

School Boundaries: The Role of PTA is to Inform

A boundary study is about to get underway in the western part of Fairfax, with 6 high schools to be included in the process. It is important for ALL PTAs to understand their role in this very complicated and emotional issue.

While it is critical for PTAs to remain engaged during any boundary study or realignment, it is not in keeping with the mission of PTA to take positions on recommendations made or on other specifics of boundary adjustments. The reason for this is that PTA is bound by simple democratic processes—majority rules. In the case of boundary adjustments, there will always be students and their families on opposing sides of the issue. Unless a PTA has polled every family in the school and received a response from them all, PTA cannot be speaking on behalf of all students. By taking a position one way or another, you are then speaking against the wishes of some in your community. Representing the interests of fairness for all families in the community, PTAs should, however, insist on the publication and wide circulation of complete and accurate boundary information and may need to challenge inaccurate or incomplete data or projections provided by any of the participating parties including the school district's staff.

Every PTA unit is part of the larger whole. Of course, we each work to further PTA's mission within our own school community. In the case of school boundaries, it is wisest for PTAs not to position themselves on either side of the issue because that position may conflict with the needs of all students represented by a PTA.

PTAs involved in boundary issues are reminded that their role is to inform the community about the process and its developments, encourage parental participation in the study process, maintain timely and thorough communication with the community, and set up local meetings with appropriate officials as you determine are needed. When PTAs maintain a neutral status, they allow for a free flow of opinions from every member of the community; truly no one feels their opinions are being outweighed by the 'strength' of the collective voice of PTA members. PTAs should manage their meetings, communications, and public involvement so as to ensure that at the conclusion of any boundary process the PTA continues to be the comfortable, fair, and most desirable

neutral ground for all parties to convene so as to best work for all the children and all the families served by the PTA's school.

During a period of boundary consideration, PTAs should continue to provide programs, services and support to their entire constituency and help ensure that the boundary issues do not discourage parent involvement and student programs available to all families.

Most PTAs that have been through a boundary discussion have taken special care to keep positions or opinions apart from the PTA. At one school recently going through a boundary change, for example, two parents who are very active in the PTA took on the task of reviewing proposals on boundary adjustments. They communicated with interested people electronically, encouraging parents to attend meetings (those organized by the school system as well as those organized internally to gather input) and offering interpretations of which options might best serve the most students. It was, however, up to the parents to attend the meetings and personally express their concerns. No materials were distributed under the auspices of the PTA, but interpretations of the "best" plans were shared.

Boundary adjustments (and even the possibility of a boundary adjustment) are emotional, sensitive, and potentially divisive issues. Communities have literally been torn apart during these discussions. PTAs are strongly advised to keep their associations apart from the possible merits or detriments of boundary proposals and remain in a neutral position of advocating for community participation and communication. The Fairfax County Council of PTAs includes PTA leaders who have considerable experience working on boundary issues, leaders who understand the pitfalls, opportunities, and alternatives offered by boundary considerations; PTA leaders in schools affected by boundary issues are encouraged to ask for advice.

Michele Menapace
President
www.fccpta.org

news from the Virginia PTA

Delegates act on bylaws, resolutions

Delegates to the 2007 Virginia PTA Convention approved 14 changes to the association's bylaws, rejected two others and referred another two - including a proposed 25-cent dues increase - back for further study.

Delegates turned down proposals to drop "PTSA" from the organization's bylaws and to restrict candidates for elected officerships to those having served at least 18 consecutive months on the state board of managers.

The proposed dues increase was referred until after a delayed 2006-07 audit is completed and analyzed. That is expected next month.

Also deferred was a proposal that would have required local units to have their members vote on budget changes over \$250. Currently, individual PTAs are required to set their own dollar-amount limit.

All other bylaws changes were adopted, some after being amended. The changes take effect immediately.

Delegates also approved, with amendments, resolutions governing environmental mercury pollution, school bus drivers using cell phones in transit, career and technical education, heart defibrillators and low-cost health insurance for children.

Details about both sets of votes are to be posted on the VAPTA web site soon.

www.vapta.org

Public hearings on SOL revisions

Public comment set for November 26 on proposals for history and Physical Education (PE).

The Virginia Board of Education will hold four public hearings on November 26 to solicit comments on proposed revisions to Standards of Learning for history and social science and health education, physical education and driver education. All hearings begin at 7 p.m. and will adjourn by 9 p.m. Registration of speakers will begin at 6 p.m.

The Fairfax location is Robinson Secondary School, 5035 Sideburn Road, Burke. Directions to this location may be

found at: <http://www.fcps.edu/maps/robin.htm>

For additional information about the proposed revised history and social science SOLs, contact Beverly Thurston by e-mail at Beverly.Thurston@doe.virginia.gov or by telephone at 804-225-2893.

For more information about the health education, physical education, and driver education SOL proposals, contact Vanessa Wigand by telephone at 804-225-3300 or e-mail at Vanessa.Wigand@doe.virginia.gov.

PTA Take Your Family to School program

Be rewarded for welcoming families into your school! Make plans to celebrate PTA Take Your Family to School Week February 10-16, 2008; then apply for a cash award of \$1,897 to support your activities. Deadline is November 28, 2007

Here's how:

- Watch the mail for the PTA Take Your Family to School Week 2008 planning guide, which includes creative event ideas and the Take Your Family to School Week Award The application is also available online at www.pta.org/familytoschool/familytoschool_landing.html
- Plan events and activities that encourage all families to participate in their children's education and the life of your school.
- Tell the PTA national office about your plans. Complete the Take Your Family to School Week Award Application and submit it to PTA national headquarters by November 28.

PTA was founded on February 17, 1897. The \$1,897 Awards -- and your Take Your Family to School Week celebrations -- honor and further our founders' vision of building lasting family-school partnerships.

This year's \$1,897 Awards are presented by the AXA Foundation, a national PTA sponsor. Award recipients will be notified before the New Year. All applications will be subject to competitive review. Awards will be given only to PTAs in good standing - bylaws current and dues paid on time.

RESOLUTION TO SUPPORT INITIATIVES TO BAN THE SALE AND USE OF NOVELTY, TOY-LIKE LIGHTERS IN THE UNITED STATES

Adopted by Executive Board of the Fairfax County Council of PTAs

Whereas the Fairfax County Council of PTAs has as one of its goals, the health, parenting and safety of all children; and

Whereas 3,993 deaths and 17,875 injuries caused by fire were reported by the United States Administration for the year 2004; and

Whereas children ages nine and under comprised ten percent of all fire-related deaths and seven percent of all fire related injuries for the year 2004; and

Whereas the National Association of State Fire Marshals reports cigarette lighters being sold in their states that resemble toys and other objects appeal to children; and

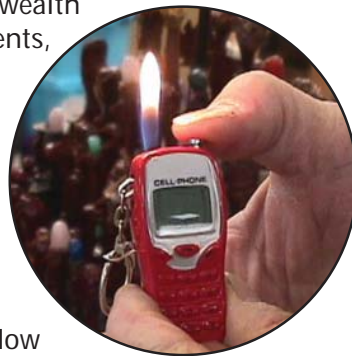
Whereas the National Association of State Fire Marshals acknowledges that there have been fires and burn injuries resulting from children with so-called "novelty, toy-like lighters" that resemble toys and other attractive objects; and

Whereas the United States Fire Administration established an operational objective to reduce the loss of life from fire in the age group 14 years and younger; and

Whereas the Consumer Product Safety Commission has a strategic goal to reduce the rate of death from fire-related causes by 20 percent from the years 1998 to 2013; and

Whereas the European Union recently required all cigarette lighters to be child-resistant, but at the same time recognized that novelty, toy-like lighters have an inherently higher risk of misuse by children, and thus prohibited the sale of novelty, toy-like lighters in the European Union as of March 11, 2007.

Now, therefore be it resolved that, the Executive Board of the Fairfax County Council of PTAs encourages and supports initiatives in Fairfax County and the Commonwealth of Virginia to inform parents, take novelty toy-like lighters off the shelves, restrict purchase of child-resistant lighters to those who meet the legal age to use tobacco products, and encourage the US Consumer Product Safety Commission to follow the European Union in banning the sale and use of novelty toy-like lighters that appeal to children.



For more information on this topic, visit the Oregon State Fire Marshal website at http://egov.oregon.gov/OSP/SFM/Novelty_Lighters_Action.shtml

Bring Environmentalism to Your School and Workplace

By Margaret Fisher

FCPS provides ample resources to educate and involve students in environmentalism. But why not make this a community effort? PTAs can help create a partnership in which all members of the community work together to clean up our county. Below are some basic examples:

Water

- Use water-saving faucets, shower-heads, toilets and urinals to save water.
- Set water temperature only as hot as needed (110-120 degrees) to prevent scalds and save energy (check local codes for specific temperatures).
- When landscaping, practice xeriscaping by using plants native to Virginia that require minimal watering and possess better pest resistance.

Bottles and Cans

- Don't buy water bottles. Use water pitchers instead.
- BYOC (bring your own cup)
- Recycle
- Use larger drink bottles, not individual cans

Cardboard Boxes and Paper

- Formalize re-using empty boxes; encourage employees to take them home.
- Use double-sided printing and copying
- Distribute documents electronically instead of in hard copy when feasible
- Select paper products with a high recycled content, including toilet paper and paper towels.
- Recycle as much of the paper products you use as possible
- Set copiers to automatically default to two-sided printing
- Printers that allow double-sided printing reduce energy use since much more energy is consumed in paper production than in printing. A further reduction in energy use would be the use of an inkjet instead of a laser print-

er. Inkjet printers are inexpensive, have low energy consumption, and allow for the reuse of paper, which saves on costs and reduces environmental impacts.

- Using recycled materials to produce glass, paper, and metal products saves 70 to 90 percent of the energy and pollution, including CO₂, that would result if the product came from virgin materials.

Run Off

- Plant a "green roof" with sedum
- Parking lot - use permeable pavers (for low use areas) or interspersed strips to soak up runoff.

Cleaning supplies

- Use environmentally preferable cleaning supplies

Transportation

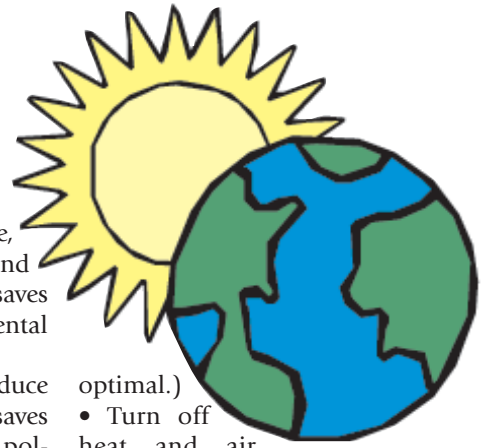
- Carpools, slug lines, and public transportation
- Help staff members organize
- Make routes and schedules widely available
- Guarantee taxi fare for personal emergencies and unpredictable overtime

Energy

- Equipment uses more energy when left on rather than turned off when not in use, regardless of energy efficiency enhancements.
- Buy electronic equipment and appliances such as refrigerators, microwaves and vending machines certified by the federal EnergyStar energy-efficiency program.

Heating and A/C

- Turn off units when not in use.
- In cooler weather, gradually reduce heat settings. (Your employees and students should feel comfortable at 68°F.)
- In summer, raise air conditioner settings. (Move up 1°F a week. 78°F is



optimal.)

- Turn off heat and air conditioning in unoccupied areas. (Conditioning air in storage, basement or empty space is usually unnecessary)
- Turn off heat and air conditioning at night, on weekends or other times your school or business is closed. (With many systems, it's cheaper to heat or recool at the start of each business day.)
- Turn on heat and air conditioning later in the day. (Delaying system start-up by 30 minutes to an hour will help.)
- Turn off systems earlier in the workday. (Your building should remain comfortable for an hour or more.)
- Adjust blinds (to keep heat or sun in or out)
- "Solar screens" or "solar films" on the windows
- Use Geothermal heat pumps

Computers

- Turn them off when not in use. Turning off each monitor at night saves \$10-15 per year; turning off the computer as well will double those savings.
- Set printers, monitors and the actual computers to automatically power off. However, printers consume 30-40% of their peak power requirement even when idling, and this outweighs consumption during the printing process if left idling for long periods of time. Energy-efficient printers power down 15-45 W or less depending on model specifications, which reduces energy use by 50% while idling.

Lights

- Turn them off at night and when there is enough daylight.
- Install occupancy or movement

Getting Students to be More Physically Active

By Kenton Pattie
Chair, Health, Parenting and Safety
Kentonp1@aol.com



A survey by the US Centers for Disease Control shows 36 percent of students were physically active for a total of 60 minutes or more per day, more males than females in grades 9-12. National statistics show walking and bicycling to school have dropped for ages 5-15 by 40 percent. A 2005 survey in Fairfax County shows only 13 percent of public school students walk or ride a bicycle to school. Inova Health System, Fairfax, just released 2007 survey results that show 58 percent of children spend four or more hours per day in front of TV or a computer screen in non-homework.

These and other reports continue to confirm what we already know: our kids are less active these days and there is more overweight and obesity among school-age children than previous eras.

One 2005 recommendation was that schools should ensure 30 minutes of the average child's 60 minutes of physical activity take place in school, leaving it up to the family to take responsibility for another 30 minutes per day. One report recommends 150 minutes a week of physical education each school year.

Various organizations have made recommendations on what to do about it. The Fairfax School Health Advisory

Committee has reviewed the latest ideas and is making recommendations to the School Board.

Regular participation in physical activity during childhood provides physical benefits such as helping to build and maintain healthy bones, muscles, and joints, control weight, build lean muscle and reduce body fat. Participation in physical activity and sports can help children have good behavior and high academic achievement.

One of the issues that concerns many parents is recess. Parents concur with the VAPTA position that children should get recess every day and not be denied recess for punishment or to make up unfinished class work. Recess every day is a requirement of Virginia code as well as FCPS Regulation 7211. The American Academy of Pediatrics says kids are getting less and less playtime as there is more and more emphasis on academics. But the AAP maintains that play is essential for child development and emotional well being.

Fairfax County Public Schools' Regulation 3218 requires a minimum of 60 minutes a week of physical education instruction. The average child gets PE twice a week for 30 minutes. ■

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sensors or timers.

- Remove unneeded lighting. (Fixtures near doors and windows often burn energy needlessly.)
- Investigate energy efficient light fixtures and bulbs.
- Use Energy Star exit signs: One sign alone can save about \$10 annually on electricity costs and can last up to 10 years without a lamp replacement, compared to less than one year for an incandescent.

Fax machines

- Conventional fax machines use a lot of energy in both printing and idling modes. Energy-efficient fax machines

power down to 15-45 W or less, depending on model specifications. Thermal and laser fax machines are now commonly used in industry. Inkjet printing is better than laser printing in terms of energy efficiency, but is slower.

INVOLVE EVERYONE IN YOUR BUILDING: THIS STEP IS KEY!

Form a school wide committee with representatives from all groups, including students. Recruit volunteers and authorize them to provide leadership.

- Come up with ideas, research practicality
- Newsletter. Educate people on what they can do at work or home.

- Have an informational fair.
- Make baseline measurements of consumption of electricity, water, paper products, plastic ware, etc so you can compare later.
- Practice green purchasing
- Give rewards for the best ideas. Have a drawing for special parking spaces for carpoolers.
- Have a friendly competition between schools to have the largest reduction in electricity use.
- Have classrooms work as teams.
- Involve your housekeepers. Invite them to classroom and departmental meetings. ■

Social Inclusion

By Margaret Fisher
Chair, Special Education Committee
FCCPTA

Our first article on special education addressed an issue - distribution of IEPs - that is unique to children with disabilities. Our second article addresses a topic that involves all children and the community as a whole. It is not only schools that struggle with the question of how to include people who are different. What do we as parents teach our own children? When they see a person with a physical disability, we say, "Don't stare; it's not polite." When they see people behaving oddly, we tell them to avoid them. As frequently happens, the most we do to teach inclusion is to tell them to hold the door open for people in wheelchairs. Our language itself serves to objectify: a person not only has a disability among other traits but is autistic, mentally retarded, bipolar, LD, etc.

Schools, therefore, must take an active approach to teaching those skills that do not come naturally. Staff and children must be taught how to accept and love one another, and children who lack basic social skills must be helped to obtain them. Inclusion is not about ignoring, tolerating or proffering help to those who are different, but about making everyone a valued member of the community.

One mother's story summarizes what is an all too familiar scenario: *"My daughter presents herself fairly well and does well academically. Yet her social isolation from peers, constant rejection at school and in the neighborhood have resulted in the beginning of an eating disorder, major emotional melt downs, and, just yesterday, an attempt to hurt herself when she became frustrated with her eating addiction."*

Social inclusion usually has been accomplished on a small scale by individuals, but there are ideas out there for creating global change:

Positive Behavior Support

Approximately ninety schools in Fairfax County have implemented Positive Behavior Support programs. By recognizing and rewarding desirable behaviors, these programs have the potential to create a more friendly and accepting atmosphere overall in schools. Anti-bullying programs should be an intrinsic part of the plan.

Clubs and Athletics

Extracurricular activities can provide opportunities for stu-



dents of all personalities and abilities to feel good about themselves, but without careful attention, they may devolve into exclusive and overly competitive cliques. A confident person may jump into new experiences, but the less confident, and those who see themselves as out of the mainstream, need a personal invitation before they will take the plunge.

Some questions to ask about our clubs and teams:

- Do students receive enough information to know which activities might appeal to them and to know when and where they meet? Or does the school rely on word of mouth and purely verbal morning announcements that go by in such a blur that even organized students have trouble catching the details?
- Do parents receive the same information so they can make after school arrangements and encourage their children to explore their options?
- Are announcements worded in a way to make it clear that students of all abilities will be welcomed? Is a club seen as a place where students help each other to grow or as a means for the school to collect trophies?
- Are enough sports teams available so that children of all abilities can be included?
- Do club sponsors and coaches specifically consider the accommodations that may be needed to include all students? Do they brainstorm with the group on ways to make it a welcoming place?
- Are there programs in place to personally encourage each student to consider at least some of these activities?

Buddy Systems

Canterbury Woods Elementary School took this approach. A mother writes, *"My daughter's 4th grade GT teacher called halfway through the school year concerned because my daughter did not have any friends. She offered to speak with a couple of the girls in the class to ask them to befriend my daughter. They saved her a space at the lunch table, sat next to her in class, and even buddied with her for Field Day, a nightmare for any child with social deficits. The girls were told just what they needed to know, and under the teacher's watchful eye, they made a world of difference to my child."* At the secondary school level, a buddy system could be invaluable for drawing students to football games, dances and other social events.

December 3-7, 2007 is the 7th Annual Inclusive Schools Week -
Visit www.inclusiveschools.org for ideas on how to
help your school have an inclusive environment all year long.

Social Skills Groups

One mother found that Irving Middle School was able to turn around a situation which had potential for disaster: "My son (with Asperger's Syndrome) had a few close friends until fifth grade. It was about that time that the other boys started to realize that he was "different," and no longer wanted to be seen with him. I still recall his 12th birthday, when he didn't have a single friend to invite to a party, which he had always enjoyed in previous years. He hated middle school; the first semester of 7th grade was a nightmare - he complained about being pushed in the hallways, about the foul language, about the disruptive students in his English class.

"Thankfully...the school psychologist decided to put together a six-week social skills group that met once a week during first period, when my son had PE (he hated PE!). She talked to me, and also to his Basic Skills teacher for suggestions as to who she could include in the class. The Basic Skills teacher recommended another boy who also had Asperger's, and who also needed a friend.

"That group spawned the beginning of a new era for him. It was then that my son--who had always been mainstreamed--realized that he wasn't the only boy in middle school who had Asperger Syndrome. Up until then, he would not speak of his disability, or even acknowledge that he had AS; once he met another student like him, he learned to not only acknowledge his "difference," but to embrace it. He realizes that his focus on cartooning/drawing may be related to his AS (his "special interest"), and he is proud that he is so dedicated to what he now sees as a future profession. Through his new friend he met other boys with AS, all of whom have gone through high school together and been friends now for five years. They all attend each other's birthday parties, and most will be graduating together next year. My son is still not particularly social-minded; but he found a group in which he is comfortable and where he belongs. He has since made other friends--not all with AS--and he realizes how important it is to have friends."

Pine Springs Elementary School used a similar approach in the second grade: "My daughter sits next to others at lunch; she rarely if ever communicates with anyone and vice versa. Last year her special ed. teacher tried something new. Each Friday she invited 3-4 different girls out of her "regular" class (with whom she stays, except for reading and math) to eat lunch in the special ed. classroom. Her teacher called it their tea party, and the girls in her class all seemed to be excited when it was their turn. I think good behavior enabled participation. Anyhow, her special ed. teacher would initiate different topics of conversation, and the girls all participated. I sat in once, and it was great fun. It was successful all the way around. My daughter felt like she was part of the group/part of conversation, and it gave the girls a chance to include her and get to know her better. In addition, they all got to sit in the special ed classroom, and except for being smaller, saw that it pretty much looked like the other classes. This year, her 3rd grade teacher and her special ed teacher came up with the idea of having her bring in a game once a week to take outside during recess. Recess is also a hard time for her as she normally plays alone. Her teacher began playing with her and then many of her classmates came over to play or help (she brought in the game Guess Who?). At the end



of the day, my daughter was very excited about it and told me that 'lots of people wanted to play with me.' She was beaming from ear to ear."

People First

We often forget how important language can be for creating stereotypes. It seemed awkward at first to say "chairperson" or "fire fighter" instead of "chairman" and "fireman," but now these terms are a natural part of our speech that help make the world a better place. A child is not an "epileptic" or "ED" or "LD" or any one thing; a child is a person who has many characteristics that may include certain disabilities. Please put people first: "A student who has diabetes" or "A student who has Down's syndrome."

One School

Students with IEPs are by no means the only ones who feel alienated and lonely. Social inclusion programs can benefit everyone at a school. Everyone is new to a school at some point, and rapidly expanding schools such as Colin Powell Elementary School have had to learn to quickly forge a community from a very diverse group. Principal Brian Hull leads a school that has not only grown in size but includes over two hundred children in ESOL who speak forty seven different languages. He has a number of programs in place that result in a school where everyone can fit in. Student hosts from each class invite new students to join them at lunch and recess; the hosts are recognized for their leadership at a ceremony at the end of the year. One grade level at a time is on the playground at recess; the teachers brainstorm beforehand with the students to come up with activities that will entice kids of any background to participate. If a child has an issue that makes him or her stick out in the crowd, staff members go into the class and carefully explain the situation in a sensitive way, thus taking the mystique out of the difference for the other children. Inclusion does not only mean having kids in special education go out into large group settings: self contained classrooms open their doors to students in general education, forming lunch bunches and play groups. Older students work with younger ones to provide positive role modeling. Mr. Hull finds that inclusion is most successful when it is kept as natural as possible.

What do we find in schools that have no organized approach to social inclusion? A child spends every lunch period eating alone. Another goes through his entire childhood without ever having a friend. A girl is always "last pick" and abandons any hope of enjoying athletics in her life. A boy is suspended repeatedly when he lashes out at being teased; he eventually drops out of school. And every silent witness in the community is diminished by the experience. Please don't let these things happen at your school; we must all help our students become productive adults by giving them a strong foundation of happiness, love and social success. ■

Guidelines for Publicizing Community Events

FFCCPTA will include information in this calendar that complies with the following:

FFCCPTA will use its electronic communications network to publicize any FCPS-related event or activity. This may also be extended to include any activities sponsored by Fairfax County government, the Fairfax County Public Library system, and the Fairfax County Park Authority.

Activities or events shall be family oriented and may charge nominal fees. Only events/activities located with Fairfax county will be considered.

FFCCPTA will include information on a first-come, first-

served basis on this page in this newsletter and will be posted to the fccpta website.

To have your item included - please send email to Newsletter Editor, Laura Nelson at Lnelsonva@cox.net Include date, name of activity event, time, location, age-range, cost and contact info (phone number, website, or email address)

FCCPTA will provide these listings for informational purposes only and does not endorse or support any activities or sponsoring organizations. All events/activities listed must non-denominational, but may be sponsored by churches or religious groups.

Deadline is one month prior to the event or activity. Newsletter will be posted on or about the 15th of each month, September - June.

November 28, 2007 • Union Mill Elementary School, Clifton • 7 p.m.

Helping Your Child with Homework: Time Management & Organizational Skills

Dr. Lynda Beemer from Excel Learning Services and a leading authority on executive functioning will present an evening program for parents: Helping Your Child with Homework, Time Management, & Organizational Skills. She will provide hands on interventions to help students from elementary through high school. Sponsored by the Union Mill PTA. Questions, please call or email Mary Zempolich at mezemp@aol.com or 703-802-5776.

December 1, 2007 • George Mason Univ, Fairfax Campus • 8:30 a.m. - 2:30 p.m.

Future Quest 2007

A College & Career Forum for Students with Disabilities, Parents and Professionals

Students with disabilities and their parents can learn about educational and career opportunities for after high school. Speakers, workshops, and displays will cover all aspects of transition from school to the real world, including the college application process, financial aid, strategies for success, career planning, and career opportunities. Representatives from colleges, universities, technical schools, and adult service and advocacy agencies will be present to answer questions from students and parents.

The keynote speaker, Jonathan Mooney, is a writer and activist whose dyslexia kept him from learning to read until he was 12 years old. He is a graduate of Brown University, and co-founder of Project Eye-To-Eye, a widely duplicated mentoring program for students with disabilities. Sponsored by: Northern Virginia Transition Coalition. Event is free.

For more information and registration please visit:
www.vacollegequest.org/resources/futurequest2007.shtml

Please note: For deaf and hard-of-hearing attendees: To request a sign language interpreter, please contact Karen Sherman at 703-228-2545 by Friday, November 16, 2007

places to go • people to see • things to do

December 15, 2007 • James Lee Community Center • 10 a.m. - 1 p.m.

Free Conference on Bridging the Parent – Teen Communication and Acculturation Gap!

Parent and teens from Hispanic, Korean, Somali, and South Asian cultures are invited to attend. Registration and refreshments at 10:00 a.m. Interpreters available. A skit will be presented and sessions on discipline, communication, mental health, and stress. Sponsors are the Fairfax County Public Schools and Fairfax County Government. Questions in Korean call 703-208-8069, Spanish call 703-208-8017. English call 703-704-6002.



**TOP
PRIORITY
FOR
NOVEMBER**

TOPICS

Helping your Child Love to Learn
Guest: Vera Steiner Blore of Fairfax
Futures

NOVEMBER 19 - DECEMBER 3

Numerous times weekdays

The MRSA Infection
Guests: Dr. Peter Troell
& Jon Almquist

Assistive Technology Services is pleased to announce the second offering in the AAC Integration Series.

AAC, (Augmentative and Alternative Communication), devices are used by a number of students in Fairfax County Public Schools. Learning to program a device is not the hard part; learning to integrate the device and help our students use them is more of a challenge. This series was created to assist with this challenge.

The second topic in the series is:
Integrating AAC into Your Day

Discover how augmentative and alternative communication devices can be assimilated across the curriculum. A variety of communication systems will be demonstrated with suggestions on how to include the AAC user in classroom activities and how to make the communication system a meaningful part of their day (and life).

For more information and registration visit:
<http://www.fcps.edu/ss/its/inservices.htm>

Fairfax County Public Schools

TEACHER Job Fairs

Hiring for the **2008-2009** School Year

SECONDARY

January 26, 2008

Oakton High School

Snow date: February 9, 2008

ELEMENTARY

February 23, 2008

Oakton High School

Snow date: March 1, 2008

Registration Requirements

Pre-registration is required. Prior to registration, candidates must create an account, submit a resume, choose instructional preferences at www.fcps.edu/DHR, and complete the TeacherInsight online survey.

Online Registrations

SECONDARY

January 2, 2008 - January 16, 2008, COB.

ELEMENTARY

January 22, 2008 - February 5, 2008, COB.

Complete information is available at www.fcps.edu/DHR.

Critical Fields

for the 2008-2009 School Year

- Chemistry
- Mathematics
- Occupational Therapy
- General Science Grade 8
- Physical Therapy
- Physics
- Reading Specialist
- Special Education (all areas)
- Speech Pathology
- Technology Education



STEP Teen

(Systematic Training for Effective Parenting)

A class for parents of 12 to 18 year olds

This class will help parents learn strategies to communicate more effectively with teens during these difficult and exciting years.

Topics include:

- *Discipline*
- *Improving Self-Esteem*
- *Developing Responsibility*
- *Growing Independence*
- *Curfews*
- *Dating*
- *Decision Making*
- *Use of Alcohol-Tobacco-Drugs*
- *Career Planning*
- *School Work*



Six 2-hour sessions: Evenings from 7 p.m. – 9 p.m.

Date: *Tuesdays: Dec. 4, 11, 18, 2007 & Jan. 8, 15, 22, 2008
(no class Dec. 25 or Jan. 1)*

Location: *The Brown Building
9735 Main Street
Fairfax, VA 22031*

Cost: *\$85 per person/\$125 per couple (includes book)*

For more information or to register contact Susie
Johnson at 703-277-2666

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