

# THE

# Communicator

California State PTA

## Winter/Spring



2327 L Street, Sacramento, CA 95816-5014  
Telephone: 916-440-1985      FAX: 916-440-1986  
[www.capta.org](http://www.capta.org)



## **THE COMMUNICATOR – Winter/Spring 2013**

Articles appearing in **The Communicator** may be reprinted for PTA use only, in PTA unit, council and district newsletters, as fliers or as handouts. Please credit **The Communicator** when reprinting articles.

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Past issues of **The Communicator** can also be found at [www.capta.org](http://www.capta.org).

Cover illustration by Reflections Program participant, Megan Tien  
Kathryn Cross, Vice President – Communications 2011–2013  
Mark Buchman, Editor – 2012-2013

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**Convention is just around the corner.**

**Visit us at**

**<http://www.capta.org/sections/convention-2013>**

**for up to date information.**

**Registration is now open.**

**Convention has also started tweeting!**

**Follow [@CAPTAConvention](#) for updates and news.**

**IMAGINE all of the possibilities for your PTA  
in San Jose, May 2 – 5, 2013. We'll see you there!**

**Questions willingly answered and comments  
graciously accepted at [convention@capta.org](mailto:convention@capta.org)**

## Convention frequently-asked questions



### Q: Why do we have conventions?

**A:** As a 501C3 California State PTA must hold annual meetings to conduct the business of the association. Resolutions, bylaws changes, legislation platforms and elections are all association business. Convention is also a time for training, education, networking, and fun!



### Q: Can Convention coordinate with school districts so it is not during the testing window?

**A:** We wish we could. However, school districts can test within a many weeks time period and one or more districts frequently conflict with the scheduled convention. In addition, our bylaws state the window of time in which we can hold our annual meeting. Convention dates are set 5-6 years in advance, to ensure we have the convention and hotel space.

## **Q: Why isn't coffee and water served at workshops and the general meetings?**

A: We are working very hard to keep the cost of convention affordable to all members. If we provided coffee at all our workshops and meetings, the estimated cost is over \$11,000. Rather than raise the cost of convention, we feel it is more cost effective to get your coffee elsewhere to save you and your PTA money.

## **Q: I heard that we aren't getting paper handouts this year, is that true?**

A: This year most workshop handouts will be electronic. They will be available by download from [capta.org](http://capta.org) on April 18, 2013. Each attendee will also receive a USB drive with the handouts. Some outside presenter materials or pre-printed fliers or brochures, may still be given out at a workshop.

## **Q: Why are we going to electronic handouts only?**

A: There are a few reasons. It's become the industry standard for conventions. Also, we print and ship tons (*literally*) of materials that often end up in the convention center and hotel trash/recycling. By using electronic handouts attendees have access to materials prior to convention and materials can be printed or downloaded to a device of their own choosing.

## **Q: Whom do I contact if I have convention questions?**

A: Contact your District President or District Convention Chairman. You can also contact [info@capta.org](mailto:info@capta.org) or [convention@capta.org](mailto:convention@capta.org)

## Bylaws play an essential role in your PTA

People tend to think of several things when they hear the term “bylaws.” These include “restrictive,” “rules,” and, “Who needs them?” to name a few. But the more familiar you are with unit, council or district bylaws, the more you’ll appreciate their ability to assist in running an organization smoothly.

First, look at the bylaws and find the *issue* date. This is easily found on the cover of the bylaws. The most current unit bylaws are cover-dated “June 2012.” If the bylaws do not have this date, it is time to review and revise.

**Article I** of the bylaws states the *name of the organization* as it was chartered. This is the legal PTA name and must appear on all legal documents such as minutes, tax filings, any communication to state PTA, etc.

**Article II** states the *purpose of the organization*. The board should review its PTA’s goals to ensure alignment with the purposes.

**Article III** outlines the *basic policies* of PTA, including noncommercial, nonsectarian and nonpartisan policies. It states PTA cannot enter into memberships with other organizations – with exceptions. Study the *Toolkit* to learn what the exceptions are. Article III also details what to do should the unit, council or district be dissolved.

**Article IV** details *membership*: per capita dues and how much goes where, remittance deadlines and other pertinent membership information. This is especially important in planning and executing membership campaigns.

**Article V** lists *required officers, nominating committee requirements, term restrictions and dates of elections*. This valuable information is right at hand.

**Article VI** gives *details of officers and duties*. This covers president, vices presidents, secretary, treasurer, etc. Delve into the information contained in the bylaws.

**Article VII** could be renamed *Everything You Always Wanted to Know About Association Meetings but Didn’t Know Where to Look*. Literally everything to know about an association or general meeting is contained here: day of the week and months of meetings; which meetings is the election meeting; the budgets, programs and projects which must be approved by the membership; the requirements for calling a special meeting – and there are a few; the quorums required for the meetings; who can make motions, debate and vote; and how often to meet. Finally, this article discusses proxy voting, which is never allowed.



**Article VIII** is full of information about the *executive board*: who is included on the board, what the board does, how the board authorizes payments, what committees it can create, and how to fill board vacancies. Members of the executive board may not serve as paid employees of or under contract to the association (conflict of interest). If a special meeting of the executive board is needed, you will find out how to do this in Article VIII. Finally, you will find how to legally remove from office a non-attending executive board member or one whose conduct is deemed to be injurious to the organization. “Due process” is fully outlined and must be followed in such cases.

**Article IX** covers *committees*. Some of the vital knowledge to be gleaned from this section includes how to form committees, how long the committees serve, how to make and file committee reports, and due process for committee chairmen.

**Article X** covers *council PTA membership*. It states the council to which you belong (if in council), the amount of council per capita dues, and who will represent your PTA at meetings of the council.

**Article XI** details the charter procedure for all local PTAs organized under the authority of the California State PTA, conformity to rules and regulations, and the relationship to National PTA. *The requirements of a “unit in good standing”* are found in this article.

**Articles XII** explains your PTA’s *relationship with National PTA and California State PTA* and that the bylaws must not conflict with either National PTA or California State PTA.

**Article XIII** contains the *Articles of Organization*.

**Article XIV** states the start and end of the *fiscal year and the identification numbers* for both California State PTA and National PTA. These numbers are essential for filing taxes and other purposes.

**Article XV** states the *parliamentary authority* that is Robert’s Rules of Order Newly Revised. Parliamentary authority empowers PTAs in achieving proper meeting procedures and respecting every member’s opinion.

**Article XVI** outlines the *amendment procedure* for bylaws.

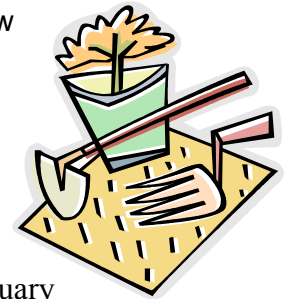
The *California State PTA Bylaws for Local PTA/PTSA Units* play an essential role in the PTA organization. Open your copy and start learning!

## How does your PTA grow?

### Consider a Mid-Year Membership Campaign

If your PTA is a respected relevant and fun association that is making a difference in your school and community, people will be eager to join...no matter the season! Remember, California State PTA offers membership awards for units that grow their PTAs!

Find out more at [www.capta.org](http://www.capta.org).



#### Imagine...

- Nationwide, approximately 18 percent of PTA members join in January and February.
- PTAs that run more than one campaign a year have, on average, **20 percent more members**.
- A mid-year campaign reminds your community that membership is everyone's business.
- Parents who join their PTA in January/February can still make a positive impact at your school.

#### Plan...

- Remind your PTA board to share with potential members the benefits of PTA for all children.
- Make a list of the categories of people you have yet to approach.
- Be sure you have the support of your principal and school staff.

#### Promote...

- Advertise your PTA through newsletters, newspapers, websites, and marquees.
- Place poster/fliers on school and community bulletin boards (with permission).
- Distribute stickers, brochures, and fliers at PTA and school activities.
- Inform PTA members and potential members of special events.
- Position your PTA as part of America's number-one parent involvement organization.
- Set up your membership table at every PTA and school event.
- Include articles about membership and a clip-out membership form in every PTA newsletter.
- Publish your current membership count, celebrating the growth of your PTA.

## Renew Enthusiasm in Spring...

- Share involvement opportunities in the new calendar year.
- Invite newly transferred families to join in a special letter from your PTA and principal.
- Send membership forms and fliers home with winter report cards and school reminders.
- Create a “garden” poster that represents your growing membership, with flowers to which new-member names can be added. Display it prominently at your school.
- Ask people to join your PTA – don’t wait for them to offer. Have all sign-up materials handy!



## Sample Facebook Disclaimer

*This disclaimer may be used and customized for any unit, council or district PTA Facebook account.*

The purpose of this **ABC PTA** Facebook page is to further the PTA and school's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. Users are expected to use the site only for those purposes.

**ABC PTA** maintains that by creating this official Facebook page, and allowing for public comment, this page is not intended to create a limited public forum or otherwise guarantee an individual's right to free speech. Any views and comments expressed by users on this site are those of the users and do not necessarily reflect the views of the PTA or school district. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the PTA or district. All site users are personally responsible for the content of their posts and the PTA and district are not responsible for the content of external online platforms. Users are expected to communicate in a respectful, courteous, and professional manner.

This site is regularly monitored and any inappropriate posts will be promptly removed. Improper posts, including those that are obscene, libelous, or so incites people as to create a clear and present danger of the commission of unlawful acts, violation of PTA rules, or substantial disruption of the PTA's orderly operation. This may also pertain to posts that are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment.

Please contact [ABCPTA@gmail.com](mailto:ABCPTA@gmail.com) regarding violation of these guidelines on the use of official PTA or district social media platforms.



# Why write right?

*“The dog ran down the rode.”*

*“We drove to school in there car.”*

You are reading what seems like an interesting article or a newsletter and, suddenly, there it is right in front of your face – an obvious grammatical error, or the misspelling of a common word, or worse ... both! The article’s content becomes unimportant, the words blur as you focus on the misspelled words, the grammatical inconsistencies, the use of inappropriate past tense in an article full of present, etc.

People’s first impression of your personal writing, in your PTA newsletter or your article in the school paper, or on the web can be positive or negative. You never get a second chance to make a first impression. Here are suggestions that can help you ensure that the first impression is positive:

- **Proofread everything.** Your editor is one of the most important people to your writing. Make sure the editor is someone who knows what he or she is doing. This person should know more than just basic grammar and tense use, proper spelling (and how to use spell check), sentence structure and type, they should also know your “organizational” writing style, and, most importantly, have the complete authority to correct those errors as necessary. Let your contributors know their writing may be edited.
- **Draw attention correctly.** You do not need to capitalize indiscriminately to draw attention to your message. “Convention” is not always capitalized. Neither is “council.” Explore the use of other formatting options to draw the eye. Vary your style, use different fonts and sizes, view the paper at the end of your hands and determine what draws your attention first. Bullets, numbering of key points, or adding symbols will all draw attention. Use exclamation points wisely.
- **Content.** Do not publish articles just to fill up space. Content is key to building regular readership. If your writing is worth reading, people will read it eventually.
- **White space.** The eye can only handle so many letters on a page. White space is restful, calms the page and assures the reader his eyes can handle reading the entire message. Continuous pages with no white space turn most readers off. Do not fill every single fraction of an inch of your page with text. Add the occasional photo, boxed quote, or artwork into your usual text space.
- **Small details.** Make sure your article or publication has a header or footer with the correct date and/or issue. The truth is things that are incorrect will always stand out to savvy readers. It’s in their blood. They can’t help it.

Newsletters, blogs, and other article writing are an excellent ways to entice people to read and learn more about your organization, goals and policies. Let’s make that first impression a lasting one.



## Teacher Appreciation Week Planning May 6-10, 2013

Letting teachers know that their work is valued is an important step in building good parent-teacher relationships. One effective way to celebrate the work teachers do is to participate in Teacher Appreciation Week, May 6-10, 2013. Consult the Teacher Appreciation Week website from California State PTA <http://www.capta.org/sections/programs/e-teacher-week.cfm> and National PTA <http://www.pta.org/programs/content.cfm?ItemNumber=3270&RDtoken=25999&userID=> for ideas, or see the list below:

- Plan a luncheon for the teachers and welcome them with cheers and applause as they enter the lounge. Have parents provide the food or check with local vendors for food donations.
- Have each student in the class bring in one flower stem, which can be gathered together to form a bouquet for the teacher.
- Have the room parent take a class picture and frame it with a wide mat so all students can sign around the picture.
- Print out a Teacher Appreciation certificate.
- Have the city council or school board present a proclamation of Teacher Appreciation Week (samples are available on [www.capta.org](http://www.capta.org)).
- Give each teacher a post-it pad (or other office product related to teaching). Write “Your dedication is noteworthy” on the top page.
- Pick a specific day to “Thank a Teacher”. Have parents send e-mails to thank the teacher, have the Associated Student Body (ASB) make banners to hang around school saying “thank you,” or have the room parent assist students in making hand-written thank you notes. In high school the best way to get large groups of students to write thank you notes is to attend sports practices (arrange ahead of time with the coach), ASB, or other student groups where large amounts of students are in the same place at the same time. After the notes are finished, the thank you cards can be put in teacher mailboxes.
- Have kids thank their teacher on the intercom during the morning announcements.
- Make trinkets with a message. Some ideas are:
  - Bag of nuts – “Our school is nuts about you”
  - Pack of gum (use Extra brand) – “Thanks for your Extra hard work”
  - Mints – “Thank you for your commit-mint”
  - Payday candy bar – “You deserve an extra pay day”
  - Graham Crackers, Marshmallows and Chocolate in a cellophane bag – “We need s’more teachers like you”
- Plan a morning coffee and bagel greeting. Ask local vendors to donate coffee and bagel stores to donate day-old bagels.
- Plan a healthy morning snack; fruit, yogurt and granola parfaits are a hit!
- Plan an ice-cream sundae party for the teachers after school gets out on Friday afternoon.
- Ask local merchants to donate small gifts and gift cards, which you can put into gift bags for each teacher.
- Send two blank pages home with each student in your classroom, asking each student to include a photo and letter to their teacher about why they love school, what they have learned this year, why they like their teacher, etc. Compile all pages together into a book to give to the teacher.

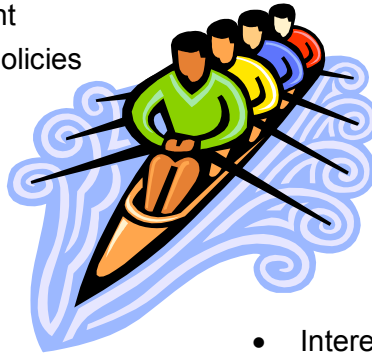
## PTA President and Principals WORKING TOGETHER

### PRINCIPALS DESCRIBE A GOOD PTA PRESIDENT

- Good organizer
- Has the welfare of children at heart and does not seek personal glory
- Works well with others and gives credit to others
- Friendly, tactful and intelligent
- Knows and upholds school policies
- Delegates responsibility
- Decisive, but not dictatorial
- Presides well

### **Principals report these are the things that obstruct good relations:**

- Lack of understanding between the school and the PTA
- Relationships between individuals – gossip and cliques – jealousy among members
- Lack of cooperation in planning
- Parents trying to direct the school program
- Pressure groups
- Lack of trained PTA leadership
- Lack of planned program
- Feeling that PTA is being used to criticize school and teachers
- Lengthy business meetings
- PTA leaders unwilling to take suggestions



### PTA PRESIDENTS DESCRIBE A GOOD PRINCIPAL

- Cares for, and is concerned about children
- Cooperative, friendly, intelligent and has a sense of humor
- Knows and understands the work of PTA
  - Well trained in his/her field
  - Inspires loyalty and confidence of staff, parents, and students
  - Willing to listen to parents
- Interested in the community
- Active in the PTA

### **PTA Presidents report these are the things that obstruct good relations:**

- Lack of understanding between the school and the PTA
- Lack of participation by teachers
- Lack of interest on the part of the principal or one who is too dominant
- Teachers who feel PTA is trying to run the school
- Failure to talk over problems
- Making plans without consulting with the principal
- Individuals who seek PTA office to exploit themselves or their children
- Failure to keep personal matters out of meetings
- Gossip and cliques

## Working with administrators

### Set the Tone ~

- Building a relationship is important
- Sense of collaboration
- Being part of the team
- Active participation at the school



### Two-Way Communication ~

- Establish a meeting calendar with the principal early in the year
- Keep administrator informed of events, activities or concerns
- Share information from State/National PTA with site administrator
- Share information on setting dates for activities in conjunction with principal

### Collaborating with the School ~

- Be aware of the school's improvement needs and focus
- Offer to bring PTA's help in reaching the goals set by school and its staff
- Ensure PTA members are actively involved in school site councils, governance teams, or related committees

### Training Opportunities ~

- Offer to provide parent training at the school
- Offer materials relevant to the needs of the school found in the *Toolkit* and *Quick Reference Guides*
- Invite principal to leadership activities sponsored by State/National PTA

### School District Level Involvement ~

- Be an active member of school district level committees
- Use school district's master calendar to become aware of activities where PTA's
- Presence is needed
- Request an opportunity to provide a presentation at school board meetings

### Build a Strong Team ~

- Ask for the principal's help in encouraging staff to become PTA members.
- Learn from others and share your knowledge as well

## Self assessment for principals and presidents

It is useful to reflect upon one's performance to identify areas for improvement and acknowledge the development of new skills. Using the numbers 1 through 5, with "5" indicating the "best practice," how would you evaluate yourself or, how would you evaluate each other?

### Principal

- Do you attend PTA meetings, including meetings of the executive board?
- Do you take time to plan with the PTA president?
- Do you let the PTA president know about your schools plans and needs?
- Do you personally feel you know and understand the PTA program?
- Do you encourage your teachers to participate in PTA activities, encourage them to join PTA and encourage their attendance at meetings?
- Are you careful not to dominate the PTA?
- Do you make your PTA feel welcome and part of the school?
- Do you invite your PTA president to attend some of the staff meetings?

Do you cooperate in use of school facilities?

### PTA President

- Do you invite the principal to all PTA meetings and activities?
- Do you consult the principal on all plans early in the school year?
- Do you constantly seek to understand your school better?
- Do you build some of your PTA programs around school programs?
- Are you careful not to make excessive demands on the time of your school personnel?
- Are you careful not to interrupt or interfere with the school program?
- Do you keep personal matters and personality conflicts out of the PTA?
- Are you a good manager?
- Are you friendly with everyone; school personnel and PTA members?
- Do you work well with others and give credit where credit is due?
- According to your profile, how are you doing?

## The Dos and Don'ts of communicating by email

Teamwork is a powerful tool that enhances your success as a PTA. By understanding, nurturing and adapting the habits of effective teams and effective team members, your PTA can work smarter and accomplish even more in your community.

Email is a popular way to communicate. It is a quick and efficient way to disseminate information to several people at once. It offers recipients the opportunity to read and respond thoughtfully when they have time to process the information, whereas a phone call can catch them off guard. Email also creates a paper trail that can come in handy when decisions, assignments or plans need to be made.

While email is certainly an efficient means of communicating, it often is a source of confusion, frustration, and hurt feelings. Without the benefit of seeing body language and hearing voice tone, recipients can misinterpret your words and that can lead to conflict.

***When you use email, make sure you follow these rules:***

### **DO ...**

**Use a specific subject line** so that readers know exactly what your email is about.

**Use the “priority” settings** if a message is urgent or insert a “call to action” in the subject line, such as “Please respond by August 1.”

**Use care when utilizing the “bcc” function.** Remember the recipient can reply. If it is appropriate to share an email without other recipients knowing, sending it separately with an introductory message is a better option.

**Include the original email** in your response so that the recipient knows the context of your response.

**Respond in a timely fashion.** Reply to all urgent messages immediately. For others, follow up within 24 hours, even if you are simply telling the recipient that you will send a more detailed message later.

**Send one-or-two-word confirmations** or responses in the subject line, such as “Yes” or “Date confirmed,” followed by EOM for “end of message.” So that recipients don’t have to open the email to learn your response.

### **DON'T ...**

**Insert the recipients’ names into the “To” field until after you have carefully proofed your email.**

**“Reply all” to an entire group** if your message is not relevant to everyone.

**Address conflict, poor behavior or other sensitive topics** in email. Pick up the phone or meet face to face instead.

**Write anything in an email you would not say to someone’s face.**

**Bold, underline, italicize or capitalize entire words or phrases.** Not only does it make a message hard to read, but it can come across as rude.

**Experiment with humor or creative writing styles** that could leave the recipient offended or confused.

**Share intimate** or offensive comments in email.

**Send a large attachment** without first confirming that the recipient’s server can open it.

**Jazz up emails** with fancy fonts, colors, emoticons or other graphics. They can be distracting and look unprofessional.

## Managing Conflict

- ◆ Be aware of the causes of conflict. Know what it looks like and work to prevent it.
- ◆ Make sure that your board and your PTA have a good base knowledge about PTA. Often conflict arises just because people don't understand how and why things happen within a PTA. Make sure that PTA's positions and policies are well articulated by explaining how and why actions are taken within your unit. It is critical that there is a frequent reference to your bylaws; a great deal of the functioning of a PTA is dependent on your bylaws.
- ◆ Make an effort to be informed on issues in your school and community as well as PTA. It is easier to try and resolve something familiar than a totally unknown situation
- ◆ Be proactive in running your PTA. Use parliamentary procedure from the beginning - it is too late to start when things get rough! Set ground rules and stick with them. Don't forget how important a good relationship is with the principal and staff at your school
- ◆ Delegate so everyone has some responsibility. When everyone has some ownership, they are less likely to raise problems.
- ◆ Prevent conflict by honoring the rights of the members and upholding the responsibility of being a membership organization.
- ◆ Goal setting makes a difference. If decisions can be measured against a consistent goal or expectation, everyone understands and again feels included - keeping unproductive conflict at bay.
- ◆ Open communication takes work, but it's important to people to have a chance to say what they are thinking and feeling. Sometimes that



# Leadership Services Commission

- is all they need to do to resolve their issues.
- ◆ Use active listening:
  - ◆ Be patient
  - ◆ Do not interrupt
  - ◆ Put aside your own opinions
  - ◆ Clear up any misunderstandings before you begin to talk
  - ◆ Some barriers to effective communication are:
    - ◆ Poor listening skills
    - ◆ Lack of trust
    - ◆ Different knowledge levels
    - ◆ Cultural differences
    - ◆ Giving advice and suggestions
    - ◆ Body language
    - ◆ Differing values
    - ◆ Lack of commitment
  - ◆ Trigger words, such as won't, always, never and but.
  - ◆ Parliamentary procedure is a useful tool, not a hammer to pound people with. Ensure that your membership is familiar with the proper use so that they recognize business is hampered when people speak out of turn or are disruptive. Board members with good knowledge of parliamentary procedure can help out with helpful motions at opportune times. Remember your standing rules!
  - ◆ Make sure to revisit your ground rules regularly if you feel that your meetings are getting too unruly.
  - ◆ If you have an indication or an idea that something might be brewing, ask your council or district for support. They can help you with practical tips and attend your meeting if you need them.
  - ◆ Remember you can always meet another time to discuss the situation informally.

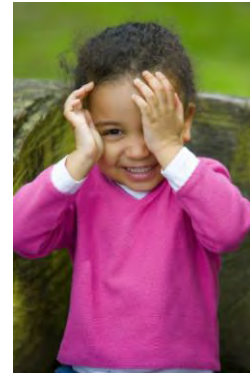
## Chairing a Tough Meeting

### Before the Meeting:

- ▶ Sit down with appropriate officers and pre-plan the meeting to allow maximum participation from all points of view. Consider the people or the problem objectively and as impersonally as possible.
- ▶ Check PTA sources for existing positions on issues to be discussed. Print up prepared information relevant to the issues and distribute to the group before the meeting begins.
- ▶ Prepare an agenda for the meeting. Include those items you believe can be managed in the time allotted. Have a clear understanding with all concerned that this is what will be dealt with at the meeting.
- ▶ Carefully study Robert's Rules of Order on meeting procedures and motions. If you anticipate a divided audience, review the *Toolkit* for procedures on conducting a ballot vote.

### Meeting Time:

- ▶ Have on hand a copy of the bylaws and Robert's Rules of Order.
- ▶ Distribute the agenda to the membership before the meeting begins and keep to the agenda.
- ▶ Conduct the meeting as formally as you can.
- ▶ Make sure that, as chairman, you are not biased in conducting the meeting.
- ▶ If the group is willing, special "ground rules" for this meeting can be agreed upon at the outset, such as number of times a person may speak to any one item, time limits for all speakers, etc.
- ▶ If such rules are not adopted, the chair can allow the group to rule on time limits during the debate if no motion is on the floor at the time. The chairman also has the privilege to overlook recognizing a speaker who may be dominating the floor in favor of others who may not have spoken.
- ▶ Should the group continue to disagree in such a way that a committee study is warranted; the chair should not hesitate to solicit a motion to create another committee. In selecting its members, those who have expressed strong feeling on the issue should be given responsibility for justifying those feelings by being a part of the study group.
- ▶ Check your bylaws for any limitations or obligations concerning the activity.



Whatever happens, keep your perspective by maintaining neutrality as the chair. Keep your sense of humor and remember that you are not going to settle the war of the worlds.

## Reasons to conduct elections per bylaws timeline

Bylaws indicate when elections are held; but, WHY is it important to elect new officers before the current school year ends and not when the new school year starts?

### ***If the new school year begins without new officers:***

Four months of transition and planning time is forever lost. The new board can begin meeting and planning right after an April election.

1. The program and budget committees have inadequate time to develop and plan prior to the first association meeting, which leaves little time to give notice for and present plans to the membership for its required approval.
2. The PTA executive board must play catch-up. It can take months to feel organized and prepared to effectively lead the association.
3. Banking, check signatures and bill paying can be impaired if previous officers have moved on and financial procedures have not been properly addressed at the end of one fiscal year and the beginning of another.
4. The transition of officers and chairmen after an extended break loses the momentum of sharing and passing on information and materials. If past officers or chairmen move to another campus or community, materials and procedure books often become lost.
5. Newly-elected officers miss the opportunity to participate in counterpart training often provided by the district and council PTA in the spring, as well as convention and other workshops.
6. Bylaws state the president-elect is entitled to represent the PTA at the annual California State PTA convention, if the budget allows. The annual convention is always held in late April or very early May.
7. Mailings of valuable resources and materials from National and California State PTA are missed or not received in a timely manner.
8. The opportunity to promote PTA, build a relationship with the school, and publicize the PTA's role on campus is delayed and momentum is lost.
9. Administrators and school staff may be confused as to whom the PTA leaders are and how valuable the PTA/PTSA is to the school community.
10. Opportunities for valuable community building, networking and volunteer recruitment, which normally begin when officers take office, are lost.
11. The membership campaign begins too late for the PTA to qualify for the Ready, Set ... Remit! Award and may prevent the PTA from remitting the first required dues payment on time.
12. Students lose the opportunity to participate in *Reflections*, PTA's fine arts program, because there is inadequate time to plan, kick off and meet entry deadlines.

## Strategies for filling boards

### *Start early by being inclusive and welcoming.*

- At the beginning of the term, ask current board members to identify people who show strengths, skills and enthusiasm.
- Be aware of that person who is always early, willing to help in any way, is just behind-the-scenes everywhere. That kind of enthusiasm is a good trait in a PTA leader.
- Develop a list with short descriptions of the positions at your site (including time commitment) so that people know what they are being asked to do. Publicize these on websites and in newsletters. If you have sign-up sheets, do the same on them and in directories.
- Do an interest survey in which you ask what skills people have, what they want to be involved with, etc.

- Give a clear indication of the responsibilities of all positions and how much time may be involved.

- Promote training, resources and counterpart assistance so that volunteers know they will be supported.



- Encourage council/district officers to sit in or assist with presentations at workshops.
- Include any expectation of officer representation at leadership training workshops, council and PTA district meetings and/or the California State PTA annual convention. Have job descriptions available at training events.
- Always encourage board members to mentor others. Encourage board members to ask for assistants and delegate well so that others get a sense of what effort is involved in tasks and events.

# Leadership Services Commission

- Ask the principal and teachers to recommend people who have shown interest in being involved at school or in the classroom who may not have been approached by PTA.
- At middle/junior highs and high schools, be sure to be in touch with your feeder schools on a regular basis so that they know what your PTA/PTSA does. Then ask them to identify potential volunteers.
- Be sure to make clear when elections take place and the need to have people on board in spring and what a PTA misses if there are no officers in spring for the following year.
- Reach out to other groups to share information about how those leaders can be involved in PTA.
- Be positive about the personal benefits of the job: marketable skills, great leadership training, community respect, increased self confidence, computer skills, public speaking training, support and friendship from a great group of people, etc.
- Don't try to talk a reluctant individual into accepting a nomination.
- Don't whine or beg, and remember that no one wants a job where the incumbent complains about their job.
- Never try to “fill the board” just to have names in place. A vacancy at the time of the election may be filled by a nomination from the floor or later can be elected by the newly elected executive board.

## Other things to consider:

1. Take an honest look at what you do and how you represent PTA. Is this why some might not join?
2. Don't be afraid of change, encourage it.
3. Consider one-time event chairs instead of a “programs vice president” who is in charge of all events.
4. Consider that one-time volunteers may get hooked.
5. Use interest or job skills surveys.

# Leadership Services Commission

6. Make the personal call asking people to consider being involved.
7. Ask again – “No” today does not mean “no” forever.
8. Challenge each board member to bring a new name for consideration.
9. Reach out to members of the school community who have no representation.

## For district and council boards:

- ◆ Ask the superintendent for suggestions
- ◆ Get board lists from previous years and see if anybody might want to return. Track who has consistently gone to trainings and conventions and ask if they want to move to Council or District.

Find out from State VPs and chairmen which people from the units have been responsive, competent and interested.

- ◆ Try to look for small tasks that can be done to introduce someone to the council/district: Examples include the financial review committee, bylaws review committee, help with training set-up/sign-in, help with a speaker night, member of health committee, etc.
- ◆ Districts should meet with and develop relationships with council counterparts so the district gets to know more leaders than the council presidents.
- ◆ Do not be afraid to be “bold” and recruit students to fill-in on district/council boards, particularly where social media and technology is concerned.

## PTA leadership qualities

### A good PTA leader:

- Should have basic PTA knowledge and a willingness to learn
- Is willing to attend training opportunities to further understand the organization
- Believes in people and helps others achieve goals
- Communicates well orally and in writing
- Delegates responsibility
- Is willing to do the job others are unable to do

### Leadership qualities to expect of yourself and others

#### Knowledge of, and commitment to, PTA positions

A commitment to PTA's views and beliefs is essential to being a PTA leader.

#### Good communication skills

Successful leadership also requires excellent oral and written communication skills, as well as active listening allowing you to be more empathetic with others. This includes the ability to offer constructive criticism.

#### Conflict management skills

An effective leader has the ability to stand back and see what is happening within the group, assure that each member is heard, and not allow anyone to feel alienated or insecure because of another's ego or ambition.

#### Critical thinking skills

Critical thinking skills allow leaders to ask the right questions, select relevant data, weigh conflicting information, and determine the right course to follow.

#### Decision-making abilities

A good leader knows when to determine if additional resources or input is required and when it is time to end discussion and determine a course of action.

#### Faith in the process

A leader must have faith in the ability of everyday people to work to change school policy, succeed with a ballot initiative and engage in petition campaigns.

#### Encouragement of others

The true test of leadership is putting the national, state, and local PTA goals before your own. This involves delegating tasks and authority, complementing others, thanking them and sharing credit.

***The art of leadership is the ability to make what one is doing attractive to others ... attractive enough for others to want to join and take on responsibilities!***

# Ten mistakes leaders often make

Adapted from *Leadership for Dummies*, Marshall Loeb, 1999

## 1. FAILING TO LEARN FROM MISTAKES

Admit mistakes; don't fall into the "I can't disappoint the people who trusted me" syndrome. Take responsibility and don't blame others, or justify and make excuses.

## 2. FAILING TO BE FLEXIBLE

A good leader has to be flexible. Situations change; anything can change. A leader will be ineffective if they can't modify plans and adapt projects when needed.

## 3. FAILING TO ACKNOWLEDGE THE PAST

While it's not good to be stuck in "we've always done it that way" mode, the past does point the way to the future and there were reasons for those methods. Don't erase it or discount it just because it's the past.

## 4. COMMANDING INSTEAD OF LEADING

People will count on you for guidance, but also for motivation and recognition. You can't push people to believe in, and work toward goals; guiding, leading and inspiring people will get them to participate in the work.

## 5. FAILING TO LISTEN

Never estimate the importance of listening to all the voices, not just the ones that agree with you.

## 6. THINKING OF HIS/HER OWN NEEDS FIRST

Leadership is not a mantle of privilege. Learn modesty. You can accomplish more if you don't care to get the credit.

## 7. THINKING LEADERSHIP IS FOREVER

When your term is over, know how to exit gracefully.

## 8. FAILING TO TEACH

Groups succeed because their combined knowledge and skill sets can be more effective than as individuals. Learning, teaching and mentoring is an integral part of what PTA does.

## 9. FAILING TO HAVE A SENSE OF HUMOR

Leadership is stewardship. You assume a set of responsibilities but your name is not carved in stone. If you can't laugh

## 10. SEEING THINGS ONLY IN BLACK AND WHITE

The world exists in a myriad of colors and subtle shades. The leaders who can see the different shades and solve problems without causing confrontation, is the leader who ultimately succeeds.



## PTA board-elect activities

*PTA bylaws provide that following an election the board-elect may meet to begin making plans for the next term.*

### **The board-elect may:**

- Plan to attend California State PTA Convention.
- Fill vacancies in office and ratify appointments.
- Verify that council/district PTA has been provided with roster of new board members.
- Determine PTA materials needed for officers and chairmen.
- Consider ordering extra subscriptions and publications.
- Distribute copies of bylaws and job descriptions.
- Consider a survey and use the input to begin goal setting and planning activities to implement those goals.
- Set a time to meet with the site administrator.
- Prepare a master calendar for PTA events and programs. (Be aware of school district's calendar and special holidays).
- Ratify the budget committee appointed by president-elect.
- Have a proposed budget approved at the last association meeting of the year.
- Set appointments to meet with current board members to review evaluations of current term activities.
- Assure that the year-end audit is scheduled immediately following the end of the fiscal year.
- Schedule an installation of officers.
- Order membership envelopes.

## First tasks for new PTA officers and chairmen

The president-elect should confer with the school principal and call meetings of the board elect (elected officers and principal) soon after election. At the first of these meetings ratify appointed officers, fill any vacant offices and make plans for the coming year. Strive for a balance of experienced and new members, keeping in mind that all areas of the community should be represented. When appointed officers are ratified, they become part of the board-elect and are included in planning for the upcoming term.

1. Consider a membership survey to be returned prior to the end of the school year where past unit activities are reviewed and suggestions for new activities are solicited.
2. Use input from the survey for brainstorming session(s) with the board-elect to establish board goals. Set realistic goals and prioritize projects.
3. Set a calendar for the upcoming year and provide membership campaign materials to the school for any summer mailings they may be planning.
4. Request the outgoing president's and officers' procedure books prior to taking office. Review them along with all other material received.
5. Become familiar with the duties of each chairman by reviewing the *California State PTA Toolkit*. Share job descriptions and materials as noted with the chairmen and help them to secure procedure books and materials from their predecessors.
  - If they fail to receive procedure books, assist them in setting up their own.
6. Consider reviewing the PTA bylaws with the entire board (even if they are newer than three years). The bylaws contain many job responsibilities and timelines/due dates. Reviewing them together gets everyone on same page with the same expectations.
7. Encourage every board member to attend trainings, either at convention or those offered by council or district PTA.

8. Prepare a preliminary budget and present it for adoption at the last association meeting of the year.
9. Verify with outgoing board that the year-end Annual Financial Report has been completed after the books are closed, that arrangements have been made for the annual year-end financial report, the year-end audit, and that documents have been compiled for ease in preparing tax filings.
10. Coordinate with treasurer-elect to have the signature cards for bank accounts updated with new officers (as indicated in the unit bylaws) and submitted to the bank at the beginning of the new term (after June 30th).
11. Send names and addresses of additional board members to council and/or district PTA for their respective directories.
  - Make sure each of your board members knows how to contact their counterpart at district (or council) to get questions answered.



## Things to turn over during transition

### Resources

- **Procedure book** should include the items in the categories below, job description from *Toolkit* and bylaws/standing rules, *The Communicator* and newsletter articles pertaining to the position
- Toolkit (CAPTA.org)
- *Parents Empowering Parents* (PEP) Guide
- *PTA in California* (archived at CAPTA.org)
- *Copies of any training materials received during the term*
- *Insurance Loss and Prevention Guide*
- National PTA's *Quick Reference Guides*
- *Our Children* magazine (past issues)
- List of where things are stored and passwords for electronic media (storage facility, mailbox, internet service provider, electronic newsletter service, etc)

### Contact information

- Current, outgoing board list (and previous year's lists)
- Copy of nominating committee report
- Contact information for district PTA and council PTA (if in council)
- Names and contact information for school districts, county office of education, any allied agencies in the area
- List of relevant websites

### Data and reports

- Calendar of due dates for current year
- Membership totals for current year and several previous years
- Annual unit historian reports (with supporting pictures, etc)
- Reports and samples/fliers of invitations and other materials/programs from any events or programs

### Financial

- Budget for current year and previous two years
- Audits for at least one year (and finalized arrangements for summer audit)
- Year-end financial report (arranged for)
- List of governmental assigned numbers: Federal employer identification number (EIN), California state entity number, California charitable trust number, etc
- Copies of IRS *Form 990s*, California *Form 199s*, California Registry of Charitable Trust RRF-1s, and other legal filings (as part of the permanent records)

### Communications

- Copies of all newsletters for the past year
- Agendas from meetings for past year
- Copies of minutes from past years (as part of the permanent records)
- Copy of current bylaws and standing rules

## End-of-term questions

Each PTA board should evaluate the term's work and prepare recommendations for the next term. Some questions to ask include the following:

### Projects and Programs:

- Did the PTA achieve the goals set at the beginning of the term? If not, what needs to be done?
- Did the officers and chairmen know what was expected of them?
- Were efforts made to include more members in planning and working toward achieving those goals?

### Membership:

- Did the PTA membership increase this term?
- Was an effort made to include more new members?
- Were telephone calls from members answered promptly?
- Were the association meetings well-attended?
- Was the association included in the decision-making process of the organization?
- Was the membership kept informed of PTA events and programs?

### Training:

- Were the officers and chairmen notified of training opportunities?
- Did officers and chairmen take advantage of training opportunities?
- Was the association represented at council/district PTA meetings and the California State PTA Convention?
- Were PTA resources and newsletters shared?

## A Special Shout Out for Volunteers!

Volunteers are the backbone of a successful PTA. Throughout the year, the extra time, effort and talent they dedicate to PTA activities enrich your school community.

Celebrate the end of the PTA year in style! Give a special shout out to your hard-working PTA volunteers and community partners with Honorary Service Award (HSA) recognition pins and certificates this year.

\*\*\*\*\*

### CALIFORNIA STATE PTA HONORARY SERVICE AWARD (HSA) PROGRAM:

- **Very Special Person Award (VSP)**
  - Recognizes an individual or organization for their service to PTA
  - VSP Certificate and Pin – \$23
  
- **Honorary Service Award (HSA)**
  - Recognizes an individual or organization for outstanding service to children and youth in your community, going above and beyond what is asked of them
  - HSA Certificate and Pin – \$35
  
- **Continuing Service Award (CSA)**
  - Recognizes an individual or organization for ongoing or long-time service to children and youth, providing support year after year
  - CSA Certificate and Pin – \$44
  
- **Golden Oak Service Award (GOSA)**
  - Recognizes, as the most prestigious California State PTA Award, an individual or organization that have made significant contributions to the welfare of children and youth in a school or community
  - GOSA Certificate and Pin – \$80

#### Did You Know? ...

- HSA pins and certificates are available for purchase by PTAs at all levels
  
- A person may receive more than one VSP, HSA, CSA or GOSA.
  
- An HSA may be given in memoriam.
  
- All monies collected from the purchase of HSAs fund California State PTA Scholarships and Grants.

**Thank You** – Last year, your purchase of HSAs raised over \$130,000 for the California State PTA Scholarship and Grant Program.

To order HSA pins and certificates, visit: [www.capta.org](http://www.capta.org)

# Programs and Member Services Commission



2327 L Street, Sacramento, CA 95816

916.440.1985 • FAX 916.440.1986 • info@capta.org • www.capta.org

## HONORARY SERVICE AWARD ORDER FORM

In purchasing an award through California State PTA, a donation is made to the California State PTA Scholarship and Grant Program in the honoree's name to assist in the education of other individuals.  
(When faxing orders use blue or black ink **only**.)

### SHIP TO:

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone ( ) \_\_\_\_\_ E-mail \_\_\_\_\_

Presented By \_\_\_\_\_ PT/PTSA Unit # \_\_\_\_\_  
(name of unit, council or district PTA)

Council \_\_\_\_\_ District PTA # \_\_\_\_\_

QTY.	AWARD (See Toolkit 7.6 for description)	PRICE	ADD PIN	TOTAL
	VERY SPECIAL PERSON AWARD ( <b>NO Certificate Available</b> )	15.00	<input type="checkbox"/> 8.00	
	HONORARY SERVICE AWARD CERTIFICATE	30.00	<input type="checkbox"/> 5.00	
	CONTINUING SERVICE AWARD CERTIFICATE	30.00	<input type="checkbox"/> 14.00	
	GOLDEN OAK SERVICE AWARD CERTIFICATE	60.00	<input type="checkbox"/> 20.00	

Prices subject to change WITHOUT notice. Prices include sales tax.  
Do NOT send coins, currency or postage stamps as payment for an order.

**TOTAL \$**

Print or type name as desired to appear on certificate		CERTIFICATE TYPE	OFFICE USE ONLY
FIRST NAME	LAST NAME		AWARD NO.
1		<input type="checkbox"/> HSA <input type="checkbox"/> CSA <input type="checkbox"/> GOSA	
2		<input type="checkbox"/> HSA <input type="checkbox"/> CSA <input type="checkbox"/> GOSA	
3		<input type="checkbox"/> HSA <input type="checkbox"/> CSA <input type="checkbox"/> GOSA	
4		<input type="checkbox"/> HAS <input type="checkbox"/> CSA <input type="checkbox"/> GOSA	
5		<input type="checkbox"/> HSA <input type="checkbox"/> CSA <input type="checkbox"/> GOSA	

**AWARDS ARE NOT MAILED TO RECIPIENTS • ALLOW 4 TO 6 WEEKS FOR DELIVERY**  
**RECIPIENT'S NAME MUST APPEAR ON THIS FORM • NO REFUNDS — NO EXCHANGES**

<b>PAYMENT REQUIRED WITH ALL ORDERS.</b>  <b>MAIL ORDERS</b> California State PTA 2327 L Street Sacramento 95816  <b>FAX ORDERS — 916.440.1986</b> <b>CREDIT CARD ONLY</b> <b>DO NOT MAIL FAXED ORDERS</b>  <b>FOR INFORMATION CALL</b> 916.440.1985 ext. 105 — <b>NO PHONE ORDERS.</b>	<b>METHOD OF PAYMENT</b> (Check appropriate box) Allow <b>4 to 6 weeks</b> for delivery.  <input type="checkbox"/> CHECK or MONEY ORDER payable to <b>California State PTA</b> —A fee of \$25.00 will be charged for any check returned due to insufficient funds. —Two signatures required on <b>ALL</b> PTA/PTSA checks.  <input type="checkbox"/> MasterCard <input type="checkbox"/> VISA    CIN # _____ (PERSONAL Credit cards only)    Zip Code _____  _____/_____/_____ Credit Card Number    Exp. Date _____  Print Name _____ Signature _____
--	---

### FOR OFFICE USE ONLY:

Authorization # \_\_\_\_\_ Ck # \_\_\_\_\_ AMT. \_\_\_\_\_  PTA  PER  
 Reference # \_\_\_\_\_ Invoice # \_\_\_\_\_ 2010

## The Memory Keepers – PTA Historians

As a PTA historian, you play an important role as the memory keeper for your unit. Historians raise awareness about the achievements, success and legacy of PTA in a community by:

- Capturing a record of a PTA's activities and success
- Collecting its volunteer hours on a regular basis
- Showcasing its success at PTA meetings, events and activities
- Sharing the history and legacy of PTA as a leading voice for all children



Each year, as the historian, you also complete two, important forms:

- *PTA Unit – Annual Historian Report Form* –To send to your council/ district PTA, often in April/May, reporting your unit's total volunteer hours for the year
- *Historian's Summary Report* – To keep as a snapshot of your unit's activities for the year, filing copies in the minutes and your historian's procedure book

### Why Collect Volunteer Hours?

- ✓ To create a permanent record and publicize the extent of your volunteers' service
- ✓ To prepare and submit your *PTA Unit – Annual Historian Report Form*, documenting your PTA's total volunteer hours for the year
- ✓ To raise awareness among members, legislators and the wider community of PTA's efforts to improve the lives of children and their families
- ✓ To maintain PTA's federal tax exemption status as a nonprofit, charitable organization with 1/3 of our support from the general public
- ✓ To showcase parent engagement and community service when applying for grants

Learn more: [www.capta.org](http://www.capta.org)

## Record your PTA volunteer hours

Each year, PTAs track and report the total number of volunteer hours that contributed to making their PTA year such a success. By filling out the *PTA Unit – Annual Historian Report Form*, you provide a snapshot of all of your volunteers' efforts to make a difference in your school community.

### Why do PTAs submit Annual Historian Reports?

Information on your PTAs' volunteer hours is forwarded to California State PTA by your local PTA district. This information is used for:

- **Audits** – To maintain our federal tax exempt status as a 501(c)(3) nonprofit organization, PTAs must show one third of their support from the general public.
- **Advocacy** – To raise the awareness of legislators, school and community members of our efforts to promote the welfare of children and youth in California.
- **Grants** – To showcase the power of volunteers when applying for grants to highlight volunteer engagement and community service.



### What's the process?

Each year, PTA units send a completed Annual Historian Report through channels. Councils forward reports to districts which, in turn, include the information from unit and council reports when they submit their own district Annual Historian Reports to the California State PTA.

Volunteer hours are totaled, often, before the end of the school year for the California State PTA office to process the information. That's why volunteers are asked to project and estimate the number of hours they will spend in PTA activities through June 30.

**Learn more** – [www.capta.org](http://www.capta.org)

**Questions?** – Contact your local PTA council/district president

# Programs and Member Services Commission



**Exhibit D7**

2327 L Street, Sacramento, CA 95816-5014

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## PTA UNIT – ANNUAL HISTORIAN REPORT FORM

Reporting Period – July 1 to June 30 \_\_\_\_\_

### Instructions:

- Complete this form and file it in your Historian's procedure book
- Make 2 copies of your completed form:
  - Give 1 copy to your unit secretary to file with the minutes
  - Send 1 copy - through channels - to your PTA council/ district. Check your council/ district due date.

### Why do PTAs submit reports?

California State PTA requires filing of this report as stated in PTA bylaws. Information on volunteer hours is used for audits, advocacy and grant applications.

### Tips – Reporting Volunteer Hours:

- Total your unit's volunteer hours projected to June 30
- Remember to include time spent by your members involved in:
  - PTA activities benefiting children
  - Unit, council, district, state and National PTA programs, projects and training
  - PTA-related meetings as well as travel, phone, email and paperwork time

## UNIT INFORMATION *(Please Print)*

PTA/ PTSA Name: \_\_\_\_\_

Preschool    Elementary School    Jr./ Middle School    High School    Other

District PTA Number/ Name: \_\_\_\_\_ State PTA Identification #: \_\_\_\_\_  
See bylaws or mailing labels from State PTA for ID number

Report Completed by:    Historian    President    Other

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/ Zip: \_\_\_\_\_

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

President's Name: \_\_\_\_\_

President's Signature: \_\_\_\_\_

DATE: \_\_\_\_\_ TOTAL VOLUNTEER HOURS REPORTED = \_\_\_\_\_

03/12

2012 California State PTA Service Mailing

# Programs and Member Services Commission

California State



**Objeto D7**

duplicado del objeto en

2327 L Street, Sacramento, CA 95816-5014

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## UNIDAD DE LA PTA – FORMULARIO PARA EL INFORME ANUAL DEL HISTORIADOR

Período del informe: 1 de JULIO al 30 de JUNIO, \_\_\_\_\_

### Instrucciones

Complete este formulario y archívelo en su Libro de procedimientos del historiador

Haga dos copias de su formulario completo:

- Entregue una copia a su secretario de unidad para archivar con las actas.
- Envíe una copia a su PTA de consejo o distrito. Comprobar la fecha de entrega con su consejo o distrito.

### Sugerencias –informe de las horas de voluntariado:

Escriba el total de las horas de voluntariado de la unidad proyectadas hasta el 30 de junio.

Recuerde incluir el tiempo empleado por sus miembros que participan en:

- Actividades de la PTA que beneficien a los niños.
- Programas, proyectos y capacitación de la PTA de unidad, consejo, estado y nacional.
- Tiempo utilizado en reuniones relacionadas con la PTA, así como viajes, teléfono, mensajes electrónicos y papeleo.

#### ¿Por qué las PTA presentan reportes?

La PTA de California requiere la presentación de este informe como lo establecen los Estatutos de la PTA. Se utiliza la información sobre las horas de voluntariado para las auditorías, así como para petición de promoción y subsidios.

## INFORMACIÓN SOBRE LA UNIDAD DE LA PTA

(escribir en letra de molde)

Nombre de la PTA o PTSA: \_\_\_\_\_

Preescolar    Primaria    Media    Secundaria    Otro

Número/Nombre de distrito: \_\_\_\_\_

# de identificación de la PTA estatal: \_\_\_\_\_  
Ver los estatutos o la etiqueta de envíos postales de la PTA de California

**Informe completado por:**    Historiador    Presidente    Otro

Nombre: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad/Código postal: \_\_\_\_\_

Teléfono: (\_\_\_\_) \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

Nombre del presidente: \_\_\_\_\_

Firma del presidente: \_\_\_\_\_

FECHA: \_\_\_\_\_

TOTAL DE HORAS DE VOLUNTARIADO REPORTADAS = \_\_\_\_\_

03/2012

# Programs and Member Services Commission



2327 L Street, Sacramento, CA 95816-5014

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## Historian's Summary Report: July 1, 20\_\_ to June 30, 20\_\_

Complete and file with Minutes, Historian's Procedure Book & President's Memory Book

Name of PTA: \_\_\_\_\_

Charter Date: \_\_\_\_\_ Membership Total: \_\_\_\_\_

*For councils/ districts only:*

Total number of Units: \_\_\_\_\_ Number of Units Out-of-Council: \_\_\_\_\_ Number of Councils: \_\_\_\_\_

- List of Officers and Chairmen with contact information (attached)
- Any Bylaws Changes: \_\_\_\_\_

- Awards/ Recognitions Received: \_\_\_\_\_

- Publicity Received: \_\_\_\_\_

- HSAs Awarded To:

Name	HSA Received	Contact Information
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Founders Day Celebration: \_\_\_\_\_

- PTA Activities/ Programs: \_\_\_\_\_

2012 California State PTA Service Mailing

# Programs and Member Services Commission



2327 L Street, Sacramento, CA 95816-5014 916.440.1985 • FAX 916.440.1986 • E-mail info@capta.org • www.capta.org

## Informe de Resumen del Historiador: 1 de Julio, 20\_\_\_\_ a 30 de Junio, 20\_\_\_\_

Completar y archivar con las actas, libro de procedimientos del historiador y el libro de recuerdos del presidente

Nombre de la PTA: \_\_\_\_\_

Fecha de la carta: \_\_\_\_\_ Número total de miembros: \_\_\_\_\_

*Para consejos y distritos solamente:*

Número total de unidades: \_\_\_\_\_ Número de unidades fuera de consejo: \_\_\_\_\_ Número total de consejos: \_\_\_\_\_

- **Lista de los directivos y presidentes** con información de contacto (adjunto)
- **Cualquier cambio en los estatutos:** \_\_\_\_\_  
\_\_\_\_\_
- **Premios y reconocimientos recibidos:** \_\_\_\_\_  
\_\_\_\_\_
- **Publicidad recibida:** \_\_\_\_\_  
\_\_\_\_\_
- **Premios honoríficos de servicios adjudicados a:**

Nombre	HSA recibido	Información de contacto
- **Celebración del Día de los Fundadores:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Actividades y programas de la PTA:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PTA<sup>®</sup> Three for Me

A little means a lot

### Increase family involvement and find more volunteers!

Three for Me asks parents to dedicate at least three hours each school year to their children's education. This simple PTA program provides all the tools you need to connect families to schools and reach volunteer hours never thought possible!



Anne Frohock



Kathy Ruth



Ebbie Craig

# 8

### things you'll get from PTA Three for Me:

- 1. New volunteers.** Three for Me brings family members into schools, often for the first time, and taps into parents' talents and skills.
- 2. More involved parents.** Three for Me motivates parents and makes it easy for them to get involved. Parent commitments can be fulfilled at home, at school, or in the community.
- 3. Increased student achievement.** Studies show that students with involved parents have better attendance, fewer problems in school, and higher test scores.
- 4. Energized staff.** School staff love to see the enthusiasm of volunteers. More hands lighten the load.
- 5. Improved understanding.** Three for Me improves communication among families, schools, and parent groups and helps them understand each other's needs.
- 6. Greater school pride.** By emphasizing home-school-community partnerships, Three for Me makes schools' success everyone's concern.
- 7. A stronger parent group.** Everyone wants to be part of a successful program and organization.
- 8. Ready-to-use tools.** Go to [www.three4me.com](http://www.three4me.com) to access tools for organizing involvement, securing parent commitments, tracking volunteer hours, and recognizing accomplishments. Materials are available in English and Spanish—and they're free! All you need to do is register.

Return this card to learn the power of Three for Me.

If someone has beaten you to the card, don't worry! Register at [www.three4me.com](http://www.three4me.com) to access the same great resources.

Make involvement easy. Visit [www.three4me.com](http://www.three4me.com).

**PTA<sup>®</sup>**

everychild.onevoice.®

(800) 307-4PTA (4782)  
[info@pta.org](mailto:info@pta.org)

## PTA Programs

### Build strong family-school partnerships

Research shows that engaged parents make a difference and ensure their child's overall success. With family engagement, students are more likely to perform better in school, earn higher grades, pass their classes, attend school regularly, have better social skills and go on to postsecondary education.

Create PTA programs to fit your school community needs, encourage family engagement and build strong family-school partnerships.

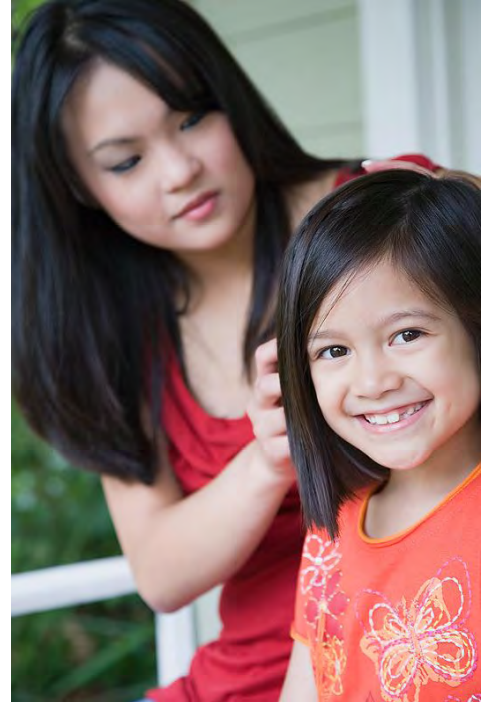
### Six National Standards for Family-School Partnerships

An easy way to keep this big picture in mind is to rely on the National Standards for Family-School Partnerships. When planning a program, ask yourself, how will our program reflect our commitment to:

- Standard 1: **Welcoming All Families:** To make families feel welcomed, valued and connected to each other and the school
- Standard 2: **Communicating Effectively:** To offer effective communication between parents, schools and parent groups
- Standard 3: **Supporting Student Success:** To encourage parent involvement to heighten student achievement
- Standard 4: **Speaking Up for Every Child:** To become an effective advocate for children and their education
- Standard 5: **Sharing Power:** To share power between families, students, teachers, school staff and the community
- Standard 6: **Collaborating With Community:** To connect the school with the community

As a framework for how families, schools and communities work together to support student success, these standards offer useful benchmarks to plan your programs.

For more information and resources, download *The National Standards for Family-School Partnerships Implementation Guide* at [www.pta.org](http://www.pta.org)



## Program How To's – Event Planning Worksheet

### PRIMARY EVENT INFORMATION

<b>Chairperson</b>		<b>Contact Information</b>
<b>Activity</b>		<b>Date</b>
<b>Location</b>		<b>Time</b>

### APPOINTED COMMITTEE MEMBERS

<b>Name</b>	<b>Contact Information</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	

### CHECK WHEN COMPLETED

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> OK with insurance        | <input type="checkbox"/> OK with PTA budget      | <input type="checkbox"/> Program approved by unit                                    |
| <input type="checkbox"/> Received staff input     | <input type="checkbox"/> OK with school calendar | <input type="checkbox"/> Funds allocated by unit                                     |
| <input type="checkbox"/> Hospitality arranged     | <input type="checkbox"/> Volunteers confirmed    | <input type="checkbox"/> Handouts collected from non-participating service providers |
| <input type="checkbox"/> Parental permission slip | <input type="checkbox"/> Parking logistics       | <input type="checkbox"/> Publicity materials   |
| <input type="checkbox"/> Developed                | <input type="checkbox"/> Signage                 | <input type="checkbox"/> Developed   |
| <input type="checkbox"/> Duplicated               | <input type="checkbox"/> Crossing guards         | <input type="checkbox"/> Duplicated  |
| <input type="checkbox"/> Distributed              | <input type="checkbox"/> Special requirements    | <input type="checkbox"/> Letters/flyers to parents & staff                           |

- Evaluation form(s)
- Developed
- Duplicated

- Flag
- Judges
- Custodian

- PTA newsletter distributed
- Press releases and/or Public Service Announcements to media

## Program How To's – Event Planning Worksheet

### PROGRAM EXPENSES

<b>Facility Use Permit</b>	<b>\$</b>	<b>Custodian</b>	<b>\$</b>	<b>Refreshments</b>	<b>\$</b>
<b>Flyers</b>	<b>\$</b>	<b>Handouts</b>	<b>\$</b>	<b>Signs</b>	<b>\$</b>
<b>Postage</b>	<b>\$</b>	<b>Nametags</b>	<b>\$</b>		<b>\$</b>

### PUBLICITY

<b>Flyers</b>	<b>Due Date</b>	<b>Newsletter Articles</b>	<b>Due Date</b>	<b>Media Releases</b>	<b>Due Date</b>

### EQUIPMENT & AUDIOVISUAL REQUIREMENTS

<b>Item</b>	<b>Quantity</b>	<b>Location</b>	<b>Item</b>	<b>Quantity</b>	<b>Location</b>

**SPECIAL CONTACTS (JUDGES, SPEAKERS, SERVICE PROVIDERS)**

<b>Name</b>	<b>Contact Information</b>
1.	
2.	
3.	
4.	

NOTES:

# Programs and Member Services Commission

## California State PTA – 2013 Legacy Awards *Congratulations and Happy Birthday!*

### 1913 – 100 Years as a PTA

PTAs	Council	District	City
<b>District:</b>			
○ Fifth District PTA			San Bernardino
<b>Council:</b>			
○ Sacramento Council of PTAs		3rd	Sacramento
<b>Unit:</b>			
○ Granada Elementary PTA	Alhambra	1st	Alhambra
○ Glendale High School PTSA	Glendale	1st	Glendale
○ Woodrow Wilson Middle School PTSA	Glendale	1st	Glendale
○ Washington Middle PTSA	La Habra	4th	La Habra
○ Buchanan Street Elementary PTA	Highlands	10th	Los Angeles
○ Rockdale Elementary PTA	Highlands	10th	Los Angeles
○ Mission Hill Jr. High PTA	OUT-20	20th	Santa Cruz
○ Santa Cruz High PTA	OUT-20	20th	Santa Cruz
○ Eureka High PTSA	OUT-22	22nd	Eureka
○ Liberty Elementary PTA	Riverside	23rd	Riverside
○ Longfellow Elementary PTA	Riverside	23rd	Riverside

### 1923 – 90 Years as a PTA

PTAs	Council	District	City
<b>District:</b>			
○ Thirteenth District PTA			Chico
○ Fourteenth District PTA			Santa Rosa
<b>Council:</b>			
○ Palo Alto Council of PTAs		6th	Palo Alto
○ Fullerton Council of PTAs		4th	Fullerton
<b>Unit:</b>			
○ Park Elementary PTA	Alhambra	1st	Alhambra
○ Joaquin Miller Elementary PTA	Burbank	1st	Burbank
○ Thomas A. Edison Elementary PTA	Burbank	1st	Burbank
○ Theodore Roosevelt Elementary PTA	Z-1st	1st	San Gabriel
○ Fairmount Elementary PTA	OUT-2	2nd	San Francisco
○ Sunnyside Elementary PTA	OUT-2	2nd	San Francisco
○ Laurel Elementary PTA	Brea	4th	Brea
○ Moore Middle School PTSA	Redlands	5th	Redlands
○ Petaluma High PTSA	OUT-14	14th	Petaluma
○ Wilson School PTA	OUT-14	14th	Petaluma
○ Grant Parent-Teacher Association of Santa Monica, Inc.	Santa Monica-Malibu	33rd	Santa Monica

## 1943 – 80 Years as a PTA

	<b>Council</b>	<b>District</b>	<b>City</b>
<b>PTAs</b>			
<b>Unit:</b>			
○ Bret Harte Elementary PTA	Sacramento	3rd	Sacramento
○ Las Palmas Elementary PTA	Capistrano Unified	4th	San Clemente
○ Beverly Vista Elementary PTA	Beverly Hills	33rd	Beverly Hills
○ Downey High PTSA	Downey	33rd	Downey
○ Joseph A. Gascon Elementary PTA, Inc.	Montebello	33rd	Los Angeles
○ Winter Gardens Elementary PTA, Inc.	Montebello	33rd	Los Angeles

## 1938 – 75 Years as a PTA

	<b>Council</b>	<b>District</b>	<b>City</b>
<b>PTAs</b>			
<b>Unit:</b>			
○ Cherrylee Elementary School PTA	El Monte	1st	El Monte
○ Monroe Elementary PTA	Monrovia	1st	Monrovia
○ Lillian J. Rice Comer PTA	Chula Vista Elementary	9th	Chula Vista
○ Cayucos Elementary PTA	OUT-24	24th	Cayucos
○ Verdugo Hills High PTSA	Valley Hills	31st	Tujunga
○ Alhambra High PTSA	Martinez	32nd	Martinez
○ Mark Twain Elementary PTA	Long Beach	33rd	Long Beach
○ Bell Gardens Elementary PTA, Inc.	Montebello	33rd	Bell Gardens
○ Bell Gardens Junior High School Parent-Teacher Association, Inc.	Montebello	33rd	Bell Gardens
○ Eastmont Intermediate PTA, Inc.	Montebello	33rd	Montebello

## 1943 – 70 Years as a PTA

	<b>Council</b>	<b>District</b>	<b>City</b>
<b>PTAs</b>			
<b>Unit:</b>			
○ Lemon Avenue Elementary PTA	Mt. Helix	9th	La Mesa
○ Chesterton Elementary PTA	San Diego Unified	9th	San Diego
○ Mt. Washington Elementary PTA	Highlands	10th	Los Angeles

## 1948 – 65 Years as a PTA

	<b>Council</b>	<b>District</b>	<b>City</b>
<b>PTAs</b>			
<b>District:</b>			
○ Thirty-First District PTA			Van Nuys
<b>Council:</b>			
○ Arcadia Council of PTAs, Inc.		1st	Arcadia
○ Hemet-San Jacinto Council of PTAs		23rd	San Jacinto
○ Lawndale Council of PTAs		33rd	Lawndale
<b>Unit:</b>			
○ Camino Grove Elementary PTA	Arcadia	1st	Arcadia
○ Barranca Elementary PTA	Covina-Valley	1st	Covina
○ La Fetra Parent-Teacher Association, Inc.	Glendora	1st	Glendora
○ Plymouth Elementary PTA	Monrovia	1st	Monrovia

○ Theodore Roosevelt PTA	Pasadena	1st	Pasadena
○ Emma W. Shuey Elementary PTA	Rosemead	1st	Rosemead
○ Cameron Elementary School PTA	West Covina	1st	West Covina
○ Robert Louis Stevenson Elementary PTA	OUT-2	2nd	San Francisco
○ Cottage Elementary PTA	San Juan	3rd	Sacramento
○ Mary A. Deterding Elementary PTA	San Juan	3rd	Carmichael
○ Mariemont Elementary PTA	San Juan	3rd	Sacramento
○ Yuba Feather Elementary PTA	OUT-3	3rd	Challenge
○ Raymond Avenue Elementary PTA	Fullerton	4th	Fullerton
○ Horace Ensign Jr. High PTA	Harbor	4th	Newport Beach
○ Cambridge Street Elementary PTA	Orange Community	4th	Orange
○ Smiley Elementary PTA	Redlands	5th	Redlands
○ Haman Elementary PTA	Santa Clara Unified	6th	Santa Clara
○ Pomeroy Elementary PTA	Santa Clara Unified	6th	Santa Clara
○ Jane Lathrop Stanford Middle PTA	Palo Alto	6th	Palo Alto
○ Ohlone Elementary PTA	Palo Alto	6th	Palo Alto
○ Palo Verde Elementary PTA	Palo Alto	6th	Palo Alto
○ Murray Manor Elementary PTA	Mt. Helix	9th	La Mesa
○ Eugene Field Elementary PTA	San Diego Unified	9th	San Diego
○ Louisa May Alcott PTA	San Diego Unified	9th	San Diego
○ 156th Street Elementary PTA	Gateway	10th	Gardena
○ 186th Street Elementary PTA	Gateway	10th	Gardena
○ Kamala Elementary PTA	Oxnard	12th	Oxnard
○ Loma Vista Elementary School PTA	Ventura	12th	Ventura

## 1953 – 60 Years as a PTA

<b>PTAs</b>	<b>Council</b>	<b>District</b>	<b>City</b>
<b>Unit:</b>			
○ Manor Elementary PTA	OUT-16	16th	Fairfax
○ Sierra View Elementary PTA	OUT-13	13th	Chico
○ James B. Davidson Middle PTA	OUT-16	16th	San Rafael
○ Nesbit Elementary PTA	Belmont-Redwood Shores	17th	Belmont
○ Burlingame Intermediate PTA	Burlingame	17th	Burlingame
○ Spruce Elementary PTA	South San Francisco	17th	South San Francisco
○ Lafayette Elementary PTA	OUT-22	22nd	Eureka
○ Washington School PTA	OUT-22	22nd	Eureka
○ Madison Elementary PTA	Riverside	23rd	Riverside
○ Birmingham High PTSA	Los Robles	31st	Van Nuys
○ Emelita Elementary PTA	Los Robles	31st	Encino
○ Vanalden Avenue Elementary PTA	Los Robles	31st	Reseda
○ Woodlake Avenue Elementary PTSA	Valley West	31st	Woodland Hills
○ Ardella B. Tibby Elementary PTA	Compton Union	33rd	Compton
○ Jane Addams Elementary PTA	Lawndale	33rd	Lawndale
○ Lake Center Parent-Teacher Association, Inc.	Little Lake	33rd	Santa Fe Springs
○ Ellwood P. Cubberley PTA	Long Beach	33rd	Long Beach

○ James Madison Elementary PTA	Long Beach	33rd	Lakewood
○ James A. Monroe K-8 School PTSA	Long Beach	33rd	Lakewood
○ James Whitcomb Riley Elementary PTA	Long Beach	33rd	Lakewood
○ Marshall PTA	Long Beach	33rd	Long Beach
○ Anna M. Glazier Elementary PTA	Norwalk-La Mirada	33rd	Norwalk
○ John H. Nuffer Elementary PTA	Norwalk-La Mirada	33rd	Norwalk
○ New River Elementary PTA	Norwalk-La Mirada	33rd	Norwalk
○ California High School Parents and Teachers Association, Inc.	Whittier	33rd	Whittier
○ Mulberry Parent Teacher Association, Inc.	Whittier	33rd	Whittier
○ Orchard Dale Elementary PTA	Whittier	33rd	Whittier
○ Corvallis School PTA	San Lorenzo	Peralta	San Leandro
○ Del Rey Elementary PTA	San Lorenzo	Peralta	San Lorenzo
○ Lorenzo Manor Elementary PTA	San Lorenzo	Peralta	Hayward
○ Washington Manor Middle School PTSA	San Lorenzo	Peralta	San Leandro

## 1963 – 50 Years as a PTA

PTAs	Council	District	City
<b>Council:</b>			
○ Placentia-Yorba Linda Unified Council of PTAs/PTSAs		4th	Placentia
○ Jefferson Council of PTAs		17th	Daly City
<b>Unit:</b>			
○ Torch Middle PTSA	Bassett	1st	City of Industry
○ Gladstone Elementary PTA	Bonita	1st	San Dimas
○ Grace Miller Elementary PTA	Bonita	1st	La Verne
○ Cedargrove Elementary PTA	Charter Oak	1st	Covina
○ Merwin Elementary PTA	Covina-Valley	1st	Covina
○ Sierra Vista Middle School PTA	Covina-Valley	1st	Covina
○ Grazide Elementary PTA	Hacienda-La Puente	1st	Hacienda Heights
○ La Canada High PTSA	La Canada	1st	La Canada
○ Blandford Elementary PTA	Rowland	1st	Rowland Heights
○ Williamson Elementary PTA	Folsom-Cordova	3rd	Rancho Cordova
○ William Brooks Elementary PTA	OUT-3	3rd	El Dorado Hills
○ Lichen K-8 School PTA	San Juan	3rd	Citrus Heights
○ James Guinn Elementary PTA	Anaheim Elementary	4th	Anaheim
○ Ball Jr. High PTSA	Anaheim Secondary	4th	Anaheim
○ Loara High PTSA	Anaheim Secondary	4th	Anaheim
○ Clara J. King Elementary PTA	Cypress	4th	Cypress
○ Paularino Elementary PTA	Harbor	4th	Costa Mesa
○ Imperial Middle PTA	La Habra	4th	La Habra
○ Meadow Green Elementary PTA	La Habra	4th	Whittier
○ McAuliffe Middle PTA	Los Alamitos Unified	4th	Los Alamitos
○ Esplanade Elementary PTA	Orange Community	4th	Orange

○ Charles Wagner Elementary PTA	Placentia-Yorba Linda Unified	4th	Placentia
○ Santiago Elementary PTA	Santa Ana	4th	Santa Ana
○ Needles Elementaries PTA	OUT-5	5th	Needles
○ Rose Avenue Elementary PTA	OUT-8	8th	Modesto
○ Cunningham Elementary PTA	Turlock	8th	Turlock
○ Osborn PTA	Turlock	8th	Turlock
○ Monte Vista Elementary PTA	Del Norte	9th	Vista
○ Kempton Street Elementary PTA	Mt. Helix	9th	Spring Valley
○ Lyman Judson Gage Elementary PTA	San Diego Unified	9th	San Diego
○ Marie Curie Elementary PTA	San Diego Unified	9th	San Diego
○ Nestor Language Academy Charter PTA	South Bay	9th	San Diego
○ Madison Elementary PTA	Sanger	11th	Sanger
○ Park View Elementary PTA	Simi Valley PTA/PTSA	12th	Simi Valley
○ Buena Vista Elementary PTA	Lompoc	15th	Lompoc
○ Los Berros Elementary PTA	Lompoc	15th	Lompoc
○ La Canada Elementary PTA	Lompoc	15th	Lompoc
○ Patterson Road Elementary PTA	Santa Maria Valley	15th	Santa Maria
○ George Washington Elementary PTA	Jefferson	17th	Daly City
○ George Washington Elementary PTA	Riverside	23rd	Riverside
○ Matthew Gage Middle PTSA	Riverside	23rd	Riverside
○ C.L. Smith Elementary PTA	OUT-24	24th	San Luis Obispo
○ Alfred B. Nobel Middle School PTSA	North West Valley	31st	Northridge
○ Hale Charter Academy PTSA	Valley West	31st	Woodland Hills
○ Walnut Creek Intermediate PTA	Las Trampas Creek	32nd	Walnut Creek
○ Newcomb Academy for Academic Excellence PTSA	Long Beach	33rd	Long Beach
○ Mira Catalina Elementary School PTA	Palos Verdes Peninsula	33rd	Rancho Palos Verdes
○ Cedar creek Elementary PTA	Santa Clarita Valley	34th	Santa Clarita
○ Lincoln Middle PTA	Alameda	Peralta	Alameda

## What's missing in your agenda planning?

### ... PTA Scholarships and Grants

Here's your chance to share a special PTA Program with your school! Put California State PTA scholarship and grant opportunities in your campus program planning each year.

Consider the possibilities. Maybe your PTA wants to initiate a program at your school or spread the word about Continuing Education Scholarships for students, teachers, or parent volunteers on your campus.

Apply for California State PTA scholarships and grants for extra funding to support your PTA programs and members. Let us help you get started!



\*\*\*\*\*

#### California State PTA Grants – Funding to assist in:

Cultural Arts, Healthy Lifestyles, Outreach Translation and Parent Education Program

#### California State PTA Scholarships – Funding to assist in:

Continuing Education for PTA Volunteers

Continuing Education for Credentialed Teachers and Counselors

Continuing Education for School Nurses

Graduating High School Senior Scholarship

\*\*\*\*\*

## Don't miss the big picture!

When you purchase any Honorary Service Awards for your volunteers on campus, all proceeds fund the California State PTA Scholarship and Grant Programs.

These awards are beautifully made with the printed name of the recipient and the signature of our California State PTA president to recognize and thank your school volunteers for their service.

Talk about the Scholarship and Grant Program at your Honorary Service Award presentation to demonstrate how the PTA stands for *everychild.onevoice*.

Learn More: [www.capta.org](http://www.capta.org)

# Scholarship and Grant Committee

## Dr. Ralph E. White Graduating Senior Scholarship Program

### OVERVIEW

Each year, California State PTA awards this special scholarship to two graduating high school seniors who intend to pursue a career in a medical field.

The two students selected are recipients of a California State PTA Graduating High Senior Scholarship and, if awarded the Dr. Ralph E. White Graduating Senior Scholarship, receive:



- An additional \$500 - for a grand total of \$1,000 - for their continuing education.
- A personal letter of congratulations from the Scholarship and Grant Committee as a recipient of this recognition scholarship.

### The Story of Dr. Ralph E. White

In 2010, California State PTA received a gift from a very special friend, Dr. Ralph E. White. He was affiliated with St. Joseph Hospital for 70 years: first as a practicing physician and, after his retirement, as a hospital volunteer. Both he and his wife, Eleanor, contributed more than 24,000 hours of volunteer service during the last 32 years of his life.

He attended high school in the early 1930's in Santa Ana, California. As a senior getting ready to graduate, he was awarded a California State PTA scholarship. This allowed him to attend Santa Ana College, then Whittier College, as an undergraduate before receiving his medical degree from the University of California, Berkeley.

Dr. White didn't forget this early assistance. Many years later, he singled out the California State PTA and its scholarship as the reason he was able to attend college and fulfill his dream of becoming a doctor.

Upon his passing, he generously left a donation of \$25,000 to the Scholarship and Grant fund of the California State PTA. This act of kindness will continue for many years to come, helping graduating seniors pursue their own dreams of a career in a medical field.

Learn More: [www.capta.org](http://www.capta.org)

## PTA Scholarships and Grants Applications

### Applications – Due November 15

#### Continuing Education Scholarships for:

- PTA Volunteers
- Credentialed Teachers and Counselors
- School Nurses

#### Grants for Unit, Council and District PTAs:

- Parent Education Programs
- Outreach and Translation Programs
- Healthy Lifestyles Programs
- Cultural Arts Programs



Learn More: [www.capta.org](http://www.capta.org)

### Applications – Due February 1

#### Scholarships for Graduating High School Seniors

### FAQs

**Can I apply for more than one PTA Grant at a time?** – Yes, you can apply for more than one! Just be sure that your program is a good fit for the grant topic applied for.

**Any restrictions on the amount applied for?** – No, but in your budget, all projected spending must be documented. On average, PTA Grants are \$500 to \$2,000.

**Are there any specific requirements to apply for a grant?** – Yes, your PTA must be in good standing with applications, signed by your unit, council or district PTA president. Also, you need to include your current PTA budget; your end-of-year PTA audit and other required documentation as outlined on the grant application form.

**Are there any specific requirements to apply for a scholarship?** – Yes, you must be a PTA member who meets the criteria for the scholarship that you are applying for.

Questions? Please Contact:

California State PTA Scholarship and Grant Chairman at [grants@capta.org](mailto:grants@capta.org)

## CALIFORNIA STATE PTA SCHOLARSHIPS & GRANTS

### *Congratulations to our 2013 Recipients*

#### Cultural Arts Grants (\$6,047)

○ Eastwood PTA	33 <sup>rd</sup> District	\$ 1,047
○ Henry Longfellow PTA	33 <sup>rd</sup> District	\$ 3,000
○ Pleasant Valley Senior High PTSA	13 <sup>th</sup> District	\$ 1,000
○ Thomas Jefferson PTA	1 <sup>st</sup> District	\$ 1,000

#### Healthy Lifestyles Grants (\$2,680)

○ Cresson PTA	33 <sup>rd</sup> District	\$ 1,500
○ Earth's PTA	12 <sup>th</sup> District	\$ 580
○ Lum Elementary PTA	Peralta District	\$ 600

#### Outreach Translation Grants (\$6,650)

○ Crittenden Middle School PTA	6 <sup>th</sup> District	\$ 750
○ Jose Ortega Elementary PTA	2 <sup>nd</sup> District	\$ 2,000
○ Peralta District PTA	Peralta District	\$ 900
○ Santa Clara Valley PTA	6 <sup>th</sup> District	\$ 1,000
○ San Diego Unified Council PTA	9 <sup>th</sup> District	\$ 2,000

#### Parent Education Grants (\$2,000)

○ South Pasadena PTA Council PTA	1 <sup>st</sup> District	\$1,000
○ Woodsboro Elementary PTA	4 <sup>th</sup> District	\$1,000

**Continuing Education Scholarships – Volunteers (\$5,000)**

○ Laura Angle	13 <sup>th</sup> District	\$500
○ Lesley Brown	15 <sup>th</sup> District	\$500
○ Elizabeth Chavez	33 <sup>rd</sup> District	\$500
○ Jennifer Dater	4 <sup>th</sup> District	\$500
○ Janey Edwards	Peralta District	\$500
○ Jeri Hoag	4 <sup>th</sup> District	\$500
○ Gayla Moghannam	32 <sup>nd</sup> District	\$500
○ Kari Nielsen	5 <sup>th</sup> District	\$500
○ Donna Wandro	23 <sup>rd</sup> District	\$500
○ Tamara Wilhite	33 <sup>rd</sup> District	\$500

**Continuing Education Scholarships – Teachers and Counselors (\$4,000)**

○ William Crawford	23 <sup>rd</sup> District	\$500
○ Melissa Doll	31 <sup>st</sup> District	\$500
○ Lynn Ishii	10 <sup>th</sup> District	\$500
○ Kerry McInteer	23 <sup>rd</sup> District	\$500
○ Kari McDaniel	33 <sup>rd</sup> District	\$500
○ Jessica Reyes	31 <sup>st</sup> District	\$500
○ Leslie Van Dehaar	9 <sup>th</sup> District	\$500
○ Heather Zepeda	23 <sup>rd</sup> District	\$500

**Continuing Education Scholarships – School Nurses (\$1,000)**

○ Anne Ernst	33 <sup>rd</sup> District	\$500
○ Rachel McClanahan	12 <sup>th</sup> District	\$500

## Healthy Families Transition: Dental Services

**Healthy Families is low-cost insurance for children and teens. It provides health, dental and vision coverage to children who do not have insurance and do not qualify for free Medi-Cal.**

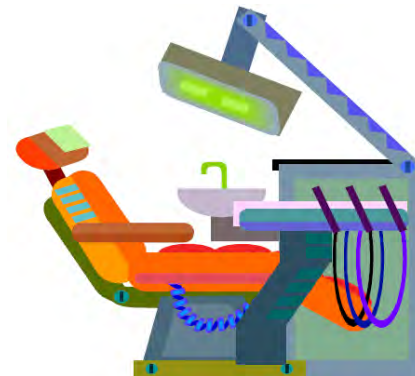
### *Dental Program changes January 1, 2013*

Pursuant to Assembly Bill (AB) 1494, (Committee on Budget, Chapter 28, statutes of 2012) (Amended by AB 1468, Chapter 438), most of the Healthy Families Program (HFP) enrollees will transition to Medi-Cal as targeted low-income Medicaid children, as allowed under federal law, to begin no sooner than January 1, 2013. The transition will occur in four phases: March, April, August and September for a total of 875,000 children. A HFP enrollee's dental services will transition at the same time as their medical coverage.

All children, with the exception of children residing in Sacramento and Los Angeles counties, will be provided dental services under Denti-Cal. Children residing in Sacramento County will be provided dental services through a dental managed care plan. Children residing in Los Angeles County will be provided dental services through either a dental managed care plan or Denti-Cal.

All [Healthy Families Program](#) members will receive letters that explain the changes to the program. Parents should watch for letters from the State. Information to remember:

- Children currently enrolled in the Healthy Families will continue to have health dental and vision coverage.
- Healthy Families Program is still open and is accepting new enrollment.
- The move to Medi-Cal will begin no sooner than January 2013 for the first 200,000 children. The transition will occur in phases based on the health plan the child is enrolled in.
- The first families received mailed letters from Healthy Families beginning late Oct. 2012. The letters explained the steps that will take place. To read the Notice to members visit [www.healthyfamilies.ca.gov/Publications/HF\\_LT\\_991\\_EN\\_10312012.pdf](http://www.healthyfamilies.ca.gov/Publications/HF_LT_991_EN_10312012.pdf) Before Healthy Families beneficiaries are transitioned they will receive:
  - A general notice
  - A 60-day notice
  - A 30- day notice
  - Medi-Cal Welcome Packet
  - A Beneficiary Identification Card
  - A confirmation notice indicating if they are enrolled in a dental managed care plan or Denti-Cal.
- It is very important to keep address and telephone number up-to-date with Healthy Families so that families will receive the latest information.
- Families need to continue to pay their Healthy Families premiums in order to maintain coverage in the program.



### *Sacramento County*

All HFP transitioned beneficiaries in Sacramento County will be enrolled into a dental managed care plan. To ensure your dentist can continue to treat your child as a current beneficiary contact your current HFP dental plan. Use the toll free number list posted at <http://www.denti-cal.ca.gov/WSI/ManagedCare.jsp?fname=ManagedCarePlanDir> to contact the Dental Managed Care Plan Directory.

## *Los Angeles County*

All HFP beneficiaries enrolled in Access Dental, Health Net of CA, Safe Guard Health or Western Dental will remain with the same dental plan. To ensure your dentist can continue to treat your child as a current beneficiaries contact your current HFP dental plan. To contact the Dental Managed Care Plan Directory, use the toll free number list posted at <http://www.denti-cal.ca.gov/WSI/ManagedCare.jsp?fname=ManagedCarePlanDir>

All HFP beneficiaries enrolled in Delta Dental, Delta Care, or Access Premier will be transitioned into Denti-Cal. To treat these beneficiaries, the dentist must be enrolled in Denti-Cal. To confirm a dentist's enrollment in Denti-Cal, call the Beneficiary Customer Service Line at 1-800-322-6384. Or use the website finder tool at [www.denti-cal.ca.gov/WSI/Default.jsp?fname=Default](http://www.denti-cal.ca.gov/WSI/Default.jsp?fname=Default).

## *All other counties*

All HFP beneficiaries (except as noted above) will be transitioned into Denti-Cal. To treat these beneficiaries, the dentist must be enrolled in Denti-Cal. If the dentist is currently enrolled in Denti-Cal, the dentist may provide services to the Healthy Families Program beneficiaries once they transition.

## *Current Denti-Cal Beneficiaries*

**Ensure your provider is on the Patient Referral List!** If you have any questions or need assistance finding a dentist, call the Beneficiary Customer Service Line at 1-800-322-6384. Or use the website finder tool at [www.denti-cal.ca.gov/WSI/Default.jsp?fname=Default](http://www.denti-cal.ca.gov/WSI/Default.jsp?fname=Default)

Once beneficiaries transition into the Medi-Cal program the provider will bill Denti-Cal for dental services provided. If the provider currently serves Healthy Families Program patients, the provider will continue to check eligibility through the normal processes. If the patient is no longer eligible with Healthy Families, the provider will check the patient's Medi-Cal eligibility. To check Medi-Cal eligibility, please call 1-800-456-2387.

## *When the provider is not enrolled in Denti-Cal*

If the provider would like to continue treating Healthy Families patients once they transition, the provider must enroll as stated above, depending on the county. The provider's enrollment application will be expedited. For questions about the enrollment process, call the Provider Customer Service line at 1-800-423-0507.

## *Additional resources:*

For Healthy Families Program information, visit [www.healthyfamilies.ca.gov](http://www.healthyfamilies.ca.gov) .

For Healthy Families transition updates, visit the [Healthy Families Transition](#) tab at [www.Denti-Cal.ca.gov](http://www.Denti-Cal.ca.gov) .

For Denti-Cal monthly provider bulletins, visit [www.denti-cal.ca.gov/WSI/](http://www.denti-cal.ca.gov/WSI/)



# How safe is your house?

## top 10 ways to poison-proof your house

- 1 Keep **1-800-222-1222** on or near all phones, and in your cell phone. It's the fast, free, private and 24/7 poison center helpline.
- 2 Keep cosmetics, personal care products, prescription and over-the-counter medicines, cleaning products, dietary supplements and vitamins, pesticides and lighter fluid, locked up or out of reach. Be sure household plants are also out of reach.
- 3 Always keep cleaning products, gasoline, lighter fluid, antifreeze, paint and paint thinners in the containers they came in.
- 4 Never put something that is not food in a food or beverage container, such as a soda bottle, cup or glass.
- 5 Do not store food and household cleaners in the same cabinet; they often look alike.
- 6 If you are a grandparent visiting or caring for little ones, put purses or bags that might contain your medication where a child can't reach.
- 7 Put smoke alarms and carbon monoxide detectors in your home, make sure they work and change the batteries every 6 months.
- 8 Never call medicine candy.
- 9 Do not take medicine in front of children; they love to do what adults do.
- 10 Objects that use small batteries, like toys or remotes, should be kept out of reach of young children. Disc batteries are both poisonous and a choking hazard.


**4 million poisonings occur each year, over half to children**

2011  
Order your free materials today  
at [www.calpoison.org](http://www.calpoison.org)

**Don't Guess. Be Sure.**

 Text TIPS  
to 69866  
for a weekly text on  
home & family safety



Play at:  
[pillsvcandy.com](http://pillsvcandy.com)  
or get the app 

 Facebook/CaliforniaPoisonControl  
 @poisoninfo

## “MyPlate” SuperTracker celebrates its first birthday



### SuperTracker:



My foods. My fitness. My health.

- Get your personalized nutrition and physical activity plan.
- Track your foods and physical activities to see how they stack up.
- Get tips and support to help you make healthier choices and plan ahead.

Do you use a food diary? Did you know the U.S. Department of Agriculture has one that incorporates the “**MyPlate**” guidelines? It's called the **SuperTracker** and it recently celebrated its first birthday. You can access this one stop center online for free, and use it to log meals and exercise, as well as look up nutrition info for many foods.

The **SuperTracker** has many features. It's not an app; you need to log in using an Internet browser. It works from a smartphone, too.

Second, the tracker shows you how your daily diet stacks up against the **MyPlate** recommendations. You also get data on how many “empty” calories you are consuming.

Similarly, the physical activity log tracks not only your activity, but how it matches up with guidelines for weekly aerobic and muscle-strengthening goals.

You can use **SuperTracker** without creating a profile, but doing so allows you to personalize your goals (such as number of minutes exercised and number of calories consumed) and save your favorite foods for quicker re-entry in the future.

Sign up today and watch your health improve as you pay attention to health guidelines.

MyPlate	<a href="http://www.ChooseMyPlate.gov">www.ChooseMyPlate.gov</a>
Food Planner	<a href="http://www.supertracker.usda.gov/myplan.aspx">www.supertracker.usda.gov/myplan.aspx</a>
Food-A-Pedia	<a href="http://www.supertracker.usda.gov/foodapedia.aspx">www.supertracker.usda.gov/foodapedia.aspx</a>
SuperTracker	<a href="http://www.supertracker.usda.gov/default.aspx">www.supertracker.usda.gov/default.aspx</a>
Physical Activity Tracker	<a href="http://www.supertracker.usda.gov/physicalactivitytracker.aspx">www.supertracker.usda.gov/physicalactivitytracker.aspx</a>
Weight Manager	<a href="http://www.supertracker.usda.gov/MyWeightManager.aspx">www.supertracker.usda.gov/MyWeightManager.aspx</a>

## Affordable Care Act Implementation – The Health Care Law

Information for Consumers – [The Health Care Law & You](#) (PDF)

### Brochures & Educational Materials

Below you'll find brochures and materials related to the implementation of the Affordable Care Act. For other resources visit: <http://www.healthcare.gov/news/brochures/index.html>.

- [ACA Educational PowerPoints](#)

### The Top Five Things You Need to Know

- Families with Children (PDF – [English](#), [Spanish](#))
- Health Care Providers (PDF – [English](#), [Spanish](#))
- People with Disabilities (PDF – [English](#), [Spanish](#))
- Seniors (PDF – [English](#), [Spanish](#))
- Small Business Owners (PDF – [English](#), [Spanish](#))
- Young Adults (PDF – [English](#), [Spanish](#))



### The Affordable Care Act at Two Years

- [The Affordable Care Act and Women](#)
- [The Affordable Care Act Gives American Families Greater Control Over Their Own Health Care](#)
- [The Affordable Care Act Gives Parents Greater Control Over Their Children's Health Care](#)
- The Affordable Care Act Helps...
  - [Young Adults](#)
  - [Seniors](#)
  - [African Americans](#)
  - [Latinos](#)
  - [Rural America](#)
  - [Women](#)
  - [Small Businesses](#)
  - [Asian Americans and Pacific Islanders](#)
  - [American Indians and Alaska Natives](#)
  - [Americans with Disabilities](#)
  - [LGBT Americans](#)

### Regulations and Guidance

Regulations and guidance are used to implement many of the Affordable Care Act provisions that address both private and public health insurance.

- [Health Reform for American Veterans and Military Personnel](#)
- [Standards Related to Reinsurance, Risk Corridors and Risk Adjustment](#)
- [Eligibility Changes under Affordable Care Act](#)
- [Certain Preventive Services under Affordable Care Act](#)
- [Student Health Insurance Coverage](#)

## The link between physical activity and academic achievement

**THE MORE THEY BURN  
THE BETTER THEY LEARN**

**Did you know that kids who are physically active get better grades?**

Research shows that students who earn mostly **A**s are almost twice as likely to get regular physical activity than students who receive mostly **D**s and **F**s.

Physical activity can help students focus, improve behavior and boost positive attitudes. Do what you can to help your child be physically active, be it running, biking or swimming. Any type of physical activity is good, and 60 minutes a day is best. Their grades will thank you!

At a time when school administrators, teachers, and parents want to give students as much of a head start in math, science, and technology as possible and expanding academic curricula are competing for attention; it can be very easy to ignore physical education. This is true not just in the United States but in societies across the globe. It is no surprise therefore, that research is coming in from all over the world—from the U.S., South Africa, Spain, Germany, Korea, Australia, and Taiwan on this important topic.

In the past there was a tendency to think that time devoted to nonacademic goals had a negative effect on academic performance.

However, a growing body of scientific research is showing a link between physical fitness and improved brain function, cognition, and academic achievement. Physical activity has a direct effect on the brain, with increased oxygenation – improving concentration, neuron connectivity and information processing. Indirectly, the lessons learned and benefits gained by exercise and group sports can carry over into the classroom setting. Athletics immerse students in a culture of effort, persistence, and competitiveness. Sports activity also increases self-esteem and socialization that aid in academic performance.

While many researchers want more studies to firmly establish a correlation between these two important goals, they do agree on one thing: Adding time to academic subjects by *taking time from physical education programs does not enhance grades in these subjects, and may be detrimental to health*. They recommend that neither physical nor intellectual education be sacrificed at the expense of the other.

**The Centers for Disease Control and Prevention** offer helpful tips for schools to incorporate more physical activity into their students' day, from recess, PE – and intramural sports, to active classroom activities and walk and bike-to-school programs. Visit <http://makinghealthasier.org/burntolearn> for more information.

## California school-based health centers increase

There are now 200 school-based health centers (SBHCs) in California, up from 183 just one year ago. As a result of this growth, 13,500 more children now have access to health care at school. With another 45 sites in the works, these numbers are expected to continue to grow. This growth is a credit to school districts, health care providers and other school health advocates who know that supporting healthy children is a smart investment. There is still much more to do, but this significant milestone is worth celebrating.

### Impact on Academic Performance

- Research shows that SBHCs have a positive impact on absences, dropout rates, disciplinary problems and other academic outcomes
- Using SBHC services is associated reduces the dropping out of high school
- Students receiving SBHC mental health services improve their grades more quickly than their peers



### Impact on Health Care

- SBHCs increase access to health care
- SBHC users are likely to use primary care — both medical and behavioral health — more consistently
- SBHC users are more likely to have yearly dental and medical check-ups
- SBHC users are less likely to go to the emergency room or be hospitalized

### Impact on Health Care Costs

- Research shows that investments in SBHCs generate savings through reduced use of high cost services, thereby increasing access without increasing overall Medicaid expenditures
- Studies have also found that SBHCs reduce inappropriate emergency room use, inpatient, drug and emergency department use, and hospitalization among children with asthma
- School-based immunization initiatives prevent disease and can also save money for society

SBHCs are most effective when they actively engage families and communities in their efforts to support student health and success. Visit the School Based Health Centers Association website at [www.schoolhealthcenters.org](http://www.schoolhealthcenters.org) to learn more about the benefits of school based health centers. The website includes proven examples, toolkits, print and electronic resources on information from asthma to family engagement, to teen dating violence, and contact information for effective programs.

## Healthy fundraising alternatives

### *What's wrong with high caloric food sales?*

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. When non-nutritious foods are sold "for a good cause," students may think these foods are part of a healthy, balanced diet. Such misperceptions can contribute to the development of poor eating habits.

Schools encourage healthful eating habits by avoiding fundraisers that rely on the sale of non-nutritious foods such as candy and cookies.

### *Positive options*

Following is a list of activities for fundraisers that have a positive impact on students, families and the community. This is by no means a complete list. Many additional ideas exist for successful fundraising.

**PTA leaders should always consult the current *California State PTA Insurance and Loss Prevention Guide* when planning any PTA activity, especially athletic activities, and follow appropriate financial guidelines.**

#### ***Support academics***

- Read-a-thon
- Science fair
- Spelling bee
- Geography bee
- History challenge
- Workshops or classes

#### ***Support the arts***

- Art shows
- Concerts
- Dances
- Plays and musicals
- Talent shows
- Singing telegrams
- Rent-a-band, choir or music group

#### ***Support physical activity***

- Dance-Dance Revolution, Line Dancing
- Walk-a-thon
- Bike-a-thon
- Jump-rope-a-thon
- 5-mile run/walk or another fun run
- Golf, tennis, horseshoe tournaments
- Bowling
- Skate nights
- Family picnic games

- Swim classes or swim party

#### ***More activities***

- Garage sale
- Live auction or silent auction
- Carnival
- Giant game of musical chairs
- Guessing games
- Car wash
- Game night
- Craft show
- Magic show
- Fashion shows
- Movie nights
- Haunted house
- Hobby shows
- Jail auctions
- Penny war
- Recycling drive
- Festivals
- Bingo night
- Karaoke competition
- Chess, checkers or other tournaments
- Treasure hunt or scavenger hunt

## ***Healthful food items to sell***

- Fresh fruit
- Fresh vegetables
- Fruit baskets
- Dried fruit
- Nuts
- Trail mix
- Fruit smoothie mix
- Frozen bananas

## ***Items to sell other than food***

- Candles
- Greeting cards
- Gift wrap, boxes and bags
- Magazine subscriptions
- Gift items
- Coupon books
- Holiday items
- Gift certificates
- Cookbooks
- Balloons
- Decorations
- T-shirts and sweatshirts
- Books
- Calendars
- Buttons and pins
- Air fresheners
- Customized stickers
- Crafts
- Bicycle helmets
- First aid kits

- Emergency kits for cars
- Batteries
- School spirit gear
- Plants, flowers, poinsettias or seeds
- Brick, stone or tile memorials
- Temporary tattoos
- Stuffed animals
- Coffee cups and mugs
- Board games
- Pet treats, toys and accessories
- Special parking space
- Foot warmers or slippers
- Scarves and stocking caps
- Spirit, seasonal, state or U.S. flags
- Megaphones
- Decals
- Bumper stickers
- License plate holders with school logo
- Giant coloring books
- Plant sales
- Tickets to sporting or fine arts events
- Jewelry
- Valentine flowers
- Artwork
- School newspaper space or ads
- Stationery
- Stadium pillows
- School Frisbees
- Bath accessories and lotions
- Videos and CDs
- Picnic baskets

## ***Summing it up***

*School Wellness Policy Model Guidelines* encourage schools to limit fundraising activities involving food and/or beverages. There are a many fun, creative and lucrative strategies to raise money in other ways. Fundraisers that involve physical activity can even be used to send positive messages to students, families and the community about the importance of active lifestyles.

## Hunger still exists for California students – New county and school district data

School breakfast programs in California's public school districts fail to reach 70 percent of the state's 3.4 million low-income students. Seventy percent of low-income students in California participate in the National School Lunch Program, but only 30 percent participate in the federal School Breakfast Program. This low participation rate translates to more than \$365 million in untapped federal meal reimbursements for the state.

While the vast majority of public schools in California operate the School Breakfast Program, many students are unable to access school breakfast because of when and where it's served: in the cafeteria before the school day begins. That traditional service model excludes students who, due to transportation or family schedules, are not able to arrive to school early. That traditional service model can also exacerbate the stigma associated with receiving free or low-cost school meals.

Fortunately, there are school districts across California successfully supporting their students with innovative, cost-effective service models such as Classroom Breakfast, Second Chance Breakfast, and Grab-n-Go that increase school breakfast participation. Serving breakfast after the school day begins or from multiple locations around campus helps connect more students to the health and academic benefits of a morning meal.

Legislators, administrators, educators, parents, students and concerned community members can take immediate action to help close the school breakfast gap:

- **Find out how schools in your community serve breakfast.**
- **Encourage school and district leaders to serve breakfast at times and places that reach all students in need.**
- **Learn more about how schools can put students and breakfast first at [BreakfastFirst.org](http://BreakfastFirst.org).**

**For more information, including your county or school district's data tables, visit California Food Policy Advocates' webpage at <http://cfpa.net/school-meal-analysis10-11>**



# New Health Resources for PTAs

California School Boards Association releases two new health publications

*Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide*, will be especially helpful for school districts and school wellness councils. Newly updated data in the front section help make the case for the importance of nutrition and physical activity for the success of students.

*Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies*, will assist committee members as they evaluate the progress of the district regarding student and employee health and school climate.

Parents are a required member of health councils at the school district level. Has your district, council or unit PTA identified a parent to serve on the school district committee?



***Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide:***

[www.csba.org/EducationIssues/EducationIssues/~/\\_media/87131E6EE396458688E40372F6414C12.ashx](http://www.csba.org/EducationIssues/EducationIssues/~/_media/87131E6EE396458688E40372F6414C12.ashx)

***Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 121 pages:***

[www.csba.org/EducationIssues/EducationIssues/~/\\_media/B08F65EE7C094A92AC3BD92279EA0A42.ashx](http://www.csba.org/EducationIssues/EducationIssues/~/_media/B08F65EE7C094A92AC3BD92279EA0A42.ashx)

## New National PTA “Health and Safety” webpage

The National PTA is in the process of updating its website. Go to [www.pta.org](http://www.pta.org), click on programs, then click on Health and Safety.

The healthy lifestyles section includes information on health at school, health in the home, and school wellness policies. There is information about obesity, its causes and the substantiation for improving school nutrition standards including competitive food sales, and physical activity to reduce obesity. Most importantly, the “what PTAs can do” page is filled with great suggestions for each of these topics:

- **Promote the new food guidelines.**
- **Encourage your school to participate in other national efforts to improve school nutrition.**
- **Go on a "fact-finding mission" around your school.**
- **Give your fund raisers and other PTA events a healthy makeover.**
- **Make the "healthy lifestyles" message part of everything your PTA does.**



National PTA is partnering with new agencies and some familiar to California: Action for Healthy Kids, the Dairy Council and Let’s Move. Materials from the Department of Agriculture and the Centers for Disease Control are included. *TogetherCounts* ([www.togethercounts.com](http://www.togethercounts.com)) is a resource for curriculum and programs at school and resources for parents and students to use in the home along with a community resources page. The *Kids’ Safe and Healthful Foods Project/ Promoting Safe & Healthy School Foods Now* is another PTA partnership with the Pew Charitable Trusts and the Robert Wood Foundation providing information on student nutrition.




Finally the **2013 National PTA Public Policy Agenda** presents the advocacy goals for the national organization. Pages 10-11 document the health objectives:

- **Maintenance of the improved nutritional standards for the National School Lunch and Breakfast Programs that went into effect in 2012.**
- **Release of the USDA rule on setting minimum nutrition standards for competitive foods.**
- **Release of the USDA rule on LWPs (Local Wellness Policies), providing guidelines for implementing policies, and technical assistance for LEAs, school food authorities, and state agencies.** [www.pta.org/files/2013%20PublicPolicyAgendaFINAL.pdf](http://www.pta.org/files/2013%20PublicPolicyAgendaFINAL.pdf)

# FUNDRAISING OPTIONS AVAILABLE TO SCHOOLS

## RECOMMENDED HEALTHY FUNDRAISERS

There are many healthy fundraising alternatives available that are not only practical, but profitable. Healthy fundraisers set a positive example and support, 1) healthy eating by children, 2) nutrition education, and 3) parents' efforts to feed their children healthfully.

- Auctions
- "Bakeless" bake sales  
(Parents donate the money to the school that they otherwise would have spent at a bake sale, no baked goods are sold.)
- Book fairs
- Bottled water sales
- Calendars, stationery, greeting cards and picture frames
- Candles, ceramics
- Car washes
- Clothing, jewelry, accessories and personal care products
- Cookbook fundraisers
- Coupon books
- Fruit sales 
- Fun runs, walk-a-thons, bowl-a-thons, golf tournaments, sporting events
- Grocery store fundraisers  
(Grocery stores give a percentage of community members' purchases to designated local schools.)
- Holiday decorations/ ornaments, novelties
- Magazine subscriptions
- Plants and flowers 
- Raffles
- Recycling of clothing, cell phones and printer cartridges
- Safety and first aid kits
- Scratch cards, discount cards  
(Participants scratch dots on cards to designate a donation amount. In exchange for the donation, they receive discount coupons from local businesses.)
- Scrip and gift checks  
(Gift cards for use at local grocery stores, coffee shops or other retail stores. Schools purchase scrip at a discount and parents purchase the scrip for full face value from the schools, which keep the difference.)
- Spices
- Toys
- Wrapping paper 

## FUNDRAISERS THAT UNDERMINE CHILDREN'S DIETS AND HEALTH

Given the rising obesity rates and children's poor diets, many schools are reconsidering whether selling low-nutrition foods is an appropriate way to raise money.

- Bake sales
- Candy, cookie dough and doughnut sales
- Label redemption programs  
(Families purchase products and then turn the labels into the school which redeems them for school supplies or money. In the Campbell's Labels for Education and the General Mills' Box Tops for Education programs, 80% of eligible products are of poor nutritional quality.)
- Pizza or pizza kit sales
- Restaurant fundraisers  
(A fast-food restaurant offers a school a cut of the sales on a week night designated for the fundraiser.)
- Sale of foods and beverages of poor nutritional quality through a la carte, vending or school stores on campus



For more information and contact information for fundraising companies, see *Sweet Deals: School Fundraising Can Be Healthy and Profitable* at: [www.cspinet.org/schoolfundraising.pdf](http://www.cspinet.org/schoolfundraising.pdf) or contact Center for Science in the Public Interest at: 202-777-8352 or [nutritionpolicy@cspinet.org](mailto:nutritionpolicy@cspinet.org).

