the house is concerning, given the apparent risk for suicide conveyed by a gun in the home and the 30-fold increased risk for suicide conveyed by adolescent depression," Dr. David A. Brent and colleagues at the University of Pittsburgh in Pennsylvania write in the October issue of the Journal of the American Academy of Child and Adolescent Psychiatry.

Based on research indicating that depressed teens who live in homes where a gun is present are more likely to attempt suicide than those living in firearm-free homes, Brent and his colleagues began asking parents of teens treated for depression in an outpatient clinic whether they had a gun at home. If the family did have a gun at home, parents were counseled on the suicide risks of keeping a gun at home and advised to remove the gun from the house. If there was not a gun in the home, parents and patients were not counseled on the dangers of keeping a gun at home.

Most parents did not heed the advice about making their homes gun-free zones, the researchers report. During a child's treatment and up to two years later, guns were removed from only one-fourth to one-third of the houses that had firearms. And some homes that were previously gun-free had firearms present at the end of the study. In fact, about one out of every six such households obtained a gun by the end of the two year follow-up period.

There are several potential reasons that families did not follow the advice on removing guns from the home, according to Brent's team. Since some research has suggested that the suicide risk is still high even if a gun is stored under lock and key or kept unloaded, families in the study were counseled to remove guns. Based on later evidence that proper storage of guns can reduce the suicide risk somewhat, "presenting a range of options that includes both removal and locked storage separate from ammunition may improve compliance," the authors conclude.

In addition, many families may not have perceived that their child was at high risk of attempting suicide, according to the report. In fact, when a child had made a recent suicide attempt, parents were three times more likely to remove a gun from the house.

Brent's team also notes that researchers did not take into account each family's motivation for keeping a gun, such as for safety. And the recommendations were usually made to mothers, who may not always have been the parent who owned a gun, they note.

The results of the study show that doctors and other health professionals need to do more to make parents of depressed teens aware of the risks of having a gun at home, including discussing the issue with families who do not have firearms to ensure that their homes remain gun-free, according to the researchers.

Source: Journal of the American Academy of Child and Adolescent Psychiatry 2000;39:1220-1226.

Community Concerns Commission

Booster Seats Are For Big Kids

Current California law requires child safety seat use up to four years and forty pounds, but most children need to use booster seats until at least age eight. A new state law, effective in 2002, will require booster use for most children between ages four and six. Selected elementary schools in Southern California will focus on safety through a new program which teaches children in kindergarten through third grade about booster seats.

“Boosters Are for Big Kids” is a curriculum developed by SafetyBeltSafe U.S.A., the national nonprofit organization devoted to child passenger safety, with support from the Allstate Foundation. The curriculum introduces the 5-Step Test, which helps parents check the positioning of lap and shoulder seat belts to determine if a child needs a booster seat to ride safely.

Most children under age eight are too small to be securely restrained by safety belts designed for adults. When a crash occurs, the child may slip out of the belts and even be ejected from the car. According to a study in the June 2000 issue of *Pediatrics*, children over age four who are restrained using only safety belts have a much higher rate of injury than younger children who are secured in child safety seats.

“Boosters Are For Big Kids” involves children and their parents directly in learning how booster seats will make their travel experience safer and more comfortable. The program uses games and hands-on activities to engage the children’s interest. Parent volunteers are invited to promote communication within the community.

For more information about child passenger safety and how this program could be adapted in your community, call the Safe Ride Helpline (800) 745-SAFE; <www.carseat.org>; (310) 222-6862, (800) 747-SAN0 (Spanish).

“Boosters Are For Big Kids”

Did you know most kids need to ride in a booster seat from about age 4 until at least age 8?

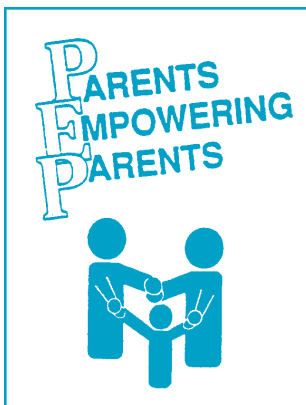
The 5-Step Test for Child Booster Seats

1. Does the child sit all the way back against the auto seat?
2. Do the child’s knees bend comfortably at the edge of the auto seat?
3. Is the lap belt touching the tops of the thighs, not on the tummy?
4. Is the shoulder belt centered on the shoulder and chest (rather than on the neck)?
5. Can the child stay seated like this for the whole trip?

If you answered “no” to any of these questions, your child needs a booster seat to ride safely in the car. Kids like boosters because they are more comfortable, too!

SafetyBeltSafe U.S.A. <www.carseat.org>

Community Concerns Commission



The Awkward Years

While change is a constant factor in a child’s life, adolescence is the time when changes seem to occur overnight. The magnitude and intensity of these changes may vary and they may happen at a slightly different age for each child, but no child escapes this experience. Parents need to realize that what is hap-

pening is the normal process of their child growing up. How to keep a positive parent-child relationship in place during these potentially difficult times is yet another challenge parents face as their child lurches down the rocky road toward the adult world.

Parents often think they are not wanted when their children reach these adolescent years. Wrong! Parents are still needed—and wanted—but in a very different way. Gone is the need for the openly demonstrative and caring parent-child relationship of childhood. In its place is the demand for freedom and privacy and, ironically, the need for even more support and caring; but it should be support, love, and caring offered in a very private manner—never in public. To say

that teenagers seem to send mixed messages is one of the greatest understatements of all time.

Parents have to be sensitive to their teenager’s need to be more independent and accept this as part of being a normal, healthy adolescent. If parents want their teenager to eventually be self-sufficient and able to make his/her own decisions, they need to give their support where it has always been given, but in ways that are non-threatening.

- Family rules and limits must be set even as the teenager pushes against these limits, and new limits need to be negotiated along with the ability to accept new responsibilities.
- Parents need to work at keeping lines of communication open, understanding that discussions will probably take place more easily if the topics center on the immediate interests of the teenager.
- Parent support should still be given at school functions or other activities in which the teenager is involved, even though parents and teenagers will most likely go their separate ways at the actual event.

From the *Parents Empowering Parents Manual*
Parenting Education Commission

Figuring on *Figure This!*

Did you ever imagine that manhole covers could offer the beginning of a mathematical exploration? *Figure This!*, the national campaign to promote family involvement in middle-grades students' mathematics, opens the door to serious mathematical study by encouraging students and their families to consider math challenges like, "Why are manhole covers round?" In addition to promoting family involvement, the campaign offers concrete illustrations of the kinds of mathematical thinking students should be experiencing in today's classrooms.

Figure This! is a joint project of the partners in the Figure This! campaign, which include the National Council of

Teachers of Mathematics (NCTM) and the Learning First Alliance, a partnership of twelve educational organizations including National PTA. The project has recently released brochures designed to help families be more involved in their children's mathematics education. *Figure This!* family brochures offer guidance in supporting children's mathematics learning. The brochures are posted on the award-winning *Figure This!* Web site <www.figurethis.org> Brochures can be downloaded (in both English and Spanish) and copied for distribution. Families can also receive booklets of the math challenges along with family brochures by calling 877-GO-SOLVE (877-467-6583).

PTA as An Employer

When considering sponsoring a program requiring paid personnel, PTA should carefully review and study all requirements before making a decision. A key question that must be resolved is whether the program will involve people hired as employees of the PTA or as independent contractors of the PTA. This will govern how the program is managed and how money is controlled.



The required reporting to federal and state government varies, depending on whether the PTA employs persons as employees or independent contractors. These requirements must be fulfilled, and it is important for the PTA to be sure they have the means to do so. Every employee is required to complete a Form W-4 which may be obtained from the Internal Revenue Service and a Form I-9, Employment Eligibility Verification which may be obtained from the U.S. Department of Justice Immigration and Naturalization Services.

All personnel who work on a school campus, regardless of whether they are hired as an employee or an independent contractor, must be fingerprinted and must undergo a background check. All personnel employed by the PTA must meet school district health screening requirements. If the PTA hires a teacher, it must adhere to the stipulations in the collective bargaining unit to which the employee belongs. All personnel employed by the PTA must comply with school district procedures for detecting and reporting suspected child abuse as required by state law.

Independent contractors must provide current certificates of insurance which the PTA must retain in its files. Directors, teachers or instructors hired as independent contractors must carry their own general liability insurance and Workers' Compensation insurance.

The insurance policy held by the California State PTA is designed to cover allowable PTA events. It is critical that before planning any PTA activity the Red, Yellow and Green pages of the *Insurance and Loss Prevention Guide* be reviewed. Child care programs are not covered under the California State PTA comprehensive general liability insurance policy. If your PTA sponsors such a program, it must purchase separate insurance for the program.

The California State PTA carries Workers' Compensation insurance for all operations of the PTA in order to comply with the State of California Workers' Compensation Law which requires that any organization considered to be an employer in the state must provide protection for its employees.

California law mandates that every employer shall establish, implement, and maintain an effective Injury and Illness Prevention Program. Any PTA that pays wages directly to an individual and reports said employment on the California State PTA Workers' Compensation Annual Report must comply with this mandate.

Should a work related injury or illness occur, an Employer's Report of Occupational Injury or Illness must be completed promptly. Completed reports must be returned within 24 hours to the California State PTA office for processing and referral to the insurance carrier. A record must be kept on the State Compensation Employee Claim Form Log.

If an employer-employee relationship is found to exist, the PTA, as employer, must withhold from each employee's wages the proper social security/Medicare amount and pay that amount on behalf of each employee, as well as pay a matching amount itself. The PTA must administer, collect, account for, and pay over to the federal and state government specified amounts of taxes which must be withheld from each employee's wages. The PTA must withhold and pay state disability insurance. The PTA must pay state unemployment insurance and employment training tax. Semi-weekly, monthly or quarterly payment of withholding to the IRS and California Employment Development Department are required. Form W-2 must be completed by the employer and issued annually before January 31 to every employee.

Payments of \$600 or more made to persons not treated as employees for services rendered must be reported on the IRS Form 1099-MISC. The return is due to the IRS by February 28, for payments made during the previous calendar year.

For further information in evaluating facts and circumstances in each case, refer to "Guidelines for Determining Employee Versus Independent Contractor Status."

Finance Commission

PTA in California, Winter 2001 7



Don't miss the 2001 California State PTA Convention in San Jose!

We have made some exciting changes to expedite your registration process at convention.

1. There will be express lines for those who have no changes in their registrations or who have confirmed their changes with their district PTA prior to arrival.

2. District PTA presidents will now have real time access to their district delegate registration information. This allows them to make corrections (name changes, addresses, spelling, conference selections) to registrations prior to convention.

3. The registration area will open on Wednesday, April 25th, 2001 from 6:00 p.m. to 9:00 p.m.

4. Lead generation cards will again be provided for your use in the Exhibit Hall. For the vendors who have rented this special unit, you will simply swipe your card. Information you request from them will be sent to your home or school address (as per your instructions on the registration form), eliminating the need to fill out all those information request forms.

Units and councils are asked to follow the instructions given by their district PTA and to contact the council/district PTA president for the convention pre-registration deadline. All pre-registration must go through the district PTA.

Registration Fees

	Pre-Register	On Site
Full-time voting delegates and non-voting registrants	\$ 75.00	\$100.00
One-day non-voting registrants (NO one day voting)	\$ 50.00	\$60.00
Full-time Student voting delegates and non-voting registrants	\$60.00	\$60.00
One-day Student non-voting registrants	\$25.00	\$25.00
Full-time Non-PTA non-voting registrants	\$150.00	\$150.00

Please join us as we celebrate PTA's 102nd convention!

Sandy Ritter, Registration Chairman

MANY VOICES

ONE VISION

From the President	Page 1
Playground Safety	Page 2
School Safety-A Collaborative Effort	Page 2
24th EdSource Conference . . .	Page 2
Robert's Rules of Order- New Edition.	Page 3
Reminder...Outstanding Unit & Council Awards for Parent Involvement Deadline	Page 3
"E-Minutes?"	Page 3
High School Senior Scholarships & Summer Scholarships for Teachers and Counselors	Page 3
Healthier Schools for California's Children.	Page 4
Celebrating the International Year of the Volunteer 2001. . . .	Page 4
smARTS: Bring Back the Arts .	Page 5
High School Diversity Grant Application Available	Page 5
Guns Remain in Homes of Depressed Teens.	Page 5
Booster Seats Are for Big Kids	Page 6
The Awkward Years	Page 6
Figure on <i>Figuring This!</i>	Page 7
PTA as An Employer	Page 7

If you are no longer a PTA president, please forward this and all mailings immediately to your successor.

Articles appearing in this newsletter may be reprinted in PTA unit, council and district newsletters only. Please credit the California State PTA.

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