

PTA[®] in California

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SPRING 2004



President's Message...

Last year, when I was installed as your president, I told you that I had a vision. A vision of increased membership, a membership that closed the gap between all people interested in improving the lives of children. A vision to expand our members' knowledge and skills in leadership, parent involvement, and advocacy.

I told you that **diversity is our strength**. I challenged you to advance the PTA message of excellence in parent involvement and advocacy. I challenged you to reach out to the uninformed and utilize mentorship techniques modeled in the Hispanic Initiative. I challenged you to reduce the disparities that existed and increase the opportunities that would produce positive outcomes for educational excellence. I challenged you to position PTA beyond our individual communities ... to have a broader scope of impact in which we develop models of excellence that enable us to better serve every child with one voice.

I was confident that we could meet these challenges. I was sure that we could be aware, sensitive, and proactive in responding to the important issues affecting children. I knew that we had overwhelming opportunities for expansion in membership, that an untapped wealth was out there just waiting for PTA to answer the call.

The Board of Directors established three overarching goals for the 2003-05 term: 1) To demonstrate the power of PTA, 2) To integrate parent involvement throughout the organization, and 3) To develop and implement professional volunteer standards for the Board of Managers.

PTA continues to be a valued and integral part of the California education system. PTA's focus on every child allows us the freedom to represent children, programs and schools that may not have the ability or the option to be heard.

During this past year, PTA worked to increase parent involvement and to ensure that parents understand how important they are as a child's first teachers. The California State PTA is co-sponsoring regional Community Leader Forums with Preschool California. These forums are aimed at engaging leaders from diverse constituencies in activities to garner support for voluntary quality preschool for all.

PTA again collaborated with other parent-centered organizations to offer a Parent Symposium focused on building leadership skills, understanding the positive impact parent and family involvement have on student achievement, addressing the needs and concerns of families through community involvement and action, and understanding how the involvement of fathers makes a difference in their children's lives.

A key action step in providing our members with models of collaboration was evidenced in the Health Commission's goal of educating parents to promote healthy students through School Health Councils. The crisis of asthma and obesity are two health issues that these councils study. Members were provided with resources to address the critical issue of teen substance abuse, including user-friendly information, tips on how to talk more effectively with teens about drugs, and strategies for helping teens make well-informed, safety-oriented decisions.

We built the diversity of our board to enhance our strength and continued our focus on reaching out to our underserved Hispanic communities. Protégés were trained in the legislative process, communicating with the media, and building successful partnerships. Our mentors focused on enhancing the protégés' leadership and presentation skills and providing them with insight and awareness of PTA policy and procedure.

Advocacy is one of the key roles of PTA, one of the key ways in which PTA demonstrates our power. In the last year, we actively participated in coalitions formed to pass or defeat three statewide ballot measures. We successfully opposed Proposition 54, Classification by Race, Ethnicity, Color or National Origin. We supported Proposition 55, the \$12.3 billion K-University Public Education Facilities Bond Act of 2004, and Proposition 56, the Budget Accountability Act.

Despite the fact that Proposition 56 was not approved by voters, a strong message was sent to the legislators that they must be accountable and take responsibility for passing a budget on time. Proposition 55 was successful, and California's public schoolchildren will have the schools they need and deserve, much-needed repairs and new classrooms to ease overcrowding.

Continued on Page 2

President's Message...Continued

And what about membership? Our power and our strength! What about making that positive move and reaching out to the diverse populations who make up this wonderful state of California? How did we do? As of March 31, 2004 we had an increase of **25,338 in our membership!** This is a 2.5% increase. This is HUGE! This is each of you, working hard to spread the word about PTA and the benefits of being a member. This is PTA moving into the future.

I challenge you to increase membership again in this coming year. Let's aim for 30,000 additional members. Remember, we have overwhelming opportunities for expansion in membership. We have an untapped wealth out there just waiting for PTA to answer the call.

You are the strength of PTA! And you can make a difference, one new member at a time. How about "Each one, bring one!" Each of you, bring in one more new member. Just think of what a successful outcome we would achieve.

I challenge all of you to look for others who have an equal passion for the welfare of children and ask them to be a part of PTA. Diversity is our strength! You are our strength! I want to thank each of you for all that you do.

Carla Niño, California State PTA President



Motivating Volunteers to Become Tomorrow's Leaders

As the PTA year starts to wind down, now is a good time to ask ourselves, Have we acknowledged the work that all our volunteers do? Do they know that the work of our association could not be accomplished without their dedication?

While recognition of volunteers is best when it's an ongoing activity, the end of the school year is an ideal time to celebrate your PTA's achievements. Recognizing volunteers for a job well done can open the door for their return the following year, and may even prompt them to lend a hand for back-to-school events during the summer. Motivated volunteers will not only inspire others to serve, they will grow to become the future leaders and supporters of PTA.

From first-time local members to the national board of directors and its officers, PTA is fortunate to have 6 million members who volunteer their time and talents for the good of all children. By making our volunteers understand that they are appreciated and by keeping them motivated, we are investing in the future of our PTAs, our children, and our communities.

Linda Hodge, National PTA President

Commemorating Brown v. Board of Education—Fulfilling Promises to Our Nation's Children

by Linda Hodge and Warlene Gary

National PTA President Linda Hodge and Chief Executive Officer Warlene Gary have coauthored this month's leadership message to affirm the organization's commitment to carrying out the promise made by Brown v. Board of Education.

In 1954, the nation was forever transformed when thirteen courageous families in Topeka, Kansas, including the parents of Linda Brown, took a stand because they knew that black children deserved the same educational opportunities as white children. The landmark case, Brown v. Board of Education, affected children in all 21 states that had segregated classrooms, and it affected an entire generation and generations to follow.

The 50th anniversary of this historic Supreme Court decision provides an occasion for PTAs and communities to celebrate the strides that have been made to provide all children with an equal, high-quality education, while also taking account of the work still to be done. Today, the "achievement gap"—disparities in academic achievement between white and Asian students and their black and Hispanic peers—continues to be one of the most pressing problems in education.

To fulfill the promise of Brown v. Board of Education, the nation must do a better job in ensuring that minority and disadvantaged students are given excellent educational opportunities. PTAs, too, must increase their efforts to provide a high-quality education for all children. PTAs can be the catalyst to help parents, teachers, students, and community members from every socioeconomic and cultural background become involved to ensure the success of all children. Our nation and our 26,000 PTAs have the resources and expertise; we just need to make full use of them. We cannot settle for anything less.

Honoring the Legacy of Brown v. Board of Education

- Invite a guest speaker to your PTA meeting or hold a panel discussion.
- Plan school activities that will celebrate diversity.
- Support programs that help minority and disadvantaged children achieve academic success.
- Use National PTA's *Respecting Differences Resource Guide* <www.pta.org/members/respub/prores/respectdiff/intro.asp> to ensure that your PTA reflects the racial and ethnic makeup of your community.
- Encourage legislators to fully commit to equality of funding for public schools.
- Participate in the "Five Cents Makes Sense for Education" campaign to increase the federal investment in our public schools.

Helping With Reading

How Can I Encourage My Child To Read?

Helping children become—and remain—readers is the single most important thing that parents and families can do to help their children succeed in school and in life.

- Read aloud to your child often. Start reading to your child when he is a baby and keep reading as he grows up. As you read, talk with your child. Encourage him to ask questions and to talk about the story. Ask him to predict what will come next.
- Encourage your child to read on her own. Children who spend at least 30 minutes a day reading for fun develop the skills to be better readers at school.
- Set aside quiet time for family reading. Some families enjoy reading aloud to each other, with each family member choosing a book, story, poem, or article to read to the others.
- Visit the library often. Begin making weekly trips to the library when your child is very young. See that your child gets his own library card as soon as possible.
- Buy a children's dictionary and start the "let's look it up" habit.
- Make writing materials, such as crayons, pencils, and paper, available.
- Ask family members and friends to consider giving your child books and magazine subscriptions as gifts for birthdays or other special occasions. Set aside a special place for your child to keep her own library of books.
- Get help for your child if he has a reading problem. If you think that your child needs extra help, ask his teachers about special services, such as after-school or summer reading programs. Also ask teachers or your local librarian for names of community organizations and local literacy volunteer groups that offer tutoring services.
- If you are uncomfortable with your reading ability, look for family or adult reading programs in your community. Your librarian can help you locate such programs. Friends and relatives also can read to your child, and volunteers are available in many communities to do the same.

Parent Involvement Commission

U.S. Department of Education, No Child Left Behind

Express Appreciation

Organizations that make a habit of expressing appreciation to their members are aware of the strengths of each individual in assisting the organization to realize its vision. Acknowledging the time and efforts of your volunteers can dramatically change the way your members interact with each other.

Following are some suggestions to help your PTA bring about a climate of appreciation:

- Avoid recognition that sets one member apart from the rest. If only one person can win recognition, only a few will try. Awards separate winners from losers. Instead, encourage members to beat their own achievements from one month to the next.
- Let members set their own goals. Help them understand their value to the team. Acknowledge their contributions.
- Urge members to acknowledge other members. Set up an informal network like a newsletter or a bulletin board where members can brag about other members.
- Recognize members for their overall strengths, not for particular achievements. Consider how the member's skills contribute to the organization as a whole.
- Make every member aware of other members' strengths and let them learn from one another.

Communications Commission



Who's Responsible?

California State PTA insurance covers bonding for all units, councils and district PTAs. The basic bond provides \$15,000 Employee/Volunteer Theft, \$15,000 Forgery and \$15,000 Theft, Disappearance and Destruction of money or scrip. There is a \$500 deductible.

Bonding losses occur because PTA financial guidelines are not followed. Recent bonding losses in California include:

- Monies not counted by two people
- Monies not deposited immediately
- Monies left in teachers' lounge
- Monies left in a vehicle
- Monies left in a filing cabinet
- Monies left in a desk drawer
- Check forgery

How do you prevent this from happening? It is critical that PTA financial guidelines be followed. Two signatures are required on all checks. When a fundraiser is held and large amounts of cash are collected, two people **MUST** count the funds and deposit the money in the PTA bank account immediately. Cash must not be left unattended anywhere. When a large fundraiser is held, it is a good practice to do an audit on the

fundraiser upon completion of the event. An audit will immediately reveal any funds that are missing.

What's the consequence for stealing money? In the above mentioned bonding losses (claims), many individuals have been arrested and prosecuted by local law enforcement agencies.

Who's responsible for PTA monies? The PTA executive board is responsible for ensuring that proper financial procedures are followed. If the treasurer is missing meetings and not making monthly treasurer's reports, investigate. If a fundraiser was held and the monies don't show up on a report as having been deposited, investigate. **Never** sign blank checks. Use Authorizations for Payments. Financial records must be audited semi-annually.

It is the executive board's job to remove the opportunity for bond losses. Follow the PTA guidelines that are outlined in the *California State PTA Toolkit*, Finance Section, and be even more careful when handling large sums of money.

What should you do if you suspect money is missing? Contact your district PTA immediately.

Finance Commission

The Art of PTA Transitioning

Are you “counting the days” until your current term of office is over? Instead of merely counting them, we hope you’re making them count! And one way to do so is to ensure a pleasant and productive transition from your administration to the one that follows. Here are a few suggestions that could prove mutually beneficial for you and your successor:

Tools of the Trade—Have you kept your procedure book up to date, particularly the sections dealing with agendas and minutes? Have you included a copy of the current budget and bylaws? Are “job descriptions” accessible for ready reference?

Rosters and Resources—Do you have a list of current officers and chairmen, with their addresses and telephone numbers...and of counterparts and resource persons at your council/PTA district? Is school information included as well? Can you locate and pass along the *California State PTA Toolkit*, and the *National PTA Annual Resources*?

Activities—Have you kept track of programs and projects, indicating which ones have been successful? Have you designated projects that are unfinished—or untackled—or even unfathomable?

New Ideas—Do you have some positive suggestions for improving activities or relationships, ideas you never “got around” to implementing?

Sharing—Do you keep in mind that the “working tools” of your office do not belong to you. They are the property of the PTA unit (or council or district) and need to be passed along with the job assignment. Sharing personal tips is always appreciated by those who follow you.

Information—To fulfill your responsibilities, where did you

have to be, and when? At which meetings was your attendance required? When could you have delegated a representative? Whoever follows you in your job would welcome the information.

Time Management—Have you acquired some good tactics in managing your time? What were some of the most effective ways you discovered to “keep track” and accomplish assignments? How did you manage your calendar? Did you keep two calendars, just in case? How did it help?

Inspiration—You worked diligently, of course, but did you derive satisfaction from your leadership role? Let your successor know about the fringe benefits of the job, about friendships made, and about the fun and happy times. Refrain from complaining about stresses and crises which may disillusion the upcoming leadership before they begin.

Open-Mindedness—Remember how you wanted the freedom to regroup and redesign for your PTA term? If so, then remember that the new PTA administration is about to embark on a sea of new ideas. Don’t sink their ship before it sets sail.

Needs—During your tenure, how many times have you said, “Oh, I wish I had known that when I took office!” What did you need to know that no one told you? Why not jot down those concerns and share them as you work with the incoming regime for a smooth turnover?

Past presidents and past leaders should not be “has-been’s”—they have expertise to share and should enhance the effectiveness of the new leaders with positive attitudes and sincere suggestions. When it comes to PTA transitioning, there are no “heroics” involved, only “helping hands!”

Leadership Services Commission

Records Retention Schedule

It is very important that certain records be retained. Listed are items that must be reviewed on a periodic basis and kept in a safe place. Develop a records retention policy based on this list.

<p style="text-align: center;">Permanent Storage</p> <p>Annual audit reports Articles of Incorporation Canceled checks for important transactions (e.g., taxes, contracts) should be filed with papers pertaining to the transaction. Corporation reports filed with the Secretary of State Legal correspondence Group exemption documents Insurance records: • Accident reports • Claims • Policies Ledgers • Minutes of executive board, association and committees (bound) PTA Charter Tax documents: • Exempt status</p>	<ul style="list-style-type: none"> • Group exemption • Letter assigning IRS Employer Identification Number (EIN) • State and federal tax forms, as filed <p>Correspondence with state or federal agencies Trademark registrations 10 Years Financial statements (year-end) and budgets Grant award letters of agreement 7 Years Payment authorization and expense forms (receipts attached) for payments to vendors or reimbursement to officers Cash receipt records Checks (other than those listed for permanent retention) Expired contracts and leases Insurance incident reports Invoices</p>	<p>Purchase orders Sales records 3 Years General correspondence Employee records (post-termination) Employment applications 1 Year Bank reconciliations Correspondence with customers or vendors if non-contested Duplicate deposit slips Current Bylaws, approved by state parliamentarian Standing Rules Certificates of Insurance Inventories of products and materials, updated yearly</p> <p style="text-align: right;"><i>Member Services Commission</i></p>
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Publicity Books

Who-What-When-Where-Why

- Who?** Every PTA can use a publicity chairperson or historian who will take photographs and collect the materials used for your PTA programs and activities. These and other items can then be compiled in a "Publicity Book."
- What?** A Publicity Book is a record of your PTA activities, programs and projects for the year. It is a place to show off all the PTA's yearly accomplishments and the accomplishments of the students. It can contain pictures of your officers, board members, other volunteers, teachers and students. It can include pictures taken during PTA activities, printed materials used for programs and events, newsletters and media articles about your PTA, awards and other keepsakes. Some PTAs also include minutes from meetings, financial reports and a copy of the budget. A Publicity Book provides a history of your PTA for the school year.
- When?** Your PTA will want to begin compiling its Publicity Book at the beginning of the school year so no activity will be excluded. That way, your PTA's history will be complete.
- Where?** Display your PTA's Publicity Book(s) at all your PTA meetings and at council and district PTA meetings. School open houses, back-to-school nights and PTA Founders Day events are other times to proudly showcase your history.
- Why?** If your PTA compiles a Publicity Book each year, there will be an ongoing history of your PTA. The next generation of PTA leaders, students and teachers will know what your PTA has accomplished. Every PTA needs a Publicity Book.

Communications Commission

Navigate Your Way with School Breakfast

Research shows that children who eat breakfast perform better on standardized tests, make fewer visits to the nurse's office, and get better grades overall. That's good reason to start each day with a healthy meal.

Making sure your child eats breakfast every day is one of "Ten Tips to Fuel Your Child's Brain Power," available in English and Spanish on National PTA's Web site at

www.pta.org/parentinvolvement/brain.asp.

The site lists simple things you can do to help prepare your child to learn. There's even a quiz to test your know-how.

The American School Food Service Association reports that an average of 8.1 million students eat breakfast in 78 percent of our nation's schools every day. In total, approximately 15.5 million children depend on free and reduced-priced meals and snacks, according to the *U.S. Department of Agriculture's Summer Food Service Program for Children*. These children might otherwise go hungry. Yet during the summer, only 2 million children receive free meals at schools.

Why? The answer is, in part, because many schools don't know that federal funds are available to provide free meals and snacks during the summer months.

Contact your state department of education or visit

www.frac.org/html/federal_food_programs/programs/sfsp.html

for additional information.

Health Commission

National Polls Show Parents and Teachers Agree on Solutions to Childhood Obesity

Two national polls show remarkable agreement between parents and teachers on what schools should do to help stop the epidemic of childhood obesity. More than 90 percent of parents and teachers surveyed favor converting the contents of vending machines in schools to healthy foods and beverages. And more than 80 percent of parents and teachers believe students should be required to take physical education every day at every grade level.

The two national opinion surveys were conducted jointly by Lake Snell Perry & Associates and Market Strategies, Inc. on behalf of The Robert Wood Johnson Foundation (RWJF), in partnership with the National Education Association.

www.rwjf.org/news/releaseDetail.jsp?id=1069768122290&contentGroup=rwjfrelease.

RWJF News Release

Health Commission

Media Tips for Parents

Advertising: Truth or Fiction

In today's society, media has become a powerful influence on our lives. As children enter adolescence, print and electronic media help them define who they are and what they want to become. By the time children reach middle school, they have spent tens of thousands of hours watching television, movies and videos; listening to the radio, CDs and cassettes; reading magazines, newspapers, and books; playing video and computer games; and surfing the Internet.

Advertisers use the power and influence of media to convey a positive message for their products or objectives. Advertisements glamorize and play directly into the needs of teenagers by promising fun, popularity, prestige, relaxation and escape. It is important that parents help their children understand what advertising tells us, and more importantly, what it doesn't. It's up to parents to help children distinguish between fact and fiction.

The Fiction

What the ads tell us...

- The product assures a rite of passage. It is a way to enter adulthood and be grown up.
- The product is used by successful, attractive people. Those who use the product are popular, attractive, sexy, charming, tough, independent or strong.
- The use of the product is normal. "Everybody's doing it or using it."
- The product or activity is safe, not harmful. It can't be that bad or so many people wouldn't use the product.
- The product promotes fun or relaxation in social settings. It helps you escape, relax and celebrate with the group.

The Facts

Research with your child the facts about the results of an activity or using a product. This research could include cost of items, durability of the product, addiction to use, long and short term consequences on health or financial stability, personal safety, etc.

The Research

Find information about how much the business or associated industry partners spent on advertising by reviewing business reports and company annual financial reports.

Compare how much public agencies and nonprofits spent on opposing the objectives of the business or industry or on educating the public.

Decoding the Message

As a parent, you can teach your child to see through the mixed messages sent through advertising. By helping your children at an early age to become more critical of the messages they see and hear, you will enable them to make better decisions and choices. Like a detective searching for clues to solve a mystery, decoding media messages can be engaging and fun for you and your children.

Search for Clues

Find an advertisement in a magazine or newspaper. Discuss the ad and ask your children to look for clues to help answer the following questions:

1. What is the product being advertised?
2. How do you feel about the people or activities in the ad? Do you like them? Do you wish that you could be one of the people pictured in the ad or do the things they are doing? Why?
3. Do you think using the product or doing the activity will make

you a better person, more fun to be around or more comfortable with yourself? Why?

4. How is the advertiser trying to get you to buy the product?
 - Does the ad suggest people will like you more if you use the product?
 - Does it suggest you will be left out if you don't use the product?
 - Does it promote the feeling that using the product will bring you fun times, adventure, romance, money or success?
5. Are there ways to achieve those feelings without the product? What are they?
6. What do you know about the product that the ad is not telling you?
7. Do you feel the ad has fooled you or is not telling the truth about the product? How does that make you feel?

Try discussing these questions while viewing television commercials, video trailers and Internet ads with your children, too. Have everyone in your family keep a written tally of the ads and logos they see during one day: from toothpaste tubes, clothing logos, beverage containers, billboards, and automobile name plates to television and radio promotions, etc. Compare your lists and talk about the number of items and their influence on each of you. You might be surprised at how much you discover about advertising and how frequently you come in contact with advertising every day.

For further information on media literacy check out the following resources:

Center for Media Literacy (CML CONNECT) offers articles and reports related to media literacy. Subscribe to their online newsletter at <www.medialit.org>.

Children Now <www.childrennow.org> is a children's advocacy group that monitors the impact of all media on children and teens through thoughtful analysis and annual opinion surveys of youth.

Taking Charge of Your TV <www.ciconline.com/Enrichment/Medialiteracy/default.htm> is offered by **Cable in the Classroom**, the educational arm of the National Cable and Telecommunications Association.

Center for Media Education provides numerous articles, viewpoints and resources at <www.cme.org/cme>.

The Children's Partnership has provided consistent information for parents on advertising and electronic media at <www.childrenpartnership.org>.

The American Library Association offers a variety of information on its Web site at <www.ala.org>. Go to "search," type in "media literacy" to find these examples: "Media Survival Introduction to Media Literacy" and "Media Survival Media Literacy Definitions."

The Media Literacy Review (MLR) is a free biannual online resource for educators and others interested in children, adolescents, and media. To view projects and extensive resource pages visit <interact.uoregon.edu/MediaLit/mlr/home>.

California Museum of Photography—Children's Education is offered by the University of California, Riverside - California Museum of Photography. The VidKids Media Literacy Program is featured on their Web site with text and resources at <www.cmp.ucr.edu/exhibitions/cmp_ed_prog.html>

Communications Commission

School Nurses

When you were a student, did your school have a school nurse? Most schools had them. However, since the passage of Proposition 13 in 1978 many school districts have chosen to spend their resources on classrooms, and are neglecting the issue of student health. While the Education Code mandates screenings, immunizations and services for children with health problems, it does not mandate funding for school nurses to provide those services.

California now has over 9,000 public schools, with 6,244,403 children in attendance, and the numbers are growing. Despite a doubling of the numbers of children with asthma over the last 15 years, and a rise in type-1 and type-2 diabetes, the number of school nurses in California schools is declining.

According to the latest data, 94 percent of schools have students with asthma, 45 percent have students who need blood glucose monitoring and 23 percent who need insulin. In addition, 19 percent have students who need emergency injections such as an Epi-pen for severe allergies. Many, if not most, schools have students who take medication on a regular basis.

Yet less than five percent of schools have a full-time credentialed school nurse. Forty-five percent have a part-time school nurse who may spend a few hours a week to a few hours a month at the school. Nearly 50 percent of schools have no school nurse at all, even one who works out of the district office. With only 2,725 school nurses currently working in our schools, who is responsible for the care of the children?

A credentialed school nurse is a licensed, registered nurse, with a baccalaureate degree. In addition, a school nurse has taken an extra year of post-graduate courses in school health issues, resulting in a credential from the Commission on Teacher Credentialing. In comparison, a school health clerk—also called health aide—has a high school education, and may or may not have CPR and first aid certification.

Many schools assign the duties of the school nurse to the school secretary, who may not have either first aid or CPR certification. If there is no school nurse in the district there may be little or no established protocol for medication storage or administration. Yet school secretaries are called upon every day to administer Ritalin, Coumadin, antibiotics, epinephrine, and other medications.

If a serious injury were to occur on campus, schools have been advised to call 911, but with little or no first aid training, further injury and complications can occur before emergency services arrive.

A credentialed school nurse is trained to deal with much more than medical emergencies and medication administration. A school nurse has been trained to provide health education classes, health appraisals, medical referrals and follow-up, crisis intervention, communicable disease control, and social welfare, helping families to receive healthcare coverage and services that they may need, as well as providing CPR and first aid certification for staff. Rather than looking at the cost of a school nurse, districts should be looking at the cost of not having the services of a credentialed school nurse.

If you are concerned about the lack of nursing services in your child's school, talk to other parents and your school district's governing board. For information about the services that school nurses can provide, please contact the California School Nurses Organization. Our Web site is <www.csno.org>. Contact your school district regarding district policy and requirements regarding medications and their administration on a school campus.

*Nancy Spradling, Executive Director, California School Nurses Organization
(The California School Nurses Organization is an
Allied Agency of the California State PTA.)
Health Commission*

Medications Commonly Administered in Schools

Please note that these are the most commonly administered medications and that many other medications not on this list are also prescribed by physicians and administered.

Medications for Diabetes:

- Insulin (administered by injection or insulin pump)
- Glucagon (administered by injection)

Medications for Seizures:

- Diastat (also called Valium, administered rectally)
- Tegretol
- Depakote

Medications for ADD/ADHD:

- Ritalin
- Adderal
- Concerta
- Haldol
- Clonidine

Medications for Behavioral Problems, Psychotic Disorders, and Tourette's Syndrome, etc:

- Haldol
- Risperdol
- Tegretol
- Depakote
- Clonidine

Miscellaneous Medications:

- Ibuprofen
- Acetaminophen
- Antibiotics
- Cough and cold

Medications for Depression:

- Paxil
- Prozac
- Wellbutrin
- Zoloft
- Imipramine

Medications for Allergies:

- Antihistamines
- Epinephrine (Epi-pen injection in cases of anaphylaxis)

Medications for Asthma:

- Albuterol (administered by inhaler and by nebulizer)

Health Commission



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**Be sure to check the Web site
 for specials and new items**

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

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The mission of the California State PTA is to repre-
 sent our members and to empower and support
 them with skills in advocacy, leadership and commu-
 nication to positively impact the lives of all children.
Reaffirmed 2004

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