

# PTA<sup>®</sup> in California

everychild. onevoice.

VOLUME 65 • NUMBER 7

OFFICIAL NEWSLETTER OF THE CALIFORNIA STATE PTA

SPRING 2003

## California State PTA Joins National PTA to Call On Parents to Get Involved as Part of the National School Certification Initiative

On April 24, National PTA held a press conference at Hickory Elementary School in Torrance to announce the newly certified Parent Involvement Schools of Excellence and to unveil six watch points to improve student achievement through parent involvement. National PTA also announced that 194 schools are newly certified as “Parent Involvement Schools of Excellence.” The certification recognizes schools that uphold the highest standards in parent involvement.

The Parent Involvement Schools of Excellence Certification provides parents, schools, and communities with the resources and guidance needed to improve parent involvement in schools. The certification is also a tool to help schools meet the parent involvement provisions in the 2001 Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act*.

“This is a positive mark for education, and we are eager to see every school in the nation certified in parent involvement,” said National PTA President Shirley Igo. “It is critical, especially in today’s education climate, that we take the quality of our children’s education personally. Every parent has a role to play in improving their child’s school.”

According to a National PTA survey, parent and family involvement is seen as one of the most effective means of education reform. This is why National PTA developed six watch points—based on their National Standards for Parent/Family Involvement Programs—to help parents become more active in their children’s schools.

### Six Watch points to Improve Student Achievement through Parent Involvement

National PTA encourages parents to use the following six points as guidelines to successful involvement:

- 1. Open communication**—The exchange of information and ideas between home and school is regular, two-way, and meaningful.
- 2. Parent roles supported**—The school respects the role and responsibility, as well as the diversity and culture, of the parent.
- 3. Connection with student learning**—Parents are partners in the learning process and are a valuable support system for their child and the school.
- 4. Volunteers welcome**—Parents are offered volunteer opportunities that make best use of their time and talent, at school or at home.



Principal Dr. E Don Kim, Hickory Elementary PTA President Adele Kaplan, National PTA President Shirley Igo, California State PTA President Jan Domene, California State First Vice President Carla Niño and California State PTA Vice President for Parent Involvement Nancy Adalian at the April 24 press conference at Hickory Elementary School in Torrance.

**5. Partner in school decisions**—Parents are included in the decision-making process on issues from curriculum selection to discipline policies to safety programs and budget plans.

**6. Community involvement**—The school works with the community to provide families with resources and opportunities for students to serve and learn beyond the classroom.

### How the Program Works

As part of the certification process, schools form teams consisting of the principal, teachers, parents, students, and representatives from the community; complete a parent involvement assessment; and apply for a Certification of Excellence. To date, 225 schools have been recognized with the Certification of Excellence and 35 schools have received the Recognition of Commitment, given to schools that are committed to implementing successful parent involvement programs in the future. Applications need to include outstanding examples of programs and activities that support and encourage parent/family involvement in the school community.

More information about National PTA’s Parent Involvement Schools of Excellence Certification is available at <[www.pta.org](http://www.pta.org)> or by calling (800) 307-4PTA (4782).



## Celebrate PTA

Thank you for giving me the opportunity to serve as your president during these past two years of change and transition. It's been exciting to watch new programs unfold and be enthusiastically embraced at all levels, to see grass roots involvement in National PTA's governance structure, and to realize National PTA's growing recognition in the media, among other national organizations, and the general public.

Response to our new "Parent Involvement Schools of Excellence" program has been overwhelming! We're on our way to reaching our goal of 5 percent participation by all schools in 2003. And such eagerness to participate in National PTA's Hispanic Outreach Initiative! Our pilot states of California, Florida, and Texas identified new leaders and their mentors and have begun training. Information will be available for all states this summer on how to reach out and involve Spanish-speaking families.

Our partnership with the Henry J. Kaiser Family Foundation led to the development of an English and Spanish version of *Talking with Kids: A Parent's Guide to Sex Education* to help parents decide how best to protect their children's health and well-being.

PTA has testified before Congress and we've developed parent involvement materials that have been widely distributed outside the organization. We've offered 18 training conferences nationwide for state leaders, and we continue to train presenters for "Building Successful Partnerships." And, we've been called upon by national media to comment on parent involvement and education issues.

So it's "Celebration Time" for National PTA—for our local, council and district leaders, for our states, and for the national organization. We've laid a solid foundation, we're an organization of action, we're still focused on our founders' mission, and we're committed to speaking for every child with one voice. As a new administration prepares to take the reins, we can be assured that even greater accomplishments are on the horizon.

*Shirley Igo, National PTA President*

## Parental Right to School Choice *No Child Left Behind Act of 2001*

The following requirements are set forth by the 2001 reauthorization of the federal Elementary and Secondary Education Act (ESEA), also known as *the No Child Left Behind Act of 2001*. This article is written to provide parents information regarding their right to public school choice and transfer requirements under this 2001 Act. Under ESEA, schools are required for fall 2002 to provide their students the choice to transfer to another school in the district.

Any Title 1 school that has been identified for school improvement must implement public school choice. Districts must provide all students enrolled in a school identified for improvement the option to transfer to another public school within the district that is not in school improvement status. Using up to 15% of the district's Title 1 allocation, districts must provide and pay for the transportation required for a student to exercise public school choice.

All students attending schools identified for school improvement are eligible to exercise public school choice, but districts must give priority to low-income students if it is not possible to transfer all students requesting this option. Students must be allowed to complete the highest grade at the school they transfer to, but the district does not have to pay transportation expenses once the original school is no longer identified as needing improvement.

If a school continues to remain in focused assistance, disadvantaged students in these schools are also eligible for "supplemental services" such as tutoring, after-school help, and summer school. The focus of these services is on reading and math. These services must be provided before or after school and the district is required to pay the providers of the services.

*Education Commission*

## Overview of the New Education Law Brochure

For information on educational testing, accountability, and parent involvement requirements that are now imposed on America's public schools see National PTA's "An Overview of the New Education Law," a brochure that neatly summarizes provisions in the reauthorized Elementary and Secondary Education Act (ESEA), better known as the **No Child Left Behind Act**.

The brochure provides

- A chart that gives an easy-to-read layout of the 10 titles in the ESEA, their official names, components, and key provisions;
- A summary of parent involvement provisions in the ESEA;
- A list of steps to take to meet parent involvement provisions in the ESEA; and
- A list of organizations for further information and resources.

<[www.pta.org/ptawashington/issues/overview\\_03.pdf](http://www.pta.org/ptawashington/issues/overview_03.pdf)>



*From the  
President...*

## New Look for Our Web Site

The California State PTA Web site <[www.capta.org](http://www.capta.org)> has a new look and new content. PTA is pleased to showcase new material and an easy to navigate site. You will note that the site format parallels that of the *California State PTA Toolkit*, our outstanding leadership tool.

Drop down menus provide quick access to every topic. New areas include “Hispanic Initiative,” “PTA in the News,” a “Forms” section, eNewsletter information, a home page “hotlink bulletin board” and PDF presentations of free brochures available for order from the California State PTA office under the **Membership** <Publications menu.

Have fun navigating and see what California State PTA has to offer. Let us know what you think by emailing your comments to <[website@capta.org](mailto:website@capta.org)>!

*Jan Harp Domene, California State PTA President  
everychild. onevoice.*

## PTA Term-End Checklist

Each PTA board should evaluate the term’s work and prepare recommendations for the next term. Some of the questions to ask include the following:

### Projects and Programs:

- Did the PTA achieve the goals set at the beginning of the term? If not, what needs to be done?
- Did the officers and chairmen know what was expected of them?
- Were efforts made to include more members in planning and working toward achieving those goals?

### Membership:

- Did the PTA increase membership this term?
- Was an effort made to include more new members?
- Were telephone calls from members answered promptly?
- Were the association meetings well-attended?
- Was the association included in the decision-making process of the organization?
- Was the membership kept informed of PTA events and programs?

### Training:

- Were the officers and chairmen notified of training opportunities?
- Was the association represented at PTA council/district meetings and the annual California State PTA Convention?
- Were the resources in *National PTA Annual Resources* and the *California State PTA Toolkit* shared?

*Leadership Services Commission*

## Utilize the “S” in PTSA

Victoria Itow was a junior at Santa Susana High School when she became president of the Santa Susana High School PTSA and won California State PTA’s Outstanding Unit and My PTSA Outstanding Student Involvement awards in 2002. She is now in her third year of college at Pepperdine University working toward a BA in Technical Theatre with an emphasis in Lighting Design. She currently serves on the California State PTA Board of Managers and has also served on the 12th District PTA Board for five years.

Itow shares some “learned through experience” tips on running a PTSA:

- Divide work into small tasks so that multiple people can have jobs and no one is burdened with massive amounts of work.
- Take on a project that will visibly benefit the school, students, teachers and/or parents (for example: my unit made the student restrooms a clean, sanitary and bearable place by adding a fresh coat of paint, wallpaper, toilet seat covers and real liquid soap and dispensers).
- Don’t look for student board members in just “leadership classes,” or AP classes. There are, more often than not, better qualified students elsewhere in the student body (like me!!!). A good way to find them is to ask teachers, staff and administration for recommendations.
- Treat your students as peers, not like your child’s playmates.
- It is important not only to listen to the students’ ideas, but also make sure you aren’t dismissing them, verbally or with your expressions—even if you don’t mean to.
- Schedule meetings after school when students can attend. Also, note dates of midterms, finals and state testing-times when students and parents will be extra stressed.
- If your meetings tend to drag on, place student reports close to the top of the agenda. This shows them that you understand that sometimes meeting days can be “hefty homework days” too.
- Provide students with real badges so that they look official. I’ve had many, many people brush me off or even be rude because they assumed I was an inexperienced student instead of being the knowledgeable and veteran PTAer (and then president) that I am.
- Don’t forget that, just like adult board members, some students will be leaders and some will be workers who complete any task that is planned out for them, some will be supporters who lend a hand when asked, and others will just be a name on your roster.

*Student Involvement Committee*

# The Benefits of PTA

PTA leaders often make references to the importance of being a part of the larger organization, of being one of the millions of members and the voice that these numbers provide to assist our advocates in Sacramento and Washington. It is important to understand how everyone benefits from having a PTA on a school campus: each classroom student, each PTA member; and the local school community.

## **Benefits for the individual student include:**

- PTA sponsored special assemblies and extra enrichment events
- PTA sponsored field trips, items that often carry a price tag that the families of those students could not afford, and items that local school districts could not include in the local budget
- Assurance to parents that PTA-planned activities are in compliance with the California State PTA insurance program in order to eliminate activities that are potentially hazardous for students
- Use of PTA funds to benefit all students, not just the children of officers or teachers or the children of the best fundraisers or largest contributors
- Opportunity for participation in the Reflections Program to explore and develop creative talents
- Opportunity to interact with parents and other adults who care about all students in the school and who have volunteered personal time to share special skills and talents with students
- Assurance that no child will be exploited as a means for the PTA to raise funds
- Assurance that the PTA will continue to work to see that students do not attend classes in buildings that are unclean, unsafe or unsound. (California State PTA led the fight to pass Proposition 39, which enabled the majority of local voters to decide local bond issues, and the passage of Proposition 47, the largest statewide school bond measure in history.)

## **Benefits to the individual member include:**

- Power to make decisions on the priorities for the organization, and on the budget and expenditures recommended by the executive board
- Right to attend association meetings, ask questions and vote on issues
- Right to determine the future of the association by exercising the membership right to vote in an election of officers
- Right to express opinions to the local representatives to the PTA council and district meetings, and to the elected delegates to the California State PTA Convention
- Right to seek election to a PTA office
- Assurance that the California State PTA has an insurance program that includes coverage for general liability, Workers' compensation, bonding, and directors and officers liability
- Opportunity to attend workshops and receive the training and materials to develop the skills and knowledge to manage the organization—whether in person or online with the National PTA e-learning programs
- Access to information and materials on issues and programs that concern the education, health, safety and general welfare of children and youth
- Access to materials that are ready to reproduce in newsletters and programs
- Availability of PTA channels to seek specialized assistance for interactions with the Internal Revenue Service, California Franchise Tax Board, Attorney General's office and other governmental agencies to resolve PTA questions on required filings
- Opportunity for personal growth as a parent and volunteer leader
- Opportunity to apply for scholarships (graduating high school seniors, credentialed classroom teachers, school nurses, counselors, and PTA volunteers) to continue one's education
- Access to Web sites for PTA unit, council and district as well as the California State PTA and National PTA for information on issues and concerns that affect children and youth
- Participation in the shared network to learn of the most successful programs and activities from other PTAs
- Opportunity to be involved in one's own child's life as a classroom volunteer
- Opportunity to be better connected with the school and to get to know the principal and staff better and to become familiar with what's happening at the school
- Opportunity to be involved at school and participate in activities that enhance the educational environment at your child's school
- Opportunity to acknowledge that you consider your child's education important and want to be involved. (Research consistently shows that when parents are involved, students achieve more—regardless of socioeconomic status, ethnic/racial background, or the parents' educational levels. Students whose parents are involved also generally have higher grades and test scores, better attendance, and more consistently completed homework.)
- Knowledge that being a part of a huge organization can accomplish the goals of that organization.

*Continued on Page 5*

## The Benefits of PTA continued...

### Benefits to the local school community include:

- Volunteer hours that substantially increase the ability of the school to provide more services to students
- Ability to list the volunteer hours contributed by PTA members as a positive value when applying for grants
- Enrichment programs and activities that are not provided for in the school budget
- Assurance that the California State PTA insurance program satisfies the requirement of the California Education Code concerning liability for use of school facilities by the organization
- Ability to contact leaders at the PTA council or district for assistance in resolving local PTA problems
- Opportunity to collaborate with other education, health, safety and child advocacy organizations
- Opportunity to contact the organization for names of individuals available to serve on local committees and task forces to examine problems and work for solutions
- Opportunity to assist a local PTA in applying for California State PTA grants for parent education programs, translation of PTA materials, cultural arts programs and leadership development
- Ability to reach parents of students through established PTA meetings and newsletters
- Opportunity to reach parents who have not been involved at their school site and to promote that crucial communication between home and school
- Opportunity to meet with parents to discuss critical issues and concerns in the local area, either by scheduling on a meeting agenda or requesting that groups of parents meet with administrators
- Recognition that there is power in association.

These benefits are often not readily visible to the PTA membership and the local school community. With an active PTA in place on a school campus, such benefits are more easily and regularly provided.

*Leadership Services Commission*

## Effective Leadership

Effective leadership is an essential component of successful, high performance organizations. Effective leaders share some common characteristics that help to remove barriers and facilitate organizational improvement.

Effective leaders have a vision of where the organization is going and the actions needed to accomplish the desired result.

Effective leaders understand that one person cannot do it all and have learned how to delegate while keeping an eye on everything that is going on in the organization.

Effective leaders are resilient and do not let temporary setbacks stop forward momentum; they view setbacks as building blocks for improvement.

Effective leaders use available information and review evaluations to make future improvements.

Effective leaders involve others in decision-making and understand that good ideas come from the efforts of many thinkers.

Effective leaders recognize that it is necessary at times for an executive decision to be made, but not as a dictator.

Effective leaders are committed to the organization; they remain focused on the success of the organization, not personal gain.

Effective leaders are good communicators; they are able to share the needs of the organization clearly and consistently.

Effective leaders are honest and accept responsibility for their own actions. They share the credit when it is appropriate.

Effective leaders have positive attitudes and try to see the positive potential in any situation; they act as if everyone was an important contributor.

*Leadership Services Commission*

### Save the Date...

## PTA University

August 8–10, 2003

UCLA—De Neve Plaza Conference Center

The PTA University offers a unique weekend opportunity for PTA district officers and chairmen to meet their California State PTA counterparts and focus on learning district responsibilities. PTA University will help PTA district leaders start their new positions with knowledge, confidence and enthusiasm – and at the same time, make new PTA friends throughout California.

Each PTA district may enroll up to five (5) district leaders to attend PTA University at a fee of \$20.00 per person. The California State PTA will cover additional expenses including housing, meals and transportation. Additional PTA district leaders may be enrolled on a space available basis at a fee of \$175.00 per person. This fee will cover housing and meals. Any additional expenses, including transportation will be at the PTA district expense.

**Deadline for Enrollment: June 15, 2003 received in the California State PTA Office**

**930 Georgia Street, Los Angeles, CA 90015**

**Contact for additional information: <leadership@capta.org>**

## From the Health Commission... Family Caregivers Provide Help and Comfort

More than half the adults in the United States between the ages of 35 and 64 give their time and energy to caring for sick or aging family members. That number is expected to increase as America ages; those older than 85 are the fastest growing segment of the population, and half of them need some help with personal care. A closer look at this growing phenomenon:

- 59% of adults either are or expect to be family caregivers
- 27% of the adult population has provided some type of care giving in the past year
- 61% of family caregivers who give intensive care—at least 21 hours a week—have suffered from depression
- Family members provide about 80% of home care services, and provide about 90% of the care that older Americans receive
- Caregivers provide services worth about \$196 billion a year
- American businesses lose between \$11 and \$29 billion a year to employees who take time off to be caregivers.

## American Red Cross Needs Your Help!

The American Red Cross in Southern California is currently facing a critical blood shortage. Only 3% of adults in Southern California donate blood and are in last place in national ranking.

Because of this, 45% of the blood that the American Red Cross provides to hospital patients in this region must be imported from other states. It is time that all Californians raise awareness in their communities about the importance of donating blood.

The American Association of Blood Banks, American's Blood Centers and the American Red Cross recently issued a challenge to all Americans to collectively donate 3 million units of blood during the Save a Life Tour 2003.

The American Red Cross needs people to donate blood. Contact the American Red Cross or a Blood Bank in your area to donate blood. Please call 1-800-GIVE LIFE or visit Lt. Governor Bustamante's Web site at [www.ltg.ca.gov](http://www.ltg.ca.gov) and click on the "Related Links" icon, then on "Blood Donor information" to find out where to donate.

We encourage all eligible blood donors to schedule an appointment to give blood - the gift of life. To give blood you must be healthy, at least 17 years old, weigh at least 110 pounds, not have donated blood in the last 56 days or donated double red cells in the last 112 days. There is no upper age limit.

## Kaiser Family Foundation's Study on Internet Filters

The Henry J. Kaiser Family Foundation study "See No Evil: How Internet Filters Affect the Search for Online Health Information," reports that Internet filter programs can effectively block large amounts of pornographic content without blocking large amounts of useful health-related information if the filters are set to lower restrictive levels.

If the filter is set to higher restrictive levels, it can block 91% of pornographic material. However, this setting will also block 24% of online health information that may be of value to students doing homework.

[www.kff.org/content/2002/20021210a/](http://www.kff.org/content/2002/20021210a/)

National PTA offers "The Parents' Guide to the Information Superhighway: Rules and Tools for Families Online," which welcomes parents to the information superhighway, provides a step-by-step introduction to parenting in an online world, and offers some guidelines and resources for helping children and families navigate the Internet at home, at school, and in the community. The guide was developed by the Children's Partnership in conjunction with National PTA, the National Urban League, and advisors from the American Library Association. Visit National PTA's Web site for ordering information.

[www.pta.org/parentinvolvement/helpchild/hc\\_ks\\_parents\\_guide.asp](http://www.pta.org/parentinvolvement/helpchild/hc_ks_parents_guide.asp)

*Communications Commission*

## English/Spanish California State PTA Toolkit Posted on Web Site

The *California State PTA Toolkit* has been posted on the California State PTA Web site at [www.capta.org/Resources/](http://www.capta.org/Resources/) in its entirety in English and in Spanish. Review this Web site page to access the *Toolkit* Table of Contents and each .pdf formatted "tab" section as presented in the print version of the *Toolkit*. The downloadable tab sections include *Introduction, PTA Basics, PTA Management, Membership, Advocacy, Finance, Communication, Programs, Bylaws, Forms, Officer and Chairmen Job Descriptions and Index*.

The Web site versions provide quick access to this valuable PTA resource. The print versions, complete with colorful tab inserts, are the most cost effective for the entire documents.

The printed Toolkit is available for \$15 for either the English or the Spanish version. The bargain CD-ROM version, available for \$5, includes both the English and Spanish versions. To order use the "Publications Order Form" which was mailed in the 2002 Summer Service Mailing and included in the Toolkit "Introduction" section, or see the Web site to download the Toolkit Order Form

[www.capta.org/Sections/Resources/Forms.cfm](http://www.capta.org/Sections/Resources/Forms.cfm).

The English/Spanish Toolkit can be downloaded by individual sections or in its entirety at

[www.capta.org/Sections/Resources/Toolkit.html](http://www.capta.org/Sections/Resources/Toolkit.html).

The *Toolkit* was developed as a service and provided to PTA unit leaders and unit members by the California State PTA. Use this tool in your PTA work today!

*Member Services Commission*

# Making Sense of Terms Educators Use

Information provided by the National Coalition of Education Activists

“National Coalition of Education Activists” (NCEA) is a network and membership organization of parents, school staff, union and community activists, and children’s advocates. We share a commitment to social justice, the elimination of bias of all kinds, and high quality public schools that serve all children well. We believe excellent and equitable public schools are essential to helping all students reach their potential and to building a just and democratic society.”

## Special Education

**Special Education and the IDEA** - Over twenty years ago Congress guaranteed children with physical and mental disabilities a “free and appropriate public education.” In 1990 the law was renamed the **Individuals with Disabilities Education Act**, or IDEA. This is the law people usually have in mind when they talk about special education.

**IEP or Individualized Education Program** - a detailed plan describing a child’s educational goals and objectives and the services the school will provide to help a child reach goals and learn the general curriculum.

**IEP Team** - the people who work to develop the IEP. By law, the IEP team includes parents, a regular teacher (if the child takes or **may be able to take** regular classes), a special education teacher or special service provider, a school district representative, a person knowledgeable about evaluation, others invited by the parents or school district, and, in some cases the student.

**Initial Evaluation** - the first time a child is tested to see if he or she is eligible to receive special education services. An Independent Evaluation is testing done by someone who doesn’t work for the school system.

**Least restrictive environment** - means that if at all possible, children with disabilities should be taught with children who do not have disabilities in a setting that is as much like a regular classroom as possible. Schools may place children with disabilities in separate classrooms or schools only when supports and services are not enough to help the child learn in a regular education classroom.

**Transition Plan** - once a student turns 14, the IEP must include a transition plan, describing how the school will prepare the student for life after high school, such as college, employment or independent living. The student has a right to be involved in creating this plan.

## Bilingual Education

**Bilingualism** means someone is fluent in two languages.

**Bilingual education** - an in-school program for students whose first language is not English or who have limited English skills. Bilingual education provides English language development plus subject area instruction in the student’s native language. The goal is for the child to gain knowledge and be literate in two languages.

**English as a Second Language (ESL)** - usually involves taking a child whose first language is not English out of the regular classroom to study English. Some experts believe children learn English more quickly this way. NCEA notes, “One criticism is that students fall behind in subject areas because they’re out of the classroom. Some studies have found that children in ESL programs are less likely to stay fluent in their original language.”

**“English only movement”** - an organized effort to make English the official language of the United States. NCEA notes “It is aimed at ending bilingual education, while fostering racism and anti-immigrant hysteria.”

**Maintenance bilingual program** - a bilingual education approach in which students are helped to develop their native language after becoming fluent in English. The goal is to ensure that a child maintains his/her native language and becomes fully literate in two languages.

**Transitional bilingual education** uses the child’s native language only to the extent necessary to help them learn English and subject matter. **Bilingualism** is not the goal and little or no effort is made to develop or maintain literacy in the child’s home language.

*Definitions here were borrowed, sometimes directly, from many sources, including: Fairtest, Institute for Education and Social Policy at New York University, Applied Research Center’s ERASE project, Rethinking Schools, Political Research Associates Activist Resource Kit, Action for Better Schools, NCEA’s newsletter, NCEA members & National Institute for Urban School Improvement.*

## Put Education First, Say Voters

Though Americans are deeply concerned about how state budget cuts will affect their communities overall, they support education funding above all other spending priorities, according to a recent national poll by EDUCATION WEEK and the Public Education Network. Ninety percent of the 1000-plus registered voters surveyed believe their state is facing a budget deficit. Still, when asked an open-ended question about which one or two items would top their list for protection, education outdistanced every other category. By almost a two-to-one margin, respondents said they would vote against their senator or congressional representative if he or she did not back sufficient funding to implement No Child Left Behind. Go to [www.publiceducation.org](http://www.publiceducation.org) to find this report, “Demanding Quality Public Education in Tough Economic Times: What Voters Want from Elected Officials.”

*AEP ONLINE/The Newsletter of Educational Publishing 3-18-03*



**Order Online @**  
**<www.captastore.com>**  
**or Call Toll Free:**  
**977-841-2393**

**For:**

- Wearables
- Jewelry and Lapel Pins
- Meeting Materials
- Beverage Ware
- Pens, Pencils & Paper
- Binders for the Toolkit and
- Annual Resources for PTAs
- Special Items

**Be sure to check the Web for  
 specials and new items**

***This Issue...***

California State PTA Joins National PTA to Call On  
 Parents to Get Involved as Part of the National School  
 Certification Initiative .....Page 1

Celebrate PTA .....Page 2

Parental Right to School Choice  
*No Child Left Behind Act of 2001*.....Page 2

Overview of the New Education Law Brochure..... Page 2

From the President...New Look for Our Web Site.....Page 3

PTA-Term End Checklist .....Page 3

Utilize the "S" in PTSA .....Page 3

The Benefits of PTA .....Page 4 to 5

Effective Leadership.....Page 5

*Save the Date...* PTA University.....Page 5

*From the Health Commission...*

- Family Caregivers Provide Help and Comfort.....Page 6
- American Red Cross Needs Your Help!.....Page 6

Kaiser Family Foundation's Study on Internet Filters..... Page 6

English/Spanish *California State PTA Toolkit*  
 Posted on Web Site.....Page 6

Making Sense of Terms Educators Use

- Special Education
- Bilingual Education.....Page 7

Put Education First, Say Voters.....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 2003. Official newsletter of the California State PTA,  
 Volume 65, No. 7. Eight issues published annually: Summer,  
 Summer/Fall, Fall, Fall/Winter, Winter, Winter/ Spring, Spring,  
 Spring/Summer. 2002-2003 Subscription rate \$5.00.  
 Circulation 6,800. ©2003 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

The mission of the California State PTA is to  
 represent our members and to empower and sup-  
 port them with skills in advocacy, leadership and  
 communication to positively impact the lives of all  
 children. *Adopted March 1999.*

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

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