

"T.E.A.M. PTA – Together Everyone Achieves More!"

Featured Articles:

- [A Better Report Card for Illinois](#)
- [A Gift Fathers Can Give Their Children: Know and Be Known](#)
- [A Hyper-Connected World](#)
- [Board of Directors' Members Recognized](#)
- [No Place For Kids, Especially In Illinois](#)
- [The Hearst Innovation in Family Engagement Award](#)
- [Yale Study Finds Unprecedented Marketing Of Sugary Drinks to Youth](#)

PTA CALENDAR



level's specific components will assist parents in understanding the standards and offers suggestions on activities which can be done at home. The Illinois PTA has partnered with ISBE to co-brand this valuable resource for use in Illinois. In our continued effort to help all children succeed, [watch](#) for future updates from Illinois PTA and ISBE that will help train and assist parents and teachers on the Common Core Standards.

A complete set of this resource is available on our website www.illinoispta.org. More information, on the common core standards themselves, is available at www.corestandards.org.

A Message from our President...

The new buzz phrase in education is Common Core Standards. Illinois is one of 48 states to adopt the Common Core Standards. The standards were developed to define the knowledge that students should master as a result of their K- 12 educational experience. The standards are meant to equip students with the necessary skills to be successful in college as well as to be ready to join the workforce. The Illinois State Board of Education (ISBE) will implement the standards in a three phase process for Math and English (Science to follow at a later date).

Phase I – Adoption, Communication, and Coordination (June –End of 2011 school year)

Phase II – Communication, Resource Design, and Design of Implementation System (ongoing)

Phase III – Transition, Implementation, and Technical Assistance (ongoing)

The assessment system for the standards is targeted to be in place for 2014-2015.

The common core standards will enable teachers to have clear goals but will not dictate how the teachers should teach to meet the goals. School administrators will continue to develop and adjust curricula to meet the goals. Parents and students will be aware of the standards needed to be achieved each school year.

Since parents and caregivers can have a profound effective on student success, National PTA has developed the *Parents' Guide to Student Success K-12* for the common core standards. Each grade



Bruce Bohren
Illinois PTA
President

Bruce



"Let us put our minds together and see what life we can make for our children."

~Sitting Bull

Articles of Interest:

- [Don't forget to make your New Year's Resolution!](#)
- [Holiday Shopping?](#)
- [Illinois Children's Mental Health Partnership in Action](#)
- [Practical PR: Embracing Facebook in today's classrooms](#)
- [Sports: A Time for Learning and Fun](#)
- [Upcoming Deadlines](#)

PTA CONNECTIONS

[\(Click Here for Board of Directors' Contact Information\)](#)

110th Annual Illinois PTA Convention

Work Shop Offerings

March 8 – 10, 2012

RACE TO NOWHERE

Team up with ILLINOIS PTA
and achieve more from your
Convention Experience!

Illinois PTA Board of Directors' Members Recognized



The Illinois PTA is pleased to announce that Jennifer DeFranco, Membership Marketing Director, was selected as one of 10 individuals from across the country to participate in the National PTA Grassroots Advocacy Training of Trainers Program to be held in December at the National PTA office in Alexandria, Virginia. The information from National PTA indicated that participation in the application process was significant, so Jen's selection is even more relevant. She will receive three days of training from National PTA, and return qualified and with the expectation of providing training across Illinois and surrounding states. This is a wonderful opportunity for Jen and Illinois PTA.



Heather Miller, the Illinois PTA Environmental Concerns Director, was honored on November 7, 2011, at a luncheon sponsored by the University of Illinois at Urbana-Champaign. Heather is currently a Ph.D. student in the Department of Natural Resources and Environmental Sciences in the College of ACES. Graduate students are asked to submit awards, recognitions, or leadership positions/activities in organizations outside of their studies. It is the College of ACES' philosophy that graduate students should be active in more than just their research, so they recognize students for going "above and beyond." Heather was recognized for her service on the Illinois PTA State Board of Directors and received a certificate of recognition for her efforts from the Dean and other administrators from the College of ACES and the campus. The University of Illinois appreciates their connections with the K-12 educational field through such activity as Heather demonstrates.

CONGRATULATIONS JEN AND HEATHER!

Holiday Shopping? Submitted by Barb Miller Director, Scholarship

I'm just starting to think about gifts for my family, friends, postman, beautician, and, of course, a favorite teacher during this holiday season. The best thing I know to get my teacher is an award or recognition from the Illinois PTA Scholarship Program. There are several items to choose from such as a Life Membership to a small \$10 donation for a T.H.A.N.K.S. Award (To Honor And Notice Kindness & Service). It is so easy to order – just look in your Local Unit Packet or go to <http://www.illinoispta.org/Scholarship.html> for more information.



[Back to Top](#)

UPCOMING DEADLINES:

December 9, 2011

Amendments to the Illinois PTA Legislation Platform

Contact info:
Illinois PTA
Legislative Advocacy Director
466 Franklin Lane
Elk Grove Village, IL 60007-2702
or electronically to:
bquinnpta@aol.com,
subject line: Proposed Leg
Platform Amendments

December 16, 2011

The Phoebe Apperson Hearst Innovation in Family Engagement Award

Due by 5:00 p.m. EST Friday
December 16, 2011.
Winners will be announced early
in 2012.
www.pta.org/hearst

January 16, 2012

Call for Resolutions

Contact info:
Lisa Garbaty
Resolution Director
Illinois PTA
4541 N. Kenton Avenue
Chicago, IL 60630
(773) 216-0909
or electronically to:
lisa.garbaty@earthlink.net,
subject line: PTA Resolutions

February 21, 2012

Illinois PTA Convention Room Reservations

Contact info:
Marriot Chicago-Schaumburg
50 North Martingale Road
Schaumburg, IL
(847) 505-4900
Room Rate: \$107 plus tax
(tax currently 14%)
(Delegates must reserve rooms by
deadline and mention Illinois PTA
to receive this special rate.)

A Gift Fathers Can Give Their Children: Know and Be Known *Submitted by Annette Czech Director, Parental Engagement*

As the holiday season quickly approaches, sometimes fathers may have trouble in determining what type of gift to give their children, particularly those children that are in their teenage and older years. Below is an excerpt from an article written by John Badalament. The full article can be found on the National PTA website at: <http://www.pta.org/2578.htm>

Being the father your child needs you to be

Fathers are important to their children—boys and girls—throughout the life cycle. In a recent study of fathers and sons, part of a dissertation by Ricky Pelach-Galil for the Hebrew University of Jerusalem titled *The Re-Creation of the Father by His Adolescent Son*, the 17- and 18-year-old young men who were surveyed indicated that early adolescence, in particular, was a crucial turning point in the father-son relationship. The young men described how at age 13 to 14—an age well documented as a critical stage of identity development—their fathers suddenly took center stage in their lives. In an effort to forge this new, more adult relationship, these young men began to observe their fathers closely, watching their routines, their habits, how they related to women, how they handled success and failure, and so forth.

They also paid close attention to how their fathers treated their relationships, essentially asking the questions "Does he care about me? Does he like who I am?" Although the young men in the study said they rarely initiated such conversations, almost all of them indicated a strong desire to talk with their fathers about feelings and real-life issues.

They wanted what I refer to as fathers who can know and be known. All children need a father—in some cases this may be a stepfather, the mother's boyfriend, an uncle, a grandparent, or a man in the community—who knows their interests, what they are doing in school, who their friends are, what is important to them, what scares them, and so forth. They need a father who asks questions, listens, and gets involved. They also need a father who can be known.

Being known means letting down the walls and sharing your story. It means having the courage to show your flaws, fears, and joys. This is not to say one should overburden a child with

inappropriate revelations; rather, it's about giving your child the gift of knowing who you are and what you feel. Being known requires vulnerability. As men, many of us carry around those fears from boyhood that we will be taken advantage of, attacked, or put down for showing our vulnerabilities. As adults, we need to remember that vulnerability is what breeds intimacy in all of our relationships. Your being known by your children helps them develop a healthy sense of self and feel safe.

Confronting the elephant in the living room

As an educational consultant to schools and director of a public television documentary about fatherhood, *All Men Are Sons*, I speak to young people (and parents) throughout the country about their relationships with their fathers. At the end of each presentation, I ask the students to write down two things they've always wanted to ask their fathers but never have. Consistently, the top two responses have been "What was your [the father's] relationship like with your father?" and "What was your childhood like?" Though they may not ask, children want and need their fathers' stories. There is an elephant in the living room of child development: the missing stories of men's lives, particularly men's emotional lives.

If my father had told me the story of how he was sent away to military school and how his father repeatedly called him "stupid," it may have made a difference. If he had had the courage to tell me how hopeful he was when I was born or how scared he was when his relationship with my mother began to fall apart, it may have made a difference. If he had had the courage to share himself, I may not have repeated some of his mistakes. I may have learned more about connecting than disconnecting, more about love than fear. Instead of my having to confront him in his office, maybe we would have gone out to lunch that day.

*John Badalament, Ed.M., is director of the acclaimed public television documentary *All Men Are Sons: Exploring the Legacy of Fatherhood*. A Harvard-trained counselor and human development specialist, he is a national lecturer, trainer, and educational consultant to schools, parent groups, mental health professionals, corrections departments, and universities. His work focuses most directly on the development of the emotional lives of men and boys and their relationships with others.*

A Hyper-Connected World

Submitted by Mary Ann Daugherty
Director, Technology

On October 9, 2011, Parade Magazine published an article titled "Generation Wired." The article hit home for me. I have twin grandsons who attended Fenwick High School eight years ago. I was amazed one afternoon as I waited to pick up the boys. As the students left through the doors, almost every child picked up their cell phones and began dialing and/or texting (in its infancy at that time).

The article featured information on the following questions:

- Do you know how many Facebook friends your kids have?
- When was the last time your kid used the phone to actually talk?
- How many hours does your child spend gaming?
- Should teachers use Twitter in the classroom?
- How exactly is all this affecting young brains?

Some startling and perhaps beneficial statistics:

- 67% of parents say texting is hurting their kids' school performance.
- 40% of parents say their kids Facebook, text, and chat while doing homework.
- 79% of parents say they communicate more often with their kids - thanks to cell phones.
- 66% say that they and their kids feel safer knowing that they can always reach each other.
- 46% are very or somewhat concerned that being constantly plugged in has lowered their kid's attention spans.
- 83% are very or somewhat concerned about their children's privacy and security online.
- 92% of parents think they hold the most responsibility for protecting their kids from the Internet.
- 90% are relying primarily on their own judgment to guide them.
- 87% say the Internet helps their kids perform better in school.

You may access this link to read the entire article:

<http://www.parade.com/health/2011/10/generation-wired.html>. There is also a quiz "What Kind of Internet Parent Are You" at the same URL.

110th Annual Illinois PTA Convention Work Shop Offerings



Thursday, March 8, 2012

- Advocacy 101
- Intro to PTA Money Matters
- Money Matters 101
- Presidents Course/Chit Chat with the Chief
- PTA Road to Success
- PTA Road to Success (Spanish)

Friday, March 9, 2012

- Art & Education Exchange Initiative
- Best Practices in Bullying Prevention (CPDU)
- Bylaws Workshop
- Character in the Classroom (CPDU)
- Creating a PTA Community
- Cybertraps for the Young (CPDU)
- Diversity, Inclusion and Multiculturalism
- Give your Child the Gift of Communication
- Grant Writing 101
- How To Run A Meeting and Be an Effective Leader
- How to Supercharge your PTA with Social Media
- Involving Men in PTA
- Let's Move in School Initiative (CPDU)
- Making Membership Matter
- Money Matters 201
- Nominations and Elections
- PTA and Support for Military Families
- PTA and the Working Parent
- PTA Publicity from A to Z
- Resolutions - What They Are/Why They Are Important
- Teaching Digital Citizenship to Students (CPDU)

Saturday, March 12, 2012

- Best Practices for Boosting Parent Participation
- Common Core Standards
- Dangerous Behavior Trends with kids! (CPDU)
- Fantastic Fundraising
- How Can I Grow in PTA?
- How to Work with Your School Board
- Inspiring Character and Confidence in Our Children (CPDU) - Teachers Only (offered in 2 parts)
- Making the Case for PTA Membership
- Myth Busters
- National PTA Workshop
- No Child Left Inside
- Springfield 101: Understanding the Legislative Process in IL
- Transforming Conflict into Cooperation

START MAKING YOUR PLANS TO ATTEND!

[\(Click here for reservation information\)](#)

Note: All workshop offerings are subject to change prior to actual event.

A Better Report Card for IllinoisSubmitted by Deb Strauss Immediate Past President, Illinois PTA

In the June 2011 Bulletin an article was presented regarding the work being done to create a new State School Report Card. Many of us who are on the Governor's P-20 Council (Illinois PTA is a member of the P-20 Council) have worked with the State Board of Education to create a report card that would be shorter and would have the most important information in a more user-friendly summary sheet, all designed with parents in mind. The article was presented specifically to inform parents of upcoming focus groups that were planned to be held with the explicit goal of incorporating feedback from sample groups around the state into a final draft of a State School Report Card.

The input sought to create this new State School Report Card has been unprecedented. During August 2011, 24 parent, family and community focus groups were held around the state that provided 160 participants the opportunity to view the draft, ask questions and provide valuable information/feedback. Those 160 participants included not only parents, but Spanish-speaking community members, school board members, business owners, and leaders of before/after school programs. Additionally, there were 22 separate focus groups held with school administrators and principals, and 11 separate focus groups with teachers.

In summary, the feedback from the focus groups on the overall value of the new report card was overwhelmingly positive with 90% of participants saying that they are likely to use the new report card and 80-90% finding the report card easy to understand. This substantial body of work has culminated with HB605, introduced in the legislature the week of October 24.

NOVEMBER 2011 UPDATE: Illinois PTA is very excited to share that HB 605 has been passed by the legislature!!!!

The below is an excerpts from a communication dispatched from the desk of Robin Steans, Executive Director, Advance Illinois on November 11, 2011.

HB 605, passed this week by the Illinois legislature, makes it possible for communities to get a more accurate and meaningful picture of their school's health based on a wide array of indicators. The bill will transform the current dense and inaccessible state school report cards into relevant, user-friendly tools packed with information communities can use to make good decisions for their children and their schools.

The new design will be rolled out statewide in 2013, at which point families will be able to go online and see "at a glance" information about their child's school, including:

- **School environment:** Parents will see what programs, activities, courses, and resources are available, as well as school climate indicators and key retention and attendance data for teachers and students.
- **Student outcomes:** This report will provide snapshot and comparison data on student outcomes, including test results, college readiness measures, and information on how students perform after they head on to high school or postsecondary education.
- **Student progress:** Among other things, reports will provide student growth data, and information on how developmentally ready students are to learn as they begin school.
- **Comparisons to similar schools and state averages:** For every measure, parents will be able to see how their school compares to similar schools and to state averages.
- **Progress over time:** Where available, the redesigned report will show performance on measures over the past five years.

To view Ms. Steans full communication of November 11, 2011, [click here](#).

Click here to view the sample [report card](#) and [legend](#).

Yale Study Finds Unprecedented Marketing Of Sugary Drinks to Youth . Submitted by Pat Nelson-Hayes Director, Health

Yale News – Young people are being exposed to a massive amount of marketing for sugary drinks, such as full-calorie soda, sports drinks, energy drinks, and fruit drinks, according to a new study from the Yale Rudd Center for Food Policy & Obesity. The study is the most comprehensive and science-based assessment of sugary drink nutrition and marketing ever conducted. The data shows that companies marketing sugary drinks target young people, especially black and Hispanic youth. Researchers from Rudd Center will present detailed findings of the study on October 31 during the American Public Health Association’s Annual Meeting in Washington, D.C.

The report’s authors studied marketing by 14 beverage companies and examined the nutritional quality of nearly 600 products including full-calorie soda, energy drinks, fruit drinks, flavored water, sports drinks, and iced teas, as well as diet energy drinks and diet children’s fruit drinks.

“Beverage companies have pledged to improve child-directed advertising,” said lead researcher Jennifer Harris, director of marketing initiatives at the Rudd Center. “But we are not seeing a true decrease in marketing exposure. Instead, companies have shifted from traditional media to newer forms that engage youth through rewards for purchasing sugary drinks, community events, cause-related marketing, promotions, product placements, social media, and smartphones.”



An 8-ounce serving of a full-calorie fruit drink has 110 calories and 7 teaspoons of sugar – the same amount found in an 8-ounce serving of a full-calorie soda or energy drink. (Photo by Jerry Domian, photo+design)

Key study findings include:

Many fruit drinks and energy drinks have as much added sugar and calories as full-calorie soda:

An 8-ounce serving of a full-calorie fruit drink has 110 calories and 7 teaspoons of sugar – the same amount found in an 8-ounce serving of a full-calorie soda or energy drink.

Children ages 4 to 8 should consume no more than 15 grams of added sugar per day, according to ChooseMyPlate.gov and the American Heart Association. Given that there are at least 15 grams of sugar per serving in two-thirds of the drinks marketed to children, these drinks contribute to excess sugar consumption. Even 6-ounce child-sized drink pouches like Capri Sun Originals have about 14 grams of added sugar.

Forty percent of children’s fruit drinks contain artificial sweeteners.

More than half of sugary drinks and energy drinks display nutrient-related claims on their packages, and 64 percent feature their “all-natural” or “real” ingredients. For example, Cherry 7 Up Antioxidant highlights it is “low sodium,” and labels on Kool-Aid powders promote that they have “25% fewer calories than the leading beverage.”

Energy drinks are inappropriate for children and teens, yet they are heavily marketed to them:

The American Academy of Pediatrics says that highly caffeinated energy drinks “have no place in the diet of children and adolescents.” Despite this medical advice, the companies clearly target teens.

In 2010, teens saw 18 percent more TV ads and heard 46 percent more radio ads for energy drinks than adults did. Teens also saw 20 percent more TV ads for energy drinks in 2010 than they saw in 2008.

Parents have no way to monitor caffeine in drinks because caffeine content is not required – and is often not listed – on product packages.

. . . continues on page 10

No Place For Kids, Especially In Illinois *Submitted by Gretchen L. McDowell Consultant, State Legislation*

In the last issue of this Bulletin, information was shared about an amazing new report released by the Annie E. Casey Foundation giving facts and figures about why we should do all we can to avoid putting juveniles in prison, unless absolutely necessary. While we will be bringing you more information about that report to you in future Bulletins, in this issue we are presenting the testimony submitted by the Illinois PTA on why we urge the state to close one of our own juvenile prisons, Murphysboro. While the Commission on Government Forecasting and Accountability (COGFA) recommended keeping the prison open, the fight will go on to close it. *You can help by sharing this testimony with your legislator – especially what it costs to keep one youth in Murphysboro!*

Support of Closing the Illinois Youth Center in Murphysboro.

The Illinois PTA, an association with over 125,000 members, strongly supports closing the IYC in Murphysboro, an underutilized Illinois youth prison.

The Illinois PTA report “*Ten Years of Progress*” includes recommendations which were adopted by the PTA Convention in 2009, that not only address the rehabilitation, education, and treatment of youth in the Department of Juvenile Justice (DJJ), but make it clear that the preference for such services should be, unless otherwise needed for the safety of the youth or community, *without the use of secure confinement*. (Emphasis added.) The full report can be accessed on the Illinois PTA website, www.illinoispta.org, under the “Working for Kids: Juvenile Justice Initiative” tabs or by [clicking here](#).

Presently, the declining population of juvenile prisons has resulted in some of them being kept open while being greatly under capacity. At Murphysboro, the current prisoner/employee ratio has led to an estimated annual cost per prisoner of \$142,342! Not a reasonable or responsible use of scarce dollars – dollars which ideally could be diverted to programs such as Redeploy Illinois, one program that services juveniles that have come in contact with the DJJ.

In fact, one of the significant successes in treating juvenile offenders in Illinois has been the institution of Redeploy Illinois. This program has proved successful in treating many youth ages 13 to 18 that are at high risk of being committed to the DJJ, *thus reducing the need for juvenile corrections facilities*. Redeploy Illinois also services youth at a greatly reduced cost compared to secure confinement.

Any of the youth at Murphysboro who need to remain in secure confinement can be transferred to other facilities that are not at capacity. Employees will also have opportunities to transfer to other facilities, and Illinois will have succeeded in closing a youth prison that is a drain on scarce State dollars.

Finally, amongst many recent studies and reports on the use of imprisoning juvenile offenders, one that argues most forcefully against such action is “*No Place For Kids, The Case for Reducing Juvenile Incarceration*,” from the highly respected Annie E. Casey Foundation (October, 2011). It can be accessed at www.aecf.org/noplaceforkids. It presents compelling evidence that our nation’s heavy reliance on youth incarceration:

- does not reduce future offending by confined youth;
- provides no overall benefit to public safety;
- wastes taxpayer dollars; and
- exposes youth to high levels of violence and abuse.

Again, the Illinois PTA strongly urges that the IYC at Murphysboro be closed, certainly for budgetary reasons, but also importantly because it will help to begin to reduce Illinois’ over reliance on imprisoning youth, and can take a step forward in redirecting the resources and efforts of the Department of Juvenile Justice toward more effective rehabilitation of the youth in its care.

It's almost time to ring in 2012...

Don't forget to make your New Year's Resolution!

Submitted by Lisa Garbaty

Director, Resolutions

With each New Year that approaches, individuals review their actions and lives and make personal resolutions as to what they would like to do differently in the coming year. As 2011 draws to a close, think of what would make Illinois a better place for our children – and consider writing a Resolution to be submitted to the Illinois PTA.

Why? Resolutions with the Illinois PTA have been a successful means for positive change for decades on issues ranging from early childhood education, to bullying prevention programs, from school bus safety, to juvenile justice system changes, from equal opportunity in education, to internet safety, and in the continuing support of an appropriate budget to support the education of all children. Each of these Illinois PTA efforts began with a need noticed by our members and with a resolution.

[Click here for an online PTA workshop on how to write a resolution!](#)

If your resolution is adopted by the delegates at the upcoming Illinois PTA Convention in March 2012, we will work with you and local units across our state to advocate for change.

For step by step guidance on how to begin, [click here for your Call for Resolutions packet](#) (also found in your Local Unit Packet CD).

People who are content with the way things are don't seek change. The process of change begins with dissatisfaction: take it and make this a starting point for a Resolution.

We hope to hear from you soon! The submission deadline for Resolutions is January 16, 2011.

Questions? Please contact me at lisa.garbaty@earthlink.net or at 773-216-0909.

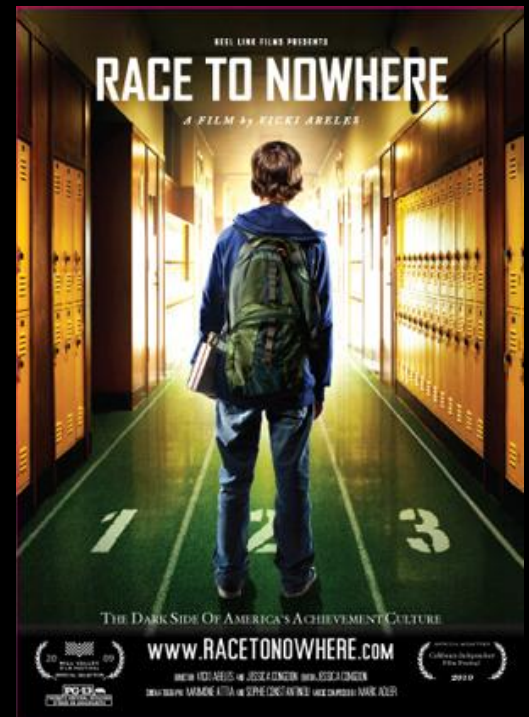


[Back to Top](#)

110th Annual Illinois PTA Convention

Special Screening
Saturday, March 10, 2011
6:30 pm – 9:30 pm

(includes dinner, keynote, screening, and discussion – free to registered delegates)



A concerned mother turned filmmaker aims her camera at the high-stakes, high-pressure culture that has invaded our schools and our children's lives. *Race to Nowhere* points to the silent epidemic in our schools: cheating has become commonplace; students are disengaged; stress-related illness and depression are rampant; and many young people arrive at college and the workplace unprepared and uninspired. *Race to Nowhere* is a call to action for families, educators, and policy makers to challenge current assumptions on how to best prepare the youth of America to become healthy, bright, contributing and leading citizens.

"Another inconvenient truth" -George Lucas
Educational Foundation

For more information about this film, visit:
www.RaceToNoWhere.com

Practical PR: Embracing Facebook in today's classrooms *Written by Mary Todoric and Mick Torres* *Reprinted from Illinois Association of School Boards website www.iasb.com*

The debate on whether teachers and students should be connected via social media is one that will be waged for many years to come. Missouri lawmakers approved and then repealed a state law prohibiting teachers from connecting with students via electronic means.

But, rather than burying our collective heads in the sand and pretending that social media will pass us by, why not teach our students to use it responsibly as an educational tool?

Community High School District 128 is a two-high school district approximately 40 miles north of Chicago. In the past several years, the district has made local, national and international headlines for its progressive and proactive stances on such issues as holding students accountable for social media postings that conflict with the schools' codes of conduct, developing electronic communications standards for teachers and, most recently, encouraging the use of Facebook in the classroom.

Social media, along with other free, online tools for collaboration and communication, like Google Apps, now allow educators to connect to students in more meaningful and cost-effective ways.

Students can be overwhelmed with the amount of information that comes at them. By using these tools, teachers effectively manage the information for them by ensuring that what is delivered is authentic, organized and frequently updated.

These practices support the concepts of aggregated Web feeds that many educators and students now depend on. They allow information to be delivered to easily accessible spots rather than requiring the user to search for it.

Students who regularly check Facebook news feeds for information posted by friends, family and their larger social and learning networks, can now get up-to-the-minute reminders from teachers, coaches and school administrators about information that can enhance learning and increase participation.

By encouraging teachers to establish fan pages for their classes, school districts also foster the idea of learning as something

that can, and should, take place beyond the time constraints of the school day.

With most parents falling into the fastest growing age group of Facebook users, teachers also can use Facebook as a transparent communication tool for students and parents alike.

Primary advantages of using Facebook in the classroom include:

- Allowing students to access important information via a medium they prefer and are comfortable using. They don't have to check a website to see if anything has been updated. The information comes to them directly as soon as the teacher publishes it.
- Giving students the opportunity to interact with the information. A student or parent who has a question or needs further clarification about the posted information can simply post a comment.
- Reaching students and parents quickly. Students who are fans of a teacher page and have mobile devices that they carry with them, like a cell phone or tablet PC, can receive posts within minutes.
- Allowing teachers to prepare students for the types of communication practices commonly found in higher education and the workplace. Social networking tools like Facebook allow members of an organization to share and interact with information, communicate in real time, provide links to external Web resources, and reach an audience in a timely, responsible and authentic fashion.

District 128 officials have put clear guidelines in place for teachers who wish to use Facebook in the preferred, responsible manner. Check your policy manual to see how your district handles social media or contact IASB Policy Services regarding sample policies.

To view all of the District 128 resources for staff regarding communicating electronically with students, please visit: <http://d128.org/content/guidelines-using-facebooks-students> or contact Mick Torres at mick.torres@d128.org Mary Todoric at mary.todoric@d128.org.

Mary Todoric is director of communications and Mick Torres is director of technology at Community High School District 128 in Vernon Hills, IL.

Marketing sugary drinks to youth *continued from page 6*

Despite industry promises to stop marketing unhealthy beverages to children:

From 2008 to 2010, children's and teens' exposure to full-calorie soda TV ads doubled.

This increase was driven by Coca-Cola and Dr Pepper Snapple Group. Children were exposed to 22 percent fewer ads for PepsiCo sugary drink products.

Companies are targeting black and Hispanic children and teens:

- Black children and teens saw 80 percent to 90 percent more ads compared with white youth, including more than twice as many for Sprite, 5-hour Energy, and Vitamin Water.
- From 2008 to 2010, Hispanic children saw 49 percent more ads for sugary drinks and energy drinks on Spanish-language TV, and Hispanic teens saw 99 percent more ads.
- Hispanic preschoolers saw more Spanish-language ads for Coca-Cola Classic, Kool-Aid, 7 Up, and Sunny D than Hispanic older children and teens did.

Marlene Schwartz, co-author and deputy director of the Rudd Center, said "The beverage industry needs to clean up their youth-directed products: reduce the added sugar, take out the artificial sweeteners, and stop marketing products high in caffeine and sugar to young people. We also need the nutrition facts, including caffeine content, for all beverages, especially energy drinks."

"Our results clearly show that the beverage industry's self-regulatory pledges are not working," concluded co-author Kelly Brownell, director and co-founder of the Rudd Center. "Children are seeing more, not less, marketing for drinks that increase the risk for serious diseases. If the beverage companies want to be considered public health partners, they need to do better."

Researchers measured youth exposure to marketing and advertising messages from all beverage companies by using syndicated data from The Nielsen Company, comScore, Inc., and Arbitron Inc. When this information was unavailable, independent studies were implemented, along with content analyses and audits inside stores. The report was supported by grants from the Robert Wood Johnson Foundation and the Rudd Foundation.

The full report and tools for consumers and researchers are available at www.sugarydrinkfacts.org. Follow the conversation on Twitter #sugarydrinkfacts.

<http://news.yale.edu/2011/10/31/despite-industry-promises-yale-study-finds-unprecedented-marketing-sugary-drinks-youth>

Illinois Children's Mental Health Partnership in Action

The Illinois Children's Mental Health Partnership (ICMHP) is committed to improving the scope, quality, and access of mental health programs, services, and support for Illinois children. The Partnership believes that a comprehensive, coordinated approach to healthy social and emotional development, prevention, early intervention, and treatment will help Illinois children and their families live healthier, happier lives with a better chance for a brighter future.

The ICMHP website, www.icmhp.org, is featuring easy-to-use guides released by The Children and Family Justice Center and the Justice Action Network of the Models for Change Initiative to inform parents and youths about legal rights, court processes, family resources, mental health services, and community and peer networks. [The youth guide](#) is presented in an accessible, engaging graphic novel design. For more information [click here](#) or go to <http://icmhp.org/initiatives/Models4ChangeJJ.htm>

"Know Your Rights," A Guide for Youths in the Juvenile Justice System is now available in English and Spanish. These publications are for educational purposes only. Click on the cover to print your copies



[Youth Guide: English](#)

[Youth Guide: Spanish](#)

[Back to Top](#)

Sports: A Time for Learning and Fun. *Written by Keith McCormick Director of Cultural Programs, Chicago Children's Museum*

Long before my work at the museum, I led an after-school program at a youth center on Chicago's South Side. The kids would arrive ready for fun and relaxation, but learning always had to come first. The challenge: how to combine learning and kids' natural interest in games and sports.

Basketball presented a ready solution to this quandary. Games of H-O-R-S-E became spelling lessons, as new words were substituted to track each player's ability to replicate the others' shooting feats. Scorekeeping became math lessons, and even science entered into the mix when we filled one basketball with air, another with water, and a third with helium to see how each would bounce. While the students hypothesized correctly that the water-filled ball would be too heavy to bounce, they were surprised when the ones filled with helium and air behaved in pretty much the same way. Everyone had fun while learning science process skills like questioning and predicting.

Here are some ways to turn sports into a playful learning experience for everyone:

Keeping score: Sports offer ready-made math problems! For example, your team has three tries to move the ball ten yards. On the first try, your team runs the ball eight yards, and on the second, your quarterback gets sacked, for a loss of four yards. How many yards do you have to move the ball for a first down? (Feel free to use your fingers!)

The science of sports: A wicked curve ball, the rainbow arch of a three-point shot, and the perfectly thrown frozen-rope pass to the end zone are all great demonstrations that can bring physical concepts to life. How are these tricks actually accomplished? What makes a curve ball curve? Learning the cause and effect behind amazing athletic feats can open up the world of physics and spark a curiosity to learn more.

Location, location, location: Where is your team playing this week? Is the weather cold or warm? Take out a map and find the city. Why is it usually warm and sunny in Miami and San Diego and cold and windy in Green Bay and Buffalo? International sports competitions, like the World Cup, the Olympics, and the International Grand Prix, provide an occasion to learn about different countries, cultures, and climates.

History speaks: Sports represent history in the making, a perfect launching pad for discussing social evolution at large. Perhaps your students might be interested in learning more about the Negro League, the accomplishments of players like Jackie Robinson, and the connection to the Civil Rights Movement. Point out that 1908, the year the Cubs last won the World Series, was also the first year that women were allowed to compete in the Olympic Games. You can also relate sport to events in family history—what sports did your students' grandparents play? What sporting event was a big deal when their parents were children?

Use your Imagination: Create your own colorful team logo, decorate a homemade sign, or paint your face to celebrate your team. Or better yet, have your students make up their own sports and games, using any equipment or materials you might have around your center.

At Chicago Children's Museum this fall, we're celebrating creative and gross motor movement in a big way! Our MOVE exhibit opened on September 16 and runs through January 20, featuring the ultimate indoor, physical adventure. Friday, February 3 through Sunday, August 12 we will open circUS, an exhibit where children and families are the stars of the show. CircUS invites children to express a range of emotions, explore new physical skills, and experience feelings of belonging as they see themselves in new ways and among friends. We'd love to have your students visit us for an afterschool field trip and we also have a great traveling workshop series, all about movement! Download our brand new guide here for more information: <http://bit.ly/oTLQ4R> or visit us online at www.ChicagoChildrensMuseum.org. To speak with an education team member about CCM's educational programs and field trips, please contact Nancy Plaskett at 312-464-7651 or nancyp@chicagochildrensmuseum.org.



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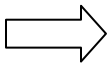
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The Phoebe Apperson Hearst Innovation in Family Engagement Award

Due by 5:00 p.m. EST Friday December 16, 2011

Winners will be announced early in 2012.

The National PTA Phoebe Apperson Hearst Innovation in Family Engagement Award recognizes and celebrates achievement in building effective family-school partnerships. The recipient of the Hearst Award will receive **\$2,000** and will be **recognized at the 116th Annual National PTA Convention and Exhibition**, June 21-24, 2012 in San Jose, California. In addition, **four Awards of Merit** will be awarded to applicants who demonstrate exemplary family engagement initiatives. Awards of Merit recipients will receive a certificate of recognition.

Applicants for the Hearst Award must be a PTA in good standing and must have a valid 501c3 status. They must also partner with their local education agency (e.g. school or school district) to apply.

Applications are available at www.pta.org/hearst.

Criteria for Selection

Applications must be complete and submitted on time. Incomplete or late applications will not be reviewed. Successful applicants must demonstrate the successful implementation of family engagement programs, activities or policies that reflect PTA's definition of family engagement and PTA's National Standards on Family-School Partnerships. Successful applicants must also be able to quantify their impact. Specific selection criteria and points for each section of the application narrative are listed below in the grant application.

How to Apply

Your application must be submitted in two steps:

Step 1: Please download and complete the [application package](#) and save it as a Word or PDF document. Please use your PTA's name to save the document (e.g. your final document is called "Springfield PTA.doc" or "Springfield PTA.pdf")

Step 2: Visit PTA.org/Hearst and select the link to the online application to complete your school's demographic information online and to upload your grant application.

Link to web application

[2011 Hearst Innovation in Family Engagement Award Application](#)



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[Back to Top](#)