

THIRTY-FIRST DISTRICT PTSA

Valley Views

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2019-2021 VISION FOR 31ST DISTRICT

"I am really excited for our next two years together. We are going to work together to build stronger units, start new ones and implement changes as they come at us. Together, we will take on the challenges that will come our way. We will support our schools' goals and missions. We will support programs that will benefit all of the kids in the 31st District."

FROM THE PRESIDENT

Submitted by Barbara Smith, President



Legislation and Founders Day. Talk about something that just goes hand in hand. **Why PTA?** Our number one question. Especially during this pandemic - locked up at home and no-on campus activities. More than ever - **Why PTA?**

I come out of California State PTA Legislative meetings so energized and excited about what we can do. Reaching out to all of our local leaders and letting them know we are here to support their efforts towards: "Promoting the welfare of children and youth in home, school, places of worship and throughout the community. To raise the standards of home life. To advocate for laws that further the education, physical and mental health, welfare and safety of children and youth."



Did you notice, nowhere in that statement did it say we had to sell cupcakes or host Restaurant Nights on campus to be effective leaders!

Never have we felt so all alone. But we are not, we are PTA strong. We are working towards getting back on campus, while maintaining the health and safety of our children and our staff. So what can we do? Get vaccinated! When your turn comes up, please sign up and show up. When you are ready to send your children back to campus talk to them about the changes they will see. Wearing face masks, new schedules, fewer students. Remind them this is only temporary. This time, next year, it will be a memory. Give them information. Power is knowledge, and in this day, we need to give our kids all the power they can handle.



Founders Day, 124 years ago, three ladies got together and decided it was time to speak up and advocate for children, to:

- Eliminate forced child labor
- Implement a juvenile court system
- Advocate for car seats and safety belts
- Promote the polio vaccine program
- Turn the original Penny Kitchens into our Federal Lunch Program

How will we honor those ladies and their hard work?

- Will your school host Covid-19 vaccines/testing on campus?
- Will you volunteer to help?
- Will you identify areas that need to be addressed and reach out to your local Assembly Members?



Alice McLellan Birney
Phoebe Apperson Hearst
Selena Sloan Butler

Start looking around your online community and plan for a full Founders Day celebration next year.

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If you want support, I happen to know your 31st District PTSA President would love to help you with an introduction to some of the amazing legislators, she has recently met.

A hugely important step is getting your nominating committees working hard to find new leadership. The nominating committee is tasked with choosing the best candidates to serve as officers to run your PTA next term. A member of the nominating committee is expected to understand and appreciate:

- Duties and eligibility requirements of board positions
- Skill sets and time commitment needed for each position
- Consideration of potential nominees based on abilities as well as capacity for leadership growth
- Selection of a slate of officers that reflects a school community
- Importance of keeping all deliberations confidential



When you have your new officers and committee chairs, make sure to update job binders. For those of you who did not get a binder from your predecessor, shame on them. Don't do that to the next person who takes over your job.

Make sure the "How to be Me" binder is updated with a copy of your unit bylaws, a copy of your job description, a list of people you worked with who were helpful, copies of flyers, timelines and programs that you hosted. *Be sure the next guy knows what to expect.*

Write a note saying you are always available to help if they need support.

Please join us at our Founders Day Meeting March 10th 7:00 pm. Wear your fancy Pajama's. Please register in advance! <http://31stdistptsa.org/founders-day-2021/>

ELECTION OF 31st DISTRICT OFFICERS: 2021-2023

At the Founders Day Event and Election PTA Pajama Day Meeting held on March 10, 2021 the new Board of Directors 2021-2023 for 31st District PTA was elected. Congratulations to the following people:

- President: Mireira Moran
- Executive Vice President: Tali Lerea
- Vice President of Leadership: Barbara Smith
- Vice President of Membership and Organization: Kimberly Amado
- Vice President of Community Concerns and Education: Launa Bogartz
- Treasurer: Jennifer Anderson
- Secretary: Karla Landaverde



REOPENING SCHOOLS SAFELY

From California state PTA



Celia Jaffe, President of California State PTA, has issued an opinion piece on behalf of California State PTA's 700,000 members in which she urges the Governor to adopt **10 Key Recommendations** for the timely and safe reopening of schools.

"Schools need to open as soon as practically possible

while protecting the health and well-being of students, staff and families," Jaffe says in the piece, which prioritizes equitable, sufficient funding to cover reopening costs, robust school-parent communication, and expanded learning programs to address learning loss over the last 10 months.

"Not only are children falling behind academically, but the social isolation and fears of illness and death are taking an enormous toll on their emotional health. California's students are counting on the legislature and the governor to come up with a realistic school reopening plan that meets the needs of all our school communities."

Since the start of the pandemic, the Governor and the Superintendent of Public Instruction have included the California State PTA in discussions dealing with the pandemic. We thank them for including the input of parents. PTA held statewide listening sessions to gather the thoughts of parents throughout the state on pandemic related issues, and we continue to hear from parents, students and teachers across California.

We urge the legislature and the Governor to adopt 10 recommendations for the timely and safe reopening of schools.

Ten Recommendations

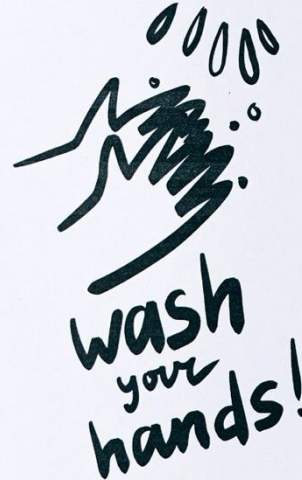
- **Coordinate Efforts** – The legislature and the Governor must agree on a coordinated approach to reopening schools as quickly as safely possible. The legislative bill, AB 10 and the Governor's office budget plan, *Safe Schools For All Plan* must coordinate to reflect the same timelines, safety metrics, and funding to quickly streamline the process of reopening schools.

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REOPENING SCHOOLS SAFELY

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- **Equitable Sufficient Funding** – There must be sufficient funding to cover the additional costs related to opening schools in person. And it must be equitable. All students should generate the same base funding grant with an LCFF adjustment that recognizes the impacts of the pandemic on disadvantaged students. Opening schools will require social-emotional support for students and staff, and services to meet students’ and families’ needs including safe transportation for students.
- **Extra Funding for Health-Related Costs** – Funding to pay for testing, vaccines, contact tracing, and other COVID-related health costs should not be from Proposition 98 funds. Every Proposition 98 dollar spent on non-instructional costs is one less dollar to educate our children.
- **Prioritize Safety of School Staff** – The Governor, the legislature and local governments must prioritize vaccinations for school staff, especially school employees who are already working in-person.
- **Parent Communication and Input** – School districts must provide opportunities for robust input and feedback as they prepare and execute reopening plans. They must ensure parents representing the diversity of the community are included in decision making.
- **In-Person Attendance** – Parents and families should be able to choose whether a child returns to school in-person depending on the health of the child and their family situation.
- **Mental Health and Start Times** – To protect student health and well-being, middle schools should not start before 8:00 am and high schools before 8:30 am. This is particularly critical to support the mental health of students.
- **Expanded Learning and Learning Loss** – After school, summer school and childcare programs need to be available and coordinated with the school day. All schools should develop programs to address learning loss.
- **Follow Health Guidelines** – Schools should not open in person unless it is safe for students and staff. School districts should adhere to the requirements set forth by the California Department of Public Health and county health departments regarding the reopening of schools.
- **Realistic Timeline** – Any timeline for the reopening of schools should consider the needs of parents and teachers and respect the most accurate health guidelines. This includes making sure the school facility is safe for re-opening.



To access EdSource’s Quick Guide: California’s Plan, please visit <https://edsource.org/2021/quick-guide-how-does-gov-newsoms-safe-schools-for-all-plan-work/646111>

To read the *School Reopening Principles* in its entirety, http://downloads.capta.org/adv/CAPTA_SchoolReopeningPrinciples_Feb2021.pdf

LEGISLATION CONFERENCE: “A PATH TO EQUITY”

From California State PTA



CALIFORNIA STATE PTA LEGISLATION CONFERENCE A PATH TO EQUITY

*Education is the key to economic
and social opportunity – leading to
increased prosperity for all.*

2021

► Why focus on EQUITY?

California State PTA believes that all children deserve a quality education regardless of the community in which they live, the color of their skin, their language, their gender identity, or their immigration status.

But too many California students from underserved communities are deprived of an equal opportunity to learn. At this year's Legislation Conference, we explore how we can use our collective voices to influence legislation and the state budget to improve equity, access, and opportunity for all of California's children.

Advocacy Agenda for Equity

- **Poverty, Income, and Racial Inequality:** The effects of discrimination, past and present, perpetuate today's economic inequalities, destabilizing family security at its most basic level. PTA seeks legislation to address poverty, and the income and racial inequities that affect millions of California families.
- **Early Learning:** PTA supports quality childcare, pre-school and early learning for all children.
- **Health and Welfare:** Physical, social, emotional, and mental health needs must be met before students can thrive. PTA supports school and community programs that protect the health and welfare of all children and families, including community schools, school-based health services, counseling, nutrition, and other support services.
- **Education Funding:** California's school finance system must provide stable, sustainable, equitable, and adequate funding to meet the diverse needs of all our students, including before and after-school programs, summer school, and distance learning.
- **Teaching:** PTA supports the recruitment and development of an educator workforce that is reflective of the student population, and that all students have qualified and effective teachers delivering a full curriculum.
- **Curriculum:** PTA believes that all students deserve an education that prepares them for successful entry into society, college, and the work force. All students should be taught a full curriculum including the arts, P.E., and civics that provides them with the knowledge, skills, and support they need to thrive and become engaged members of society. Instruction should be personalized, culturally relevant, and responsive. Coursework must address racism and bias to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.



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LEGISLATION CONFERENCE: “A PATH TO EQUITY”

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California State PTA is thrilled to report that **Legislation Conference 2021** was a smashing success!

This article was written by Kitty Cahalan, President of Blair School PTSA in Pasadena (First District)

In it she offers a high-level overview of our inspiring speakers, the equity best practices they espouse, and how they inspired participants to advocate for equity in education.

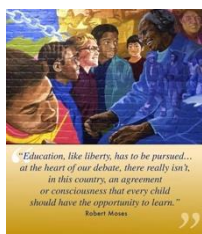
"The theme of equity echoed throughout the conference: access, inclusive approaches, and listening to all the voices in our communities. Our path toward equity requires that our local and state leaders share a coherent, unified message that puts the needs of the most vulnerable first. Not only was this message shared in multiple legislative meetings, but PTA participants left the conference with the tools to continue to forge this path forward for our students."

Equity best practices were discussed in sessions about equity in the arts, community schools, and schools as incubators for democracy.



- Tom DeCaigny, California Alliance for Arts Education, stated that even though the arts are shown to be effective for development of motor skills, a powerful educational tool for students with disabilities, and are mandated by the state, arts education implementation continues to fall short in districts throughout the state. DeCaigny identified PTA as a key messenger and urged coordinated messaging for the arts, especially during remote learning.

- Michael Essien, Martin Luther King Jr. Academic Middle School Principal, shared how adherence to the school's North Stars – whole child, student voice, belonging and rigorous education – combined with ongoing staff training in implicit bias, as well as community partners to bring tiered interventions to students, helped the school meet students and their families where they are. When students feel healthy, safe, and included, he said, they will be ready to learn.



- John Rogers, UCLA's Institute for Democracy, Education, and Access (IDEA) examined mission statements and LCAPs from districts across the state, looking for indicators that districts consider themselves responsible for the civic education of their students, and found very few districts include keywords such as "democracy" and "civic participation." Rogers encouraged participants to consider their school districts' role in furthering democracy and to encourage students to learn how to participate in their communities' civic lives.

Each of these speakers gave clear, actionable information for the advocates in attendance to use to further the call for equity.

For the full article: <https://capta.org/leg-con-2021-wrap-up/>

Other Resources:

<https://www.artsed411.org/>

<https://www.sfusd.edu/school/dr-martin-luther-king-jr-academic-middle-school>

<https://idea.gseis.ucla.edu/>

LEGISLATION CONFERENCE: MEETING WITH LEGISLATORS

Submitted by Carla Nino, Editor



Suzette Valladares
Assembly District
38

Thirty-first District PTSA had a great contingent of members attending the Legislation Conference, “A Path to Equity” during the week of February 8, 2021. Equity involves trying to understand and give people what they need to enjoy healthy, productive lives. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.

An important aspect of the Conference, and an essential part of our learning experience was “visiting” with our legislators. A 31st District team was identified from those who attended the first two days to the Conference:

Barbara Smith, Mireira Moran, Heidi Brewington, Kimberly Amado, Kelly Mattinson, Ari McIntyre, Lauren Jacobs and me, Carla.



Jesse Gabriel
Assembly District 45



Henry Stern
Senate District 27

The team members were all constituents of one or more of the legislators, representing all ages of children K-12 as well as higher education. The diverse team was able to share insight into a broad spectrum of personal concerns related to equity in education, health, human services, mental health, and access for our children.

Zoom meetings were coordinated and scheduled by our team leader Heidi Brewington, a member of California State PTA Legislative Team. We met with representatives of Assemblymembers Nazarian, Gabriel, Rivas, Valladares and Senators Hertzberg and Stern.



Adrin Nazarian
Assembly District 46



Robert Hertzberg
Senate District 18

We were able to discuss not only PTA equity issues, but key focus areas of the legislators, including childhood hunger, vaccine distribution, mental health issues, homelessness, safe school reopening, childcare and early childhood education. We opened the door for ongoing communication and collaboration to seek equitable changes to opportunities for all children and youth.



Luz Rivas
Assembly District 39

LEGISLATION

Social Media

Challenge

One of the most important roles of California State PTA is, to create and support laws that improve the lives of all California children.

Join California State PTA Director of Legislation Shereen Walter and members of the Legislation Team during their monthly webinar, where all the latest information is discussed.

The webinars take place the first

Wednesday of the month from 7:00 – 8:00 p.m. Here is the schedule of upcoming webinars:

- April 7, 2021
- May 5, 2021
- June 2, 2021

The Legislation Team recently started a social media challenge to encourage PTA members and leaders to spread information about the following important and timely subjects:

- #DeclineToSign the referendum on SB 793 – Protect CA’s kids from Big Tobacco
- Get Out the Vote
- Yes on Proposition 15 – Schools and Communities First
- Yes on Proposition 16 – Opportunity for All Californians

They put together templates for each topic with sample wording and images so that your unit, council or district can quickly and easily post them on social media accounts. Use the hashtag #PTA4Kids on Twitter so we can like or retweet your post!

- For the #DeclineToSign template
http://downloads.capta.org/leg/Social_media_templates_SB_793_referendum.pdf
- For the Get Out the Vote template
<http://downloads.capta.org/leg/Social+Media+Templates+--+GOTV.pdf>
- For the Prop. 15 template
<http://downloads.capta.org/leg/Social+Media+Template+--+Prop+15.pdf>
- For the Prop. 16 template:
<http://downloads.capta.org/leg/Social+Media+Template+--+Prop+16.pdf>

DIVERSITY, EQUITY & INCLUSION

Excerpts from Learning Policy Institute

Every era of equity progress has come on the heels of social upheaval, when people of conscience joined together to confront injustice and inequality.

The protests now enveloping our nation are, in one sense, long overdue. Every year in the United States, more than 1,000 civilians are killed by police, and Black people are disproportionately harmed. These murders and the lack of justice that has routinely accompanied them are, in turn, part of a pattern of institutionalized racism that limits the opportunities of African Americans and other people of color in every aspect of society: employment, housing, health care, and, yes, education.



The results of this discrimination have been clear throughout the COVID-19 pandemic, as children and families of color have experienced the results of greater infection and mortality rates, unemployment, housing and food instability, and the digital divide—which prevents children from engaging in education and their parents from engaging in telehealth, job searches, access to benefits, or deliveries of groceries and medicine.

Addressing inequality should not be an academic exercise or an isolated performative act—we who believe in educational justice must commit to the long-game of dismantling and replacing practices that have reproduced educational inequality over time. We know that, just as Black people are racially profiled and over-policed in communities, Black children are criminalized and targeted by discriminatory discipline practices in schools that suspend and expel them disproportionately.

The research on the benefits of culturally responsive, integrated education for all students is well-documented and includes not only enhanced achievement and critical thinking skills, but also greater cross-cultural understanding; reduced bias and prejudice; and stronger civic participation in a diverse global economy, among others.

A foundation for this progress must be the fully equitable funding of schools, so that those serving the students with the greatest needs receive more money, not less, as is typically the case. Right now, districts serving the largest populations of Black, Latinx, and Native American students receive on average about \$1,800 less per student in state and local funding than those districts serving the fewest students of color. These funding disparities have serious consequences for student academic outcomes, as research shows that money matters for resources that have significant impact on student outcomes, such as class sizes, curriculum, and access to qualified teachers.

<https://learningpolicyinstitute.org/>

The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice.

CELEBRATING FOUNDERS' DAY AND WOMEN'S HISTORY MONTH 2021

From California State PTA

February 17 is an important anniversary for PTA. On this day in 1897, Alice McLellan Birney and Phoebe Apperson Hearst founded the National Congress of Parents and Teachers with a mission to better the lives of children in education, health and safety. In 1926, Selena Sloan Butler formed the National Congress of Colored Parents and Teachers to advocate for children, especially African American children in segregated communities. After decades of work in parallel and in partnership, the two organizations unified in 1970.



Alice McLellan Birney, Phoebe Apperson Hearst and Selena Sloan Butler, were women of imagination and courage. They had a simple idea—to improve the lives and future of all children. They understood the power of individual action, worked beyond the accepted barriers of their day and took action to change the world for all children.

Ever since its inception, PTA has been a leader in supporting legislation and programs that benefit children and families. Why not show your PTA pride by celebrating Founders' Day with your school and your community? Here are some ways you can do it:

- **Plan a virtual Founders' Day party:** Get ideas and tips on how to plan and execute an online celebration that honors our founders and helps your school community truly understand that PTA does more than bake sales and other stereotypical activities. <https://mopta.org/wp-content/uploads/2016/07/2016-2017-Tool-Kit-PTA-Programs-and-Special-Events.pdf>
- **Include some facts about PTA's founders and history in your newsletter:** Let your members know the significant impact PTA has made through the years to help remind everyone what PTA stands for, and the legacy we are continuing today. To learn about PTA history <http://toolkit.capta.org/know-the-pta/a-brief-history/>
- **Give PTA founders a shout-out on your PTA's social media accounts:** Download graphics and banners to use on Facebook, Instagram, Twitter and other platforms at www.capta.org/founders-day-resources. Below is some sample verbiage you can use that may even inspire members in your community to join your PTA:
- **Give an Honorary Service Award:** These awards are designed to acknowledge either individuals or organizations who have supported PTA's legacy and mission by providing outstanding service to children and youth in the community. For more information on the award categories <https://capta.org/pta-leaders/programs/service-awards/>. To purchase pins, certificates and other HSA items from the PTA Store <https://stores.shoppta.com/dashboard.lasso>.
- **Invite new members to join!** It's easier than ever to join PTA – share your PTA's "join" link with the community, and make sure to tell them about the Join option on the California State PTA website: www.capta.org/join.

CONVENTION 2021

From California State PTA

Mark your calendar: Convention 2021 is near!

Registration opens on March 23 for California State PTA's 122nd Annual Convention, which is once again going to be all virtual.

We've got an exciting array of activities and sessions planned, which you won't want to miss:

- General Meetings
- Helpful workshops
- Board of Directors elections
- Featured speakers
- Virtual exhibit hall and sponsor areas
- Games
- Networking spaces
- Virtual Reflections gallery

Live and recorded workshops and hearings will take place from May 3-16, and the Business of the Association takes place from May 13-16.



Register between March 23 and April 30 to get the early bird rate of \$50 per person, and don't forget to order your promo pack!

The registration link and further information can be found on March 23 at <https://www.capta.org/convention>.

We look forward to seeing you there!

Convention Scholarship – APPLY TODAY!

The 31st District PTSA is offering ten (10) scholarship to attend the California State PTA Convention 2021. This scholarship covers the cost of registration.

Applications must be submitted by March 31st, 2021 at 11:59 pm.

To learn more and apply visit: <https://forms.gle/At2jQuSiwg9mb5ix9>



AWARDS

Submitted by Kirstin Foster, Awards Chair

District Awards are due online April 9, 2021. All of our Units have been doing great things in tough times and we want to recognize you so please apply! Everything you need to know about awards can be found on our District website using the link below.

<http://31stdistptsa.org/district-awards/>

APPLY FOR A JAN HARP DOMENE DIVERSITY AWARD



Many of our local units, councils, and districts have been working on various diversity, equity, and inclusion initiatives. If you would like an opportunity to share the good work that your PTA is currently doing and get recognition for it, **consider applying for National PTA's Jan Harp Domene Diversity and Inclusion Award.** The purpose of this award is to “recognize PTAs that are dedicated to the needs of all families represented in their schools. The contest acknowledges PTAs that develop practices that are inclusive and equal for all families and that result in positive change.”

The deadline to apply is March 14th, 2021, and all diversity and inclusion efforts must be from the previous calendar year (2020). If you're interested, click here for more information and the application.

<https://www.pta.org/home/run-your-pta/Awards-Grants/Jan-Harp-Domene-Diversity-and-Inclusion-Award>



HONORARY SERVICE AWARDS

Please do not hesitate to gift Honorary Service Awards within your Councils and Units. Although this is a California State PTA award, it is intended for us to present them at our local levels as well. Being recognized is so special and we have some pretty fabulous volunteers within our District, Units, and Councils, so don't be shy about handing them out.

See information on the following page on Honorary Service Awards from the California State PTA

Honorary Service Awards Spotlight Achievements

Honorary Service Awards are awarded throughout the year and designed as a unique way for PTA units, councils and districts to publicly acknowledge both individuals and organizations for outstanding community service to children and youth in a community. All funds collected with this program are used exclusively to support the California State PTA scholarship and grant programs. Download the brochure for more information.

This program offers six distinctive types of awards:

- **Very Special Person Award (VSP)** – This award is given to recognize an individual or organization for their service to PTA. An award certificate is available with a contribution of \$15 or more by a PTA unit, council or district. PTAs may also purchase a VSP service pin at an additional cost.
- **Honorary Service Award (HSA)** – This award is given to recognize an individual or organization for outstanding service to children and youth in your community, going above and beyond what is asked of them. An award certificate is available with a contribution of \$30 by a PTA unit, council or district in the name of the recipient. PTAs may also purchase a HSA service pin at an additional cost.
- **Continuing Service Award (CSA)** – This award is given to recognize an individual or organization for ongoing or long-time service to children and youth, providing support year after year. An award certificate is available with a contribution of \$30 by a PTA unit, council or district in the name of the recipient. PTAs may also purchase a CSA service pin at an additional cost.
- **Outstanding Teacher Award (OTA)** – This award may be given to recognize a teacher for outstanding service to children and youth through PTA, school, or community. An award certificate is available with a contribution of \$30 by a PTA unit, council or district in the name of the recipient. PTAs may also purchase a OTA service pin at an additional cost.
- **Outstanding Administrator Award (OAA)** – This award may be given to recognize an administrator for outstanding service to children and youth through PTA, school, or the community. An award certificate is available with a contribution of \$30 by a PTA unit, council or district in the name of the recipient. PTAs may also purchase a OAA service pin at an additional cost.
- **Golden Oak Service Award (GOSA)** – This award is given to recognize, as the most prestigious of the Honorary Service Awards, an individual or organization that has made significant contributions to the welfare of children and youth in a school or community. An award certificate is available with a contribution of \$60 by a PTA unit, council or district in the name of the recipient. PTAs may also purchase a Golden Oak Service Award pin at an additional cost.

<http://downloads.capta.org/brochures/HSA.pdf>

AWARDS	PRESENTATIONS	ACKNOWLEDGEMENT
<p>The following awards may be given in any order to a recipient:</p> <p>Very Special Person (VSP) Award Given by individuals or PTA constituent organizations to recognize an individual or group.</p> <p>Honorary Service Award (HSA) Given to an individual or organization in special recognition of outstanding service to children and youth.</p> <p>Continuing Service Award (CSA) Given to an individual or organization in special recognition of ongoing or longtime service to children and youth. Recipient may or may not have received a California State PTA Honorary Service Award.</p> <p>Golden Oak Service Award (GOSA) California's most prestigious PTA award, given to an individual or organization that has made significant contributions to the welfare of children and youth in a school or community.</p> <p>Outstanding Teacher Award (OTA) May be given to a teacher in special recognition for outstanding service in positively impacting the lives and welfare of all children and youth in the PTA, school, or community.</p> <p>Outstanding Administrator Award (OAA) May be given to an administrator in special recognition for outstanding service in positively impacting the lives and welfare of all children and youth in the PTA, school, or community.</p> <p>These awards are available through a contribution to the California State PTA. Pins specific to each award are available at an additional cost.</p> <p>DONATIONS Donations may be given in any amount by PTAs/PTSA's or by individuals in tribute to a person, a group or in memoriam. An acknowledgment card or certificate, as requested, is sent when a donation of \$10 or more is made.</p>	<p>The following are examples of ways to make a memorable presentation to the award recipient:</p> <ul style="list-style-type: none"> • Arrange for presentation of awards at a meeting or program, such as a Founders Day event or end of year meeting or luncheon. • Present the award(s) using a poem, skit or other unique way to praise the honoree's accomplishments. Be sure to mention that the donation made to the California State PTA scholarship and grant program in the honoree's name helps fund PTA scholarships. • Arrange for families and friends of the honoree to attend the presentation. • Give a copy of the biographical presentation to the honoree. This could be a scrapbook page with pictures of some of the activities for which the honor was conferred. Assign a committee member to take pictures at the presentation for the honoree. Keep copies of pictures, programs and biographies for the PTA record book. • After the event, write a summary for the chairman's procedure book. • Keep a record of all awards in a permanent file. <p>The awards committee should be:</p> <ul style="list-style-type: none"> • Appointed early in the term to allow time for planning and ordering awards. • Composed of different members each year. • Representative of the school's community. • Composed of an uneven number (five is suggested). 	<p>Honoring Presidents & Members</p> <p>In addition to the HSA and other awards to honor service, other PTA pins may be given to represent an individual's pledge of service to children and youth. These include the membership pin, the president's pin, and the past president's pin.</p> <p>Members, by wearing a PTA pin, indicate that they have a share in this service. It is appropriate to wear the PTA emblem whenever one is representing the organization or serving it.</p> <p>The California State PTA uses a basic design for the pins, to be worn as indicated:</p> <ul style="list-style-type: none"> • The membership pin may be worn by members; • The president's pin with the name of the unit, council or district PTA engraved across the bar is a symbol of the office and is worn by the president during the term of office and given to the succeeding president; • The unit past president's pin with one acorn, the council past president's pin with two acorns, or the district PTA past president's pin with three acorns may be worn by the appropriate past president upon completion of the term of office. <p>It is the responsibility of individuals to determine when, where and how many pins should be worn. Pins may be purchased through the California State PTA.</p> <p>For complete information refer to the California State PTA Toolkit Scholarship and Grant Program Honorary Service Award and Donation Forms</p>

MEMBERSHIP

From California State PTA

Thank you for continuing to be the connection between our schools, families, and communities.

For those of you who are looking for ways to continue growing your membership during this time away from campus, here are a couple of fairly easy ways to keep your membership growing:

- Post a link for someone to join your PTA or your membership form on all of your social media platforms.
- If this is something you did earlier in the year, you may want to update that original message.
- Remind your community of the things that your PTA is continuing to do while we are away from our campuses. Whether its providing virtual programs, or sharing resources for our families, or having a really great newsletter, it's important to remind our school community that PTA is still here.
- Founders' Day is fast approaching. This is a great opportunity to reach out to your past presidents, board members, and families to see if they are willing to support your PTA.



The **Membership Drive Challenge** will take your PTA on a virtual drive through our state. We will have eight different checkpoints throughout the year. The game board/map and checkpoint descriptions are included in the links below:

To view or download the game board/map in English

http://downloads.capta.org/mem/Membership_Drive_Checkpoint_Map_8-24-20.jpg

To view or download the game board/map in Spanish

http://downloads.capta.org/mem/Membership_Drive_Checkpoint_Map_SPANISH.jpg

To view or download the checkpoint descriptions and challenge instructions in English

http://downloads.capta.org/mem/Membership_Drive_2020-2021_Checkpoints.pdf

To view or download the checkpoint descriptions and challenge instructions in Spanish

http://downloads.capta.org/mem/Membership_Drive_2020-2021_Checkpoints_SPANISH.pdf



These are just a few ideas to help you keep building your membership. Remember, “there is no wrong way to PTA.” As always, we would love to hear from you! If you have questions, comments, or of course, success stories, please send them to membership@capta.org.

<https://capta.org/pta-leaders/run-your-pta/building-membership/>

SOCIAL MEDIA THEME KITS

COMMUNICATIONS

From California State PTA

PTA's monthly Social Media Theme Kits are a toolbox of images and text that you can copy and use on your unit/council/district's social media accounts.



California State PTA knows that communication is one of the most important tools in a Unit's, Council's, or District's toolbox, and when done well, improves every aspect of your and your members' PTA experience. We are here to help you create impactful online communication, with ease. This year we are providing images and copy for use on your personal or unit/council/district social media accounts that you can easily customize and use as needed.

In California, with the creation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) authentic family engagement in schools is now acknowledged as vital for school improvement and student achievement.

View a kit, which consists of a series of sample posts and downloadable images for all the major social media platforms, including Facebook, Twitter and Instagram, plus social media support graphics such as Zoom backgrounds, and fun coloring sheets.

<https://capta.org/socialmediakits/>

LEADERSHIP

Submitted by Kimberly Amado, Vice-President Leadership

Have you ever wondered why you have to have elections in March when your term doesn't end until June 30?

It is to allow the incoming board members to work with their outgoing counterparts so they can learn the ropes of their position. The new board needs to have input in planning the budget and programs for the next year. Who better to than to inform them on the why's and how's of your current budget and programs than you?



The incoming board should have the opportunity to attend the State annual convention, attend district trainings and have time to learn from the current board.

District and State needs the incoming officer list so we can reach out to the incoming teams to share information they will need for the upcoming year.

The best way to ensure the longevity of your PTA and honor all of the hard work you and your team have put into it, is to embrace the new board. Hold your elections on schedule and work with the new team so they can prepare over the summer and start their term on a positive note, not playing catch up. We are just an email, text, phone call or Zoom meeting away if you have questions.

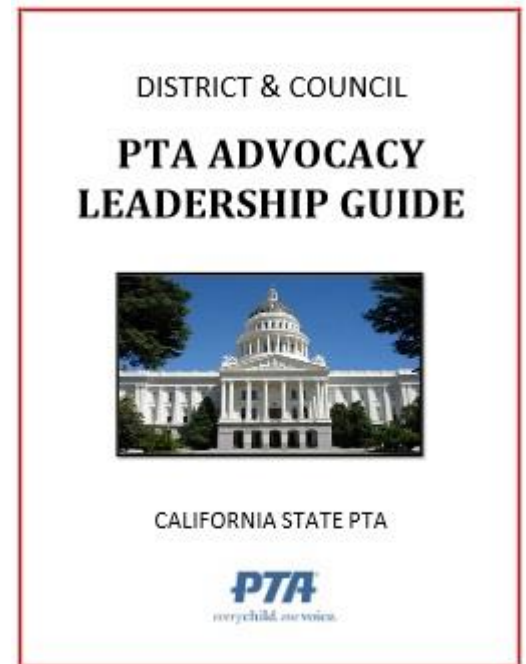
A new resource designed specifically with district and council level advocacy chairs in mind, to support your advocacy efforts.

CREATING A POSITIVE LEADERSHIP CLIMATE

- Should have basic PTA knowledge and a willingness to learn
- Is willing to attend training opportunities to further understand the organization
- Believes in people and helps others achieve goals
- Communicates well orally and in writing
- Delegates responsibility
- Is willing to do the job others are unable to do

LEADERSHIP QUALITIES

- Knowledge of, and commitment to, PTA positions – A commitment to PTA's views and beliefs is essential to being a PTA leader.
- Good communication skills – Successful leadership also requires excellent oral and written communication skills, as well as active listening allowing you to be more empathetic with others. This includes the ability to offer constructive criticism.
- Conflict management skills – An effective leader has the ability to stand back and see what is happening within the group, assure that each member is heard, and not allow anyone to feel alienated or insecure because of another's ego or ambition.
- Critical thinking skills – Critical thinking skills allow leaders to ask the right questions, select relevant data, weigh conflicting information, and determine the right course to follow.
- Decision-making abilities – A good leader knows when to determine if additional resources or input is required and when it is time to end discussion and determine a course of action.
- Faith in the process – A leader must have faith in the ability of everyday people to work to change school policy, succeed with a ballot initiative and engage in petition campaigns.
- Encouragement of others – The true test of leadership is putting the national, state, and local PTA goals before your own. This involves delegating tasks and authority, complementing others, thanking them and sharing credit.



Take a look at the latest issues of Leadership Essentials

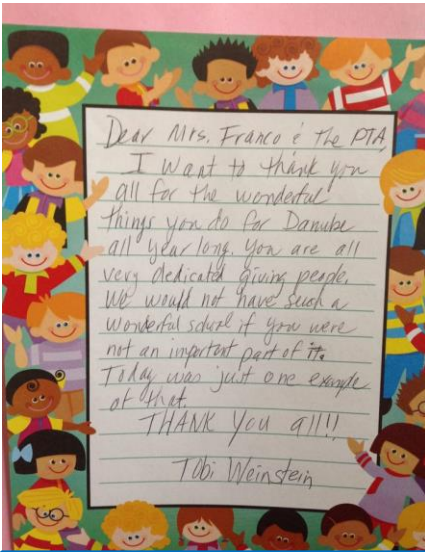
Leadership Essentials is just for PTA leaders, featuring timely information and reminders about issues, tasks and responsibilities at any level. Plus, you'll find helpful tips and news to help strengthen your PTA and leadership skills.

<http://downloads.capta.org/blast/le/LeadershipStrengths.pdf>

<http://downloads.capta.org/lea/LeadershipMistakes.pdf>

http://downloads.capta.org/lea/LeadershipEssentials_January2021.pdf

FROM THE COUNCILS



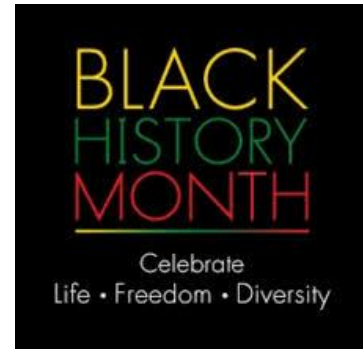
Danube Ave Elementary PTA
Los Amigos Council



Cantara Elementary PTA
Los Robles Council



Lanai Road Elementary PTA
Valley West Council



Harding Elementary PTA
Valley Hills Council



Andasol Elementary PTA
North West Valley Council

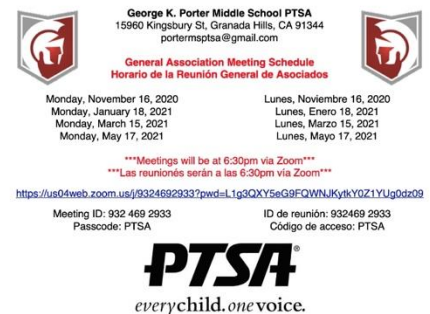


Topeka Elementary PTA
North West Valley Council

Apperson Street PTA
Valley Hills Council



Chandler Elementary PTA
Valley Gateway Council



Porter Middle School PTSA
Los Amigos Council

HEALTH AND COMMUNITY CONCERNS

From California State PTA, The Pulse, December 2020

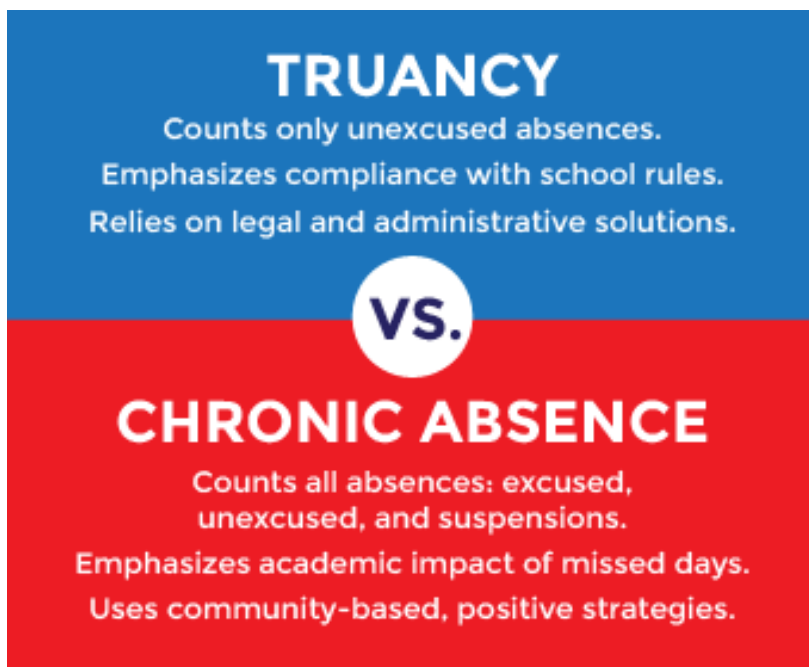
CHRONIC SCHOOL ABSENTEEISM: WHAT PARENTS NEED TO KNOW

Chronic absence is defined as missing 10 percent or greater of the total number of days enrolled during the school year for any reason. It includes both excused, unexcused, out-of-school suspensions, and in-school suspensions that last more than one-half of the school day.

Chronic absenteeism means missing too much school—for any reason—excused or unexcused. Experts and a growing number of states define chronic absenteeism as missing 10% (or around 18 days) during a school year).

Students are chronically absent for many reasons. There are some reasons for absenteeism that cannot be avoided. Life happens. Common illness causing high fevers and fatigue happen. But, if your child is missing many days of school, or a few days every single month, it's important to consider the reason for the absenteeism.

- A nationwide study found that kids with ADHA, autism, or developmental delays are twice as likely to be chronically absent compared to kids without these conditions.
- Children with common chronic illnesses, such as asthma and type 1 diabetes miss more school when they are having more symptoms.
- Mental health conditions, like anxiety or depression, are common reasons for absences.
- Up to 5% of children have school-related anxiety and may create reasons why they should not go or outright refuse to attend school.



Add it all up, and this creates a lot of empty desks and missed school time.

Missing just two days a month of school—for any reason— can be a problem for kids in a number of ways. Children who are chronically absent in kindergarten and first grade are less likely to read on grade level by the third grade. For older students, being chronically absent is strongly associated with failing at school—even more than low grades or test scores. When absences add up, these students are more likely to be suspended and drop out of high school. Chronic absenteeism is also linked with teen substance use, as well as poor health as adults.

<https://capta.org/preventing-school-absenteeism-what-parents-need-to-know/>

<https://www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/School-Attendance-Truancy-Chronic-Absenteeism.aspx>

HEALTH AND COMMUNITY CONCERNS

From California State PTA

NATIONAL EATING DISORDERS AWARENESS WEEK



The goal of National Eating Disorders Awareness Week (#NEDAwareness) is to shine the spotlight on eating disorders by educating the public, spreading a message of hope, and putting lifesaving resources into the hands of those in need.

Every Body Has a Seat at the Table. In a field where marginalized communities continue to be underrepresented, conversations on raising awareness, challenging systemic biases, and sharing stories from all backgrounds and

experiences are welcomed.

For more information and to build a movement to raise awareness and support those affected by eating disorders: <https://www.nationaleatingdisorders.org/get-involved/nedawareness>

What causes Eating Disorders?

Eating disorders may be caused by several factors including genetics, brain biology, personality traits, and cultural ideals.

- One factor is genetics. Twin and adoption studies involving twins who were separated at birth and adopted by different families provide some evidence that eating disorders may be hereditary. This type of research has generally shown that if one twin develops an eating disorder, the other has a 50% likelihood of developing one too.
- Personality traits are another cause. In particular, neuroticism, perfectionism, and impulsivity are three personality traits often linked to a higher risk of developing an eating disorder.
- Other potential causes include perceived pressures to be thin, cultural preferences for thinness, and exposure to media promoting such ideals. Certain eating disorders appear to be mostly nonexistent in cultures that haven't been exposed to Western ideals of thinness.
- More recently, experts have proposed that differences in brain structure and biology may also play a role in the development of eating disorders.

Neuroticism: Defined as a tendency toward anxiety, depression, self-doubt, and other negative feelings.

Perfectionism: Defined as the need to be or appear to be perfect, or even to believe that it's possible to achieve perfection. It is typically viewed as a positive trait rather than a flaw

Impulsivity: Defined as a tendency to act on a whim, displaying behavior characterized by little or no forethought, reflection, or consideration of the consequences.

<https://capta.org/national-eating-disorder-awareness-week/>

WHAT'S NEW IN THE RESOURCE LIBRARY?

Democracy and Legislation Learning Materials!

From California State PTA

The Resource Library has lots of great new content. Check out these items and activities that support learning about constitutional rights, democracy and advocacy.

- **The Power of Democracy:** This initiative from the California Courts aims to help improve civic learning, revitalize democracy and promote access to justice in California.
- **The Legislative Analyst's Office:** Learn about what's going on with the state budget and understand the public policy principles behind California budget legislation.
- **Books Matter:** Children's Literature, from the Anti-Defamation League: This searchable database of children's literature suggests books for all ages that address issues of identity, bias and bullying. Featured books come with discussion guides for teachers and parents.
- **The Equity 8 – California's Key Legislative Principles Amid COVID-19 Pandemic from The Education Trust–West:** Learn about the eight key proposals that have the potential to advance educational equity and justice for California's students and educators during the pandemic.



If you've never used the Resource Library before, why not give it a try? It's chock full of at-home learning activities, videos and documents that support the Next Generation Science Standards – and a whole lot more!

And the Resource Library is easy to use – the search function can help you quickly find what you need by keyword, category, topic, audience type, grade level, and language. <https://capta.org/resource-library/>

Resource Library: Featured Resources

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature>



How to Talk about Race & Injustice in America

<https://www.pta.org/docs/default-source/default-document-library/how-to-talk-about-race-justice-in-america8a2a48f1aa3e63899f67ff00009b2bd9.pdf>

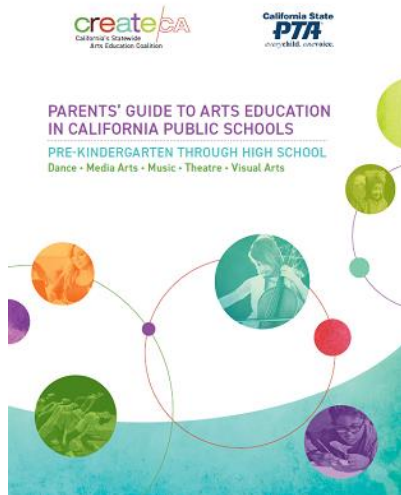


The Education Trust–West

<https://west.edtrust.org/the-equity-8-californias-key-legislative-proposals-amid-covid-19-pandemic/?emci=1bc68d8a-5183-ea11-a94c-00155d03b1e8&emdi=601f84eb-6683-ea11-a94c-00155d03b1e8&ceid=316040>

THE ARTS: PARENTS' GUIDE TO ARTS EDUCATION IN CALIFORNIA PUBLIC SCHOOLS

Get Arts Education Materials for Your Next Meeting or Event



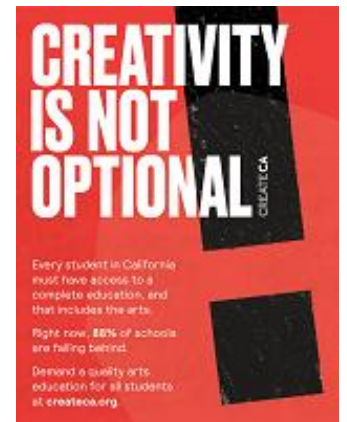
Students with a comprehensive arts education are more likely to be recognized for their academic achievement overall. California State PTA, in partnership with Create CA is excited to provide the newly revised ***Parents' Guide to Arts Education in California Public Schools*** (also known as the VAPA Guide).

This guide, which has been updated to reflect the new standards for instruction related to the arts, provides an overview of what your child will learn in the disciplines of dance, music, theater and the visual arts by the end of each grade level. We encourage you to utilize the guide to ensure your school district promotes a proper arts curriculum. Visit the [Parent's Guide to Arts Education in California Public Schools page](#) on the California State PTA website to download the guide in English or Spanish. This guide provides an overview of what

your child will learn in the arts disciplines of dance, music, theater and the visual arts by the end of each grade level.

By asking about the arts program at your child's school, you are showing your interest in all students, not just the "talented," having the opportunity to express their unique individuality through creating. You can download the entire guide, or just the section(s) pertaining to your child's grade level.

Learn more about how to use the guide by watching an informative webinar. You can access the webinar and get more information at: <https://capta.org/focus-areas/education/arts-education/parents-guide-to-the-visual-and-performing-arts/>.



You can receive 1-3 newly revised Parents' Guide to Arts Education in CA Public Schools in a standard 9x11 envelope for free. You can also order some vibrant posters created by Create CA and show them on screen during your next meeting.

These persuasive materials will inspire your participants to take action to bring more arts education options to their child's school or school district.



<https://docs.google.com/forms/d/e/1FAIpQLSde-Rre6EWsV2snNDVnM-S9aQCHhStFq-DWWM3-AdP1oikpHg/viewform?embedded=true>

To kick off March Arts Education month, our own Arts Education Committee will be showcasing at-home arts experiments you can do with your family or school. Stay tuned for more details.

THE ARTS: 31st DISTRICT REFLECTIONS ENTRIES 2020-2021

Submitted by Andrea Stucky, Reflections Chair

All 31st District winners will receive a virtual recognition (TBD) and a certificate and medal will be mailed later this spring.

1st place-Award of Excellence (Advances to California state level Reflections to compete)

2nd place-Award of Merit

3rd place-Honorable Mention



DANCE CHOREOGRAPHY

Primary

1. Dixie Canyon ES: Elliana Moiseyev "Once Upon A Time When I Matter"
2. Dixie Canyon ES: Milana Sochnev "Do Not Give Up, Try Again"
3. Apperson ES: Ryder Randall "I'm An Awesome Dancer"

Intermediate

1. Rio Vista ES: Luna Phelps "I Believe"
2. Carpenter ES: Mikayla Krivitsky "Follow Your Dreams"
3. Rio Vista ES: Anushree Goel "Dance Choreography"

Middle School

1. Nobel MS: Allesandra Michel

"Make You Smile"

2. Millikan MS: Penny Epstein "This Is Me"
3. Mt. Gleason MS: Abril Anavisca "Sisters"

MUSIC COMPOSITION

Primary

1. Carpenter ES: Sam Mintz "The Scary Song"
2. Darby ES: Zephyrin Lutz "Everyone Matters"
3. Rio Vista ES: Amelie Hazlatt "The Sparkle"

Intermediate

1. Darby ES: Christine Heo "Why I Matter"
2. Rio Vista ES: Stella Skiles "The Violet"

Middle School

1. Millikan MS: Finn Cragen "Persona"
2. Mt. Gleason MS: Abril Anavisca "(Don't) Follow The Leader"
3. Walter Reed MS: Chole Morris "Moment In Time"

High School

1. Granada Hills Charter HS: Zoba Ndife "I Matter"

Special Artist

1. Walter Reed MS: Shubham Sajwan "Different Dreams" Music Composition



FILM PRODUCTION

1. Primary

Beckford ES: Arman Seddigh "I Matter Because"

Intermediate

1. Beckford ES: Nefertina Lizzarraga "I Matter Because"
2. Rio Vista ES: Stella Skiles "S.T.E.L.L.A."

Middle School

1. Millikan MS: Rami Faisal "I Matter Because"
2. Walter Reed MS: Chloe Morris "How I'd Live If I Had 9 Lives"
3. Mt. Gleason MS: Jayden Rivers-Duran "I Matter Because"

continued on next page

THE ARTS: 31st DISTRICT REFLECTIONS ENTRIES 2020-2021

continued from previous page



Extraordinary”

High School

1. Granada Hills Charter HS: Aroa Kim “Beginnings”
2. Granada Hills Charter HS: Andrea Zelaya “Human”

LITERATURE

Primary

1. Dixie Canyon ES: Eva Whittemore “Things My Teacher Should Tell Herself”
2. Dearborn ES: Isabella Banuelos “I Matter Because I Am”
3. Rio Vista ES: Kaya Tejano “Kayla and the Hurt Tanzier”

Intermediate

1. Carpenter ES: Yohan Lee “I Matter Because”
2. Carpenter ES: Aryeh Froindlikh “A Letter To The World”
3. Rio Vista ES: Ethan Chan “Hope In My Heart”

Middle School

1. Walter Reed MS: Amira Olin “Equity, Equality, Discord”
2. Nobel MS: Kingsley Braham “I Matter Because”
3. Nobel MS: Emery Croft “I Matter, We Matter, Our Stories Matter”

High School

1. Granada Hills Charter HS: Llewellyn Bailes “A Whisper In The Wind”
2. Granada Hills Charter HS: Aleena Khoboyan “Perspective”



VISUAL ARTS

Primary

1. Darby ES: Caden Lopez “I Matter Because”
2. Rio Vista ES: Lola Pavilack “The Flower Of Life”
3. Academy for Enriched Sciences: Elizabeth Widhalm “The Friendly Animals”

Intermediate

1. Dixie Canyon ES: Audry Kim “Future Voter”
2. Academy for Enriched Sciences: Lucas Mercer “Small Act Of Kindness Matters”
3. Academy for Enriched Sciences: Noelle Fischer “I Matter Because I Am Part Of A Big Community”

Middle School

1. Nobel MS: Darya Antonenka “The Song Of Life”
2. Millikan MS: Audra Cockrum “I Matter Because I’m Me”
3. Holmes MS: Savannah Lopez “I Am



PHOTOGRAPHY

Primary

1. Dearborn ES: Riley Kaye-Holocker “My Roots Are Deep”
2. Darby ES: Beatrice Cass “Raindrop”
3. Rio Vista ES: Elise Jover “Mommy’s Special Notes”

Intermediate

1. Rio Vista ES: Vivienne Lago “Future Voter”
2. Dixie Canyon ES: Kaitlyn Silver “Unique As Colors”
3. Dearborn ES: Allison Stacy “It’s Going To Be Okay”

Middle School

1. Nobel MS: Malik Sultan “I Matter Because I Am”
2. Walter Reed MS: Brando Rossetti “My Reflection”
3. Mt. Gleason MS: Abril Anauisca “Nature’s Wonder”

THE ARTS: CALIFORNIA STATE PTA REFLECTIONS WINNERS


Submitted by Andrea Stucky, Reflections Chair

Designed to enhance rather than replace a quality arts education, the Reflections Program provides opportunities for students to express themselves and to receive positive recognition for their artistic and creative efforts. The California State PTA would like to congratulate the following students for their accomplishment.





The **Award of Excellence entries** from each category will be displayed at the Virtual California State PTA Convention and will continue to the National PTA Reflections level for reviewing. These students will be invited to attend the Virtual Convention. Their artwork will be displayed in the Virtual Art Gallery and will be displayed in a video presentation at one of the General Sessions.

AWARD OF EXCELLENCE (1st Place)

Category	Name	Division/Grade	School
Literature 	Eva Whittemore Amira Olin	Primary/2nd Middle/6 th	Dixie Canyon ES Walter Reed MS





The **Award of Merit entries** from each category will be displayed at the Virtual California State PTA Convention

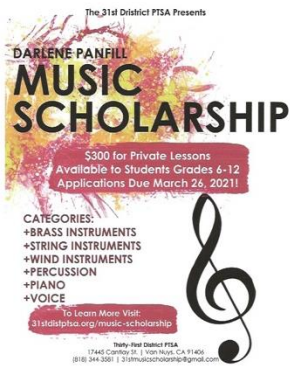
AWARD OF MERIT (2nd Place)

Category	Name	Division/Grade	School
Visual Arts 	Darya Antonenka	Middle/8 th	Alfred B Nobel CMS
Music Composition 	Christine Heo Finn Cragen Shubham Sajwan	Intermediate/3rd Middle/8 th Special Artist	Darby Ave ES Robert A Millikan MS Walter Reed MS

The **Convention Display entries** will be displayed at the Virtual California State PTA Convention

Convention Display

Category	Name	Division/Grade	School
Visual Arts 	Aroa Kim	High/11 th	Granada Hills CHS
Photography 	Vivienne Lago Malik Sultan	Intermediate/5 th Middle/8 th	Rio Vista EM Alfred E Nobel CMS
Dance Choreography 	Alessandra Michel	Middle/6 th	Alfred B Nobel CMS
Film Production 	Arman Seddigh Tonekaboni	Primary/2 nd	Beckford ES



31st DISTRICT MUSIC SCHOLARSHIP

Submitted by Jenny Smith, Music Scholarship Chair

The Darlene Panfill Music Scholarship Program is adapting from an in-person audition experience to an online submission platform for this year. The guidelines have been reformatted and changes for the new process have been clarified. You can download the application and requirements at 31stdistpta.org/music-scholarship/

Submissions are due on March 26th at 11:59 PM. Each category of brass, woodwinds, piano, percussion, voice, and strings will have two or three judges reviewing every submission and providing comments, critique, and advice for improvement. Judges' comments will be distributed once the judges have had time to review every submission, and recipients of the scholarships will be announced before the end of April.

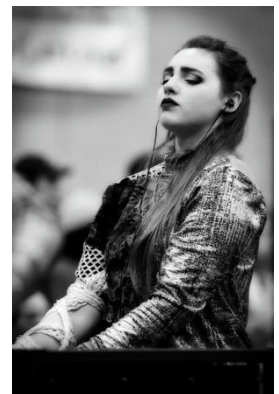
To our participants:

"While meeting in person is still unsafe, it would be far easier to put all of our programs on hiatus and wait until things go back to normal. I personally believe that taking the easy way out does a huge disservice to the momentum and growth of our young musicians. I hope that this unconventional opportunity will provide an outlet for the creativity, skill, talent, and hard work of students that are currently going without recognition or praise. To all of our participants, we hope that this virtual interpretation of an audition process will help to reignite your hibernating passions and help you to continue moving forward with your musicianship. And for some of you, it will even provide funds to help you start, or continue private lessons. We hope to all be back together again soon with in-person auditions and our annual Concert of Performers. But in the meantime, thank you for your support of our program, your support of the arts in your world, and lastly, take care and be safe."

Meet Jenny Smith, student member of the 31st District PTSA Board of Managers

My name is Jenny Smith. I grew up in the San Fernando Valley surrounded by music. When I was asked to be the chair of the Music Scholarship Program because of my unique experience as both a music student and teacher in online settings, I jumped at the opportunity. I feel if even one child submits an audition tape, continuing the program this year will have been worth it.

My parents felt that music was an important part of education and enrolled me and my older brother in lessons early. I began with piano and added flute, marimba and other percussion instruments as well as the marching arts to my music expertise. Gold Drum and Bugle Corps, Blue Knights Drum and Bugle Corps, and Broken City Percussion were, and are, my homes away from home. The people I met and the experiences I had touring the country taught me lessons of patience, motivation, and work ethic that I know would have taken years to form had I not been involved with these groups



The students, teachers, and performers I have had the joy of working with and playing alongside have taught me so much about music and about life. I was lucky enough to have a jumpstart with my musical career by taking lessons young and having the means to participate in the music programs available to me at and after school. I have met so many incredible musicians with different backgrounds, different starts, and different passions that are all tied together through their love of music, regardless of skill level.



What Is Family Engagement

“Communicating and doing things with your student, your student’s teacher or your student’s school to support your student’s learning and success. Parents, family members and other caregivers can be involved in a student’s education in many ways.” – California Department of Education

Well-informed, engaged parents make a difference for student success in school and beyond.

A home environment that encourages learning is a bigger factor in student achievement than a parent’s income, education level or cultural background. Whether it’s reading together, monitoring homework at the kitchen table, talking to teachers about a child’s progress, joining PTA or taking an active part in school governance and decision-making, parent involvement is vital to student achievement.

Decades of research indicates that students with involved parents are more likely to attend school regularly, perform better in school, develop better social skills and go on to post-secondary education. As an important stakeholder, engaged parents take part in all aspects of their child’s education and development from preschool to high school. This successful strategy is based on an understanding that parents are children’s first teachers and key resources in their education and growth.

- **INVOLVEMENT MAKES A BIG DIFFERENCE** – Research shows family engagement is a major factor in student success, with an encouraging home environment serving as a bigger factor in student achievement than a parent’s income, education level or cultural background. Engaged parents take part in all aspects of their child’s education and development from preschool to high school. And with parent involvement as one of the eight key areas in the new Local Control and Accountability Plans (LCAPs), authentic family engagement in schools is vital for school improvement and student achievement.

continued on next page

FAMILY ENGAGEMENT

- **PARENT-TEACHER COMMUNICATION IS KEY** — Strong interaction, teamwork and partnership between families and teachers creates the optimal environment for student success. Parents can make a difference by staying up to date on classroom and school news, attending school events whenever possible and addressing concerns or questions honestly, openly and early on.
- **PARENT-ADVOCACY OPPORTUNITIES ABOUND** — New state laws and standards mean new opportunities for parents to get involved in the education process. Parents' advocacy, involvement and feedback on school priorities are required as part of the new Local Control Funding Formula (LCFF) and related Local Control and Accountability Plans (LCAPs), making family engagement more important than ever before. Families can contact their school districts to make their voices heard in the LCFF/LCAP process. Parents can contact their schools to see if they offer the California State PTA's award-winning School Smarts Parent Engagement Program, which offers family-friendly training on California's education system and how parents can be effective advocates.

With thousands of kids heading back to school starting as early as next week, California State PTA offers parents the top three trends in education during this back-to-school season.

1. **Family engagement leads to student success.** Research shows that authentic family engagement is a key factor in long-term student success — including better student attendance, higher graduation rates and increased student achievement. Our recently enacted bill, Assembly Bill 2878 (2018), is a family engagement measure that uses research-based guidelines to define what authentic family engagement could look like in Education Code in order to guide schools, districts and county offices of education. Learn more about the bill and the importance of family engagement.
2. **Safe children are better learners.** We believe that every child is entitled to a safe and peaceful school environment that is orderly and empowering, in which students and staff are free to learn and teach without the threat of physical and psychological harm. When kids feel safe and secure, they can better focus on learning at school and in the home and can achieve academic success. Learn more about the importance of safe school environments in the toolkit.
3. **It starts with attendance.** Children need to be in school to learn. If children don't show up for school every day, they miss out on developing fundamental skills. Data shows children who are chronically absent in kindergarten and first grade are far less likely to read proficiently at the end of third grade. Parents and families are essential partners in making sure students attend school and play a key role in identifying the barriers to attendance as well as what motivates students to go to school.

<https://capta.org/programs-events/school-smarts/>

<https://capta.org/focus-areas/family-engagement/tips-for-parents/>

[toolkit.capta.org/safe-school-environments](https://www.capta.org/safe-school-environments)

www.capta.org/advocacy

www.capta.org/family-engagement

<https://www.attendanceworks.org/take-action/community-and-agency-partners/parents-and-parent-organizations/>



TIPS TO CALM START-OF-SCHOOL JITTERS

The back-to-school season is an exciting time, but it can also be an anxious time for some children - and parents, too! Preparing in advance can help your child feel more confident and have a more positive school experience.

California State PTA offers guidance for parents and students for helping to calm jitters during the start of school:

- **Re-assure your child.** Anxieties and concerns are normal. Many children will experience these feelings at the start of the school year. Encourage your children to talk openly with you and with teachers about concerns or worries they may have.
- **Point out the positives.** Starting a new school year can be fun. Your child will see old friends and meet new ones. The first week of school offers a chance to learn about new things and pursue interests. Reinforce the fun and excitement of learning with your child.
- **Prepare ahead.** Have your child pick out the clothes he or she plans to wear to school the next day. This will save time and stress in the morning. Encourage everyone in the house to go to bed early and get up 15 to 30 minutes earlier so they're not rushing around in the morning. Allow enough time for a good breakfast, and make arrangements for your child's lunch. During the first week of school, find out if any additional materials are requested (pencils, folders, etc.) Remember: Your school, local nonprofit groups and PTAs often can help with providing school supplies.
- **Encourage safe traveling to and from school.** Find another child in the neighborhood with whom your youngster can walk or bike to school, or ride with on the bus. Briefly review the basics of safe walking and biking. If you feel it is appropriate, drive your child (or walk with him) to school and pick him up on the first day.
- **Plan for special needs.** If your child requires medication, treatment or has special needs, talk to the school administrative staff, then talk to your child about how those needs will be handled at school (what time to go to the office for medication or what foods in the cafeteria to avoid, etc.).
- **Prepare for emergency situations.** What should your child do if you are late picking her up, or if no one is at the house when she arrives home? What should your child do if he feels picked on while at recess? Talking in advance with your child and having a plan will help minimize panic and stress.



For more back-to-school tips for parents and information on the importance of family engagement, visit www.capta.org. PTA connects families, schools and communities, and helps kids and parents feel welcomed at school throughout the year.



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Valley Views

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