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Stand Up to Bullying— Together We Can...



Special Issue: Bullying and Gang Prevention



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Bullying: Prevention is Key



Christopher J. Steinhauser
Superintendent
of Schools
LBUSD

The Long Beach Unified School District takes the issue of bullying very seriously. We want all students to feel safe and comfortable at school so that they can reach their fullest potential.

Our Board of Education has adopted a policy recognizing the harmful effects of bullying on student learning. This policy states that “no student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.”

The school district’s anti-bullying policy also provides details on bullying prevention, intervention and student discipline. Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of school activities or school attendance, will be subject to discipline, which may include suspension or expulsion.

Bullying Defined

Bullying is not a phase children and teens have to go through, it is not “just messing around,” and it is not simply something to grow out of. Bullying can cause serious and lasting harm, and it will not be tolerated in our schools.

People are bullied when they are exposed, repeatedly and over time, to negative actions on the part of one or more other people. Bullying involves imbalance of power. People who bully use their power to control or harm, and the people being bullied may have a hard time defending themselves. Bullying also involves intent to harm. Actions done by accident are not bullying. The person bullying has a goal to cause harm.

Types of bullying include verbal (name calling, teasing), social (spreading rumors, leaving people out on purpose, breaking up friendships), physical (hitting, punching, shoving) and cyberbullying (using the Internet, mobile phones or other digital technologies to harm others).

What to Do When Bullying Occurs

We strongly encourage students to talk with a trusted adult if bullying occurs. Students should feel comfortable reaching out to a teacher, parent or other adult to discuss the problem, especially if they feel someone may be at risk of seriously harming themselves or others. Students and parents may report an incidence and/or request a copy of the district’s anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, by contacting the Director, Office of the Deputy Superintendent at 1515 Hughes Way, Long Beach, CA 90810; telephone: (562)997-8025.

In addition to our anti-bullying policy the school district enforces a variety of related policies aimed at creating a positive school climate, preventing hate-motivated behavior, and fostering peaceful resolution of conflicts, including through a variety of classroom lessons and special programs.

Perhaps more than any other institution, our public schools are the place where children learn to get along with a diverse group of peers who come from all walks of life. Such social skills are important to the long-term success and well being of our students and our society.

Anyone who feels bullied should speak out and get help. Together we can keep our schools safe and provide a learning environment that gives all students their best chance at good education.

For valuable resources on bullying from the U.S. Department of Health and Human Services, visit www.stopbullying.gov.

Bullying can cause serious and lasting harm, and it will not be tolerated in our schools.

For valuable resources on bullying from the U.S. Department of Health and Human Services, visit www.stopbullying.gov.



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This is our 13th year publishing the excellence from the LBUSD. Every year is exciting with the advancements in technology in the classrooms and more curriculum choices. However, along with the good come budget cuts and the day to day school challenges. Included in those challenges are bullying and gang activity.

This is a special issue on the subjects of bullying and gang prevention. I have invited columnists to write on these subjects with the hope that this will be a resource for our readers for themselves as well as to share with others.

Gang activity affects everyone in a community. Our cities have laws and policies in place to protect citizens; however, if we are knowledgeable, prevention is key to deterring a young person from falling prey to joining a gang. Often a person feels they are alone and no one understands. There are people to turn to for help and if the articles in this issue help one person, then the mission will be accomplished. Too often we find ourselves asking, "Why doesn't someone do something?" The answer is many people are doing something...there is just much to be done and it is the responsibility of everyone to be aware and be part of the solution.

Have you ever been bullied or been a bully? I was never bullied until I was an adult in business. The feeling of being bullied is sickening, discouraging, depressing and deplorable. Since it is difficult to deal with being bullied as an adult, I can't imagine how a very young person can deal with being bullied. As an adult you know that the person doing the bullying is really the one to be pitied as they are in need of help; however, even knowing that it is very difficult to not feel helpless.

If you are reading this, and know someone who is a bully or is being bullied, please share this issue with them, their parent or caregiver. If you email me, I will email you a digital copy of this issue and it is posted in its entirety on our web site www.schoolnewsrollcall.com.

Bullys come in all shapes, sizes, nationalities, and ages. Tragically, you might even look in the mirror and find a bully looking back at you. If so, now is the time to acknowledge that you are a bully and know there is help for you.

Thank you for including *School News Roll Call* among your reading choices. We are all stakeholders in our community and the youth who are our future.

Happy Holidays and Happy New Year!

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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 trades, people and 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.

Dr. Shari is the founder of the "Brainpower" program for schools, Author of *"The Learning Toolbox - Memory Skills for Everyone"* used in schools nationwide, *"Inspiring the Love of Learning"* and *"The Algebra Toolbox - The UN MATH Solution"* in schools Fall 2011. Dr. Shari is a syndicated columnist, radio host and author of over 200 articles on the topics of Learning and Memory. Contact Dr. Shari at info@doctorshari.com. For a schedule of radio and television appearances see www.doctorshari.com.

Bullying is a College Issue Too



Eric Latham
Director of Pathway,
UCLA Extension

We hear about bullying most often in the context of students in elementary, middle and high school. And very frequently the victims of bullying are students with disabilities. The effects of bullying can be life altering and sometimes catastrophic.

As students with disabilities leave the K-12 system bullying often continues beyond high school into environments where traditional prevention efforts may be less effective. In particular, with more and more students with disabilities accessing higher education, bullying prevention becomes an important issue for college campuses.

The decentralized and relative unstructured nature of college life, make it difficult to detect all but the most obvious instances of bullying. Plus many of the systems bullying victims relied on for support in the past are no longer present. The safe haven of parents and family may be far away, and the person bullying could be a roommate. It may also be unclear for students who they should turn to for assistance.

Maybe the biggest difference between the K-12 and college environments for students with disabilities is the shift of responsibility away from parents, teachers, and school districts and onto the individual student. This places a lot of responsibility on the student to report bullying and to seek out help. For students that have experienced bullying in the past, it can be easy to get overwhelmed.

Pathway at UCLA Extension is a program specifically designed to meet the needs of students with intellectual and developmental disabilities on the UCLA campus. As part of our program we have instituted a number of anti-bullying initiatives:

Specific training for staff, particularly residential staff, to recognize the early signs of bullying and how to support students. All staff are considered mandatory reporters and are required to report any suspicion of bullying.

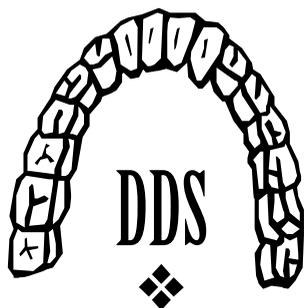
Broad and on-going training for all students on recognizing bullying, including cyber-bullying, with an emphasis on the responsibility of bystanders – those who may see bullying and be reluctant to report it.

Clear and consistent consequences for bullying in accordance with the Student Code of Conduct.

Clear and consistent avenues for reporting suspected bullying for all students and staff.

The college experience is a great opportunity for all young people to expand and explore their horizons, and it is important for us within higher education to continue the work of our K-12 colleagues to limit the impact of bullying.

Pathway at UCLA Extension is a program specifically designed to meet the needs of students with intellectual and developmental disabilities on the UCLA campus.



Jeffrey M. Cohen, D.D.S.

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Winning the Battle Against Gangs



Douglas P. Haubert
City Prosecutor

There is a battle taking place in cities across America, a battle to keep kids in school and out of trouble. This battle isn't new, but it is important.

What is new is that police and prosecutors are more involved than ever. Prosecutors and law enforcement officers try to work closely with school officials to help reduce truancy and make schools as safe as possible. Since there is a link between truancy and gangs, getting kids to school can make our communities safer.

By now, everyone knows my office is attacking gangs and truancy like never before. The two problems are related – when kids are not in school they become targets for gang recruitment. Gangs are desperate for new members, and they start recruiting kids when they are in middle school. The next step is dropping out.

Statistics in one study reveal that 80% of gang members are school dropouts. In Long Beach, there is no question a direct link between gang membership and school dropout. That is why we are focusing so hard on the simple task of getting kids to school every day, on time.

The biggest role in keeping kids out of gangs, however, belongs to parents. Negative influences within the family or household, especially violence and drug or alcohol abuse, greatly increase the risk that a youth will join a gang.

Kids who join gangs often do so gradually, beginning with associating with older kids with gang ties. According to the Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP), parents should look for negative changes in behavior as possible warning signs the child may be associating with gang members or people close to gangs.

Examples of negative behavior the OJJDP says to look for includes declining school attendance or performance; staying out late without reason; withdrawal from family and longtime friends; and drawings that could be gang symbols on schoolbooks or clothing. Unusual devotion to one or two colors of clothing or a particular logo can also be an indication of gang interest, particularly clothing that uses a sports team's letters, but adopt other colors associated with local gangs.

Of course, there are less subtle signs of gang involvement. If a child comes home with unexplained cash or goods, or worse yet, any kind of weapon, this is can be a cause for alarm. In Southern California, gang activity is closely tied to drug use and sales, so the same signals that parents look for to recognize drugs could also point to gang involvement.

In Long Beach, with police, prosecutors and school officials, we've made great progress in reducing truancy and keeping kids in school, and away from gangs. That is good news because school attendance is a key ingredient in the fight against gangs. But schools, even with the help of police and prosecutors, can't do it all – parents can look for the signs of gang involvement in their kids and their kids' friends.

We all need to be vigilant and look for the signs of possible gang involvement. Gang recruitment begins in middle school so early prevention is critical. Parents who suspect their kids may be getting involved in gangs can contact the police department or school counselors for help, or visit <http://CityProsecutorDougHaubert.com/>.

Right to Safe Schools

You probably know that keeping schools safe is one of the greatest challenges for any urban area. Did you also know that school safety is a Constitutional right?

It was recently pointed out to me by Long Beach's retired City Attorney John Calhoun that Californians felt campus safety was so important they included it in the State Constitution long ago. Article I, section 1, of the California Constitution provides, "All people are by nature free and independent and have inalienable rights," and included among these inalienable rights is the right of "pursuing and obtaining safety."

Section 28 of Article I speaks to school safety specifically: "Right to Safe Schools. All students and staff of public primary, elementary, junior high, and senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful." This is part of The Victims' Bill of Rights, approved by California voters as Proposition 8 at the June 1982 election, during Jerry Brown's first term as Governor.

In the California Department of Education's publication *Bullying at School*, the State Superintendent of Instruction notes that school is more than the instruction that occurs in the classroom, it is where individual growth occurs. The education of kids depends on an environment that supports learning. The Superintendent adds, "It is impossible for students to achieve at their fullest potential if they fear for their safety."

While there are occasions when incidents of violence on school campuses make national headlines, those incidents are relatively rare. Locally, Long Beach Unified School District has made school safety a priority, and that is fitting. During these difficult budget times it may be necessary to reduce the number of safety officers, and that means parents need to be proactive when they hear of any incident involving bullying, fighting, theft, or threats of violence.

LBUSD maintains a 24 hour/7 days service line for school-related emergencies, allowing parents and members of the public to report any crime on any LBUSD campus (562-997-8101). Calling 911 may also be necessary, depending on the circumstances of the emergency.

There is also a non-emergency number to call during school hours for school safety questions (562-997-8205). Non-emergency crime reports should also be made to that school's principal since the principal is ultimately responsible for ensuring safety on his or her campus.

LBUSD's School Safety Division works under the direction of the Chief of School Safety and Emergency Preparedness. Division personnel are available to respond to many types of calls for service to maintain order and discipline, locate missing students, investigate violations of school board policies, detain students violating the law or school board policies on school property and school-sponsored events, and respond to emergencies.

No parent wants to be in a situation where they need to call school safety officers, but all parents should be comforted knowing they are there when needed. Working with the local police department, our school safety officers are committed to keeping kids safe.

The truth of the matter is that in any urban area, there are problems that find their way onto campus. While schools are often the safest place for students, no location is completely immune from danger. Safety on campus is vital to learning, plus it's a Constitutional right, and we all have a role to play in making our schools the safest possible

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Jean Egan
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BLAST opened its doors in 2000 as a response to a citywide strategic plan that showed a need in the Long Beach community for an increase in the number of students meeting academic standards and increasing youth engagement in productive activities. Through its Academic Mentoring Program (AMP) BLAST pairs volunteer mentors with struggling students in grades K-12, (called “mentees”), as do a number of other mentoring organizations. However, BLAST mentors are all college students. College kids are cool! They are talented, enthusiastic and believe in their mentees’ abilities. Mentees identify with these young adults: they want to be just like their college mentors! BLAST mentors help their mentees

with schoolwork, but they also impart a message that higher education is an attainable goal that requires staying in school, working hard and keeping your eyes on the prize!



Take, for example, LBCC student Marie Vasquez, and Poly High School 10th grader, Stacy Zaragoza. This mentor-mentee team is working on an essay that Stacy will submit for a “Student of the Year” competition. The topic? The importance of higher education! BLAST salutes the efforts of every single one of its 355 college volunteer mentors helping kids this Fall 2012 semester!

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An Unusual Birthday Gift—A Life With Quadriplegia



Brent Poppen at Boy Scout assembly focusing on character. (Boy Scout wearing my Olympic medal)

By Brent Poppen

My life changed dramatically on February 18, 1990. I went from a high school athlete with college dreams to a quadriplegic with a spinal-cord injury. This paralysis happened as I was wrestling at a church camp with another student from a different school. This injury initially left me paralyzed from the neck down. What was once a strong independent 16-year-old athlete was now a patient at Long Beach Memorial Hospital for the next three months.

I was fortunate to regain strength and function in my upper body as I rehabbed in the hospital. I was discharged one day before my 17th birthday. I now would depend on a wheelchair for the rest of my life, but I was given the gift of life, albeit a life with quadriplegia. This gift became the most memorable birthday gift ever.

This gift of life has allowed me to accomplish dreams that for most are just that—dreams. It has illuminated paths that have given me the opportunity to affect our young students in a positive way, hopefully teaching them “inclusion” lessons and that diversity, whether visible or not, is to be valued. It was at the beginning of my new disabled life, when I was negatively stereotyped for the sole reason of looking “different,” that I found my passion for not wanting others to endure this terrible experience. Being bullied on any level for any reason is traumatic, especially in primary grades. These are the years when a foundation for loving to learn should be established. It is this love that nurtures our future teachers, doctors, parents and presidents.

Rolling in Their Shoes

Here is a true story that can only be lived and not artificially created. I never thought of myself as a bully or one to stereotype. I was the high school student, preinjury, who went out of his way to say hi, shake hands and hug the special-education students who were usually ignored by the “able-bodied” population. When I was in primary school, our house was in the path of disabled students who walked or rolled home in their wheelchairs after school. Every day that I saw these disabled students coming down my block, I ran into the house because I was “scared” of them. I remember many of them just waving and saying hi to me, wanting to be a friend. I had no reason to be scared. I was just lacking an understanding of their life. I never had the experience that I now give thousands of students a year, teaching them that differences are to be valued and not targeted for bullying.

This same, now shameful, experience went on for years. Fast-forward to five

years postinjury at age 21. I was playing wheelchair rugby, and I was giving one of my disabled teammates a ride home. As we happened to be driving past the primary school, he started to tell me stories about his childhood—he was born with a disability—and school experiences. We were by my childhood home, so I drove down my old block and asked if he used to push his wheelchair down this street. Sure enough, he said yes, and we started to put the pieces together. My current best friend and teammate was one of the disabled students whom I ran from 12 years ago. The lesson that I try to share with students is that I missed out on a friend for 12 years for the reasons of stereotyping and ignorance, even if I did not know the words or meaning at that young age.

It is vital that we start to teach acceptance of differences at the earliest ages. I will never know what I missed out on. This was a friend whom I would do anything for. He taught me life lessons that only someone who had rolled in his shoes could even attempt to teach. I can only hope that I am doing him proud. I hope that the experiences I create for the students in assemblies or my books are ones that will allow them to capture moments and lessons that I lost out on because of my lack of understanding.

Tearing Down the Walls of Ignorance

Today, I have climbed many mountains and challenged myself to dream bigger. I am a university graduate with an emergency teaching credential; a two-sport, two-time Paralympic bronze medalist; a husband of 15 years; a counselor at

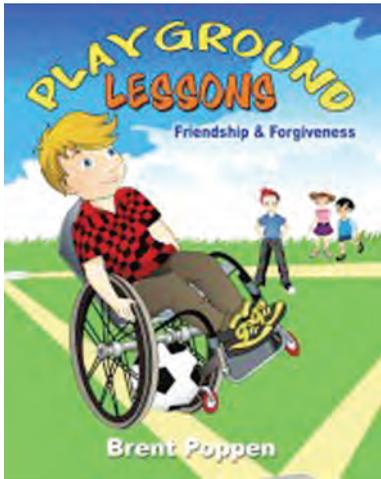
Children’s Hospital Central California; an international motivational speaker; and a published author of two books, *Playground Lessons: Friendship and Forgiveness* and *Tragedy on the Mountain*. Yet I find myself being treated the same way I treated my best friend when we were just innocent children. This bullying and stereotyping manifest themselves in many ways and are mostly out of ignorance—not having the life experiences that help nurture compassion. I experience people going out of their way not to walk next to me because, I can only assume, they are uncomfortable with my disability. I also have waitresses and waiters ask my wife what I would like to order when we are out to eat—happens more than you would think—assuming that because I use a wheelchair, I am incapable of this task.

The last experience I will share that details ignorance has to do with disabled sport. I competed in wheelchair tennis at the 2008 Paralympics in Beijing and was training at a park in Northern California. This particular park had tennis courts that were fenced in, and the doorway was too skinny to get my

tennis chair through. An article was written about the inaccessibility, asking that the city look into widening the entry doors so that others in wheelchairs can play on these courts. This article received many negative responses saying that quadriplegics—my disability—could not play tennis, thus inferring that the article was wrong and the money spent to widen the door would be wasted for no reason. One response found its way to my family and hometown of Paso Robles, where they see me, a quadriplegic, playing tennis at a high level. My family and supporters responded in kind with hundreds of letters trying to educate this person and others. The message was: Do not assume that people with disabilities cannot do something; the “default” thought should be that a person with a disability *can do* and then work backward!



My children’s book being read during book signing at Blue Windows in Long Beach.



Beating the Bully Factor

Having said this, there is a certain percentage of people who have hate and stereotyping as part of their upbringing, and this affects persons far beyond their initial encounter. Even when children are surrounded by hate and fear, which breed bullying, it is our responsibility to offset these experiences with love, patience and education. I have seen love, patience and education make positive changes. I recently did 10 assemblies that focused on antibullying and making good choices in two days at a Southern California elementary school. It was at the end of the second day that a third-

grade boy approached me after everyone had left. He shook my hand and said, "Mr. Poppen, I understand that I was a bully last year, but after you being here, I am no longer going to bully." It is not often that I get such an honest response. I know that my books and programs offer experiences that will help nurture the ideas of inclusion and acceptance in schools and beyond. I hope that my love, patience and education with students will help produce the same results as they did with this third-grader. Personally, what I have learned over the last 10 years of doing programs is that I never know when my message will have an effect. I recently had a Paso Robles high school student approach me. He took off his cowboy hat and shook my hand and thanked me for making a difference in his life. He shared that when he was in sixth grade, I did an assembly at his school and my message affects him still to this day.

We cannot control time, but we can understand that supporting differences with love, patience and education will have a better chance of affecting change and helping to end bullying. I hear people say that we will never eliminate bullying in schools. I chose to believe we can, and we can work backward. I have seen change.

Brent's Long Beach Journey: Bixby Beavers, Stanford Indians, Millikan Rams, Long Beach City and Long Beach State. To learn more about Brent Poppen and to purchase copies of his books, visit www.booksbybrent.com.

Established in 1990, Zinsmeyer Academy is a California State certified, nonpublic, nonprofit, fully accredited Western Association of Schools and Colleges (WASC) school, that provides excellent academic and vocational education services to children needing small class sizes and individual instruction and tutoring.

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Students End Bullying & Prevent Suicides

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Helice "Sparky" Bridges

The deepest desire in the human spirit is the craving to be acknowledged. —William James, Father of American Psychology

So often we hear people say, "Kids are so mean today." The media is flooded with stories about bullying and cyber bullying. Front page newspapers tell the tragic stories of young people committing suicide because they were constantly bullied. We've begun a grassroots campaign that is helping all kids feel safe—socially, emotionally and physically.

Can we make this change? You bet! In my opinion, there are no bullies—only people that need to be loved. Our work is teaching young people how to eradicate bullying, avert adolescent suicide and make dreams come true through the power of acknowledgement.

Did you know that the average child hears 432 negative statements per day to only 32 positive statements? 80% of people are hurt by words. Research shows that only about 20% of children and adults are able to handle put downs without emotional pain or psychological damage." (Jack Canfield – co-author *Chicken Soup for the Soul* book series and self-esteem expert)

I know this to be true. In 1980, at the age of 37, I was married to a controlling, intimidating a verbally abusive husband. Even though I had a very successful career, I felt totally powerless, hopeless and helpless in the face of so much abuse. I contemplated suicide almost every day.

Fortunately I chose to divorce my husband and find a way to make the world a happier place for children, families-everyone! I created the "Who I Am Makes A Difference"® Blue Ribbon Acknowledgement Ceremony so that people of all ages would have a tangible, visible way to express their appreciation, respect and love, value unique contributions and empower dreams. In the past three decades, over 35 million people throughout the world have been impacted by this message (translated into 11 languages).

In the past two years, the "Bully NO More!" student train-to-train leadership program evolved out of a demand for anti-bullying programs. Instead of bullying and putting people down, "Bully NO More!" gives young people, teachers and parents a positive pro-active way to build people up, eradicate bullying in a minute or less, save lives and makes dreams come true.

There are thousands of stories of how students are creating positive pro-active environments using this program. Below is one of these stories. It took place during a "Bully NO More!" assembly at a high school in Northern California.

It was very late when Jordan left a voice message for his step-dad, "Sorry dad but I have to commit suicide tonight." Jordan's dad woke up late the following morning, had a leisurely breakfast and was about to check his voice messages when the phone rang. "Mr. C," said the school counselor, "come immediately to the school. Your son cut himself last night and tried to commit suicide." Mr. C had joint custody of Jordan. He saw his step-son twice each week. They had a close relationship. Everything seemed to be fine. Frantic, Mr. called his former wife and together they raced to the school.

Jordan was among the 3,000 high school students attending our "Bully NO More! Blue Ribbon Assembly that morning. Students and teachers listened as I announced, "Two out of every 3 of you have been verbally or physically abused. Bullying is destroying your self-worth. YOU are about to change that right now—one student at a time. In a moment I'm going to invite you to step up to the microphone and do one of three things. 1) Apologize if you have bullied someone or harmed anyone. Tell us what you did. Invite the person you harmed to step forward so you can shake hands, give a hug or honor him/her with a 'Who I Am Makes A Difference'® Blue Ribbon, 2) If you have a dream and would like to be supported, come forward, share your dream and we will cheer for you and 3) If you would like to honor someone with a "Who I Am Makes A Difference"® Blue Ribbon, invite that person to step forward and tell them how they make a difference."

Hundreds of students rushed down from the bleachers. I invited them to quietly line up and take turns at the microphone.

Tim, a tall handsome young man stepped to the microphone, "A friend of mine committed suicide last year. I'm angry all the time; I just want to hurt everyone and myself. I feel like I have nothing to live for. I've been thinking about committing suicide every day. But I just now figured out that if I took my life, I would be hurting my whole family. So now I don't know what to do, but I don't want to commit suicide anymore." The gym went silent. This was the real deal. Students stopped fidgeting in the stands, teachers' ears opened—everyone listened with their hearts.

A girl stepped forward, "I'm a big bully and I've been putting people down for years. But now I know that it's not right. So I want to ask two of the people I have bullied to come down from the bleachers so I can tell them how sorry I am and honor them with a 'Who I Am Makes A Difference' Blue Ribbon." Two girls came down from the bleachers. The bully took responsibility for her actions and apologized. The other two girls said they were sorry too. The three of them hugged and cried.

For the next hour, student after student approached the microphone...

"I want to honor Mr. Clark, my math teacher," one boy announced. "I always seem to mess up in class but you just keep encouraging me. I'd like to honor you with this Blue Ribbon for being the greatest teacher ever." The teacher cried and hugged the boy while students stood and applauded.

"I'd like people to stop putting me down for my weight," a girl timidly requested. The audience exploded with applause as a way of publicly saying that they were sorry.

"I want to apologize to my little brother. I always beat him up and put him down. He's really a great kid and doesn't deserve me treating him this way." His younger brother raced down. The two boys hugged and sobbed openly. I later found out that the big brother was the biggest bully in the school. During lunch that day, the principal pointed out all the siblings who were openly apologizing to each other. She said she could not believe her eyes.

When the assembly was over, Vice Principal Mr. V. and I walked slowly to his office. Mr. V looked at me and said, "If anyone ever says that this assembly was not worth it I will..." We both had tears in our eyes. I knew that he'd been up against all the skeptics.

Mr. V. and I had just sat down in his office when the school counselor raced in, looked at me with a smile, "Your assembly just saved two boys from committing suicide. Please come to my office and meet Tim and Jordan. Jordan's parents are also in the room.

Mr. V. and I walked down the hall and entered the counselor's office. I remembered Tim. He was the first to step to the microphone and declare that he wanted to commit suicide. He and Jordan were now sitting nose to nose smiling, talking and healing each other. The moment I walked in the room, Jordan's parents and the boys stood up, circled around me and gave me a big bear hug. We cried, laughed and gave each other hi-fives.

Jordan and his parents walked arm and arm to their car. These were good parents who had no idea how bullying had been destroying their son's life. They smiled and winked at me as they left. I waved back knowing that it only took a minute or less to save their son's life.

Within a week, every student in the school stopped bullying Jordan. Apologies and Blue Ribbon honoring continued long after the assemblies were over. Most importantly these courageous teenagers experienced that they could end bullying in a minute or less with love.



Sweetwater High School teens.

Helice "Sparky" Bridges, Founder & CEO, Leadership Trainer, Difference Makers International®, a not-for-profit educational organization 501(c)(3) "Bully NO More!" Blue Ribbon program won the TKF Gandhi Non-violence Award. Over 35 million people worldwide have been impacted by the "Who I Am Makes A Difference"® Blue Ribbon Ceremony (translated into 11 languages). In *Chicken Soup for the Soul* is a story of how a 14 year-old boy did not commit suicide because his father honored him with our Blue Ribbon. This story was made into a 6-minute photo movie that received over 3 million hits on YouTube. TO SPONSOR A SCHOOL, receive information about programs or order Blue Ribbon Products: www.DifferenceMakersInternational.org, info@BlueRibbons.org 760.753.0963

Libraries Make Long Beach Safer



Sara Myers
Executive Director

Last year we asked Long Beach leaders about the role of libraries in public safety. What we found is that libraries help make our community safer and are critical to combating crime.

Long Beach Police Chief Jim McDonnell noted that kids need a broad spectrum of city services - libraries are one of those services a strong community provides its kids and teenagers.

While all ages can enjoy the benefits of a public library, Chief McDonnell focused on the benefit to youth where "quality programs aimed at young people" are especially important because many of our youth are considered at-risk. "Low income, at-risk students find that a library is often the quiet environment where they can study and have computer access and assistance," the Chief noted.

City Prosecutor Doug Haubert said, "Libraries are not just critical to building the young minds of tomorrow, but they are part of a smart crime prevention strategy. Long Beach libraries are more than an educational resource, they are safe places for teens to go on afternoons and weekends, even if just to sit and read."

You may not be aware, but there is a historical link between illiteracy, the dropout rate, and crime. In California, 75% of those sitting in state prison dropped out of school. One study shows 85% of juveniles who interface with the juvenile court system are functionally illiterate. The point is driven home by the fact that penal institutions records report that inmates have a 16% chance of returning to prison if they receive literacy help, as opposed to 70% who receive no help. This equates to taxpayer costs of \$25,000 per year per inmate and nearly double that amount for juvenile offenders. Reading is the building block to becoming a lifelong learner. A person who cannot read will have trouble getting or keeping a job, and may resort to crime.



The U.S. Department of Health and Human Services reports that approximately 50% of the nation's unemployed youth age 16-21 are functional illiterate, with virtually no prospects of obtaining good jobs.

According to another study, two-thirds (2/3) of children who cannot read proficiently by the end of 4th grade will end up in jail or on welfare. The statistics are sobering indeed.

That is why the Long Beach Public Library Foundation has joined a nationwide effort called the Campaign for Grade Level Reading ("Campaign"). The Campaign is being led by the Long Beach Public Library Foundation, in partnership with the Long Beach Unified School District, City of Long Beach, City Prosecutor Doug Haubert, Chief McDonnell, Rotary Club of Long Beach, and many other public and private entities.

The Campaign focuses on the most important predictor of school success and high school graduation—grade-level reading by the end of third grade. Most students who fail to reach reading proficiency by the end of third grade falter in the later grades. Sadly, this group too often drops out before earning a high school diploma. Disturbingly, the fact is that more than half our Long Beach third grade students miss this critical milestone according to the California State Standards test for English.

Although schools must be accountable for helping all children achieve, providing effective teaching for all children in every classroom every day, the Campaign is based on the belief that schools cannot succeed alone. Engaged communities mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children are needed to assure student success.

Sara Myers is the Executive Director of the Long Beach Public Library Foundation, which accepts donations and volunteers for its many programs. For more information about the Campaign the Foundation and the Long Beach Public Library visit www.lbplfoundation.org, email the author at Sara@lbplfoundation.org, or drop by your local public library.

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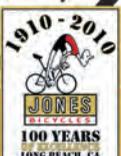
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Youth Leadership Long Beach Promotes Respect in Human Relations

By Jeff Williams, Leadership Long Beach, Executive Director

“To not judge”

“Make less assumptions”

“Stand up for what I think is right”

These are some of the comments from the 33 members of this year’s Youth Leadership Long Beach program following their recent extracurricular class on Human Relations — Respect & Values, held in November at Miller Family Health Education Center. The all day Saturday meeting was part of a 7-month leadership development program run by the community nonprofit Leadership Long Beach to develop emerging youth leaders to create positive change in their schools and communities.

This particular “Human Relations” class day focuses on topics such as stereotypes, prejudice, discrimination and cultural identity and was designed to build awareness among the youth and empower them to take personal responsibility and stand up for their beliefs.

“Our Human Relations session has always been one of our earliest classes within our Youth Leadership Long Beach program because it opens our students eyes to the idea that building relationships based on respect and acceptance of others really can make a positive difference in those around them” explains Jeff Williams, Executive Director of Leadership Long Beach and the direct program staff that works with the students through their seven-month program, “this is especially relevant when the youth say issues around bullying and discrimination continue to be so prevalent.”

Leadership Long Beach partners with the California Conference for Equality and Justice (CCEJ) to help facilitate this particular session. Along with learning the differences between stereotypes, prejudice and discrimination, the youth discussed how these manifest in everyday interactions. They also participated in experiential learning activities about cultural identity and a ‘courage continuum’, recognizing where their comfort zones existed and what it might look like to go beyond them.

“It makes me more aware that the simple judgments that I make have nothing to do with the individual and their being,” said Nicholas C, a junior at Lakewood H.S. after the session.

Added Abbie H, a junior from Renaissance H.S., “I’m trying to be more aware of the diversity of my peers and the community of people I come in contact with.”

CCEJ facilitator Robert Howard led many of the activities of the day and

challenged the students to not just be aware of these topics, but to have the courage to voice their opinion when issues arise. “It was a pleasure to continue the partnership between CCEJ & Leadership Long Beach. I wish that more youth had the opportunity to hone their communication skills and connect with other youth leaders. The impact on their classrooms, schools, homes and communities would be spectacular.”

The youth get the opportunity to work with many other community organizations and interact with hundreds of adult community leaders throughout the course of the program. Along with this Human Relations day, the programs has sessions such as Education, Governance and Media and Public Safety and Healthcare.

In addition to the class sessions, the students participate in a Leadership Retreat weekend in Big Bear focused on personal growth and development and they work together to plan, create and implement a Class Community Service Project.

Started as a service project in the adult Leadership Long Beach program (Institute) in 1995, nearly 400 Long Beach youth have participated in Youth Leadership Long Beach with this year’s program of 33 youth being the largest group. There are nine high schools represented in this Class of 2013 (Cabrillo, CAMS, Jordan, Lakewood, Millikan, Poly, Renaissance, St. Anthony, and Wilson), mostly sophomores and juniors in order that the schools and communities will benefit from the youth taking on leadership roles after their experience.

Any high school youth (sophomores and juniors) living or going to school in Long Beach are eligible for the program,

many are recommended to apply by counselors, teachers and community leaders. Applications for next year’s class will be available in the Spring and the new program will begin next Fall. Eligible youth must complete a college-type application, receive a community recommendation and be selected into the program. For more information, please visit www.leadershiplb.org or call (562) 997-9194.

Leadership Long Beach was founded in 1989 by some of our community’s most influential and visionary stakeholders. These founders envisioned the formation of a civic improvement program that would serve the community by educating and motivating leaders on issues important to the future and sustainability of our city. The youth program has expanded upon this vision and now directly impacts those that really are the future leaders of our community.

Media Contact: Oscar Cosby, o.cosby@leadershiplb.org



Robert Howard, a facilitator for CCEJ, speaks with students at the Youth Leadership Long Beach Human Relations class day.

My Brother—The Bully

By Anonymous

The bully in my life was my brother, who was eight years older than me. It was not the fighting that all brothers have, but more of a tormenting daily experience. When I was about five my brother and his friend would take me around the neighborhood and make me fight other kids. If I refused, my brother would fight me. It did not take more than three such beatings to realize that I had a better chance with the other kids in a fight. So around the neighborhood we went.

In the late 1940’s most mothers were at home when my brother and his friend standing on the

sidewalk would send me up to the next target kid’s front porch. I would start the fight and within minutes the mother would appear yelling at me or start beating me on the head with a broom. My brother and his friend saw this as a good show. So my one block fighting expanded to the blocks around my neighborhood. I did meet a lot of new mothers who saw me as the bully.

It was about this time that one morning my mother sent me in to wake up my brother. He told me to get out of the room. I told my mother and she said to go back and get him up. He was laying with his head half off the bed when I jumped up and hit him with my fist as hard as I could breaking his jaw. His jaw was wired up and I learned how to run. I did not have to fight any more kids in the neighbor-

hood—My brother would pound on me when he could catch me.

A growth spurt allowed me to be bigger than most kids my age and that kept me out of fighting and my brother left home to join the military.

I tell this story because it was common then, as now, to tell the one being bullied to stand up to the bully because they are cowards. Even if that is true they would only go off to a weaker target. Sadly, some bullies are just mean and pick on individuals that do not have a chance even if they fight back. I never told my parents what my brother was doing.

The one thing that bullies do not like is a negative image. The best way to beat a bully is to tell people. You are not alone.

Especially Me! Self-Esteem Education Program for Girls

By *Trinka Rowsell, President, Junior League of Long Beach*

Junior League of Long Beach (JLLB) hosted a documentary screening and a group discussion about the perils of girl-on-girl bullying on Saturday, October 20, 2012, at the Long Beach Main Library. "I realized that I am just as much a bully as other bullies," shared one attendee following the event.

Girls ages 11-16, their mothers, troop leaders, and counselors viewed *Finding Kind*, a nationally recognized documentary that follows filmmakers Lauren Parsekian and Molly Thompson as they travel across America, interviewing women and girls about the "mean girl" phenomenon. More than 50 people were in attendance for this landmark event.

Following the film a counselor from Casa Youth Shelter conducted an engaging presentation and role-play of bullying, encouraging girls to shift the power from the bully to the victim by becoming a defender. The instructor challenged attendees to acknowledge to themselves whether they have been a bully, apologize to their victim(s) and change their path.

"Seeing the video of all the hurt people inspired me to watch my every move and make sure that I won't offend, I will defend," shared another participant following the screening.

Studies have shown that children who have been identified as a bully by age eight are six times more likely to have a criminal conviction by age 24. Children who are bullies may continue to bully as adults, and are more prone to becoming child and spouse abusers.

In addition to its anti-bullying forum, JLLB also conducts a program called *Especially Me!* to help foster healthy self-esteem in young girls. JLLB's *Especially Me!* Program (EMP) provides interactive workshops for girls between the ages of 9 and 12, designed to help girls learn the skills they need to be confident, expressive individuals who make healthy decisions, have a strong sense of self and enduring self-esteem.

JLLB partners with school counselors and teachers to identify girls who would benefit from EMP's guidance. Once recommended for participation in EMP, a girl needs a parent or guardian's permission to take part in the day-long workshop. In each workshop, a group of ten girls, led by two trained JLLB volunteers, examine a variety of topics such as effective communication and conflict resolution with peers and family members, healthy eating and exercise habits, their own strengths and best qualities, the changes brought on by puberty, and media images of women and the use of photo-shopping in magazines.

Attendees of EMP consistently give the program high marks in participant surveys. One attendee shared:



JLLB Members Andrea Gunn Eaton, President-Elect; Trinka Rowsell, President; Cindy Howe, Sustaining Advisor.

"I think this class is great. I have very low self-esteem. I've always thought I was ugly. I always thought I was fat and never 'perfect.' It was never easy especially when my mom and dad said I had bad skin and I was ugly. That always brought me down. I can start rebuilding my self-esteem again."

JLLB's EMP has helped to strengthen the self-esteem and self-respect of more than 200 girls since its inception in 2009. The next EMP workshop will be held on Saturday, February 2, 2013. Please RSVP to community@jllb.org if you would like to attend.

Junior League of Long Beach is an organization of women committed to promoting voluntarism, developing the potential of women, and improving the community through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

Since 1931, JLLB has been a driving force behind initiatives and institutions that make our community a healthier, more vital place to live. Throughout its history, JLLB has developed, supported and launched more than 60 projects into the community. For more information about JLLB programs, to become a partner, sponsor, or member please visit www.jllb.org or call 562-989-6400.



JLLB Members: Tiffany Andrews, Christie Bettendorf, Heather Brel, Alexandra Weiss, Summer Ugale.

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Winter Break Fun

Long Beach Parks, Recreation and Marine (LBPRM) has lots of fun planned for kids during the upcoming school winter break, Monday through Friday from

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Bixby Park

(562) 570-1601

Chavez Park

(562) 570-8890

Cherry Park

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College Estates Park

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Coolidge Park

(562) 570-1818

Davenport Park

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Somerset Park

(562) 570-3150

Stearns Champions

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Veterans Park

(562) 570-1695

Wardlow Park

(562) 570-1706

Winter Fun Days

Monday through Friday, children ages 5-12 can visit their neighborhood park for scheduled drop-in activities including games, arts & crafts, special events and field trips. Call each park for specific schedule of activities. This is a drop-in program and there is no custodial childcare provided. Each site is open for six hours of structured fun. Call the park for program hours and information or visit www.longbeach.gov/park/recreation/after_school_activities/parks.asp

Long Beach WRAP (Winners Reaching Amazing Potential) will conduct free drop in recreation programs during winter break. The locations include

Grant	1225 E. 64th Street
Burbank	501 Junipero Avenue
Lee	1620 Temple Avenue
Garfield	2440 Baltic Avenue
Edison	525 Maine Avenue
Lafayette	2445 Chestnut Avenue

Call (562) 570-3559 for more information.

El Dorado Nature Center Winter Break Workshops are great fun for ages 5-8.

Children must have Kindergarten experience. Sessions available from 9:30-11:30 a.m. or 1-3 p.m. Fee is \$10 per class. Pre-registration is required for all classes. El Dorado Nature Center is located at 7550 E. Spring Street. Call (562) 570-1745 for more information.

Monday, December 24: Natures' Gifts

Celebrate the gifts of nature with beautiful holiday creations made from materials found on the trail.

Wednesday, December 26: It's Sense—ational!

Can you smell your way home? Or find your dinner in the dark? Investigate the mysterious sensory world of nature and experience your surroundings in a different way.

Thursday, December 27: Creature Powers!

Let's go wild like the Kratt Brothers! We'll have adventures in the wild lands of the Nature Center and learn more about the powers of our animal friends.

Friday, December 28: Backyard Buddies

Opossums, bugs, sparrows and slugs! Discover the wonderfully wild world of animals found in your own backyard!

Monday, December 31: Wild About Art

Creativity abounds as we let nature inspire us. Join us as we create an outdoor masterpiece from natural items we find along the trails.

Wednesday, January 2: The Big Chill

How do living things make it through the winter? Join us as we explore extreme survival techniques used during the "Big Chill."

Thursday, January 3: Fantasy Fun

It's not the Island of Lost Boys, but join us for a ride to the land of imagination. We'll explore darkened spaces and find funny friends in watery places.

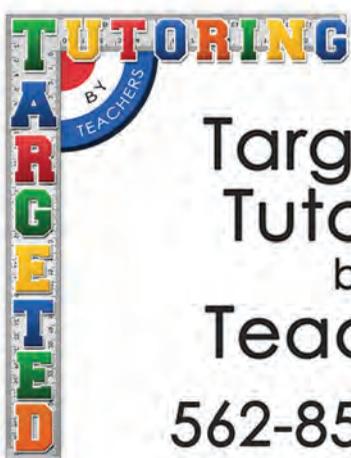
Friday, January 4: Whichway Did He Go?

What do birds, butterflies and whales have in common? It's a migration investigation as we look at why animals go from here to there and back again.

December 24-January 4. Closed December 25 and January 1.

Visit www.lbparcs.org for more information about Long Beach Parks, Recreation and Marine programs.

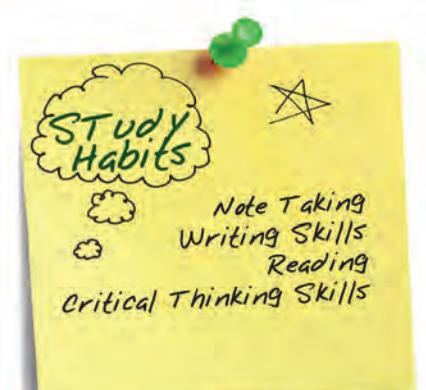
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Love Me for Who I Am



Kate Karp

“Please don’t try to fix me. Love me for who I am. I may not talk the way you talk, but I’ve got some things to say....And I may not walk the way you walk, but I’ve got some place to go.”

Love Me for Who I Am Grammy-award nominee Brady Rymer has taken diversity and inclusion to a new and worthy level.

Love Me was inspired by Rymer’s work with children at the Celebrate the

Children School in Wharton, N.J. The school specializes in alternative learning styles, including autism and other communicative disorders. Rymer’s lyrics celebrate the children there and surprise us with the realization that the feelings and thoughts in them are universal among us.

Rymer and the musicians provide catchy folk- and reggae-flavored tunes. The CD art was created by Zoe Kakolyris, an artist with Asperger syndrome who is also deaf. The songs themselves deal with identity, discomfort, tuning out, moving around—or not—and other traits that characterize autism but have a broader reach.

“Picky Eater,” “I Don’t Like Change” and

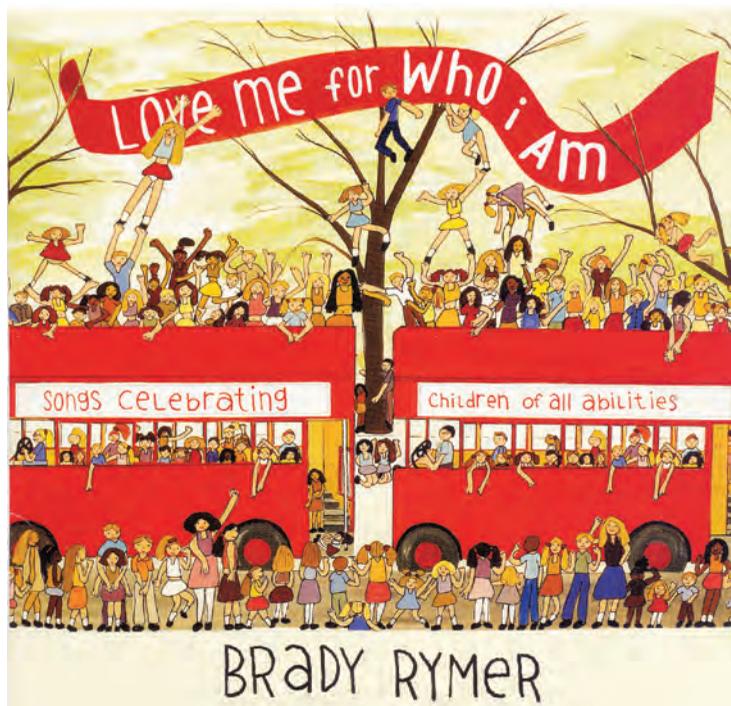
“Who Wants to Wear Shoes?” describe a special-needs child’s extreme discomfort with certain sensations or things that go off pattern. “So Many Ideas” addresses the frustration of not being able to communicate feelings and ideas—“I’ve got so

many ideas in my head, Yeah, they’re hard to get out, I wanna scream and shout”—ever have writer’s block? “Wiggle Alive” and “Squish Me, Squeeze Me” are about physical issues. “Squish Me” brings to mind the “hug machine” invented by Dr. Temple Grandin, arguably the most celebrated person diagnosed with autism; as a teenager, she created the machine to deal with stress and sensory overload.

Grandin herself commented on *Love Me*, saying “I really liked it. I hope it gets widely played.” Such an endorsement is underscored by the five percent of the sales that will go to Autism Speaks, a nonprofit research and advocacy group.

Visit www.BradyRymer.com to find out more about his work with understanding autism.

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



Recreation Classes • Sports Leagues • Aquatics Programs • Golf and Tennis

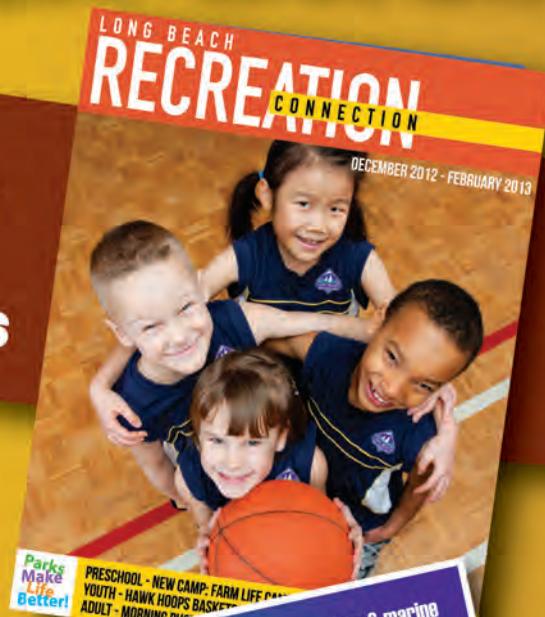
Invest in yourself with our new classes
Invest in others with our Gift Certificates

The **Long Beach Recreation Connection** for December through February is available at park community centers and city libraries and on our website at www.LBParks.org. Filled with information on over 400 classes, sports leagues and aquatics programs for winter, the guide provides opportunities for exercise, recreation, social interaction, learning, growth and relaxation.

Our **Gift Certificates** make the perfect holiday gift and are good for contract classes, facility reservations and parking passes at El Dorado East Regional Park. *Gift Certificates may not be redeemed for cash.*

Purchase **Gift Certificates** in any amount at Parks, Recreation & Marine Administration, 2760 Studebaker Road in El Dorado Park East

For more information on the Gift Certificate, or program information, call the Reservations/Registration Office at (562) 570-3111 or visit www.LBParks.org



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Book Reviews: Three From the Bully Pulpit



Kate Karp

The term *bully pulpit* is often initially misunderstood to be the use of intimidation by force, for example, standing up on a podium and yelling at people to see things one way or else face unspeakable consequences. The actual meaning is more benign and favorable to the meaning in this article: a prominent or high-profile position used to bring forward one's personal views. The origin of *bully pulpit* is in a comment by the softly speaking and big-stick-carrying Teddy Roosevelt, who was quoted by British etymologist Michael Quinion as having held forth with "I suppose my critics will call that preaching, but I have got such a bully pulpit!" when reading one of his speeches to a group of acquaintances.

President Roosevelt used his big stick not to harass others but to stand up straight to drive a point across. He's famous for exclaiming "Bully!" as we would "Great!" or "Fantastic" or "Awesome," and "Bully for you!" is one of his most-quoted phrases.

Surely Teddy Roosevelt, a leader and an advocate for people and the planet, would agree that bullying in the spirit of this issue of *School News Roll Call* has nothing to do with his intent. There has lately been an impressive awakening to the consequences of and reasons for inflicting physical, mental and emotional harm because of race, ethnicity, gender preference, being "different," a perception of weakness, or even "deserving" or asking for it. Cynthia Germanotta, whose daughter, Stefani, was cruelly bullied as a teenager and yet managed to achieve success as Lady Gaga, started the Born This Way Foundation, named for one of Gaga's popular songs. Organizations like Carol McCloud's Bucket Fillers, Inc. and Barbara Coloroso's Kids Are Worth It are bursting out of the darkness to help empower people who feel as victims and to educate those who may not think twice about the terrible pain that a bullied person lives with for a good deal of his or her life.

Books on the topic of bullying are being published, also with increasing frequency. In order to further their mission, here are three to start you on the way of helping young people understand others, protecting themselves and appreciating themselves for who they are.

Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids

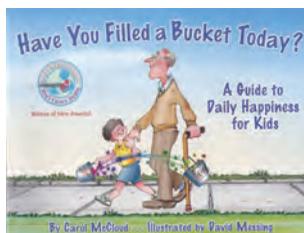
Carol McCloud, Ferne Press, 2006. Appropriate for ages 3-9

Author Carol McCloud's mission is to inspire young people to be fulfilled human beings and lead good lives by learning to love themselves and also to love others. She calls it *bucket filling*—a term that she took away from an early-childhood conference and passed forward to children and adults through her award-winning books.

The best time to teach a child to have self-respect and be kind is during childhood, and the best place is in the home. In the introduction to this book, McCloud said that the workshop presenter used the bucket as a metaphor for a child's mental and emotional health and that it's "primarily the parents' or other caregivers' responsibility to fill a child's bucket." Children then can learn to be bucket fillers themselves, and this is what *Have You Filled a Bucket Today?* is written to help them do.

This little book's short sentences and bright, colorful illustrations by David Messing show how a bucket works and the importance of other people in filling it or refilling it. There are two kinds of bucket users: a bucket filler and a bucket dipper. Bucket fillers make others happy by putting good stuff into their bucket, which often comes back to the filler in a sort of infinite current. Bucket dippers, on the other hand, don't have enough good in their own buckets, and so they take from those of others, which pretty much causes everyone's bucket to dump out its contents. "A bully is a bucket dipper," McCloud writes. "A bucket dipper says or does things that make others feel bad."

This analogy is simple but not simplistic. It's uncomplicated enough to give a young child the idea of what really makes a bully: something missing in his or her life: "They think that they can fill their own bucket by dipping into someone else's...but that will never work." A bucket dipper, if there's enough commitment on everyone's part, can turn into a bucket filler as long as there are enough bucket fillers around. More importantly, McCloud shows all children that filling up the buckets of others fills up their own as well. And that's a very good start!



The Bully, the Bullied, and the Bystander, Barbara Coloroso, Harper, 2008

Laying a good foundation for your children or students will help them to take the role of advocate for themselves and others instead of bully, victim or both. We've all heard stories of outliers and outcasts who grew up to be vastly successful as technology innovators, film directors and anthropologists. But for every Bill Gates, Steven Spielberg and Jane Goodall, there are too many horrible, haunting stories of young adults and even children who resort to suicide and violence because they were the only way they knew to express anger over the humiliation they were continually exposed to.

Barbara Coloroso has used such case histories to underscore the theme of understanding bullying behavior and breaking the cycle of violence. Her thorough, frank book, *The Bully, the Bullied, and the Bystander*, is a standout among the resource books available to adults who want a good, hard look at bullying and are willing and eager to accept the idea that the ways to break the cycle of violence and empower the actors involved in it are not simplistic, and that sometimes, the credits don't roll through a happy ending.

That's how Coloroso sees the three participants of bullying: the Bully, the Bullied and the Bystander. They're playing roles, and as actors, they have the power to change them through insightful work and self-awareness.

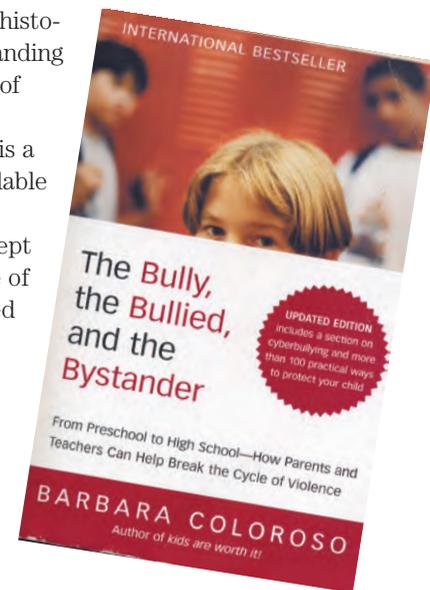
As Carol McCloud gently tells readers in her second book, bullies have problems, too. "It is very difficult for people to believe the simple fact that every persecutor was once a victim," the author quotes psychologist Alice Miller as writing. Coloroso stresses that bullying can run in families and that a bully can be created by abuse or benignly ignoring the harassing activity as a natural thing that "kids just go through." But Coloroso wants to show the difference between teasing and bullying, between flirting and sexual harassment, between toughening up and becoming hard or broken. Her chapter on the Bully advocates throwing off old practices of tolerance ("just leave him alone") or punishing the bully and instead showing the perpetrator how to look into himself or herself. In one brilliant example, she writes of a teacher who demonstrated bullying and its results by hammering a nail into a piece of wood as she instructed her students to think of times that they've harmed someone either physically or emotionally. She then used the hammer claw to pull out the nail as an example of "I'm sorry."

"But it's not enough," the teacher said, and then asked her students, "What are we going to do about the hole the nail left in the wood?"

Names will hurt you—ask anyone who has had so many holes left in his or her spirit from the constant misery of taunting and shunning—even if there was no physical accompaniment. You'll be told that it's a lie. The chapter devoted to the Bullied child provides amazing insight into that child's soul, and it hurts in every way. But the ways of healing are heartfelt and can be practiced, and Coloroso gives explicit ways to do so.

Children who either stand by as the child is bullied out of fear or helplessness or join in are playing the role of Bystander. Coloroso's mission here is to help turn Bystanders into Witnesses. In this chapter, she describes a personal code that a child (or any human) should develop that "guides them to say or do what is right, often in spite of external consequences and never merely because of them." That, she acknowledges, can be a heavy burden to bear.

The remaining chapters put readers to work at becoming activists and advocates for all children, no matter what their role or roles may be. *The Bully, the Bullied and the Bystander* is further enhanced with a list of resources, a glossary, and most appropriately, a newly added chapter (the 2008 printing is a second edition) that covers the relatively recent plague of cyberbullying.



Growing Up with a Bucket Full of Happiness: Three Rules for a Happier Life

Carol McCloud, Ferne Press, 2011

As children get older, they become aware that there's more to everything that they learned in kindergarten. Carol McCloud's second book is appropriate for children ages 6 through 9; it expands on the rules of bucket filling and bucket dipping presented in the first and adds one more: Use your lid.

Ideas for bucket filling are tailored to an elementary-age child's increasing independence and maturity. Volunteering, teaming up for projects and taking care of the planet are all described, and so is kindness toward the ultimate of bucket fillers—our pet animals. The number of subsections of the bucket-dipping chapter is about twice that of bucket filling—a sad reality, but a good look in the mirror as well if the sections on accidental and thoughtless dipping are honestly considered. "The truth is, we all dip sometimes," McCloud confidentially tells us.

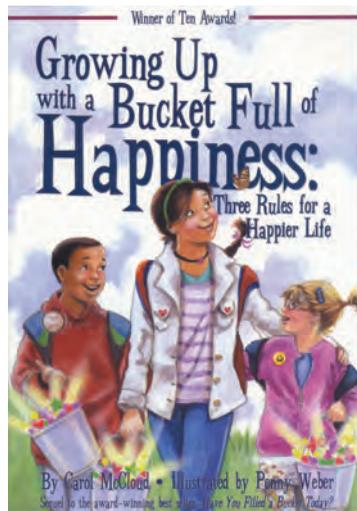
The chapter also lets the child know the difference between bucket dipping and respectful disagreement, and how to engage in the latter. Cyberbullying is addressed in the section titled "Long-Handled Dipping"; the author describes in a couple of brief paragraphs how devastating this is for the targeted person but how it also cannot be taken back—the sender will be ultimately responsible. This small section can elicit invaluable classroom discussion.

Buckets, McCloud tells us, have lids, and children can protect themselves by learning how and when to use them. Lids are temporary fixes for when someone's trying to dip into someone else's bucket. "When someone dips into your bucket, your lid controls how much is taken out," McCloud writes, which recalls a similar quote from another Roosevelt—Eleanor—who said that "no one can make you feel inferior without your permission."

This book addresses an important lesson for children, that of developing the tools to protect themselves from bullying as well as standing up for those who are being targeted. The techniques are well laid out and described, but they're not sugar coated; children are directed to seek adult help immediately if they feel unsafe at any time. "Different things work at different times, in different situations," McCloud writes.

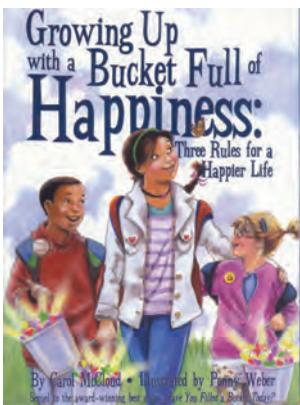
There's also a chapter titled "When a Lid Does Not Work." Very little can be done to fill the bucket of someone who has lost a beloved human or pet, whose parents are divorcing, or who has been through a natural disaster, like the recent hurricane on the East Coast. In these cases, grieving, venting and seeking out loving friends to listen are advised.

As a matter of fact, whether you're a teacher, a parent or other concerned adult, after you've read the book, you may find a few things in it for yourself. And if you do, it will be an even more authentic journey for children if you participate in the exercises at the end of the book and raise your consciousness along with theirs.



All of these books are invaluable for breaking the cycle of violence, but only if intent on the part of the reader is present. And if you're reading this issue of *School News Roll Call*, it surely is.

Visit www.bucketfillers101.com to find out more about Carol McCloud's Bucket Fillers Program and www.kidsareworthit.com for tools for teenagers, young adults and adults to use to fight acts of bullying. Cynthia Germanotta's Born This Way Foundation is accessible at www.bornthiswayfoundation.org/.



Word Search

A Bucket Full of Happiness

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 is the word you email to: Kay@schoolnewsrollcall.com (Please put LBUSD in the subject line)

Entries must be received by January 15, 2013

From the correct entries two names will be drawn to each win a copy of *Growing Up with a Bucket Full of Happiness*

- | | |
|---------------|--------------|
| BUCKET | KINDNESS |
| CONSCIOUSNESS | LID |
| DIPPING | MATURITY |
| FILLING | PET ANIMALS |
| HELP | RESPONSIBLE |
| IDEAS | TARGETED |
| INDEPENDENCE | TEAMING |
| HAPPINESS | VOLUNTEERING |

C	O	N	S	C	I	O	U	S	N	E	S	S	W	S
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G	N	I	R	E	E	T	N	U	L	O	V	P	S	G
S	L	X	V	N	P	D	C	G	N	I	L	L	I	F
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D	N	K	N	U	E	O	S	Q	C	R	C	T	L	S
K	G	I	W	P	X	I	O	X	Y	P	D	P	O	S

I am a PeaceBuilder...



Michelle Molina
President & CEO,
PeacePartners, Inc.,
Facilitator of
PeaceBuilders

It's a tough time to be a kid and parents know it! We have access to resources like never before and at the same rate (or faster) it seems there are countless issues working against us. In our work as PeaceBuilders over the last nearly 20 years, we have opportunities to talk with young people, and the parents and educators that support them all across the U.S. and we have learned a few things from them in the process. Doesn't matter if you are in Brooklyn, Salt Lake, or Long Beach, the stories are the same. Believe it or not, keeping your kids safe from all that worries us as parents are essentially the same kinds of things that our ancestors used to keep their kids safe; teach your kids the skills they need in the real world, model the behaviors you expect of your kids, and stay connected and keep teaching them, even in the years they seemingly don't need you to (or want you to).

Our kids need skills. Of course, tech skills, communication skills, mathematical skills, and creative skills will allow our kids to be competitive in this new world, but our kids will also need social skills and, most of all, resiliency skills. Resiliency skills are those skills that help us handle stress and if taught, modeled, and reinforced daily, work to build the kind of child/teen/young adult/adult that can keep friends, maneuver adolescence, finish what they start, avoid involvement in the justice system, get in/stay in the work force, and generally make us proud to be their parents.

According to *Child Trends Magazine's* March 2011 issue, "Positive social skills are recognized as critical for healthy social development. Children with positive social skills are more likely to have high self-esteem, have positive relationships with peers, and achieve in school. Moreover, research finds that positive social skills are associated with positive later life outcomes, such as successful marriages and careers. On the other hand, deficits in social skills are related to aggressive behaviors, such as bullying, fighting and delinquency. Identification of intervention strategies and practices that promote social skills can help increase the likelihood of positive outcomes for children and adolescents, and reduce the occurrence of negative outcomes."

Here's how they suggest we do it:

- Implement school-based programs for all kids and add community-based programs in vulnerable populations
- Involve parents for children in middle childhood (elementary school) and peers for children in middle childhood and adolescents (pre-teens and teens)
- Employ multiple instruction strategies and include technology when possible
- Use teachers as intervention facilitators and include paraprofessionals and/or researchers when possible
- Teach problem-solving skills and target multiple skill sets

Modeling behavior that we want from our kids is serious business. Like good business, it has excellent return on investment. Our kids are bombarded with lots of role models, and not all good ones. Teach your kids how to recognize characteristics of people that you admire, help them find people who have those characteristics in their daily lives, and ensure they are surrounded with those people throughout their lifetime. Studies have shown that our social circles affect our behaviors more than any single other teacher. This has been proven true for both good habits (people who exercise surround themselves with other people who exercise) and bad (people who smoke surround themselves with other smokers). A parent can set the good example for behavior they want from their children (patience, acceptance and tolerance) and encourage them to pick a social circle that also exhibits the same behaviors. Successful parents support their kids in practicing these skills, even when it is tough.

Jackie McKay, a parent at Fremont Elementary has three sons, two of which participated in PeaceBuilders while in elementary school. As a 5th grader at

Fremont, their class said the PeaceBuilders pledge each morning in both Spanish and English. That served to remind him to "build peace, at home, at school and in the community" each day. Jackie recalls here were two classes of fifth graders and her son had friends in both of them. In the spring one friend was being "really nasty, being mean to others, and causing conflicts." PeaceBuilders gave him the courage and language skills to speak up about it to him. Unfortunately, the former friend wasn't ready for the change in behavior her son was requesting and they gave up being friends. She remembers that was hard for him at first, even adults had tried to "make them be friends" but it's a very brave thing to stand up to a friend. He had been taught (both at home and at school) to look for certain characteristics in a friend and expect those behaviors from friends in his social circle.

Jackie and her husband work to stay connected to their kids, even when they don't appreciate it. Our kids are growing up at a time when, as a generation, they are both highly connected and highly disconnected to other people. They are highly connected to a large circle of online friends (some statistics show that the number of on line friends a teen has represents ten times the number of their local friends). They can have real time video/text conversations with kids from

half way around the world, a task virtually impossible (or expensive) in past generations. Their connections can be made through mutual interests and those connections can span distance, age and gender.

With this ability to connect, we also suffer from disconnect like never before. Kids often lack appropriate boundaries and safeguards in this virtual world. That is why their connection to parents and other trusted adults (extended family, teachers, coaches, and religious leaders) are so very important. We can struggle to balance our "right" to privacy with our "right" to guide our young people to making good choices, being safe and honoring appropriate boundaries. But that struggle is a worthwhile one, with safety being paramount.

Schools have a responsibility to help support parents in teaching these social (and resiliency) skills, modeling good behavior and enhancing strong connections with the young people they serve. The most effective models

have schools and parents in partnership to ensure these concepts are consistent and reinforced daily.

Over 1700 schools in the United States use PeaceBuilders as the common language for these strategies. Science-based and research-validated, the PeaceBuilders experience is designed to become a "way of life", not merely a curriculum. It assists adults in teaching kids to develop a core sense of safety, belonging, support, and competency in dealing with life's most stressful situations and disappointments.

PeaceBuilders' goal is to alter the climate and culture of any environment (home, school or community) by positively changing characteristics of the place that can trigger aggressive behavior, developing positive relationships between peers, leaders, and adults; directly teaching nonviolent attitudes, values, and beliefs; and by providing incentives for young people to display these behaviors in home, school, after school and/or community setting. In a PeaceBuilders environment, it is these positive behaviors that are more likely to earn attention from peers and adults alike.

PeaceBuilders is recommended for parents, schools and community members, young and old, and is practiced daily in all places at home and on & around campus. PeaceBuilders teaches six simple principles through the use of flexible, skill-based curriculum and adult training along with follow-up coaching and support: Praise People, Give-Up Put-Downs, Seek Wise People, Notice Hurts, Right Wrongs, Help Others.

These daily practices, which are based on scientific studies, become routine, and, when taught, modeled and practiced faithfully, move youth, according to the writers of *Antisocial Behavior in School: Evidence-Based Practices*, in the direction of "caring, altruism, self-regulation and positive relationships with key social agents in their lives (peers and adults)".





PeaceBuilders Says: Start early: The PeaceBuilders journey begins as early as preschool and continues throughout elementary, middle and high school. PeaceBuilders message stays consistent at home, school and in the community with instructional delivery at appropriate developmental levels.

Science Says: Youth violence can be reduced by initiating prevention early in childhood, increasing children's resilience and reinforcing positive behavior.

Walker, H.M., Colvin, G., & Ramsey, E. Anti-social behavior in schools, strategies and best practices, New York: Brooks/Cole, 1995, Second Edition, 2004

PeaceBuilders Says: Enhance everyday parenting competence prior to adolescence: Parents are critical team members and active participants in building the PeaceBuilders village, and they are afforded individualized training in PeaceBuilders skills, routines and rituals to use at home.

Science Says: When parents are given very specific tools and techniques to improve daily family routines, there is significant reduction in aggressive acts leading to youth crime.

Psychological Bulletin, Vol. 102 (1987), 187-203

PeaceBuilders Says: Increase rewards and praise for daily pro social behavior: Routines support all members of a community to be involved in daily rewards and praise for pro social behavior, because PeaceBuilders praise behavior they want repeated. Repeated pro social behaviors becomes good habits, and good habits become healthy lifestyles

Science Says: When a systematic plan to increase daily praise and reward for positive behavior in schools and other places in the community significantly reduces the risk of youth crime.

Journal of Applied Behavior Analysis, vol. 16 (1983), m 355-369; Aggression and anti-social behavior in childhood and adolescence. Oxford: Pergamon Press, 1979.

PeaceBuilders Says: Reduce children's use of insults and other acts of aggression: PeaceBuilders learn, practice and acquire skills through directed instruction and infusion across the curriculum for managing conflict in their own lives by understanding what creates opposition and how to solve problems without violence.

Science Says: Learning selected positive social (or PeaceBuilding) skills reduce violent behavior and referrals to juvenile court.

American Psychologist, vol. 48 (1993), 142-154; Behavior Modification, vol. 17 (1993), 287-313; Journal of Applied Behavior Analysis, vol. 11 (1978), 503-512; School Psychology Review, vol. 15 (1986), 289-295

PeaceBuilders Says: Increase live and symbolic models of positive behaviors: PeaceBuilders has a school-wide (or community-wide) universal delivery system. It is an appropriate setting for a comprehensive program across people, places and time. PeaceBuilders becomes a way of life, not just a time or subject-limited curriculum.

Science Says: Frequently presented printed, video, and live models of adult-child interactions and use of PeaceBuilding skills increase cooperative behavior, which reduces the risk that young people will engage in aggression and violence.

Journal of Social Issues, vol. 42 (1986), 155-159; Journal of Consulting and Clinical Psychology, vol. 48 (1990), 718-729; American Journal of Community Psychology, vol. 10 (1982), 317-329

PeaceBuilders Says: Distribute practical tools to improve school climate: PeaceBuilders provides instructors with materials and resources which present the concepts, backgrounds and suggested activities along with supported and reproducible materials for daily use in the classroom as well as parent training and community outreach.

Science Says: Both long and short-term behavior changes by students, teachers and families that will reduce youth crime are much more likely to occur if interventions are packaged, disseminated and promoted in a user-friendly way.

Project LIFE (Living in Family Environments): Final Report of USDOE Grant #G008303002, National Institute for Handicapped Research of the US Department of Education; Education & Treatment of Children (1986) 307-319

PeaceBuilders Says: Promote the adherence of PeaceBuilding skills across many areas of the community: PeaceBuilders works with adults to design individualized and comprehensive school-wide plans to infuse concepts, strategies and lessons into the regular curriculum, classroom management practices, and school activities. PeaceBuilders helps facilitate relationship building between school site, parents, community members, law enforcement and local officials to ensure consistent messages and modeling are received by youth.

Science Says: Repeated scientific studies show that limited interventions often fail to sustain their efforts, and that very specific actions must be taken to ensure that positive benefits last.

Journal of Applied Behavior Analysis, vol. 5 (1972), 209-224, vol. 12 (1977) 285-310

For more information about PeaceBuilders, contact us at: 562-590-3600 or at peacebuilders.com or [facebook.com/BeAPeaceBuilder](https://www.facebook.com/BeAPeaceBuilder), 1-877-4-peacenow • www.peacebuilders.com



To Stop Bullying It Takes Everyone Working Together



Deborah Reisdorph, Esq.,
Founder and Executive Director B.A.R.E.

Bullying happens in every city and state. Bullying is aggressive behavior intended to mistreat or intimidate a perceived weaker person, or hateful or harmful conduct against a person because of any actual or perceived characteristics including race, ethnicity or nationality, gender, disability, religion or sexual orientation, or any association with a person having the actual or perceived characteristic.

One in three students report being targeted with bully conduct. Eighty-three percent of girls and 79 percent of boys report experiencing harassment. Students who are targets of repeated bullying behavior experience extreme fear and stress, which can be expressed as: fear of going to school, fear of using a public bathroom, fear of the bus ride to and from school, physical symptoms of illness and diminished ability to learn. Every day, 160,000 students across America stay home because of fears of bullying. Source: National Education Association

The National Crime Prevention Council reports in a 2006 study that 40 percent of teenagers had been the victims of cyberbullying, bullying on the internet. The study notes that cyberbullying is most prevalent amongst 15 and 16-year-old females and adolescents. States across America are improving their bullying prevention laws, including California. In California, cyberbullying and internet communications have been identified as activities that the school may discipline for, and with AB 9 the law known as "Seth's Law", effective July 1, 2012, every district must maintain a policy that prohibits discrimination, harassment, intimidation, and bullying.

In Tehachapi, California, Seth Walsh hung himself in a tree in his family's backyard in October 2010 after he was subjected to repeated and continued bullying by school mates. Studies across America confirm that 30% of students are targeted with bully behavior. However, as few as 10% report the repeated incidents. Why do children hesitate to report bullying? They fear it will get worse, or the adults will not take action and the target will be retaliated against by the bully. Others believe they can deal with it by themselves without telling parents or the student has told an adult who minimized it. So parents, we must keep vigilant and ask the right questions when we see things that indicate our child may be being bullied. Bullying is not just a rite of passage for youth. Bullying is harmful conduct that must be promptly addressed before the repeated conduct results in lifetime consequences. Bullying hurts and keeps on hurting.

Signs that a student is being bullied include, but are not limited to the following:

- Changes the way they travel to school, walking or refusing to ride the bus
- Becomes ill before school each morning or finds excuses to avoid school attendance
- Significant change in eating habits
- Student isolates themselves in their room often
- Grades fall significantly
- Friends change dramatically, or child has no friends
- Clothes are torn or missing
- Personal items are missing
- Unexplained bruises appear, or child cries often
- Student becomes sad, anxious, and/or distressed
- Cutting
- Change in sleep patterns, and/or nightmares
- Change in behavior, may become uncharacteristically aggressive

When you observe or suspect bullying, what do you do? Whether you are the observer or a parent, failure to take action allows bullying conduct to continue and consequences may be great. We must report it and know that California laws require that the agency where you report it must take prompt action. Each school district has a designated person to whom complaints should be directed. Ask who that is so that you are able to report promptly. Seth's law requires all school personnel to intervene when it is safe to do so, whenever they observe acts of discrimination, harassment, intimidation and bullying. (Education Code §234.1 (b)(1))

As parents, while it is a natural reaction to become angry, such conduct does not help our children. BARE recommends that the best way to help our children is to respond by getting all the facts, and identifying all the possible witnesses and then reporting promptly all incidents. Eighty-five percent of bullying happens in the presence of peers. Report every incident. If only one incident is reported but the conduct has repeatedly occurred, the school must be so informed so that they may take adequate action. Even as a community observer, we can help stop bullying by being observant and reporting what we observe. We are all part of the Intervention Team. Do your part. Report what you observe and listen empathetically to the students who want to talk about harm they are receiving.

Bullying can be stopped, but only when we all work together to make it happen.

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 is the word you email to: Kay@schoolnewsrollcall.com
 (Please put LBUSD in the subject line)

Entries must be received by January 15, 2013
 From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at

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Caring Enough to Intervene

Caring Enough to Intervene

If school personnel witness an act of discrimination, harassment, intimidation or bullying, he or she shall take immediate steps to intervene so long as it is safe to do so. Education Code § 234.1(b)(1). Seth's Law, also known as AB 9, became effective July 1, 2012. Are you aware of all the requirements for each district's bully prevention policies under this law? Under the Safe Place to Learn Act, each district shall adopt a policy that prohibits discrimination, harassment, intimidation, and bullying. This article will focus on one particular requirement, the intervention clause.

This intervention requirement raises at least three questions. Why should I intervene? When should I intervene? and, How should I intervene? CARE-IN-VENTION© answers these questions.

Bullying happens in every city and state. Bullying Prevention Expert, Susan Swearer, Ph.D, University of Nebraska, Lincoln, reports that at least 75% of our students nationwide experience bullying, whether as a target, a bully or as a bystander. When BARE speaks at youth assemblies and events, students acknowledge their experience with bullying incidents by a show of hands or standing when asked to do so. The numbers are excessive, and always at least 75%. Bullying has consequences for all involved, particularly when bullying is allowed to continue unattended, consequences that interfere with one's ability to study, to remember, to engage with others.

BARE understands the pressure placed on teachers to insure that students learn and pass examinations that reflect high levels of learning in Common Core State Standards. However, bullying is directly linked to school morale, student absenteeism, and academic achievement, and when the environment is not conducive to learning, learning will not occur. The law requires that we intervene. Bullying can only be eliminated when we all work together. What is the temperature of the school climate in your school?

BARE proposes **C.P.R.**, we are not talking mouth to mouth, we're talking heart to heart.

C stands for Confidence. Confidence to know what we can do, to know that the administration supports the teachers on the front line, and to know that what we do will make a difference.

P stands for Power Practices. Power practices are strategies we can implement as a school to reduce unsupervised hot spots. Usual hotspots are the bathrooms, unsupervised hallways and between classes, and unsupervised playground areas. One power practice is for teachers to stand in the doorway of their classrooms between classes thereby monitoring the hallway outside their class, as well as greeting each student as they enter the classroom giving the distinct impression that all places are supervised. What power practice can eliminate the bully's office hours in the bathrooms in your school?

R stands for relationships. One principal wrote every child's name on a sticky paper and posted each around the gymnasium walls. Then he gave small happy face stickers to each teacher and asked the teachers to place a sticker on each name with whom they had engaged during the course of the school year. It was amazing to see many of the student's names had no happy face stickers. Apparently no one had interacted with that student. The remainder of the year was quite different because thereafter, everyone made an effort to have a positive interaction with every student. Are your relationships with students limited in any way? Are there some who have slipped between the cracks? Remember, targets of bullying often do not report. Relationships, even when you have so many students to get to know, is essential to having a proactive intervention opportunity.

Retired Principal Heard was able to intervene in a fight between students where it might not have been safe for another teacher to do so, and it was because she had a relationship with the students and out of respect for that relationship they allowed her to intervene effectively. When it is safe to so, often depends on our established relationships.

Caring enough to intervene could make the difference between life and death for a child. Caring enough to intervene is compliant with the law.

Deborah Reisdorph, Esq., Founder and Executive Director (<http://ladylawca.com/keynote-addresses-that-are-memorable-and-repeatable>) BARE, Bully Awareness Resistance Education, Inc is a nonprofit providing education and resources for educators, students and parents with strategies to resist the bully epidemic in our nation. BARE was founded by a discrimination and harassment attorney who developed CARE-IN-VENTION.© (A Professional Development Training assisting administrators and teachers to effectively implement the new bullying prevention laws.) www.barethebully.org BARE 16541 Gothard St, Suite 106, Huntington Beach, CA 92647, (714) 375-1529

Different Take on Bullies



Jodie Lynn

Q: My 11-year-old son has been bullied since kindergarten. He just started fifth grade and is now the biggest boy in the class. School has been in session for only one week and I've already gotten a call from the assistant principal saying that he is now the bully. How is the best way to handle a child who has so much anger in him from previous years of stress, frustration and being ridiculed and who now only wants to get back at the people who made him feel this way for years? —Parent

A: Most kids have been bullied at some point in life. Those that have been in a continuous situation of bullying like your son may be highly resentful towards those who put him through so much emotional and/or physical pain for years on end. There is a reason he feels as if the new found power is somewhat comforting, and is actually quite a normal response. The school counselors and teachers will most likely be the best source of help to you and him on how to channel these emotions and energy into the most effective and most positive form possible. While it will be tempting for him to want to pay back those that hurt him, he will have to gain some empathy towards these people, as well as other kids who might come in as new students who could be prone to bullying.

In the meantime, he might join the track team or some other sport in which he can achieve success. For example, jogging is a good way to relieve tension and stress. This could help curtail that extra energy. Maybe monitor TV shows and movies that he wants to watch, especially if they seem to encourage fighting. With everyone helping and a lot of patience, he will hopefully learn self-control and find the correct outlet that best suits him.

Jodie Lynn is an award-winning, internationally syndicated family/health and education columnist and best-selling author. Her column Parent to Parent™ (www.ParentToParent.com) has been successful for more than 15 years. She is a regular contributor to several sites and has written four books and contributed to three others, one of which was featured on the Oprah Winfrey Show. She has authored several books including *Mom CEO (Chief Everything Officer)*, *Having, Doing, and Surviving It All!* and *Syndication Secret—What No One Will Tell You!* Check www.ParentToParent.com for details on her radio talk show, Inside Parenting Success.

Bullying and Gang Prevention



Sandy Spurgeon McDaniel

One day, when my son Scott was eight years old, he voiced his surprise that I got out of the car when I took him to school. His surprise deepened when it became obvious that I was going to school WITH him that day.

"You chose to be unkind to someone at school yesterday, and that is not acceptable," was my response to his "Why?" Mid-morning, Scott came up to me and said, "If I promise I will never be unkind to anyone again, will you please go home?" "It's a deal," I said and then left.

It is not acceptable in my home to be unkind to anyone. Scott is now 40 with three children of his own, and they all know the consequences of an unkind choice. There comes a time when every parent makes it clear to their children that one of the unbreakable rules is zero tolerance for any act of unkindness. Children need to be raised to be compassionate and kind to others.

These rules should also apply to the classroom, the playground, and any other setting where children interact with one another. Parents often approach me with their questions about bullying, and my response is clear: Unkindness will never be tolerated, no matter what the setting. What possesses a child to be mean to another child? Usually it is unresolved anger and a sense of being better than someone else. These anger issues can be reconciled with a discipline system that does not use punishment as its weapon. Boundaries are needed for every child, and consequences need to be fair.

Angry parents beget angry children. If you can get your children to mind without anger, and do so the first time you ask, why wouldn't you? You teach most by what you model. Children who lack boundaries and aren't taught respect at home are the ones most vulnerable to bullying others and join gangs in order to develop a sense of belonging.

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

Westerly School

of Long Beach (K-8)

Nonprofit, Nonsectarian Independent School
2950 E. 29th St., Long Beach, CA 90806 • 562/981-3151 • www.westerlyschool.org



Chris Rodenhizer
Head of School

Developing Good and Ethical Human Beings

Westerly School is the type of place where people appreciate a sense of community, small class size, project-based learning, a robust arts program, and the attention given to each individual. As many would agree, these are all great reasons to be a part of Westerly School and they play a major role for students to obtain a well-rounded education. There is, however, another piece to the puzzle that all parents truly appreciate; a physically and emotionally safe campus. The school has a tremendous track record of keeping students safe through a trusting and value-based environment. Fighting is non-existent, bad language is rarely spoken, and bullying is a term that often seems foreign to our community. This type of environment comes not out of luck, but instead due to a proactive approach towards managing student behavior and guiding good decision-making, which has proved over time to be a more effective approach than the classic reactive approach toward managing student behavior.

Westerly works to maintain this climate through the modeling of positive behavior by all members of the school and through a common language used by the faculty and staff in the various approaches to teaching good behavior. A core set of values, agreed upon by the school community, has been integrated into the school curriculum to provide students with guidelines for making positive choices. It is the school's goal that through students embracing these values, they will be able to self-monitor their behavior and apply patience in understanding the perspective of others. The values Westerly espouses are responsibility, respect, adaptability, kindness and honesty.

Every Monday morning the entire campus population meets right outside the main office. This brief gathering gets everyone ready for the days ahead and allows time for announcements for the week. Beyond the simple logistics, however, this is also a time where members of the community are appreciated, the monthly value is discussed and encouraged, and student achievement is celebrated. Starting the week with a warm and trusting assembly helps set the stage for a conflict-free week.



In grades kindergarten through grade six students are introduced to and participate in the Second Step program. This research-based comprehensive conflict resolution program works to build students' academic and social success. The program opens up discussions between students and teachers through various scenarios and the pros and cons to a variety of responses to those scenarios. Second Step is used in over 70 different countries throughout the world and has proven to be one of the best proactive approaches to keeping children safe and thriving in today's world. Time is set aside in every classroom to ensure students are given ample time to discuss and understand their decision making in difficult situations.

Another campus-wide adoption is teaching students a series of steps to follow in settling conflicts they have with one another. This empowers students to solve their own problems with their classmates by following the school's conflict resolution steps: cool down; use "I" messages; express your needs; stop and listen; and

carry out an agreed upon plan. Although seemingly simple and straight forward, this approach takes practice, yet has proven successful time in and time out. Teachers adjust the language behind each step as students' progress through the grade levels but with each student understanding how to handle difficult situations they tend to reduce conflict from escalating. The school has watched many scenarios unfold with a positive outcome due to the reinforcement of this conflict protocol.



As students get older and move into the Middle School they begin Westerly's Middle School Advisory Program, which, like Second Step, plays a critical role in students' academic and social success. This weekly meeting time serves as not only an opportunity for students to connect with an

adult on campus in a small group setting, but it also creates cohesiveness across the middle school. Students spend time managing frustrations and celebrating successes in a safe and trusting environment.

Topics and activities for advisory vary each week but will range from grade level specific conversations like high school preparation and organization strategies, to topics like etiquette, social media, puberty, the environment, and above all, ethical decision making.

Parents are encouraged to use their child's advisor as a liaison between home and school, as advisors often monitor their advisees' behavior and attitude, encourage their academic success, promote healthy living, and help them stay organized.

Advisory creates that connection between an adult and student, which holds weight and influences how students make decisions. Students can quickly defer to their advisor for help on situations; the resulting conversation of which often helps hold students accountable and helps hinder potentially poor choices.

To reinforce the idea of being proactive in student decision making the school also has a system to recognize and celebrate valued choices. Students are regularly rewarded with "High Fives", a simple form that all faculty utilize. These forms are given to students when their behavior exemplifies one of the schools core values. All High Fives are put into a raffle-style drawing for the Monday meetings, where those whose names are chosen will be publically recognized and have their good deed read aloud and celebrated across the campus. There are no prizes awarded, just the celebration and recognition of positive behavior. Students at Westerly glow when their name is pulled; seeking attention in the most positive light imaginable.

These measures, coupled with a dedicated faculty and staff, have proven to be the right combination in producing a truly safe environment. This progressive proactive model is set on doing everything possible to prevent those frowned upon behaviors so many young people are accused of. Westerly looks at each student as a unique individual and therefore has created a variety of different programs that can cater to the needs of a unique student body. The result is a school that can truly call itself...safe.

About Westerly School

Westerly School serves students in Kindergarten through eighth grade by igniting a love of learning through innovative instruction, collaborative projects, and community involvement through leadership. With its whole-child philosophy and safe-learning community, Westerly nurtures students' creativity, forming problem-solvers and idea-makers prepared for the ever changing world. Westerly School is a non-profit, non-denominational independent school located on a five-acre campus in the heart of Long Beach. To learn more about Westerly School or schedule an appointment to tour our campus, please visit www.westerlyschool.org or call (562) 981-3151.

Value Differences—Work Collectively

By Stephanie Papas, School Health Education Consultant
California Department of Education

Bullying and harassment are occurring at an unacceptable rate in California schools. There are multiple negative consequences for students, including higher risk for poor academic performance, depression, substance abuse, and even suicide.

Various laws and regulations have been passed over the years with the intent of putting an end to the acts of bullying and cyber bullying that disrupt the learning environment. Yet the issue remains. Students are at risk, and parents and school administrators are frustrated and concerned. While pressure increases from legislators, parents, and the media, funding and staffing decreases, limiting the ability to effectively address these important issues.

The solution starts with teaching students and adults to be kind, compassionate, civil, empathetic, and respectful. We need to value individual differences, yet work collectively to prevent bullying and intervene swiftly and effectively when bullying occurs.

We share the same goal: to create schools that are safe, secure, and peaceful. While each day brings challenges to that effort, having plans and policies in place, providing training to staff, paying close attention to school climate, and using the existing safe school planning process, all schools and students can achieve success.

The California Department of Education provides training, resources, and technical assistance to establish a school community which is physically and emotionally safe, well disciplined, and conducive to learning.

Bullying Prevention resources are posted at
<http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>.

Training is available through the School Community Violence Prevention program in the areas of crisis preparedness, safe school planning, bullying/cyber bullying prevention and gang prevention.

The training schedule for 2012-13 is available at:
<http://www.cde.ca.gov/ls/ss/vp/scvptraining.asp>.

Say No, To Bullying



Dr. Robert Garcia
Vice Mayor
City of Long Beach
and Joint Use
Committee Member

It is extremely important that communities work together to create safe, healthy and educational environments that encourage youth to reach their full potential. When children and youth are positively supported by their schools and cities, they can grow to be strong, confident individuals, who make better decisions and who treat others with respect. That is why as a College Professor and as Vice Mayor, I authored a citywide anti-bullying policy to promote awareness, prevention, and establish a culture of zero tolerance for bullying in our city.

The new anti-bullying law is intended to parallel the new Long Beach Unified School District's policy on bullying, and to be specifically implemented in our after school youth and parks programs. It is essential that we protect every child, and that we properly train our city employees, recreation leaders, and youth leaders to properly identify bullying. We need to ensure that we have qualified professionals that can advise students and parents on best practices for creating safe environments.

Nationally, bullying is a very large issue. About 160,000 students miss school each day for fear of bullying. In addition, about 1 out of 4 students, will be harassed or abused by another student, according to national bullying studies. Long Beach's Anti-Bullying policy is a step in the right direction for our community. It provides our children a solid foundation of safety that protects them from violence, nurtures them to become stellar individuals, and educates them to help others.

In addition to the new anti-bullying law, I was proud to join Superintendent Chris Steinhauser in an anti-bullying video that played in many of our schools and local television stations. We will continue to make Long Beach a safer place for all of our kids.

City of Long Beach Office of the Vice Mayor, 333 West Ocean Blvd. 14th Floor, Long Beach, CA 90802
562/570-6919, www.longbeach.gov

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 is the word you
email to: Kay@schoolnewsrollcall.com (Please put LBUSD in the subject line)

Entries must be received by January 15, 2013
From the correct entries one name will be drawn to win
a *School News* 1st Annual **Readers Rule!** neck tie

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

Congratulations to Archie Byrom
Winner of the October Word Search Contest!

Word Search by Gunnar Coop





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