



*President's Message*

## Final Links

by Jackie Wood



Our terms as PTA district officers are coming to an end. This will be my final link to all of you, and the last comparison of

PTA and golf. My sincere thanks to all of you for the time and effort you have donated to children throughout the county. It has been a pleasure to serve as the president of "the largest district in the PTA universe."

Your units and councils have a great deal to be proud of. We admire your drive to support our schools and students. Make sure to use the two most important words in PTA before you retire and say thank you to the volunteers and staff members you worked with during your term. Encourage smooth transitions between outgoing and incoming board members. Put those procedure books together! Assess your scorecards as a group and decide how to improve your efforts next year. Golfers try to perfect every aspect of their game by building their skills. You should too.

In the game of golf, putting your all into each play can bring you to a level of greatness. A true champion realizes the impact that every stroke has on the game. I have had the privilege of working with an entire board of champions at Fourth District PTA. They have worked together as a team to improve our organization and have

spent hours representing you and our students throughout the county.

Our board members have been involved in a variety of planning meetings and conferences; they helped formulate new school health programs and participated in legislative advocacy pertaining to education, arts and community issues. Their dedication to their jobs has displayed their professionalism, teamwork, passion and integrity.

We have overcome every PTA and personal "hazard" (golf term) our term had to offer. Our team initiated new policies, procedures and bylaws, wrote a resolution for convention, hired a new administrative assistant, and restructured our organization. We've received an education in real estate leasing and purchasing, and hope that we will soon move into a new office space.

The best part is that we did it together and had fun in the process! The current board members are an incredible group of women and men and I know the links between us will remain. I am very proud to have been their leader, and yours, for the last two years.

We hope that you have been equally successful with your PTA endeavors. My final link: let each person know that they can make a difference as a volunteer. When work is done in the true spirit of volunteering, it can add great meaning to one's life. I know.

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## California PTA Positions on Current State Bills



*By Barbara Paxton, Fourth District PTA Vice President, Legislation*

The California State PTA Legislation Action Committee met in April to consider approximately 45 proposed bills currently before the California State Legislature. The following are highlights of bills of interest to Orange County schools.

Over 50% of the state's school districts are experiencing a decline in their student enrollment. A large portion of the funding received by each school district is based on the number of children enrolled in that district's schools. Any decrease in student population represents a decrease in the general fund/operational budget for the district. However, while districts may have fewer students, their overhead and personnel costs do not decline. Utility costs, salaries, and facility maintenance expenses remain the same. Because the decline in students is scattered throughout the grade levels, the number of teachers remains the same. Therefore, districts are not able to reduce their expenditures.

While many legislators have indicated that they do not support funding schools for “ghost” students, there is concern that the drop in per-pupil funding will cause serious hardships for many districts. California State PTA is supporting two bills that would soften the loss of funds:

AB 366 (Wolk) would provide a “soft landing” for declining enrollment districts by not decreasing their funding by the total number of lost students for one year. Districts would receive money for 25% of the decline from the prior year. This is a one-time adjustment.

AB 835 (Krekorian) would require the revenue limit for county office of education-operated classes serving special education students and classes for court and community day school students to be based on the current fiscal year ADA or prior fiscal year ADA, depending on which is greater.

CAPTA also took a support position on AB 850 (Torricco). This bill attempts to protect school districts from any shortfall in federal and state funds for growth and COLA in special education funding.

Finally, a support position was taken on AB 1454 (Richardson). The bill would set up a system for the periodic review of the California State Content Standards. While California has “world class content standards,” they are now almost ten years old and no system was put in place to review them for relevancy or achievability. This legislation would align the periodic content standards review with the seven-year review cycle for curriculum.

For more information on California PTA's position on proposed state legislation, go to [www.capta.org](http://www.capta.org) and click on *Advocacy*.

*If our American way of life  
fails the child, it fails us all.*

*— Pearl S. Buck*

Getting Down to Facts

# Adequacy Study Looks at School Finance in California

By Kathy Moffat, Fourth District PTA Vice President, Education

Thirty years ago, California was a national leader in education. Today, many are worried about the status of education in our state. Despite the development of world-class academic standards and a system of assessment and accountability, there is overwhelming agreement that we can and should do a better job of educating our young people. In order to begin to work seriously to improve schools, more information was needed about our school finance and governance systems.

*Getting Down to Facts* is a research project of over 20 studies, planned and reported through the Institute for Research on Education Policy and Practice at Stanford University, and designed to give policy makers that information. This project was specifically requested by Governor Schwarzenegger’s Committee on Education Excellence, Democratic leaders in the State Legislature, and Superintendent of Public Instruction Jack O’Connell. The 18-month study was financed by several foundations and results were released in March.

The project sought to find common ground for meaningful conversations leading to reform. The specific questions it asked were:

- What do California’s systems of school finance and governance look like?
- How can we use our resources more effectively to educate students?
- Are additional resources needed to meet our goals?

In the area of reform, the key findings of the studies included:

- The current finance system is deeply flawed and contributes to the problem.
- California’s education system is not making the most effective use of its current resources.
- California’s schools may need more resources to meet student achievement goals, but to have an impact, increased funding must go hand in hand with reforms.
- Highly prescriptive finance and governance policies thwart local schools and districts in their efforts to meet the needs of their students and promote higher achievement.
- Current teacher policies do not let state and local administrators make the best use of the pool of potential teachers or adequately support current teachers.
- California must do a better job of tracking educational data and sharing knowledge.

In the area of finances, the studies found:

- California’s K-12 spending is below the national average, even factoring in recent budget increases.

- There are substantial differences across schools and districts in educational needs and the accompanying resource demands, which are driven largely by differences in poverty, special needs students, and the cost of teachers.
- Among schools that serve a high proportion of students in poverty, even the most successful rarely meet state achievement goals.
- Based on the responses of school personnel, a 40 percent increase in spending would still leave more than half of the California districts below the goal of an 800 score on the API.
- Without significant reforms, investing more money in the current system is unlikely to result in more students meeting state standards.

For more information about the results of the study, go to <http://irepp.stanford.edu/projects/cafinance.htm>

*Adapted from “Getting Down to Facts,” by the Institute for Research on Education Policy and Practice.*

<b>Fourth District PTA Calendar</b>	
<b>June</b>	
7	General Meeting and Awards Luncheon: Council Presidents Roundtable 9:30 a.m.; General Meeting 10:30 a.m.; Awards and Installation of Officers 12:30 p.m.; Costa Mesa Country Club, 1701 Golf Course Drive, Costa Mesa
28	4th Dist. Office closes for summer; reopens Aug. 1
June 29—July 1 National PTA Convention St. Louis, Missouri	



## Council Corner



### Anaheim Elementary Council

Anaheim Elementary Council consists of 23 elementary school PTA units. We will add a 24<sup>th</sup> unit before the new school year begins. All of our council meetings and the majority of our handouts are translated into Spanish to accommodate our large Hispanic community involvement in PTA. Our meetings have up to 80 people or more in attendance. Our superintendent attends each council meeting and is a very active supporter of PTA.

We began the 2006-07 school year with leadership training, including how to be a supportive president, handling of financial matters to prevent mismanagement of funds, how to audit PTA financial books, and how to promote PTA membership. In October, our Reflections chair, with the help of the State PTA Reflections Chair Mary Galuska, instructed the units on judging entries at the unit level and the procedure to forward entries to council. Fourth District PTA presented a more detailed training on financial matters at our November 2006 meeting.

This year we began having guest speakers at each meeting. In January, the curriculum specialist and director of pupil services from our district presented the new violence prevention and bullying curriculum. In February, Dr. Jose Moreno, the newest Anaheim Elementary School Board member, introduced himself and give an overview of his feelings on education and PTA. March brought us the coordinators for the new Dual Language Immersion Program, which is now available at a few of our elementary schools. In April, our director of pupil services returned to inform us about emergency preparedness procedures at our schools.

In May, two members of the Boundary Study Committee spoke on the recommendations for the single track calendar and boundary changes that will go into effect in the next school year. We also had a presentation on SB12 regarding food that is provided in schools and alternate items to offer for fundraising.

I am continually proud of the hard work displayed by our unit PTAs. These units are constantly promoting the well-being and educational advancement of children in our district. From healthy activities, such as CHOC mobile clinic visits, Jog-A-Thons and Jump for Heart, to educational events, such as weekly math competitions, parent education and educational assemblies, I feel Anaheim Elementary Council is on a "shoot for the stars" path.

My first year as council president has been educational and fulfilled, and I look forward to my second term and anticipate more exciting adventures.

Laura Cozza  
President

### Placentia-Yorba Linda Unified Council

This has been another outstanding year for our school district, where there are over 27,000 students attending 21 elementary, five middle, and four high schools. We have 18 California Distinguished Schools and four National Blue Ribbon Schools, as well as a California Model Continuation High School.

The best news is that the PTA is represented in all but two of our schools. The PTA is proud to provide the enhancement and enrichment to the educational experience

that the children so richly deserve. We will continue this tradition of excellence with the support of the community and we thank Fourth District PTA for assisting PYLUC in all its endeavors.

Let me share some of the great things going on in our district. We have a 97% pass rate on AP exams and 30 National and Commended Merit Scholars each year. Our test scores outperform state and county averages. We offer a rigorous International Baccalaureate Diploma program, and have a highly acclaimed award winning music program (grades 4 - 12). Our students receive over \$4 million in yearly scholarships, with graduates accepted to the finest universities. Our athletes win many CIF and league titles and compete fiercely with other schools.

Our high caliber teachers and administrators complete the picture and our superintendent is so accomplished that another Orange County school district wooed him away. We are in the process of finding a new superintendent, and PTA is providing input through parent representatives in an advisory capacity.

We are also looking forward to the opening of a new middle school and our long awaited new high school within the next couple of years.

This is just some of the wonderful news we would like to share. Many thanks to all the new friends we make through networking with Fourth District PTA, where we hope to make our children's lives a little better.

Please visit our website at [www.pyluc.org](http://www.pyluc.org) to obtain more information!

Sylvia Derby  
President

Orange County Superintendent of Schools' Message

## More Leaves From OCDE

By William M. Habermehl



Summer is just around the corner and our students will soon be enjoying time away from school with family and friends. Being out of school or traveling, however, does not mean today's students will be far from their friends. With new Web 2.0 technologies such as blogs, wikis, podcasts and social networks, students are able to connect with friends and family more closely than ever. Web 2.0 allows users to quickly and easily post journals, photos, music and even videos about themselves with the click of a few buttons. No matter where you or your children are in the world this summer, you can stay connected and share your experiences through email or videoconferencing. For those without a computer at home, public libraries have technology resources available for use.

Beyond staying connected, this powerful social network technology holds numerous educational potentials. Writing about a favorite summer activity on a blog or writing a short script for a video enables your child to be an engaged and motivated writer. Posting photos taken at the beach or researching how to stretch the summer allowance provides a context for learning and facilitates critical thinking. As children respond creatively and thoughtfully to the work of others in writing, video, music, images or other means, they are engaging in inquiry

in a collaborative environment. While your children may think they are doing nothing more than staying in touch with their friends, they continue to develop valuable skills they will need in the upcoming school year and into the future.

As with many aspects of living in the 21<sup>st</sup> century, there are concerns involved with Web 2.0. Two of the greatest concerns – identity theft and cyber stalkers – both derive from inappropriate online sharing. Talk to your children about information they should not share, such as names, addresses, phone numbers and other personal data. Tell your children never to meet in person with anyone they encounter online and discuss how they can use this technology safely and effectively. For additional resources, please go to our Orange County Department of Education web site: <http://edtech.ocde.us/cybersafety>

As we access and deliver information in the digital age, it is imperative that the partnerships among schools, law enforcement, families and the community keep students safe online while still encouraging responsible and ethical use of these new technologies. Together we can promote limitless opportunities using technology for learning while we achieve world class education where every student succeeds.

## How Much Do You Know About the Effects of Alcohol?



By Lindell Belote, Fourth District PTA Vice President, Community Concerns

Now is the time of year for proms and graduation parties, and, unfortunately, higher alcohol use by teenagers. Help your kids brush up on the facts. Below are a dozen statements about how alcohol affects a person's brain activities. Some of these are misconceptions, or mistaken beliefs. Do you know which are true and which are false?

1. Alcohol is a stimulant.
2. Under the influence of alcohol, everything may appear to be fuzzy; drinkers may slur their words and have difficulty hearing, tasting, and smelling.
3. Under the influence of alcohol, a drinker's ability to think, speak, and move may slow down.
4. Under the influence of alcohol, drinkers are usually calm, thoughtful, and easygoing.
5. Drinking alcohol over a long period of time may damage a person's self-control and ability to plan, think, and make decisions.
6. Alcohol does not affect memory.
7. Alcohol may make it difficult for drinkers to keep their balance or hold on to things.
8. Under the influence of alcohol, a drinker may be emotional and weepy.
9. Alcohol will help a person sleep.
10. Drinking alcohol will help a person lose weight.
11. People attending a winter football game should drink alcohol to keep warm.
12. The more alcohol people drink, the hungrier and thirstier they will be.

To find out how much you know about the affects of alcohol, check the answers on page 7.

(Adapted from website: [www.stopalcoholabuse.gov](http://www.stopalcoholabuse.gov))

## Inside the Outdoors

# Helping Children Get Their Hands On Nature!

By Lori Kiesser, Instructional Programs Assistant, Inside the Outdoors

Many of us remember playing in the woods near our homes when we were children. We climbed trees that seemed so high we imagined the branches might actually touch the clouds. The stuff we read about in our science books was real to us — because we saw lichens, rabbit holes, and ant colonies when we were outside playing.

Times are different now. Schedules are busier. Neighborhoods are urbanized. But there is something fundamental that has not changed — children still love to get their hands on nature!

Life isn't busier just for parents — educators face the same dilemma. The “No Child Left Behind” Act has made testing a major focus for many educators. Most



teaching is centered on the content standards and even field trips have to be standards-based. So, given busy schedules and academic demands, is there a way to still get the children outdoors, exploring nature?

There is.

Founded in 1974, Inside the Outdoors (ITO) is a California Content Standards-based environmental education program administered by the Orange County Department of Education.

Our School Programs annually serve approximately 120,000 students in southern California. A Traveling Scientist brings live animals and science activities to the schools and children participate in activities such as designing their own native plant garden or getting a visit from a live hawk to learn about animal adaptations.

Field Programs bring students and teachers to the wilderness places throughout Orange County, allowing the science lessons taught in class to be brought to life. Children see tide pool creatures actually in the tide pool, they smell the wetland mud that they read about in class, and they hike through oak woodlands — where trees are so high that they imagine the branches might actually touch the clouds!

Outdoor Science School, our week-long residential program, provides students and teachers with time in the mountains — learning astronomy while star-gazing in clear mountain skies, studying ecology while exploring river beds, and gaining a true camp experience singing songs around a campfire.


For more information on scheduling an Inside the Outdoors program for your school, please visit [www.insidetheoutdoors.org](http://www.insidetheoutdoors.org) or call (714)708-3885.


Check our website often for exciting news about summer day camp, family and community nature days, teacher workshops, a very special Fall surprise and lots of other events we are launching as part of our new community programs!


## The Book Corner

By Tuly Huntington, Fourth District PTA Reading Chair

The word ‘city’ usually conjures up images of pollution, crowds, and crime, but for some authors and illustrators of children’s books ‘city’ means energy, diversity, culture and home. Here are some books that illustrate that point.

 *Madlenka*, by Peter Sis (Preschool – Gr. 3). When Madlenka discovers that her tooth is loose, she ventures around her New York City block and learns from all the international shopkeepers about the culture of their native countries.

 *City Angel*, by Eileen Spinelli, illustrated by Kyrsten Brooker (Preschool – Gr. 2). A lovely African American City Angel delivers cool, care, seeds and soul in this rhyming picture book with beautiful collage and oil paint illustrations.

 *Sidewalk Chalk: Poems of the City*, by Carol Boston Weatherford, illustrated by Dimitria Tokunbo (Gr. 3-5). Children relate their experiences living in the city, from playing sidewalk games and chilling out on the stoop with a friend to shopping at the market stalls and getting a haircut at the barbershop, in 20 readable, rhyming and free verse poems.

# What is Your Leadership Potential?

By Patty Christiansen, Fourth District PTA Executive Vice President

At our last Fourth District PTA meeting, we played a mind game; we were asked to create as many words as possible from the word "leadership." Before we began our task, we estimated how many words we thought we could create...our word potential. Then, we thought, we wrote, we counted. Finally, we were asked how many words we thought others in the room would create. It was a fun and challenging exercise, but also a real study into how we view our own abilities as compared to the abilities of others in the room.

One of the first battles we fight as PTA leaders is the recognition of our own leadership potential. Many of us underestimate our own abilities and skills. Coupled with this is the false assumption that others can do a much better job than we can. As current PTA leaders enter the process of transitioning leadership to you and those on your team, please remember:

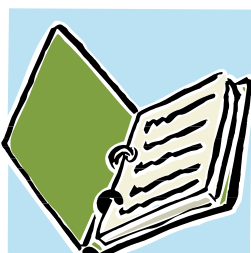
Leadership is about behavior first and skills second.

In short, this means that a leader may not have all the skills she believes are inherent in a great leader, but if she truly wants to lead, is happy to take the position and is willing to learn, great things will happen!

Leadership is the art of inspiring people to do something. If you believe in children and in education, you will have the passion to inspire others to do something wonderful for the children at your school. Like the Little Red Caboose, your daily mantra should be "I think I can! I think I can! I know I can!"

Remember: leaders turn potential into reality. Set the PTA goals for your term of office, remove mental barriers which may tell you that you don't have the skills to lead, then move ahead to turn your leadership potential into reality!

## Update your Procedure Book and Pass It On!



By Patty Jordan, Fourth District PTA Vice President, Leadership

One of the most helpful tools for a PTA volunteer is the procedure book, which describes in detail how a particular job is done. Maintaining a procedure book provides helpful and useful information

for each officer and/or chairperson.

This information should be passed from volunteer to volunteer each year. If you are a new volunteer and there is no procedure book for your position, now is the time to create one.

The procedure book should be kept in a three ring binder so that it can be continually updated. It should contain a record of work done, problems encountered and suggested improvements, and other helpful material that has been collected. Include the following:

- A copy of the local, state, and national bylaws and the National PTA handbook.
- Standing rules.
- Programs for the year.
- Materials from workshops and convention.
- Job descriptions that are updated regularly for easy reference.

- Agendas, minutes, financial reports, and all other reports.
- A list of the officers and chairpersons addresses, telephone numbers, and e-mail addresses.
- A list of resource people and organizations. Include addresses, phone numbers, and email addresses.
- Special information relating to officers or chairs, including current work plans.

Save program correspondence and files for at least two years so that each administration can look back on their predecessor's work as needed. (Check legal requirements for some files which must be kept for seven years.)

### Answers to the Alcohol Quiz on page 5:

1.False 2.True 3.True 4.False 5.True 6.False 7.True  
8.True 9.False 10.False 11.False 12. True

### Respuestas del cuestionario sobre el alcohol en la página 9:

1.Falso 2.Verdadero 3.Verdadero 4.Falso 5.Verdadero  
6.Falso 7.Verdadero 8.Verdadero 9.Falso 10.Falso  
11.Falso 12.Verdadero

# Who is the Right Person to Ask about an Education Issue?

By Celia Jaffe, Fourth District PTA Legislation Committee

As we active PTA members look for meaningful, appropriate ways to be involved with the education of our children and the decisions that affect all children, it is important to know which people are responsible for what kinds of decisions.

So before you complain to the superintendent about your child's latest homework assignment or ask the teacher why her class has so many students, consider the following list of topics and the people who relate to them.

Remember, too, to seek a conversation and information before you attempt to give opinion or influence policy. Courtesy and respectful inquiry go a long way toward understanding.

## **Talk to your child's teacher about:**

Your child's special needs, progress, and classroom behavior • homework • promotion requirements • what is being taught in class • helping in the classroom • test results and report cards • best time for you to be contacted • how you can support learning at home.

## **Talk to the principal (or vice principal) about:**

What is being taught and what textbooks are used • student discipline and school rules • how your child is assigned to a class and teacher • the school dress code • special programs to help your child learn • the school's safety plan • ways you can help and support the school • serving on the school-site council or advisory committees • anything you can't find answers for elsewhere.

## **Call the superintendent's office about:**

Unsolved problems • district policies • districtwide committees, task forces, and projects • districtwide student test results • the district's philosophy of education • how to run for school board • agendas and minutes of school board meetings • general issues and concerns.

## **Curriculum and instructional matters include:**

Textbook selections • academic standards • standardized testing • magnet, choice, and other special school programs.

## **Services for students (often called pupil personnel) include:**

Specialized educational programs offered by and through your district (e.g. Special Education, Limited English Proficient, Gifted and Talented) • your child's eligibility for those programs • the student evaluation and placement process • explanation of special test scores.

## **Business and operations or administrative services matters include:**

Community use of school facilities and playing fields •



how much money your school district receives • how the money is spent • the condition of school buildings, including maintenance needs • districtwide purchasing • district budgets.

## **Talk to school board members about:**

District vision and goals • district policies • questions about recent actions and decisions • your opinion on current issues • general concerns or questions.

*Adapted from "Where to Go for Answers" on [www.edsource.org](http://www.edsource.org)*

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## PTA Convention Delegates Should Share Information With Other Members

By Meg Cutuli, Fourth District PTA Vice President, Convention

Convention was a Hootin' and Hollerin' Hoedown! We had great workshops and informative, inspiring general sessions that energized our commitment to the children of California.

Now that we are back, all delegates should prepare a report of their convention experiences to share with other members. Delegates should organize the handouts and information they picked up and distribute them to the appropriate people in their units or councils. We may come back from convention tired, but our work of sharing the inspiration has just started.

I hope the Fourth District PTA dinner and the hospitality suite gave you an opportunity to network and share with friends, new and old, what is working in your units. The sea of denim shirts representing Fourth District PTA at the general sessions made a great visual impact! Everyone knew who we were!

I want to thank my Convention Committee who made this a wonderful experience for me.

A whole heap o' thanks goes to Patty Christiansen for organizing the Fourth District PTA Dinner. It was great fun and I hope you all enjoyed the songs!

Karen Schroeder did a great job handling our finances, working in the Exhibit Booth and helping with hospitality.

Carol Barnes ran the Exhibit Booth and handled the shirt orders, and helped in the hospitality suite.

I also want to thank Jackie Wood, President of Fourth District PTA, the biggest district in the PTA universe, for all her help and support throughout the year.

Mark your calendars for convention next year! It's in Long Beach, May 1 - 4, 2008.

**Mensaje de la Presidenta:**

## Enlaces Finales

Por Jackie Wood

Nuestros términos como oficiales de la PTA están por terminar. Este será mi último enlace para todos ustedes, y por consiguiente la última comparación entre la PTA y el golf. Les doy mis más sinceras gracias a todos ustedes por el tiempo y esfuerzo que han donado a los niños de todo el condado. Ha sido un placer servir como presidenta del “distrito más largo del universo de la PTA”.

Sus unidades y consejos tienen muchas cosas porque estar orgullosos. Nosotros admiramos sus ganas de apoyar a las escuelas y sus estudiantes. Asegúrese de usar la palabra más importante de la PTA antes de retirarse y diga “gracias” a todos los voluntarios y empleados de la escuela con los que ha trabajado durante su término. Anime a que las transiciones entre los miembros de la mesa directiva sean suaves. ¡Prepare los libros de procedimientos! Evalúe sus acciones como grupo y decida como mejorar sus esfuerzos el próximo año. Los golfistas siempre tratan de mejorar los diferentes aspectos de su juego, sus habilidades y usted debe hacerlo también.

En el juego del golf, echarle todas las ganas en cada jugada le lleva a ser muy bueno. Un verdadero campeón se da cuenta de la importancia de cada golpe. Yo he tenido el privilegio de trabajar con una mesa directiva llena de campeones en el 4º Distrito de PTA. Hemos trabajado juntos como equipo y hemos pasado largas horas representándolo a usted y nuestros estudiantes a lo largo del condado.

Nuestros miembros de la mesa directiva han participado en una serie de juntas de planeación y conferencias; hemos ayudado a formular nuevos programas de salud en las escuelas y participado en la defensa legislativa por la educación, las artes y los asuntos de la comunidad. La dedicación a estos trabajos es prueba de profesionalismo, trabajo en equipo e integridad.

Hemos superado todos los peligros y trampas que nuestro término nos trajo. Nuestro equipo inicio nuevas políticas,

procedimientos, estructuras, reglamentos, resoluciones para la convención, contrato a un nuevo asistente administrativo y reestructuró nuestra organización. Nos instruimos en bienes raíces con leyes de compra-venta y renta y muy pronto nos mudaremos a nuestra nueva oficina.

¡Lo mejor es que lo hemos hecho juntos y nos hemos divertido en el proceso! La nueva mesa directiva es un increíble

grupo de individuos y se que los lazos entre nosotros perduraran para siempre. Estoy muy orgullosa de haber sido su líder por los dos años anteriores.

Espero que usted también sea muy exitoso en su labor de PTA. Mi lazo final: deje saber a toda persona que puede hacer la diferencia como voluntario. Cuando el trabajo se lleva a cabo con el autentico espíritu del voluntariado, significa mucho para la vida de alguien. Eso yo lo se.

## ¿Cuánto realmente sabe acerca de los efectos del alcohol?

Por Lindell Belote, Vicepresidenta del 4o Distrito de PTA, Concernientes Comunitarios

Ahora es el tiempo del año en que los bailes del “prom” y las graduaciones están a la orden del día en la preparatoria y desafortunadamente la ingestión de alcohol se hace presente en los adolescentes. Ayude a sus hijos a conocer los hechos.

A continuación encontrara doce afirmaciones sobre como el alcohol afecta al cerebro de las personas. Algunas de estas afirmaciones son falsas o “cuentos de viejas”.

¿Sabe usted cuales son verdaderas y cuales son falsas?

1. Alcohol es un estimulante.
2. Bajo la influencia del alcohol, todo parece borroso; los borrachos arrastran la lengua, tienen dificultades para oír, saborear y oler.
3. Bajo la influencia del alcohol, las habilidades de la persona para pensar, hablar y moverse se vuelven muy lentas.
4. Bajo la influencia del alcohol las personas son mas calmadas, razonables y sensatas.



5. Tomar alcohol por un periodo largo puede llegar a dañar el control de cada persona y su habilidad de planear, pensar y tomar decisiones.

6. El alcohol no afecta la memoria.

7. El alcohol dificulta a las personas para mantenerse parados o sostener firmemente las cosas.

8. Bajo la influencia del alcohol, las personas se vuelven emocionales y chillonas.

9. El alcohol ayuda a que las personas se duerman.

10. Tomar alcohol le ayuda a las personas a perder peso.

11. La gente que asiste a los juegos de fútbol americano en invierno debe tomar alcohol para calentarse.

12. Entre mas alcohol toma la gente, mas hambre y sed tendrán.

Para saber si contesto las respuestas correctamente vaya a la página 7.

(Adaptado del sitio de internet: [www.stopalcoholabuse.gov](http://www.stopalcoholabuse.gov))

# ¿Cuál es su liderazgo potencial?

Por Patty Christiansen, Vicepresidenta ejecutiva del 4o Distrito de PTA

En nuestra última junta de distrito de PTA, jugamos el juego de la mente; Se nos pidió que creáramos tantas palabras pudiéramos que contuvieran las letras de "liderazgo". Antes de empezar nuestra tarea, estimamos cuantas palabras creíamos poder crear...es decir que potencial. Entonces pensamos, escribimos y contamos. Finalmente nos preguntaron cuantas palabras pensábamos que las otras personas podían crear. Fue un ejercicio divertido pero retador en el que pudimos hacer un estudio real de nuestras habilidades comparadas contra las de los otros. Una de las primeras batallas que libramos como líderes de PTA es el reconocimiento de nuestro liderazgo potencial. Muchos de nosotros subestimamos nuestras habilidades; junto a esto

esta la falsa creencia de que los otros pueden hacer un mejor trabajo. Como líder actual de PTA recuerde seguir el proceso de transferencia de liderazgo con usted y su equipo:

*Liderazgo es una conducta primero y una habilidad después.*

En resumen esto significa que un líder a lo mejor no tiene las habilidades implícitas de serlo, pero si quiere guiar, esta feliz de tomar la posición, y tiene la disposición de aprender ¡entonces muchas cosas buenas pasaran! Liderazgo es el arte de inspirar a las personas a hacer algo. Si usted cree en los niños y la educación, usted tendrá la pasión de inspirar a otros a hacer algo maravilloso por los niños de su escuela. Como el trencito de la película de Dumbo, repítase a si mismo: "¡Yo creo que puedo, yo creo que puedo, yo creo que puedo!"

Recuerde: los líderes convierten el potencial en realidad. Fíjese las metas de su PTA durante el termino de su posición, tire las barreras mentales que le sugieran que no tiene las habilidades para guiar ¡y de rienda suelta a su potencial para que su liderazgo se convierta en realidad!

## Reporte de la Convención de PTA de California

Por Meg Cutuli, Vicepresidenta del 4o Distrito de PTA, Convención

¡La convención fue todo un éxito! Tuvimos excelentes conferencias, talleres y sesiones generales muy inspiradoras e informativas que llenaron de energía el compromiso que tenemos con los niños de California.

Ahora que estamos de regreso, los delegados deberán preparar sus reportes para compartir sus experiencias en la convención con los otros miembros. Los delegados deberán de organizar la información que encontraron y distribuirla a la gente de su unidad y consejos que la puedan utilizar.

Espero que la cena del 4o Distrito de PTA y la suite de hospitalidad le diera oportunidad de conectarse y compartir con amigos, nuevos y viejos, lo que esta funcionando en su unidad. El mar de camisas azules del 4o Distrito de PTA causo un gran impacto durante la sesión general ¡Todos sabían quienes éramos!

Un millón de gracias a Patty Christiansen por organizar la cena del 4o Distrito de PTA. ¡Fue muy divertida y espero que las canciones les hayan gustado!

Karen Schroeder hizo un muy buen trabajo manejando nuestras finanzas y trabajando en el puesto de muestra y hospitalidad.

Carol Barnes se encargo del puesto de muestra, las ordenes de las camisas y ayudo en la suite de hospitalidad.

También me gustaría agradecer a Jackie Wood, Presidenta del 4o Distrito de PTA, el distrito más grande del universo, por toda la ayuda y apoyo durante todo el año.

## Un libro de procedimientos

Por Patty Jordan, Vicepresidenta del 4o Distrito de PTA, Liderazgo

Una de las herramientas más útiles para un voluntario de PTA es el libro de procedimientos, el cual describe en detalle como se desempeña un cargo. El mantener un libro de procedimientos provee información muy útil para cada oficial o encargado de comité. Esta es información que se debe de pasar de voluntario a voluntario año con año. Si usted es un nuevo voluntario y su posición carece de un libro de procedimientos, este es el mejor momento de crear uno.

Dicho libro deberá guardarse en una carpeta de 3 anillos y tiene que ser continuamente actualizado. Debe contener un archivo de todo el trabajo realizado, problemas encontrados y mejoras sugeridas, además de otros materiales útiles que sean colectados. Deberá incluir lo siguiente:

- Una copia de la guía estatal y nacional de PTA y del reglamento.
- Las regulaciones a aplicar.

- Programas durante el año.
- Materiales de los talleres y la convención.
- Descripción de la posición actualizada frecuentemente para su fácil referencia.
- Agendas, minutas, reportes financieros y otros pequeños reportes.
- Una lista de oficiales y encargados de comités con direcciones, números de teléfonos y direcciones de correo electrónico.
- Una lista de referencia de gente y organizaciones que incluya direcciones, teléfonos y direcciones de correo electrónico.
- Información especial referente a los oficiales y encargados de comité incluyendo sus planes de trabajo.

Guarde la correspondencia del programa y los archivos al menos por 2 años para que la administración actual pueda mirar el trabajo realizado conforme lo necesite (Por favor revise los requerimientos de algunos archivos legales que deberán ser guardados por 7 años).



## Help Us Improve Your Fourth District PTA Newsletter!

Please fill out the survey below and mail it to the Fourth District PTA office, 1833 E. 17th St., Santa Ana, CA 92705, or complete and submit the survey on our website: [www.fourthdistrictpta.org](http://www.fourthdistrictpta.org)

What is your level of involvement in PTA? (Please check all that apply.) Unit Council District

How important to you is the *Orange Leaves* content? Very Somewhat Not at all Undecided

This year we sent each unit four copies (vs. only two). Was this a benefit to your unit? Very Somewhat Not at all Undecided

Do you feel the newsletter effectively provides information important to the overall needs of the members? Yes No Undecided

<i>How satisfied are you:</i>	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Satisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Dissatisfied</i>	<i>Undecided</i>
With the overall content?						
With the timeliness of the content?						
With the relevance and helpfulness?						
Overall, how satisfied are you with OL?						

What sections of *Orange Leaves* do you consistently read?

- |                                                    |                                                         |                                                                              |
|----------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> President's Message       | <input type="checkbox"/> Council Corner                 | <input type="checkbox"/> Officer articles (treasurer, parliamentarian, etc.) |
| <input type="checkbox"/> Book Corner               | <input type="checkbox"/> More Leaves from OCDE          | <input type="checkbox"/> Parent involvement                                  |
| <input type="checkbox"/> 4th District PTA Calendar | <input type="checkbox"/> Articles on legislative issues | <input type="checkbox"/> Community concerns                                  |

What sections of *Orange Leaves* do you consistently skip?

- |                                                    |                                                         |                                                                              |
|----------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> President's Message       | <input type="checkbox"/> Council Corner                 | <input type="checkbox"/> Officer articles (treasurer, parliamentarian, etc.) |
| <input type="checkbox"/> Book Corner               | <input type="checkbox"/> More Leaves from OCDE          | <input type="checkbox"/> Parent involvement                                  |
| <input type="checkbox"/> 4th District PTA Calendar | <input type="checkbox"/> Articles on legislative issues | <input type="checkbox"/> Community concerns                                  |

What other information would you like to see included in *Orange Leaves*? \_\_\_\_\_

	<i>Regularly</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>	<i>Not applicable</i>
How often do you read <i>Orange Leaves</i> ?					
How often did you read or download an electronic copy from the website?					
How often did you forward information on to your officers, board, or members (either paper or electronic)?					

Given a single preference for an electronic newsletter format, which format would you prefer?

- Adobe PDF HTML or text (regular web page) Plain text N/A

What method of delivery of an electronic version would you prefer?

- Email with clickable link Email with PDF attachment Plain text N/A

If you are a paid subscriber, would you pay a small fee for an electronic version vs. the traditional paper copy? Yes No Not sure

What changes would you suggest to improve *Orange Leaves*? \_\_\_\_\_

Thank you for completing this survey!

# **Congratulations to our Fourth District PTA Stars!**

## Creative Program Awards

Unit: **Hope Special Education School PTSA**, Sheryl Whitebirch, President  
Anaheim Secondary Council PTSA

Council: **Harbor Council PTA**, Nadine Turner, President

## Creative Membership Award

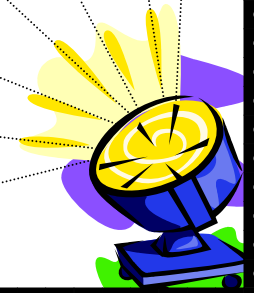
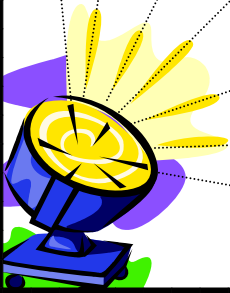
**Carl Hankey PTA**, Wendy Hensley, President; Jen Daniel, Membership Chairman  
Theme: We're Wild About Hankey! Capistrano Council

## Outstanding Unit

**Moulton Elementary School PTA**, Kara Ahmann, President  
Capistrano Council

## Outstanding Council

**Capistrano Council**, Barbara Shangraw, President



Fourth District

**PTA**<sup>®</sup>

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