



Los Angeles County  
Office of Education

# BRIDGES TO SUCCESS

*A Publication from the Division of Student Support Services*

Arturo Delgado, Ed.D., *superintendent*

December 2012

## Mission

*The Division of Student Support Services is committed to supporting the physical, social/emotional and mental health, safety, and well-being of all students in Los Angeles County, and to facilitate learning and success in expanded learning environments and in the community.*

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## Message from the Director



**Dr. Victor Thompson**

On behalf of my colleagues in the Division of Student Support Services, we are pleased to present the December edition of *Bridges to Success*.

On November 9, 2012 at the Association of California School Administrator (ACSA) Leadership Summit in San Diego, our own newsletter editor, and student support services leader extraordinaire Maria Hwang de Bravo received the ACSA State Administrator of the Year Award in the student services area. It was a great pleasure to gather with Maria's family and fellow colleagues to celebrate this prestigious award. Congratulations to Maria for her ongoing support for all of us in the Division, and willingness to share her knowledge with administrators everywhere.

On October 27, 2012, our Division's After School Technical Assistance Unit, led by Program Coordinator Mary Jo Ginty, co-hosted the Los Angeles County Lights On Afterschool STEM Celebration at Inglewood City Hall. State Superintendent Tom Torlakson and Los Angeles County Superintendent of Schools Dr. Arturo Delgado were present. Los Angeles Laker legend Kareem Abdul Jabaar was named a California After-School STEM Ambassador, and will be making appearances at after-school programs in an effort to improve STEM learning in the state.

I would also like to welcome two new members of the Division: Roberta Ray is our new Administrative Assistant in the After School Technical Assistance Unit, and Tom Steele is our new Consultant II in the Community Health and Safe Schools Unit. As we enter the holiday season, we thank each of you for your support for our Division, and for the students and parents that we diligently serve, and we wish each of you a joyful holiday season.



## Maintaining Safe Campuses

*By Tom Steele, Consultant II, CHSS, LACOE*

*“Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved – from top to bottom – should know the drill and know each other.”*

— Margaret Spellings

Catastrophic events such as Newtown, Connecticut made many of us stop and think about the readiness of our schools to deal with such an event. School districts may be touched by a crisis of some kind at any time. Natural disasters such as earthquakes and fires can strike a community with little or no warning. An influenza pandemic can spread from person-to-person causing serious illness across the country in a very short time. School shootings are rare but are horrific and chilling when they occur. Teachers and staff must know how to help their students through a crisis and recover. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death.

I urge you to take this opportunity to remind each of your school site administrators that California Education Code 32280 *et seq.* mandates that each school site have a current, effective, and comprehensive safe school plan. This plan must be drafted in consultation with representatives from law enforcement and emergency services personnel, and must be updated by March 1 of each year. The plan shall contain an assessment of current school crime, appropriate strategies and programs that maintain a high level of school safety, discrimination and harassment policies, and procedures to ensure the creation of a safe and orderly environment conducive to learning. An integral part of each plan is the crisis preparedness and response component. Violence is a community-wide problem that is best addressed by all members of the community, including law enforcement and other emergency services personnel. Please be sure to do all that you can to involve them in the original planning, training and implementation of the plan.

The Los Angeles County Office of Education is committed to assisting you in maintaining safe campuses. ✕

## UPCOMING EVENTS

### Safe School Planning

January 25, 2013

8:30 a.m. — 3:30 p.m.

ECW 606B ♦ \$45

### Gang Symposium

February 15, 2013

8:30 a.m. — 3:00 p.m.

ECW 606A/B ♦ \$45

### Active Shooter Training

February 22, 2013

8:00 a.m. — 4:00 p.m.

ECW 606A/B ♦ \$45

### Bullying: Prevention & Intervention

March 22, 2013

8:30 a.m. — 11:30 a.m. (for teachers)

12:30 p.m. — 3:30 p.m. (administrators, counselors & other support staff)

ECW 606A/B ♦ \$30 per session

### Safe School Planning

April 12, 2013

8:30 a.m. — 3:30 p.m.

EC 281 ♦ \$45

### Crisis Response Training

April 30, 2013

8:30 a.m. — 3:30 p.m.

EC 281 ♦ \$45

### Drug Impairment Training for Educational Professionals (DITEP)

May 8-9, 2013

8:00 a.m. — 4:00 p.m.

EC 281 ♦ \$95

### Girl Empowerment: Risk Factors, Trends & Strategies

May 14, 2013

8:00 a.m. — 4:00 p.m.

EC 281 ♦ \$55



EC 281 is located at 9300 Imperial Hwy, Downey, CA  
ECW 606 is located at 12830 Columbia Way, Downey, CA

## Beyond 8 am — 3 pm in the School Safety Plan: Where are before and after school programs referenced in your plan?

By Mary Jo Ginty, After School Region Lead/Program Coordinator, LACOE

**Y**ou say to yourself, “Of course we have a school safety plan” and “staff has been trained on the plan and is ready to handle situations as they arise.” But when is the last time you thought about your team members who utilize the school site for before and after school programs?

In the five years that I have been in this position, the following incidents have taken place at various Before and After School Programs throughout the county:

- ◆ Drive by shootings
- ◆ Fire on the campus
- ◆ Student killed during the program
- ◆ Unauthorized individuals entering campus
- ◆ Wind storms taking out all power on campuses

Are you and your before and after school team members ready for these and other emergencies that can happen before the hours of 8 am and after 3 pm?

The following are four critical areas we suggest that you consider addressing in the next month as you finalize your comprehensive school safety plan so that you can respond with a YES to the question above:

### Collaboration and Training

1. Has the Before and After School Program (BASP) Site Coordinator been given a copy of the School Safety Plan?
2. Is there a member of the BASP on the Site Safety Committee?
3. Has the BASP staff been trained on the site policies, procedures and processes?

### The Safety Plan

1. Action Plan: is the BASP addressed in the plan?
2. Does BASP staff have keys to necessary rooms where emergency supplies are kept?
3. Are maps included that show what areas/classrooms/space of the site are utilized by the BASP?

### California Education Code 32280 et seq.

*It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.*

### Communications

1. Does BASP staff have radios/walkie talkies to keep in touch with each other?
2. Does the Site Coordinator have a list of the key site and district staff to be contacted in case of an emergency including cell phone numbers?
3. Does the BASP staff have a class roster with parent contact information in each room so the on line staff would be able to contact appropriate individuals in emergencies?
4. Does BASP staff know of students with special needs and how to address those needs (*i.e.* medications, emotional and/or mental health issues)?
5. Is there a Crisis Response Team for incidents that happen during BASP hours?

### Community Linkages

1. Are local law enforcement agencies aware of the BASP operating on the school site, and hours of operation?
2. Does BASP staff know what local law enforcement agencies to contact and for what reasons?
3. Does BASP staff know of local community agencies that could be contacted and/or brought in to assist in the event of an emergency?

The conversations that need to take place in developing the appropriate policies and procedures are a great place to start an even larger conversation between instructional day and BASP teams on how best to develop and/or strengthen their partnership. ✖



On September 29, 2012, Governor Brown signed Assembly Bill (“AB”) 1575 into law effectively ending the American Civil Liberties Union lawsuit challenging the improper imposition of pupil fees by public schools. AB 1575 adds Education Codes (“EC”) 49010 through 49013 which are declaratory of existing law on pupil fees, amends the Uniform Complaint Process (“UCP”) to allow parents/pupils to file complaints on violations of the law, and requires the State to publish guidance on pupil fees by as early as July 2014. The law applies to all public schools including charter schools and is effective January 1, 2013.

As before the passage of AB 1575, under California law public education activities must be provided to pupils free of charge *unless* a charge is specifically authorized by law. A summary of allowable pupil fees can be found using services such as the Fiscal Crisis and Management Assistance Team or FCMAT, California School Boards Association Gamut, and the California Department of Education (“CDE”). Also, as before, schools may continue to solicit voluntary donations of funds or property and pupil participation in fundraising activities.

EC 49010 defines ‘educational activities’ to mean an activity offered by a school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities. Whether the activity is elective or compulsory or for credit or not is irrelevant. The definition does not include activities by third parties that may be on school premises. Section 49010 defines ‘pupil fee’ to mean a fee, deposit, or other charge imposed on pupils or parents in violation of EC 49011 and the California Constitution.

EC 49011 provides that pupils enrolled in public schools shall not be required to pay pupil fees for participation in educational activities. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge. A fee waiver policy does not make a pupil fee permissible. Schools may not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies.

By March 1, 2013, schools must establish local policies and procedures to allow a complaint of noncompliance with the requirements of the law to be filed with the principal of a school under the UCP. [EC 49013]. Complaints may be filed anonymously if the complaint provides information leading to evidence to support an allegation of noncompliance. Appeals may be made to the CDE. If the complaint is found to have merit, the school must provide a remedy to all affected pupils or parents which may include reasonable efforts to ensure full reimbursement of improper fees paid subject to regulations to be adopted by the State.

EC 49013 also requires annual notification to parents about the requirements of the law tied to the right to file a complaint under the UCP. EC 48980 governs annual notifications to parents and already requires notice on the UCP. The notice must be amended to make note of the law on pupil fees and the amended UCP.

You may find EC 49010 through 49013 using the following web link: <http://www.leginfo.ca.gov/calaw.html> ✕



## Fee Simple? (A Law Pun)

*By Robert Jacobsen, Esq., General Counsel,  
Norwalk-La Mirada Unified School District*

The Annual Notification of Parent/Guardian Rights and Responsibilities Bulletin prepared by the Division of Student Support Services, LACOE, will be made available on the [laoe.edu](http://laoe.edu) website by the first week of April 2013. Please note that AB 2262 (Bradford), which amended EC 48981 and 48982, authorizes the governing board of a school district to provide the notice, if requested by the parent/guardian, in an electronic format and requires that the electronic format conform to the requirements of EC 48985.

## Foster Care Children in Special Education: Keeping Them on the Radar

By Elizabeth Rho-Ng, Esq., Partner, AALRR

As you may have noticed, lawmakers and educators alike are placing an increasing emphasis on children in California's foster care system. No one disputes the evidence-based correlation between stability in residential and educational placements for these children and a better chance of their success in school.

In recent years, the state legislature has crafted more and more legislation to ensure the educational rights of foster care youth are enhanced. For example, effective January 1, 2013, any foster child who remains in his or her "school of origin" is deemed to satisfy the residency requirements for school attendance in that district. Therefore, these foster youth will be afforded the same rights as resident students. This legislative development should not come as a surprise to anyone as the Education Code already provided that residency within a district could be established by a child's placement within a licensed children's institution or a foster family home pursuant to a juvenile court placement for the health and safety of the child. (Ed. Code, § 48204(a)(1)(A).) While this new amendment to Education Code section 48204 may be clear, what may not be clear is how foster youth who are eligible for special education are to be treated given the various Code sections that apply to them.

Most educators are familiar with AB 490, enacted in 2004, that provides the right for children in foster care stability in educational placements, including the right to remain in the "school of origin" for the duration of the court's jurisdiction over the child; at the very least, through the academic school year. (Education Code, § 448853.5(d)(1).) This right to remain in the school of origin is subject to the overarching standard of the "best interests of the child," which is to be determined by the educational foster care liaison, the individual who holds educational rights, and the child. (Ed. Code, § 48853(d)(5).) Additionally, the Education Code states that a school district is neither required to provide transportation to allow a foster child to attend a school or district, "unless otherwise required under law," nor is prohibited from providing transportation to allow a foster child to attend a school or district. (Ed.



Code, § 48853(d)(4).) While many foster care children will choose to remain at their school of origin upon a change of their foster home placement, the legislature envisioned situations arising where a dispute over the "school of origin" may arise. Accordingly, the Education Code requires that the child remain in the requested school "pending resolution of the dispute." (Ed. Code, § 48853.5(b)(8).)

***While [the] new amendment to Education Code section 48204 may be clear, what may not be clear is how foster youth who are eligible for special education are to be treated...***

How do the above provisions work together in the case of a foster care child with special education needs?

The provision of educational placements and related services, including transportation, to eligible special education children is governed by the Individuals with Disabilities Education Act ("IDEA.") In devising AB 490, the California legislature clarified that the above provisions do not "supersede or exceed other laws governing special education services for eligible foster children." (Ed. Code, § 48853.5(b)(10).) While this safe harbor provision was not intended to create any more rights than what the law already provided to foster youth eligible for special education, there is still some confusion about what those legal obligations are and how they coexist.

Because foster care homes fall within the definition of a "licensed children's institution," the provisions related to serving the educational needs of foster students who are eligible for individualized education

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(Continued from page 5), *Foster Care Children*

programs (“IEPs”) must be read in conjunction with section 48853. (Ed. Code, § 56155.5(a).) Each special education local plan area (“SELPA”) is responsible for providing special education services to eligible foster care children living in LCIs in the SELPA’s boundaries. (Ed. Code, § 56156.4(a).) If there is no local agreement or plan, the responsibility for serving special education foster youth generally falls on the district in which the foster home is located. (Ed. Code, § 56156.4(c).) Where SELPA and/or district procedures and policies are not clear on which local educational agency (“LEA”) is responsible for these students, this may result in eligible foster youth not receiving the necessary services under their IEPs as soon as they enter into a new foster care home. School officials should take particular care to ensure special education services are implemented timely. Additionally, while it is typically the case that records from a student’s prior school district are needed to determine what interim placement may be more comparable to the child’s last educational placement, the lack of records from the foster care student’s former school district should not impede his or her right to appropriate services upon enrollment.

In some instances where a foster child moves frequently, it can be challenging to determine the school of origin, under section 48853.5(e), or which school, *if not the school of origin*, may be the appropriate educational placement for a foster child with special education needs. It is advisable to collect as much information as possible with the help of your educational liaison from multiple sources, including the foster parent, the educational rights holder, the student, the prior school or district, and/or any other legal representatives for the child (e.g., social worker, court-appointed attorney). While a foster care child or an adult on his or her behalf may request a particular school as the school of origin, the district that is responsible for offering the child a free appropriate public education (“FAPE”) must make a placement offer that meets the child’s unique needs in the least restrictive environment. This may or may not consist of the requested school of origin. However, as explained earlier, the student, by virtue of being a foster care child, has a right to remain at the requested school until the dispute is resolved. Comparably, the child may also have rights under “stay put” to that requested placement.

As for transportation specifically, the law is unclear as to which district-the former or current-is responsible. Where the child has required transportation, it has generally been advisable to work out an agreement between the two districts to provide for the transportation as part of his or her IEP or as required under any other federal law, such as the McKinney-Vento Homeless Assistance Act.

Be mindful, in any event, to obtain the informed consent on any new IEP or assessment plan for the foster care child from the proper educational rights holder. It is critical to understand the criteria that satisfies the definition of “parent” under state law so that proper parent/guardian consent is obtained where necessary. Note that not all foster care parents bear the proper legal authority to make the educational decisions necessary for the child.

Although decisions to place a foster care child in any educational placement must be made without delay and almost immediately under any circumstances, there are multiple facets of the numerous requirements upon school personnel to ensure educational stability for such students. A proper understanding of the intersecting general and special education laws that govern these situations is key to ensuring procedural and substantive legal compliance. ✖



## County-wide Homeless Liaison Meeting

**February 7, 2013**

**9:00 a.m. — 11:00 a.m.**

LACOE HeadStart Building  
10100 Pioneer Boulevard  
Santa Fe Springs, CA 90670

*For more information, contact Melissa Schoonmaker  
at [Schoonmaker\\_Melissa@lacoe.edu](mailto:Schoonmaker_Melissa@lacoe.edu)*



# HOMELESS

## Feed the Children

Feed the Children will be providing the following to LACOE on January 22, 2013:

### Elementary Kit: (4-10 years old)

*Backpack*

*School Supplies Kit*

*Hygiene Kit*

### Middle/High School Kit: (11-18 years old)

*Backpack*

*School Supplies Kit*

*Hygiene Kit*



### Books

*Assortment of titles for various ages*

Disbursement of backpacks will take place on Wednesday, January 23rd (1:00—4:00 p.m.) and Thursday, January 24th (9:00 a.m.—4:00 p.m.). We will need your help organizing and disbursing the items. Please make some time in your schedule to assist with this worthwhile event! Please email Melissa Schoonmaker at [Schoonmaker\\_Melissa@lacoed.edu](mailto:Schoonmaker_Melissa@lacoed.edu) for more information or to assist with disbursement.

## Winter Shelter Program

Los Angeles Homeless Services Authority (LAHSA) operates the LA County Winter Shelter Program. The 2012-2013 Winter Shelter Program is in operation for 91 days between November 1, 2012 and March 14, 2013. A majority of the programs begin December 1st and end March 1st, while others will operate from December 14th to March 14th, and November 1st to January 30th.

A total of 1,491 beds are available across the City and County of Los Angeles at 19 shelter sites. For a full listing of shelters with their specific start and end dates, and pick-up points, call the Winter Shelter Hotline at 1-800-548-6047, or click here: [http://www.lahsa.org/winter\\_shelter\\_program.asp](http://www.lahsa.org/winter_shelter_program.asp).

## Homeless Youth and College

The Free Application for Federal Student Aid (FAFSA) is the federal application form that students must complete in order to apply for various types of financial aid: Pell Grants, State Grants, Institutional Grants, Tuition Waivers, Work Study, and Loans. The FAFSA requires students to provide financial information from their parents or guardians in order to determine student eligibility for aid; the application also requires a parental/guardian signature. While these requirements are logical for most applicants, they can create barriers for unaccompanied homeless youth. Unaccompanied youth are children and youth experiencing homelessness and not in the physical custody of a parent or legal guardian. A homeless unaccompanied youth is defined as a child or youth who lacks a “fixed, regular and adequate nighttime residence.”

Under the Higher Education Act, youth who meet the definition of “independent student” can apply for federal aid without parental information or signature. Students who are considered independent students also are eligible to receive considerably more financial aid than dependent students. The legislation allows youth to be considered independent students if they are verified as unaccompanied and homeless during the school year in which the application is submitted, or as unaccompanied, at risk of homelessness, and self-supporting. The student’s status as an unaccompanied homeless youth must be verified by a McKinney-Vento homeless liaison, or director of a HUD (Housing and Urban Development) shelter, or director of a RHYA (Runaway and Homeless Youth Act) program, or a financial aid administrator.

A FAFSA Web demonstration is available to show students how to use the on-line application. Go to <http://fafsademotest.ed.gov> and type in *eddemo* for the user name and *fafsatest* for the password. [www.fafsa.ed.gov](http://www.fafsa.ed.gov) is the official site to allow students to submit the FAFSA free of charge.

Every state and school has different deadline dates. Best practice is to file after January 1<sup>st</sup> for the next school year. The California deadline is at the beginning of March.

*Adapted from the National Association for the Education of Homeless Children and Youth.*

## Reminders about the Interdistrict Attendance Permit Process

*By Jennifer Gomeztrejo, Consultant II, and Maria Hwang de Bravo, Project Director III, CWA, LACOE*

Pursuant to Education Code (EC) section 46601, a person having legal custody may appeal to the county board of education a denial or refusal to issue a permit by the district of residence or the desired district of attendance. In Los Angeles County, the number of appeals processed by the Division of Student Support Services (DSSS) at the Los Angeles County Office of Education (LACOE) have been on a steady rise in the past four years. For the 2012-2013 school year, interdistrict permit appeals submitted to DSSS are at a record high of 954...and counting.

To assist school districts and parents/guardians through this process, we would like to remind you of the following before the 2013-2014 permit season begins:

### Board Policies, Procedures and Practices

- ◆ Annually review district board policies, procedures and practices related to interdistrict attendance and local appeals process to ensure that they are compliant, in particular, with EC 46600 and 46601.
- ◆ Review the policies and procedures with all district and site personnel so that they are applied consistently and that information provided to parents/guardians are uniform.
- ◆ Establish and adhere to timelines that are reasonable for the district to process requests and appeals, and for parents to complete the entire process with the district.
- ◆ Know the difference between future year requests and current year requests as the former allows for more time and the latter must be processed and completed within 30 calendar days.
- ◆ Update district forms and letters to ensure alignment with board policy and law. Particularly, make sure that the final denial letter from the district informs the parent/guardian of his/her right to appeal to the county board of education within 30 calendar days from the date of the letter.

### Areas to Consider and Address

- ◆ Clearly define any additional process when addressing requests for students with special needs as it could impact their services and placement.
- ◆ Determine how to address families who have falsified information.

- ◆ Determine whether or not your district will entertain more than one request (for different districts) per student for the same school year.
- ◆ Establish procedures for revoking permits and address the issue of re-application for students whose permits were revoked.
- ◆ Determine whether or not your district will allow for provisional enrollment (up to two school months) pending final outcome.
- ◆ Since only a person having legal custody can request a permit, provide guidance for requests made by persons such as caregivers, foster parents, group homes, etc.

### Communication & Customer Service

- ◆ Clearly communicate to families when the interdistrict season will begin (district website) and where to access interdistrict permit request forms.
- ◆ Identify the main contact person at the district level to address any complex questions or concerns.
- ◆ Ensure that accurate information is provided to all parents/guardians.
- ◆ Respond to parents/guardians in a timely manner.

Please be reminded that parents/guardians **must be** afforded the ability to appeal a denial, whether it is a denial by the district of residence or the desired district of attendance.

Prior to the start of each permit season, it is recommended that districts review fiscal impact due to students leaving and coming into the district; collect and analyze enrollment trends in the recent past; make enrollment projections; and determine how all the different possible transfer options available will impact the district and the schools. ✖

*We invite you to view the video on the interdistrict attendance appeals process on the Los Angeles County Office of Education (LACOE) website: [www.lacoe.edu/appeals](http://www.lacoe.edu/appeals). This video is available in both English and Spanish and provides an overview for families and school personnel about the appeals process at LACOE. A copy of the LACOE Board Policy and Administrative Regulation, along with a document highlighting frequently asked questions, can also be found on the website.*



# Happy Holidays! Cheers! (Not for our kids!)

By Juan Noguera, Program Activities Specialist, LA County Friday Night Live Partnership, LACOE

**H**ow many of you have indulged during the holidays in a little wine, beer, or even tequila? You don't have to admit how much you drank — as an adult it's your choice. However, this does not apply to kids as they should not be consuming any alcohol. Reports have shown that during the holidays, youth also tend to increase their alcohol intake particularly at parties, including family gatherings.

According to a study conducted by CNN in 2009, during New Years Day, the highest amount of visits to the ER occurred because of alcohol related car accidents, alcohol poisoning and other injuries among youth. CNN stated, "This stunning increase in underage drinking-related emergency room visits on New Year's Day should be a wake-up call to parents, community leaders and all caring adults about the potential risks our young people face for alcohol-related accidents, injuries and death during this time of year." The winter holidays are just as impactful among youth compared to any other month, or time during the year. Kenneth R. Warren, acting director of the National Institute on Alcohol Abuse and Alcoholism (2009) added, "During Christmas and New Year's, two to three times more people die in alcohol-related crashes than during comparable periods the rest of the year."

In addition, something to remember is that California laws hold adults accountable and liable for any alcohol related injury or death to youth in which the youth obtained alcohol from adults. The "Social Host" California law states, beginning January 1, 2011, "Social host may be liable for alcohol-related injuries and damages caused by a person under age 21 to whom the social host served alcohol per *California Civil Code Section 1714(d)*".

Additionally, an epidemic of "binge drinking" has overtaken our youth and communities; in fact the majority of binge drinking is by underage drinkers. According to the Teenhealth website, binge drinking is considered, "the heavy consumption of alcohol over a short period of time". The generally accepted definition of binge drinking in the United States is the consumption of five or more drinks in a row by men or four or more drinks in a row by women, at least once in the previous 2 weeks.

## Social Host Underage Drinking Prevention Tips

1. If using coolers/ice chests, don't mix alcoholic drinks and other drinks in same space. Clearly identify **ADULT DRINKS ONLY** on ice chests that contain alcohol. This will also prevent youth from mistakenly grabbing an alcoholic beverage and allows for visibility in monitoring youth going into the wrong cooler.
2. Constantly monitor youth throughout the night, check where they are and whom they are with.
3. Have open dialogue/communication with youth that alcohol is for adults 21 and over only, it's the law.
4. Lock or hide unused alcohol in drawers or cabinets out of the reach of youth.
5. Do not ask youth to carry or serve alcohol to adults at celebrations.

Simply remember that the legal age to drink alcohol is 21 years old in California; keep this in mind if you host or attend any family gathering during the holiday season. At your next party with family and friends, look around and be sure your youth and young adults have milk, juice or other non-alcoholic beverages as an option. Enjoy your holidays and have a happy new year...but not before you take the alcohol trivia!

1. Which beverage contains the most alcohol?
  - A) 8 oz. glass of wine
  - B) 1 shot of liquor (i.e. tequila, whiskey)
  - C) 12 oz. can of beer
  - D) All contain the same
2. What is the best way to become sober after consuming alcohol?
  - A) Take a cold shower
  - B) Drink coffee or water
  - C) Let time pass
  - D) Eat menudo or starchy food
  - E) Only B & C
3. Consuming how many drinks in one sitting is considered binge drinking for men?
  - A) Five or more
  - B) One
  - C) Two
  - D) Four

## SARB Resources

We have been updating our SARB Resource list for Los Angeles County. The revised list includes resources related to mental health, drug/alcohol treatment, counseling services, parenting classes, intervention programs, medical and dental care, academic support, housing, etc.

To view the updated list, please visit the LACOE website at [www.lacoe.edu](http://www.lacoe.edu). Click on the tab for Student Support Services, then click on "Student Attendance and Enrollment"—the list can be found under the "Resources" box on the right side of the page.

## SARB Certification

Over 180 participants representing education, law enforcement and community agencies were SARB certified on October 26, 2012. The County SARB would like to thank the presenters, particularly Lydia Bodin from the District Attorney's Office and Dr. Victor Thompson and Maria Hwang de Bravo from LACOE for providing their expertise and assistance. A special thanks to the community agencies who provided valuable resources for the local SARBs: VIDA, Community Family Guidance Center, Foothill Family Services, National Alliance for Mental Health, 10-20 Club, San Martin de Porres Counseling Center, Twin Town Treatment Center, and the Abolish Chronic Truancy Program.

### Make-up SARB Certification

**January 23, 2013**

**9:00-11:30am**

Register at:

[lacoe.edu/Portals/0/Bulletins/3449.pdf](http://lacoe.edu/Portals/0/Bulletins/3449.pdf)

## Annual SARB Report

*By Jennifer Gomeztrejo, Consultant II, LACOE*

Districts are required to submit to the County SARB an Annual Report of the number and types of cases heard by SARB, along with the interventions used. [EC 48273]

### Highlights of 2011-2012 Annual SARB Report:

- Increase in the number of pre-SARB intervention (SART/SST) meetings
- Increase in the number of SART cases resolved, where students improved their attendance and did not need to be referred to SARB

### Reminders for 2012-2013 Annual SARB Report:

- Each local SARB needs to submit an Annual Report to LACOE by June 28, 2013 (one report for districts who belong to a consortium)
- Utilize the Student Information System (SIS) to provide data about pre-SARB interventions
- Create fields in the SIS to document contacts/notifications
- Update SARB outcomes throughout the year

As a reminder...the **Model SARB** application is available at <http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp> and is due to the California Department of Education by **January 11, 2013**. Model SARB winners will be recognized at the CASCWA State Conference in Sacramento in April 2013.

## CVUSD "I'm In" Initiative

*By Dr. Jessica Hought, Supervisor of CWA, CVUSD*

Covina-Valley Unified School District is excited to participate in a county-wide attendance improvement initiative called "I'm In". This program emphasizes connecting students to schools thereby increasing student attendance and academic achievement. On "I'm In" days Covina-Valley USD is aiming for 100% attendance. Covina-Valley Unified School District's "A-Team" goes out to several school sites to reward randomly selected classrooms who achieve perfect attendance for that day.

*(Continued on page 11)*





# PERFECT ATTENDANCE

*Please post on or near your whiteboard. Color one letter for each day ALL students are at school AND on time. When all letters are colored, your class will earn recess and popsicles!*

*(Continued from page 10), CVUSD "I'm In"*

Covina-Valley Unified School District's "A-Team", consisting of school administrators, district therapists, counselors, and a representative from the Covina Police Department, continually work with school sites to help students with chronic absenteeism get back into school. The goal of our "A-Team" is to address the major hurdles that our students and their families may be facing in order to assist our students to have successful school attendance. The "A-Team" goes out several times a week to address these issues.

To promote the "I'm In" initiative, Principal Tanina Barbagallo states, "Sierra Vista Middle School is kicking off 'I'm In' by including it in its year long spirit competition where each grade level will compete to reach 100% attendance and earn 100 spirit points for their grade level. Each day there will be homeroom bulletin announcements, posters to promote "I'm In", as well as rewards on Fridays to promote 100% attendance all year long!"

Grovecenter Elementary School Principal Andrea Katanic states, "Saturday School rewards before Saturday School has helped our success. We print each student's attendance from our database. If the student has missed one or more days, we copy our Saturday School invite on the back. If the student had 100% attendance, we copy the "Sweet" reward on the back and tape a sucker to it. Our students LOVE Saturday School, so last year those that did not get invited were disappointed. We want to encourage Saturday School attendance, but more importantly, encourage student responsibility in each classroom. Daily, each class that has no absences or tardies, color in a letter on the attendance posters, when all letters are filled in, the class earns Otter Pops and an extra recess!"

Dan Gribbon, principal at Fairvalley High School, a Model Continuation School states, "We had a homeroom contest where any class with perfect attendance won an incentive. We have also been having perfect attendance competitions for individual students where they are given free lunch at the end of the month. The students have consistent reminders from posters to announcements about consistent attendance and doing well. Fairvalley's attendance rate has improved because of home visits and mentoring program for those students with unsatisfactory attendance provides one-on-one time with staff "buddies". Continual communication with parents has been key. Through this communication, we relay our expectations for improvement of the student's attendance to parents and how they are a key role in this process. We try to make students feel wanted and acknowledging their absences by showing legitimate empathy and concern for what is happening to the student."

This year to reward our students with 100% attendance, we have 6 laptops that were donated to our district. These laptops, as well as other community donations, will be raffled off to our students at the end of each semester. Additionally, each month that a school has an increase in their attendance they will be able to proudly display the banner in front of their school. Each school will have their own personalized banner to put up (and hopefully keep up) throughout the year as we increase attendance. Through the process of implementing the "I'm In" initiative, we have been given the opportunity to assist our student's with individualized learning plans, and assisting our families in as many ways as possible.

In Covina-Valley Unified School District, we believe that "Everyday Counts, and Every Student Counts!!" ✕



When Rachel Novak (not her real name), an administrative assistant from North Hollywood, California, decided to install WebShadow, an internet monitoring device that let her observe her 14-year-old daughter's internet sessions, she didn't expect to learn anything alarming. She was surprised.

"It was a rude awakening," the 41-year-old single mom says. "I discovered activity that illustrated the development of recent drinking binges and the early signs of an eating disorder-which I never would have suspected." Novak, who had discussed with her daughter that she was installing the monitoring software, says she was able to intervene early enough to curtail the problem and turn the eighth grader's behavior around, providing her with the professional help she needed.

In recent years, filters have consumed much of the internet safety industry – but filters don't do a complete job. If Novak would have relied on a filter to protect her daughter's web activity, certain sites may have been blocked, but Novak would have been left completely unaware to her daughter's online activities and offline troubles. Novak needed monitoring software for insight into her child's world.

Today, internet monitoring software has become vastly more popular, as parents have realized the imperative for added insight into their children's online world and behaviors. However, most of the current software offered tends to be highly invasive, relying on 'spying' or extreme monitoring methods that promote parents snooping on their kid's facebook account, online chat sessions and emails.

### Creating the Balance — WebShadow

WebShadow stands alone in the arena of being an ethical and educational monitoring device. WebShadow doesn't act as spy software, doesn't take screenshots or read chats and facebook, but allows parents to see the sites, videos and images their children have visited and the date and time spent on each site. This gives a parent tremendous insight into the world of their child or teenager, allowing them to notice and understand new trends, habits and behaviors, while still maintaining a reserve of trust for the child to use the internet.

WebShadow successfully creates a sense of accountability, teaches kids boundaries and how to behave responsibly, while at the same time gives kids the integrity of a level of privacy.

The WebShadow software was created with the vision to provide parents with a powerful, capable and simple-to-use monitoring tool that enables them to monitor their children effectively and ethically in an easy to use non-imposing manner. The software provides parents with summary reports, portraying the types of things they're children are doing online. The reports (patent pending) are designed to give parents a quick sense of what their kids are doing online, through easy-to-read categorized descriptions, without having to check each and every click. This method creates opportunities of dialogue

between parent and child, by allowing the parent to converse with their child about his online activity.

"I don't listen in to my kids phone calls, and I don't read their email", says Sam Fogelman, WebShadow CEO, "but I do have a general sense of who they're hanging out with, and, if I see a problem, I discuss it with them. WebShadow lets me do the same for their online activity."



*"created with the vision to provide parents with a powerful, capable and simple-to-use monitoring tool"*

Establishing a set of ground rules and standards for going online that both you and your child can agree on, and letting your kids know you'll be checking in on them is paramount to healthy parenting according to psychologists and child safety experts. Dr. David Walsh, a psychologist and previous president of the National Institute on Media and the Family, explains: "Parents have a responsibility to monitor the whereabouts of their kids, whether it's in the real world or the cyber world." At the same time, Walsh says that it's important to keep a balance between looking over your child's shoulder every second and putting your head in the sand. "Somewhere between the two extremes is the prudent parent," says Walsh.

WebShadow envisions that by providing the tools to parent effectively in the cyber world, parents can prevent bad habits, nurture positive behaviors, and build relationships based on trust and mutual understanding with their children in the real world.

For a 30-day free trial, visit [www.webshadow.com](http://www.webshadow.com) or call our Customer Service department at 1888 353 3412.

## How to File a Discrimination Complaint with the Office for Civil Rights (OCR)

By Dr. Victor Thompson, Director II, LACOE

[www.ed.gov/ocr](http://www.ed.gov/ocr)

Anyone that believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability or age may file an OCR complaint.

A complaint must be filed within 180 days of the date of the alleged discrimination. A complainant may want to use the school district's internal grievance process, but this is not a pre-requisite to file an OCR complaint. If the complainant is still not satisfied after using the institution's grievance procedure, the complaint must be filed with OCR within 60 days after the completion of the school district's process.

A complaint, including the information below, can be sent by US mail, fax, e-mail [ocr@ed.gov](mailto:ocr@ed.gov), or online: [www.ed.gov/about/offices/list/ocr/complaintintro/html](http://www.ed.gov/about/offices/list/ocr/complaintintro/html)

1. Your name, address, and phone (if possible).
2. Information about the person(s) injured by the alleged discrimination. Names of the injured are not required.
3. Name and location of the institution where the alleged acts occurred.
4. Description of the alleged acts: what occurred, when it occurred, and the basis for the alleged discrimination: race, color, national origin, sex, disability, age.

### Headquarters in Washington D.C.

U.S. Department of Education, Office for Civil Rights  
400 Maryland Ave. SW  
Washington, D.C. 20202-1100  
(800) 421-3481; TDD: (877) 521-2172  
Fax (202) 453-6012  
E-mail: [ocr@ed.gov](mailto:ocr@ed.gov)

### The OCR Office in California

Office for Civil Rights, San Francisco Office  
U.S. Department of Education  
50 Beale St. Suite 7200  
San Francisco, CA 94105-1813  
(415) 486-5555; Fax: (415) 486-5570  
E-mail: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

## SECTION 504 WORKSHOPS

### Advanced

*Presented by Office of Civil Rights*

8:30 a.m. — 11:00 a.m.

\$30

### Beginners

*Presented by LACOE*

*Community Health & Safe Schools Unit*

12:30 p.m. — 3:30 p.m.

\$30

*Workshops will be held at the Los Angeles County Office of Education, with room to be determined. Visit our website at [www.lacoe.edu](http://www.lacoe.edu) for more information.*

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## Expulsion Appeal Nuggets from 2012

By Vicente P. Bravo, Consultant II, CWA, LACOE

As the year draws to a conclusion, below are a few nuggets of information regarding witnesses and the expulsion process gleaned from situations this past year that I am sharing in the hopes that they may be of use to you. Enjoy!

### Live Testimony vs. Sworn Declaration — Witness Protection Program (sort of)

One of the first things we are taught (or actually learn on the job) is that the decision of the board to expel shall be based upon substantial

evidence and that no evidence to expel shall be based solely on hearsay. So, when there is a finding that good cause exists, if it is determined that disclosure of the identity or the testimony of the witness could subject the witness to an unreasonable risk of psychological or physical harm, the live testimony at the hearing has now taken the form of a sworn declaration statement. When providing the pupil with copies of these for the hearing, *please* remember to edit and delete the name and identity of the pupil, otherwise it kind of defeats the whole purpose and exposes the witness. As they say in my bilingual family, "This is muy no bueno!"

### The Subpoena: "Bueller?" (x 16), *Ferris Bueller's Day Off*

[http://www.youtube.com/watch?v=NP0mQeLWCCo&feature=player\\_embedded](http://www.youtube.com/watch?v=NP0mQeLWCCo&feature=player_embedded)

Not having your witness at the hearing could make you feel like Bueller's economics teacher. Aside from the fact that EC 48918(b)(5) states that the notice of hearing shall include the pupil/pupil's parent or guardian opportunity to confront and question all witnesses who testify at the hearing, keep in mind that, under EC 48918(i)(1), they can subpoena a witness as well. If a witness isn't present, the case could take an unexpected turn, just like Bueller's day off did.

**"I saw nooothering!" Sgt. Schultz, *Hogan's Heroes*** (Anyone born after 1975 will need to Google this reference or use Hulu to see where it came from, or you can check out this link: <http://www.youtube.com/watch?v=34ag4nkSh7Q>.)

During the course of an investigation for an expulsion, getting information from percipient witnesses is very important. Make sure interviews (not interrogations) are conducted properly and respectfully so as to avoid the issue of coercion or undue influence.

### Stipulated Expulsions: 1 + 1 still equals 2

An expulsion is an expulsion is an expulsion. Whether it was done, through a panel, a hearing officer, or a stipulated agreement, the result is still the same once the board takes action on it. An expulsion decided upon through a stipulated expulsion does not have a "less severe" outcome that one reached by either of the two means listed earlier.

### Hearing Panels and Questioning Witnesses: "You can't handle the truth!" *A Few Good Men*

<http://www.youtube.com/watch?v=5j2F4VcBmeo>

There is a big difference between asking for clarification and asking the same question over and over and over and over and over again. Just as we remind our panels that this is a hearing, not a counseling session, they should also remember to treat everyone equitably because it all goes on the record/transcript. Ultimately, we must handle the truth and expect nothing less. ✕

The California Association of Supervisors Child Welfare and Attendance (CASCWA) Southern Section invites you to the **Phil Kauble Topical Forum, focusing on "Other Means of Correction."** This no-cost forum will take an in-depth look at AB 1729 and how schools and districts will manage alternatives to suspension. Participants will be provided the opportunity to ask questions of a panel of experts. Join CASCWA on Friday, **February 1, 2013 from 10 a.m. to 12:00 p.m.** at Pomona Unified School District (Conference Center), 1460 E. Holt Avenue, Pomona, CA. RSVP with Ranae Quesada Smith at [ranae.quesada-smith@abcusd.k12.ca.us](mailto:ranae.quesada-smith@abcusd.k12.ca.us) or (562) 926-5566 ext. 21023.





## **Southern Section** *Academics / Integrity / Athletics*

### **Area Placement/Re-leagu**

*By Rob Wigod, CIF-SS Commissioner of Athletics*

**E**very four years, the task of configuring our leagues takes place. It is a subject that our member schools are extremely passionate about and take very seriously. The process involves having each of the nine designated areas of our section formulate a plan that places every school in that area into a league within that area for the next four years. However, before the formal Re-leagu effort can begin, another important task must be accomplished that has a major effect on the ability of our areas to form viable leagues. That situation is called Area Placement.

Area Placement often gets ignored because of the much larger focus our schools put on Re-leagu, but the decisions made regarding Area Placement can have a tremendous impact on how an area can arrive at a league configuration that works best for that area. We are currently involved in the Area Placement process for the 2014-2018 Re-leagu Cycle. What that means is we are following the current CIF Southern Section Blue Book rules toward establishing the areas for our member schools so they may begin to develop their area's Re-leagu Plan. To gain a better understanding of these Blue Book Rules, visit our website, [www.cifss.org](http://www.cifss.org), where the entire Blue Book is available for you to download.

This year, some new Blue Book Rules will be applied to Area Placement for the first time. Specifically, the CIF Southern Section Office now has the responsibility of developing the Area Placement plan for our section. Here is the process we are following:

- 1) We surveyed the principals of our member schools to ask if they wished to remain in their current area or wished to be placed into a different area. The surveys were mailed out on September 14, 2012 and were due back in our office by October 12, 2012. A key component of this survey is a requirement that schools are only allowed to address their own placement into an area, they cannot address issues involving other schools in their area.
- 2) The results of our survey indicated that approximately 95% of our schools requested to remain in the area they are currently in.
- 3) On October 24, 2012, our office staff met with the Re-leagu Chairmen from the nine areas to review the survey requests and discuss issues and concerns in each area.
- 4) On November 26, 2012, the CIF Southern Section Office distributed the Area Placement recommendations for the 2014-2018 Re-leagu Cycle.
- 5) There is an appeals process available to schools who believe they have been placed inappropriately. Schools that appeal may only address the appeal to their own school's placement in that area, not the placement of other schools into their recommended area. The appeals process will be concluded by March 20, 2013. After that date, Area Placement will be complete and Re-leagu can begin.

It is the roll of the CIFSS Office to assist school administrators and coaches with implementation of this process. If there are inquiries or interpretations needed regarding the Re-leagu or the Area Placement process, please refer all questions to the CIFSS Office. ✖

## **AB 1451**

According to the Centers for Disease Control, more than three million sports- and recreation-related concussions occur in the U.S. each year. Football is the leading cause for high school males, and soccer for females. The National Federation of State High School Associations reports that concussions are a serious and growing public health issue for athletes involved in contact sports. In fact, an estimated 300,000 sport-related traumatic brain injuries, predominantly concussions, occur annually in the U.S. The American College of Sports Medicine estimated that 85% of all concussions among high school athletes go undiagnosed.

In response to this issue, AB 25 (Hiyashi) was signed into law last year to require schools to remove from play, pending medical clearance, a student athlete who sustains a possible concussion.

Now with AB 1451 (Hiyashi), effective January 1, 2013, high school coaches in California will be required to receive training every two years, along with renewing CPR/First Aid certification, on recognizing the signs of concussions and responding to them appropriately.

Information regarding free on-line training is available on the CIF website at [cifstate.org](http://cifstate.org).

# NATIONAL SCHOOL COUNSELING WEEK

**February 4-8, 2013**

National School Counseling Week 2013, "*School Counseling: Liberty and Learning for All*," will be celebrated from February 4-8, 2013, to focus public attention on the unique contribution of professional school counselors within U.S. school systems. The National School Counseling Week is sponsored by the American School Counselor Association (ASCA). ASCA will celebrate the wonderful impact that counselors have made on the educational setting, and the work that they provide in assisting students achieve academic success and develop a plan for the future. This is an excellent time for schools to celebrate and acknowledge the many contributions that school counselors make by recognizing their efforts towards improving the lives of our students.



Visit the ASCA website at [www.schoolcounselor.org](http://www.schoolcounselor.org) to obtain materials, documents, certificates, and ideas for how to celebrate National School Counseling Week at your school.

## CALIFORNIA LAWS RELATING TO MINORS 2012 EDITION "The Redbook"



Edited by:  
**PHIL D. KAUBLE**  
Director,  
Student Support Services  
Los Angeles County  
Office of Education  
(Retired)

**OUR 44TH YEAR -**  
All new 2012 code references  
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## CALIFORNIA LAWS RELATING TO MINORS — 2012 Edition

This marks the 44th year of the "Redbook", a professional reference guide for school-site and district office administrators and other professionals who deal with schools and juveniles. As the title reflects, this publication contains more than 1,400 current California Code Sections along with related Federal Laws and Administrative Guidelines that relate to minors. Subject areas include Attendance, Discipline, Due Process, Student Rights and Responsibilities, Pupil Records, Special Education, and much, much more!

Related sections from the Penal Code, Welfare and Institutions Code, Family Code and other important California Codes are also included.

A one of a kind publication, the "Red Book" also serves as a funding source for annual scholarships presented to "At-Risk Students", to assist them in reaching their goals.

Visit the [Legal Books Distributing](http://LegalBooksDistributing.com) website to purchase your copy today.



**Association of California  
School Administrators**  
*State & Region XIV News*

## ACSA Conferences & Events

### Every Child Counts Symposium

*Best Practices, Best Solutions*

January 16-18, 2013

Portola Hotel & Spa—Monterey, CA

[www.acsa.org/eccsymposium](http://www.acsa.org/eccsymposium)

### Budget Perspectives Workshop

January 16, 2013

Los Angeles County Office of Education—Downey, CA

For more dates in other locations, visit [www.acsa.org](http://www.acsa.org) or

contact Kristie Rucker at [kristie@capitoladvisors.org](mailto:kristie@capitoladvisors.org)

### Every Student Succeeding Awards

February 20, 2013

Cerritos Library—Cerritos, CA

### Women's Leadership Network

March 8, 2013

The Reef—Long Beach, CA

RSVP with Mary Ann McCuistion at

[mmccuistion@socal.rr.com](mailto:mmccuistion@socal.rr.com)

### Legislative Action Day

March 17-18, 2013

Sheraton Grand—Sacramento, CA

[www.acsa.org](http://www.acsa.org)

### Administrator of the Year Awards

April 17, 2013

The Grand Event Center—Long Beach, CA

## California Association of Pupil Personnel Administrators (CAPPA)

*The mission of CAPPA is to strengthen services to public school students of California in the areas of attendance, counseling, health services, research, school psychology, school social work, special education, prevention and intervention, at-risk students, safe schools, and/or drug free schools.*

*To this purpose, we meet to share information, experience and problems in the organization and administration of pupil personnel services.*

♦ January 16, 2013 – Monterey

♦ May 10, 2013 – Palm Springs

Visit [www.cappaonline.net](http://www.cappaonline.net) to register.

# CONFERENCES

## California School Nurses Organization

*Annual State Conference*

February 7-10, 2013—San Diego, CA

[www.csno.org](http://www.csno.org)

## Center for Excellence in School Counseling and Leadership

*Supporting Students—Saving Lives (LGBTQIA Youth)*

February 15-17, 2013—San Diego, CA

[www.cescal.org](http://www.cescal.org)

## California Supervisors of Child Welfare & Attendance (CASCWA) State Conference

*Capitolizing on Student Success*

April 17-19, 201—Sacramento, CA

[www.cascwa.org](http://www.cascwa.org)

## California League of Middle/High Schools

*School Climate & Safety Summit*

April 27-28, 2013—North Lake Tahoe, NV

[www.leagueofschools.org](http://www.leagueofschools.org)

## American School Counselor Association

*Annual State Conference: "Liberty & Learning for All"*

June 30-July 3, 2013—Philadelphia, PA

[www.schoolcounselor.org](http://www.schoolcounselor.org)



**Lozano Smith**  
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*In partnership with CASCWA, the following no-cost webinars will be held from 3:30 pm—4:30 pm:*

01/28/13 Drugs and Student Discipline

04/22/13 Student Discipline Toolbox:  
Alternatives to Expulsion

*For more information contact Kim Pollastrini at 800.445.9430 or [kpollastrini@lozanosmith.com](mailto:kpollastrini@lozanosmith.com)*



# STUDENT SUPPORT SERVICES

## **Division of Student Support Services (562)922-6233**

Dr. Victor C. Thompson  
*Director II*

Lyn deNeef  
*Administrative Assistant*

## **After-School Programs (ASTAU) Unit (562) 922-5335**

Mary Jo Ginty  
*Program Coordinator/After School Regional Lead*

Michelle Perrenoud  
*Project Coordinator*

Emily Tay  
*Program Activities Specialist*

Roberta Ray  
*Administrative Assistant*

Lily Madrigal  
*Typist Clerk*

Brian Mehl  
*Student Worker*

Johnny Gonzalez  
*Staff Assistant Trainee*

## **Child Welfare and Attendance (CWA) Unit (562) 922-6897**

Maria Hwang de Bravo  
*Project Director III*

Cynthia Nunez  
*Administrative Assistant*

Vicente Bravo  
*Consultant II, Expulsions*

Jennifer Gomeztrejo  
*Consultant II, SARB & Interdistrict Permits*

Melissa Schoonmaker  
*Consultant II, Homeless Education*

Grace Gonzalez Cruz  
*Secretary*

Humberto Arvizu  
*Temporary CWA Staff*

Gwyn Stephens  
*Temporary CWA Staff*

## **Community Health and Safe Schools (CHSS) Unit (562) 922-6789**

Susan Chaides  
*Project Director III*

Sherri Allmer  
*Division Secretary*

Jewel Forbes  
*Consultant II, School Counseling*

Tom Steele  
*Consultant II, Safe Schools*

Elena Cook  
*Secretary*

Nichole Martinez  
*Temporary CHSS Staff*

## **Los Angeles County Friday Night Live (FNL)/ Comprehensive Prevention Services (CPS) Unit (562) 922-6613**

Dr. Monica Sanchez  
*Project Coordinator*

Juan Noguera  
*Program Activities Specialist (FNL)*

Vacant  
*Program Activities Specialist (CPS)*

Olivia Valdes  
*Staff Analyst Trainee*

Christina Alvarez  
*Staff Analyst Trainee*

Tony Santilena  
*Professional Expert IV Retiree/Technical Specialist III*

Gary Washington  
*Professional Expert I/Technical Specialist (FNL)*

Michael Viramontes  
*Professional Expert II/Technical Specialist (CPS)*

Visit us at [www.lacoe.edu](http://www.lacoe.edu)

or e-mail us individually at

*[LastName\\_FirstName@lacoe.edu](mailto:LastName_FirstName@lacoe.edu)*

# BRAVO WORLD

## Blind

## Faith



Unfortunately like me, my children can get very particular about certain things in life. Every morning, I'm asked to report the weather to them...in detail. This is so that they can be dressed and geared up appropriately. Although I've purchased a pretty nifty weather app for them on their Nooks, they must enjoy having me play the weather person on a daily basis.

A few months ago, it started to rain. I completely forgot that my youngest son ("Zac") needed a new umbrella. He just COULD NOT leave the house without an umbrella, so my husband, Vince, relinquished his since he knew I'd melt in the rain without mine. We were all able to get out the door that morning without further incidence.

That night, Zac came home with the umbrella jammed beyond repair. It was one of those automatic ones that open and close at the press of a button; there was no button left to press. I had recently seen a two-pack sold at Costco for \$14.99 — a good price for umbrellas with patterns and colors that even I could live with. With two umbrellas down, I suggested to my husband to do a Costco run (his favorite task in the whole wide world because where else can he go shopping for random stuff and run into everyone in town to catch up on life?).

That same night, he came back with the two-pack.

While Vince was removing the umbrellas from the plastic casing, Zac walked in and asked if one of the umbrellas was for him. Vince told him that he was welcome to it but that he had to pay for it since he broke the last one. When asked how much it cost, Vince jokingly responded that it cost \$50 because of its "special features." Zac was so thrilled, especially since it was another one of those automatic umbrellas, that he immediately went for his wallet, took out a crisp \$50 bill he received for his birthday and handed it over...as if it was the most natural thing in the world to do.

Vince asked him if he was absolutely sure he wanted to

pay \$50 for the umbrella. Zac told him that it was worth every penny of what he paid for because it was SOOOO special. As he ran out the door to tell his older brother ("Zeke"), Vince and I just looked at each other, desperately trying not to bust out laughing.

Shortly thereafter, Zeke came into the room asking if he could also have an automatic umbrella just like his brother. Vince told him that he could have the other one but that he also had to pay for it since his umbrella was still functional and it was only fair. When Zeke found out what his brother had paid for his umbrella, without question, he went for his own wallet, took out \$50 and handed it over. Seriously?!?! Vince just made a little over \$80 on those umbrellas! Needless to say, we were a bit concerned about the kids and their sense with money.

Vince held on to the money for about a month before giving the kids their change back...and he had the "talk" with them. It turned out to be a good lesson for them to learn:

1. Know what the product is and what it can do;
2. Ask up front for the price (haggle, if appropriate, without using whiny voices or puppy eyes);
3. Determine whether or not the price matches the quality of the product;
4. Research if there's something less expensive and/or better;
5. Determine if the product is a necessity or a luxury purchase;
6. Make sure its affordable based on other items to be purchased in the near future; and
7. Don't make assumptions!!

This is a good lesson for all of us to learn as well. As more and more new laws are put into effect, requiring changes in school operations and services, and as more of us take on added duties and responsibilities, stretching us too thin, we inevitably turn to outside sources that promise to take care of things for us and make our lives easier. When we do that, do we really know what it is exactly that we need that will address the specific issue or concern, and are we actually getting it? Or, are we putting our faith in a program and/or service that sounds great and looks even better, trusting that all will go well, until we realize that there's much more to it than meets the eye? Ask questions. Don't assume that what works for one school or organization will work for yours. We're all different, so our needs are different. ✖

*We hope you've enjoyed this edition of "Bridges to Success." Stay tuned for the next issue in March. — Maria Bravo, Editor*