

PTA[®] in California

everychild.onevoice.

VOLUME 64 • NUMBER 7

OFFICIAL NEWSLETTER OF THE CALIFORNIA STATE PTA

SPRING 2002



From the President...

This is an exciting time of year; we have just had a successful convention where we trained and motivated 4500 delegates and attendees. Now is the time to bring those skills and enthusiasm to your PTA.

Share your knowledge with your fellow board members and parents and empower them to reach out and positively affect the life of a child. This is what PTA is all about.

As you look toward the end of the school year, think about plans for next year. New boards are coming together to identify their vision, set goals and formulate action plans to achieve these goals.

Remember the saying that goals are only dreams with deadlines. Make sure your goals and dreams always take into consideration "are we doing this in the best interest of all children." The California State PTA also has goals and dreams and will continue with our plan of action to serve "everychild with onevoice."

I am very proud of PTA's accomplishments in the last 10 months and we remain dedicated to our priorities:

- Bring back arts education to our children, our schools and our communities
- Protect programs that benefit our children in this year of budget cuts
- Protect class size reductions programs
- Support public schools and work to defeat voucher initiatives on the ballot
- Work for the passage of a statewide school facilities bond
- Protect our children through laws governing safe schools and after-school programs
- Insure that all children receive nutritious meals and that health services are available
- Work with allied agencies and organizations to recruit qualified credentialed teachers to California's schools

- Continue to educate and advocate on the importance and necessity of meaningful parental involvement.

I am so proud to be part of this organization. PTA is not the "cookies and punch ladies!" We are men and women who are united in a cause! That cause is children. We're not politicians, but we are political and we know what our children need. They need a quality education, health care, they need to be safe and they need equal opportunities for development.

We are members of the most influential children's advocacy organization in the world! With one voice we have told legislators of the need for smaller class sizes, hot lunches in schools, of the need for seat belts for children, of the need for kindergarten, and so many other important issues. We have never waited to see what needs to be done. These are our children! There are no better advocates for them than us.

As you carry the PTA mission forward, contact your legislator, school board member, superintendent and members of the community.

I am asking each one of you for your continued support for our children. I am asking each one of you to learn from your experiences of the past year and to keep up the good work you do. For we truly speak for "everychild with onevoice."

Jan Harp Domene, California State PTA President

National PTA Slate of Nominees

On April 5-7, 2002, the National PTA Board Development and Nominating Committee met to consider individuals for five Member Representative positions to the National PTA Board of Directors, each for a two year-term.

Our California State PTA President, Jan Harp Domene, was one of the five to be nominated to serve on the National PTA Board of Directors.

Elections for the board positions will be held at the 2002 National PTA Annual Convention in San Antonio, Texas, June 22-25.

Frequently Asked Questions (FAQ's) About Arts in Education Research



Part 4 of the questions that policymakers, educators, arts leaders, business leaders, foundation officers, and parents might ask about arts education and arts education research. (See Fall/Winter 2001 issue for Part 1–A, Winter 2002 issue for Part 2–B and C and Winter/Spring 2002 for Part 3 –D and E.)

F. The Status of Arts Education in Schools and Communities

36. What is the status of arts education on a national basis

- A national assessment revealed that less than half of the nation's 8th graders are being taught the arts. Music and visual arts are taught most frequently in American schools, whereas theatre and dance instruction is more limited.
- A nationwide survey revealed that the complexity of integrating the arts with each other and across curriculum areas appears to pose significant challenges for teachers of the arts.

37. What is the status of arts education in California public schools?

- A California Department of Education survey revealed, among other findings, that music and visual arts are taught more frequently than dance and theatre, professional preparation for teachers to teach the arts is quite varied, implementation of the Visual and Performing Arts Framework is low, and limitations to arts curriculum implementation include insufficient funding, and shortages of space, supplies, and time.

38. What is the status of arts education in California counties and cities?

- Surveys of current arts education policies and practices in Los Angeles County, Orange County, and the city of San Diego reveal findings consistent with the CDE study and variable readiness among school districts and schools to partner effectively with arts and arts education organizations.

39. Are teachers qualified to teach the arts?

- A National Board for Professional Teaching Standards database contains information on all teachers who have received National Board Certification as "highly accomplished" teachers, including those in art and music from California communities.

40. Are there additional indicators of the status of arts education in American public schools

A broad array of research studies and surveys have yielded the following findings:

- visual arts teachers still prefer studio-based, production and exhibition activities in their teaching, to the neglect of art history, criticism, and aesthetics
- state requirements for high school graduation and pre-service preparation are essential if art history is to be taught in schools
- visual arts teachers welcome opportunities to define criteria for student assessment in art
- music specialists are more comfortable than classroom teachers in implementing the national music standards
- pre-service requirements for art teacher certification vary considerably by state, while future teachers identify a strong need for skills in teaching students from diverse cultural backgrounds
- the resources of museum education programs tend to focus more on students than toward developing capacities of teachers
- collaborative learning, a popular concept in education, is rarely utilized in music education programs, and
- the politics of contemporary education helps to explain why the arts have been marginalized in American public schools.

G. Youth Development and Assets-Based Education

41. Can the arts contribute to youth development and assets-based education?

Numerous resources on youth development, and the role the arts can play, indicate the following:

- young people and their families can become involved in youth development and community development corporations, sometimes involving arts organizations

- service learning can be the focal point of programs designed to involve youth in community-centered learning, and
- participatory evaluation of youth development programs encourages participant ownership of program goals and evaluation findings.

H. Media, Technology, and Arts Education

42. How can media and technology be resources for arts education?

- Interactive technologies, such as hypermedia, the Web, and distance learning, among others, can be resources for arts instruction, teacher preparation, and staff development.
- Arts teachers must be aware of intellectual property provisions as they integrate new technologies in their teaching.

43. How do media affect the attitudes, behavior and activities of public school students, including those in the arts?

- The more violence children watch on television, the more likely they are to be aggressive, insensitive to others, and fearful of the world around them.

44. How does computer usage affect public school students, including those in the arts?

- While educational uses of computers are encouraging, gaps in usage between high and low-income students is high, and teachers are under-skilled in teaching children how to use computers to their greatest potential.

45. How are children and young people using the Internet?

- Research reveals differences between boys and girls in Internet usage and positive views of such usage among parents, but that commercial Web sites continue to invade the privacy of young people using the Internet.

46. Are there policies that can be adopted to foster positive use of telecommunications by young people?

- Policies studied include new initiatives for individualized instruction, skill development, civic participation, and online cultural opportunities.

47. Are there positive contributions that media literacy programs can make to arts education?

- New media can be used in inter-disciplinary programs drawing on the arts, history, language arts, and science.
- Schools and communities can use technology as a partnership strategy and an agent of educational change.
- Media literacy programs can help students to communicate in all media and to analyze the images, words, and sounds of the mass media culture .

I. Workforce Development and Arts Education

48. How can arts education contribute to work force development?

A range of research studies documents that:

- the \$314 billion arts industry is a major source of future employment for students
- artists and commercial artists in California will experience dramatic increases in employment in the next decade, while the museum industry is among the fastest growing in the nation, and
- arts education can address the demands of the knowledge economy in programs centered on life-long learning and links between school success and success beyond school.

Source: *An Arts in Education Research Compendium*
A publication of the California Arts Council, Year of the Arts 2001
Education Commission

California State PTA Leaders Attend National PTA Legislative Conference in Nation's Capital

Members of the California State PTA Board of Managers recently traveled to Washington DC to attend the National PTA Legislative Conference held March 9-12. The California State PTA delegation included Cecelia Mansfield, Director of Legislation; Betty DeFea, Federal Advocate; Kay Trotter, Vice President for Community Concerns; Nancy Adalian, Vice President for Parenting Education; Sophia Waugh, Education Commissioner; Lynda Levitan, President of Thirty-First District PTA and Denise LeGrande, President of Eighteenth District PTA. Education Advocate Ann Desmond, who serves as a member of the National PTA Legislation Committee, also attended.

A highlight of the Conference was a visit to Capitol Hill to meet with California lawmakers, and with legislative staff in the Washington DC Office of Governor Gray Davis, to communicate National PTA's 2002 legislative priorities:

- Promote school-based early childhood education opportunities
- Reauthorize the Individuals with Disabilities Education Act (IDEA)



Director of Legislation Cecelia Mansfield and Congressman Brad Sherman, 24th Congressional District

- Increase the federal investment in education and child-related programs
- Support policies that increase the effectiveness of public schools.

The Conference offered a variety of seminars on current legislative issues affecting children and families, including how the recently reauthorized Elementary and Secondary Education Act (ESEA) affects the nation's schools, as well as workshops designed to build advocacy skills. Beth Ann Bryan, Senior Advisor to the U.S. Secretary of Education was the keynote speaker.

Other speakers at the conference included: Gerald Brace, acclaimed education policy analyst, researcher, and author; Stanley Collender, national director of public affairs and managing director of Federal Budget Consulting Group for Fleishman-Hillard; Ronald Cowell, president, The Education Policy and Leadership Center and Lynn Olson, senior editor for Education Week.

On the final evening of the Conference, the President's Award for Outstanding Child Advocacy was presented to Reps. Nancy Johnson (R-CT) and Charles Rangel (D-NY). Johnson and Rangel were recognized for their leadership in school modernization, a critical issue in California. They have drawn national attention to the plight facing thousands of America's public schools. Research shows that students learn better in safe and modern learning environments, and more than 14 million children nationwide are currently not afforded this opportunity.

Legislation Team



Advocacy is Key for PTA

For more than a century, National PTA has changed the lives of children across our nation for the better—speaking with a unified voice on behalf of young people's education, health, safety, and well-being. We recognize that as an organization dedicated to the welfare of children and youth, we must inevitably concern ourselves with the laws, policies, and conditions that affect children and their families, whether at the local, state, or federal level. That's our role as advocates.

It is important that we understand that advocating for children is something ALL of us can do. Advocacy should be a part of each PTA meeting. For example, if your PTA feels strongly about an issue, organize a petition drive or letter writing campaign directed to your congressman or senator. Letters, Emails, and faxes not only alert policy makers to our views, but they occasionally help educate them about the issues.

As an individual, one of the most effective ways to become an advocate at the local level is by joining National PTA's Member-to Member Network. This network is the grassroots advocacy system that encourages PTA members to establish personal contact with members of Congress.

Your voice—speaking in unity with other PTA members—can make a difference for all children. We can bring about positive change in our neighborhoods, in our states, and in our nation's capital. You and I—PTA—must continue to serve as the conscience for this country in advocating for a quality public education and safer schools and communities for every child.

Shirley Igo, National PTA President

National PTA Legislative Conference Wrap-Up Online

For a wrap-up of the speakers, workshops, award presentations, and lobbying efforts that highlighted the 2002 Legislative Conference held in Washington, DC, on March 9-12, visit the Legislative Conference Wrap-Up on National PTA's Web site.

The 2002 Legislative Conference Wrap-Up offers photos and profiles of the keynote speakers and entertainers, an overview of the workshops and training sessions, and photos of PTA delegates in action as they advocated for children's issues on Capitol Hill. The Wrap-Up includes links to resources related to the legislative issues addressed at the convention.

www.pta.org/ptawashington/legconf/wrapup1.asp

Annual Reports! Who, When, Why?

Historians and presidents will soon be seeking the number of volunteer hours in order to complete the Annual Historian Report for this PTA year. Many questions arise related to this report. The most frequent one is “Why do we tally volunteer hours?”

- To assist the California State PTA in evaluating and planning future program and leadership development.
- School site councils and administrators use the volunteer hour counts to apply for special grants, programs, and recognition.
- PTAs use the sign-in sheets showing the volunteer hour tally to evaluate and plan future parent involvement activities.
- The sharing of total volunteer hours can remind school board members and legislators of the hours spent in the classroom by volunteers and may indicate a need for additional funding in certain areas.

Unit Annual Historian Report forms were included in the *California State PTA Toolkit*. Council forms are available from your PTA district. All of the forms for unit, council and district are available on the California State PTA Web site <www.capta.org> or at FAX-on-demand: **877-406-3680**.

The California State PTA figures must be computed before June 30th, so volunteer hours need to be projected (estimated hours) through the month of June. Every year many units, councils and districts report only a fraction of the true amount of time PTA volunteers give to enrich the lives of children.

When you hear that it is time to submit the Annual Historian Report, make certain your unit, council and district count as part of the amazing year-end California State PTA total. Complete the simple two page report and submit to your council or district by the deadline. Keep a copy. It's part of your history!

Janet Lynch, Historian

Early Childhood Education Initiative

President Bush announced a new initiative to improve early childhood education for millions of America's youngest children. The President's initiative will:

- Strengthen Head Start to improve the quality of experiences for young children, including training the nearly 50,000 Head Start teachers in the latest and best techniques;
- Ensure that pre-school programs are more closely coordinated with state K-12 education goals;
- Improve the information available to parents and caregivers about the best practices in early childhood development, including an unprecedented \$45 million research effort to identify effective early literacy programs and practices.

California Department Education - Child Care Connection
1-800-KIDS-793

<www.careaboutquality.org>

For further information

<www.whitehouse.gov/infocus/earlychildhood>

<www.cde.ca.gov/cyfsbranch/child_developmen>

<www.cde.ca.gov/cyfsbranch/chssco/index.html>

Parenting Education Commission

Completing Your Term As Secretary

Often, as a PTA term winds down, officers let the last weeks go by without completing the responsibilities of their positions. This creates confusion and resentment for incoming officers, who should not be asked to finish up someone else's tasks before taking on their new responsibilities. As the outgoing secretary, it is important that you complete your term on a good note by providing your successor with everything needed to step into the position and make a smooth transition.

Primarily, the secretary must be sure that all original minutes have been approved by the appropriate group (executive board, association) and placed in a bound minute book that is labeled with the dates. This can be accomplished by either gluing the pages, along with supporting documentation such as reports, into a bound book OR by taking all of the pages to a book binding company where the pages are bound together professionally.

Remember that the original minutes include all officer and committee written reports that were provided during the meetings. Minutes are placed in chronological order and each page should be numbered consecutively. Executive board minutes and association minutes are placed into the same minute book for permanent storage.

Once the minutes have been appropriately filed, the procedure book should be brought current and organized for the next secretary. The secretary's procedure book should include:

1. Title page with:
Name of office or chairmanship
Name of association, council (if in council) and district
Previous secretary(ies) and dates served and
This statement “This procedure book belongs to the PTA and not the individual.”
2. Job description, including the summary included in the *California State PTA Toolkit*, Association Section, Secretary 1.6.9)
3. Official bylaws and standing rules
4. Agendas and minutes (these will be in the bound minute book)
5. Finance section that includes budget, financial reports, and audit report
6. Calendar of events
7. Reports from current and previous secretaries and information from conferences, workshops and correspondence
8. Newsletters and other PTA communications
9. Membership directory

Get together with the incoming secretary. Briefly review the responsibilities of the position, the official documents and records of the PTA, and the contents of the procedure book. Encourage your successor to attend training to instill confidence and get off to a good start for the new year. Finally, be available, if asked, to answer questions and provide support; however, be sure to give the new secretary an opportunity to manage the job in a way that works best for her or him.

Brenda Steffan, Secretary

You Need a Map

Imagine leaving on a cross-country trip. You have an idea of where you want to go. You could be gone days, weeks, or even months. You hope to find what you might need along the way. You hope there will be food available when you are hungry, a campground or motel when you need sleep. You hope there will be gas stations and a repair shop in case your car breaks down and needs service. You hope other people will follow the posted speed limits. But, you truly are traveling on hope because you don't have any way of absolutely knowing what you might need will be there and available when you need it along the way.

Imagine trying to run an organization. You hope there are rules. You hope there are procedures in place that will assist you when you have issues or trouble. You hope to find a friendly face to tell you what to do and when to do it. You hope there are human and written resources you can contact for assistance. You hope someone will tell you who will assist you to get the job done right. You hope your time and effort will benefit someone. But, you don't really know so you are taking on the job hoping everything will work out fine.

Now imagine you are planning an extended trip across the country. You have your maps in front of you and plenty of time to plan. You use the maps to plan your route. You plan overnight stops so you will feel well rested and get the most out of your trip. You call ahead to make reservations. You look carefully to see that you will be near a town where food will be available for meals. You look for larger cities and their proximity to your trip route in case your car breaks down and you need repairs. You charge up your cell phone, fill the car with gasoline, and get enough cash from the ATM. You finish packing and load the car. You are as prepared as you can be and you take off for your trip. You have planned ahead and know where to eat, where to sleep, and the sites you want to visit along the way. You have a great trip even though a few unexpected things happened along the way. You reach your destination and have a great time getting there.

Imagine you have been elected president of your unit or council PTA. The nominating committee has taken their job seriously and presented those best capable of filling the leadership positions. Everyone has read the unit bylaws and recognizes they are the essential "map" required to make the "trip" run smoothly. The bylaws tell you when to hold executive and association meetings, and how many members must attend those meetings in order to conduct business. It tells you what officers required and describes what those officers should be doing. It outlines your financial and other requirements to stay a PTA in "good standing." It details your part in the big scheme of the National PTA organization. You consult your "map" often, finding answers to questions and solutions to the problems you encounter. Just as you wouldn't leave on a cross-country trip without appropriate preparation, leaders need to adequately prepare to lead. KNOW your bylaws. Reading and following the "map" for PTA will help ensure a smooth PTA "trip."

Bylaws Committee

SMARTS

Bring Back the Arts!
To Our Schools. To Our Children.

The California State PTA wants to bring the arts back into our schools and back into the lives of California's children.

Extensive research during the past decade now confirms that the arts have a measurable influence on a child's academic and personal success. The fine arts have a place in the core curriculum of every school, for every grade level, for every child.

The PTA has identified the need to "Bring Back the Arts" to our children, our schools and our communities. The PTA commitment is to keep this priority issue at the forefront of the entire organization and to advocate for arts education at the school, district and state level. The most recent public opinion study by the California Arts Council finds that 75% of those polled believe that the arts improve the academic performance of children.

Movement has been made in recognizing the importance of fine arts to learning. Fine arts standards have been adopted for the entire state and there is a widespread effort to inform educators and parents about the standards. Individual PTA units can follow through to see what is happening for their school within their school district.

The PTA and the California Alliance for Arts Education have unveiled the *Community Arts Education Project*. This is a unique strategy manual that will give schools and communities the information and tools that they need to assess their current fine arts program. The project is designed for community members, parents or staff to document the school's current programs and help provide the groundwork for improving fine arts education. This is another way for PTA to make a difference in education! This self-study advocacy project can be downloaded from the California State PTA Web site <www.capta.org> and used to make a difference in supporting quality arts education in your school!

Our awareness and advocacy campaign is
WORKING!

Thank you for your vital active efforts!

Special Projects Committee

From Leadership Services... When Scandal Threatens Your PTA

When a scandal threatens your organization, leaders often fall into a destructive pattern of decision-making that leads to long-term damage.

Shaken by negative publicity and the scandal's potential effect on the future success of your PTA, many leaders go into a "bunker" mentality. They aren't sure whose advice to follow, so they may fall under the influence of people least qualified to advise and provide successful coping strategies. Taking advice from these people may lead to short-term tactics such as stalling, delaying, stonewalling, or denying. Result: long-term trouble.

Always consult with your district president immediately when scandal threatens. There are many resources district and state levels of leadership can utilize to find the solution that will work best in your unique situation. If members have been defrauded, or a crime has been committed, file a police report immediately. Always follow any other instructions given by police or leadership advisors.

Truthfulness and quick action—even if painful or embarrassing—is the only long-term successful strategy.

When You Lose A Valuable Board Member

When a good board member resigns or otherwise leaves your organization, begin by calling your board together to discuss how best to keep the organization on track while you search for a replacement. In addition, you may want to:

Revisit organization goals. As a president, you can't just say, "OK. We're all just going to have to work harder to pick up the slack." Change schedules, adjust deadlines, make other temporary arrangements as needed.

Let someone take over the position temporarily if you feel finding a replacement will be difficult. If you're involved in multiple projects, assign someone to the project temporarily and move someone else from the team to the more important or pressing project.

Re-evaluate remaining board member's tasks and responsibilities to ensure you are using your best people in the very best way. Don't make anyone unhappy by pressing him into doing something he doesn't want to.

How do you fill a vacancy? If it occurs in a chairmanship, the president appoints a new chairman and that appointment is ratified by the executive board and the association. If the vacancy occurs in the executive board, refer to Article V, Section 12 in the *Bylaws for Local PTA/PTSA Units*.



Partners Against Hate Program Activity Guide

Partners Against Hate offers the "Program Activity Guide: Helping Children Resist Bias and Hate" to instruct parents and teachers on issues of prejudice and intolerance among young children.

The new activity guide is designed to provide background information on bias-motivated behavior and youth-initiated hate crimes. It also provides tools and strategies to help adults engage in meaningful discussions and activities so that they can learn about the causes and effects of prejudice and bias-motivated behavior. The guide is designed for the parents and teachers of elementary-age children, but it can also serve as a valuable resource for preschool teachers, youth service professionals, law enforcement officials, and any other adults who work and interact with children.

The guide can be downloaded in PDF format from Partners Against Hate's Web site at

<www.partnersagainsthate.org/publications>.

National PTA provides state PTAs with the "Respecting Differences Resource Guide," which offers a listing of program ideas, workshops, and resources to help promote tolerance and diversity. The Understanding Diversity and Additional Resources sections of the "Respecting Differences" guide are available to the public on National PTA's Web site at

<www.pta.org/parentinvolvement/helpchild/respectdiff>



Public Online Dialogue on the California Master Plan for Education

From June 3-14, Information Renaissance, an impartial, nonprofit organization, will host a moderated online dialogue about the draft Master Plan for California Education. The purpose of the discussion is to increase public input to the Joint Committee for use in preparation of the final Plan. Members of the Joint Committee, Working Groups and representatives of the Governor's office, the Department of Education and the Board of Education are being invited to join the dialogue.

Participants will examine the draft Plan, using the themes of the seven Working Groups as a framework. One focus will be the extent to which the Plan has the potential to achieve its goals of creating a cohesive system and assuring that every student has success at every level of education. Discussion summaries will provide an overview of the main points covered each day.

Visit the Web site after May 1st to learn more about the dialogue on the Master Plan and to register to participate.

<www.network-democracy.org/camp>.

The Web site will include searchable copies of the Working Group reports, the Master Plan and related documents. For more information Email <camp-info@network-democracy.org> or telephone 888-638-5323.

Education Commission

From the Treasurer...

Alcohol and PTA Events

Many questions have been asked regarding alcohol at PTA events. The two most common questions are: "Can a PTA sell alcohol?" and "Can alcohol be served at PTA events?"

Selling Alcohol

According to the California Education Code, Chapter 8, Article 2, Section 82580, "It is unlawful to offer or sell any controlled substance, alcoholic beverage or intoxicant on school premises." PTAs may not sell alcoholic beverages under any circumstance.

In accordance with the California State PTA insurance program, PTAs may not engage in the sale of alcoholic beverages. Many PTAs hold annual silent auctions and dinners as fundraisers in which bottles and/or cases of wine are donated for use as auction items. These donated bottles and/or cases of wine may be used as auction items provided the auction is held at a non school-site location and the contents are not decanted during the event or on the premises. PTAs may auction donated alcoholic beverages but may not sell alcoholic beverages under any circumstance.

Serving of Alcohol at PTA Events

The California State PTA strongly urges its units, councils, and PTA districts to refrain from serving alcoholic beverages at PTA functions. If alcoholic beverages are served at a PTA function, the PTA may not serve them. Any alcoholic beverages must be provided and served by a licensed establishment or catering company that has the appropriate permits and insurance. When a PTA is planning an event that will include alcoholic beverages, the PTA may not collect for the cost of the alcoholic beverages through ticket sales. This cost must be paid separately to the licensed establishment or catering company with the valid permits and insurance.

Under no circumstances may PTA funds be used to purchase alcoholic beverages or bottles of alcohol. Remember, the purpose of the PTA is to work on behalf of all children and speak for everychild.onevoice. PTA funds and efforts should be used to further this purpose.

If you have further questions regarding this subject, please do not hesitate to contact the California State PTA insurance provider, Armstrong/Robitaille Insurance Services, telephone 800-733-3036.

Signature Requirement For PTA Checks

Recently a letter was sent from Washington Mutual Bank to unit, council and district PTAs concerning second signatures on checks. The letter stated Washington Mutual Bank would no longer verify a second signature on any PTA check prior to processing.

The issue concerning more than one signature on checks (a PTA requirement) is not exclusive to Washington Mutual Bank. Other financial institutions may soon cease to verify a second signature. The lack of bank verification for a second signature on a PTA check does not change the requirement set forth in the bylaws for unit, council and district PTAs.

The fact that a bank will no longer verify a second signature prior to processing a PTA check means that the bank will not be responsible if there is not a second signature, nor will the bank be responsible for any mismanagement of funds that may take place when two signatures are not used.

Suggestions to PTAs/PTSAs if a notice regarding change in the policy to verify a second signature is received from the bank:

1. A PTA/PTSA can vote to change to a bank that does enforce the multi-signature requirement for all PTA/PTSA checks.
2. A PTA/PTSA can continue banking at the same bank and continue to use two signatures on the checks as outlined in their bylaws and monitor this through semi-annual audits.

Under no circumstances may a PTA/PTSA choose to only use one signature on PTA checks. Every PTA/PTSA unit, council and district MUST adhere to the bylaws. The purpose of the PTA/PTSA is to work on behalf of all children, and the policies and bylaw requirements set forth are to help each PTA/PTSA remain accountable and protected from wrongdoing to ensure that finances are spent on approved programs and projects of the PTA/PTSA.

James Hall, Treasurer

California Teachers Selected as Recipients of 2001 Presidential Mathematics and Science Teaching Awards

March 28, 2002—The California Department of Education announced four California teachers are recipients of the prestigious 2001 Presidential Awards for Excellence in Mathematics and Science Teaching.

Congratulations!

Science Awards

Elementary

Julie Taylor, Adelanto Elementary School District,
San Bernardino County

Secondary

Pam Miller, Monterey Peninsula Unified School District,
Monterey County

Mathematics Awards

Elementary

Leanna Baker, Hayward Unified School District,
Alameda County

Secondary

Chris Shore, Temecula Valley Unified School District,
Riverside County

Education Commission

Membership – The Heart of PTA

- M** – magnificence of every child
- E** – educating every child
- M** – maximizing the potential of every child
- B** – believing in every child
- E** – empower every child
- R** – radiance of every child
- S** – success for every child
- H** – hope for every child
- I** – importance of every child
- P** – positive potential of every child

The PTA devotes its energy, time, power and commitment to the lives of children. Our focus is *everychild.onevoice*. The membership of the PTA brings this focus into action every day in communities across the world. Join us as we advocate and educate to make the world a better place for the future of all children.

California State PTA
Membership
for 2001-2002
1,058,934 members

Membership Committee

This Issue...

From the President...	Page 1
National PTA Slate of Nominees...	Page 1
Frequently Asked Questions (FAQ's)	
About Arts in Education Research	Page 2
California State PTA Leaders Attend National PTA Legislative Conference in Nation's Capital...	Page 3
National PTA Legislative Conference Wrap-Up Online...	Page 3
Advocacy is Key for PTA...	Page 3
Completing Your Term As Secretary	Page 4
Annual Reports! Who, When Why?	Page 4
Early Child Education Initiative	Page 4
You Need A Map	Page 5
SMARTS	Page 5
<i>From Leadership Services...</i>	
When Scandal Threatens Your PTA	Page 6
When You Lose A Valuable Board Member	Page 6
Partners Against Hate Program Activity Guide	Page 6
Public Online Dialogue on the Master Plan for Education	Page 6
<i>From the Treasurer...</i>	
Alcohol and PTA Events	Page 7
Signature Requirements for PTA Checks	Page 7
2001 Presidential Mathematics and Science Teaching Awards	Page 7

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

Articles appearing in this newsletter may be reprinted in PTA unit, council and district newsletters only. Please credit the California State PTA.

PTA IN CALIFORNIA
930 Georgia Street, Los Angeles, California 90015
PH (213) 620-1100
FAX: (213) 620-1411
World Wide Web address <www.capta.org>
Email <info@capta.org>

Spring 2002. Official newsletter of the California State PTA, Volume 64, No. 7. Eight issues published annually: Summer, Summer/Fall, Fall, Fall/Winter, Winter, Winter/Spring, Spring, Spring/Summer. 2001-2002 Subscription rate \$5.00. Circulation 6,800. ©2002 California Congress of Parents, Teachers, and Students, Inc. All rights reserved. PTA® is a registered service mark of the National Congress of Parents and Teachers.

President: Jan Harp Domene
Vice President for Communications: Linda Mayo
Editor: Sharon Bartholomew
Photography: HERFF JONES
Photography Division

CALIFORNIA STATE PTA
930 Georgia Street
Los Angeles, California 90015-1322

Nonprofit Organization
U.S. Postage
PAID
Los Angeles, CA
Permit No. 27408