

California State PTA Supports Propositions 61 and 63 Opposes Proposition 68 on November 2 Statewide General Election Ballot

Voters in communities across California will go to the polls in a few weeks to cast ballots for candidates for national, state and local offices and to vote on many other important issues. The November 2 General Election ballot will be crowded, with no fewer than fourteen statewide propositions. The California State PTA has taken positions on three of these propositions:

Proposition 61, Children's Hospital Projects—SUPPORT Sponsored by the California Children's Hospital Association, this initiative statute would authorize \$750,000,000 in general obligation bonds, to be repaid from the state's General Fund, to fund grants to eligible children's hospitals for the construction, expansion, remodeling, renovation, furnishing and equipping of children's hospitals.

Proposition 63, Mental Health Services Expansion and Funding—SUPPORT Sponsored by Assemblymember Darrell Steinberg, this initiative statute would impose an additional 1% tax on taxable income over \$1 million to provide dedicated funding for the expansion of mental health services and programs for mentally ill children, adults and seniors.

Proposition 68, Tribal Gaming Compact Renegotiation—OPPOSE Sponsored by publisher/card club operator Larry Flynt and other gaming interests, this initiative Constitutional amendment and statute, also known as the Gaming Revenue Act of 2004, is a complicated and deceptive measure that would cost public schools money. It has been estimated that county education offices would have to absorb up to \$5 million each year in new administrative costs. In addition to the California State PTA, Proposition 68 is opposed by Governor Schwarzenegger, Superintendent of Public Instruction Jack O'Connell, California School Boards Association (CSBA), California County Superintendents Educational Services Association (CCSESA), California Association of School Business Officials (CASBO), and county schools boards and superintendents from around the state.

A position adopted by the California State PTA on a statewide measure is based on careful study and consideration by the full California State PTA Board of Managers. It is the official PTA position, and local PTAs may participate in the campaign without a vote or other formal action by their board or membership. A PTA unit, council, or district may **not** take action that is in conflict with the official PTA position.

Additional information informing the PTA membership about these important measures, along with the authority and rationale for the PTA position, is included in the special mailing sent recently to all units, councils and districts. Information is also available on the California State PTA website at <www.capta.org>.

Secretary of State Promotes Voter Participation in November Election, Announces Important Dates and New Resources

Secretary of State Kevin Shelley has announced important dates for voters in the November 2, 2004 General Election:

- October 4-October 26, Absentee Ballot Application Period
- October 18, Voter Registration Deadline
- October 26, Absentee Ballot Deadline

Voter registration forms can be obtained at libraries, post offices or DMV offices or by calling 1-800-345-VOTE. Voters may also now register online at two sites,

<www.myvotecounts.org> and <www.easyvoter.org>.

Resources to assist PTAs and others in promoting voter participation are also available. One resource is the nonpartisan *Easy Reading Voter Guide*, produced by the League of Women Voters of California Education Fund, in partnership with the Secretary of State and the California State Library. It includes information about candidates for office, concise explanations of each of the statewide ballot measures, and other helpful information. The *Easy Reading Voter Guide* can be ordered in English or several other languages.

See <www.easyvoter.org/california/orders/orderform.pdf> to download a copy that can be duplicated or to place an order.

A new outreach program for community meetings can also be downloaded at

<www.easyvoter.org/california/resources/outreach>.

The California State PTA actively promotes participation in the electoral process by informed voting as a right and obligation of responsible citizenship. While PTAs do not take positions on candidates for public office, local PTAs are encouraged to conduct educational activities to help their community make informed choices. PTAs may promote voter registration activities and participate in efforts to get out the vote. PTAs may also disseminate factual, objective information, as well as engage in informational activities such as sponsoring or cosponsoring candidates' forums. See the Advocacy section of the *California State PTA Toolkit* for specific guidance and detailed information.

PTAs Take Active Role in Local School Bond and Parcel Tax Campaigns

In November 2000 voters approved Proposition 39, a statewide ballot measure strongly supported by the California State PTA and its units, councils and districts. Proposition 39 lowered the vote requirement to pass local school facilities bond measures from two-thirds to 55 percent.

Since 2001, under the new voting requirements allowed by Proposition 39, hundreds of school districts throughout the state have been successful in passing school facilities bond measures to raise the matching funds to be eligible for state school construction and modernization funds. PTAs have played a vital role in the passage of many of these bond measures. In these tight budget times, many school districts are also asking communities to approve parcel taxes in local elections and seeking PTA support. Parcel taxes are special taxes not related to property value allowed under Proposition 13.

This year many school districts will again seek voter approval for local school facilities bonds and parcel tax measures, and PTAs will again be asked to help secure their passage. PTAs may also be asked by city councils, county boards of supervisors, etc., to support or oppose other local ballot measures that impact the education, health or welfare of the children in their communities. How can PTAs most effectively participate in these local election campaigns?

The California State PTA and all of its constituent organizations are classified under the federal Internal Revenue Code (IRS) Section 501(c)(3) as tax-exempt, non-profit organizations. To retain this tax-exempt status and continue to receive tax-deductible contributions, PTAs may **not**:

1. devote more than an “insubstantial part” of their activities and expenditures to influence the outcome of a ballot measure, including a school facilities bond measure or parcel tax election. “Insubstantial” generally means five percent or less.
2. participate in any political campaign or activity on behalf of or in opposition to a candidate for any public office.

Other restrictions limit what PTAs may do in support of local ballot measures. For example, school equipment and resources may not be used to develop, print or distribute campaign materials. There are also limitations on materials and information that may be sent home with students. (See Legislation Policy #11 in the Advocacy Section of the *California State PTA Toolkit*.)

In addition to IRS regulations, the State of California has established legal procedures and requirements for filing reports on election campaign expenses. PTAs participating in any local election campaign must file a report with the State of California Fair Political Practices Commission (FPPC) if their total campaign expenditures (including both monetary and in-kind contributions) exceed \$1,000 or more. It is strongly recommended that PTAs carefully account for all expenditures made for any local ballot measure purpose and that contributions be limited to in-kind services and volunteer activities.

PTAs can work most effectively to support ballot local measures when they:

1. Take an active role in planning the campaign.
2. Provide speakers to inform the community about the need for new and modernized school facilities and increased school funding.
3. Develop and distribute campaign materials, as allowed and regulated by local school district policy.
4. Make use of radio, television and print media, including newsletters, editorial board visits, letters to the editor, and other communication resources such as email and Web pages.

Any position taken by a PTA unit, council or district on a local ballot measure must be approved by the membership and recorded in the minutes. PTAs that need assistance or advice on participation in local election campaigns should call their PTA district president or the California State PTA Legislative office at (916) 442-5667 or email <leginfo@capta.org>.

“My PTA/PTSA” Awards

The California State PTA’s “My PTA/PTSA” Award program recognizes the achievements of units and councils in multiple areas of involvement and shares the ideas with other PTAs/PTSAs throughout the state.

With a single application, units and councils have the opportunity to submit in one or all of the listed categories, as well as requesting consideration for Outstanding Unit or Council. Award winning units and councils receive two paid California State PTA convention registrations, the opportunity to present an overview of their program at a convention conference, and a certificate and flag to display at their school.

The award categories include:

- Membership Creativity
- Your Outreach
- Parent Involvement
- Teachers, Administrators & Staff Involvement
- Student Involvement
- Allied Agencies/Community Partners Involvement
- Advocacy (new this year)

To learn more about the awards program and to receive an application, refer to the *California State PTA Toolkit*, Section 7.6.2, or log onto the California State PTA website at <www.capta.org>.

Applications must be received in the California State PTA office, through channels, no later than February 1, 2005.

Member Services Commission



Visit

<www.capta.org>



From the President... Building a Diverse PTA

In my last article, I challenged all of you to look for others who have an equal passion for the welfare of children and ask them to be a part of PTA. Diversity is our strength.

Diversity has different meanings for different individuals. But each perspective is unique and important. As we go through the process of making PTA more inclusive, it is important to understand that different perspectives lead to different wants and needs.

To maintain the vision of our founders, PTAs must strive for maximum participation from the community. Our practices, our policies, our programs, our projects—all must reflect and encourage the broadest representation of all families and teachers.

When the leadership of PTA reflects the cultural, ethnic, racial, gender, religious, educational, and socioeconomic profile of the community, it shows our genuine regard for diversity. When a board is truly diverse, it conveys the message that everyone is welcome and respected.

Given the many kinds of families and caregivers that exist in the lives of children, we need to be more sensitive to and creative in making all families feel included. It is important to reach out to families that are often overlooked, particularly culturally diverse families, and people who are outside the norm. Diversity is our strength. Diversity is enlisting the unique abilities and contributions of families.

If we want to expand our membership and be effective in our advocacy, we need to use the power of all the families we can reach. The PTA board has a responsibility to demonstrate its commitment to diversity. In many cases, this will require

change within the board – and we all know that change can be difficult.

Take an objective look at how representative your PTA board, council, or local unit is of your community and then determine who is missing.

Find out the demographics of the families in your community; how many have school-age children, how many families are first-generation residents, how many use a language other than English in their homes, and what are the languages commonly spoken. Determine the number of children with physical, mental, or emotional disabilities and whether they are receiving the special education services to which they are entitled.

Look at the demographics of the board and determine whether the major language communities are represented. Be responsive to the language needs of others; provide assistance as needed. Remove physical barriers that discourage participation by those with disabilities.

Invite speakers to hold workshops about cultural, ethnic, or religious issues for board members, parents, and students. Include current and emerging issues from all communities on your agenda. Plan meetings and activities that avoid conflicts with ethnic or religious holidays or make it difficult for working or single parents to attend.

It is essential that we all work to understand and promote respect for the unique contributions of every family.

Together, we make PTA an effective voice for all children. I urge you to accept my challenge, reach out to every family in your community, expand your membership, expand your diversity. Diversity is our strength.

Carla Niño, California State PTA President

Leading Your PTA Team to Great Heights

PTA leaders are called upon to demonstrate a variety of skills: some skills come naturally, others must be cultivated. Being a PTA leader is no easy task, but there are steps to take at the beginning of the year to make a PTA run smoothly and ensure its maximum impact on the lives of children. With the beginning of the PTA year at hand, I'd like to share a few suggestions that will help to ensure the success of any PTA leader, whether you're an officer or committee member.

1. Take advantage of your predecessor's wisdom.

Meet with outgoing leaders. In your meetings, don't forget to take stock of the successes and challenges of the past year.

2. Enlist the help of committed individuals.

Start right away with recruiting parents, community members, and school officials to join the PTA. (Visit the Expanding Membership section of the PTA Members'

website.) Talk to your new volunteers about what responsibilities they would like to take on and how their personal skills can benefit the PTA.

3. Make use of resources and training opportunities.

Build your leadership skills by using resources such as National PTA's website, e-learning courses, and conferences and leadership training at the national, state, district, and council levels.

For more than a century, PTAs around the nation have worked to improve children's lives and inspire parents to get involved in their children's education. After the rejuvenating effects of summer, I wish you the best as you prepare for another year of serving children in your community and throughout the nation.

Linda Hodge, National PTA President



Reading Tips For Parents

Read with your child every day.
When reading a book where the print is large, point word by word as you read.
Read your child's favorite book over and over again.
Read many stories with rhyming words and lines that repeat.
Discuss new words.
Stop and ask about the pictures and about what is happening in the story.
Read from a variety of children's books, including fairy tales, song books, poems, and information books.

Consejos Prácticos De Lectura Para Los Padres

Lea con su niño todos los días.
Cuando usted lee un libro con letras grandes, señale con el dedo a cada una de las palabras, una tras otra, a medida que va leyendo.
Lea el libro preferido del niño una y otra vez.
Lea muchas historias con palabras que riman y líneas que se repiten.
Comente las nuevas palabras.
Pare y haga preguntas sobre los dibujos y lo que está sucediendo en la historia.
Lea de diversos tipos de libros infantiles, incluyendo cuentos de hadas, cancioneros, poesías, y libros informativos.

1-800-USA-LEARN
<www.NoChildLeftBehind.gov>
U.S. Department of Education

Solving Complex Problems in a Simplistic Way...

Think of Them As Challenges!

All relationships—whether personal or organizational—will bring with them a set of challenges or problems. The simplistic answer on how to deal with these is to alter your mind set. Think of them as challenges, challenges waiting to be solved, challenges waiting for a solution. Sometimes when we think of them as problems, they become just that, solid as a rock, a fence we can't get over or a stone wall so large that people become frustrated or discouraged and maybe even jump ship.

Be open to change, be open to possibilities and listen carefully to ideas that you might never have considered. That is what true leaders do; they inspire and motivate others to work for solutions.

Human beings have a tendency to search for solutions in the same context that they have always searched for them, particularly when we find ourselves in an already established group. Thinking outside "group think" or our own individual comfort zone is sometimes referred to as "thinking outside the box," or breaking and thinking outside the paradigm.

Some of the best solutions come from a process of accepting problems as challenges yet to be solved and viewing the problem in a systemic way. Consider the following:

Identify the challenge—define just what it is.

Define the outcome you want, the ideal goal.

Assign tasks to members of the group, to gather data and research step by step.

Develop a timeline for each task to be completed and a time for bringing it back to the group.

Always remember there are multiple solutions to every problem, no one solution is right or wrong. Let go of personal ownership and allow the group to be empowered by finding their own solution!

Leadership Services Commission

California State PTA Grants & Scholarships

Did you know that California State PTA awards grants and scholarships? The California State PTA has a variety of both grants and scholarships available to their units, councils, districts and members.

Take a look at what is available: and application deadline:

- Scholarships for Continuing Education for PTA Volunteers **Due: November 15**
- Scholarships for Continuing Education for Credentialed Teachers and Counselors. **Due: November 15**
- Continuing Education Scholarships for School Nurses **Due: November 15**
- Grants for Parent Education for Unit, Council and District PTAs **Due: November 15**
- Grants for Outreach and Translation for Unit, Council and District PTAs **Due: November 15**
- Grants for Cultural Arts for Unit, Council and District PTAs **Due: November 15**
- Graduating High School Senior Scholarships. **Due: February 1**

When submitting scholarship or grant applications please be sure to provide all requested information. Note that applications are due in the California State PTA office via mail on or before the above stated due date. Facsimiles will not be accepted.

Be sure to check out the *Forms* section in the *Toolkit*, available on the California State PTA website at <www.capta.org>, for details.

Scholarship and Grant Committee



PTA and Special Needs Children

PTA brings families and schools together. It is the bridge. It is the helping hand. But there is a group of families we don't always know how to help, the special needs families.

This community can be largely invisible, with classes off by themselves that have a different calendar and often move from school to school as regular classes need their space. The students may arrive on different school busses, may not join in school-wide activities, and their parents may never step foot on campus except for closed-door meetings in the office.

Where do these children come from? Every town. Every school. Every block. Special education includes roughly 12% of all school children in California—2 to 3 out of every kindergarten class, on average. Some just get help with speech or adapted P.E. Fully-served students can be included in regular classes with help, but many are in special classes. A school district's commitment to mainstreaming is largely driven by community philosophy. Studies show included children learn better, but case by case it just isn't done in many communities.

Why go to the extra effort to include these families? Beyond the basic principle that all parents should have a voice at their school, these families have a lot to give. Chances are some of the hardest workers already in your PTA are parents with a child with special needs, whether they've mentioned it or not. Diversity is strength—and diverse abilities bring a wealth of new perspectives, a new level of compassion, and a wonderful learning experience for all students. In short, PTA needs them. And special needs families need PTA.

Despite all the levels of oversight in special education, these parents most of all must be advocates for their children. All the tests and all the specialists can't tell them if their child is happy in class, if he or she has friends to play with at recess, or if the teacher makes him or her feel proud of even small accomplishments.

These parents most of all need to feel empowered. Just the process of moving into a Special Ed placement can make both parent and child feel like failures. Many parents trying to speak up for their child feel like David taking on Goliath. Being part of PTA gives parents a chance to know the school and feel a part of their child's growth, and gives the student better opportunities to make friends and feel more a part of the school community.

It's a win-win situation, but how do we get there? Here are some ideas:

1. Make sure your event promotions and membership campaigns include all teachers on your campus—the school secretary may only be counting regular education students in the daily roster.
2. Talk to the special education teachers at your school. If they have no parents providing treats when other classes get them, or helping out on special event days, consider providing a surrogate “room mom.”
3. Talk with your principal about providing a parent education event about learning disabilities, training in special ed advocacy, or related topics. The school district may be able to provide speakers.
4. As you offer sports and other play-learn opportunities for the students of your school, make a special note on the flier that the event will be open to children with disabilities—greater supervision, wheelchair accessible, with signing for the deaf—whatever your particular population needs. Including a special education teacher in the planning process makes this easier and may result in greater participation.
5. Be sure your meeting places and event sites are wheelchair-friendly—just think about driving a double-stroller around the area. If rows of chairs are too close, if there's no room for a stroller to tuck in anywhere, if there are stairs to go around or barriers to get by—a wheelchair would have a hard time.
6. Beef up your babysitting. PTA rules stipulate there must be two adults at all times, but if one or two have special needs, you may need to add another person. One or all might need special instructions on a child's different way of communicating, or how to recognize when there might be a problem brewing.

In general, just be aware; be sensitive and be compassionate. Special needs families are our families; these are our children. We need to reach out and be that bridge, that helping hand, to empower our schools and improve our world.

Communications Commission

Emergency Card Information

Now that the school year is well under way, you are probably feeling relieved that all of the papers, including the emergency cards, have been completed and turned in to the school for each of your children. Although the cards have been completed, your task is not done if your contact information should change during the year.

Emergency cards contain vital information utilized by the school to reach you or someone you designate to provide care for your child in an emergency. Information provided needs to be current at all times. Outdated information will make it difficult for school personnel to get in touch with you when necessary. Information should be kept current for high school children as well as elementary school children.

This emergency information needs to be updated at the school any time there is a change your circumstances.

1. Did your employment change and you now have a new work phone number? Call the school and give them the change!
2. Did you move and your address changed? Let the school know!
3. Is your child seeing a different doctor or dentist? Let the school know!
4. Has the person you designated to provide care for your child moved out of town, and another person been designated? Let the school know!
5. Does the school have your correct cell phone number? Every time there is a change in the emergency information, don't wait—inform the school immediately!

Community Concerns Commission

Time

Time is a gift given to each person equally. It cannot be bought. It cannot be reclaimed. PTA historians are the “keepers of the time” that we give to our school communities.

Thanks to the many hours donated by PTA and other volunteers our children and families enjoy and participate in the Reflections Program and other arts-related programs, dance-a-thons, jog-a-thons, fall carnivals, winter celebrations, educational assemblies, study trips, room parties, book fairs, community music productions brought into our schools, bike safety fairs, outdoor eating centers, newsletters, and parent programs on important issues. Such worthy programs are made possible by dedicated volunteers.

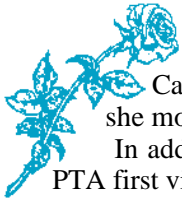
A PTA historian’s job is to collect and compile the hours donated and to recognize and honor all the work, creativity, talent and commitment that volunteers give to accomplish great things for our children.

Every school office should have a check-in-and-out book for all campus visitors and volunteers. A sign-in sheet with name, position and number of volunteer hours should be passed around at executive board meetings, general association meetings, committee meetings and PTA activities—both for hours volunteered and insurance purposes. Volunteers should include phone time, driving time, errand time, meeting/committee attendance time—all time spent doing PTA business.

Units send their total hours to councils, councils compile all unit hours and reports and send to districts, districts compile all council reports and send to California State PTA. The “Unit Annual Report Form” is used to record these hours and describe outstanding assemblies and/or activities during the year. The form can be found in the *California State PTA Toolkit*. If you have any questions, email

[<historian@capta.org>](mailto:historian@capta.org).

Historian



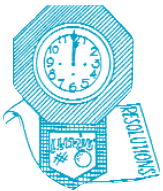
It is with deep regret that the California State PTA announces the death in August 2004 of Etha Hoffman, California State PTA president, 1970-1972. A native of Kansas, she moved to California in 1942.

In addition to serving as president, Etha served as California State PTA first vice president, director of education, director of extension, and legislative advocate for education, serving four years in the latter role. She also was a unit and council PTA president, and was First District PTA president, representing the northern part of Los Angeles County.

Etha was a school board member in the El Monte Elementary School District for sixteen years. She was a member of the Family Service Board in her area and was active in her church, serving as a Sunday school teacher.

In 1969 she said about PTA conventions, “I think PTA conventions are the greatest. I’ve attended many conventions, but I’ve never attended one that I didn’t gain new ideas and inspiration from the delegates, as well as from the speakers.”

Last year Etha was presented with a book of California State PTA newsletters from her term.



2005 California State PTA Convention Resolutions Timelines

Resolutions are a major source of policy and direction for the California State PTA and its constituent organizations (units, councils, district PTAs). PTA members throughout California can use the resolution process to call attention to a problem and a need for action on a particular issue. A resolution is submitted in advance to the California State PTA to determine its suitability for consideration by the convention delegate body.

September–October 2004

It is recommended that maker(s) of resolution(s) advise constituent PTAs of their intent to submit a draft resolution. Draft the resolution following information found in the “Preparing a PTA Convention Resolution” packet sent to PTA presidents in the 2004 Summer Service Mailing. The newly revised *California State PTA Toolkit* provides additional information. Refer to the “PTA Management” tab, Section 2.9 Convention Resolution Process and to the Forms tab for the “Convention Resolution Action Cover Sheet.” Materials will also be posted on the California State PTA website at [<www.capta.org>](http://www.capta.org).

November 1, 2004

A preliminary draft resolution is due to the California State PTA office with the “Convention Resolution Action Cover Sheet.” The cover sheet for the draft resolution does not require signatures of constituent PTA levels.

November to January

Members of the California State PTA resolutions committee will work with the maker(s) of the resolution to verify intent and form.

January 15, 2005

The resolution, complete with supporting materials and prepared as required with accompanying “Convention Resolution Action Cover Sheet,” is due to the California State PTA office. Last minute preparation by the maker(s) and signature requirements of constituent PTAs may require the use of special delivery services to assure timely delivery to the office.

For acceptance for consideration at the California State PTA convention, resolutions submitted must be received by the deadlines and must meet the criteria established by the California State PTA. Members of the California State PTA resolutions committee are available to assist anyone interested in submitting a PTA resolution. Contact the chairman at 213-620-1100 ext 324 or by email at [<resolutions@capta.org>](mailto:resolutions@capta.org).

Resolutions Committee



PTA Checks

All PTA checks must be signed by two elected officers. Financial institutions may 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 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 if a bank notice is received regarding change in policy verifying second signature are:

1. A PTA can vote to change to a bank that does enforce the multi-signature requirement for all PTA checks.
2. A PTA 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 choose to use only one signature on PTA checks. Every unit, council and district PTA must adhere to the bylaws. The purpose of the PTA is to work on behalf of all children, and the policies and bylaws are requirements set forth to help each PTA remain accountable and protected from wrong-doing, and to ensure that finances are spent on approved programs and projects.

Finance Commission

Protect Your Nonprofit Status

PTAs are recognized as nonprofit organizations by the Internal Revenue Service (IRS) and are given the category of 501(c)(3) status. In order to protect this nonprofit status, PTAs must be careful to observe the noncommercial policy as required by the IRS.

This noncommercial policy means that the name "PTA"—which is a registered service mark—or the names of its officers shall not be used in conjunction with the commercial activities of other organizations including, but not limited to, the promotion of their goods and services. This policy should be applied with judgment, discretion and common sense, meaning that it is not meant to prohibit all contact or cooperation with such groups.

PTA does not raise money to be diverted into other channels, such as providing support to other organizations or individuals, no matter how worthy.

PTAs are prohibited under federal law from engaging in substantial business activities that are unrelated to their tax-exempt purposes, which are legally defined as educational and charitable.

PTAs should not endorse products, companies, or foundations.

PTAs should not sell or lend mailing lists.

PTAs may accept and acknowledge contributions of sponsors of PTA programs.

PTAs may accept advertising as long as it stays within postal regulations and does not jeopardize the objects and nonprofit status of PTA.

PTAs should familiarize themselves with local, state and federal laws and requirements regarding licensing and liability before sponsoring or conducting public forums.

Before accepting donations of goods and services, a PTA organization at any level should consider whether such acceptance might be construed as an endorsement of the provider. Occasionally PTAs are asked by vendors to write letters of endorsement. Any letter endorsing a product or vendor would violate the noncommercial policy. If a PTA wishes to write a thank you to a vendor or representative, a statement should be included noting that the correspondence is not to be considered or used as an endorsement.

Remember, any correspondence written on behalf of the PTA must be approved by the executive board and signed by the president.

Finance Commission

PTA-Provided Babysitting Service

PTAs often provide babysitting services for parents as they attend PTA meetings or activities. PTAs may charge for these services, but regardless of whether babysitters are paid or volunteer, the following guidelines must be followed.

Babysitting services are exempt from licensing by the State Department of Social Services since such services are defined as being provided when a parent (guardian) is on the premises. The parent must be engaged in PTA-sponsored volunteer activities or attending a PTA meeting.

All babysitters paid by the PTA must be listed on the "Workers' Compensation Annual Payroll Report" form filed by each PTA in late December or January. Treasurers must ensure that records of such payments are kept current both for the PTA's records and to facilitate completing the required form.

The insurance underwriter requires:

1. That there are at least two unrelated adults eighteen or over in attendance at all times.
2. That the children be kept in a safe environment. If outdoors, they must be kept in an enclosed playground. If indoors, they must be in a room with safe, age-appropriate toys.
3. That babysitters NOT change any diapers. The parent must be called to perform the task.
4. Bathroom facilities should be nearby.
5. Childcare (parent leaves child and does not stay on premises) is prohibited by the insurance underwriter.

Finance Commission

**Donate your Car, Truck, RV,
or Boat to Your Favorite
Charity, including
California State PTA!
Cars 4 Causes®
"The Charity that Gives to
Charities"
1-800-766-CARE
<www.cars4causes.net>**



Order Online @
<www.captastore.com>
or Call Toll Free:
877-841-2393

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 website
for specials and new items**

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**If you are no longer a PTA president,
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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>

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President:Carla Niño
 Vice President for Communications: Dinah Showman
 Editor: Kay Rookhuyzen
 Publisher: Sharon Bartholomew

The mission of the California State PTA is to repre-
sent our members and to empower and support
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CALIFORNIA STATE PTA
930 Georgia Street
Los Angeles, California 90015-1322

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