

Fairfax County Council of PTAs



NEWSLETTER

October 2004

www.fccpta.org

You Can Make a Difference!

I hope the first month of the new school year has been a positive experience for you and your child. By this time, students and their families are getting into the daily routine of homework and after-school activities. I hope that part of that routine is daily one-on-one conversation with your child. A few quiet moments to share the events of the day in a non-confrontational way will mean a lot to your child and will help you learn about how his or her school experience is going. Ask open-ended questions that cannot be answered by a quick “yes” or “no.” “What did you talk about in Social Studies today?” or “Tell me about the book you are reading in English class.” Try to avoid always asking about grades or tests. Focus on the learning experience ... it will convey the message that it’s the learning process that is important, not just the grades.

We have two important activities coming up on November 1st and 2nd. First, for many of our schools, these are teacher conference days. Please take a few moments to read the article about Parent/Teacher Conferences that we have reprinted from the National PTA website. It has some helpful advice to assist you in making the most of your meeting. The second is Election Day on November 2nd. As you know there is a Presidential election this year as well as Congressional races and local bond issues. One of the most important actions that you can take as an advocate for your child and your school is to make an informed decision on Election Day. Please take the time over the next few weeks to read candidate literature and websites, read magazine and newspaper articles, talk with candidate representatives who knock on your door or call you on the phone. Ask about where they stand on education issues such as funding, school security, and No Child Left Behind legislation. The decisions made by Congress and the Executive Branch of the U.S. govern-

ment affect every school child every day. We need to make sure that our elected officials are supporting our public schools appropriately. Your vote counts. Be informed and be at the polls on November 2nd.

As I write this, we are still hearing details of the horrible school attack in Russia. Even though it was far away, it is natural for us to wonder if something like that could happen here. You will find in this newsletter a portion of the report from the America Prepared Campaign that ranked Fairfax County Public Schools “Best” in terms of preparedness. While there are never any guarantees, it is comforting to know that FCPS has emergency plans in every school and that they are working to keep our students safe. If you have concerns, contact your school officials and ask about the emergency plan. They should be able to tell you where specific evacuation sites would be so that you know how and where to reunite with your child. The U.S. Department of Homeland Security is asking Americans to think of how we can be better prepared for all kinds of emergencies — terrorism, technical, health, crime, weather and accidents. Get a kit, make a plan and be informed (www.Ready.gov). If you haven’t already signed up for Keep In Touch, go to the FCPS website (www.fcps.edu) and click on the Keep In Touch circle in the upper left to receive emergency information as well as other important notices from FCPS and from your child’s school. Coming in October, watch for information about how to sign up for Fairfax County’s new Community Emergency Alert System (CERN).

Whether we are talking about schools, elections or preparedness, consistent two-way communication is the key. I look forward to our continued dialogue as the school year continues.

Lynn Terhar, President, FCCPTA

Of Local Interest

PTA MISSION

- To support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children;
- To assist parents in developing the skills they need to raise and protect their children;
- To encourage parent and public involvement in the public schools of this nation.

President's Checklist for: OCTOBER

- Choose delegates to attend Virginia PTA's Convention and send in the registration.
- Hold a Legislation Meeting to have your general membership vote on VAPTA's Proposed Legislation Program and send tally sheet to your District Director.
- Attend the Superintendent's Parent Advisory Council on Oct 26th at 7:30 PM at Falls Church High School.

NOVEMBER

- Attend Virginia PTA's Convention on Nov 19-21.
- Remind your Treasurer that all dues must be sent to the State Office by December 1 so your Local Unit remains in "Good Standing."
- See that your Reflections program is on track to meet due dates.

NOTICE to All PTA/PTSA: Directory Disclaimers

It has come to our attention that local unit PTA directories are being used for commercial and political purposes. We have been notified just recently that military recruiters are using them. These uses of PTA members' contact information should NOT be allowed. If your PTA prints a student or family directory PLEASE remember to include a disclaimer. If you have already printed your directory without a disclaimer, please put notices on your website and in your newsletter to spread the word that you are making an effort to limit the use of the directory. You can word your disclaimer as you please but it should essentially say something like:

"This directory is for the exclusive use of ___(your school name)___ PTA members. It may not be used by anyone, or by any organization for political, fundraising, solicitation, survey, recruiting or commercial appeals. The ___(your school name)___ PTA reserves all rights to restrict the use of this list and must approve any release of the list, or any portion of this list, or distribution of this directory or its contents."

ROBERTS RULES ???

Could you PTA Unit use some help?

See: Roberts Rules of Order Revised, at

<http://www.constitution.org/rror/rror-00.htm>



**Excellent Schools Don't Just Happen ...
They're Created!
Become a National PTA's
"School of Excellence"**

**FCCPTA Offers
Matching
Scholarships
for Schools Applying!**

Parent Involvement Schools of Excellence Certification will help all schools in the nation assess their parent involvement practices, make improvements where needed, and earn one or two distinctions:

- **Certification of Excellence**, for schools that have outstanding parent involvement practices in place.
- **Recognition of Commitment**, for schools that are committed to pursuing excellence in parent involvement.

Establish a team, including parents, a teacher, student, the principal, and a community member, and complete the assessment, available in the Parent Involvement area of

www.pta.org

Reflections Program 2004-2005



Welcome to the 36th year of the National PTA Reflections Program! Last year, Fairfax County and Falls Church city schools had 123 PTAs participate in the program and almost 8,000 entries were turned in to the various PTAs. At the County Council level, we had 870 entries from the various PTAs.

The theme for this year is “*A Different Kind of Hero*” and it isn’t too late to have your school participate in the program. It is open to all students—pre-school through 12th grade—in schools where there is a PTA/PTSA in good standing. To qualify as a local unit in good standing you must submit membership dues (National, State, and County Council) prior to or on June 30, 2004 and you must have had your bylaws revised since December 1999.

The National Theme Search for 2006 is underway and up to three theme suggestions per local PTA are due on or before October 27, 2004 at the Virginia State Office. The student who submits the winning theme will receive \$100 and recognition at the National PTA Convention in June 2006.

This year’s County Council Reflections deadline is **Saturday, December 4, 2004**. The drop-off location has not been determined yet. You will need to bring your school’s first place winners in each division, a completed Local PTA Participation Form (Form A) and a Tracking Form that is found on the FCCPTA website. Please contact Lisa Lombardozzi (LLOMBO@sigkit.com) to find out where the drop-off location will be for this year.

Do you have questions about the program? Need the rules in Spanish? Go to the FCCPTA website at www.fccpta.org and you can find information on the Reflections program. ***All Reflections chairpersons should notify the FCCPTA Reflections Chairperson with your school’s contact information in order to receive regular program updates.***

I look forward to your participation in this rewarding program!!

Lisa Lombardozzi

FCCPTA Reflections Chairperson
(703) 481-3767 – home
LLOMBO@sigkit.com

FCPS Solicits Public Comment on Proposed New Social Studies and Science Textbooks

Fairfax County Public Schools (FCPS) is soliciting community input on proposed new social studies textbooks for students in grades 5–7 and new science textbooks for high school students beginning Friday, October 8, through Monday, November 8. The books will be available at eight Fairfax County public library branches.

Citizens are encouraged to review the proposed textbooks and complete comment sheets that will be forwarded to the School Board before it votes on the textbooks at its December 2 business meeting. The new textbooks will be phased in over the next three years beginning with the 2005–06 school year.

Textbook review committees composed of community members, administrators, and teachers met over the summer to review basal textbooks for social studies and science. Public review of the recommended books is part of the process for selecting new textbooks.

The recommended texts will be available at the following eight Fairfax County regional libraries:

- Centreville Regional Library
14200 St. Germaine Drive, Centreville.
- Chantilly Regional Library
4000 Stringfellow Road, Chantilly
- Fairfax City Regional Library
3915 Chain Bridge Road, Fairfax
- George Mason Regional Library
7001 Little River Turnpike, Annandale
- Pohick Regional Library
6450 Sydenstricker Road, Burke
- Reston Regional Library
11925 Bowman Towne Drive, Reston
- Sherwood Regional Library
2501 Sherwood Hall Lane, Alexandria
- Tysons-Pimmit Regional Library
7584 Leesburg Pike, Falls Church

For more information, contact Sara Shoob, FCPS social studies coordinator, at 703-846-8647 or sara.shoob@fcps.edu or Jack Greene, FCPS Science Coordinator, at 703-846-8626 or jack.greene@fcps.edu.

Smart Accounting

by Alan Krishnan, FCCPTA Treasurer

Over the last few months, several new Treasurers have had questions on how to make the transition smoothly and efficiently. While I have done the best I can to help answer the questions, the one thing that every one of us controlling the purse strings of PTAs can do is set a practice in place that will make life easy for everyone when we transition out and some one else has to cope with the challenges of PTA Accounting. So here are some general tips that will help everyone keep the books straight. I call these the Golden Rules of Stress Free Accounting of Public Funds.

Golden Rules of Stress Free Accounting of Public Funds

- Treasurer is custodian and trustee of public funds with very strong fiduciary responsibilities and accountable to the General Membership, so do not be intimidated by the President, any PTSA officer or Principal of the School.
- Every check you receive and every penny you receive should be deposited in the bank account, as quickly as possible and certainly within one week of receipt. Any delay in depositing funds is not good because checks could become stale or be returned if the bank account is closed by the check issuer, for any reason. Depositing cash immediately is a required accounting practice.
- Before considering any expense for making payment, first ensure the item of expenditure is on the Budget approved by the General Membership.
- Every payment should have appropriate back up documentation in the form of:
 - Competitive quotes – obtain at least two quotes for expenses over \$250 and at least three quotes for expenses over \$1,000 (this is my recommendation, you may set any standard and limits with approval by your General Body).
 - Invoice – no payment should be made without a proper invoice from each vendor. In the case of reimbursements, a proper invoice supporting the claim for reimbursement AND proof of payment of the invoice are mandatory.
 - Proof of delivery – when appropriate, payments should be made only after receiving appropriate documentation confirming delivery of product/s or service/s purchased. Certification of delivery by appropriate person is acceptable proof of delivery.
- Approval of expenditures is a vital part of the payment process. Someone other than the person being reim-

bursed should approve the expenditure. This should usually be the person responsible for the Budget Line Item against which the reimbursement is being made. Substitutes are President and Vice President/s.

- NEVER make payments in cash out of cash receipts, bypassing the bank account. If cash payments have to be made, take an advance in cash, make payments and deposit balance back into the bank account with an appropriate record of expenses incurred and paid for in cash.
- While preparing budgets, it is impossible to anticipate every expenditure likely to be incurred over the next 12 months. Maintain some flexibility in the budget, so unforeseen elements are easily addressed without the experience growing into an administrative or fiscal nightmare. Keeping about 5% of the budget open for any unforeseen causes or increases in expenditure will ensure smooth sailing. Everyone is a volunteer donating time and money to the common cause, for which everyone is grateful. Be courteous, polite, and firm without becoming a bureaucratic bottleneck in the cause of service.

FCCPTA Offers Mini-Grants to Increase Parent Involvement in Schools

FCCPTA will offer a Diversity Awareness Mini-grant to local PTAs/PTSAs to help promote PTA and parent partnerships between the many diverse cultures within our school system. This Mini-grant is available to Title 1, Project Excel and Focus 2000 schools. You must also be current in your FCCPTA dues. The main purpose of this program is to help fund events that will increase the ethnic diversity of the families that participate in PTA/PTSA activities and programs. Studies have shown that the overall success of students increases when parents and family members take an active role in school events. Engaging parents and families in the education of their children has the potential to be far more effective than any other type of education reform.

You may access the Mini-grant application at www.fccpta.org. Click on FCCPTA forms in the left column, scroll down and you will find the application. For more information, contact Damita Johnson Snow, Diversity Awareness Committee Chair, at 703-295-6246 or e-mail her at dsn314@aol.com. Please remember that the deadline for all applications is **Friday, December 3, 2004**. All mini-grants will be awarded in February 2005. We encourage all eligible PTAs and PTSAs to participate in this program.

Top Ten Treasurer Tid-bits that Every PTA Officer Should Know

10. Every PTA check must have two signatures.
9. Local units must have liability and bonding insurance.
8. PTA Books must be audited at the end of the fiscal year and when there is a new treasurer.
7. Co-treasurers are not allowed. One PTA treasurer must have control of ALL PTA accounts including After Grad parties and other activities.
6. The PTA Budget must be approved by a vote of the General Membership.
5. PTA money must be deposited immediately. Never hold PTA money overnight or take it home!
4. PTAs cannot donate money to other people or organizations however worthy they might be.
3. A treasurer's report should be given at each board meeting and general membership meeting.
2. Never sign a blank check.
1. NEVER mix school money with PTA money.

**BONUS TID-BIT: READ YOUR BYLAWS!!
THEY OUTLINE THE DUTIES OF THE TREASURER!**

Detailed information can be found at:

National PTA website: www.pta.org

Virginia PTA website: www.vapta.org

National PTA Money Matters.

You can contact:

**State PTA treasurer, Melissa Nehrbass
treasurer@vapta.org**

**Fairfax District PTA Director, Bill Levey
fairfaxdd@vapta.org**

**Fairfax County Council President, Lynn Terhar
fccpta@cox.net**

High School Special Education Panel Discussion

The Westfield High School Special Education Committee is hosting a panel discussion for parents of high school Special Education students.

The meeting will be held at Westfield High School, on October 19, 7:30 pm, in the Lecture Hall (light refreshments will be served).

Guest Speakers:

- Cluster VIII Advisory Committee for Students with Disabilities Representative, Brenda Cross;
- FCPS Parent Resource Center Director, Marcia Goldberg;
- Cluster VIII Ombudsmen, Dede Schrader; and a
- Representative from Westfield HS, Administration, Mr. Tim Thomas.

As a parent of a high school Special Education student, Karen Freiberg has discovered that there is a HUGE difference between the elementary and high school levels in the sharing of information and attitudes not to mention the needs of our children change and grow as do our children. As the WHS PTSA Special Education Representative, Karen is putting this meeting together to help keep parents informed and involved.

All high school parents (and others) are welcome. We encourage the FCCPTA to help get the word out by informing and inviting the parents at all High Schools and Secondary Schools.

Karen has also started putting together a panel together for the spring addressing life after high school for our Special Education students.

As the Fairfax County Council's Special Education Chair, I, Donna Martinez, invite the board members, and the audience at our Board meeting, including the FEA representative, FCPS staff members, and School Board members to support this wonderful event.

Donna Martinez

FCCPTA Special Education Chair

Fairfax County Public Schools – Office of Early Childhood and Family Services

Family Services and Involvement Section (FSIS)

offers

General Parenting Classes Fall/Winter 2004

All classes will be held at
The Brown Building - 9735 Main Street - Fairfax, Virginia 22031

Positive Discipline Strategies / Setting Limits and Boundaries for Children

Toddlers - 6th grade (F2004-05)

Learn age-appropriate, practical, positive ways to help develop self-control and cooperation. Develop strategies to deal with behavioral issues: setting limits, problem solving, and effective means of discipline. Get pointers on how to discipline with firmness, but without physical punishment. This class will cover self-esteem, communication, problem solving, understanding behavior, and restoring limits and boundaries for children who seem to be out of control. Individual issues will be addressed.

One 3-hour session

Class fees: \$25.00 per person/ \$40.00 per couple

Tuesday Sept. 28 6-9 pm section a

Thursday Dec. 9 6-9 pm section b

When Families Get Angry/ Conflict Resolution (F2004-05)

Please note: This class was not designed to meet Virginia court requirements.

Everybody gets angry, but often parents find it difficult to deal with both their own anger and their children's. In this two-part class, learn strategies to understand the causes of anger, to handle your anger and your child's appropriately, and turn angry situations into constructive ones. Develop conflict resolution techniques that will enable you to better listen, communicate, and manage conflict that family members might encounter. Individual concerns will be addressed.

This 5-hour class meets for two 2 1/2-hour sessions.

Class fees: \$40.00 per person/ \$60.00 per couple

Thursday Oct. 21& 28 7-9:30 pm section a

Monday Dec. 6 & 13 7-9:30 pm section b

Early Childhood STEP (1 to 5 years) (F2004-05)

Systematic Training for Effective Parenting

STEP is a practical parenting program already followed by more than 2 million parents. You'll enjoy supportive, friendly sessions with parents whose concerns are much like your own. Early Childhood STEP covers young children's physical and emotional development, misbehavior, parenting styles, self-esteem, discipline, and communication.

This 12-hour class meets for six 2 hour evening sessions:

Class fees: \$69.00 per individual or \$110.00 per couple.

Monday Sept. 27, Oct. 4, 18, 25, Nov. 1, 8 7-9 pm section a



Why Do Children Join Gangs? (F2004/05)



The face of gangs is changing to include much younger children, all cultures, every socio economic background, and both boys and girls. What attracts children to join a gang? What can we as parents do to help our children resist gang recruitment and be assertive in handling peer pressure? Learn the answers to these questions and the parenting practices that serve as deterrents to gang association. It is time to get involved and start talking with our kids.

This 5- hour class meets for two 2 ½ -hour sessions.
Class fees: \$40.00 per person/ \$60.00 per couple
 Thursday, Sept. 30 and Thursday, Oct. 7 7-9:30 pm



Family Stress: Balancing Work and Family (F2004/05)



Learn strategies for setting priorities and balancing the time you spend on work, home, leisure and family activities. Discuss how you can recognize stress in yourself and your children and learn what you can do about it. Find ways to support your child's education and fit parent involvement into your busy schedule so you and your children can benefit.

One-3 hour session
Class fees: \$25.00 per person/ \$40.00 per couple
 Thursday Nov. 18 6-9 pm section a



How to Talk so Kids will Listen and Listen so Kids will Talk (F2004/05)

Looking for effective ways to discipline and communicate with your children? Want your children to open up to you about their problems and concerns? Develop ways to improve communication, family harmony, feelings of self-worth and good relationships with others.

One-3-hour session
Class fees: \$25.00 per person/ \$40.00 per couple
 Thursday, Nov. 4 6-9 pm session a



Helping Your Child Get Along: Family, Friends, Others (F2004/05) (Preschool to teen)

Teach your child the four basic, necessary "people" skills that they will need in order to get along with siblings, parents, friends and others. Learn ways to reduce sibling rivalry and encourage your child to be caring, responsible, and cooperative toward others. Find ways to increase your child's self-esteem, which can allow him/her to be more comfortable in dealing effectively with feelings, peer pressure and difficult social situations. Individual concerns addressed.

One 3 hour session
Class fees: \$25.00 per person/ \$40.00 per couple
 Thursday, Nov.11 6-9 pm session a



For information and registration contact Bernadette Malamud at 703-277-2622

All classes will be held at
 The Brown Building - 9735 Main Street - Fairfax, Virginia 22031

Health, Parenting, and Safety

By Kenton Pattie, Chair

Here are some thoughts to make this school year your family's safest:

Fire

The chance of a fire in your house, condo or apartment goes up this fall and winter.

Children, some as young as 2 years old, start more than 71,000 fires every year, causing an average of \$245 million in property damage, 2,100 injuries, and 250 deaths.

Unintentional injuries are the leading cause of death for children ages 3–5 and fire is the third largest cause of such fatal injuries. Nearly three-quarters of all people who die in child-started fires are children aged 5 and under.

Head and Face Injuries

Seventy-one percent of serious injuries to 4-to-8 year olds are to the head or face. The brain is the organ least likely to recover from injury. Sometimes, head injuries to children don't show up seriously affecting school performance until Middle School years.

Accidents may cause your child's brain to bounce against the skull inside the head so you might not notice any damage on the outside because the damage is contained inside the brain. The damage can only be detected by a brain scan and by some form of diminished brain functioning.

Children in seat belts are 4 times more likely to suffer head/brain injury as compared to children who use child safety seats or belt-positioning booster seats. Children who have outgrown child safety seats with internal harnesses should be properly restrained in a belt-positioning booster seat until they are at least 8 years old, unless they are 4'9" tall.

Forty-eight percent of children between the ages of 4 and 8 who were killed in motor vehicle crashes in 2001 were unrestrained, according to Partners for Child Passenger Safety.

Despite increases in booster seat use since 1999, most children are inappropriately restrained. Also, adults who drive children may not be using their own seat belt.

Experts advise we use the rear seat for all children under 13. A child's injury risk is reduced by 33% when in the rear seat rather than the front seat.

Finally, never place the shoulder portion of the seat belt behind or under your child's back.

Unfortunately, Virginia parents lag behind many other states in booster seat use. Parents in California, West

Virginia, Pennsylvania, New York, Nevada, Maryland, Minnesota, and Indiana have a higher percentage of children using belt positioning booster seats than Virginia (only 13.4 percent of Virginia children are in belt positioning booster seats).

Not only should drivers obey the law on restraining children, but experts point out that laws are minimum standards and thus they recommend providing protection for children and youth beyond the child endangerment law requirements.

Fairfax Hospital reports that motor vehicle crashes produce 22% of all injuries to children. An additional 11% of injuries are caused by children being pedestrians, 8% from bicycle accidents, while only 2% from assaults and fights.

The major cause of injury to children admitted to Fairfax Hospital is falls which can cause serious body and brain injury.

Walking Across the Road

Fairfax Police report there are many cases of students walking across the road where there are no crosswalks. Many Fairfax schools are located on busy roadways such as Little River Turnpike, Rolling Road, Franconia Road, etc. where the chance of an accident is high. One officer said "We don't have the manpower to enforce student crossing only at intersections." Unlike some other states, Virginia does not have a law against crossing the road without using a crosswalk unless the student causes a vehicle to slow, stop or change lanes; Virginia laws are more geared against drivers than against pedestrians. So this leaves safety in crossing the roads up to students themselves, parents, guardians, older students who supervise younger ones, and school officials who work hard to discourage students from taking shortcuts across roads.

Over the Counter Drugs

A Fairfax Hospital spokesperson stated at a recent Trauma Coalition meeting I attended in August that there is a serious abuse of over the counter drugs by children and youth. For example, one frequently abused OTC drug showing up in the hospital emergency room among children and youth is Tylenol which is toxic to the liver and its use may even result in the need for a liver transplant. Students rarely read or follow the limits specified on the box and literature issued by drug companies but feel free to self medicate as they wish.

Parents find it challenging if not impossible to supervise their youths who often underestimate the dangers accompanying OTC drugs. Just because OTC drugs are available in the drug store does not make them safe, one hospital official said.

Car Crashes

While car crashes among young men are down somewhat, car crashes among young women are up, experts at the Trauma Coalition meeting stated. "SafeSmart Women" (S2W) is a non-profit organization (410-562-1008) offering programs to help young women know more about cars and operate them safer. Meanwhile, insurance companies are adjusting their rates to reflect the new statistics on car crashes among young women drivers.

The America Prepared Campaign, Inc.



From: Preparedness in America's Schools: A Comprehensive Look at Terrorism Preparedness in America's Twenty Largest School Districts, September 2004

Fairfax County Public Schools

Number of Schools: 241

Number of Students: 166,601

Preparedness Grade: BEST

Fairfax County Public Schools, along with Montgomery County Public Schools, is clearly the most prepared district of the 20 largest school districts in the country. It has an exhaustive emergency plan and each school in the district has a site specific plan. Principals in the district confirmed that they have some of the supplies recommended by the Department of Homeland Security, including kits with flashlights and first aid kits. Parents are active in emergency planning, contributing supplies to the school. An Aug. 2004 America Prepared poll confirmed that 75 percent of parents reported knowing that their school had a plan and about half could recount the details of that plan, including reunification and shelter-in-place procedures. Parents are active in the Fairfax school system, which is one reason for their overwhelming success at getting prepared. Another may be that Fairfax is the second wealthiest district in the United States according to household income. It is a featured link on the Department of Education emergency planning website (www.ed.gov/emergencyplan)

along with the North Carolina School System and Montgomery County.

The Plan. The Fairfax plan is easy-to-read and has sensible templates for schools. It provides communication templates to teachers and principals and defines key roles for emergency response personnel. It provides response actions for terrorist emergencies such as bomb threats, chemical and biohazard emergencies, gas or odor concerns, and hostage situations. Fairfax's plan predates the Department of Education Guide, said Fred Ellis, director of the Office of Safety and Security. "In fact, they based their plans on ours and took from ours," he said. "We are cited as a model by DHS and DOE."⁶¹

Principals use the district-wide plan as a template to create a school-specific plan. Each of the nine principals randomly interviewed by America Prepared confirmed that he or she had a plan in his or her school and that the District reviewed that plan regularly.

"We do a lot of upfront planning, so we're not reactive," said Susan Fitz, principal of Bren Mar Park Elementary School. "We're proactive."⁶²

Schools have supplies that meet the recommendations of the Department of Homeland Security, though they do not necessarily have all of those supplies. Dale Rumberger, principal of Westfield High School, said that though they have plastic sheeting and duct tape for the 77 entrances, they decided not to have sheeting and tape for every classroom.⁶³ The district does not require schools to have duct tape and plastic sheeting. Lynn Terhar, president of the Fairfax County Council of PTAs, said that a parent brought up the idea of storing three gallons of water in the school for each child, but they did the arithmetic and realized that it did not make sense.

Paul Regnier, coordinator of community relations, said that Fairfax's emergency preparedness system was "state of the art."

"One of the most important things is that we have a great relationship with our police department," Regnier said. "We have a police officer in every high school and every middle school."⁶⁴

Principal Rumberger said that police sometimes conduct training in the school after hours to become familiar with the space.⁶⁵

Drills. Fairfax County continually performs drills of its emergency plan. Principals interviewed by America Prepared confirmed regular fire and tornado drills. They do walk-throughs of shelter-in-place and lockdowns with the teachers and crisis teams (depending on school

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America Prepared Campaign

(continued from page 9)

size), and they cycle through table top exercises with each of the nine school regions biannually.

Daniel Meier, principal of Robinson Secondary School said that they do table top procedures with police “at least once a year.” Mark Glaser, president of the Fairfax County Federation of Teachers said “We’re good at locking down. Everyone has that one down pat.”⁶⁶

Principal Rumberger said that when he performs his drills, sometimes he throws in variables like a blocked exit. Rumberger also said that his preparation benefited from an exercise the district conducted with the county to walk through the inoculation of 92,000 people against small pox. The school is to be an inoculation center in the event of an emergency.⁶⁷

Communication. Fairfax parents are involved in the school and the district communicates with the parents extensively about emergency preparedness in seven languages.

“There are information sessions with the Parents Teachers Association; the superintendent also has a community advisory council; and the newly formed Citizen Corps also gets the word out,” said Diane Brody, former president of the Fairfax County PTA. “People from the district went to meetings in every school cluster and spoke of emergency preparedness programs. I really think the information was out for anybody who wanted it.”⁶⁸

Fairfax has an e-mail “keep-in-touch” system whereby parents can get messages from their school and the entire district in the event of an emergency. The Fairfax County website makes available comprehensive preparedness information in seven different languages (Arabic, English, Farsi, Korean, Spanish, Urdu, and Vietnamese) including specific information about what parents should do in an emergency.

ABOUT

The America Prepared Campaign, Inc.

The America Prepared Campaign is a non-profit, non-partisan initiative that uses the expertise and energy of national leaders in emergency preparedness, media, marketing, government, and business to give citizens tools and information for preparing their homes and families for disaster, with a focus on terrorism preparedness. The Campaign is funded by The Alfred P. Sloan and the John D. and Catherine T. MacArthur Foundation.

**Fairfax County Police
Department, Child Safe Net and
United States Homeland
Investigations Working to Build
Better Safety for the Children in
Fairfax County**

Submitted by: Rosemary Salak, 4th VP

Currently there are 342 sex offenders in Fairfax County and only 1-2 police officers per day to monitor them. Child Safe Net is lobbying now for funds to continue a pilot program in Fairfax County known as Protecting Children Against Sex Offenders (P’CASO). In the near future they will post on their website, letters you can download, sign and mail to them to hand-carry to our legislators.

For more information visit these websites:

www.childsafenet.org<http://sex-offender.vsp.state.va.us>www.netsmartz.orgwww.missingkids.com

**Why Do Children
Join Gangs?**

The face of gangs is changing to include younger children, all cultures, every socioeconomic background, and both boys and girls. What attracts children to join a gang? What can parents do to help children resist gang recruitment? Learn the answers to these questions and the parenting practices that serve as deterrents to gang association. We need to talk with our children about gangs when they are still young and developing. For more information on how to get a workshop for your school or PTA call Family Services and Involvement Section of FCPS.

Cluster I and VI

call Robin Hamby at 703-277-2640

Clusters II and III

call Daely Castillo at 703-277-2641

Cluster IV and V

call Janice Mason at 703-277-2642

Clusters VII and VIII

call Burnette Scarboro at 703-277-2661

Your Guide for a Drug-free School Year

Did You Know?

Every day, approximately 4,700 American youth ages 12-17 try marijuana for the first time. And more than one out of twenty (5.4 percent) students in grades 9-12 smoke marijuana on school property. Get more facts by visiting the Drug Information area located at http://www.theantidrug.com/drug_info/.

Parent's Homework Assignment

In order to keep your teen safe from drug and alcohol use this school year, here's your first homework assignment.

- #1 Be aware of challenges facing your teen as they enter high school. Teen acceptance of marijuana use and perceptions of normalcy increase dramatically during the transition from middle to high school, corresponding with an increase in use.
- #2 Get to know your teen's friends and where they hang out. Research shows that the majority of teens (ages 12-17) who smoked marijuana report getting it from their friends and usually received it inside a home, apartment, or dorm.

Visit TheAntiDrug.com for more advice on keeping your teen away from drugs this school year. The Web site also features information about:

***MAKING THE CASE AGAINST MARIJUANA:**
Get the facts. Go to http://www.theantidrug.com/advice/BTS_tips.asp

***TIPS FOR PARENTS OF NEW DRIVERS** - Know the risks of drugged driving. Go to <http://www.theantidrug.com/steerclear/tips.asp>

***DEALING WITH PEER PRESSURE** - Help your teenager develop refusal skills.

Go to http://www.theantidrug.com/advice/tips_peer.asp

Alcohol Marketing and Youth



On Tuesday, September 14, National PTA, in conjunction with the Center on Alcohol Marketing and Youth, held a briefing at the Grand Hyatt in Washington, DC to raise awareness of underage drinking and of advertising's hand in this national crisis. National PTA President Linda Hodge was joined by Senator Christopher Dodd (D-CT) and Rep. Lucille Roybal-Allard (D-CA), the sponsors of the "Sober Truth on Preventing Underage Drinking Act", or the "STOP Underage Drinking Act" (S. 2718, H.R. 4888).

The STOP Underage Drinking Act recognizes that "a multifaceted effort is needed to more successfully address underage drinking in the United States." The key to making progress against underage drinking is a coordinated approach to prevention, intervention, treatment, and research. The bill:

- Employs many of the well-tested policies and programs recommended in the Institute of Medicine's September 2003 report to Congress;
- Funds measures that will reduce alcohol's availability to teens, better enforce drinking laws, and provide more resources for local community efforts;
- Funds a small pilot that could serve as a model for a national adult-oriented media campaign to educate parents about this issue; and
- Provides for the public health monitoring of the amount of alcohol advertising reaching our youth.

The STOP Underage Drinking Act is bipartisan legislation introduced by Senators Mike DeWine (R-OH) and Christopher J. Dodd (D-CT) on the Senate side and Representatives Lucille Roybal-Allard (D-CA), Frank R. Wolf (R-VA), Tom Osborne (R-NE), Rosa DeLauro (D-CT), and Zach Wamp (R-TN) in the House of Representatives. For more information on this bill and underage drinking, please visit <https://camy.org/>.

FCPS Parent Resource Center: Sibshop Sessions

The **Parent Resource Center** and the **Department of Special Services** are pleased to announce that they have scheduled five new sessions of Sibshops for students in grades 2 through 6.

"Sibshops," is a support group for typical children who have sisters or brothers who receive special education services. The Sibshop model mixes information and discussion activities with new games (designed to be unique, off-beat, and appealing to a wide ability range), and special guests.

To learn more about "Sibshops" and download a registration form (which includes dates, times, and locations), visit the website of the **Parent Resource Center**, www.fcps.edu/DSSSE/prc.

Developing Minds Video Series Parents and PTA Can Check Out ... from the FCPS Parent Resource Center



Do you know this student?

"He kept saying, 'I'm trying my hardest.'"

"She needs a lot of structure."

"He gets so far behind the class, he just gives up."

"I can see that my child is struggling to learn."

These students do not have to struggle needlessly. All children have differences in the way they learn. Developing Minds, a video series, offers key strategies to support all students' learning differences, address specific learning challenges, and provide a common language for effective home and school communication.

Developing Minds is a ground breaking multimedia library, featuring Dr. Mel Levine and the All Kinds of Minds approach to learning, the Developing Mini series fosters a thorough understanding of differences in learning and the process for working with each child's unique learning profile. Classroom footage and interviews with students, parents, teachers, and learning experts demystify complex concepts.

The Developing Minds multimedia library is a unique, essential resource. The series offers practical, proven tools and strategies for academic and social success, promotes a fuller understanding of learning differences (including strengths as well as weaknesses), and explores the relationship between learning and key brain function (like memory and attention) that impact a student's ability to succeed in school.

8 Theme Videos (40–60 minutes each)—Focus on a child's struggles and successes in acquiring skills in subject or performance areas and offer tools and strategies for creating a more successful experience. The videos are titled:

- Mastering the Challenge of Reading,
- Getting Organized/Work Habits,
- Getting Thoughts on Paper, Feelings and
- Motivation, Thinking with Numbers, Behavioral Complications, Understanding, Student Output.

Each video includes a companion guidebook (approximately 20 pages each).

8 Construct Videos (30–60 minutes each)—Construct videos provide insight into key neurodevelopmental areas that underlie a child's learning and development and

impact his or her ability to succeed in school. Each video includes a companion guidebook. The videos are titled:

- Attention,
- Social Cognition,
- Language,
- Temporal-Sequential Ordering,
- Neuromotor Function,
- Spatial Ordering,
- Memory,
- Higher Order Cognition.

Each video includes a companion guidebook.

Contact: Marsha Goldberg — marsha.goldberg@fcps.edu

Parents Can Request a Free CD That Demonstrates Award Winning Software for Struggling Readers!

Submitted by Connie Lorentzen, VP

Kurzweil Educational Systems is an innovator of reading, writing, and learning software for people with ADHD, dyslexia or other learning difficulties. Their flagship product—Kurzweil 3000—is used in school systems across the country and is a powerful tool for helping students with reading difficulties.

For parents, this award winning software can help their child access their reading materials more independently at home. Parents no longer need to read tests, books or other assignments to their child, but can use Kurzweil 3000 to read to their child for them. This can cut back on homework struggles and allow a child with reading difficulties to work more independently.

In recent months the Kurzweil 3000 has received several industry awards recognizing it as: 1) the Best Educational Special Needs Solution from the Software and Information Industry Association; 2) the Best Software for Special Education from Media & Methods Magazine; and, 3) the Best Software for Secondary Special Education from CompuEd Gazette's BESSIE Awards.

To learn more about Kurzweil Educational Systems, request a free Trial CD, and receive a complementary copy of the research summary "Scientifically Based Research Validating Kurzweil 3000", please call 1-800-894-5374 or visit www.kurzweiled.com/attention.asp.

Current research demonstrates the impact of attention difficulties on children's reading achievement, and shows technology can assist struggling readers.



Lessons from Harper Valley, Part 1

Dolly Parton was the final speaker/performer at the 2003 National PTA Convention. President Shirley Igo asked her "You're not the one who recorded 'Harper Valley PTA', are you?" Dolly gave the politically correct answer no. Jeannie C. Riley is the singer with the version (somewhere between 1965-1969) most people are familiar with. However, I knew better. I finally got around to proving it. Thanks to the Internet, I was able to get a CD with Dolly singing the song.

For those of you who are not old enough to remember or are not a country music fan, "Harper Valley PTA" is about Mrs. Johnson, a divorced mother, who confronts the local unit when they send a letter home saying they don't like the way she is bringing up her little girl.

What can we learn from the song? You have to be an advocate. (Mrs. Johnson was advocating for her and her daughter.) National PTA is the largest child advocacy organization in the United States. Fairfax County Council of PTAs is one of the largest groups of any kind in Fairfax County.

How does one become an advocate for our children?

- Know what's going on with your child. If something is affecting your child, it probably is affecting other children also.
- Know what's going on at the local, state, and national levels. Get the news from your sources (newspapers, radio, TV, Internet). Read the FCCPTA newsletter; sign up to get the electronic newsletters from Virginia PTA and National PTA.
- Contact your elected officials. Members of the Virginia General Assembly say if they get more than one phone call/letter/email from their constituents (not paid lobbyists) on subject it's a landslide.
- Speak at your PTA, school board, and government meetings. Contact the PTA president (local unit or council) to get on their agenda. Find out the procedures to sign up to speak at the school board and government meetings.
- VOTE ON ELECTION DAY! This is the simplest way to advocate - vote for candidates that you believe will do the best for our children.
- And of course ... Join your Local PTA!!!

Next month I'll look at what was wrong with Harper Valley's local unit and how to avoid their mistakes.

Speaking about legislation and elections, local units should be voting on VAPTA's Proposed Legislation Program (PLP). This was sent to all local unit presidents back in August. It is also available on the VAPTA web site in the members only section. Voting results - the tally sheet only, not the individual ballots - by 10/31. I will accept them by mail (4319 Rolling Stone Way, Alexandria, VA 22306) or via email (fairfaxdd@vapta.org). The more votes on the PLP that are cast, the stronger our voice on these issues with the General Assembly in Richmond is.

Fairfax District still has openings on our board for a Second Assistant Director and an Annual Meeting Chair. If interested, please contact Bill Levey at fairfaxdd@vapta.org. Looking farther ahead the district will also be needed candidates to for our Nominating Committee for 2006-2008 Officers. These committee members will be elected at the 2005 Fairfax District Annual Meeting.

Bill Levey

Fairfax District PTA, District Director
Virginia PTA
everychild.onevoice.

State and District PTA

Below is contact information for the Fairfax District PTA and State PTA officers who live in Fairfax.

Fairfax District PTA

Director - Bill Levey

703-721-0319 fairfaxdd@vapta.org

First Assistant Director - Lynn Terhar

703-968-6949 fairfaxdd_asst@vapta.org

State PTA Board Members

President - Ramona Morrow

703-455-9603 president@vapta.org

Membership - Michele Menapace

703-329-8236 membership@vapta.org

Volunteers - Dottie Andrews

703-690-7533 volunteers@vapta.org

Virginia State PTA



Proposed Adoption Resolution for Virginia PTA

Approved for submission by the FCCPTA Board at our September 13 meeting

WHEREAS, the state of Virginia and the Federal Government promote adoption as a positive social policy, and

WHEREAS, there are 38,289 adopted children in Virginia as recorded in the 2000 Census, and

WHEREAS, many classroom assignments, including family trees and “adopt-a” tree or zoo animal, may require sensitive explanation on the teacher’s part;

WHEREAS, research recognizes that negative images on adoption can be harmful, both educationally and socially, to children who were adopted because they may prompt harassment by their peers and hurtful words by adults;

WHEREAS, attitudes about adoption should reflect awareness and sensitivity to the needs of adopted children;

NOW THEREFORE BE IT RESOLVED; that the Virginia PTA recognizes adoption as one of many ways to form a family, and wishes to support children in families formed by adoption.

BE IT FURTHER RESOLVED that Virginia PTA urges the Virginia Board of Education to take the steps necessary in order to:

- Ensure that age-appropriate adoption books, which appeal to non-adoptees as well as adoptees, be made available in all elementary school libraries.
- Ensure that the same books are approved for reading in the classrooms.
- Encourage all elementary schools’ staff including principals, counselors and teachers, to attend workshops for educators, such as those offered free of charge by *The Center for Adoption Support and*

Education, Inc. (C.A.S.E.), to make them better prepared to support children who were adopted.

- Distribute a memo on positive adoption language to every teacher, counselor and principal in the state on an annual basis.
- Recognize National Adoption Awareness Month each November.

Adoption Resolution Supporting Documents

Whereas #1: Virginia State Code 12VAC5-200-10 Definitions. “Child” means any biological or adopted child, and any child placed for adoption or foster care unless otherwise treated as a separate unit by these regulations.”

Virginia State Code 22VAC40-250-20 The Adoption Resource Exchange of Virginia.

H.R. 3182 Adoption Promotion Act of 2003 and Statement of Administration Policy in support of passage of H.R. 3182

Whereas #2: “Adopted Children and Stepchildren: 2001, Census 2000 Special Reports” October, 2003. Page 4: “Table 2, Number and Percent of Children of the Householder by Type of Relationship for the United States, Regions, and States, and for Puerto Rico: 2000”

Whereas #3-5: National Clearinghouse on Child Abuse and Neglect Information/National Adoption Information Clearinghouse: “Adoption and School Issues” by Debra G. Smith, 1993.

Voting on VAPTA Proposed Legislation Program Due by October 31

Local Units are encouraged to vote on the VAPTA Proposed Legislation Program (PLP). There is one Legislation Action Item (LAI) and several Policy Statements (PS). The PLP was sent to all local unit presidents earlier this summer. Votes are due to Bill Levey, District Director, either by mail (4319 Rolling Stone Way, Alexandria, VA 22306) or via e-mail at fairfaxdd@vapta.org by 10/31. Results will be announced at the Virginia PTA Annual Convention 11/19-21.

Visit the Virginia PTA website at www.vapta.org.

Of National Interest

National PTA Launches Parliamentary Procedure Online Course

Parliamentary procedure has been a key to PTA governance for ages, but do you know why it is still relevant today and how it applies to making decisions in an organization like PTA? Find out NOW by visiting National PTA's newest e-learning course, parliamentary procedure, at www.pta.org/e-learning! (* User name and password are on the back of your membership card.)

What's in it for me?

Parliamentary procedure covers significant ground by protecting, representing, and guiding fair procedures for a group. Understanding the basic guidelines of parliamentary procedure will help with the meetings, committee work, and elections handled by your PTA.

- Basic understanding of Parliamentary Procedure
- Maintain order within your own PTA
- Guarantee justice and equality to all
- Accomplish group goals in a timely and fair manner

The parliamentary procedure course is one of several e-learning courses available on the National PTA Members' website. All courses can be accessed by clicking here <http://www.pta.org/e-learning>. National PTA E-learning is a FREE member benefit and an excellent resource to enhance your personal, professional and volunteer life. Gain access anytime, anywhere by referring to the user name and password provided on the back of your membership card. Need help? E-mail: elarning@pta.org

800.307.4PTA (4782)

National PTA
330 N. Wabash Ave., Ste. 2100
Chicago, IL 60611



Fifteen Minutes Can Mean a World of Time to a Child

As schools across the country move into full swing, it's a good time for parents to renew their commitment to talk openly with and listen to their children, thus encouraging them to share any concerns or issues surrounding school. To that end the National Mental Health Association (NMHA) and the federal Substance Abuse and Mental Health Services Administration have developed 15+ Make Time to Listen, Take Time to Talk. The program encourages parents to set aside at least 15 minutes a day to listen to and talk with their children, providing them with the necessary emotional support to function well in school and out. To help facilitate parent-child communication and spread the word about the program in communities across the country, the agencies have developed free materials, including

- An activity planner with ideas for events or programs promoting parent-child communication
- A list of books for children in preschool through high school to encourage conversation
- Children's mental health matters' fact sheets dealing with a variety of issues such as anxiety, attention deficit-hyperactivity disorder (ADHD), depression, and so forth.

These materials are available at NMHA's website, <http://www.nmha.org/pbedu/backtoschool/index.cfm>

Also, check out National PTA's resources on parent-child communication, located at

http://www.pta.org/parentinvolvement/helpchild/hc_lets_talk.asp

PTA Fundraising Essentials is a guide to help PTAs, school administrators, and school communities work together to more effectively fundraiser. While the guide provides fundraising ideas and tips, its primary objective is to reinforce National PTA's position that fundraisers are a temporary, short-term solution to school needs and that the federal government must fully fund its commitments to our nation's public schools.



For more info - www.pta.org

Preparing for a Productive Parent-Teacher Conference

by Ted Villaire



When the time comes for a parent-teacher conference, some parents may wonder what they'll talk about, and other parents might even skip the meeting altogether because they're nervous about the encounter. With the right preparation, though, parents will not only eliminate some of their apprehension, they'll likely get more out of the conference and gain a better understanding of what they can do to help their child succeed. Careful preparation will also help parents set the stage for an ongoing relationship with the teacher.

Starting Off on the Right Foot

Initially, parents should work to establish rapport with the teacher. As an icebreaker, parents may take notice of something that reflects well upon the teacher. For example, thank the teacher for having made thoughtful notes on your child's homework or for the special attention in helping your child learn to multiply. Often, at parent-teacher conferences, teachers will give parents examples of the student's work and possibly a report card. This is a good time to have a conversation about teaching methods and how student progress is measured. Are students assessed through tests? Portfolios? Class participation? Projects? Parents may also ask the teacher to clarify any non-academic school policies. If the student is not participating in the conference, parents may ask their child beforehand if he or she has any concerns about school. Also, parents may wish to ask the child what his or her strengths and weaknesses are, and what some favorite and least favorite subjects are. It will save time during the conference if parents have already discussed books, classes, and schedules with their child. Parents may consider telling teachers about any significant changes that have taken place in the child's life (such as the death of a pet, a grandparent who is ill, parents who are divorcing, or a family move), or important activities in which the child is involved (4-H, scouts, community service, an after-school job).

Addressing Problems

Parent-teacher conferences are a good time to discuss any difficulties—either academic or behavioral—a child might be having at school. When problems arise, parents will want to

- Avoid angry or apologetic reactions. Instead, ask for examples.

- Ask what is being done about the problem and what strategies seem to help at school.
- Develop an action plan that may include steps that parents can take at home and steps the teacher will take when the problem comes up at school.
- Schedule a follow-up conference and decide on the best way to stay in touch (phone, e-mail, or letters sent to the home).

Following-up

When discussing the conference with the child afterward, stress the good things that were covered and be direct about problems that were identified. If appropriate, explain to the child any action plans that were arranged. A good way to promote a continuing relationship with the teacher is to say "thank-you" with a note or a telephone call. Continuing to keep in touch with the teacher, even if things are going well, can play an important role in helping the child do better in school. When a child knows parents and teachers are regularly working together, the child will see that education is a high priority requiring commitment and effort.

How to Say It

from the National PTA website

Communicating with your child involves more than the words and phrases you use. What you are saying will be more effective if you:

- Try to speak to your child in a pleasant tone of voice instead of an angry one.
- Speak in a light conversational tone instead of yelling. If you do end up yelling, apologize to your child.
- Take the time to really communicate with your child instead of rushing through a conversation.
- Devote your full attention to your child when she is talking to you, and try not to let your mind wander.
- Use facial expressions that correspond to the words you're speaking and the emotions you're feeling.
- Let your love and respect for your child guide your words and actions.
- Let the responsibility of being a parent be reflected in your willingness to take control when it's necessary.
- Smile more often than you frown.

Vera Lane, Ph.D., is associate dean and Dorothy Molyneaux, Ph.D., is professor emerita at the San Francisco State University College of Education. They are specialists in child-language development and family communication. This article originally appeared in Healthy Kids magazine.

Back-to-School Checklist for Membership Committee Chairs



- √ Review the “Membership Development” section of National PTA’s *Annual Resources for PTAs 2004-2005*.
- √ Write follow-up/second recruitment letters for parents.
- √ Write follow-up/second recruitment letters for teachers, staff.
- √ Continue distribution of membership incentive(s), if any, for parents and/or teachers.
- √ Copy handouts, flyers, or pamphlets as practical from the “Reproducible Materials” section of *Annual Resources for PTAs 2004-2005* for distribution—in member welcome packets and during the school year as member communication pieces, at school events, etc.
- √ Copy and distribute the list of National and Virginia PTA positions and resolutions (like *Reproducible* materials mentioned above). Don’t forget the annual “PTA Represented You” piece distributed by Virginia PTA in the spring.
- √ Prepare member renewal letter(s) to last year’s members who are still in the school but haven’t joined; if you will be sending more than one in a sequence, be sure the final contact asks non-renewers why they aren’t contributing and give possible reasons to check off.
- √ Plan year-long member communications efforts. Remember, your job doesn’t end with recruitment; you’re responsible for keeping members informed and keeping communication lines open. Decide how to utilize the PTA or school newsletter, PTA position papers, PTA legislation programs (see the “Public Relations and Marketing Planner” section of National PTA’s *Annual Resources for PTAs 2004-2005* for more ideas and the “Reproducible Materials” section for camera-ready pieces. Visit the National PTA website for more materials, including a large section of Spanish-language pieces.).
- √ Plan, or be instrumental in planning, PTA meeting dates, times and topics based on the results of a member survey or questionnaire.
- √ Distribute membership cards with a welcome packet. Consider including a letter from your PTA, the PTA objects and mission, highlights of PTA accomplish-

ments—local, council, state and/or national, “Power of Association” piece from National PTA, list of Member Benefits from National PTA, addresses of PTA websites (local, council, state and national) as well as other sites of interest to parents. Be sure to use PTA’s Spanish-language materials and locally translated pieces as needed.

- √ Meet with Membership Committee members to review goals and key strategies. Adjust plans based on successes or roadblocks.
- √ Attend Virginia PTA’s Annual Convention in Portsmouth November 19-21 to ensure your members’ opinions are properly represented on issues.

Tools for Student Success — “Sites on the Web”

www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf - A Toolkit for Teachers – Provides valuable information about the No Child Left Behind Act (NCLB) and how it supports teachers.

www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html — NCLB: A Parents Guide – Summarizes the No Child Left Behind Act.

www.ed.gov/parents/academic/help/questions/index.html — Questions Parents Ask About Schools

www.ed.gov/parents/academic/help/succeed/index.html — Helping Your Child Succeed in School

www.ed.gov/parents/academic/help/citizen/index.html — Helping Your Child Become a Responsible Citizen

www.ed.gov/parents/academic/help/adolescence/index.html — Helping Your Child through Early Adolescence

www.ed.gov/parents/academic/involve/drugfree/tips.html — Tips for Parents on Keeping Children Drug Free

www.ed.gov/parents/academic/involve/homework/index.html — Homework Tips for Parents

www.ed.gov/parents/academic/help/homework/index.html — Helping Your Child With Homework

www.ed.gov/teachers/how/read/tutors.html — Tips for Reading Tutors

www.ed.gov/parents/academic/help/reader/index.html — Helping Your Child Become a Reader
school Teachers & Child Care & Family Providers

FCCPTA Dues Payment Form - 2004-2005

Print cut out this form, fill out required information, and mail with your check to:

Alan L. Krishnan
Treasurer: FCCPTA
12607 Franklin Farm Road
Oak Hill, VA 20171

All local PTA and PTSA units are required to submit their Dues (**\$0.25/member**) along with this form to the Fairfax County Council of PTAs by **December 1**. (Additional Dues for new members joining after December 1 should be submitted by **June 1**.)

Space is also provided on this form to include an optional contribution to the FCCPTA Scholarship Program. (Visit the FCCPTA website – www.fccpta.org for more information.) Please check with your PTA or PTSA Board to determine if your local unit has elected to participate.

Please provide the following contact information:	
School Name	
Type of School (Circle)	Elementary Middle High School Center
Your Name	
Your Title	
Work Phone	
Home Phone	
Email Address	
Today's Date	

Determine amount to be paid:	
	Number of individual members.
.25	Multiply by this amount.
\$	Total Amount of Dues
\$	Add Scholarship Fund donation (optional)
\$	Total Amount Enclosed
\$	Total Amount Paid by Check
	Check Number

Dues Required By: December 1 Dues for Subsequent Members Required By: June 1
Make Check Payable To: Fairfax County Council of PTAs

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MAIL LIST 2004-2005

Please help us keep our mailing list up-to-date. If your newsletter came addressed to your position title (with no name) at the school's address, it's because no one has given us this year's contact info for your PTA/PTSA yet. We prefer sending the newsletter to home addresses since people check their home mailbox much more often. Please e-mail your address (include school, PTA position, and your name) to pdswatson@earthlink.net.

If any local unit officers or committee chairs prefer to receive their newsletter as an Adobe Acrobat "pdf" file via e-mail, we are happy to arrange that. The e-mail version arrives about a week before the printed version. Each newsletter will be available on the Council's web site www.fccpta.org as an Adobe Acrobat "pdf" file.

*The FCCPTA Newsletter is published monthly (August -June) by the Fairfax County Council of PTAs. Articles may be reprinted in local unit newsletters as long as the source is stated, unless a copyright is clearly indicated. Newsletter production is provided by Precision Desktop Services. Newsletter printing and mailing costs are donated by **CareFirst BlueCross BlueShield**, coordinated through Barbara Jordan.*

Fairfax County Council of PTAs

c/o Precision Desktop Services

6046 Braidwood Close NW, Acworth, GA 30101

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for this newsletter to pdsatson@earthlink.net.*

*If you do not have e-mail access,
mail your changes to the return address above.*

Your cooperation saves on postage!