

FREE

School News

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Covering the Hawthorne School District

VOLUME 3 ISSUE 13

www.SchoolNewsRollCall.com

MARCH / APRIL 2013

Student Safety and Security

Recent events involving student safety issues have caused concern in all of us about how prepared are our schools to respond to these types of events. Prior to these events, each school in the District as well as other District facilities has developed and implemented a safety plan to address such issues as fire, earthquake, activities in the neighborhoods surrounding our schools as well as intruders on our school campuses. The drills outlined in these plans are reviewed and practiced on a regular basis. Following the December events, school and district level staff members have been reviewing and refining our safety procedures contained in these plans.

In addition, the District is very fortunate to have a collaborative relationship with all of our city services. Immediately following the events in Connecticut, the Hawthorne Police Department dispatched patrol units to each of our school sites to assist our staff in monitoring student safety. Upon our return from Winter Break, Hawthorne Police Department patrol units were highly visible during morning drop-off and other parts of the school day to insure a safe atmosphere around our school sites.

Recently, I have met with the Chief of Police to review and refine the Hawthorne Police Department's response plans should an event occur at any school or District facility. In addition, the Chief of Police and other department members have visited each of our school sites and met with our principals. These meetings will continue in February to allow for further discussion and planning.

During our morning entry and afternoon exit periods, staff members are posted at entrances to our school campuses. Following student entry each

See **SUPERINTENDENT** • Page 8

Seguridad y Protección del Estudiante



Dr. Helen E. Morgan
Superintendent

Los recientes eventos que envuelven la seguridad del estudiante han causado preocupación en todos nosotros de que tan preparadas están nuestras escuelas para responder a este tipo de eventos. Antes de estos eventos, cada escuela en el Distrito al igual que las otras instalaciones del distrito han desarrollado e implementado un plan de seguridad para tratar con tales situaciones como incendios, terremotos, actividades alrededor de nuestras escuelas al igual que intrusos en nuestros campos escolares.

Los entrenamientos delineados en estos planes son revisados y practicados regularmente. Seguido a los eventos de diciembre, los miembros del personal a nivel del distrito y de la escuela han estado revisando y refinando los procedimientos contenidos en estos planes de seguridad.

Además, el Distrito es muy afortunado en tener una relación de colaboración con todos los servicios de la ciudad. Inmediatamente siguiendo los eventos de Connecticut, el Departamento de Policía despachó unidades de patrullas para cada una de los sitios escolares para ayudar a nuestro personal a supervisar la seguridad de nuestros estudiantes. Después de nuestro regreso de las Vacaciones del Invierno, las patrullas del departamento de policía se podían ver la mañana durante la llegada de los niños a la escuela y en otras horas del día para asegurar un ambiente seguro alrededor de los campos escolares.

Recientemente, me reuní con el Jefe de la Policía para revisar y refinar los planes de respuesta del Departamento de Policía de Hawthorne en caso de que un evento ocurriera en cualquiera de las escuelas o en las instalaciones del Distrito. Además, el Jefe de la Policía y otros miembros del departamento han visitado cada uno de nuestros campos escolares y conocido a nuestros directores. Estas reuniones continuarán en febrero para acceder a una conversación y planeamiento más extenso.

See **SUPERINTENDENT** • Page 8

Together We Tutor



Building community partnerships for success!
(please see page 4 Eucalyptus Elementary)

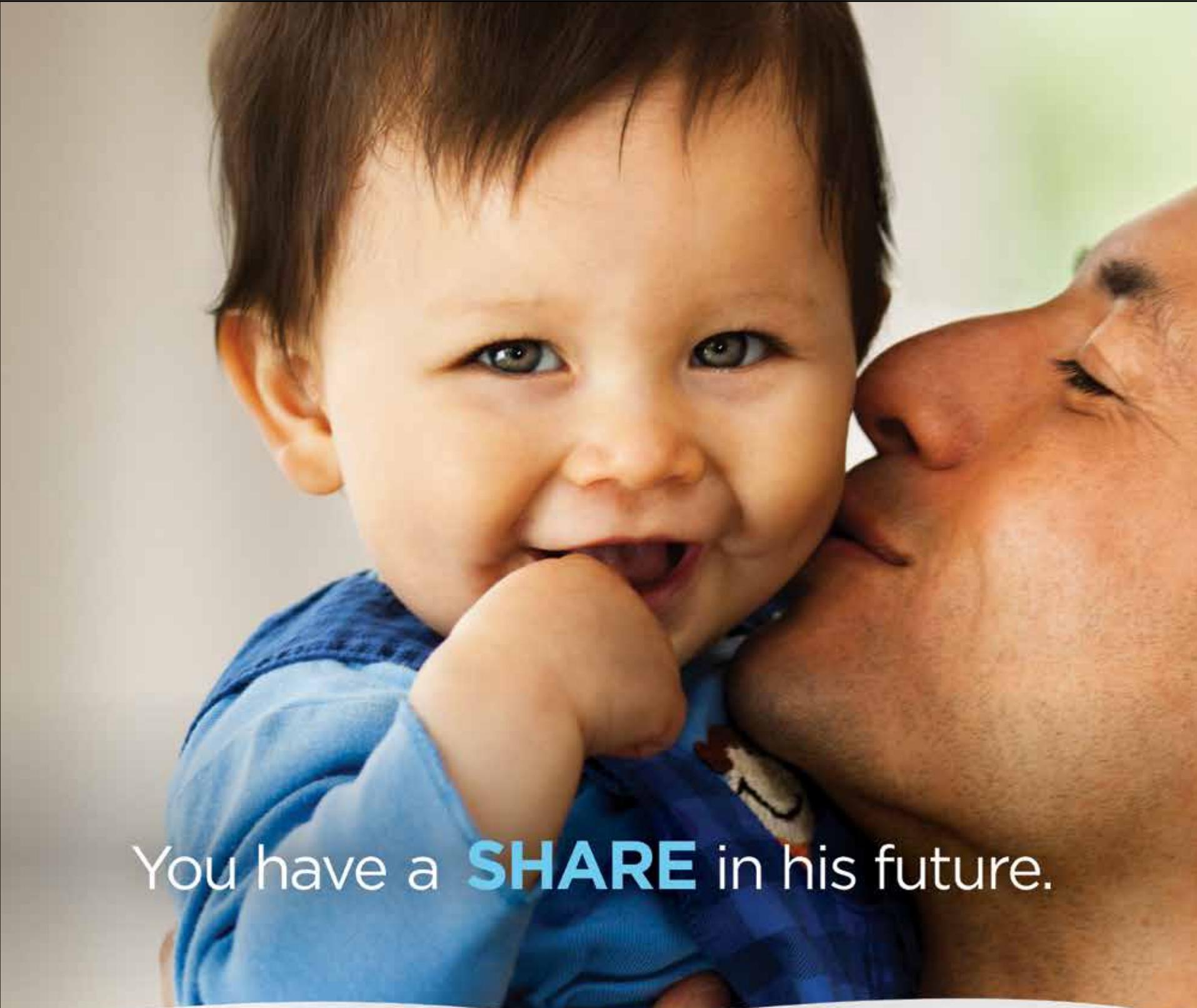
Math Achievement



Students proudly display their math facts fluency bracelets!
(please see page 6 Jefferson Elementary)

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C5317

Hawthorne School District partners with LAUP to provide high-quality preschool for all four-year-old children. We believe all children deserve the best start in life and a quality preschool education.

El Distrito Escolar de Hawthorne está asociado con LAUP para proporcionar educación preescolar de alta calidad para todos los niños de cuatro años. Creemos que todos los niños merecen el mejor comienzo en la vida y una educación preescolar de calidad.



Preschool Sites

Eucalyptus Universal Preschool

12044 Eucalyptus Ave.
Hawthorne, CA. 90250
(310) 219-2837

Zela Davis Universal Preschool

13434 Yukon Ave.
Hawthorne, CA 90250
(310) 219-2821

Every child deserves a chance to succeed!
¡Cada niño merece la oportunidad de triunfar!



Preschool Schedule

HSD Preschool is a free 3.5 hour school readiness program for 4 year old children

Preschool Classroom Schedule:

AM Session 8:05 to 11:35

PM Session 12:15 to 3:45

Programa de Preescolar

El Preescolar del Distrito Escolar de Hawthorne (por sus siglas en inglés HSD) es un programa gratuito de preparación escolar de 3.5 horas, para niños de 4 años

Horario del Salón de Clases del Preescolar:

Sesión de la mañana 8:05 AM - 11:35 AM

Sesión de la tarde 12:15 PM - 3:45 PM

Transitioning to Kindergarten

Kindergarten is the next big step on your child's academic journey. As parents, some of the ways you can help your child prepare for this exciting new adventure includes talking enthusiastically with your child about starting kindergarten, setting and practicing new routines, as well as attending your local school's transition to kindergarten meetings. A successful move into kindergarten will help your child have a positive attitude about school and learning.

Transición al Jardín de Infantes

El jardín de infantes es el siguiente gran paso en el camino académico de su hijo/a. Como padres de familia, algunas de las maneras que usted puede ayudar a su hijo/a a prepararse para esta nueva y emocionante aventura incluye hablar con entusiasmo con su hijo/a acerca de comenzar el jardín de infantes, establecer y practicar nuevas rutinas, así como asistir a su escuela local para las reuniones de la transición al jardín de infantes. Un movimiento exitoso en el jardín de infantes ayudará a que su hijo/a tenga una actitud positiva sobre la escuela y el aprendizaje.

Preschool Information

Each child receives one nutritious meal during the classroom program

Certified Teaching Staff

CPR and Emergency First Aid Trained

Excellent Student/Staff Ratio

Imagine It! Language Arts & Harcourt Math Curriculum

Información del Preescolar

Cada niño(a) recibe una comida nutritiva durante el programa del salón de clases

Personal docente certificado

Entrenados en resucitación cardiopulmonar y primeros auxilios

Proporción excelente de niños y personal

Plan de Estudios de Lenguaje (Imagine It!) y Matemáticas (Harcourt)



For more information contact:

Reina Robledo, Project Facilitator, LAUP Preschools
rrobledo@hawthorne.k12.ca.us

Para más información póngase en contacto con:

Reina Robledo, Facilitadora del Proyecto, LAUP Escuelas Preescolares
rrobledo@hawthorne.k12.ca.us

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13790-12



Kay Coop
Founder / Publisher



This is our third anniversary publishing the excellence from the Hawthorne School District.

Students have busy since our January issue and the articles in this issue will make you wonder how they get it all done. From research programs, learning how to protect the environment, respecting others, the importance of partnerships, nutrition, academic achievement, to learning to dance...the students seem to do it all!

Spring is just around the corner and we wish all of you a fun Spring Break. Our next issue is May 1st.

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Covering the
HAWTHORNE SCHOOL DISTRICT

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Kohl's Cares Partners with Miller Children's for Safety

Miller Children's Hospital Long Beach Kohl's Keeping Kids Safe Program wants to remind parents that a child's brain is constantly learning, changing and growing. So make sure your child always wears a properly fitting helmet on every ride.

A bicycle helmet only works if you wear it correctly!

- 1 Size:** Make sure it fits snugly. It shouldn't rock back and forth.
- 2 Position:** It should sit level on your head and low on the forehead.
- 3 Chin Strap:** Tighten until it is snug – no more than two fingers should fit under the strap.

For fun tips on how to be bike safe, visit us at MillerChildrens.org/kohls-cares



MillerChildrens.org/kohls-cares

Bud Carson *Middle School*

13838 S. Yukon Ave., Hawthorne, CA 90250 • 310/676-1908 • www.budcarsonmiddle.org



Patricia Jordan
Principal

SeaPerch Launch

By LaTima Jones, Assistant Principal

BCMS is expanding our STEM Academy to include the SeaPerch program that is being offered through the Office of Naval Research to help generate an interest in STEM careers. SeaPerch is an innovative underwater robotics program that provides students with the resources they need to build an underwater Remotely Operated Vehicle (ROV).

On Friday, January 18, BCMS launched this pilot program with Mr. Stewart's eighth-grade STEM class. Naval officers presented the program to the students and brought the supplies they will need to begin their journey as marine engineers. The students learned that they will not only build Remotely Operated Vehicles, but also launch them.



During this process they will learn how to build a propulsion and electrical system, develop a controller, investigate and identify buoyancy, and all while working as a team. Our students are excited about the program, and are looking forward to competing against other schools in the future

Eucalyptus *Elementary*

12044 S. Eucalyptus Ave., Hawthorne, CA 90250 • 310/675-3369 • www.hsd-ca.schoolloop.com



Gretchen Janson
Principal

Building Community Partnerships for Success

As we continue to ensure ongoing academic excellence at Eucalyptus School, we value and understand the importance of building community partnerships to assist our students. This year, we are particularly pleased to have partnered with a volunteer tutoring program started by a group of ambitious freshmen at nearby Mira Costa High School. The group, called "Together We Tutor", meets with a select group of fifth grade students every Friday afternoon to provide additional supports in mathematics. We applaud the volunteerism of these students and their dedication to their local community. The fifth grade students who work with the tutors enthusiastically participate every week and we have seen a significant growth in their understanding of critical mathematics concepts. We are fortunate to have found this partnership and hope to see it continue to grow.



A group of "Together We Tutor" volunteers with their students.

Hawthorne *Math & Science Academy*

4467 W. Broadway, Hawthorne, CA 90250 • 310/973-8620 • www.hawthornemsa.org



Esau Berumen
Principal

Advanced Placement STEM Access Program

Hawthorne Math & Science Academy (HMSA) is one of over 800 schools in the country invited to participate in the Advanced Placement (AP) Science, Technology, Engineering, and Math (STEM) Access Program, created to increase the number of traditionally underrepresented students participating in AP courses in science, technology, engineering, and math. A \$5-million grant from an international internet search engine company as part of its Global Impact Awards to DonorsChoose.org will allow HMSA to start a new AP Computer Science course to encourage underrepresented minority students to explore this area of study and related careers.

The College Board is collaborating with DonorsChoose.org, an online charity providing help to students in need, to work directly with AP teachers in qualifying schools to help them obtain the classroom resources and professional development needed to start new courses. The AP Program offers high school students the opportunity to study at the college level, enabling them to develop the critical-thinking skills necessary for college success.

"There are hundreds of thousands of talented students in this country who are being left out of the STEM equation—they're not being given the opportunity to find their passion or pursue today's most promising careers," said Jacquelline Fuller, director of giving at the search engine company.

"DonorsChoose.org is honored to be recognized by this groundbreaking award program that supports innovative organizations that are making a real difference," said Charles Best, founder and chief executive officer of DonorsChoose.org.

Hawthorne *Middle School*

4366 W. 129th St., Hawthorne, CA 90250 • 310/676-0167 • www.hawthornemiddle.org



Rudy Salas
Principal

Creating Their Environmental Future

Hawthorne Middle School Ecology Club students come in with their reusable bowls and consume healthy organic snacks at the beginning of every meeting. Every week, the students take part in a different activity that allows them to learn about the negative and positive impact they have on the environment.

Club members participate in a variety of activities. Sometimes, they are asked to create an upcycle craft project, research an environmental event or take part in service learning in the community. Recently, the students gathered together to plant succulents. The plants and other supplies were donated by a



home-improvement retailer corporation, and the jars had to be something they were going to discard. The students were taught the importance of keeping trash out of the landfills by reusing items from home and about succulent plants.

The Ecology Club provides positive learning experiences about ecology and the environment. All students are eligible to join the club. Learn more about us on our website.

Jefferson *Elementary*

4091 W. 139th St., Hawthorne, CA 90250 • 310/676-9423 • www.hsdjefferson.org



Math Achievement at Jefferson

By Mira Baskeron, Math Coach

Have you noticed the variety of multicolored bracelets on the wrists of Jefferson students lately? These students have been passing the math-fact fluency tests in their grade levels!

Why are math facts so important? Well, the key to students succeeding in math is being able to recall basic math facts, which in turn will allow them to be more successful with math problems that require higher-order mathematical computation. Students must have these facts memorized in order to minimize mistakes when introduced to multistep computation problems.

Wendy Ostensen
Principal

A student who is able to recall math facts with automaticity makes fewer mistakes when presented with a problem that requires multiple steps. Daily practice is key to being able to recall math facts with automaticity.

Parents can assist their students with math facts by using flash cards and by accessing the math links on the Jefferson page of the HSD website.



Jefferson students proudly display their math facts fluency bracelets!

Kornblum *Elementary*

3620 W. El Segundo Blvd., Hawthorne, CA 90250 • 310/970-4294 • www.hsdkornblum.org



Peace Patrol

Under the coordination of our wonderful playground supervisor, Pam Taylor, Kornblum Elementary School has a community of fifth-grade students who volunteer for our Peace Patrol. Every morning, these students can be seen in their red vests assisting kindergarten students from the front gate of the school to their classrooms. Our Peace Patrol allows parents to drop off their students and know that their young children will get to the correct classroom line.

Peace Patrol also assists in maintaining nothing but the happiest students prior to the beginning of school each day.

Students can report any concerns and or incidents to the Peace Patrol, and then they are guided to adults for further assistance.



Kindergarten students adore our Peace Patrol students!

Students on Peace Patrol must be good role models for others and maintain good citizenship, behavior, and grades. Each student on Peace Patrol is dedicated to helping others. These special students contribute to keeping our campus safe and bully free.

Prairie Vista *Middle School*

13600 Prairie Ave., Hawthorne, CA 90250 • 310/679-1003 • www.prairievistamiddle.org



Multiple Focal Points!

Prairie Vista Middle School has a continual focus on academic achievement by all students. This year, language arts teachers are developing focus walls to support academic-vocabulary development to increase learning in subject-area content. Math teachers are also posting math vocabulary with a visual representation to engage students and heighten understanding of math concepts taught.

PVMS is also focused on creating a dynamic school culture by increasing parent involvement through activities and programs. Ms. McClenahan is busy organizing our sixth-grade spelling bee.

The two student finalists will participate in Hawthorne's districtwide spelling bee. Ms. Mendez is preparing the theater arts classes to perform in "Celebrating Multiculturalism."

The school will also have its second trimester performances by chorus, string-orchestra, band and piano classes.

PVMS students collected coins to raise a total of \$2,060 for the Leukemia and Lymphoma Society in their Pennies for Patients Program.

We are very proud of our students who are willing to think of others, collect spare change, and change lives.



Christine Fagnano
Principal

Prairie Vista *South Campus*

13928 Kornblum Ave., Hawthorne, CA 90250 • 310/970-7550 • www.hawthorne.k12.ca.us



Preparing for Success

The Preschool Partnership in Education program (PREPARE) is an early childhood education program that is committed to the identification and intervention of children with disabilities. Successful early intervention is critical to a child's future academic growth.

The Preschool program's philosophy is based on the following beliefs:

- Self-esteem and self-confidence are basic foundations for learning.
- Learning is fun through exploration, discovery and multisensory experiences.
- Curriculum must be developmentally appropriate.
- Language development is intimately interwoven with the development of a child's cognitive, motor, social, emotional and physical growth.
- Parents and families are active participants in the child's education.
- Cooperative community networking and interagency collaboration is essential.
- Smooth transitions from home to preschool are critical to a child's success at school.

The program supports parents in their key role as a child's first and most important teacher, and shows them how to work together as cooperative partners. Program staff members are professionally trained to understand how children grow and develop. The program's professional staff effectively plans activities that will encourage learning.

Working together in partnership with our parents helps assure that each child's early learning experiences will be fun and successful.

The PREPARE Preschool operates its classes four days a week, from Monday through Thursday, at the Prairie Vista South Campus. All classrooms follow the Hawthorne School District's academic calendar. Each morning and afternoon session lasts for three hours. The student attendance days vary, and are determined by the specific needs as outlined in the student's IEP.

Ramona *Elementary*

4617 W. 136th St., Hawthorne, CA 90250 • 310/675-7189 • www.hsdramona.org



Michael Collins
Principal

Family Nutrition Night

On February 7, 2013, Ramona School hosted the Hawthorne School District's, Nutrition Network Family Nutrition Night. Families were able to participate in hands-on nutrition activities and take part in

delicious taste tests. Families learned about eating lean proteins, healthy cereals, proper dairy intake and daily allowances of fruits and vegetables. At the end of the event, prizes were given out to several lucky winners!

Julie Brown, Nutrition Network Director, and her staff were on hand to answer the parents' questions. Parents were pleasantly surprised at the amount of information that was shared. The most popular comments from parents were: "this is excellent", "there's so much to learn" and "there was nothing like this when I went to school!". It was a great event for everyone who came out!



Washington *Elementary*

4339 W. 129th St., Hawthorne, CA 90250 • 310/676-3422 • www.hsdwashington.org



Angela Ortiz
Principal

Wildcat Parent Workshops

A popular proverb states, "It takes a village to raise a child." At Washington Elementary School, we firmly believe that it takes a "village" to ensure that our children are achieving at their highest levels of academic excellence. A child's educational village must consist of teachers, administrators, students, and parents, all working together as a strong, cohesive team. In addition to our Parent Teacher Organization (PTO), one way we encourage parent involvement is by providing monthly parent workshops to foster the tools and skills necessary to further support student learning beyond the classroom.

Every month there is a different focus for the parent workshop based on the needs of our students, such as "Increasing Reading Comprehension," "Applying Math Skills at Home," and "Using Technology to Support Student Learning," to name just a few of this year's offerings. At each workshop, parents are provided with strategies, activities, games, and discussion topics to use with their children which encourage students to practice and apply what they are in learning in the classroom at home.

Workshops are held at both morning and evening times, and childcare is provided. Future workshop topics will include "Helping your Child Prepare for the California Standards Test" and "Summer Activities to Start the New Year Prepared." Invitations are sent home and phone messages are left to provide specific dates and times for each workshop. We look forward to seeing you here and strengthening our Washington village to ensure our students' success.

Zela Davis *Elementary*

13435 S. Yukon Ave., Hawthorne, CA 90250 • 310/679-1711 • www.hsdzeladavis.org



A Partnership that Works

By Erika Ayala, Assistant Principal

Zela Davis Elementary strives to promote a school and parent partnership that actively supports student learning. ZD is currently working on a number of opportunities where our students, staff members and parents can come together and participate in special activities.

Zela Davis is fortunate to have an active parent community led by our School Site Council parents. Mr. Santiago is currently our DAC representative and Mrs. Vera is our DELAC representative.

Recently our parents have been working hard on creating some amazing posters to highlight our upcoming school events, such as "Go for the GREEN Days," STEM Night, and our reading literacy days.

Also, a big thank-you goes to our staff and teachers for volunteering their time to help plan and prepare for all of our many school events. This great help provides additional opportunities for our students to explore and learn.

Thank you again to all of the parents, teachers, staff members and students for your hard work and dedication.



York *Elementary*

11838 S. York Ave., Hawthorne, CA 90250 • 310/675-1189 • www.hsdnyork.org



Mike Goldstein
Principal

Moving to the Beat

If you visit York School, chances are you will hear the rhythmic sounds of Latin music booming from the cafeteria. Zumba classes are back by popular demand. Twice a week a large group of parents are seen moving to the slow and fast beat with dance moves from salsa, merengue, mambo, flemenco, samba, hip hop and much more.

The Hawthorne School District was awarded funds through the Kaiser Community Benefit Grant to implement these fun Zumba classes throughout the Hawthorne School District and they have been an absolute hit! It is fantastic to see so many parents become involved in the Zumba program at York. Modeling fitness to their children is key to promote physical activity.



Zumba at York!

morning, entrances to our schools are limited in order to require visitors to our campuses to enter the campuses through the school office after they have checked-in with school office staff and obtained a visitor pass.

Due to budget cuts at the state and federal level, we have had to reduce our school security staff. However, we are fortunate to maintain full time personnel at our high school, middle school campuses and some elementary campuses. Other elementary campuses have campus security personnel daily on a part-time basis.

The most effective means to prevent an incident is maintain an awareness of the people and things around our campuses. All of our staff members are aware of the importance of reporting suspicious persons or activities. We will always err on the side of caution and take action to keep our children in a safe location. We encourage parents and community members to assist us in maintaining a vigilance involving our school and district facilities. Please take a moment to inform us of any irregular or suspicious person or activity in the area of any school or district facility.

The safety and security of our children are our highest priority. We will constantly review and modify our safety plans and utilize the resources of our community partners to maintain a safe and secure learning environment for every child in the city of Hawthorne.



Dr. Helen E. Morgan
Superintendent

Durante la entrada en la mañana y en los periodos de salida por la tarde, los miembros del personal están estacionados a la entrada de nuestros campos escolares. Después de la entrada de los estudiantes cada mañana, las entradas a nuestras escuelas son limitadas para poder pedirle al visitante que entre al campo escolar por la oficina principal de la escuela después de haberse presentado con el personal de la escuela para obtener un pase de visitante.

Debido a los cortes del presupuesto al nivel estatal y federal, nosotros hemos tenido que reducir el personal de seguridad de la escuela. No obstante somos afortunados de mantener el personal a tiempo completo en nuestra preparatoria, escuelas secundarias y en algunas de las primarias. Otras primarias tienen personal de seguridad en el campo escolar diariamente solo medio tiempo.

La manera más efectiva para prevenir un incidente es estar consciente de la gente y las cosas alrededor de nuestros campos escolares. Todos los miembros de nuestro personal están consientes de la importancia de reportar personas sospechosas o actividades. Nosotros siempre erraremos en el lado de tener precaución y tomaremos acción para mantener nuestros niños en un lugar seguro. Animamos a los padres y a los miembros de la comunidad para que nos ayuden manteniéndose vigilando en lo que implica nuestras escuelas e instalaciones del distrito. Por favor tómese el tiempo para informarnos de cualquier persona o actividad sospechosa en el área de cualquier escuela o instalación del distrito.

La seguridad y protección de nuestros estudiantes son la mayor prioridad. Nosotros constantemente revisaremos y modificaremos los planes de seguridad y utilizaremos los recursos de nuestros compañeros de la comunidad para mantener un ambiente seguro y protegido para cada niño en la ciudad de Hawthorne.

Hawthorne School District Board of Trustees



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Swim Word Search Contest

Rules!!!

One word in the list is NOT in the word search.

When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com (Please put **HAW** in subject line)

Entries must be received by April 15, 2013

From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

Word Search by Gunnar Coop

- | | | |
|------------|------------|------------|
| Anchor | Flippers | Paddles |
| Backstroke | Freestyle | Pool |
| Boards | Goggles | Pulleys |
| Breath | Headcap | Race |
| Butterfly | Kickboards | Relay |
| Chlorine | Kicking | Strokes |
| Diving | Lane Lines | Surfacing |
| Dolphin | Medley | Times |
| Earplugs | Meets | Underwater |

Congratulations to Fernando & Andres Del Cerro Winner of the January Word Search Contest!

G	N	I	K	C	I	K	N	I	H	P	L	O	D	L
O	M	H	C	A	S	D	R	A	O	B	K	C	I	K
G	P	C	M	E	D	L	E	Y	Y	A	L	E	V	D
G	A	H	J	F	H	I	T	R	V	O	B	G	I	G
L	C	L	B	R	K	I	A	N	O	U	M	S	N	Y
E	D	O	P	E	M	V	W	P	T	H	I	I	G	T
S	A	R	S	E	K	O	R	T	S	K	C	A	B	O
W	E	I	S	S	T	T	E	T	F	A	K	N	O	R
T	H	N	V	T	L	R	D	A	F	T	S	B	A	Y
X	N	E	I	Y	F	V	N	R	R	M	Y	C	R	N
L	F	Z	J	L	W	D	U	O	U	P	E	E	D	L
V	F	R	Y	E	E	S	P	A	D	D	L	E	S	R
T	C	M	V	D	M	N	D	Z	Y	A	L	U	T	N
E	B	B	I	Y	O	Z	A	G	Y	P	U	C	G	S
G	U	A	G	K	S	B	F	L	I	P	P	E	R	S



The future of learning is here with today's Sylvan.

Today's students live in a world surrounded by technology. It's how they communicate, express themselves, play and - yes - how they learn. Sylvan is built for them.

Sylvan of Torrance
23326 Hawthorne Blvd. #170
Torrance, CA 90505
sylvanlearning.com/centers/torrance

Sylvan of Gardena
1045 W. Redondo Beach Blvd. #170
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Kent's Korner

Life Without Technology



Kent Kawaguchi

“What would you do if you didn't have Internet, a cell phone, text messaging, video games, or Facebook?” This was the first question author, columnist, and ESPN sports analyst, Mike Lupica asked his audience as he began his presentation to young readers, teachers and parents. He explained to his attentive loyal fans in Newport Beach, California that he didn't have all of the technology that is available today. Instead, he stated that “books can transport you into the life of another.”

Mr. Lupica is known for writing many young adult sports novels such as Travel Team, Heat, Miracle on 49th Street,

Summer Ball, and his latest novel True Legend. As a TV anchor for ESPN's “The Sports Reporters,” columnist for multiple newspapers and magazines, and author of national bestsellers and award winning novels, Mike Lupica inspires others to use their time to read and learn life lessons through his two passions: sports and reading.

Mike Lupica originally wrote for adults, however it was his son who inspired him to write for adolescence. His son was cut from a basketball travel team due to his short height. Because of his son and many other kids who were told they weren't good enough to make the team, Lupica decided to make a basketball team comprised of all of the kids whom were cut from other



Kent with Mike Lupica

travel teams. As the season progressed, Lupica's team started upsetting teams that were beating his team earlier in the season. Mike Lupica noticed a boost in confidence and self-esteem in every single one of his players. He witnessed player's renewed perseverance and drive to overcome failure as they learned to fight their way to the top. These are life skills and topics Mr. Lupica enjoys writing about. Mr. Lupica said that his “books do not contain vampires, wizards, or werewolves, yet kids love to read them. They are about friendship and kids trying to do something great in sports through teamwork and loyalty.”

In Mr. Lupica's novels, his characters portray qualities of being a good teammate and persevering toward their ultimate goal. Through his writing and his characters, he hopes his young readers will be inspired and learn from what they read and apply it to their own life. He said, “Playing sports is more than just throwing or hitting a ball. It's about learning how you get up after getting knocked down and that is truly the measure of your talent, heart, and character.”



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Teaching Appreciation



**Sandy Spurgeon
McDaniel**

Twelve of them flooded out of vans, greeting and hugging the families waiting in the parking lot. They were children who had been touring the country as members of the Matsiko Orphan Choir, and I had volunteered to house three of them. “Are you hungry?” I asked on the drive home and they were hungry enough to consume six baked potatoes and nine tangerines between the three of them. When I asked the longest any of them had gone without food, “Three days,” rendered me speechless.

When I taught school, children threw away enough food to feed a small country during their lunch time! I always suggest to schools that they have a ten minute minimum before children may be excused to go play.

What amazed me was my guest’s beds were made, dishes put in the kitchen, messes picked up without a word being spoken from me. They were grateful for everything! I suggest to parents that children have chores in order to teach them how to function in life. A chore is to be completed in a reasonable time. Forgetting one chore is volunteering for two chores at an inconvenient time. If a child does a horrible job at a chore substitute the “I can’t believe....” lecture for a calm adult saying, “I’m sorry, obviously I never taught you how to do this; let me show you.” Take a really long time, teaching the child how to do what could have been done in the first place, then give the child another task to replace the one you just did. Remind the child, “Next time I ask you to (load the dishwasher) I will give you an even longer success training if you do it improperly. Understand?” The child understood in the first place, he/she just wanted to see if you had boundaries.

I’m concerned the children today are operating in a world of break it, throw it away or even worse, buy another one. In my philosophy, the goal is teach children how to be reliable, responsible, respectful, resilient, loving human beings.

One of the key ingredients is to teach a child not to take everything for granted. Chores, allowances, a parent who say “No!” and old fashioned things like eating dinner together at a table and saying grace foster these qualities in a child.

Lastly, the Masiko Choir children touched my heart in a way it has never before been touched. In the face of so little, they brought to each of us gratitude, joy and love. Wouldn’t it be wonderful if we could say the same about our own children when they move away from home? Guess what parents and teachers, you are their tour guides!

Sandy Spurgeon McDaniel has written four books. She has taught school, raised two children, worked as a consultant to schools and has taught parenting for the past 35 years. Sandy now lives in Meridian, Idaho www.ParentingSOS.com and Kindle

Developing a Mindset of Service



Rajeshri Gandhi

As parents, you teach your children important values and are the primary architect of their character. Much of what they learn is through experience, by watching you and by living as a part of your family. Compassion and a habit of giving of one’s self is one of those important values and as parents, you can explicitly teach your child to have a mindset of service and giving back. Anyone, regardless of economic or demographic category has the ability to contribute to a greater cause and giving of one’s self is something that each of us can do—it costs us nothing but a bit of time. It’s also never too early and children as young as preschool age can begin to have volunteer experiences to develop service as a lifelong habit.

Giving back and performing service to ones community have become a focus for children, particularly in school. Many high schools require students to perform a set number of hours of community service to fulfill graduation requirements. Colleges and universities have separate areas on the application for students to list their various community service activities, indicating an expectation that students have spent a significant amount time engaged in some sort of volunteer activity. While schools can facilitate and be conduits to opportunities for students to perform service, families can instill this habit and also use it as a means of building self esteem and strengthening familial relationships. As parents, you can help your children see community service as more than just something to complete a requirement or just look good to colleges.

Model service, talk about its importance and create a mindset of giving back. As parents, you have a tremendous amount of influence over your children and by talking to them about the service activities that you do, you are leading by example, endorsing the idea of giving back and helping your child to develop that mindset. Community service shouldn’t be just a box to check off—it’s an opportunity to develop a sense of self, gain confidence and learn compassion, while performing a social good.

Find activities to do as a family. Families can participate in many different types of service activities. Some families have traditions of giving back such as serving at soup kitchens on holidays, conducting collections of books or winter clothes, and participating in charitable walks/runs. The important thing is to find something that fits your family’s culture, has a role for everyone, is meaningful to your family, and is something that you all can reflect upon afterwards.

Emphasize sustained, long term efforts. Getting kids involved in a project or with a group that involves a more sustained, continuous effort allows them to commit to a cause, see the impact of their work and connect with those who they are serving. As children can experience the impact that their actions have and witness the positive change that occurs over the course of time as a result of their efforts, they can begin to understand and appreciate the true value of giving.

Don’t overlook the little ones—young children can serve too! It’s important that younger children have someone guiding their efforts, frequently pointing out the value/impact as they go along to keep them focused and motivated. Small tasks done in partnership with adults can allow these young givers to feel involved in a larger effort and help to develop giving as a core value. Kids also respond well when they can physically contribute. Letting them carry, collect or count items, help serve or clean up, or perform some sort of physical task (run a lap in a jog-a-thon, etc) allows children to physically feel their actions and better comprehend their impact.

Encourage your children to be leaders and help them create opportunities for others to be involved. I believe that people inherently like to give and be involved, but for some, it is not always easy to figure out how to contribute. Leadership is also an essential skill that can be taught and developed in and outside of the classroom. Once they have developed a habit and mindset of giving back, your children can share that value by finding or creating service opportunities that are meaningful to them and involving others. There is no shortage of need and by thinking creatively, your children can exponentially increase the impact of the service activity and help shape a new group of givers.

Rajeshri holds a BS from the University of Michigan and a MA in School of Leadership with Principal Certification from Harvard University. She uses her background in public and private schools both teaching and administration to collaborate with students, parents and schools about the various educational options available. Rajeshri may be reached at rgandhi24@gmail.com www.rajeshrigandhi.com

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Video Games



Dear Dr. Shari,

What is your opinion about video games? It seems there was the huge wave of “anti video games” and then people started talking about the value of video games in increasing, reaction time, imagination, mental agility, etc.

I am not the kind of parent who can't figure out how to set limits...We definitely limit the video games. But, I just wanted your overall thoughts on the value/detriment of them. I know you are big on insisting that schools promote creative “brain” experiences (You spoke at our PTA!), but at home does technology destroy this? My boys spend a lot of time on the ipods, which doesn't require a babysitter.

—John, San Diego

Here is what I think John..

I love technology. The amount of information, knowledge, resources and answers that are at our fingertips makes me giddy. You can find a job, recipe, cure for an ailment and a video on “how to” do almost anything in a second! I LOVE IT.

I find it phenomenal and fascinating that I can stand in front of my computer and train 300 middle school students on the other side of the country. I frequently text, on my phone, check emails on the ipad while working on a project on the laptop, all from the front seat of my car (my parked car).

So, don't call me a hypocrite when I share the following...

There is a certain form of development that only evolves through the personal creativity, imagination and vision. The stimulation of video games takes away some of our creative development. That is a fact.

- Texting vernacular kills our ability to spell and impedes the “human connection”
- Looking things up often replaces “figuring it out” on your own.
- Overuse of computers and videos is detrimental to eye health and is negative for our physicality.

Kids who use up all of their play time in front of video games that do most of the visual creation for them, lose the practice of “pretending, imagining and creating” and, yes, it is detrimental...the brain needs and craves the creative experience. This has implications for learning and memory ability.

Building a house from blankets, creating a story form sock puppets making stuff from play dough and telling ghost stories in the night are special memories to almost everyone who is over 30. Building from blocks, making up a game, or drawing a picture requires a special brainpower, yet the result is this sense of accomplishment and joy. Why do the images that I suggested leave you with a pleasant nostalgic feeling?

Your brain craves these experiences and we have to make sure our children have the opportunity to satisfy that craving.

To truly support growing, improving and expanding our minds, we have to use the best of the past and the exciting new developments of today.

You remember the excitement of fixing your own bike, running from whomever was “it” and creating the perfect secret “fort.” You remember the accomplishment of sand castles, snow fortresses, and wonder and warmth of campfires. Don't forget the feeling and connection to others that these experiences brought.

Does technology destroy this? Sure it does, if you let it. If your boys spend more time, side by side on the ipod than “real” play, that is detrimental to their brains, eyes, bodies and moods and memory capacity.

So, John, you are right about the fact that ipods function as babysitters. Further, encouraging real life experiences will take more effort on your part! Providing building materials, fielding questions, responding to “Watch this!” and “Look what I made!” all take time.

You have to decide the most valuable expenditure of it.

Dr. Shari Sweetnam is the Founder of BRAINPOWER *The Ultimate Program for Schools*. Author, Motivational Speaker. Follow on Youtube and twitter: DrShariS, contact: info@doctorshari.com

Get Moving with Ella Jenkins

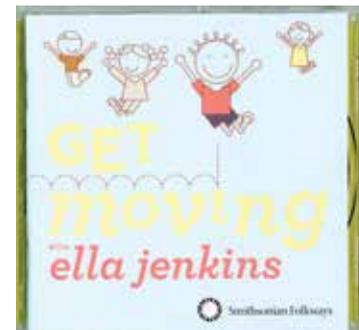


Kate Karp

If you were in preschool or early elementary school any time after 1962, listen to “London Bridge Is Falling Down” or “Skip to My Lou” from Ella Jenkins's new collection, *Get Moving with Ella*. I can almost guarantee that you'll have an immediate olfactory memory of the waxy smell of crayons and that thick white paste that came in a jar. You may even remember how it tasted.

Ella Jenkins's songs and activities, sung in her gentle, firm voice accompanied by her guitar, have been the first introduction to integrated music and vocabulary for many young children within the past 60 years. Her 33rd release, *Get Moving with Ella Jenkins*, is a compilation of 15 of these songs, three of which are previously unreleased. The collection will have young children getting up and getting on some healthy moves and enriching their language through repetition and rhythm, a long-practiced, successful methodology. “Who Fed the Chickens?” features personal pronoun usage along with farm animal names; “Head and Shoulder” mixes exercise with learning the names of body parts; and “Play Your Instruments” involves music making while learning the names of instruments. And there's a really neat reworking of the old jump-rope rhyme “Teddy Bear.”

First Lady Michelle Obama recommends exercise to keep children fit. *Get Moving* will provide children with a good measure of it along with smart, healthy play—just like the kind you got as a child if you danced and moved to the sounds of the First Lady of Children's Music.



Kate Karp is an editor for *School News Roll Call* and a freelance writer and editor.

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Snack Ideas from Each Food Group Ideas para la merienda de cada grupo de alimentos

- Grains** **100% Whole Grains Only!!!:** Cereal, cereal bars, crackers, mini rice cakes, bread, mini bagels, graham crackers, tortillas, fruit/vegetable breads and muffins made with whole-wheat flour, low added sugar granola and granola bars, popcorn, pretzels, rice cakes and soy crisps
- Vegetables** Veggie "matchsticks" (thin sticks) served with a low-fat ranch dressing or lemon juice and Tajin; carrots, zucchini, bell peppers, cherry tomatoes, broccoli, green beans, sugar peas, avocados
- Fruits** Apple slices, tangerine sections, strawberries, bananas, pineapple, kiwi, peach, mango, nectarine, melon, grapes, berries, and dried fruits (cranberries, apricots)
- Dairy** **Low-Fat or Reduced-Fat** cheese slices, cubes or string cheese; mini yogurt (Greek yogurt) cups; fat-free or low-fat milk; low-fat cottage cheese
- Protein Foods** Egg, peanut or soy butter, bean dip, hummus; lean meats like turkey breast or chicken; nuts/seeds: shelled pumpkin seeds, almonds, corn nuts, peanuts, mixed nuts, soy nuts, sunflower seeds, walnuts

- Snack ideas that combine two or more of the food groups to balance protein (dairy, lean meats, nuts, soy) with carbohydrate foods (fruits, grains, veggies) to provide energy are:
- Homemade trail mix: nuts, dried fruit, and whole-grain cereal
 - Low-fat or non-fat yogurt topped with diced peaches or berries
 - Whole-grain bread spread with peanut butter and sliced bananas
 - Graham crackers to dip in low-fat or non-fat yogurt
 - Mini sandwiches made with whole-grain crackers or bread, low-fat cheese and lunch meat
 - Fruit and veggies such as mango, pineapple, jicama, cucumber with Tajin seasoning

- Granos** **100% Grano Entero!!!:** Cereales, barras de cereales, galletas, mini rodajas de arroz, pan, mini bagels, galletas, tortillas, frutas/vegetales, panes y bollitos hechas con harina de trigo integral, barras de granola bajo en azúcar, palomitas de maíz, pretzels, galletas de arroz y patatas fritas de soya
- Vegetales** Vegetales (palitos) servido con un aderezo bajo en grasa o jugo de limón y Tajín, zanahorias, calabacitas, pimientos, tomates cherry, brócoli, ejotes verdes, chicharos, aguacates
- Frutas** Rodajas de manzana, mandarina en gajos, fresas, plátanos, piña, Kiwi, durazno, mango, nectarina, melón, uvas, bayas y frutos secos (arándanos, chabacanos)
- Lácteos** **Con poca grasa o baja en grasa** rebanadas de queso, cubitos de queso o deshebrado; taza de yogur pequeño (yogur griego), leche sin grasa o baja en grasa, queso (cottage) bajo en grasa
- Alimentos de proteínas** Huevo, crema de cacahuate o mantequilla de soya, frijoles molidos, hummus, carnes sin grasa como la pechuga de pavo o pollo, nueces/semillas: semillas de calabaza sin cáscara, almendras, nueces, cacahuates, maíz, frutos secos, nueces de soya, semillas de girasol

- Ideas para merienda que combinan dos o más de los grupos de alimentos para equilibrar las proteínas (lácteos, carnes sin grasa, frutos secos, soya) con alimentos ricos en carbohidratos (frutas, verduras, granos) para proporcionar energía son:
- Granola hecha en casa: nueces, frutos secos y cereales de grano entero
 - Yogur bajo en grasa o sin grasa cubierto con duraznos en cubitos o bayas
 - Pan integral untado con crema de cacahuete y plátanos en rodajas
 - Galletas Graham para acompañar en el yogur bajo en grasa o sin grasa
 - Mini sánwiches hechos con galletas integrales o pan, queso bajo en grasa y carnes frías
 - Frutas y vegetales tales como mango, piña, jicama, pepino con aderezo Tajín