

PTA[®] in California

everychild. onevoice.

VOLUME 64 • NUMBER 3

OFFICIAL NEWSLETTER OF THE CALIFORNIA STATE PTA

FALL 2001

The Art of Leadership

“Leadership is an art that can be learned.” – National PTA Annual Resources for PTAs

Leadership is developed through experiences and learned skills. Everyone has the potential to be a leader and PTA offers many training opportunities to learn leadership skills.

There are specific skills that are usually attributed to a good leader:

- **Active Listening** – It is important to listen carefully to what is being said. People want a chance to be heard and there are often non-verbal cues to be discerned. Let people know you care about what they need to tell you. That doesn't mean that you have to agree with them.
- **Be There** – A lot of time and energy will be saved if you are on the same wave length; other participants will feel more valued, and you will move forward much more quickly.
- **Good Communication** – Be clear in your message and instructions. Ask for questions. Keep confidential information confidential. If there is personal issue speak only to the individual concerned.
- **Attitude** – The leaders' attitudes affect the atmosphere and climate of your PTA. Remember the need to be supportive of whatever effort is made, and earn respect by being respectful.
- **Goals** – Leaders stay focused on the goals of the organization so those involved know where their efforts are directed.
- **Community** – An insightful leader spends time and energy getting to know the needs of the whole community and addressing their interests and concerns. Your entire school community needs to be considered when planning activities and meetings.
- **Inclusive** – Real leaders are confident enough to ask others to join them—even when someone sometimes says “no.” Leaders who believe in their work accept different perspectives and realize that they are responsible for including others in the PTA's mission.
- **Network** – Leaders are also quick to share with others what has worked and what hasn't and to look for opportunities to network with others to heighten awareness of the needs of children and families in their communities.
- **Distribute Materials** – Good leaders get out the materials people need to the appropriate individuals in a timely fashion. They trust others to do their jobs and give them what they need to work with.
- **Be Prepared** – Leaders are able to lead with confidence when they have done their homework and know their materials. They inspire good faith by knowing what the options are and sharing the information.
- **Modeling** – Everyone responds better to someone “who walks the walk.” Real leaders model the behavior they are looking for and are respected for being knowledgeable and reliable—even when in a tough situation.
- **Thank you** – One of the most important jobs of leaders is saying “thank you.” It has to be said to everyone, no matter how large his or her effort. Saying, “thank you, I appreciate your effort” can never be said too often and only enhances the leadership qualities of the person saying it.
- **Developing New Leaders** – True leaders spend a lot of their time and effort developing new leaders by delegating

pieces of the work. They offer support and supervision but allow others to hone the skills they will use as PTA's future leaders.

So remember: “Leadership is an ongoing process and an attitude.”—*National PTA Annual Resources for PTAs*. Remember a responsibility of today's PTA leadership is developing our future leaders.

Leadership Services Commission

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PTA Continues Efforts to *Bring Back the Arts!*

Update on Sponsored Legislation

“Years ago we had wonderful art programs ...Children did better academically. Now the focus has shifted to 3R’s and meeting standards. Art has fallen by the wayside.”– a School District Superintendent, Fall 2000.

The California State PTA is committed to continue its efforts to restore arts education in our public schools. As part of our SMARTS campaign to bring back the arts to our schools and to our children, the California State PTA is sponsoring a bill in the Legislature. The PTA sponsored SMARTS bill, **AB 869** (Shelley), would establish an Arts Instructional Materials, Equipment and Assistance Program. This program would provide incentive funding schools could use for purposes of standards-based arts instruction.

Thanks to the help from many PTA members around the state who sent letters and made phone calls to their legislators, AB 869 passed the Assembly Education Committee unanimously and numerous legislators have signed on as co-authors. Due to the lack of funding for this year’s budget, AB 869 was held in the Assembly Appropriations Committee Suspense file. It is now a two-year bill and will be considered again in January 2002.

The California State PTA is working on steps to move AB 869 in January. This includes efforts to convince the Governor to specifically include funding for the Arts

Instructional Materials, Equipment and Assistance Program in the budget proposal he presents in January 2002. The bill’s author, Assemblyman Kevin Shelley, has declared his commitment to pursue enactment of the bill next year and to help secure the funding for arts education.

We know from research that students who study the arts have higher grades, score better on standardized tests, have better attendance records and are more active in community affairs. The research also shows that students from low-income families who study the arts improved their overall school performance more rapidly than all other students.

It is ironic the current focus on improving student achievement ignores the growing body of data showing the importance of the arts. Students who are failing need arts education even more than those who already achieve at or above grade level. Real education reform must include study of the arts for all children—particularly for those who have little or no access to the arts outside of school.

PTA members must urge the Governor and the Legislature to make arts education

a **priority!** Our actions over the next few months will be critical.

Here are some things all PTA members can do.

Participate in efforts to educate local and state leaders, school boards, school administrators and the general public of the importance of arts education.

Urge school boards and school administrators to make arts education a higher priority when deciding on the use of discretionary funds.

Write letters to the Governor and to your legislators, both Assembly members and Senators, requesting support for funding standards-based arts instruction in schools.

Ask other organizations and groups to work with you to help raise awareness of the importance of arts education.

Check the California State PTA Web site SMARTS page <<http://www.pta.org/about/smarts.html>> for more information on how you can help **bring back the arts!**

Legislation Team

National PTA Board Member At-Large

Frank Kwan, Director of Communications, Los Angeles County Office of Education, has agreed to serve on the National PTA Board of Directors. Frank brings a number of very positive credentials to the board—including his membership on the board of the National School Public Relations Association.

Frank works extensively with numerous populations represented in the diverse Los Angeles County school community, and is an active proponent of parent involvement. He is very familiar with the PTA organization, and is excited to be invited to be involved as a member of the National PTA Board of Directors.

Bring Back the Arts to Our Schools – To Our Children

- Arts education is a basic component of a quality education that every child deserves to have. Surveys show that a majority of parents think that study in the arts is as important as any other subject.
- Extensive research has shown that education in the arts (especially music and theater) is linked to improved academic achievement in reading and math, so arts education is especially important for children who are underperforming in school or who are difficult to reach in other ways.
- “High risk” and low-achieving students benefit the most from arts instruction, but are the least likely to have access to the arts if not provided in school.
- Study of the arts positively influences attitudes and perceptions about others, is effective in diminishing stereotypical views of various cultures and groups, and leads to greater tolerance.
- A U.S. Labor Department report on job skills cites arts education as important for achieving certain “foundation” skills which include thinking creatively, problem solving, exercising individual responsibility, sociability and self-esteem.
- The arts and entertainment industry is a major source of jobs and makes a significant contribution to California’s economy. Other jobs and careers that involve artistic expression, such as the industrial design and high technology industries, are becoming increasingly important as well.



From the President... Thanksgiving

At this time of year I reflect and give thanks for all the blessings that have come my way. I ponder the possibilities for the future.

This country has suffered a blow to our normal way of life that will affect our children for the rest of their lives. As adults, we all remember where we were when Kennedy was shot that solemn November day in 1963. Our children will

remember the events of this past September in the same way—where they were and what they were doing—and wonder if they are safe.

Our responsibility as mentors and peacemakers is to assure children that all will be safe and that they do not have to worry. Adults will be there to protect them.

Schools in California are required to have a “Safe School Plan” in effect. This is a planned agenda of emergency services which can be put into effect immediately. It includes medical treatment, provision for meals, triage services and a system of communication networking schools to districts to community services. Children will be safe on their school campus; they will be supervised at all times until the emergency is lifted, or a parent or guardian takes charge of their child. School districts practice emergency drills; teachers and staff know their assigned jobs.

Just like the emergency services we saw spring to life in New York City and Washington D.C., communities will come together in a time of need. Schools and children will be the top priority. Become familiar with your school’s “Safe School Plan.” Structure a parent night or newsletter article which will inform your school community of what provisions your school has taken to keep all children safe.

Make time to remember those families of the September 11th horror. Share your support by making a personal donation to the American Red Cross (1-800-HELP NOW) or volunteering with any organization which aids the victims and their families, and the firefighters and police who gave so bravely that day. Your thanks will be appreciated.

Finally, accept a special thanks from me to each of you who give so much for the children of California. May God bless America. Have a thankful Thanksgiving.

Jan Harp Domene, California State PTA president
E-mail: president@capta.org
everychild.onevoice.

Fire Safety: Not Just October

Ask fire safety officials what their pet peeve is and they will probably say getting teachers, daycare providers and parents to think about fire safety lessons throughout the year—not just during National Fire Safety Week in October.

There is no simple answer to how long children will remember fire safety lessons. Some children retain skills for years; some only a month. Even those who remember the skills will forget key parts.

Encourage teachers to address fire safety throughout the year. Consider linking fire safety to seasonal and family activities. Kids of all ages need to hear fire safety messages frequently and practice fire safety skills repeatedly. Practice works!

Opportunities to discuss fire safety include

- Winter holidays: Candles and matches, faulty electrical wiring.
- 4th of July, Summertime: Barbecues, campfires, and fireworks.
- Dinnertime: Dinner preparation near the stove.
- Birthdays: Candles, flammable decorations and matches.

Adapted from
Play Safe! Be Safe! Bulletin,
Spring 2001 BIC Corporation and
Fireproof Children Company,
Community Concerns Commission

Champions for Children

PTA has been the champion for children for more than a century. As your new president, I promise you we will build on this heritage as we take advantage of emerging research and information to make our activities relevant in today’s world. We will concentrate on those areas we know are priorities for families: public education, safe and nurturing environments, and parent involvement. We will never lose sight of our commitment to children and youth.

With the onset of the fall television season, now is a good time for us to recognize the value of media literacy. It is important to limit the potentially negative effects of television on children and it is imperative that children are taught skills to view and understand television, the Internet, and other media. Additionally, parents need to initiate family dialogue that will ultimately help children watch TV actively, carefully, and critically. Television can be a positive, educational experience for children if they apply the same thinking skills used in reading and writing. Literacy is no longer limited to the written word.

As parents, grandparents, and caring adults, we have the responsibility to be involved with our children as they explore the vast world of television. Taking control of the family television can be challenging, but parents need to take an active role by establishing family guidelines for selecting programs and ensuring that children understand the images and messages they see on television.

Television programs can ignite a child’s imagination, inspire creativity, or serve as a bridge to reading or other positive activities. The key is media literacy. If we teach children to make television viewing a conscious choice, then we have succeeded in relaying the essence of media literacy.

Shirley Igo, National PTA president

National PTA, **everychild.onevoice.** We’re here to serve you. Call us at **1-800-307-4PTA (4782)** or visit **<www.pta.org for news>**, for information and timely resources.



Handling the Minutes

In what format should the minutes be printed?

The format for minutes is somewhat of a unit preference. The primary concern is that all action be approved and recorded. Minutes may be computer-generated, typed, or hand written. The most commonly used format is a narrative; however, a table or any other form that has been agreed upon by the executive board/membership may be used.

Who gets a copy of the minutes? Minutes of executive board meetings should be made available to all executive board members. (Refer to your unit bylaws to determine who is a member of the executive board.) The secretary makes a brief report of the executive board meeting for the association; however, executive board minutes are not provided to the association. Minutes of association meetings should be posted at general meetings or copies may be made available to those attending the association meeting. At a minimum, hard copies of the minutes must be given to the president and treasurer. The auditor will need minutes while conducting audits. The secretary keeps all master copies of the minutes.

Who approves the minutes? Minutes are approved by the body that created them; e.g., the executive board approves executive board meeting minutes and the association approves association meeting minutes.

How should the minutes be stored? Minutes must be placed in a bound book. A hard-backed, bound minute book is available through the California State PTA Catalog of Materials or a similar book may be purchased at an office supply store. The master copy of the minutes, along with all written reports, should be glued into the book for permanent storage. As an alternative, minutes may be kept together and taken to a binding company for binding at the end of each term. This method is most often used by district and state PTAs, which have accumulated numerous pages of minutes during the term. Loose leaf or spiral notebooks must not be used to store minutes permanently.

This article was written specifically to be shared with secretaries and executive board members to enhance your PTA record keeping. Please copy and share it with anyone in your PTA who works with minutes. If you have a specific unanswered question, please contact your council or district PTA secretary or send your question to <secretary@capta.org>, along with your name, unit, and district number.

Next issue: *Correcting the Minutes*
Brenda Steffen, Secretary



Membership Recruitment

California State PTA was one of fifteen states with a membership increase for the 2000-2001 year. At a time when competition for members is crucial, having a creative recruitment plan is very important.

The best recruitment plans include the retention of members. By treating your members as important individuals you will gain their confidence and loyalty to continue to support your PTA's efforts. PTAs with high parent involvement usually have a high level of ongoing communication with their members.

The following tips will enhance communication and ultimately strengthen the PTA network.

Fill your newsletter with useful information for your members.

Update your Web site on a regular basis.

Survey your members regularly to determine their needs. What services are important to them? What will motivate them to use your resources and services?

Use the personal touch. Send a short note asking, "How are we doing?" "What needs do you have?" This gesture shows you care and are interested in what members have to say. Be sure to follow up in a timely manner with answers to any concerns and questions.

Create a buddy program in which active members are paired with new members.

Remind members of the benefits your PTA provides by featuring a "project/program of the month" in your newsletter.

Thank the PTA members for their support of programs/projects.

Implementing an effective membership growth plan is the key to successful member recruitment. Now is the time to meet with your board and/or committee to plan a strategy for this year. There is an old saying, "Make new friends but keep the old. One is silver, the other gold." All friends of PTA are precious.

Membership Committee

New EdSource Parent Guides Available Free Online

These easy-to-read guides in English and Spanish are now available free online. You may copy and disseminate them with credit to EdSource.

"Parent Guide: California's New Mathematics Standards"

<http://www.edsource.org/pub_guide_math.cfm>

"Parent/Student Guide: Recent Changes in
UC Admissions Policies"

<http://www.edsource.org/pub_guide_uc.cfm>

New Chart In School Data

This chart from the upcoming publication, "How California Ranks," shows how the state's per-pupil spending stacks up against the national average.

<http://www.edsource.org/sch_gra.cfm>

STAR Scores

You can check out STAR test scores at the school, district, county, and state level on the Ed-Data Partnership Web site:

<<http://www.ed-data.k12.ca.us/>>

Meet the Student Representatives

Kelli Taylor • Eighteenth District PTA

Her high school counselor in Eighteenth District PTA described Kelli Taylor as “an intelligent, conscientious, people-orientated young woman who shows great promise for future success.” Kelli, an honor student in a demanding college preparatory academic program, is studying English, government, economics, trigonometry analysis, photography and yearbook.

As part of her commitment to youth, Kelli has been her school’s PTSA historian, and has been involved with Freshman orientation, Back to School Night, College Experience Day, and Reflections Program. She enjoys working with younger students in the Friday Night Live program, and a mentoring program to prepare them for high school. Weekly she teaches four-year olds at Sunday School. Kelli has participated in the cross country team, track, soccer, volleyball, karate, powder puff softball, and Odyssey of the Mind.

Kelli says she enjoys taking on new challenges and sees the California State PTA board of managers as not just a challenge, but a wonderful opportunity as well. She is a conscientious and enthusiastic young woman who feels she has a good idea what the average student would like to see happen at school, as well as what the concerns of the individual student are.

Anny Chen • First District PTA

Anny Chen is a PTSA student representative, an artist, a confident public speaker, a Red Cross Youth Corps and Arcadia Methodist Hospital volunteer, a dancer, a choreographer, a pianist, an excellent student, AND a member of California State PTA board of managers! In addition to her busy extra-curricular activities, she is enrolled in advanced placement courses in English, comparative government, calculus, art history, and chemistry.

First District PTA in Arcadia is fortunate to have benefited from Anny’s energy and commitment to others. Anny says that her activities have made her aware of the need for more student involvement. She has noticed how much effort parents have contributed to her school and wants to extend a bridge to close the gap between parents and students.

Ginny Bruno • Twenty-Third District PTA

Ginny Bruno, a highly motivated student, is enrolled in rigorous Advanced Placement government and honors economics courses her senior year. Her extracurricular activities include track and cross-country running. Ginny has been involved with PTA/PTSA by volunteering at school, Twenty-Third District PTA and state levels. Being the intermediate school student representative prepared her for PTSA executive board service, first as student representative and currently as 4th vice president. The annual health and safety fair are examples of school events undertaken. Numerous other organizations have also benefited from her enthusiasm and commitment to service.

Ginny is involved with PTA because she feels it is important for students to have a strong voice and influence on an organization that affects students. She has good ideas and opinions that will be useful to the California State PTA board of managers.



Kelli Taylor, Anny Chen, Ginny Bruno and Nichole Carroll

Nichole Carroll • Fourteenth District PTA

Nichole Carroll was “hooked” the first time she attended California State PTA convention. It was then that she became determined to be very involved in PTA and help students from the state level. That determination has benefited Petaluma’s Fourteenth District PTA. Nicole, the historian at her intermediate school, has continued her involvement at her high school PTSA as secretary.

A very busy student, Nicole is enrolled in honors history and English, algebra II, and takes French at the junior college. In her “spare time” she is involved with band, colorguard and Sea Scouts. Nicole also volunteers at the hospital, works for the local Little League as scorekeeper and at the snackbar.

Nichole says she enjoys being part of the process to help California’s schools. She is a very confident young woman who does not hesitate to share her opinions with others and the board. She is a strong voice for California students!

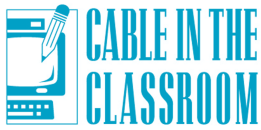
Toxins in Wooden Playground Equipment

Recently information relating to arsenic and other toxins on playgrounds has received a lot of attention. What is all the hype about? Should parents keep their children away from wooden playground equipment?

Pressure treated lumber has a greenish appearance and is infused with a chemical called CCA—chromated copper arsenate which reduces rot, and resists termites, beetles and fungus. This pesticide has been reported to leach into the soil. According to the U.S. Consumer Product Safety Commission (CPSC), the amount of chromated copper arsenate in playground equipment is minimal and manufacturers are held to safe guidelines.

If you are concerned about a playground in your area, contact whomever is in charge of its maintenance. Before you build or purchase equipment, make sure you read the consumer information sheet to determine what preservatives are used in the wood. Creosote, petachlorophenol and tributyl tin oxide are too toxic and should not be used for wooden playground equipment.

*The National Program for Playground Safety
Playground Safety News Summer 2001, Vol.V, No. 2
Community Concerns Commission*



Enhance Student Learning With C-SPAN Today

Free Membership Service for Educators

Currently, C-SPAN IN THE CLASSROOM services are being offered FREE to educators. Created by the cable industry and offered as a public service to educators, CABLE IN THE CLASSROOM provides quality, commercial-free educational programming and support materials to help teachers use cable television in their classrooms.

With the flip of a switch, C-SPAN programming can bring students into the world of politics, history, and public affairs. Programs are available for nearly every educator. For example, in the civics classroom, students may follow a political campaign, research a political issue, or view the United States government in action.

Another program called **Booknotes** and **BOOK TV** brings authors into the classroom. Other programs engage students in the analysis of speakers and their speeches by focusing on oratory content and style. Washington Journal, a call-in program, allows students to interact with journalists, newsmakers, and other viewers as current events and headline news is discussed.

Additionally, C-SPAN provides support for educators through

teacher guides, classroom posters, student activities, as well as video and online resources. The opportunities for students to explore business and economy, defense policy, education, the media, law and the courts, politics, history, and many other topics are endless. Also, teachers can customize programming and resource information so that the information is relevant to classroom instruction.

C-SPAN is easy to access. Students may watch programs LIVE in the classroom, whereby, they see events as they happen. Or, teachers may video tape and use C-SPAN programming perpetually in their classroom. Additionally, teachers can tap into the C-SPAN archives, view past programs and series, and then, purchase a video tape of the program.

For more information on how to put C-SPAN in your classroom call the C-SPAN Educator's Hotline at 800-523-7586 or join online at <www.c-span.org/classroom/enroll>. Remember, enrollment is FREE to educators. By signing-up today, you'll be well on your way to enhancing students' tomorrows.

Education Commission

An Increase in Obesity in Our Children

The California State PTA has been invited to participate in a collaborative strategic planning process to produce a State Obesity Prevention Plan. The three year plan is intended to implement efficient and effective pilot interventions.

The Center for Weight and Health at UC Berkeley concludes obesity has increased among boys and girls of all ages. The most dramatic increase occurs between preschool and school age children. African American (particularly girls) and Hispanic youths have the highest prevalence of obesity. Children in California have a high prevalence of being overweight, faring no better than children nationally; racial and ethnic disparities mirror those seen in the United States as a whole.

Contributors to pediatric obesity are genetic factors, environmental factors which include physical activity patterns, familial and psychosocial influences, television and media factors, and dietary factors.

Parental involvement appears critical to implementing and sustaining behavior change among children. Social marketing campaigns and school based campaigns are increasing the knowledge among youth that physical activity enhances general health, positive physical and emotional state, and may even help them academically. These seem to be promising approaches.

There is strong agreement that additional physical activity at all school levels is needed as well as increased availability of nutritional food at school sites.

Health Commission

What Are Raves?

"Raves" are high energy, all-night dances that feature hard pounding techno-music and flashing laser lights. "Raves" are found in most metropolitan areas and, increasingly, in rural areas throughout the country. The parties are held in permanent dance clubs, abandoned warehouses, open fields, or empty buildings.

"Raves" are frequently advertised as "alcohol free" parties with hired security personnel. Internet sites often advertise these events as "safe" and "drug free." However, they are dangerously overcrowded parties where your child can be exposed to rampant drug use and a high-crime environment. Numerous overdoses are documented at these events.

"Raves" are one of the most popular venues where club drugs are distributed. Club drugs include MDMA ("Ecstasy"), GHB and Rohypnol (also known as the "date rape" drugs), Ketamine, Methamphetamine (also known as "Meth"), and LSD.

Because some club drugs are colorless, odorless, and tasteless, they can be added without detection to beverages by individuals who want to intoxicate or sedate victims in order to commit sexual assaults.

"Rave" promoters capitalize on the effects of club drugs. Bottled water and sports drinks are sold at "Raves," often at inflated prices, to manage hyperthermia and dehydration. Pacifiers to prevent involuntary teeth clenching, menthol nasal inhalers, surgical masks, chemical lights, and neon glow sticks to increase sensory perception are used to enhance the "Rave" experience.

Don't risk your child's health and safety. Ask questions about where he or she is going and verify it yourself.

Excerpt from "Tips For Parents: The Truth About Club Drugs" To obtain a copy of the publication from the National Criminal Justice Reference Service E-mail www.ncjrs.org or call 800-851-3420.

*Community Concerns, Health
and Parenting Education Commissions*

Parents+Teachers=Success

When parents and teachers work together, the child achieves more. Parents can become actively involved in their child's education in many ways:

Attend conferences with your child's teacher.

Be an active PTA members.

Volunteer at school.

Share your cultural heritage.

Take part in the local school shared decision-making process at your child's school.

Attend school board meetings.

Know the teachers, principal and school support staff.

Be creative! Don't limit yourself. Look for parent and family involvement opportunities.

Parenting Tips

Here are some ways to help your child with homework:

1. Set aside a regular time and place for doing homework.
2. Be alert to problems and contact the teacher if you and your child do not understand the assignment.
3. Test your child on spelling words, multiplication tables and other work that requires memorization.
4. Review school assignments after they have been returned to your child.
5. Praise your child for all accomplishments.
6. Your child should work independently, but with parental support and encouragement.

*Taken from Parent Talk Cards
Parenting Education Commission*

Parenting Information DIRECT to Your Home

Do you frequently wish that you had access to more information on parenting skills? Could you or your members benefit from such knowledge?

The California State PTA Parenting Education Commission is launching an electronic subscription pilot program on Parenting Education. Subscribers will be sent periodic articles relating to parent education, resources and electronic links to find more information.

Join the California State PTA as we embark on a new adventure to reach out to all parents, guardians and caregivers with support for all children.

To add your name to the subscriber list, type only the words: SUBSCRIBE in the message portion of an E-mail and send the email to

<parenting_eNews@capta.org>.

No subject line is needed.

Parenting Education Commission

"We extend our hearts and condolences to the families of those lost to us during this national tragedy. National PTA recognizes what a difficult and confusing time this is for families, especially children, across our great nation. We encourage parents and teachers to engage in dialogue with children and youth to assess their feelings and thoughts following this tragedy."

— National PTA President Shirley Igo

Helping Children Cope With Tragedy

In the aftermath of the tragic events that unfolded in our nation September 11, parents are striving to express a range of emotions, including loss, grief, disbelief, horror, and fear. At the same time, they must help their children understand the day's events and cope with their feelings. National PTA offers parents the following tips:

1. Maintain your composure. Kids model behavior. They imitate emotional patterns, including grieving, of those around them.
2. Reassure your children that they're safe.
3. Keep to your normal routines. Children need a sense of stability.
4. Talk about the tragedy in an age-appropriate manner. Tell children about your own feelings, but consider their age and maturity level and make sure not to overwhelm them. Be patient. It's common for children to ask the same questions about death and disaster over and over.
5. Help children to express their feelings. If they don't know the words to say how they feel inside, try to help them put their feelings into words and/or find creative ways of communicating, such as through art, writing, or music.
6. Listen. Ask questions. Find out what your children know about the situation. Make sure they understand the facts, and discuss what they've seen or heard, and what their friends and teachers are saying.
7. Make yourself available. Your children may need extra attention from you. Make time for them.
8. Explain that there are people who hate for different reasons, and that hatred is never acceptable.
9. Give your children opportunities to express compassion and provide help for the victims of the disaster. Whether it's donating an allowance to a relief fund, responding to clothing/food drives or other volunteer activities, writing letters to the families of the victims or through prayer, let children feel as though they're helping. And, let them see you help, too.
10. Tell your children you love them, and offer plenty of hugs and kisses. Maintain a strong level of affection in your home to help children feel calm.

More resources may be found on National PTA's Web site at
<<http://www.pta.org/parentinvolvement/tragedy/index.asp>>

PTA Scholarship and Grant Due Dates

November 30, 2001

Cultural Arts Grants for Units, Councils and Districts
Continuing Education Scholarships for School Nurses
Continuing Education Scholarships for
Credentialed Classroom Teachers and Counselors
Continuing Education Scholarships for PTA Volunteers
Parent Education Grants for Units, Councils and Districts
Outreach Translation Grants for Units, Councils and Districts
Leadership Development Grants for Units, Councils and Districts

March 12, 2002

Graduating High School Senior Scholarships
Summer Session Scholarships for
Credentialed Classroom Teachers and Counselors
<http://capta.org/State_PTA/scholar_grant/index.html>

Create A Family Emergency Plan

1. Meet with household members and children to discuss the dangers of fire, severe weather, earthquakes, intruders or technology problems, and how to respond in these situations.
2. Draw a floor plan of your home and mark escape routes for each room.
3. Learn how to turn off the water, gas and electricity at main valves/switches.
4. Post emergency phone numbers near telephones.
5. Teach children how and when to call 911.
6. Instruct household members to turn on the radio for emergency information.
7. Select one out-of state and one local relative or friend to call if separated by disaster. (It is often easier to call out-of-state than within the affected area.)
8. Teach children how to make long distance telephone calls.
9. Select two meeting places:
 - one place near your home in case of a fire.
 - one outside your neighborhood if you cannot return home after a disaster.
10. Train all family members in basic first-aid and CPR.

Emergency Web sites

American Red Cross

<www.crossnet.org/disaster/safety/y2k.html>

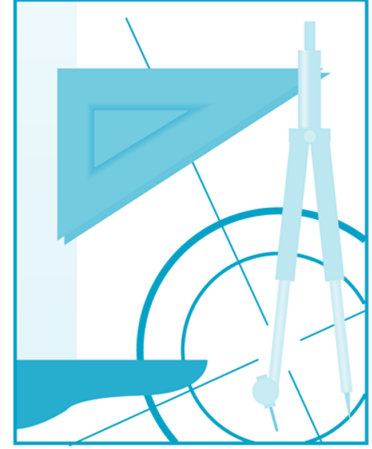
California Governor's Office of Emergency Service

<www.oes.ca.gov>

Federal Emergency Management Agency (FEMA)

<www.fema.gov>

*Provided by the: Long Beach Police Department
Community Concerns Commission*



California State PTA Toolkit CORRECTION!

**1 - ASSOCIATION – 1.9
BYLAWS FOR PTAs IN CALIFORNIA,
Page 71. ARTICLE VII
MEMBERSHIP AND DUES,
Section 5.

Strike: Proviso: ...April 2, 2000-

Insert: Proviso:

\$1.75 after April 1, 2002.

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PTA IN CALIFORNIA

930 Georgia Street, Los Angeles, California
90015

PH (213) 620-1100

FAX: (213) 620-1411

World Wide Web address <www.capta.org>

E-mail <info@capta.org>

Fall 2001. Official newsletter of the California State PTA, Volume 64, No. 3. Eight issues published annually: Summer, Summer/Fall, Fall, Fall/Winter, Winter, Winter/Spring, Spring, Spring/Summer. 2001-2002 Subscription rate \$5.00. Circulation 6,800. ©2001 California Congress of Parents, Teachers, and Students, Inc. All rights reserved. PTA® is a registered service mark of the National Congress of Parents and Teachers.

President: Jan Harp Domene

Vice President for Communications: Linda Mayo

Editor: Sharon Bartholomew

Photography: HERFF JONES

Photography Division

CALIFORNIA STATE PTA
930 Georgia Street
Los Angeles, California 90015-1322

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