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School News

Education + Communication = A Better Nation



Covering the Brea Olinda Unified School District

VOLUME 1, ISSUE 1

MARCH / APRIL 2015

SUPERINTENDENT



Dr. Roland to Retire in June

On my desk, I have a small model of a stage coach with horses in full gallop. The driver is focused on the road ahead, working to ensure the passengers and cargo will get to the next way station safely. The "shotgun" partner on the driver's bench is taking aim at dangers chasing the coach from the back, while another partner is in the coach with the passengers taking aim at dangers to the side of the coach. This small model is a daily reminder of how important a good team is to the success of the journey. In BOUSD, we have a great team working together to keep us moving toward the next safe way station. But as it was in the West, there comes a time for the driver to turn over the reins of the coach to a new driver. While I will be retiring at the end of the 2014-15 school year, the BOUSD journey is obviously far from over. The traditions and best practices that have led to our past successes will continue well into the future. I can say without reservation, that I have enjoyed the friendships, successes and challenges the past 39 years have provided for me. I thank you and wish you all the best!

The Board of Education has selected Leadership Associates to help conduct the search for a new superintendent. Look for invitations to be a part of the March 18th community input meetings or the district website to participate in a survey on the characteristics, qualities and experience you would like to see in BOUSD's next superintendent. The Board has initially targeted June 8, 2015 to have this process completed and to introduce the new superintendent at the Board meeting that evening.

Communication, Collaboration, Creativity & Critical Thinking

Welcome to the Inaugural Edition of *School News Roll Call!*

We are excited to partner with *School News* to produce and digitally distribute a District-wide newsletter up to four times a year. This is our first edition, so I hope you find the articles and information of interest and value. Please let us know what you think about this new digital communication strategy and what content you would like to see in the next edition, through our wearelistening@bousd.us e-mail. Thank you for investing your time in reading our stories of success, and we look forward to your suggestions.



Using Compass 2020 to Navigate the Seven "C"s

The year 2020 seemed like a distant target when we first began our conversations about BOUSD's Compass 2020 vision and strategic plan. Now, less than five years away, the District will be continuing to refine its Compass 2020 Strategic Plan to help our students, staff and parents chart our course to successfully have all BOUSD students progress each year, kindergarten through high school graduation, in learning and applying the 21st Century Skills of Communication, Collaboration, Creativity, and Critical

Thinking, ultimately being College and Career ready, and prepared to become contributing and successful Citizens in our local and global economy. Using a compass to navigate through and toward these seven "C"s seems an appropriate image, as the exact course we take may change as resources, obstacles and opportunities change in the next five years. Regardless, our goals are clear, our vision focused, and our commitment to excellence during this pursuit remains strong.

We are working diligently on using the basic framework of the California State Standards in Language Arts and Math to create 21st Century Brea Olinda Student Learning Outcomes at all grade levels. Brea Olinda remains committed to continuing to provide high quality learning experiences in an "any time, any place, any path, any pace" environment that supports the foundation for EVERY student's success. Project or Product Based Learning, STEM/STEAM activities, new applications of technology, a reinvigorated focus on literacy for all students with an expanded focus into non-fiction and technical text, and MORE are examples of how BOUSD is preparing OUR students for success in future.

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Covering the BREA OLINDA UNIFIED SCHOOL DISTRICT

FOUNDER/PUBLISHER: Kay Coop
562/493-3193 • kay@schoolnewsrollcall.com

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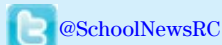
GRAPHIC DESIGNER: Meshel Negrete

COPY EDITORS:

Lisa Brock, Kate Karp & Anna Zappia

CONTRIBUTING CARTOONIST:

Netragrednik by Neta Madison



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Kay Coop
Founder/Publisher



We are delighted to be publishing the first issue of *School News* covering the Brea Olinda Unified School District. We will publish four times per year. In addition to the hard copies delivered to the District for the teachers, staff and elementary students to take home, we post each issue on our web site. You may also sign-up on our web site to receive a digital copy. Thank you for including *School News* among your reading choices.

Our next issue is May 20. Until then have a fun Spring Break!



Netragrednik
Neta Madison

Arovista Elementary (K-6)

900 Eadington Dr., Brea, CA 92821 • 714/529-2185 • http://arovista.bousd.us



Karen VanDine
Principal

Full STEAM Ahead!

Arovista teachers in connection with the Orange County Department of Education are participating in a California Mathematics and Science Partnership Grant to prepare the next generation of scientists, mathematicians and engineers. This three-year STEM (science, technology, engineering and math) grant provides deeper content knowledge and instructional strategies to optimize knowledge and increase achievement.

The acronym STEM becomes STEAM when the arts are involved! It is exciting to see students engaged in real-world, relevant learning opportunities. In Mrs. Koelber's third-grade class, students were challenged to design their own Art in Public Places project. Students researched the history behind Brea's program, toured the city to view art, and interviewed a guest speaker in preparation for their design. Students selected



materials that could withstand the elements, plotted size requirements, and determined placement. Then, they marketed projects to an audience of pretend developers. Don't be surprised to someday see art from an Arovista Allstar on display!

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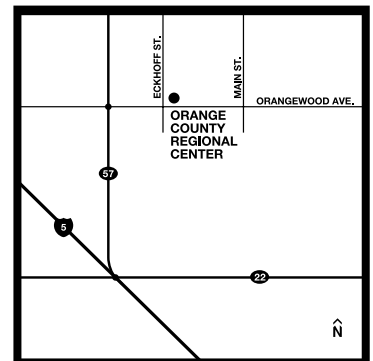
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Brea Junior High School (7-8)

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Kelly Kennedy
Principal

Dedicated Professionals

The Brea Junior High School (BJHS) staff is committed to always providing the best educational experiences and opportunities. This drives our staff members to expand their own skills and knowledge as true professionals.

BJH is excited about a three-year grant it received to bring Science, Technology, Engineering, and Mathematics (STEM) learning to our campus. The STEM academic disciplines engage students in authentic learning experiences, where they can apply science concepts to answer real-world questions. The goal is to increase confidence in their science, math and engineering abilities and to become better critical thinkers and problem solvers. This is a revolutionary journey for our school!

The social studies team attended a Document-Based Question (DBQ) conference. This instructional practice provides learning opportunities to engage students in thoughtful questions and the use of primary and secondary sources to investigate history from a variety of perspectives. This learning style deepens student understanding of history, while building reading, thinking, and writing skills.

The science team attended the National Science Teacher Association Conference to understand the Next Generation Science Standards and strengthen technology use in their classrooms.

The language-arts team attended the University of California, Irvine Writing Conference and learned instructional approaches for reading complex fiction and nonfiction texts. These include close reading techniques that lead to deeper learning, word study that develops students' vocabularies, and evidence-based writing.

Several of the classified staff members attended district-wide team-building training, which focused on key elements of first-class customer service. In addition, Google training for all staff members has been implemented, as we look at how Google Mail, Docs, presentations, and forms can enhance our school dynamics.

Brea Canyon High School (9-12)

689 N. Wildcat Way, Brea, CA 92821 • 714/990-7882 • <http://bchs-bousd-ca.schoolloop.com>



Carol Christman
Principal

A New Learning Environment

Brea Canyon High School has spent the last two years preparing its teachers, staff, and students for our transition to the new Common Core State Standards.

Through collaborative staff meetings, Professional Learning Communities, seminars, and hands-on training, our school has successfully developed a model learning environment. We now utilize Chromebooks, iPads, Apple TVs, and Google Applications to help drive our instruction and meet the needs of our 21st-century learners.

This year, our school piloted a block schedule where the students can attend three 90-minute classes that alternate between daily odd and even periods. Block scheduling has afforded our teachers and students a level of depth in the learning process that encourages a more collaborative and project-based learning environment.

We have already begun to see positive changes in our students as a result of these latest efforts, and we look forward to our continued progress.



Brea Country Hills Elementary (K-6)

150 N. Associated Rd., Brea, CA 92821 • 714/990-3221 • <http://countryhills.bousd.us>



Robert Rendon
Principal

The Next Step

The media center at Brea Country Hills Elementary School is taking the next step to become a 21st-century media center. The school's PTA is working hand-in-hand with the staff to transform into a multi-media center to enhance recent technology upgrades. They purchased a 60-inch smart television, and, with the recent installation of wireless connectivity, this allows for video-streaming access. Teachers can now stream Discovery Education videos, as well as other digital content.

The PTA also has purchased 30 small desktop computers with new keyboards and mice. These have been delivered, and the school is eagerly waiting for installation. These new computers will allow students to access information quickly and increase productivity. Future enhancements include adding an electronic tablet learning center and a student workstation dedicated to video production.

The staff is grateful to an amazing PTA for helping them take these transitional steps.



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Brea Olinda *High School (9-12)*

789 N. Wildcat Way, Brea, CA 92821 • 714/990-7850 • <http://bohs.bousd.us>



Jerry Halpin
Principal

CCSS Implementation

Brea Olinda High School (BOHS) has been participating in many professional-development activities related to implementing the Common Core State Standards (CCSS). All teachers received training in Habits of Mind, provided by the Orange County Department of Education during the 2012–13 school year. Core subject-area teachers participated in professional development focused on deeper understanding of CCSS, common formative assessment creation in Illuminate, and Google Apps for Education in 2013–14.

This year, Professional Learning Community (PLC) teams continue to develop updated course “road maps” incorporating CCSS, literacy and technology skills and to design common formative assessments as tools to improve instruction. Teachers in core subject areas have incorporated primary-source and informational-text reading assignments in their units of study, increased the frequency of expository writing assignments, and structured instructional time for students to analyze and discuss learning from texts.

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William E. Fanning *Elementary (K-6)*

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Susan Metcalf
Principal

Skills for the Future

Walk into any classroom at William E. Fanning Elementary School, and you will see 21st-century skills in action. The Common Core State Standards have influenced how we teach as much as what we teach. In particular, the standards highlight four skills that are considered essential to our students' future success: communication, collaboration, critical thinking, and creativity.

To equip our students with these necessary skills, Fanning teachers are trained in school-wide best practices. Thinking maps help students make their abstract thoughts concrete. The eight types of maps are each linked to a specific cognitive process and are used across content areas. Students may use them during reading, as a prewriting activity, or during a study of science processes or historical timelines.

Tier-two academic vocabulary are words encountered across subject areas. They also are known as general academic words and aren't often used in conversational English. Some examples are estimate, summarize, persuade, and infer. Teaching students these words aids comprehension as well as oral and written expression.

Primary teachers use this Cognitively-Guided Instruction (CGI) to give students the freedom to choose their own ways to solve math problems. Students then share their methods with their peers. This helps children deepen their knowledge of the fundamental principles of mathematics as well as take ownership of their learning.

Our upper-grade teachers are the first elementary teachers in the district to be trained in Document-Based Questions, which incorporate standards from both English language arts and social studies. Students investigate history from a variety of perspectives by studying primary and secondary sources. Then, they engage in discussion to clarify their own ideas and write evidence-based arguments.

At Fanning Elementary School, we are excited about these practices, because they work together to preparing our students for future success.

Laurel *Elementary (K-6)*

200 S. Flower Ave., Brea, CA 92821 • 714/529-2520 • <http://laurel.bousd.us>



Heather Bojorquez
Principal

21st-Century Thinkers

21st-century learning includes many instructional shifts for the students and staff at Laurel Elementary. With the Common Core Standards as our guide, teachers prepare our students by embedding 21st-century thinking skills (The 4C's) into lessons.

Communication allows students a forum to share ideas and ask questions. Collaboration encourages students to work together to reach a common goal. Critical-thinking opportunities support students to seek ways to solve problems and think about topics.

Creativity enhances learning by allowing students to discover new approaches through innovation. Students at Laurel utilize the 4C's daily through engaged classroom discussions, group projects, participation in National History Day and hands-on science activities.



Fourth and fifth grade students collaborate on a plan to create a boat with limited resources.

One fifth-grader said, "It's fun to learn with your friends instead of alone. We learn that there's not just one way to do something. You can put your ideas together to solve a problem." We are proud of our Leopard thinkers!

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Daryn Coburn
Principal

Comfortable On Chromebooks

Teachers in the Brea-Olinda Unified School District have been working since last summer to help “unpack” the Common Core State Standards.

Teacher teams recently created the District’s first Trimester Interim Formative Assessments. The process was challenging, but the benefit of writing their own tests helped those involved to become much more knowledgeable and informed about the CCSS.

Mrs. Jill Chavez’s blended class of second- and third-graders used their new Chromebooks to take their first Interim Formative Assessments in December. The students were confident, and manipulated their devices with no stress. They read through the questions carefully, utilized the laptop’s various tools, and maneuvered among the many challenging problems. It is obvious that we don’t have to be concerned about their technology skills!

Our teachers still want to accomplish much more over the course of the school year. They want to make sure that their students are working towards mastery of the CCSS.



Olinda *Elementary (K-6)*

3145 E. Birch St., Brea, CA 92821 • 714/528-7475 • <http://olinda.bousd.us>



Lisa Hall
Principal

Changes in Instruction

Our parents and community members recently had an opportunity to learn about the Common Core State Standards (CCSS), and the California Assessment of Student Performance and Progress (CAASPP), through our recent “Pastries with the Principal” events.

During the first event, parents were presented with the basics of the Common Core Standards. They received answers to frequently asked questions like, “What are the Common Core State Standards?” And, “Why do we have new standards?” Parents also received information about the “Four Cs” of 21st-century learning, as well

as the 10 different College and Career Readiness Anchor Standards for English language arts.

In addition, our parents also learned about shifts in English language arts and literacy, and the mathematics that are required for the CCSS. They also heard about the changes they might see in classroom instruction as a result of these shifts.

The parents were also introduced to the eight standards of mathematical practice (SMPs), as well as the key features of the CCSS and how to interpret them. At the closing of the first event they also received information about the online CCSS resources available to them. They were also introduced to how our students will be assessed on the CCSS, and the components of the 2014–2015 CAASP.

A second event gave parents and community members the opportunity to learn more about the California Assessment of Student Performance and Progress and District Assessments. Changes to the District-specific assessment and the Smarter Balanced Assessment Consortium (SBAC) were the main focus of this presentation.

Attendees were provided with information about the BOUSD’s Interim Formative Assessments in English language arts and mathematics for kindergarten through the sixth grade. They learned about how these differ from the District’s previous benchmark assessments. They also received information about the Smarter Balanced test item and task types, and the computer-adaptive testing which comprises the SBAC assessments.

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A Bit of History

The Jazz Age: The Roaring Twenties

By D.H. Coop

In American social history, the 1920s period is often overshadowed by the Great War, Prohibition and the Stock Market Crash of 1929. Yet, it was a period of sudden change in the home, on the road, in the economy, in attitudes, and in behavior. These changes seem so second nature to us today that we think they have always been around.

Starting in the home we can see changes in workload, entertainment, and travel spread across the social environment. Prior to the '20s, the housewife scheduled her work according to the days of the week. Washing was done by hand and took all day, along with preparing the meals and caring for the children. Her workload was lightened with new time-saving devices, such as the electric vacuum cleaner, the electric refrigerator and stove, and the electric iron.

Also, the radio changed home entertainment. Before the radio, communities were informed of the local news by the newspaper or gossip at the market or pub. Now it was broadcast (a word from farming for scattering seeds by hand) right in their front rooms, along with other programs. Family entertainment then shifted from board games and singing to sitting and listening to the radio. As the price of the radio dropped, the children moved off to their own rooms with their very own radios. During the day, the programs were centered on housewives and sponsored by soap companies, thus the birth of the "soap opera."



Availability of the automobile changed all aspects of life. It provided the housewife with more independence and a more convenient way to do her shopping. Automobiles required better roads and better roads cost money, which caused a shift from railroads to automobiles being the force driving the economy. Restaurants became roadside cafes, hotels became motels, and crime became more mobile. To get the car into everyone's hands, Henry Ford produced the Model T from 1914 to 1927 with the sales pitch of "in any color (black)." Ford outsold all other carmakers until 1927. General Motors allowed credit and sold cars in multiple colors, finally overtaking the Model T in sales.

Credit shifted the sales pitch. Advertising became more scientific, with research and studies. Slogans and sayings were rooted in the '20s, such as "Say it with flowers" and "Don't light three cigarettes with one match." Advertising was given a boost with the Silver Screen and the images it portrayed in dress and style.

Finally, the '20s saw the development of sports and entertainment on a mass scale. Baseball became a national spectator sport. The local bar became a speakeasy that respectable couples could go to and have a drink. The new drink to appeal to women was called the "cocktail"—drinks with decorations. The drinks required illegal alcohol, which was provided by bootleggers in fast cars, which gave birth to the modern race called National Association for Stock Car Auto Racing (NASCAR).

All in all, the 1920s changed the modern home, transportation, the economy, and social life.

Remember When?

Technology... Things of the Past



Charlene Ashendorf

"I've got gadgets and gizmos a-plenty. I've got whozits and whatzits galore. You want thingamabobs? I've got twenty! But who cares? No big deal, I want more". If you are not familiar with these lyrics, you might just have to ask a little girl! Most likely she is familiar with Ariel and "The Little Mermaid."

Doesn't it seem that young people are bombarded by "must have" stuff? I remember a simpler time. I can remember the words as if I uttered them yesterday: "Mom, It's lovely and it lights up and every one of my friends has one." Yes, I had to have one too... that turquoise princess phone. Of course, today, many

nine year olds have a cell phone; and landlines, well, kids may not be familiar with that word.

When the Brownie Bullet camera (in the yellow box) was introduced, I had to have one! Photos, film and processing (all terms dropped from our vocabulary) cost me my weekly allowance time and again. But just anticipating the results of my photo shoot was exciting!

At the age of nine I had already written my first short story. The operative word here is "written" as in pen and paper written. The tale of a young girl and her elephant growing up on Mount Kilimanjaro when a chasm in the earth separates the two was one I couldn't write fast enough. I begged my parents to buy me a typewriter. That dream became a reality in 1961 with the release of the IBM Selectric. What a fabulous invention, it was. No longer would the typewriter use the typebar that moved up with great force to strike a ribbon. This mother of all inventions used a typeball that actually pivoted. And what's more, it could be removed and changed which introduced a multitude of fonts! The Selectric changed my life. More coveted than the television, the Selectric was every writer's dream. Now granted it was not a computer with spell check, but ultimately a self-correcting feature became life changing to this young writer. Enrolling in a typing class in middle school added confidence, speed and accuracy to my budding interest in writing.

The history of technology includes many wonders, we never dreamed of: the computer, a PC, the MAC, a tablet, a chrome book, kindle, and the iPad. However, looking back, nothing can compare to the imagination one was forced to unlock with the IBM Selctric. Yes, Growing up with "technology" means many different things for many of us. Most of them, like us... obsolete.

Charlene remembers growing up in Chicago with hot and humid summers, leaves that turned colors in the fall and endless winters. Active in her community and church, she advocates for seniors, affordable housing, literacy and libraries. Her hobbies include reading, writing and visiting art galleries. Charlene resides in Costa Mesa with her husband, Dennis who is a teacher in the Newport Mesa Unified School District. <http://about.me/cmash>

**Happy Birthday
Dr.Seuss!**



Every Step – a Journey!



Tyler Robert Armstrong

I am 11 year old, Tyler Armstrong, mountaineer. At age 9, I set the World Record as the youngest person ever to climb Mt. Aconcagua (22,841 feet). I also set the record for the youngest person to climb Mt. Whitney (14,505 ft) in a single day (age 7), and was the second youngest to climb Mt. Kilimanjaro (19,341 ft) (age 8).

Everyone always wants to know why a kid would want to climb mountains? I wanted to start climbing because when I was 6 I watched a nature documentary on the Great Divide. What was interesting about that documentary was that you hiked all the way from Canada to Mexico! Also, my dad had just come back from a hiking trip and showed me some videos. After the video was over I was inspired by what he just had accomplished! The next night I told my parents I wanted to start hiking! Then, after my dad got home I told him, "Let's go jogging." At first I could only go about a quarter mile. The next time I went jogging my goal was a half mile and it kept building from there. About a month later after a lot of hard work, it was time for my first hike!

My first hike was for about 6 miles and I could climb only to about 5,000 feet elevation, but at that time it was very challenging to me. I slowly made it to the top of the mountain and back, but I still made it all the way! The next day I was very sore. About a week later I told my dad that I wanted to do something bigger. We went on the internet and found more mountains that I was ready for. After climbing other local mountains and longer distances, I was ready for



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Luis Balboa, Tech Director, Former Argentina Men's National Team

Lindsey Huie, Girls Youth Director, Former US National Team

Rob Viviano, Boys Youth Director, former St. Louis Player, Chapman University Asst. Coach

Bob Ammann, GK Director, Former Professional Player

Dale Ervine, Former US National Team, Former Professional Player



www.anaheimsurf.com

my test - Mt. Baldy (10,064 ft)! My dad decided to take a difficult trail up Mt. Baldy for 6,000 feet of elevation gain and 12 miles round trip. That day was very tough and tiring, but I was ready because of my hard training. When we got to the top I could see every thing. I was so high I could see LA! It was amazing that everything was under me, even the clouds! And right there I knew what I wanted to do... Mountain Climb!

After months of hard work I was ready to try to set a record by (to be continued).

Publisher's note: I read an article about Tyler and immediately invited him to be a guest columnist. He is such an inspiration and I want our readers to hear his amazing stories. If you can't wait for the next column, please enjoy Tyler's web site! www.topwithtyler.com and www.facebook.com/topwithtyler and www.youtube.com/user/TopWithTyler

Note-ables

Build It Back Again



Kate Karp

I'm delighted whenever I come across a collection for children featuring music that isn't formulated, childishly cute or backed with electronic tracks. *Build It Back Again* by the Billy Jonas band is none of this, even with the use of a toy piano as a percussion instrument. The melodies are catchy compositions performed by a full range of vocal and instrumental mastery—even that little piano—and the lyrics do more than instruct and educate. They traverse sometimes wonky pathways to communicate profound messages of determination, maintaining humanity in a technological world, balance and historical significance.

The title song features a strong tempo with words to match. From the architecture of ancient Greece to the ravages of Hurricane Katrina—and certainly not stopping there—the band sings of the resolve of the human spirit to rebuild, often in new ways. The rollicking "Monkeys Driving Cars" tells how necessary it is to advance ourselves as humans to the same extent as technology if we want to survive as people. In a primal atmosphere of percussion, "Moment of Noise" seamlessly transitions from the creation of the universe to thankfulness and appreciation for every little sound and what causes it.

The CD is heavy but not any means ponderous. The songwriters also love wordplay, especially as it increases vocabulary and wallows in punning, as in "Hairy," "Maybe Maybe Not" and "What Kind of Bear Are You?"

The Billy Jonas Band has dug a sturdy foundation in *Build It Back Again*—good stuff for any group discussion that involves young minds.



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

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Good for the Mind & Great for the Heart



Dr. Shari Sweetnam

The way we choose to spend our time and the activities in which we engage help form our value system. With a wide array of possibilities and opportunities, volunteering is a positive and vastly beneficial way of helping young people develop a strong sense of self.

Volunteering offers benefits spanning from the intellectual and spiritual to the educational and professional. As young people give of themselves and their time, they can learn about being selfless. In a busy world of “pursuit of personal happiness,” too often the intrinsic values of empathy and giving are the lessons that are overlooked. Helping others via a structured volunteer program is a positive and safe way to develop oneself in this regard.

Additional Benefits of Volunteerism:

- **Learning:** Acquiring a new trade or skill can help teens see the world in a bigger picture and be inspired to continue to expand intellectually.
- **Networking:** Volunteering brings people of like minds, interests and values together. This will inevitably lead to positive interaction and healthy relationships.
- **Building the Résumé:** Engaging in service to others and taking the initiative to learn new trades or skills is a brilliant way to expand your portfolio. This is especially beneficial for students and young professionals.
- **Personal Growth:** As Mahatma Gandhi said, “The best way to find yourself, is to lose yourself in the service of others.” Teens who experience growth at an early age are likely to continue cultivating positive behavior and friendships.

Motivational Speaker, Founder of *The Brainpower Programs for Schools*, Author, Consultant, Radio Host contact: info@doctorshari.com, www.doctorshari.com, twitter: DrShariS, Youtube: Dr. ShariS, LinkedIN: Dr. Shari Sweetnam



You!



Susan D. Marshall

One of the things colleges allow to get to know you better is a Brag Sheet. Yes, you heard correctly. The Brag sheet!

It is also known as the College Admissions Resume. It is an opportunity to show the admissions committee what distinguishes you from every other applicant they are reviewing. The Brag Sheet communicates not only how unique and amazing you are, but reveals to the reader a deeper understanding of who you are: your character and your personality.

Beginning as early as the summer of your freshman year: You are going to want to keep a record; basically everything you do outside of the classroom. You will want to keep your honors and awards including: newspaper articles, playbills, certificates all in one place.

One quick, easy tip:

Simply take a three ring binder. Fill with plastic sheet protectors and begin filling you're your awards, honors, poems, playbills, newspaper clippings etc. You can get fancy later with scrapbooking or even scan and create an electronic file adding additional photos or videos.

This Brag Book will be invaluable in the future. You will be surprise how many ways it will be useful. Use it when you create that resume; to help jog the memories of those who will write glowing letters of recommendation for you. Use it to make your applications come alive. Stand out from the crowd.

Be Ready... You will need to...Brag - Brag - Brag... The colleges want to know who you are.

Susan both educator and advisor specializes in college planning. She helps families save for and pay for college. If you have questions you would like answered in a future article contact her at Susan@College4Less.com or on her Web site at www.college4less.com

Leadership 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 BOUSD in the subject line)

Entries must be received by April 15, 2015
From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

- | | |
|---------------|----------------|
| Accomplished | Organized |
| Caring | Powerful |
| Confident | Responsibility |
| Determination | Role Model |
| Drive | Strong Willed |
| Enthusiastic | Suitable |
| Focused | Teamwork |
| Independent | Trustworthy |
| Initiative | Understanding |
| Intelligent | |

Word Search by Gunnar Coop

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

Family Literacy: Building on Success



**Sandy Spurgeon
McDaniel**

There is a ticket to success in business and in life, and that is knowing how to read. As a former fourth-grade teacher, I can tell you that my students' key to success in every area was to be able to read well. Reading takes practice. My six- and eight-year-old grandchicks need to read 20 minutes before bedtime, and one of the parents reads to two-year-old Evan every night. They have read to Evan for over a year now, and it is a routine part of his bedtime. Books need to be age-appropriate. Your local library can help with the selection of books that both entertain and challenge a child. Most teachers will give out a reading list and have books available in their classroom.

Before a child can read, you can help to develop a love of reading by sharing the story with animation in your voice. Keep the child involved by allowing opportunities for your child to interact with the book: "Where is the butterfly?" or "Is this apple red or green?"

As your child learns to read on his or her own, he or she may struggle with maintaining interest or become frustrated with the process. The trick is to build on a success, not continually introduce failure. If the parent reads slowly, stopping now and then so a child can read a word, that helps the child to relax. A child can read a paragraph then follow along while a parent reads a paragraph. At the end of a paragraph, the parent can review any difficult words or recap the storyline to ensure understanding. It is important to constantly encourage the child as he or she reads. Little comments such as "Great!" or "That was awesome!" are cheerleaders to children who are struggling to master something people around them take for granted.

One of the elements that is missing in today's family life is connection. We are ping-pong balls, bouncing from one activity to another, on cell phones and other gadgets, and eating dinner in front of the television. Children who don't feel connected to their parents and siblings often begin a process of seeking attention through negative behavior. That 20 minutes of reading before bed can be a special time of connection. And with the television's images changing every four seconds, reading before bed also allows your child to unwind and go to sleep with ease. Reading together has many benefits for parents as well. I can confirm that I definitely missed those bedtime reading moments when my children grew too old for us to read together. Now at least I have grandchicks!

Once your child is able to read on his or her own, reading together doesn't have to end. Invite your child to read to you while you fix dinner, or curl up together on the couch and read individually. That shared time promotes a love of reading and encourages even the most disinterested readers to invest their time in reading practice. Helping a child learn to read well has tremendous benefit for both child and parent. Children who read well are able to do their schoolwork and homework more independently and don't experience the discouragement that comes from a lack of understanding. Invest in the learning process to save yourself and your child.

In today's electronic society, book reading is competing with all of the media gadgets children enjoy using. Too much of the latter is affecting children's brains, eye sight, temperament, ability to concentrate, need for speed to be attentive, and moral development. A parent's investment in helping a child discover the incredible world of reading is more than helping to develop a skill; it is helping to develop a person.

Sandy Spurgeon McDaniel has written four adult books, and a new children's book: *Believe You Are Beautiful*. She has taught school, raised two children, worked as a consultant to schools and has worked with children and families for 52 years. Sandy now lives in Meridian, Idaho. ParentingSOS.com, Amazon and Kindle



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Now Enrolling! School Age And Teen Programs

BOUSD's Before and After School programs offer a safe place for students and include homework assistance, enrichment activities, indoor play and outdoor recreation. Programs are located at every elementary school and Brea Junior High School. All program centers open at 7:00am each day and are open until the start of the school day. Sites reopen at school dismissal and remain open until 6:00pm. TK/Kindergarten Connection wrap around programs compliment the traditional school day and provide a full day learning program for all of its participants and is also offered at each campus.



Full Day And Part Day Preschool

BOUSD's Early Learning Program was created to provide an enriched environment for early-aged children, which benefits their intellectual, physical, emotional and social development. Classes are designed for potty-trained 3 and 4-year olds and are held at Arovista, Mariposa and Olinda. Full time and Part time options are available.

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Full day camp programs are offered during the Fall, Winter, Spring and Summer Breaks. Weekly tuition includes on site activities and off site field trips.



Registration/Information

For more information, please contact the
Child Care Services Administrative Office at
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