



National
PTA[®]

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National PTA[®] Reflections Local Leader's Guide

2014-2015 "The world would be a better place if..."





National PTA® Reflections Local Leader's Guide



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National PTA Mission and Values

PTA Mission

The overall purpose of PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

PTA Values

Collaboration: We work in partnership with a wide array of individuals and organizations to accomplish our agreed-upon goals.

Commitment: We are dedicated to promoting children's health, well-being, and educational success through strong parent, family, and community involvement.

Accountability: We acknowledge our obligations. We deliver on our promises.

Respect: We value our colleagues and ourselves. We expect the same high quality of effort and thought from ourselves as we do from others.

Inclusivity: We invite the stranger and welcome the newcomer. We value and seek input from as wide a spectrum of viewpoints and experiences as possible.

Integrity: We act consistently with our beliefs. When we err, we acknowledge the mistake and seek to make amends.

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1. National PTA Reflections: Introduction

All children deserve opportunities to explore and be involved in the arts. The arts play a critical role in students' success, in school and beyond.

Consider the following facts from ArtsEdSearch.org:

- **Participation in the arts can level the playing field for underserved students.** Studies find that students from low socioeconomic backgrounds, English language learners, and students with special needs—often underserved in public schools—show the greatest relative improvement in academic achievement when participating in arts programs such as Reflections.
- **Participation in the arts develops the whole child.** Through movement, social interactions, emotional expression and application of skill, arts education provides an academic advantage to students. The arts provide safe learning environments where students take risks, explore ideas, express their individuality and support their peers in a positive way. Studies also find that students are more engaged and teachers are more effective in arts-rich schools.
- **Participation in the arts connects families and schools to one another and to their communities.** Research shows a significant relationship between arts education, family engagement and community participation. Students who study the arts develop a sense of personal responsibility toward their communities and have the ability to positively affect the community social life through artwork.

**Collect more evidence of learning in and through the arts
& build your case for PTA arts in education resolutions.**



1.1 About the Reflections Program

The National PTA Reflections program is PTA's cornerstone arts program. It was developed in 1969 by Colorado's PTA President Mary Lou Anderson to encourage students to explore their talents and express themselves. Since then, the Reflections Program has inspired millions of students to reflect on a specific theme and create original artwork. **Each year, students in Grades Pre-K through 12 are recognized for bringing the theme to life through dance choreography, film production, literature, music composition, photography and visual arts.**



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All local units in GOOD STANDING (Dues paid, bonding insurance policy in place, current Bylaws, IRS form 990 completed, and annual financial review on file) may participate in the Reflections program. Students submit their artwork to Local PTAs for initial judging. In South Carolina local winning entries then advance to the state round. Additionally, districts may hold preliminary rounds as well (check with your District leadership). See [Appendix A](#) for the state timeline of deadlines. Top entries from our State PTA Reflections contest advance to National PTA for the final round of judging. National PTA awards are announced each May.

As a Local Leader of this program, you will play a critical role in promoting exploration of arts and culture in the home, school and community. Students who participate in the Reflections Program may not recognize themselves as artists when they sign up—but by the end of the Reflections celebrations, they will.

2014–2015 Reflections Program Theme:

The world would be a better place if...

This theme was submitted through the Reflections Theme Search Contest by Mercedes Messer of Puyallup, Washington.

When asked what inspired her theme, Mercedes said, “Our world, because I care about it and wanted to know other kids’ ideas on how we could make it a better place.”

Mercedes is excited to see and hear what other students come up with when they reflect on the theme, especially in the music composition category. Mercedes believes Reflections encourages her to be herself and is inspired by the whimsical glass artist, Dale Chihuly.

1.2 PTA Reflections and Family-School Partnerships

Research shows that family involvement supports student success. Students with involved parents are more likely to:

- Earn higher grades and pass their classes
- Attend school regularly and have better social skills
- Go on to postsecondary education

The arts—and the National PTA Reflections program, in particular—can be a valuable tool for building stronger partnerships in your school community. Consider how you can apply the following PTA National Standards for Family-School Partnerships to your Reflections activities:



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- **Standard 1 – Welcoming All Families Into the School Community.** Promote PTA Reflections to all families in the school. Emphasize that every child's participation is valued, and offer tips for how parents can support their children's artistic expression.
- **Standard 2 – Communicating Effectively.** Share Reflections Program information and reminders through a variety of channels, including your school or PTA website, newsletters, PTA meetings and more.
- **Standard 3 – Supporting Student Success.** Emphasize that PTA Reflections is designed to support students' learning by enhancing quality arts education. Entries can be created in school, and the program can be used to support curriculum.
- **Standard 4 – Speaking Up for Every Child.** Use PTA Reflections to rally families to speak up for the value of arts education—to work with teachers, school administrators and legislators to keep the arts in your school, despite budget cuts.
- **Standard 5 – Sharing Power.** Give students a voice by encouraging them to enter the annual PTA Theme Search Contest. Invite parents and caregivers to volunteer with the PTA Reflections Program, and welcome their ideas.
- **Standard 6 – Collaborating with Community.** Seek community partners to support PTA Reflections with prizes and exhibit space.

For more information about PTA's National Standards for Family-School Partnerships, including an implementation guide and assessment forms, visit the National PTA website: pta.org/FamilyEngagement

1.3 Reflections Theme Search & Grants

Additional Opportunities

2016–17 Reflections Theme Search Contest

National PTA Reflections sponsors a student-focused Theme Search Contest annually to determine a theme for the next year. The winner for the 2016–17 school year will be selected in January 2015 and will receive \$100 from National PTA and recognition at the 119th Annual PTA Convention.

Mail theme search entry forms or scan and email forms to the state chair. Submissions must be received by **Monday, November 24, 2014**. A panel, that includes members of the state Reflections committee, will choose SCPTA's five submissions for the national contest & these students will be recognized at the annual Reflections awards ceremony.

For theme search student entry form and a list of past themes, see **Appendix B** and SCPTA website.

Mary Lou Anderson Reflections Arts Enhancement Grants

The National PTA Mary Lou Anderson Grant Program provides matching-dollar funding to local PTAs to support in-school and after-school arts enhancement programs in local communities. PTAs serving at-risk student populations are particularly encouraged to apply. **Applications will be available at PTA.org/Reflections on January 5, 2015 and due Friday, March 13, 2015. For more information, visit: PTA.org/Reflections**



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2. Program Planning

Below are the steps needed to implement your program. As you read through this guide, **use the next page** to make notes about specific tasks, who will be responsible for each task, and when tasks are due.

Your action plan may include the following steps for starting your Reflections program:

Step 1: Orient yourself to the Reflections Program.

Establish your timeline – work backwards from District and State turn-in deadlines.

Allow time for students to create works of art and for entries to be judged.

Step 2: Organize a team of volunteers. (Including judges)

Step 3: Promote the Reflections Program to students, school personnel and the community.

Step 4: Collect and organize artwork for judging.

Step 5: Recruit judges and begin judging process. (Recruit judges under step 2)

Step 6: Advance winning artwork to the next round of judging.

Step 7: Celebrate student participation and achievement.

Step 8: Wrap up.

To orient yourself to the reflections program, continue reading this guide and engage your PTA Reflections Network of National, State, District, and other local PTA Leaders.

We're Here to Help You!

Your South Carolina Reflections Chair, Carol Beard, is responsible for the overall implementation of the National PTA Reflections Program in your state. A key aspect of this role is to provide training to Local PTAs on how to implement and promote the program in their communities.

Throughout the summer & fall, South Carolina and National PTA will host opportunities for you to connect with other PTA Reflections leaders. Your Reflections Network is a support system comprised of National, State and District PTA Leaders eager to answer your questions and share best practices. **See Appendix C for a schedule of National and SCPTA Reflections Network events.**

Email notices will be sent to local chairs about state Conference Calls being offered to spread updates and answer questions. YouTube video links will also be posted showing how to package entries for the state round.

WE NEED YOUR CONTACT INFORMATION!

Make sure your local Reflections Chair contact information (email address and phone number) is on file with SCPTA! The State Chair will regularly email local chairs with updates, news, & reminders. Join our Facebook Group - **South Carolina PTA Reflections** – for networking, posted forms, questions & answers and images of artwork.



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Below are the recommended steps for administering your Reflections® program. Use this page to organize tasks, delegate tasks to your committee and schedule deadlines.

Actions	Task Leader	Due Date
Step #1: Orient yourself to the Reflections Program. <ul style="list-style-type: none"> <input type="checkbox"/> Read through this guide to familiarize yourself with the program and what will be required. <input type="checkbox"/> Confirm with your President that your Local PTA is in good standing with the State PTA and eligible to participate. <input type="checkbox"/> Make sure the Reflections program is included in your PTA's program budget for the school year. <input type="checkbox"/> Visit SCPTA.ORG for information. <input type="checkbox"/> Establish a timeline for your Reflections Program activities, using this template as a guide. 		
Step 2: Organize a team of volunteers. <ul style="list-style-type: none"> <input type="checkbox"/> Recruit your Reflections Program planning committee. <input type="checkbox"/> Engage school personnel and community members for additional support. 		
Step 3: Promote the Reflections Program to students, school personnel and the community. <ul style="list-style-type: none"> <input type="checkbox"/> Visit SCPTA.ORG for posters and flyers <input type="checkbox"/> 		
Step 4: Collect and organize artwork for judging. <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 		
Step 5: Judge artwork and assign awards. <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 		
Step 6: Advance winning artwork to the next round of judging. <ul style="list-style-type: none"> <input type="checkbox"/> Submit Local PTA Unit Participation Form according to State guidelines. <input type="checkbox"/> Submit winning entry forms according to State guidelines. <input type="checkbox"/> Submit artwork according to State guidelines. 		
Step 7: Celebrate student participation and achievement. <ul style="list-style-type: none"> <input type="checkbox"/> Host Reflections Celebration Event 		
Step 8: Wrap up. <ul style="list-style-type: none"> <input type="checkbox"/> Recognize volunteers. <input type="checkbox"/> Return non-advancing student artwork. <input type="checkbox"/> Evaluate your program and consider future improvements. 		



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3. Organizing Your Team

As a Local PTA Reflections Chair, you will be responsible for overseeing the administration of the PTA Reflections program in your community. This is a big job ... but *you are not expected to do it alone!* Your State PTA Arts Chair is here to help at every step of the process.

We also strongly recommend that you recruit a committee of volunteers to help. Volunteers will enrich the program by bringing a variety of ideas, talents and skills ... and they will make your job much easier and more enjoyable by ensuring that program tasks don't fall on your shoulders alone.

When building your committee, keep the PTA's National Standards for Family-School Partnerships in mind. Welcoming all families, communicating effectively, sharing power and collaborating with the community are all strategies that will enhance your committee and help make your events a success.

3.1 Roles and Responsibilities

As the Local PTA Reflections Chair, you will be responsible for the following tasks:

- Recruit Local PTA Reflections Committee members.
- Oversee the Local PTA Committee's planning and implementation of the Reflections Program.
- Establish a program timeline.
- Communicate with other PTA leaders through our Facebook group – South Carolina PTA Reflections; don't forget to have our current contact information on file with SCPTA!
- Represent your Local PTA at state-wide arts-related events and collaborations.

Additional tasks for you and your committee include:

- Promote the Reflections theme search and program to local students, teachers, parents and the community as a whole.
- Recruit other committee members, Reflections judges and volunteers as needed.
- Distribute and answer questions about the rules, deadlines and student entry forms.
- Collect student artwork.
- Coordinate the local judging process.
- Host recognition activities for participants and winners.
- Register your Local PTA and prepare winning artwork for submission to the next round of judging.
- Return artwork to students.
- Evaluate the process at the end of the year and make recommendations for improvements to the Local PTA Reflections Committee, our State PTA or National PTA.
- Collaborate with other Local PTA leaders to promote Reflections activities and arts advocacy messages through social media and traditional media (i.e., print/broadcast).



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3.2 Tips for Recruiting Reflections Volunteers

You may find the following tips helpful when recruiting volunteers to help with your Local PTA Reflections Program:

- **Announce planning meetings widely**, rather than relying on the same small circle of volunteers. Ask the principal to suggest parents who might be interested in getting more involved, and have your board members extend a personal invitation. You might be surprised who steps up!
- Invite a representative of the student council or student government to participate on the planning team—or ask the **student council** to promote the program and host events, with PTA support.
- Consider recruiting **school staff** who have a natural interest in arts education for your committee. These might include choir or band directors or teachers of other art, music, media, technology, journalism or creative writing classes. School administrative staff might be willing to help, too—for example, by collecting and organizing student entries.
- People who don't want to attend planning committee meetings might still be willing to **help with a specific role**. These might include promoting the program through social or traditional media, creating a flyer or banners or making phone calls to solicit community support.
- Ask parents of students who have participated in the past.
- Community members such as **arts professionals or teachers** might be interested in participating as Reflections judges. See more about this in the section on “Collecting and Judging Student Entries.”

Suggested Volunteer Job Descriptions

Assigning project leaders and dividing tasks will save time and energy. Use the suggested volunteer job descriptions below to help **recruit volunteers with specific skills/interests**. Remind volunteers they don't have to be on the committee to play an active role in the success of your PTA's Reflections program. Don't forget to publically recognize your volunteer team members for their dedication!

Consider the following job descriptions to delegate roles and responsibilities.

Publicist: The publicist communicates with teachers, student leaders, and community partners to promote Reflections participation and recognize student achievement.

Judging Coordinator: The judging coordinator recruits judges, collects artwork, and facilitates the judging process.

Recognition Event Manager: The recognition event manager produces an event to recognize student participation and achievement. This event may be an art exhibit, recital, awards ceremony, or a combination of each.

Computer Wiz: The computer wiz organizes student entry information and shares it with PTA leaders.



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3.3 Recruiting Volunteer Judges

Inviting professionals in the arts and community leaders who serve as trustees, donors and patrons of arts organizations to participate as Reflections judges increases the credibility of your program and exposure for PTA. All judges should have a working knowledge of their assigned arts area. Sources of judges might include:

- **Parents** who work as professionals in the arts or arts education. *
- **School and community teachers** of music, art, dance, theatre, language arts, writing, graphic design and media arts.*

* To avoid conflicts of interest, it is better NOT to use parents or teachers from your school to judge. Judging at the local round should be “blind” – student identities should be hidden, to eliminate any bias.

- **Working professionals in organizations or companies** such as museums directors, curators, symphony and choral directors, musicians, librarians, editors of newspapers, photographers and local television personalities.

Always recognize judges in promotions and thank them for their participation. Some PTAs give each judge a small gift or certificate of appreciation.

4. Promoting Reflections

One of your most important tasks is to promote the Reflections Program to students and families, to encourage as many students as possible to participate. Taking time to promote the program to school personnel and the community as well, can help increase participation, enhance family engagement at the school and garner additional support.

4.1 Program Messages

Below are some important messages to emphasize as you spread the word about the PTA Reflections Program, especially through the media or to school and community partners:

- **All children deserve opportunities to explore and be involved in the arts.** The arts play a critical role in students' success in school and beyond, enhancing their reading and language skills, mathematics skills, thinking skills, social skills, motivation to learn and positive school environment.
- The National PTA Reflections program is **PTA's cornerstone arts program**. It offers students the opportunity to earn local, state and even national recognition for original artwork they create in response to a specific theme.
- Students who participate in the Reflections Program get an **opportunity to explore the arts and culture, develop creative thinking and problem-solving skills and recognize themselves as artists.**
- This year's entries should reflect upon and interpret the theme:
The world would be a better place if...



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- **Families can support their children's participation** by creating time and space for students to work on their entries, providing encouragement and needed materials and volunteering to support the Reflections Program.
- Entries should **represent students' unique creativity**—adults are welcome to encourage students but are asked not to assist in any way with their interpretation of the theme or artistic expression.

4.2 Student Recruitment Messages

Share the following sample messages with teachers and student leaders to promote the PTA Reflections program. You may find these messages work best with in a school newspaper, during morning announcements, and at activity fairs promoting school clubs.

- *The world needs to know your inner artist! Choreograph a dance, produce a film, write a poem or story, compose a song, take a picture or create a piece of visual art and tell us your interpretation of the theme: "The world would be a better place if..." Pick up a PTA Reflections Entry Form today from <INSERT NAME> and return by <INSERT DUE DATE>.*
- *Discover your world and explore new cultures or your own through dance, film, literature, music, photography or visual arts. No experience is required to participate in Reflections! Choose the arts category you're interested in, create an original piece of artwork based on the theme: "The world would be a better place if..." and be recognized as an artist in your community.*

4.3 Ideas for Promoting Reflections

Use the following suggestions to kick-start your plan to promote the PTA Reflections Program.

To Students and Families:

Use a variety of channels to reach students and families. Consider creating promotional messages and materials in multiple languages, to reach all families in your school community. Some possibilities include:

- Host a **school wide assembly** to introduce the program. Feature examples of artwork from last year's winners at the local, state and national levels.
- Include messages in students' **morning announcements**.
- Hang **posters and flyers** in visible locations, and send copies of flyers home to parents. You can find a sample flyer in **Appendix D**. Additional flyers/posters, including Spanish versions, are available on the national PTA website: <http://www.pta.org/reflectionstoolkit>.
- Post the deadline and reminders on signs near **student drop-off** and pickup locations.
- Post announcements and updates on the **school and/or PTA website** and via **social media** (Facebook, Twitter).
- Write an article about Reflections for a **PTA or school newsletter**. Showcase prior years' winners and/or the benefits of arts education. Ask a student to write a similar article for the school newspaper.



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- Appoint “**student ambassadors**” to talk positively about the program among peers. Willing students might be found in art or dance classes or clubs, school music programs (choir, band, orchestra) or creative writing or journalism classes.

Among Teachers and Administrators:

Invite arts teachers to serve as Reflections co-chairs, committee members or volunteers. The more involved they are in planning, the more likely they will be to serve as “champions” of the program among other faculty and staff, as well as to students and parents. Other ways to engage school staff:

- If your principal is unfamiliar with the Reflections program, meet with him/her to discuss your plan for the year. Explain the benefits of having school winners compete at higher levels. Principals love being able to list state and national winners on the annual school Report to the Community.
- Request **time at a staff meeting** to present the Reflections Program to teachers. Highlight the benefits of arts education and invite their ideas about how they might encourage their classes to participate.
- Provide suggestions for how this year's theme might be **linked to curriculum**. Ask a teacher volunteer to create a sample lesson plan and share it with peers.
- Engage school staff in **planning the awards ceremony/celebration**. The school might be willing to hold a school-wide assembly or host a special lunch for participants and winners.

In the Community:

When reaching out to potential community partners, focus on the *impact* of the Reflections Program on students, schools and families. For example, share how a local PTA showcases students' artwork and brings families together to celebrate. Here are some ways your community can get involved:

- Invite community members to serve as **judges**.
- Reach out to nearby gathering places (neighborhood centers, barber/beauty shops, coffee houses) to **exhibit student artwork**.
- Local businesses might be willing to support **fundraisers for Reflections** (for example, a local restaurant might host a “dine out” night, with a portion of receipts benefitting the program). Proceeds might help pay for trophies, ribbons or certificates for student participants; food for the celebration; or a supplies scholarship for a student who might not otherwise be able to participate.
- Other businesses might provide **in-kind contributions**: ask a local arts-supply or craft store for donations of paintbrushes, paper or paints; a local library or print shop might allow students to use their computers and photo-editing software for entries.
- Work with school officials to customize **media releases** to invite local coverage. Don't forget smaller, local media outlets such as neighborhood association blogs and newsletters.
- **Community bulletin boards** can be good places to promote the program or announce student winners.



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4.4 Participation Incentives

Creating original artwork takes time, a resource in short supply these days. Many Reflections chairs have successfully implemented incentive programs to encourage participation by students and promotion by teachers.

At the state level, recognition is given to those local and council/district programs with the highest percentage of participation among members – The Debbie Shumpert Reflections Participation Award (see below).

Councils/Districts are encouraged to offer incentives to their units to make implementing a local Reflections program a goal for each school. Encourage schools with active Reflections programs to “buddy” with a new school to kick-start their program. Some suggestions:

- Monetary rewards – even \$25 helps offset the cost of protective sleeves, masking tape, copies
- Recognition at an annual banquet, on district website or newsletter

To encourage teachers to champion the program:

- Offer gift cards for highest participation by class
- Hand write notes of thanks
- Reserve seats of honor at award ceremonies

Student incentives:

- Small trinkets to encourage turning in entries (pencil, eraser, etc.)
- Certificates of participation
- School display of entries
- Prizes for top winners
- Extra credit grade for entries*

* ALWAYS discuss student incentives with your principal first. Have a mutual agreement about whether or not students will be *required* to participate (this can help secure more entries at the middle and high school levels). Teachers should not pre-screen entries (i.e. only submit the best essays submitted). If entries are treated as assignments, Reflections chairs should never know grades.



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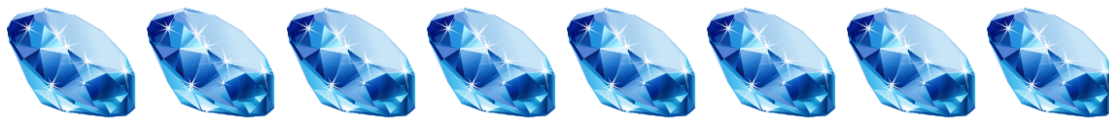


Debbie Shumpert Reflections Participation Award

SCPTA will recognize one elementary, one middle, and one high school for the highest level of participation by students in the 2014-15 Reflections program (total number of entries received divided by the school enrollment)

The District with the highest total school participation will also be recognized (total number of schools participating divided by active schools in that district).

Debbie Shumpert was the SCPTA Reflections chair for six years who fought a courageous battle with cancer before passing away in 2005.



45th Anniversary Participation Challenge!

- 2014 marks the 45 anniversary of the Reflections program! To commemorate this Sapphire Anniversary, let's challenge ourselves and celebrate!

Think 45 –

- **Shoot for at least a 45% participation rate at your school**
- **Increase your participation rate by 45% from 2013-14**
- **Shoot for at least 45 entries**

Schools reaching one or more of these goals will be recognized as SCPTA "Crown Jewels".

Is your school new to Reflections? First-timers will be celebrated as well!



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5. Collecting and Judging Student Entries

The process of judging student entries for the Reflections Program includes distributing and enforcing program rules, collecting artwork, determining eligibility and hosting judging.

The first step of this process is to determine a deadline for students to submit their work. Expect to need at least two weeks to facilitate the judging process and another two weeks to prepare winners' artwork and complete the registration process so that winners may advance to the next round. Therefore, **set your Local PTA deadline approximately one month before submissions are due to the next round.**

Please check with your District level PTA to determine if any additional rounds of judging take place in your area. The state turn-in date is Saturday, February 7, 2015.

5.1 Understanding Program Rules

All students must adhere to the General Student Participation Rules, as well as the rules for their specific arts category. A brief overview of these rules is provided here; see **Appendix E** for the complete **2014–15 National PTA Reflections Rules.**

Student Eligibility and Entry Guidelines

Students must participate in the National PTA Reflections program through a Local PTA/PTSA in good standing, as determined by their State PTA. It is your Local PTA Reflections Committee's responsibility to confirm that your PTA is in good standing and to determine each student's eligibility. If you are not sure whether your PTA is in good standing, talk with your PTA President.

The following additional guidelines apply to student entries:

- Each entry must be the original work of **one** student only.
- A student may develop an entry inside or outside of the school.
- A student may submit entries in more than one arts category.
- Each student entry must be accompanied by a paper **student entry form**, signed by a parent or guardian. This form can be found in **Appendix F.**
- Student entries must include a **title** and an **artist statement**, which communicates the artist's inspiration for the work and how it relates to the theme. The statement must describe the content and include at least one sentence but not exceed 100 words.

Home Schooled Students

Home-schoolers may participate in the Reflections program **IF** they are a current member of a PTA unit in good standing. They may choose to join a local PTA or they may join at the state level. Reflections entries of home-schooled students will compete directly at the state level and must be received on or before the SCPTA state turn-in date. Entries may be mailed directly to the state office or delivered to the state turn-in. Artwork should be packaged correctly and follow all rules. A complete entry form **MUST** be attached to each entry; in the spot for Local PTA Info, please write "Home Schooled" and provide the name of their PTA unit (local school or state). Local chairs may direct home-schoolers to the SCPTA website to download rules, entry form, and packaging instructions.



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Originality

Specific rules related to originality for each arts category can be found in [Appendix E](#). In general:

- An adult may not alter the creative integrity of a student's work.
- Only one student may be recognized for each entry; collaboration with other students is not allowed. Other individuals may appear in or perform a student's work, but the work itself—the dance choreography, film production (i.e., screenplay, camera work and directing) or musical composition (i.e., written score and any lyrics)—must be the creative product of one student alone.
- The artwork must be inspired by the current year's theme and created expressly for the program. Artwork produced before the dissemination of theme or used for another competition or program may not be submitted.

Special Artist Division

Students with disabilities may participate in the National PTA Reflections program in one of two ways.

Option 1: The Special Artist Division is an optional division of the Reflections Program, accepting students in all grades, for students whose physical, cognitive or mental health challenges meet guidelines set forth in the Americans with Disabilities Act.

Option 2: Students who qualify for the Special Artist Division may choose instead to enter in one of the traditional four grade divisions. In this case, students follow all general rules and arts category rules but may submit their entries in the grade division most closely aligned to their cognitive or functional abilities. These students are recognized and awarded as part of the general student population, without regard to special needs or challenges.

Special Artist Division Rules can be found in [Appendix E](#)

Use of Copyrighted Materials

Use of copyrighted material is prohibited in the literature, music composition, photography and visual arts categories. This includes the use of copyrighted cartoon characters, copyrighted material from the Internet, advertisements or advertising ideas, musical themes from existing copyrighted compositions, copyrighted recorded music, copyrighted photographs or stock images. Use of copyrighted music in dance choreography and film production entries is **acceptable when the title, composer and performer of any music in the submission are cited on the student entry form.**



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Film productions, photography and visual art may include public places, well-known products, trademarks or other copyrighted material, as long as that copyrighted material is incidental to the subject matter of the piece and is a smaller element of the whole. Visual arts collages may include portions of existing copyrighted works, such as portions of photos, magazine clippings, internet images and type cut out of a newspaper, as long as those pieces of copyrighted works are used to create a completely new and different work of art. A collage should be judged for its whole—not its parts—and its creativity as an original work of art. Misuse of the above materials constitutes plagiarism—taking and using another's words, ideas or inventions as one's own.

Addressing Student Ineligibility

Occasionally, entries submitted to the Reflections Program are ineligible. One reason for ineligibility is that the Local PTA is not in good standing. It is very important that you check with your PTA President to ensure your PTA is in good standing with the State.

Other common reasons for ineligibility are plagiarism and resubmission. The following recommended procedures apply to both plagiarized and resubmitted entries:

1. **Scan entries** to ensure that all are original and have not previously been submitted to Reflections or another art competition.
2. **Alert judges** to the possibility that some pieces may not be original and encourage them to communicate when one may be questionable.
3. **Check questionable entries via Google** or another search engine.
4. **Return ineligible pieces** to students; explain why they are being returned.
5. **Talk with appropriate school personnel**, such as school counselors, the principal or teachers, about ways to address the seriousness of copying someone else's work or resubmitting artwork with the student and his/her family.

If ineligibility is confirmed after judging, **determine whether awards (including award money, pins, certificates, etc.) should be returned.**

5.2 Collecting Entries

Use of a Short Entry Form vs. the Required Entry Form

Local Chairs do have the option of using an abbreviated entry form for the initial school entry turn-in. Chairs may design their own shorter form to encourage more participation. Required information would be TITLE & ARTIST STATEMENT, Student Name with contact information, Grade Division. After the school judging round, Chairs would then need to collect signed copies of official entry forms to advance artwork. Information from this paper entry form would be keyed in during the online entry process.

There are pluses and minuses with abbreviated entry forms. A shorter form might encourage more entries. However, it can be difficult to go back and collect additional information after the fact. Many



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Chairs find it easier to require the original entry form from the beginning rather than track down parents weeks after an entry has been turned in.

Consent Forms

Since winning entries may be displayed and/or posted on websites, it is a good idea to obtain a Consent Form for individuals (**other** than the student submitting the artwork) appearing in or performing on film, dance, or photography entries. If the individual is under the age of 18, parental consent is also needed. Keep a copy of this signed consent form. See **Appendix G** for a consent form.

Record Keeping

As artwork is submitted, catalog the entries for judging & participation figures. You will want a number count of entries, by arts category. Keep all Student Entry Forms with the original artwork. Check for obvious disqualifications due to size or length of entry (see the requirements given in the arts area rules), or plagiarized or resubmitted entries (see "Originality").

An added benefit to cataloging your school entries is you will identify the program's supporters: families (multiple children from one family entering, one child with multiple entries, a student who has participated in the past) as well as teachers (which classes required an entry or assigned extra credit). Contact these families directly to help with the program this year and in the future and make sure to recognize and thank supportive teachers/staff.

5.3 Judging Process

The judging process has two goals:

1. To determine which student entries will advance to the next round of judging for our State Reflections Program. The top school winners may participate in the state round. Please check with your district to determine if additional judging rounds will take place.
2. To award other prizes and recognition as determined by your Local Reflections Committee.

All PTA Reflections Program entries should be judged on **artistic merit, creativity, mastery of the medium and interpretation of the theme**. Mastery of the medium refers to the level of skill the student demonstrates in the basic principles and techniques of the arts area. However, a well-developed concept is more important than technique. Entries should be judged primarily on how well the student uses his or her artistic vision to portray the theme.

To facilitate the judging process, judges should receive the title and artist statement for each entry and the rules specific to their arts category. It is important to conduct *blind judging*—where judges do not see the artists' names—in situations where judges may know a student. Here are some tips for conducting blind judging:

- **Literature:** Distribute photocopies of *only* the front side of each literature entry. However, send the *original* manuscript of each winning entry on to the next level of judging.



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- **Musical composition, dance choreography and film production:** Prepare a CD or DVD of all the entries for each arts area, as well as a list of the entries, using a code in place of the students' names.
- **Photography and visual arts:** Cover the personal information attached to the artwork by folding the student entry form. If the student has signed the artwork, cover the signature for judging.

The following is a simple judging rubric your PTA may find helpful in evaluating entries and assigning awards. Notice that interpretation of the theme is weighted more heavily than the other considerations.

Sample Judging Rubric

Interpretation of Theme	How closely the piece relates to the theme, based on the artwork itself and the artist statement	20 pts
Artistic Merit/ Creativity	How creative and original the piece is in its conception of the theme and its presentation	10 pts
Mastery of Medium	The level of skill demonstrated in the basic principles/techniques of the arts area	10 pts

With this rubric, each entry may receive a total of no more than 40 points from each judge. Have judges record their points for each entry on a score card. Add the points from each judge and rank the artwork accordingly. **If two entries are tied, the entry with the higher score for interpretation of theme receives more recognition.** Instructions and a sample score card for judges can be found in [Appendix H](#).

Artwork is judged separately *per Grade Division* i.e. Primary entries are judged with other primary works, NOT with intermediate entries.

Recognition at the local level should include 1st place, 2nd place, 3rd place and at least two (2) Honorable Mentions in each arts category. Chairs may choose to offer additional recognitions such as Best in Show, Outstanding Interpretation of Theme, People's Choice, etc. to build enthusiasm for the program and recognize more students.

6. The Next Level – State and National Recognition

Provide your students with the opportunity to share their artwork across the state and nation. Reflections is a multi-layered competition that has state and national levels of competition. We encourage all local PTAs participating in Reflections to advance their student winners to the next round.



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National PTA offers both paper forms and an online tracking system to support registration of PTA Units and advancement of student entry forms along the path to the National PTA Round. **South Carolina local units should use the online entry system to advance winning entries to the state round.** This eliminates having to make copies of entry forms and makes contacting student winners much easier. Having artist statements handy, online, is also great for displays of the artwork. If online entries are not possible for your unit, paper entry forms are acceptable but the local chair must make copies of all entry forms.

Local Chairs should go to PTA.org/Reflections to set up an account for themselves. They may then register their PTA Unit and enter student entry forms online. **ONLY** student entries advancing to the state round need to be entered online. Please reference **Appendix I** for the Online Registration Guide. National PTA will also host Webinars explaining the online registration system the third Tuesday of each month from 8:30 – 9:30 pm beginning August 19, 2013 (reference Appendix C - Schedule of National PTA Reflections Network events for more information).

6.1 Report Participation

After your judging process is complete, share participation information with your state PTA by completing the Local Unit registration form. Keying this data in **online** is preferred, but you may use the paper version. Local Unit Registration information is **REQUIRED** for all units, especially those advancing entries to state. Units must be registered first before completing online entry forms for artwork.

- The paper version of the Local PTA Unit Registration Form can be found in **Appendix J**.
- The paper version of the District PTA Registration Form can be found in **Appendix J**.
- Complete the online version of the Local PTA Unit Registration Form or District PTA Registration Form at **PTA.org/Reflections**

6.2 Advance Winning Entries to the Next Round

Local Units with District Level Judging

Local units may participate in PTA District level judging. Please contact your District President or Reflections Chair to determine if your area has additional judging levels. Additional levels of judging allow more student entries to advance to the state level since any local winners advancing to state in a district portfolio are not counted towards that local unit's total entries advancing.

Local Chairs should go online at **PTA.org/Reflections** to input entry forms for all advancing artwork. This process will take a little time, but will be very beneficial! At the very least, this step catches incomplete entry forms that would cause an entry to be disqualified. Chairs may invite parents/students to key-in the information themselves, but most units have found it easier to have PTA volunteers do this.

If your local unit **CANNOT** input entry forms online, advancing artwork **MUST** be accompanied by a form listing the entries as well as contact information for the students and the local chair. An example



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spreadsheet is given in **Appendix K**. This record of entries advancing to the state level is REQUIRED at state turn-in.

Once District level judging is complete:

Each local unit in good standing may submit a portfolio with up to **four** (4) entries in each of the **six** arts categories for **each** age division represented by that school's student enrollment (primary, intermediate, middle, high, Special Artist).

These four should be the highest scoring entries as determined by your judges. For example, a school with grades K – 8 could theoretically advance 24 primary entries, 24 intermediate entries, 24 middle school entries AND 24 Special Artist entries to the state round.

Any local winners that won at the District level and are advancing with the District portfolio are NOT counted in that schools total number of entries advancing.

Each district in good standing may submit a portfolio of up to 30 entries: five (5) entries in each of the six arts category representing **each** age division i.e. one primary, one intermediate, one middle, one high & one Special Artist. These entries should be the 1st place winners at the district judging round.

Local Units Without District Level Judging

Local Chairs should go online at [PTA.org/Reflections](https://pta.org/Reflections) to input entry forms for all advancing artwork. This process will take a little time, but will be very beneficial! At the very least, this step catches incomplete entry forms that would cause an entry to be disqualified. Chairs may invite parents/students to key-in the information themselves, but most units have found it easier to have PTA volunteers do this.

If your local unit CANNOT input entry forms online, advancing artwork MUST be accompanied by a form listing the entries as well as contact information for the students and the local chair. An example spreadsheet is given in **Appendix K**.

Each local unit in good standing may submit a portfolio with up to **four** (4) entries in each of the **six** arts categories for **each** age division represented by that school's student enrollment (primary, intermediate, middle, high, Special Artist).

These four should be the highest scoring entries as determined by your judges. For example, a school with grades K – 8 could theoretically advance 24 primary entries, 24 intermediate entries, 24 middle school entries AND 24 Special Artist entries to the state round.



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**ALL entries must be received ON or BEFORE the state turn-in,
February 7, 2015.**

If you are shipping the packet, we recommend that you use a company that offers online tracking capabilities, in case the shipment is delayed or gets lost. Any time you have questions, contact reflections@scpta.org.

- A complete paper entry form **MUST** accompany each entry
- Entry **TITLE & ARTIST STATEMENT** should be clearly visible. Judges **DO** read these.
- Follow specific instructions listed in the Rules for creating CD/DVDs of music, film, and dance entries
- Follow **ALL** packaging instructions!!!



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Sample of Entries Advancing to State Round

Best Middle School 2014-15 Reflections Winners

- Dance: 1st – “If”, Dancing Dora
 2nd – “Spin”, Sally Po
 3rd – “Better Place, Tina Twirl
- Film: 1st – “Action”, Star Student ***
 2nd – “Love one another”, Director Don
 3rd – “Peace”, Filming Frieda
 HM – “Joy at Sunset”, Edwin Edit

Middle

- Lit: 1st – “Love a Dog”, Writing Wanda ***
 2nd – “Listen to Music”, Penny Pen
 3rd – “Come Together”, Rita Reading
 HM – “No more guns”, Pam Peace
 HM – “Look to the Heavens”, Hope Haven

Best

- Music: 1st – “Dewdrops”, Melody Student
 2nd – “Rainbow with Hope”, Jeff Jazz
- Photo: 1st – “Hope Eternal”, Sam Shutter
 2nd – “Listen”, Chris Charles
 3rd – “Light & Shadow”, Mitchell James
 HM – “Home”, Amanda Thomas
 HM – “Sit Still & Listen”, Jessie Board
- VA: 1st – “Shadow”, Paul Paint
 2nd – “Gardens Grow”, Sydney Sketch
 3rd – “Seek to Understand”, Dorian Draw
- Special Artist
 VA: 1st – “Daisy”, Blake King
 2nd – “Fun”, Blake King

*** Advancing to State in District's portfolio

21 Entries advancing to state in Best Middle's Portfolio; 23 total entries from Best Middle

SCPTA District 51 Winners

- Dance: Primary – winner
 Intermediate - winner
 Middle – winner, Achieve Middle
 High - winner
 Special Artist - none
- Film: Primary - winner
 Intermediate - winner
 Middle – “Action”, Star Student, Best
 High - winner
 Special Artist - none
- Lit: Primary - winner
 Intermediate- winner
 Middle – “Love a Dog”, Writing Wanda,
 High - winner
 Special Artist - winner
- Music: Primary - winner
 Intermediate - winner
 Middle – winner, Superior Middle
 High - winner
 Special Artist - winner
- Photo: Primary - winner
 Intermediate - winner
 Middle – winner, Achieve Middle
 High - winner
 Special Artist - winner
- VA: Primary - winner
 Intermediate - winner
 Middle – winner, Superior Middle
 High - winner
 Special Artist – winner, First Elementary

28 Entries advancing to state in District 30 Portfolio, two from Best Middle



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Keeping Records

Document and make copies of all materials forwarded to the next level of judging. If you did not enter student entry forms online, keep copies of the original Student Entry Forms for your records. File that information so there is a comprehensive log of all artwork submitted to the next level of judging. Keep a detailed record of all artwork being displayed in your community and when it is returned to students.

6.3 State Turn-in

Because this is a **national** contest, entries should be presented in a standard format to the next round. This makes the judging process run much smoother and protects the student artwork.



Please see **Appendix L** for complete, specific packaging instructions.



SCPTA Reflections State Turn-in
Saturday, February 7, 2015
Morning drop-off; afternoon pick-up
Columbia, SC
Location TBD

State turn-in will correspond with the winter meeting of the SCPTA Board of Directors. All District Presidents, or their representatives, are required to attend this meeting. Many districts have arranged for their president/representative to deliver all school entries from that area to the turn-in. Local chairs do not need to make the trip personally. I encourage all schools to work together to insure their students' winning artwork makes it to the state round. Reminder, a record of all entries advancing is required (online entries + online registration or spreadsheet of entries advanced + paper participation form).

Photography and Visual Art entries are judged on-site the day of turn-in. A representative for each school/district **must** collect non-winning entries – please confirm with the state chair ahead of time. If no one is available that afternoon for pick up, artwork will be stored at the SCPTA office for pick-up.

Entries may also be mailed to the state office prior to turn-in date. Use a company that offers online tracking capabilities to insure your package arrives safely. Please let the State Chair know if you are mailing entries. Mailed entries must be received by **Thursday, February 5, 2015**. Please confirm with the state chair method for returning non-winning entries ahead of time.

Ship to:
SCPTA
1826 Henderson Street
Columbia, SC 29201
"Contents: Reflections Entries"

Anytime you have questions, contact
Carol Beard, SCPTA Reflections Chair, reflections@scpta.org, cell: (864) 640-0789



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7. Celebrate! Recognize Student Participation and Achievement

Now it's time for you to be creative too! Follow your PTA and school traditions or add new ways to celebrate student participation in the arts. Recognition helps all students recognize themselves as artists, encourages family engagement and provides opportunities to connect with the community.

We live in a world of instant gratification and the Reflections program stretches out for most of the school year. There are no guarantees your school winners will win any other honors. For these reasons, please recognize your school winners **before** additional judging rounds at district or state. If your students DO win honors at higher levels, make sure to celebrate those later as well.

Displaying Artwork

When displaying student artwork, be sure to protect student information. Whether the artwork is on display in the school, community, or online, National PTA suggests displaying only the following information for each piece of artwork:

- Title of work
- Artist's first name and last initial
- City and state of school or School Name
- Arts area and grade division

Do not have the Student Entry Form attached to the back of the artwork in a display setting. No one outside of PTA should have access to student information. Develop a system to easily match and reattach Student Entry Forms to artwork for returning to the student or sending on to the next judging level.

7.1 Ideas for Recognizing Students Locally

The PTA Reflections Program offers opportunities for PTA visibility throughout the year. There are many ways Local PTAs celebrate Reflections participants and winners. Examples include:

- Presentations at PTA and school board meetings
- School awards nights, banquets or luncheons
- Announcements in the school newsletter or on the website
- Exhibits at community arts galleries or other public spaces (e.g., shopping malls, community centers, coffee shops)
- Features in local newspapers or television broadcasts
- Sharing photos, links, quotes or anecdotes about the Reflections Program or related events through social media channels such as Twitter or Facebook
- Invite the media to your celebration! **Customize the template media advisory in Appendix M** with your own local details and PTA logo. Email it to the media in your hometown and follow-up with a phone call to encourage their presence or post-event coverage.



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7.2 District and State-Level Recognition

Check with your district level PTA to see what recognitions are organized for those competition levels. Certificates and award ceremonies are common recognitions.

SCPTA Photography and Visual Arts winners are announced the day of the state turn-in, February 7 as judging is done on site. Non-winning entries are returned that day to District or Local Chairs. Award recipients for the remaining four arts categories are announced by March 1 via email to the State Board, District Presidents, District and/or Local Reflections Chairs.

SCPTA will recognize one 1st place, one 2nd place, one 3rd place, and up to three Honorable Mention winners per arts category, per grade division + Special Artist division. Outstanding Interpretation winners may also be announced for each arts category. All state winners will be invited via mail to the awards ceremony.

The state awards ceremony will be held as part of the SCPTA Convention in Columbia, spring 2015. First place winners from our State PTA Reflections contest advance to National PTA for the final round of judging. National PTA awards are announced each May.

In addition to the awards ceremony, state winners will be celebrated on the SCPTA website and images may be used on promotion materials such as calendars, notecards, T-shirts, etc.

7.3 National PTA Recognition

National PTA award categories include the following:

- **Outstanding Interpretation Awards:** Seven Outstanding Interpretation Awards are given—one to the submission in each arts category, including the Special Artist Division, that best interprets the theme.
- **Awards of Excellence:** These are given to the top three scores for each arts category in each division and 1 Special Artist of Each Arts Area.
- **Awards of Merit:** These are given to the next five highest scores for each arts category in each division.

National award recipients will be notified via email by National PTA in May. National awards and certificates are mailed after the National PTA Convention, by the end of July. Any awards or certificates returned to the National PTA office due to insufficient or incorrect addresses will be mailed to the appropriate state office.



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Outstanding Interpretation Awards – 1 Award per Arts Category and 1 in Special Artist Division

Each Outstanding Interpretation Award recipient receives:

- An expense-paid trip for him- or herself and one adult to the National PTA Convention
- An \$800 arts education award from National PTA
- A gold-plated Reflections medallion
- A certificate and letter signed by the National PTA president
- Recognition in the annual PTA Reflections online gallery

In addition, a \$200 arts education award is given to the student's local PTA by National PTA

Awards of Excellence – 3 Awards per Division of Each Arts Area

Each Award of Excellence recipient receives:

- A \$200 cash award
- A silver-plated Reflections medallion
- A certificate and letter signed by the National PTA President
- Recognition in the annual PTA Reflections online gallery

Awards of Merit – Up to 5 Awards per Division of Each Arts Area

Each Award of Merit recipient receives:

- A silver-plated Reflections medallion
- A certificate and letter signed by the National PTA president
- Recognition in the annual PTA Reflections online gallery

Honorable Mentions – All Remaining Students Reaching National Level

Each Honorable Mention receives:

- A certificate and letter signed by the National PTA president



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Past SC National Winners

2013-14: "Believe, Dream, Inspire"

Award of Merit	Carley Tomlinson	Travelers Rest HS	Dist 1	Dance
Award of Merit	Grace King	Knightsville Elem	Dist 23	Music

2012-13: "The Magic of a Moment"

Award of Excellence	Averi Ulanoff	Alston Middle	Dist. 23	Dance
Award of Excellence	Dakota Hasty	Winsor Hill	Dist 23	Dance
Award of Merit	Natalie Geiger	Paris Elem	Dist 1	Film
Award of Excellence	Anna Madden	Greenville High	Dist 1	Literature
Award of Merit	Rebekah Matthews	Greenville Middle	Dist 1	Literature
Award of Excellence	Vaibhav Mohanty	School of Arts	Dist 9	Music
Award of Merit	Phoebe Kraning	Augusta Circle	Dist 1	Music
Award of Merit	Sophie Pavia	League Acad.	Dist 1	Photo

2011-12: "Diversity Means..."

Award of Excellence	Vaibhav Mohanty	School of Arts	Dist 9	Music
Award of Merit	Oriana Sams	Bryson Elem	Dist 1	Music

2010-2011: "Together We Can"

Award of Merit	Allison Durand	Rollings Mid	Dist 23	Dance
Award of Merit	Nikki Morath	Riverside High	Dist 1	Dance
Award of Merit	Sydney Winn	Jennie Moore	Dist 9	Dance
Award of Excellence	Adrian Babilinski	Greenville Mid	Dist 1	Film
Outstanding Interpretation	Khaetlyn Grindell	J.L. Mann High	Dist 1	Literature
Award of Merit	Madison Sloan	Pelham Road	Dist 1	Literature
Award of Excellence	Vaibhav Mohanty	Ft. Johnson Mid	Dist 9	Music



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8. Wrapping Up

You're almost done! This chapter covers other important items including recognizing volunteers, returning artwork and sharing program information with your PTA President.

8.1 Recognize Partners and Volunteers

After your Reflections Program concludes for the year, one of the most important tasks is to thank those who helped make it a success.

Be sure to include all of the following groups in your recognition plan:

- Students who entered, as well as any students who helped to promote or administer the program
- Family-member volunteers
- School personnel
- Judges
- Community partners that provided donations, such as prizes or exhibit space

Use the acknowledgment letter in **Appendix N** to thank volunteers and community partners for any donated goods/services.

8.2 Return Student Artwork

National PTA recommends that original photography and visual arts pieces be returned to student artists as soon as possible after judging and/or recognition. Art works submitted electronically, including those in the dance choreography, film production, literature and music composition categories, typically are *not* returned.

Non-advancing artwork can be returned immediately after judging or after your Local PTA celebration. National PTA recommends that artwork be returned by the end of the school-year. Please be sensitive to secondary students needing their artwork for college admission. If student artwork advances, it will be returned according to State and/or National policy (see below).

SCPTA winning Photography and Visual Arts artwork is displayed at the Annual Convention and Awards Ceremony. Following the ceremony, 2nd, 3rd and Honorable Mention entries are returned. If students are unable to attend the ceremony and pick-up their artwork, the state chair will coordinate with district representatives & local chairs to see that artwork is returned. First place winners will be submitted electronically to the National round of judging but the original artwork will be held until *after* National winners are announced. Original artwork for Outstanding Interpretation, Award of Excellence, and/or Award of Merit winners are then forwarded to the National office for various displays. Pieces that did not win National honors will be returned to the student. Dance choreography, film production, literature and music composition entries are *not* returned.



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National PTA Policies

Entries that receive national awards will be featured in the online National PTA Reflections Program Gallery at PTA.org/Reflections. The National PTA will make every effort to return photograph prints and visual artwork within two years. The National PTA office receives electronic files/digital entries in film production, dance choreography, literature, music composition, and photography and these are not returned.

8.3 Evaluate Your Program

Evaluation is a critical part of wrapping up your Reflections Program. It is important to understand what worked and what didn't, so that you can plan for an even more successful program next year. Here are a few ideas:

- **Survey Reflections students, parents, school and PTA volunteers, and community partners.** Share quotes in a newsletter, blog or at your PTA and school meetings. With permission, use these quotes to further recognize student achievement on the school or PTA website or share them when seeking funding for your PTA. See **Appendix O** for a sample program evaluation.
- **Meet with your Reflections Committee** and other team members to reflect on the program, gather feedback and document successes and areas needing improvement. Sharing this information with next year's team will provide a smooth transition from one Reflections Chair to another.



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APPENDIX

Appendix A:	SCPTA Reflections Dates
Appendix B:	Theme Search Entry Form
Appendix C:	National Network Events & SCPTA Conference Calls
Appendix D:	Sample Flyer
Appendix E:	Rules for Participation
Appendix F:	Student Entry Form
Appendix G:	Consent Form
Appendix H:	Sample judging score card
Appendix I:	Online Registration Guide
Appendix J:	Local Unit & District Participation/Registration Forms
Appendix K:	Advancing Entries Spreadsheet
Appendix L:	Packaging Instructions
Appendix M:	Template Media Advisory
Appendix N:	Template Acknowledgment Letter
Appendix O:	Sample Program Evaluation

Cover art: Abby Wilt, *Joyful Sunshine*; Joshua Williams, *Notes*; Samrath Kaur *Frozen in Time*

Visit [PTA.org/Reflections](https://www.pta.org/Reflections) for additional templates and resources.