

**President's Message**

**The PTA President & the Principal:  
partnership pays off**

by Celia Jaffe



Few things are as crucial to the success of your PTA as a strong partnership with the school principal. Both the PTA president and the principal should be powerfully motivated to make the relationship work. Even a skilled administrator with an excellent teaching staff will have a less successful year if the PTA – and the parent population as a whole – feels undervalued or out-of-the-loop. Similarly, even a PTA with trained, motivated leaders will not function properly without the express support and approval of the principal.

The three keys to a good PTA-principal relationship are communication, cooperation, and respect.

The principal and the PTA president ought to be in regular communication with each other. At some school units, they have a standing meeting each week or two, just to keep each other current on their respective areas. Even if there are issues on which they "agree to disagree," both people need to know they can expect their calls to be returned and that they can speak honestly with each other. When a controversy or urgent situation arises, the principal and PTA president need to communicate right away so that both are knowledgeable and up-to-date on the facts, and each can be a

reliable source of information for their constituencies. Many misunderstandings and conflicts arise from a simple failure of communication, so this area should be a high priority.

Cooperation between PTA and the school administration is an obvious necessity for PTA to be successful in fulfilling its purposes, especially "to bring into closer relation the home and the school...." Each PTA meeting held on campus, each flier that goes out through the students, and every program held at school needs the approval of the principal, because the principal has the final say as to what takes place on the school campus and what communications go out through the classrooms. Nonetheless, the principal does not determine what activities the PTA undertakes; PTA actions are determined by vote of the PTA board and association, of which the principal is a member.

One of the best ways to keep the spirit of cooperation is to have a "no surprises" policy. That means that before a new plan is brought up at a PTA meeting (by either the principal or the PTA officers), the president and principal have a conversation about it. If there is an objection from either one, they should try



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*everychild.one voice.*

*Artículos en español—  
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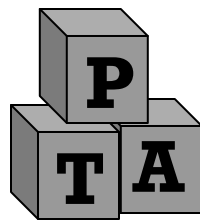
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## PTA Nominating Committee

# Basics

## The truth about Nominating Committees

By Beverly Berryman, Fourth District PTA Parliamentarian

There are many committees in a PTA unit and each has its purpose. But the most influential and powerful committee is the Nominating Committee. Your nominating committee has a tremendous influence on the future course of your PTA. By choosing the nominees for the slate of officers of your PTA, this committee can make or break your association.

The job of the nominating committee is to find the most qualified and knowledgeable member for each PTA position. The committee should include both experienced leadership as well as newer members, and all should have a broad acquaintance with the membership and an understanding of the organization's functions and purposes.

All unit parliamentarians should now be checking their bylaws to determine when the unit needs to elect a nominating committee. The *Bylaws for Local PTA/PTSAs* state that the nominating committee is elected by the membership at an association meeting at least two months prior to the annual election. In most cases, this election meeting is scheduled for March or April – meaning that the nominating committee needs to be elected at an association meeting by January or February.

Your bylaws also specify how many members and alternates are elected and who is eligible to serve on the committee. No member is eligible to serve on the nominating committee for two consecutive years. The president shall not serve ex officio or by being elected to the nominating committee. The committee elects its own chairman.

Please refer to *The California State PTA Toolkit – Section 2.2 Nominations and Elections* for details regarding this important function of your PTA.

Give your PTA the best gift of all: a knowledgeable, dedicated nominating committee that will fill your PTA slate of officers with the most qualified nominee for each leadership position.



*The Fourth District PTA website offers an outline for nominating and electing officers, including answers to frequently asked questions and helpful handouts such as a nominating committee checklist and a committee report template. See: <http://www.fourthdistrictpta.org/elections.html>.*

### Please submit officers for current year: 2011-12

Unit and council presidents, please make sure that Fourth District PTA has contact information for your full list of officers and key committee chairmen serving for the current term of office. Go to [www.fourthdistrictpta.org](http://www.fourthdistrictpta.org) and click on the box in the lower right corner: "SUBMIT YOUR NEW OFFICER LISTS FOR 2011-2012."

**PTA organizational structure**

**Where do your membership dues go and how are they used?**

By Su Craig, Fourth District PTA Vice President, Membership

PTA members sometimes wonder what happens to the annual membership dues that are remitted to other levels of the organization. While the largest amount typically remains with the unit, the remainder supports the entire PTA organization.

Each level of PTA provides specific services – and each service depends on a small increment of the local association dues to carry out its work.

Here are the levels of PTA and the services they provide:

**Unit (your own school)**

- Works at the school site for all children and youth.
- Carries out the purposes of the organization.



**Council (group of units in your local area)**

- Offers resources and support through training and updates.
- Provides guidance, mentoring and representation.
- Promotes, supports, and provides parent education.



**Fourth District PTA (Orange County region)**

- Promotes State and National PTA work.
- Organizes and strengthens councils and units.
- Channels information from California State PTA.
- Provides workshops, programs, leadership training.
- Prepares publications.



**California State PTA**

- Represents PTA in youth and family education activities.
- Maintains legislation advocates in Sacramento.
- Plans and holds annual convention.
- Provides workshops, field services, leadership training.
- Prepares publications.



**National PTA**

- Advocates nationally for children and youth.
- Develops and funds projects national in scope.
- Maintains legislative advocacy at the federal level.
- Plans and holds annual convention.
- Provides field services and prepares publications.



**FOURTH DISTRICT PTA CALENDAR**

**December**

- 2** **Due:** Reflections entries from councils to Fourth District PTA office; time by appointment
- 8** **General Meeting/Holiday Lunch**  
9:30 a.m. Council Presidents Roundtable; 10:30 a.m. General meeting; noon-2 p.m. luncheon; Colette's at the Meridian Club, 1535 Deerpark Drive, Fullerton  
**Bring:**  
•Workers Comp forms  
•Membership remittances
- 9** **Advocacy Roundtable**  
10:30 a.m.- Noon at Capistrano Unified Education Center
- 19-1/2** *Fourth District PTA office closed for the Winter Break*

**January**

- 12** **Council Presidents Roundtable,**  
9:30 a.m. at Segerstrom Center for the Arts. **Bring:**  
•CAPTA Spotlight award apps  
•Membership remittances
- 16** *Fourth District PTA office closed for the M.L. King Jr. holiday*
- 19** **Executive Committee Meeting,**  
9:30 a.m. at Fourth District PTA office
- 20** **Advocacy Roundtable**  
9:30-11:00 a.m. at Fountain Valley School District Board Room

**Resources for PTA leaders:**

Fourth District PTA  
[www.fourthdistrictpta.org](http://www.fourthdistrictpta.org)

California State PTA  
[www.capta.org](http://www.capta.org)  
*New Toolkit is available*

National PTA  
[www.pta.org](http://www.pta.org)

# CAPTA legislation program Q&A

By Kim Anderson, Fourth District PTA Vice President, Advocacy



PTA can only advocate for positions when it has been given the authority to do so by its members. Here are some questions and answers about our state's legislation and advocacy program, and the thorough process that exists for State PTA to take a position on a bill.

## What is the California State PTA Legislation Program?

California State PTA (CAPTA) action on legislation is aimed primarily at the state government level and on ballot measures that appear on statewide election ballots. CAPTA also works with National PTA in implementing the PTA advocacy program at the federal level.

## Who is on the State PTA Legislation Team, and are they paid?

The legislation team consists of 12 people and includes the Director of Legislation; eight advocates who, between them, cover education, budget, community concerns, health, parent involvement, and federal issues; plus three consultants (I am one). ALL members of the legislation team are unpaid volunteers.

## How does State PTA decide whether to take a position on a bill?

1. PTA only takes positions on bills that:

- a) affect the education, health and well-being of California's children and youth;
- b) are of statewide significance; and
- c) fit within the Purposes of the PTA association

2. State PTA cannot take a position on a bill unless it has *authority* to do so. That authority primarily comes from you - its members - by delegate actions at Convention during the General Ses-

sions. During those, the business of the organization is conducted by approving convention resolutions, association by-laws, our legislation platform, and legislation policies. Position statements may also provide authority.

## Who is involved in the decision-making process?

A very thorough process exists for State PTA to take a position on a bill, involving much scrutiny and discussion!

1. First, the subject matter commissions prepare background information and authority.

2. The Advocates then select bills that are sent to members of the Legislation Action Committee, which consists of approximately 30 State PTA members.

3. The Legislation Action Committee meets three to four times each year during the legislative session to discuss the bills and subject matter commission recommendations and to determine positions to be taken on each of the selected bills.

## What are all the positions that State PTA could take on a bill?

- **Support:** Legislation considered to be of great importance and beneficial to the welfare of children and youth. Will work actively to seek passage of these bills.

- **Oppose:** Legislation considered to be very harmful to the welfare of children and youth. Will work actively to seek defeat of these bills.

- **Oppose Unless Amended:** Legislation that contains some provisions in conflict with established PTA positions. The California State PTA legislative advocate will work with the bill's author to change the bill. If the bill is amended so that it is no longer objectionable, PTA would change its position.

- **Support if Amended:** Legislation PTA would support, except that it contains a part (or parts) PTA would like changed. If the bill is amended to accommodate the PTA concern or recommendations, the California State PTA will work to secure its passage.

- **Seek Amendments:** Legislation that addresses an important PTA issue, but the bill is not complete, or the author intends to work further on the bill

through amendments. Legislation advocates will work with the author and with allied organizations to secure appropriate changes or to help shape the bill. Future amendments could result in the PTA taking an active support or oppose position.

- **Approve:** Legislation that PTA could support but does not actively seek passage of because the bill is not currently a high priority for PTA action or does not need active support from the California State PTA.

- **Watch:** Legislation that could be important, but the PTA does not take an active position of support or oppose.

## Once a position is taken, what happens?

- ▶ A Legislation Action Report is prepared on the bills and positions adopted. It is distributed to all members of the California State PTA Board of Managers, California State PTA Advisory Board Members, to district PTA legislation chairmen, district PTA offices, to members of the California State Legislature, and to councils and units who request the reports.

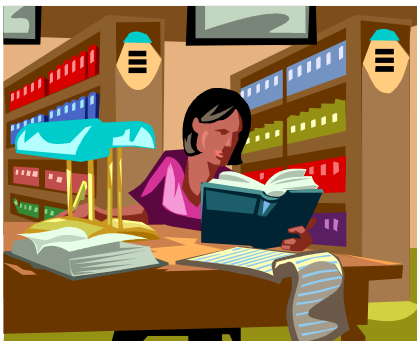
- ▶ The legislation team is responsible for all further actions on the legislation. This includes relaying information on PTA positions to legislators and communicating PTA action on legislation-related matters to the constituent organizations of the California State PTA.

## What if my unit or council PTA does not agree with a position that State PTA has taken?

Then your PTA does not have to work actively for that position, but it cannot officially oppose a stand taken by the State PTA Board of Managers.

## Can PTAs take a position on candidates or a political party?

NO! PTAs may never support or oppose political parties or candidates, including those running for school boards on non-partisan slates, as it would be a violation of IRS non-profit rules. PTA may only take a position on issues. However, PTA members acting as individuals are free to exercise their civic responsibilities in personal and partisan ways, including running for office.



## Plan to attend the upcoming Advocacy Roundtable

Friday, December 9  
10:30 a.m. to Noon

Capistrano Unified School District Education Center  
33122 Valle Road, San Juan Capistrano, CA 92675

Our guest speakers from  
the state legislature will be:



**Don Wagner**  
California State  
Assembly Member  
70th District



**Rick Simpson**  
Deputy Chief of Staff  
to Assembly Speaker  
John Pérez

Topics that you will hear about include:

- State budget and the trigger provision
- Teacher evaluations
- Common Core and Assessments
- Important legislation for upcoming session

With plenty of time for your questions!

All PTA members are welcome & encouraged to attend.

SAVE THE DATE:

**Friday, January 20, 2012**  
9:30 – 11:30 a.m.

### ADVOCACY ROUNDTABLE

Fountain Valley School District Board Room  
10055 Slater Avenue, Fountain Valley

**MARK YOUR CALENDAR!**

## CAPTA State Legislation Conference: February 6-7

The California State PTA Legislation Conference is taking place on February 6-7, in Sacramento. All PTA members are invited to attend.

This is an opportunity to find out what is happening in the Capitol that is affecting children and schools, learn about legislative issues that California State PTA advocates are working on, network with others across the state who share your concerns and goals, and to meet with your legislators to advocate for PTA priorities and positions.

For more information, please go to: [www.capta.org](http://www.capta.org).

## Developmental assets that help children

By Barb Shangraw  
Fourth District PTA Vice President, Parent & Community Issues

We all hear the heartbreaking stories of youth (ages 12-18) who fall victim to drug abuse, alcohol abuse, problems with the law, etc. How can we break that cycle? We want to reduce the risk factors and increase the protective factors.

Research by the Search Institute in Minneapolis shows that there are 40 developmental assets that make up the building blocks of healthy development. They can be broken up into eight major categories, representing external and internal assets:

### EXTERNAL ASSETS

- The first is **support**—support from the family with positive family communication; support from other adult relationships; a caring neighborhood; a caring school climate; and parent involvement in their schooling.
- Second is **empowerment**—the community values youth; young people are included in decisions; children have a chance to help others; and the child feels safe at home, school, and in the neighborhood.
- Third is **boundaries and expectations**—there are clear rules and consequences at home, school, and in the neighborhood; they have positive adult role models and peer influence; and are encouraged with high expectations.
- The last external factor is **constructive use of time**—the child is involved in creative activities, spends time in the community; participates in activities related to a religious institution; and spends unstructured time at home or with friends.

### INTERNAL ASSETS

- The first internal asset demonstrates a **commitment to learning**—the child is motivated to do well in school, is engaged in learning, does homework, cares about school, and reads for pleasure.
- **Positive values** are another asset—the young person places a high value on helping others and promoting equality and social justice; stresses honesty, integrity, responsibility, and the restraint needed to maintain a healthy lifestyle.
- **Social competencies** include planning and decision making; the child is affected by other's feelings and possesses friendship skills; is aware of and comfortable with those from other cultures; resists negative peer pressure and dangerous situations, and can peacefully resolve conflicts.
- Finally, a **positive identity** is important—the child feels some degree of control over things that happen, has high self-esteem, a sense of purpose, and is optimistic about personal future.

With this information at hand, we can identify those areas where our children need to develop, and work to develop those assets that will keep them strong and successful in life.



## Gang prevention depends on strong families, schools, and communities

By William M. Habermehl, Orange County Superintendent of Schools



It has been noted that one of the best ways to prevent youth from joining gangs is to strengthen families and schools. This includes improving community supervision as well as parent and teacher training on youth management and interpersonal skills development. This idea, endorsed by the office of Juvenile Justice and Delinquency Prevention (OJJDP), is the foundation for the recently successful gang prevention conferences hosted by the Orange County Department of Education (OCDE), Safe Schools and Support Services Office (Safe Schools).

In 2010, OCDE was awarded funding from the Orange County Health Care Agency to provide school-based mental health services, including county-wide gang prevention, early intervention, mediation, crisis response, and training.

The overarching goals included:

- Collaborate with school districts, community organizations, law enforcement, and faith-based organizations to provide a comprehensive understanding of why youth join gangs, how to support their exit from gang involvement, and what resources are available.
- Train service providers and mental health professionals on best-practice techniques for working with gang-involved youth.
- Provide a multi-disciplinary forum to share evidence-based strategies proven effective with high-risk youth.

One strategy used to meet these goals was hosting a series of Gang Prevention Conferences starting in November 2010. The first conference, attended by 300 participants, was an open invitation to service providers, including non-profits, government agencies, and educators working with high-risk youth throughout Orange County. Subsequent conferences included over 800 participants.

One reason for the success of the conference is the committee's willingness to tailor-fit the conference structure to address participants' interests and current service gaps. Each conference included nationally recognized speakers, a large scale forum for sharing best practices, up-to-date information, and opportunities for community resource networking. Each attendee heard firsthand accounts and gain a new understanding of the underlying risk factors that push youth to join gangs. These unique conference features led to an extensive waiting list for all three events.

I am proud to recognize another successful year of gang prevention conferences held by Safe Schools. Hearing the real-life experiences of youth and professionals who have been in the trenches for years is invaluable. The conferences reiterated the importance of not only sharing strate-

gies proven effective at preventing and reducing gang behavior, but also supporting professionals from all disciplines while they integrate new techniques into their work. These invaluable conferences continue to support a range of high-quality care for Orange County youth while ensuring their success today and in the future.

For information, contact Jim Perez, Coordinator Gang Prevention/Safe School Coordinator, at 714-953-6513 or [jperez@access.k12.ca.us](mailto:jperez@access.k12.ca.us).

### ...President's message (Continued from page 1)

to work their way through it to find a compromise. Imagine a principal sitting down at a PTA meeting in time to hear the president say, "So now we're voting on having a barbeque at school next Friday," or a PTA president getting to the end of the planned meeting only to hear the principal say, "I'd like the PTA to spend \$5,000 on new computers this year." No one likes to be blindsided at a meeting.

Underlying both cooperation and communication is the need for mutual respect. The school community looks to both of these leaders for cues, so how they treat each other is of primary importance. The first step is to understand and respect the proper roles of the PTA president and the principal. The PTA president has a role to play as the elected leader of this independent membership association – an organization with its own rules and bylaws. The president is responsible for calling and running meetings, setting the agenda, working with the other officers, and coordinating PTA plans and programs. The principal is responsible for the activities taking place on the school campus. The principal supervises all school employees and ensures that district policy is followed. The principal is also a voting member of the PTA executive board. Once you are both clear as to your own areas of responsibility, respect can be more easily shown – in small ways, such as maintaining cordial relations, and in more important ways, such as including the other person when making significant decisions.

Take a few minutes to evaluate your relationship with the principal. Is there room for improvement? If so, determine first steps to opening up communications. Relationship-building can be a very rewarding part of PTA work, and will definitely bring the community and school closer together.

# CAPTA forum highlights the importance of arts education for all children and the need to advocate for arts in schools

By Shanin Ziemer, Fourth District PTA Cultural Arts Chairman

PTA members from across Southern California joined together on October 24 at the California State PTA Arts Education Forum to learn more about the latest happenings in arts education from several engaging speakers.

Keynote speaker Ron Jessee, Arts Regional Lead, San Diego County Department of Education, delivered a powerful speech about the importance of *public opinion* versus *public will*. Public opinion strongly favors a complete education for the whole child, including the arts. But converting that opinion to public will, where parents are actively asking schools for arts education, is the biggest challenge arts advocates face. Education leaders listen to parents, but how do we get parents to speak up? This is where the PTA Arts Education Chairman position can come into play, educating parents, teachers, and administrators about the value of the arts, and building up that public will.

Nearly one in six Orange County jobs is in a creative industry. Many employers list creativity as the number one skill they look for in hiring. Even though 93% of Americans consider the arts to be vital to providing a well-rounded education, 89% of schools fail to offer a standards-based course of study in the arts. Many studies have shown that students who have a complete education

that includes the arts are more engaged in their learning, perform better on standardized tests across all areas of study, and are more likely to stay in school and graduate.

Many of the greatest thinkers of our times were active artists. Jessee offered two quotes from Albert Einstein: "If I were not a physicist, I would probably be a musician. I often think in music." And, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." Steve Jobs biographer Walter Isaacson said in a recent interview, "Jobs believed that producing technology requires intuition and creativity, while making art requires rigorous scientific discipline. That was maybe his key insight...to marry science and art."

## A SMART idea:

Next time you meet with your child's teacher and principal, remind them that the arts are critical to your child's success and part of a complete, quality education.

Check to see if your school has qualified teachers and adequate materials for arts education. If not, offer to help implement a plan ensuring that the arts are a part of the school curriculum this year.

## PTA talking points help to convey your message

When speaking about the PTA to new audiences, one often has very little time to make the point heard. These talking points and facts will help demonstrate the strength of the PTA.

The more these messages are said, the more likely it is that they will be heard and repeated by those one is trying to influence.

- The PTA is the largest and most long-established volunteer association working on children and youth issues. In California alone, we have approximately one million PTA members.
- The PTA represents every child in California. We work for every child, with one voice.
- The PTA is an nonpartisan, nonsectarian, and noncommercial organization that promotes the welfare of children and youth in home, school, community and place of worship.
- The PTA encourages communication and cooperation between parent and school to ensure that children and youth receive the best possible physical, mental, social and spiritual education.
- The PTA develops educational programs for parents, teachers, students and the general public.
- The PTA fosters leadership skills in both adults and students. PTA volunteers are leaders and advocates in their schools and communities.

These talking points are only intended as guidelines for speaking on behalf of PTA. Whether talking to a reporter or a school board member, people are interested in having issues expressed in personal terms. Your talking points can be made personal by considering:

- How can my experience be part of these messages? How do these messages resonate with my experience as a teacher, a parent, a student, etc.?
- Why am I so committed to this work? How did I get involved? What needs to be improved at our school(s) or in our community? Can I share those stories?

Convey these points, and include personal stories, to help make your presentation more compelling.



OCDE's "Inside the Outdoors" program**Where are the scientists, technologists, engineers, and mathematicians of tomorrow? Outside!**

By Tracy Meyers & Lori Kiesser, Inside the Outdoors, Orange County Department of Education

A lesson about a tree is more meaningful when standing beneath one. Pointing out the hidden-in-plain-sight lizard on a rock demonstrates camouflage and easily leads to a discussion of the usefulness of that characteristic.

The mission of the Orange County Department of Education's Inside the Outdoors program is to stimulate the boundless wonder children have for the natural world around them. The program takes lessons from the classroom and create fun, unforgettable hands-on experiences. These are powerful moments that leave kids with a lifelong enthusiasm for the environment.

Being outdoors engages students in STEM-learning (science, technology, engineering, and math) in a way that can inspire every learner and engage multiple learning styles. The creativity and problem-solving skills learned while building a fort or navigating a trail require a student to apply STEM concepts to a real-life situation.

Inside the Outdoors programs bring STEM concepts to life for K-12 students in Orange County, through four different programs:

**Traveling Scientist:** Scientific concepts are explored through hands-on classroom activities in a school.

**Field Trips:** Students move out of the classroom and into nature for real-life learning at one of several



Orange County locations.

**Outdoor Science School:** Four- and five-day overnight programs for fifth and sixth grade students are held at various sites in the San Bernardino Mountains, offering a unique opportunity to study in the natural environment.

**Public Programs:** In an effort to help cultivate a lifelong enthusiasm for nature, comprehensive in-school environmental education programs have been developed that involve "service-learning" projects, such as Project Zero Waste, where students learn and then act by implementing recycling, up-cycling, composting, and school garden projects on the school campus.

Limited grants are available for some Inside the Outdoors programs. As a PTA leader, you can work with teachers within your district to apply for these grants. Visit [www.insidetheoutdoors.org](http://www.insidetheoutdoors.org) and click on the "New Funding Link." Inside the Outdoors staff can also visit your next PTA meeting to preview the STEM-education programs available for students and families.

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*Inside the Outdoors is a self-supporting environmental education program administered by OCDE.*

*Learn more by visiting [www.insidetheoutdoors.org](http://www.insidetheoutdoors.org) or call 714.708.3885.*

### **Sacramento Safari Registration Now Open!**

**Sacramento Safari: Monday March 26 – Tuesday March 27, 2012**

Fourth District Advocacy offers outstanding speakers, educational materials, leadership and direction for legislator visits. Hotel accommodations and meals are provided; you secure your own flights and ground transportation.

Deadline is Friday March 2, 2012, or whenever the capacity of 100 is reached.

The registration form and emergency form can be submitted on-line, but your registration will not be complete until your check is received at the Fourth District Office.

Go to <http://www.fourthdistrictpta.org/legislation/sac-safari.html> for details.



## Raffles? Yes, but with rules...

Many PTA units like the fundraising opportunities that holding a raffle provides, but recent rule changes have led to confusion about whether holding a raffle is still possible. Here is information about raffles from the California State Attorney General's website (<http://ag.ca.gov/charities/raffles.php>) to help answer your questions.

In California, charities and certain other private non-profit organizations may conduct raffles to raise funds for beneficial or charitable purposes in the state.

This exception to the general constitutional prohibition against lotteries requires that **at least 90 percent of the gross receipts from these raffles go directly to beneficial or charitable purposes** in California.

A nonprofit organization must register with the Attorney General's Registry of Charitable Trusts prior to conducting the raffle and file financial disclosure reports on each raffle event. **Forms for registering and reporting** activities are provided at the web address shown above:

- [Nonprofit Raffle Registration Form - CT-NRP-1](#) and
- [Nonprofit Raffle Report - CT-NRP-2](#)

What organizations qualify and how the raffles must be conducted are governed by Penal Code section 320.5, which was added by Senate Bill 639 (McPherson, Chapter 778, Stats. of 2000). For details, view the Frequently Asked Questions, Statutes and Regulations at the website <http://ag.ca.gov/charities/faq.php#raffles>.

**Registration must be completed prior to conducting a raffle.** To register to conduct a raffle, complete the raffle annual registration form (CT-NRP-1) and mail it to the Registry with your \$20 registration fee. Checks should be made payable to the Department of Justice. Applications are processed in the order received, and no expedited service is available. **You must receive written confirmation of your registration before conducting any raffle activities, including the sale of tickets.**

The registration period for raffles runs from September 1 to August 31, and registration applications are due **by September 1**. If an eligible organization that has not registered by September 1 determines after that date that it will conduct a raffle during the year (September 1 through August 31), the organization must submit its registration application **at least 60 days before the scheduled date for the raffle** in order to give Registry staff sufficient time to process the form. The Registry does not confirm receipt of raffle registration forms. An organization that wants confirmation that the Registry has received a form must submit the form to the Registry by requesting "certified receipt," a service available at the U.S. Post Office.

You may not sell raffle tickets prior to the raffle drawing if not currently registered. You must obtain a confir-

### What is a raffle?

A raffle is a type of lottery in which prizes are awarded to people who pay for a chance to win. Each person enters the game of chance by submitting a detachable coupon or stub from the paper ticket purchased.

### Do we need to register if we call our raffle an "opportunity drawing"? What sort of raffle can we have if we don't want to register?

If participants are required to purchase a ticket in order to have a chance to win a prize, the drawing is subject to the provisions of Penal Code section 320.5 and related regulations. A raffle is exempt from registration with the Attorney General's Office if all of the following are true:

1. It involves a general and indiscriminate distributing of the tickets.
2. The tickets are offered on the same terms and conditions as the tickets for which a donation is given.
3. The scheme does not require any of the participants to pay for a chance to win.

Registration is not required if all tickets for a drawing are free, solicitations of voluntary donations to the organization are in no way connected to distribution of tickets, and this is made clear to all participants. If you require a "donation" in return for a ticket, you must register.

mation letter prior to conducting any raffle activities. This includes selling tickets to an event that will be held in the future. If you wish to conduct the drawing after September 1 of any year, but you wish to sell tickets prior to September 1 of that year, you must register for both years.

An eligible nonprofit group must provide this **information for raffle registration**: (a) Name of organization; (b) address of organization; (c) at least one of the following: Federal EIN# for tax-exempt organizations, Corporate Number assigned when articles of incorporation are filed, or California Charitable Trust ID# for organizations required to register and report to the Registry; (d) name and title of fiduciary, which is a person such as an officer of the organization.

An organization already registered as a charity must register separately to conduct a raffle: Raffle registration is a separate requirement from charity registration.

Separate **reports on each raffle conducted** during the year (September 1 through August 31) must be filed. The reports may be filed with the Registry of Charitable Trusts anytime after the conclusion of a raffle, but must be filed no later than September 1 of each year for activities in the current registration period. Report the date and location of the raffle held, total funds received from the raffle, total expenses for conducting the raffle, the charitable or beneficial purpose for which raffle proceeds were used or the amount and organization to which proceeds were directed.



### Mensaje de la Presidenta

## El presidente de PTA y el director de la escuela una sociedad muy productiva

Por Celia Jaffe

Pocas cosas son tan cruciales para el éxito de su PTA como el tener una buena relación con el director de su escuela. Ambos deben estar muy motivados para hacer que la relación funcione. Aun cuando un director sea muy experimentado y tenga un equipo de maestros excelentes, no podrá tener un año totalmente exitoso si la PTA (o población de padres) no se siente involucrada. Igualmente una PTA bien entrenada, con líderes motivados no funcionara a su mayor potencial sin la ayuda y apoyo del director de la escuela. Las 3 claves para tener una buena relación es comunicación, cooperación y respeto.

El presidente de PTA y el director tienen que estar en constante comunicación. En algunas ocasiones tienen una junta cada dos semanas, solo para informarse respectivamente sobre sus áreas. Aun cuando siempre habrán asuntos en los que no se este de acuerdo, hay que aprender a vivir en desacuerdo. Ambas personas deben esperar que las llamadas sean contestadas y deben hablarse con honestidad. Cuando hay situaciones de emergencia o controversia, ambos deberán de comunicarse de inmediato para poder informar los hechos con veraci-

dad, así ambos serán fuentes fidedignas de información con las personas interesadas. Muchos malos entendidos y conflictos se dan por falta de comunicación por lo que esta área debe ser de alta prioridad.

La cooperación entre la escuela y la PTA es necesaria para tener un año exitoso. Cada junta de PTA realizada en la escuela, cada circular que se manda a casa con los estudiantes así como cada programa llevado a cabo en la escuela requiere de la aprobación del director de la escuela, ya que él será el que tenga la última palabra sobre lo que pasa en la escuela y la comunicación que se lleva a casa. Sin embargo el director no debe determinar las acciones tomadas por la PTA; dichas acciones son seleccionadas a través del voto de la asociación a la cual el director también pertenece.

Una de las mejores maneras de sostener el espíritu de cooperación es seguir una política "sin sorpresas". Esto significa que antes de que un plan se presente en la junta de la PTA, ya sea por el director o cualquiera de los oficiales de la PTA, el presidente y el director deberán tener una conversación al respecto. Si hay alguna objeción entonces se debe tratar de llegar a un acuerdo. Imagínese

al director en una junta en donde el presidente de la PTA quiere poner a votación hacer una "barbacoa" en la escuela sin permiso del director; o al director haciendo una moción para que la PTA pague \$5,000.00 para las nuevas computadoras que ordeno, sin comentarlo al presidente de la PTA. A nadie le gustan esas clases de sorpresas.

La comunidad escolar mira a la relación que ambos líderes tienen como ejemplo para entender y respetar los roles que cada uno tiene. El presidente tiene el papel como líder electo de llevar las juntas, preparar las agendas, trabajar con los otros oficiales y coordinar los planes y programas de la PTA. El director de la escuela supervisa a los empleados de la escuela y se asegura que las políticas del distrito escolar se cumplan. El director también es un miembro de PTA con derecho a voto. Una vez que se ha establecido la diferencia de los roles entre ambos líderes, es mucho más fácil entender el respeto que se deben el uno al otro. Es importante mantener una relación cordial e incluirse el uno al otro cuando se deben tomar decisiones significativas para la escuela.

Espero que usted este en una buena relación con el director de su escuela. Si cree que hay espacio para mejorar dicha relación el primer paso deberá ser la comunicación. El construir una relación sana con su director ayudara a su trabajo en la PTA y acercara a la comunidad escolar a las mismas metas.

## La verdad sobre los comités nominadores...

Por Beverly Berryman, Parlamentaria del 4o Distrito de PTA

Hay muchos comités en PTA y cada uno tiene su propósito, pero el más influyente y poderoso es el "comité nominador". El comité nominador tiene gran influencia en el futuro de su PTA. Al escoger a los candidatos para su PTA este comité puede construirla o arruinarla. La tarea de dicho comité es encontrar a los candidatos más calificados para las posiciones disponibles. El comité debe considerar a líderes experimentados así como a miembros nuevos, que tengan conocimiento sobre cómo funciona la organización.

Todos los parlamentarios deben revisar sus estatutos para determinar cuándo es necesario elegir a un comité nominador. Dichos estatutos le dirán cuando debe seleccionarse el comité nominador y en que junta de asociación será elegi-

do, generalmente 2 meses antes de la Sección anual. En la mayoría de los casos, la elección anual se lleva a cabo en marzo o abril lo que significa que el comité nominador necesita ser electo en la junta de asociación de enero o febrero.

Sus estatutos también especifican cuantos miembros deben formar parte del comité y cuantos alternos en caso necesario. Ningún miembro podrá servir en el comité nominador por dos años consecutivos. El presidente no puede servir en dicho comité. El comité elegirá a su propio director.

Dele el mejor regalo a su PTA: un comité nominador que sea conocedor y que buscara a los candidatos más calificados para las posiciones de liderazgo disponibles.

## Por favor entregue la información de su mesa directiva actual 2011-12

Las unidades y los presidentes de consejo por favor entreguen la información de contacto de su mesa directiva actual al 4o Distrito de PTA que debe incluir la lista completa de sus oficiales y si es posible los directores de sus comités. Visite nuestro sitio de internet

[www.fourthdistrictpta.org](http://www.fourthdistrictpta.org) y oprima en el cuadro de la esquina derecha de abajo que dice: "SUBMIT YOUR NEW OFFICER LISTS FOR 2011-2012."

## Prevención de pandillas depende de familias, escuelas y comunidades unidas

Por William M. Habermehl, Superintendente de las escuelas del condado de Orange.

Se ha dicho muchas veces que una de las mejores maneras para prevenir que los jóvenes formen parte de pandillas es fortalecer las familias y escuelas. Esto incluye la mejora de supervisión comunitaria además de entrenamiento para padres sobre cómo manejar y desarrollar las habilidades interpersonales de los jóvenes. Esta idea, apoyada por la oficina de justicia y prevención de delincuencia juvenil (OJJDP), fue la base de la exitosa conferencia recientemente organizada por el Departamento de Educación de Orange County (OCDE), escuelas seguras y sus servicios de apoyo (Safe Schools).

En 2010, se le otorgó al OCDE un premio de dinero de la agencia de salud de Orange County que provee servicios men-

tales de salud en la escuela, incluyendo el programa de prevención de pandillas, intervención temprana, mediación, respuesta en crisis y entrenamiento.

Los objetivos incluyeron:

- Colaboración entre los distritos escolares, organizaciones comunitarias, policía y asociaciones religiosas para proveer entendimiento total de por qué los jóvenes se unen a las pandillas y apoyo para la salida de ellas así como los recursos disponibles.

- Entrenamiento provisto por profesionales de la salud mental sobre las mejores técnicas de cómo manejar las situaciones de jóvenes involucrados en pandillas.

- Proveer un foro multidisciplinario para compartir la evidencia que las estrategias desarrolladas para ayudar a los jóvenes en riesgo de involucrarse con las pandillas.

Para mayor información favor de contactar a Jim Perez, Coordinador de prevención de Pandillas al 714-953-6513 o [jperez@access.k12.ca.us](mailto:jperez@access.k12.ca.us).

## ¿Rifas? Apéguese a las reglas

En California, las organizaciones caritativas y no lucrativas pueden organizar rifas para recaudar fondos para su propio beneficio.

Esta es una excepción a la prohibición constitucional en contra de las loterías que requieren **al menos el 90% del ingreso bruto de dicha rifa que vaya directamente a beneficiar al propósito de caridad** en California.

Una organización sin fines de lucro debe registrarse con el Registro del Procurador antes de llevar a cabo una rifa y entregar un reporte que incluya los detalles de cada evento. **Las formas de registro y reporte de actividades pueden obtenerse en el siguiente sitio de internet:**

- [Nonprofit Raffle Registration Form - CT-NRP-1](#) y

- [Nonprofit Raffle Report - CT-NRP-2](#)

**El registro debe hacerse antes de hacer la rifa.** Para registrarse complete la forma de registro (CT-NRP-1) y mándela al registro con su cuota de registro de \$20. Los cheques deben hacerse a nombre del Department of Justice. Las aplicaciones son procesadas en cuanto el orden se recibe, sin embargo usted debe recibir confirmación por escrito antes de organizar cualquier rifa que requiera la venta de boletos.

El registro para las rifas es del 1 de septiembre al 31 de agosto y la fecha límite es el 1 de septiembre. Si una organización no se ha registrado para la fecha límite, entonces necesita mandar la aplicación para regis-

trarse al menos 60 días antes del evento, para que la oficina de registros tenga tiempo suficiente para procesar la aplicación. Mande la aplicación con acuse de recibo en el correo para asegurarse que fue recibida.

Su PTA no podrá vender boletos para la rifa hasta que esta no sea registrada. Usted deberá conseguir una carta de confirmación antes de empezar la rifa, incluyendo venta de boletos para un evento que se llevara a cabo en el futuro. Si usted desea llevar a cabo una rifa después del 1 de septiembre de cualquier año y quiere empezar a vender boletos antes de ese 1 de septiembre, deberá registrarse por los dos años.

Su PTA deberá proveer la siguiente información para registrarse para una rifa: (a) Nombre de su PTA; (b) dirección de su PTA; (c) al menos uno de los siguientes números: Federal EIN# para las organizaciones no lucrativas, número corporativo asignado cuando se incorporó la organización, número de identificación de caridad para las organizaciones que necesitan uno para registrarse en el registro; (d) nombre y título fiduciario y quien es la persona encargada en la organización.

Una organización que ya se ha registrado como caridad, deberá registrarse para hacer una rifa.

Se deben entregar reportes separados para cada rifa que se organice. Se debe reportar la fecha y el lugar en donde se llevó a cabo la rifa, el total de gastos incurridos para la rifa, el propósito o beneficio de la rifa o para que serán usados los ingresos obtenidos.

### Estructura organizacional de la PTA

## ¿Adónde se va sus cuotas de membresía y cómo son usadas?

Por Su Craig, Vicepresidenta de membresía del 4o Distrito de PTA

Algunos miembros de la PTA se preguntan qué pasa con las cuotas de membresía que son remitidas a los diferentes niveles de la organización. Mientras la mayor parte de la cuota se queda en la unidad, lo que resta sostiene a la organización entera de la PTA.

Cada nivel de la PTA provee servicios específicos y cada uno de estos servicios regresa de una forma u otra a la organización local o su unidad.

He aquí los niveles de PTA y servicios que provee:

### **Unidad (su escuela)**

- ▣ Trabaja a nivel de la escuela local para ayudar a los niños y jóvenes.

- ▣ Lleva a cabo los propósitos de la organización.

### **Consejo (grupo de unidades en su área local)**

- ▣ Ofrece apoyo y recursos a través de entrenamiento e información actualizada.

- ▣ Provee guía, y representación.

- ▣ Promueve, apoya y provee educación para padres.

### **Distrito PTA (Nivel regional)**

- ▣ Promueve el trabajo de la PTA estatal y nacional.

- ▣ Organiza y fortalece a los consejos y unidades.

- ▣ Canaliza la información de la PTA de California.

- ▣ Provee talleres de entrenamiento, programas y entrenamiento de liderazgo.

- ▣ Prepara publicaciones.

### **PTA de California**

- ▣ Representa a la PTA en actividades familiares y de educación.

- ▣ Mantiene a defensores legales en Sacramento.

- ▣ Planea y lleva a cabo la convención anual.

- ▣ Provee talleres, servicio de campo y entrenamiento de liderazgo.

- ▣ Prepara publicaciones.

### **PTA Nacional**

- ▣ Defensores nacionales para los niños y jóvenes.

- ▣ Desarrolla y funda proyectos a nivel nacional.

- ▣ Mantiene defensores legislativos a nivel federal.

- ▣ Planea y lleva a cabo la convención anual.

- ▣ Provee servicio de campo y prepara publicaciones.

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After School Spanish Program  
909-319-9796



# Lights, camera...action!

## Time to put your PTA in the movies!

### *Here's how to do it:*

Plan a short video and write a script telling the audience about the good work your PTA does, the creative membership plan you are using, the exciting programs that your PTA provides.

Audition some actors— find them from among your PTA members. Have them practice your script, and shoot a short video.

Post your video on YouTube.

Contact Fourth District PTA! Once your video is posted on YouTube, email the link to: [communications@fourthdistrictpta.org](mailto:communications@fourthdistrictpta.org).

Video review: The Fourth District PTA communications committee will review your video to determine if it is appropriate for posting on our website.



Outstanding YouTube videos will be posted on the Fourth District PTA website home page! And on our Facebook page! Plus, we will share your video with California State PTA!

### Why make a video?

- For use in marketing your PTA
- To gain recognition for your accomplishments
- To see your name in print
- Because someone in Hollywood might discover you
- Because you are so proud of what your PTA is doing for kids!

### Questions?

Contact **Patty Christiansen** at

[communications@fourthdistrictpta.org](mailto:communications@fourthdistrictpta.org)



Dec-Jan  
2011-12

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**Fourth District**  
**PTA**