

A PUBLICATION OF THE STUDENT CALIFORNIA TEACHERS ASSOCIATION

OCTOBER 2003

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Chapter Building: Beginning With the End in Mind

By Shauna Aragon, Secretary-Treasurer,, University of San Francisco

The Fall semester has begun and so have SCTA chapter meetings. As you plan for the year, here are a few helpful hints:

1. Begin With the End in Mind

This is a great tool to focus on future accomplishments, as well as help in setting goals. Sometimes it is hard for chapters to focus on measurable and obtainable goals for the year, but when you spend a few minutes talking about desired results, they in themselves are usually measurable and obtainable. For example, the West Valley College Chapter spent a few minutes discussing what they wanted to accomplish this year. They began to imagine the final meeting of the year and what accomplishments they wanted to celebrate. This could include winning the SCTA award for largest percentage increase in chapter membership or even the Outstanding Chapter award (presented at the annual Representative Assembly in April)! Discussion ensued as to the steps necessary to achieve these goals. These small measurable goals were then included in a timeline. (The "Chapter Leaders" section of the SCTA website, www.cta.org/scta/scta, has more ideas).

2. Welcome Everyone!

As most successful chapters have discovered, relationships bring people back to meetings. It is important to ensure that each member is recognized, welcomed and more importantly remembered. Do you remember the Cheers television show where customers would shout out "Norm!" as he walked through the door? You might want to recruit members to be the welcoming committee to ensure everyone is greeted and incorporated into meetings. Also, maintain a sign-in sheet and member database so you can easily send a welcome letter to new members or reminders about upcoming meetings and events.



3. Getting To Know Each Other

This sounds so easy, but it takes discipline to remember to constantly cultivate relationships. During each meeting spend five minutes allowing all members to share. Have a check-in time where everyone is allowed to express what is happening in his or her life. At first it seems hard to allocate time for "small talk" when a meeting is packed and exciting. In the long run, check-in sessions and "small talk" is what many of our members found the most valuable and enjoyable. Another activity that facilitates getting to know each other are small ice breakers at the beginning of the meeting. Ask everyone to break into small groups and answer a specific question such as: "As a child, what was your K-6th experience like?" "What primary school did you attend?" "Who was your favorite teacher and why?" "Who was your least favorite teacher and why?" or "Where do you want to be in five years?"

4. Let Them Lead

The best way to build new leaders is by allowing the members to lead. Figure out small ways to encourage everyone to participate. This could include designating someone to welcome everyone to the meetings, asking a person to distribute handouts or draw a raffle ticket. The next level of involvement is to recruit members to participate outside the meetings by posting flyers on the bulletin boards, painting posters, helping with a mailing, or attending a planning meeting. The more you engage members to participate in little ways, the more they become vested in the chapter and go on to invest in larger ways.

5. Have Fun

The more you enjoy your meetings and activities the more your members will too. So, relax, have fun, and remember to enjoy yourself. Another enjoyable activity is attending conferences. Try to send new members to conferences as well as the seasoned leaders. Remember to cultivate tomorrow's leaders to ensure your chapter endures even after you graduate.

SCTA Executive Board Officers

President

Rudy Jimenez Ortiz (CSU San Marcos)
619-857-7839 / email: rudyo@netzero.net

Executive Vice President

Monica Masino (Argosy University)
562-716-9256 / email: mmasino@juno.com

Northern Vice Presidents

Joshua Hardwick (Chabot College)
510-754-1329 / email: SCTANRVP@yahoo.com

Melissa Martin (CSU Sacramento)
916-267-7796 / email: abserstine@yahoo.com

Southern Vice Presidents

Jaymie Dean (CSU Northridge)
661-313-2034 / email: jaymielDean@yahoo.com

Leo Solis (Rio Hondo College)
626-926-3739 / email: lsolis_1@hotmail.com

Secretary-Treasurer

Shauna Aragon (University of San Francisco)
408-741-0442 / email: carpidiam@yahoo.com

Communications Editor

Nam Nguyen (American River College)
916-743-1617 / email: namnguyen@ucdavis.edu

Ethnic Minority Representatives

Angela Itoge (UC Los Angeles)
626-674-6324 / email: angelai@ucla.edu

Rhonda Lewis (National Hispanic University)
408-594-2831 / email: rjolewis@hotmail.com

CCTC Liaison

LaShay Roberts (CSU Sacramento)
707-529-3752 / email: emr1shay@yahoo.com

Past Officer

Matt Westmoreland (CSU Fullerton)
909-333-2067 / email: matt_westmoreland@yahoo.com

State Council Representatives

Roy Bird (CSU Fullerton)
714-305-7211 / email: roybir@hotmail.com

Lisa Diggs (CSU Pomona)
909-453-4674 / email: lisadiggs_2002@yahoo.com

Chantaine Tina Fauntleroy (CSU Hayward)
510-684-5013 / email: tinachrissy@msn.com

Mshinda Nyofu (San Diego State University)
619-980-0423 / email: mnyofu@sandiego.gov

Consultant

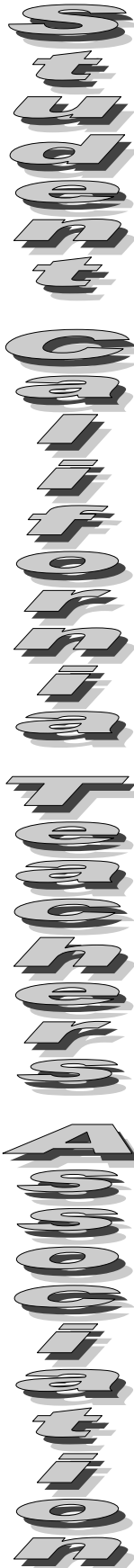
Gail Watts
650-552-5346 / email: gwatts@cta.org

CTA and NEA Board Liaison

Ann Shadwick
650-355-6079 / email: AnShadwick@aol.com

Student CTA Office

Annette Varela
1705 Murchison Drive, P.O. Box 921, Burlingame, CA
94010, 650-552-5345, FAX 650-552-5018



Mark Your Calendars

OCTOBER

- 3-5 CTA Region 2 Leadership Conference, Reno NV
- 11 CBEST Test
- 10-12 CTA Region 3 Leadership Conference, Costa Mesa
- 24-26 CTA State Council of Education, LA

NOVEMBER

- 8 CSET Test
- 8-9 SCTA Fall Leadership Conference, LA (Woodland Hills)**
- 13-16 NEA Student Connections Conference, Las Vegas NV

DECEMBER

- 6 CBEST Test

JANUARY

- 16-18 CTA Rural Issues Conference, Las Vegas
- 24 CSET Test
- 23-25 CTA State Council of Education, LA
- 30-1 CTA Good Teaching Conference (South), Hollywood

FEBRUARY

- 21 SCTA Southern Regional Conference**
- 21 CBEST Test

MARCH

- 2 Read Across America
- 5-7 CTA Good Teaching Conference (North), Burlingame
- 12-14 CTA Equity & Human Rights Conference, Newport Beach
- 20 SCTA Northern Regional Conference**

Contact the Editor

The *SCTA I Choose to Teach* is published by the Student California Teachers Association, an affiliate of the California Teachers Association and the National Education Association. To submit information or articles, please contact:

Nam Nguyen
Voice: 916-734-1814
Cell: 917-743-1617
e-mail: namnguyen@ucdavis.edu
mail: 3162 Tintorera Way, Sacramento, CA 95833

Being the Best You Can Be

By Rudy Jimenez Ortiz, SCTA President, CSU San Marcos

THE NEWS-QUEST

Hello Future Educators,

We are in the middle of completing many papers, group projects, oral presentations, and reading assignments that never seem to end. Becoming a graduate and completing a credential program are just some of the many steps that are needed to becoming an educator in California. Our goal is not just becoming an educator, but the best educator we can possibly be.

Many teachers tell me it comes with time. Experience is the key. With each year as educators, we will learn more, reflect and become better with age. I agree that we should strive to be better each year, but I also believe we need to take action now to become the best student teacher and the best first year teacher possible.

How do we do this? There are many ways, but we need to start by thinking outside of the box. Go outside our universities and colleges. We need to become active now in our schools and communities. We should go directly to the source to learn. I urge all of you to take some time from your very busy schedules to volunteer in a classroom. What you learn there will be priceless. Another route is to become an assistant or Paraeducator within a district close to you. I have heard from Principals and Superintendents that Paraeducators make the best teachers.

These are only two ways to become great educators. Take advantage of SCTA and the professional development available through workshops and conferences. Our next conference is:

SCTA Fall Leadership Conference November 8-9, 2003 Warner Center Marriott, LA (Woodland Hills)

I truly believe our conferences are the best in the state for future educators. We provide valuable information, opportunities to network, share ideas and philosophies, and most of all we create a fun environment. Conference participants receive a certificate of participation that can be included in your portfolio for a credential or graduate program. In addition, the tools you receive from this conference will most definitely help you as a student or first year teacher.

I look forward to meeting you at our Fall Leadership Conference. If you have any ideas that you would like to share, let me know! As we unite, let's remember it starts with you **"Right Here, Right Now!"**

For an agenda and registration form go to <http://www.cta.org/SCTA/Events/2003FallLeadership.htm>

Education: It's Political

By LaShay Roberts, NEA Board of Directors and CCTC Liaison, Sacramento State University

NOVEMBER 2003

Everything in education is political! If you haven't noticed from the media headlines swarming TV, newsstands, and radio, all eyes are examining education and its every imperfection. In these times of uncertainty and instability, we are naturally drawn to question the future of our profession. Now is the time to build an even stronger force for public education and its educators.

Therefore you need to make sure to get involved and make your voice heard by contacting your elected representatives in Washington, DC and Sacramento. The **NEA Legislative Action Center** (www.nea.org/lac) makes it easy to send emails; all you have to do is type in your zip code. For those who do not participate in the political process or believe that your voice and vote doesn't count, the ESEA (Elementary Secondary Education Act), also known as "No Child Left Behind" will be re-authorized by the next President. States must comply with this federal mandate affecting teacher preparation requirements as well as classroom issues in order to receive federal funds. If you want changes, now is the time to get registered and involved in the upcoming election.



Also, participate in the second annual **SCTA Student Lobby Day** in Sacramento. Look for more information in upcoming issues of the SCTA newsletter. Remember the future of education is in your hands, get involved!

It Takes Great Public Schools to Leave No Child Behind!

By Rhonda Lewis, SCTA Ethnic Minority Rep. NEA Membership Advisory Committee, National Hispanic Univ.

On January 8, 2002, President Bush signed the No Child Left Behind (NCLB) Act into law. This most recent version of the ESEA (Elementary Secondary Education Act) was introduced in the House and Senate in March 2001. NCLB expands the federal government's control over public education – a role previously assigned to the states. (For more information, see the "What is ESEA?" article on page 5).



NEA President, Reg Weaver at the 2003 SCTA Representative Assembly, held in San Diego.

None of us can argue that our schools need help! California is the 5th largest economy in the world, yet California schools have been under-funded and under-staffed. Year after year, teachers continue to receive less than adequate salaries and support. NCLB is not the solution to reform our schools! It prescribes costly mandates, but doesn't provide enough funding to meet these demands. It claims to close the achievement gap by making schools accountable and setting standards of excellence for students and educators. However, it punishes schools and teachers when they can't meet its high standards.

In response to the cries of many teachers, parents and community members, NEA is launching the "Great Schools for Every Child" Campaign. According to Reg Weaver, President of NEA, "If we are to meet one of the greatest challenges in public education, we must launch an aggressive, unified effort to amend NCLB. We cannot rely solely on our lobbyists. Each of us must convey our concerns to our Members of Congress and other elected officials."

NEA's Great Public Schools for Every Child action plan is designed to organize, mobilize and maximize its 2.7 million members to address the flaws, injustices and funding shortfalls of NCLB. Here's what you can do to support

NEA's campaign:

- Contact your local, state, and federal lawmakers. Let them know what your experience has been in a credential program, or even in the classroom. They need to know how you are affected by NCLB! (See the "Education: It's Political" article on Page 3 for the information about the Legislative Action Center).
- Urge lawmakers to support a suspension of NCLB sanctions unless the federal government fully funds programs such as Title I.
- Encourage lawmakers to have open discussions with students and parents about what schools need.
- Ask members of Congress to co-sponsor five key bills that would improve NCLB:
 1. S. 956, The Student Testing Flexibility Act of 2003
 2. S. 1189, The Federal Education Fair Accountability Act of 2003
 3. HR 947, The School Capacity Relief Act
 4. HR 2107, The Keep Our Promise to America's Children and Teachers Act
 5. HR 2394, The Keeping Our Promises to America's Children Act of 2003
- VOTE! Each President re-authorizes the ESEA (Elementary Secondary Education Act). Vote for a President and other representatives that truly support public education!

For more information, check out www.nea.org or www.owl.org.

Real Men or Real Teachers?

Real Men or Real Teachers? Contradictions in the Lives of Men Elementary School Teachers explores the complexities of men's experiences as elementary school teachers in California. Through interviews and focus groups, Paul Sargent, a Sociology Professor at San Diego State University, examines the daily challenges faced by male early childhood educators in a female dominated profession.

"Elementary school teaching is a gendered occupation. In the United States, eighty-eight percent of elementary school teachers and seventy percent of elementary school principals are women. In the primary grades (kindergarten through third),



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Student California Teachers Association

October Newsletter Page 4

What is ESEA?

By Monica Masino, SCTA Executive Vice President, Argosy University

The Elementary and Secondary Education Act (ESEA) of 1965 is the first and largest comprehensive federal education law that provides substantial monetary funds for kindergarten through twelfth grade education. As mandated in the act, the funds are authorized for an educator's professional development, instructional materials, resources to support educational programs, and parental involvement promotion.

ESEA was designed by Francis Keppel, Commissioner of Education and enacted by then President Lyndon B. Johnson. The Elementary and Secondary Act (ESEA) was the largest investment in elementary and secondary education, according to the National Education Association (NEA 2002).

The act was originally authorized through 1970, however the government has reauthorized the ESEA every five years since its enactment. As a result of the reauthorizations, the act has undergone numerous name changes and presidencies but the basic reasoning remains the same; targeted resources to help ensure that disadvantaged students have access to a quality public education.

A number of events led to the passage of the law including the Civil Rights movement, historical judicial decisions, (e.g. Brown verses the Board of Education), and congressional pressure.

Many programs exist today due to the ESEA Act of 1965. The act proved to be a catalyst for future educational legislation. A few of the pivotal acts that derived from the ESEA include: Individuals with Disabilities Education Act (IDEA), the Bilingual Education Act, and the Goals 2000: Educate America Act. All of these acts allocate funds and stipulate rights for all children receiving an education. Without ESEA much of the educational progress that has been made, specifically in Bilingual Education, would have been delayed or worse, suppressed.

Today ESEA is known as the federal No Child Left Behind Act (NCLB) of 2001. President George W. Bush signed and renamed the act on January 8, 2002. The major premise of the law is still in existence today however, President Bush and Congress have made significant changes which include (1) stronger accountability for students and teachers, (2) increased flexibility and local control, (3) expanded options for parents, and an (4) emphasis on effective teaching methods. **Basically, the law mandates state administered standardized testing, flexibility with the school budget (allocation of funds to various NCLB programs), parental options in regards to sending their child to a "better" public school than their home school, and professional development (e.g. Reading Programs). In addition, NCLB has set standards for "highly qualified" teachers which states must meet in order to receive federal funding.** For more information, visit the following web sites.



- <http://www.ed.gov/offices/OESE/esea>, US Department of Education
- <http://cwx.prehall.com/bookbind/pubbooks/burns4/medialib/docs/esea.htm>, The ESEA Act of 1965 in historical context
- <http://www.pta.org/ptawashington/issues/esea.asp> or <http://www.ed.gov/pubs/Final/index.html>, Information on the Elementary and Secondary Education Act (ESEA) as amended by Improving America's Schools Act of 1994 (IASA) Guidance
- <http://www.nclb.gov>, No Child Left Behind Policy and Legislation

Real Men or Real Teachers?

Continued from Page 4

women comprise ninety-eight percent of the teachers. The proportion of men teaching these early grades has not changed significantly in forty years." - Paul Sargent

In their own words, male early childhood teachers talk about how they got into teaching, gender roles; issues of masculinity vs. nurturing; pressures to leave the profession; being male role models and the isolation associated with their career choice. Real Men or Real Teachers? is available through Amazon.com — \$13.95 used, \$17.47 new.

ESEA Requirements

By Angela Itoge, Ethnic Minority Representative, UCLA

Many of us have heard about ESEA's (Elementary Secondary Education act also known as No Child Left Behind) impact in educational policy and funding, but how will it affect our jobs? Here are some interesting facts obtained from my participation in the ESEA strand of the CTA Summer Institute:

Parent Notification Requirement – All schools receiving Title I funds must inform parents of the credential status and baccalaureate degree major of their child's teacher. In addition, parents of English learners must be notified regarding how the program will specifically help their child English.

Supplemental Educational Service Providers – Schools must use some of their funds to make tutoring and additional assistance available to their underperforming students. Teachers are not qualified to be paid for such assistance unless they are employed by an "approved provider."

Commitment Letters – Under ESEA, many districts now require teachers to sign letters outlining their employment responsibilities. Many of these letters contain fine print which holds teachers responsible for student social behavior, in addition to academic performance. Although signing is voluntary, many teachers have been transferred to other schools for not doing so.

Credential Changes: SB 2042 and You

By Monica Masino, SCTA Executive Vice President, Argosy University

With the swipe of a pen, Senate Bill 2042 (SB2042) was signed into law in 1998 by Governor Gray Davis. This was the onset of developing new standards for multiple (elementary school) and single subject (middle/high school) teacher education programs across the state. In 2001, the California Commission on Teacher Credentialing adopted new standards that beginning teachers should be able to demonstrate. These standards include:

- Making subject matter comprehensible to students
- Creating and maintaining an effective environment for student learning
- Planning of instruction and designed learning experiences for students
- Engagement and support of students in the learning process
- Ability to assess student learning
- Continued development as a professional educator.

SB2042 also made significant changes to the structure of the teacher credentialing process. The new structure consists of two parts: (a) teacher preparation and (b) induction. Teacher preparation involves course assessments teachers take to earn a preliminary (Level 1) credential. Induction occurs during the first year of teaching when students take courses and assessments necessary to earn a professional (Level II) credential.

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs specify that programs incorporate the new Teacher Performance Expectations (TPE's) also established by 2042. TPE's highlight the skills and knowledge teachers should have before earning a preliminary credential.

By winter 2004, California institutions of higher education should be ready to fully implement the two-tier credentialing outlined by SB2042, the goal is to have all programs approved by January 1, 2004. For more information:

California Commission on Teacher Credentialing
<http://www.ctc.ca.gov/default.html>

Student California Teacher Association
www.cta.org/scta/scta

New Teacher Preparation Standards, SB2042
http://www.ctc.ca.gov/SB2042/SB2042_info.html

California Teachers Association Legislative Corner
www.cta.org

Political Correctness: Using “Person First” Terminology

By Melissa Martin, Northern Regional Vice President, CSU Sacramento

As future educators, we all struggle to be politically correct. You might ask, 'Why should I bother anyway?' Language is one of our most powerful communication skills. Not only do we use it to define the world around us, but we use it to define ourselves as well. Can you define yourself in one word? Chances are you are much too complex, **yet, people with disabilities are often reduced to one word descriptions — disabled, handicapped, autistic — are often all that is said to describe some people.**

It is important to recognize that before we are anything, we are people. Words can change perceptions. For example, can you see the difference in these two sentences?

1. **He is handicapped and confined to a wheel chair.**
2. **He has a disability and uses a wheelchair.**

The second sentence is an example of “person first terminology.” This is a way of speaking that recognizes that all people are just that, people. Just a few extra words can have a profound effect. Often when a person is described as handicapped, they are not given any more thought, but when they are described as a person with a disability, the disability becomes just one aspect of the person.

This is especially important for educators in light of the 2002 census bureau data indicating that one in five American residents have some kind of disability. This means that even if you yourself do not have a disability, you will most certainly be working along side other teachers and students that do. The New York State Department of Health has some great tips for communicating with people that have disabilities.

1. If someone appears to need help, ask them if they would like help and WAIT for their answer.
2. When you are talking to someone in a wheelchair for long periods of time make sure you are in their line of sight. You can do this by sitting down or moving back a few steps.
3. Always talk directly to the person with who you wish to communicate even when they are using an interpreter.
4. When you begin a conversation with a person who is visually impaired, make sure to identify yourself at the beginning of the conversation.
5. Make sure that you treat people in an age appropriate way.
6. Do not lean on a person’s wheelchair.
7. If someone is having trouble speaking, listen carefully. If you do not understand what they have said, repeat what you think they have said and ask for confirmation.
8. If you need to attract the attention of a person who is deaf, politely tap them on the shoulder or discretely wave your hand in their line of sight.
9. Always use person first terminology.



For more information on communicating with people that have disabilities check out the New York State Health’s web page at <http://www.health.state.ny.us/nysdoh/promo/people.htm>. Remember it is OK to make mistakes! Just be sure to correct yourself and apologize for the mistake. It is also OK to politely correct friends and co-workers if you hear them saying inappropriate things. Chances are they did not know they were being inappropriate, and did not want to do so. Together we can make a difference!

YOUR BENEFITS

SCHOLARSHIPS — Enclosed are applications for the SCTA Herb Foreman and SCTA Ed Romeo scholarships. In addition, SCTA members may apply for the CTA L. Gordon Bittlè Memorial Scholarship for SCTA. Three (3) \$2000 scholarships are awarded. Applications may be printed from the website (after October 9), www.cta.org/SCTA/SCTA. Click on “Benefits/Services” then “scholarships.” Or call 650/552-5468 to have an application mailed. Applications are due February 15.

DISCOUNTS ON ENTERTAINMENT — CTA and SCTA members receive discounts on entertainment books, movie tickets, ski lift tickets, sporting events, theme and amusement park tickets through TSA Special Member & Insurance Services, 800/537-8491 or www.tsaspecialservices.com.

Student Ethnic Minority Affairs Committee

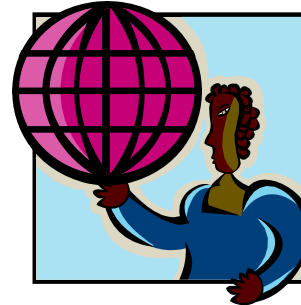
Angela Itoge, UCLA and Rhonda Lewis, National Hispanic University

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The Student Ethnic Minority Affairs Committee (SEMACE) would like to welcome everyone to a great year in SCTA. This month we celebrate **Día de la Raza**, also known as Columbus Day. Día de la Raza celebrates the Hispanic heritage of Latin America. It is celebrated on October 12 in Argentina, Chile, Costa Rica, Ecuador, Honduras, Mexico, Uruguay and Venezuela.

Below are additional dates to keep in mind:

October 11	National Coming Out Day
October 24	United Nations Day
October 27+	Ramadan (Muslim Holy Month)
November	American Indian Heritage Month Diwali (Hindu Festival of Lights)
December 1	World AIDs Day
December 10	International Human Rights Day
December 20	Hanukkah
December 26-1	Kwanzaa
December 29	Anniversary of the Massacre of the Sioux at Wounded Knee.



Secretary-Treasurer Report

By Shauna Aragon, SCTA Secretary-Treasurer, University of San Francisco

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The second SCTA Executive Board meeting was held on September 12-14, 2003 in Burlingame:

Present: Rudy Jimenez Ortiz, Monica Masino, Shauna Aragon, Matt Westmoreland, Nam Nguyen, Joshua Hardwick, Leo Solis, Jaymie Dean, Angela Itoge, Roy Bird, Lisa Diggs, and LaShay Roberts.

Absent: Christina Traylor (resigned) and Rhonda Lewis (attending NEA Membership Committee meeting, Washington DC)

Late: Chantaine Fauntleroy and Melissa Martin

Actions Taken:

- SCTA nomination for California Commission on Teacher Credentialing (CCTC) student liaison was not approved by CTA Board of Directors. The CTA Board has asked SCTA to change our Constitution & Bylaws in regards to how this liaison position is recommended. Until these changes are ratified, LaShay Roberts (CSU Sacramento) has been appointed as CCTC Liaison.
- The Herb Foreman and Ed Romeo scholarships will be increased. One (1) \$500 and one (1) \$150 scholarship will be awarded in each category. In addition, applications will be revised to only include 1 essay question each.
- The theme for the Northern Regional Conference will be, "Lights! Camera! Teach!" scheduled for March 20, 2004.
- The theme for the Southern Regional Conference will be, "The Face Of The Future" scheduled for February 21, 2004.
- Selected participants to attend the NEA Student Program Connections Conference in Las Vegas, November 14-16, 2003. They include Rudy Jimenez Ortiz (President), Lisa Diggs (State Council Rep), Leo Solis (Northern Regional VP) and Chantaine Fauntleroy (State Council Rep).
- A Minority Incentive Grant application for the Good Teaching Conference North will be submitted for LaShay Roberts. A Minority Incentive Grant application for the Good Teaching Conference South will be submitted for Monica Masino.

Fundraising: There were no conferences or meetings for fundraising this month.

Scholarships: No scholarships awarded this month

Expenses: The SCTA board authorized the purchase of:

1. SCTA will spend \$300 to purchase lanyards. They will be blue with white lettering, "I Choose to Teach!" They will be sold at conferences to help support SCTA scholarships.
2. Two (2) table clothes imprinted with the SCTA logo will be purchased to replace old banners used at conferences.