



Los Angeles County
Office of Education

BRIDGES TO SUCCESS

A Publication from the Division of Student Support Services

Arturo Delgado, Ed.D., *superintendent*

July 2015

Mission

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

Inside this issue:

<i>The Choking Game</i>	2
<i>Every Monday Matters</i>	3
<i>OnScene: 5 Reasons Why Paper Based Emergency Plans are as Dead as Disco</i>	5
<i>CyberEducation</i>	6
<i>Homeless: AB 1806, School on Wheels, & Resources</i>	7
<i>Section 504 Resources and Tips</i>	10
<i>Vaccinations (SB 277)</i>	11
<i>Positive Behavior Interventions & Support</i>	12
<i>Students in Foster Care Are Vulnerable to Sex Traffickers</i>	13
<i>LA County Unaccompanied Youth Resource Guide</i>	14
<i>Professional Development Opportunities</i>	15

Message from the Director



Dr. Victor Thompson

Greetings and Welcome to the 2015-2016 School Year! It is our hope that you will be able to take a few vacation days prior to the start of the school year! The new year saw the departure of two talented colleagues, Jennifer Gomeztrejo, Consultant II, Child Welfare and Attendance who revolutionized SARB in Los Angeles County and throughout the State as she served on the State SARB and was named ACSA Region 14's Pupil Services Administrator of the Year, and Tom Steele, Consultant II, School Safety, who developed the Law Enforcement

Collaborative and strengthened our PBIS program prior to taking the Senior Director of Administrative Services position at Baldwin Park USD. Congratulations to Addie Raymundo, Staff Trainee, who earned her degree at Cal Poly Pomona and entered the workforce. We also have a new "doctor in the house," Dr. Michelle Perrenoud, who earned her doctorate degree at UCLA. We would like to welcome Marcia Reily, Consultant II in the Community Health and Safe Schools Unit who will work with Dr. Cindy Chaffee in our growing PBIS program.

Division members had the opportunity to tour the Museum of Tolerance on June 29, 2015. This was a great way to end the year and start a new one, as we reflected on lessons learned from the Holocaust. We heard from a Holocaust survivor Gloria Ungar. Gloria told us her story of survival, and how at age 14 she had managed to endure the prison camps, despite being treated "worse than animals." When asked if she sought revenge, at age 82, Gloria volunteers three days a week at the Museum of Tolerance. She also enjoys spending time with her family and friends. "People ask me about revenge," Gloria said. "I have a beautiful family. I have 18 grandchildren and 15 great-grandchildren. This is my revenge."

Division members had the opportunity to debrief and share their thoughts and experiences. We concluded that despite the hopeless situations that we face, we provide hope through encouragement and kindness. I am very grateful to work with colleagues that understand the Human Spirit and work tirelessly to support children and all of our colleagues in the schools and school districts.

Speaking of tireless work, we will truly miss Maria Hwang de Bravo, our esteemed Project Director III of the Child Welfare and Attendance Unit and Bridges to Success Editor. Named the 2012 Pupil Services State Administrator by ACSA, this award only confirms what we already knew, that we have one of the best among us here at LACOE. We wish you nothing but the best in your future work!

Even Smart Strong Kids Can Make Dumb Choice with Deadly Consequences: “The Choking Game”

An equal-opportunity danger that has no racial, cultural, religious or socio-economic boundaries

Pass-out activities, commonly known in the media as “The Choking Game,” have been around for generations. Kids experiment with this for non-sexual reasons (*e.g.*, curiosity, peer pressure, the mistaken belief that it is safer than drugs) because they are unaware of the dangers.

Easy access to hundreds of thousands of “how to play” videos on YouTube alone allow this activity to flourish on the Internet without adequate education of its dangers. Statistics are poor because of lack of data being collected via student risk assessment surveys, and a lack of knowledge, methodology and/or standard protocols to investigate injuries and deaths. Injuries are rarely attributed correctly and *many deaths are misclassified as suicide*. News reports show only the tip of the iceberg. News incidents include a Colorado boy who died in a middle school bathroom and a Northern California elementary school student who passed out in class as an after-effect, resulting in the student being transported to the hospital by paramedics.

The Choking Game differs from other risky activities in that it: (1) is not illegal and has no deterrent of legal consequence; (2) does not require acquisition of a product; (3) can be “played” alone; and (4) interrupts basic brain function, making it difficult to know when brain damage or death might occur.

Erik Robinson is one such victim of the Choking Game

Erik died in April 2010 at the age of 12 in Santa Monica just one day after he learned about it from a schoolmate at Lincoln Middle School. Erik’s family was ready to bear his blindsiding death in silence and shame despite police insistence that it was the Choking Game and not a suicide. They could not believe he would do something so ridiculous. Fortunately a classmate came forward and confirmed the truth, which is when they decided to take action.

Thus began the journey called Erik’s Cause

The time has come to bring The Choking Game out of the shadows and into public awareness.

Erik’s Cause has created an exceptional **non-graphic, skills-based training program** addressing this under-discussed issue in a way that does not make kids curious to try it. The program is flexible, can be easily integrated into existing prevention curricula, and excludes material that could expose a school district to potential liability and is presented in a way that minimizes the risk of triggering a possible existing trauma based on a student’s psychological history. The training is standardized, and can be easily replicated. Iron County, Utah is the first school district in the U.S. to formally incorporate this training into its Health curricula (5th, 7th and 10th grades) and is pleased with its success.

The goal is to provide students with tools to effectively resist peer pressure and empower them to make better choices by providing factual information and instilling common-theme strategies to help them avoid sticky situations. Parent education is an integral component to offer new ways to open dialog with their children.

Please visit www.erikscause.org for further information. By proactively educating students and parents, you will save lives and keep families intact.



YOU MATTER™ EDUCATION PROGRAMS

Every Monday Matters® (EMM) is a not-for-profit committed to inspiring a new normal, where individuals and organizations understand how much and why they matter to themselves, the community around them, and the world. EMM recognizes that students and their schools and communities are seeking ways to help build a strong and positive world and that the collective action of students, educators, administrators, and families can have an extraordinary impact.

STUDENTS MATTER

For the past six years, EMM' education curriculum has successfully inspired students and educators in 42 states, in over 2,500 schools, with profound results. So much so, that we have upgraded the program and launched the **NEW** EMM YOU MATTER™ Education Program.



We believe that:

- ▼ STUDENTS ARE IN SEARCH OF SIGNIFICANCE AND PURPOSE
- ▼ STUDENTS HAVE THE DESIRE AND POTENTIAL TO MAKE THEIR SCHOOLS, COMMUNITIES, AND THE WORLD GREAT
- ▼ STUDENTS ARE POWERFUL INFLUENCERS
- ▼ STUDENTS MATTER... THE WHOLE STUDENT

BUT WE STILL HAVE WORK TO DO

MY LIFE DOESN'T MATTER

20%

**OF STUDENTS HAVE CONSIDERED COMMITTING SUICIDE
HAVE CARRIED A WEAPON
REPORTED BEING BULLIED AT SCHOOL**

2013 CDC YOUTH RISK BEHAVIOR SURVEY OF 9-12TH GRADE STUDENTS

MY EFFORTS DON'T MATTER

45%

**OF STUDENTS EXPRESSED THEY WERE NOT ENGAGED
DID NOT FEEL RECOGNIZED
COULD NOT DO THEIR BEST WORK AT SCHOOL**

2013 GALLOP STUDENT SURVEY OF 5-12TH GRADE STUDENTS

MY EDUCATION DOESN'T MATTER

\$240

**IS SPENT TO
HOLD 1 CHILD
IN JUVENILE
HALL PER DAY**

vs.

\$.80

**IS SPENT TO
EDUCATE 1 CHILD
IN SCHOOL
PER DAY**

“The impact Every Monday Matters is having on our programs is life changing. Students and leaders walk through making changes that show each other how much they matter. What could be better than having our children understand that, together, they make a world of difference?”

Nora Hana, M.A., Ed.
After-School Programs Coordinator
San Joaquin County Office of Education

THE YOU MATTER™ K-12 CURRICULUM

The YOU MATTER™ K-12 Curriculum provides a flexible, yet powerful program for engaging today's youth in topics and activities that naturally build self and social responsibility. This dynamic curriculum offers:

RELEVANT MONTHLY AND WEEKLY THEMES

Each month has a theme - Kindness, Healthy, Green, Aware, Global, Futuristic; and, each week has its own focus that directly supports that month's theme. For example: "Give a Compliment" and "Find the Silver Lining" are two weeks in the "Monday Gets Positive" month

MEANINGFUL AND FUN EXPERIENCES

Educators and students alike will enjoy exploring our monthly themes and weekly activities through three critical perspectives: "I Matter," "You Matter," "We Matter"

QUALITY LEARNING

The curriculum is aligned with Social and Emotional Learning, High-Quality Service Learning, and Common Core standards

DOWNLOADABLE MODULAR LESSON PLANS

Every week, we provide up to three hours of new curriculum in simple-to-use, downloadable units, including: monthly and weekly kickoffs, videos, 15- and 30-minute activities, handouts, and weekly reflections

Ability to show students monthly video if you haven't already (or as a refresher). Prep time: 5 mins.

As this is the fourth Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity. Additionally, a three-minute recap of the previous three weeks may add extra context to this week and help connect the dots around the monthly theme.

WEEKLY KICK OFF

1) SHARE THIS WEEK'S THEME WITH STUDENTS: "FIND THE SILVER LINING"

2) READ THE WEEKLY INTRO:

There is a lot going wrong in the world today. You can't log onto your computer, turn on the TV, or check your Google news feed without getting some sort of bad news. Or, maybe it's on a more personal level, like you didn't do well on a test or someone in your family is having a health issue. Either way, sometimes it can be easy to get discouraged and difficult to stay positive. But isn't it during those tough moments when being positive or optimistic is most important? We think so. So, this week, we want you to FIND THE SILVER LINING. Every downside has an upside. In every bad, there is a good. Sometimes we just have to find it. And, sometimes it takes some real digging... but it is always there. Silver linings get us through tough times, and they move us forward. Silver linings matter.

3) ASK:

- Have you ever heard of the saying, "Find the silver lining"?
- Do you know where the saying came from?
- Do you think there is always a silver lining?
- Have you ever had a bad experience?
- Were you able to find the silver lining in it?
- Have you ever helped someone else see the silver lining?

YOU MATTER™ CLUBS

The YOU MATTER™ Student Club program was created for environments and older students (grades 8-college) who are seeking a student-run, advisor-assisted program. We offer downloadable resources to help students start and run an effective club, including: "Getting Started," "Fundraising 101," "Running Pop-Up Do-Good Projects," and "Evaluating Your Club's Effectiveness." Clubs can leverage the EMM Monthly and Weekly themes; however, we also encourage our clubs to focus on the unique needs of their peers, school, and community.

EMM SKILL-BUILDING WORKSHOPS, SCHOOL ASSEMBLIES, AND MERCHANDISE ARE ALSO AVAILABLE TO SUPPORT YOUR PROGRAM IMPLEMENTATION.

“The resources are comprehensive and topical. Though just a few months into implementation, we've been excited by the results we've seen thus far and are thrilled to continue implementing this on our campus.”

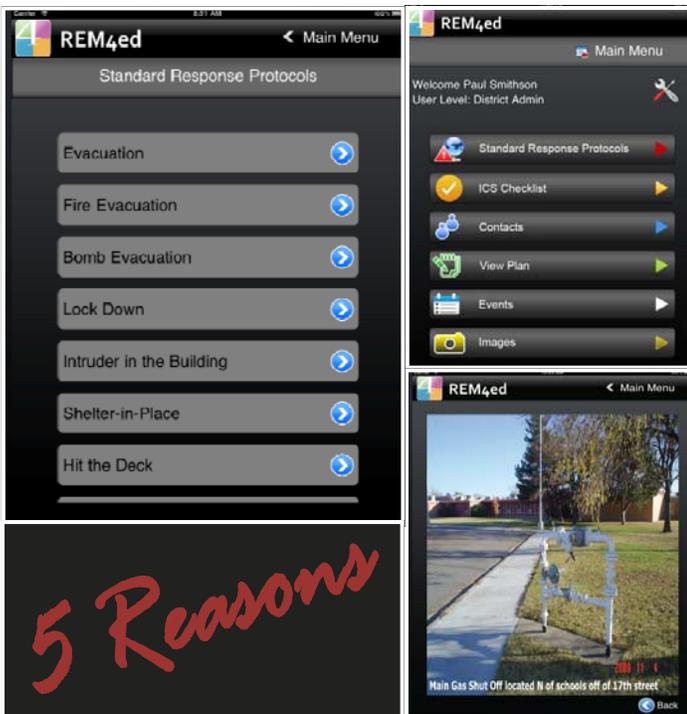
Peter Boyle, M.Ed.
Founding School Director
Western School of Science and Technology

IT STARTS WITH YOU... REGISTER TODAY

The YOU MATTER™ K-12 Curriculum and the YOU MATTER™ CLUB Program are completely **cost-free** for you, the educator. Simply visit our website at www.everymondymatters.org and click on "Educator." Once registered, you will have full access to all the resources. If we can be of any assistance, please let us know at: edu@everymondymatters.org.

OUR GOAL IS TO REACH 1,000 SITES, WITH 100,000 STUDENTS ENROLLED, AND OVER ONE MILLION STUDENTS IMPACTED IN THE 2015-16 SCHOOL YEAR. JOIN US. YOU MATTER.





5 Reasons

Why Paper Based Emergency Plans Are As Dead As Disco

Where are the Emergency Operations Plans (EOP) for your school district right now, right this second? You are ahead of the game if you know their location in your office but can you say the same for everyone charged with handling crisis management in your school district? The fact is that the days of having thick, narrative filled, plastic binders of crisis plans collecting dust on a shelf is a thing of the past.

We all know human-caused and natural disasters are more common today than ever, demanding that schools keep active in updating and implementing contingency exercises and drills. But here are five reasons why the binder(s) you have today are as dead as disco and won't work for you during emergencies facing your school district:

1. EOPs are meant to be living documents which can be updated based on the ever-changing needs of its users; paper EOPs are static, allowing the information to become outdated upon review.
2. Bulky paper EOPs may provide minimal compliance but are rarely tactical, deployable, actionable plans used by those that need them the most when they are actually needed.

3. During an emergency, key staff is unlikely to take a paper EOP with them during an evacuation of facilities. But they will have their smartphone and, most likely, their tablet device.
4. Paper EOPs are useless to first responders and public safety personnel. They are shelved at the police/fire station the moment they are submitted. Plus, no one wants to thumb through hundreds of pages to find out what you planned to do... and probably aren't doing during an emergency.
5. Paper based EOPs don't just lay on a shelf – they are lies on a shelf if not trained to, maintained, and easily accessible for routine emergencies.

The Los Angeles County Office of Education (LACOE) realized these truths and had moved to address them. In June 2014, LACOE contracted with On Scene Emergency Management Solutions to, as part of updating and validating existing EOPs, move paper based plans into a powerful, cloud based, easily deployable emergency management tool – REM4ed Online and Mobile Command. REM4ed is used by over 2000 schools in the U.S. It is an intuitive and knowledge based system tailored to the needs of schools and, since 2008, the online and mobile applications have been continually improved to exceed the needs of the user. Plus, the applications not only allows all crisis plans to be resident on mobile devices without the need for cellular or Wi-Fi connectivity but first responders and public safety officials can access school floor plans, site plans, photos, and the overall EOP using their smart devices as well. Think “LoJack for School Safety.”

Hard copies of emergency documents serve a purpose. An application that allows you to access, audit, update, and share your plans without adding hardware or software to your current IT budget just makes too much sense. Especially when it is available for pennies a day.

On Scene may be contacted at admin@onsceneconsulting.com or 213-537-2711 and more information about their services and software resale can be found at onsceneconsulting.com.

ONscene
EMERGENCYMANAGEMENTSOLUTIONS

Each year, schools and districts are placing a larger focus on technology integration. With Common Core ruling the conversation, digital literacy comes up a lot. However, although we are talking about it, teachers STILL are uncertain as to how to implement the safe, responsible and ethical integration.

In a recent Survey by Dian Schaffhauser, 86% of teachers reported use of web content in the classroom and 40% regularly assign online homework. But nearly $\frac{3}{4}$ of teachers in the US reported that they have never had any formal training on the safe, responsible and ethical use of digital tools.

This is a huge problem! If teachers are supposed to role model behavior, isn't it time they are trained on issues related to online privacy, piracy, copyright and fair use with digital media, effective communication, ergonomics, and health and wellness! YES! I said health and wellness.

There is growing concern amongst mental health care providers that social media factors into depression! The American Academy of Pediatrics recommends no more than 2 hours of screen time per day (unrelated to school) due to a rise in sedentary behavior and obesity. Sleeping with your cell phone causes sleep disruption and there is a decrease in the production of melatonin when you use a back-lite screen immediately prior to going to bed (that's your smart phone, tablet and computer).

So does that mean we stop assigning online research, or forego moving to online primary resources or digital textbooks that will save our children from carrying those ridiculously heavy backpack? Do we stop blogging and collaborating on Google Docs because we are concerned about digital footprints?

CYBEREDUCATION CONSULTANTS

Where Education and Technology
Come Together in a Post PC World



LEARN MORE ABOUT OUR [EDUCATION](#)
& [PROFESSIONAL DEVELOPMENT PROGRAMS](#)

Lori Getz is an Internet Safety Specialist certified by [isafe.org](#) and founder of Cyber Education Consultants. Cyber Education Consultants provides workshops, professional development and consulting services to more than 100 schools across the country with the mission to help bridge the gap between a young generation of digital natives and their parents and teachers.

Do we stop texting, emailing or FaceTiming because we are concerned about cyber-bullying?

NO! Of course not... technology has huge advantages; access to information, communication, games and entertainment, and let's not forget shopping! But it's irresponsible not to train teachers how to use these tools without causing OTHER issues. Students need to understand that how they use the tools is just as important as the information they access.

It is time to give teachers the skills they need to appropriately manage technology in their classroom. It is time to take online behavior out of the Acceptable Use Policies and put it in the Student Code of Conduct, helping students understand their behavior matters in every realm. It is time to create policies that make sense in today's learning environment and it is time to empower teachers to move from digital literacy to digital fluency!

For more information on teacher training please go to lorigetz.com.

Assembly Bill 1806, Homeless Children & Youth

By Melissa Schoonmaker Consultant II, Child Welfare and Attendance Unit, LACOE

Effective January 1, 2015, Assembly Bill (AB) 1806 provides homeless youth the same rights and privileges that foster youth already receive in the education system. This includes graduating under state requirements (if they qualify), allowing them to receive partial credit for work they completed at schools they had to leave, and affording them appropriate representation through the expulsion process. Homeless minors have unique and differing situations that make it hard for them to graduate. AB 1806 will help them get through school, get their diploma and move on to the next phase of their life.

Clarifications

- If an unaccompanied youth (e.g. a youth who is not residing with a parent or guardian) is considered to meet the exemption requirements, various stakeholders could potentially be part of the process since an education rights holder may not be involved.
 - If the youth enrolled him/herself, the unaccompanied youth would make the decision.
 - If there actually is an educational decision-maker (i.e. parent gave someone power of attorney), that education rights holder would be part of the process.
 - If a homeless youth was enrolled via a caregiver affidavit, the caregiver would be involved in the decision-making discussion.
 - The liaison may be part of the decision-making discussion as well.
- If a student was homeless and eligible but was not informed, the student will continue to be eligible even after they are housed.
- Once a homeless student is granted the exemption, the school has to continue to apply the exemption even if the student becomes housed.
- If a student was homeless and eligible for the exemption but declined it:
 - Continues to be homeless and he/she decides to accept the exemption, the student will still qualify for it.

- Then becomes housed and wants the exemption, the student no longer qualifies for it because the student no longer meets the criteria.

Suggestions for Implementation

- Look at how the LEA is implementing these components for foster youth, and implement for homeless youth in a similar manner.
- Make changes to applicable forms, board policy and administrative regulations, parent handbook, etc.
- Train district and secondary school administration, homeless liaison, teachers, counselors, records clerks, etc.
- Utilize the Partial Credit Model Policy and Practice Recommendations presented by the Child Welfare Council, *et al.*, for foster youth and adjust these practices to accommodate homeless youth.
- Consider establishing transition plans for the student to support further academic success.
- Review all the pros and cons with the student — what will they gain and what will be lost as far as access for the student.



National Center for Homeless Education

Upcoming webinars...

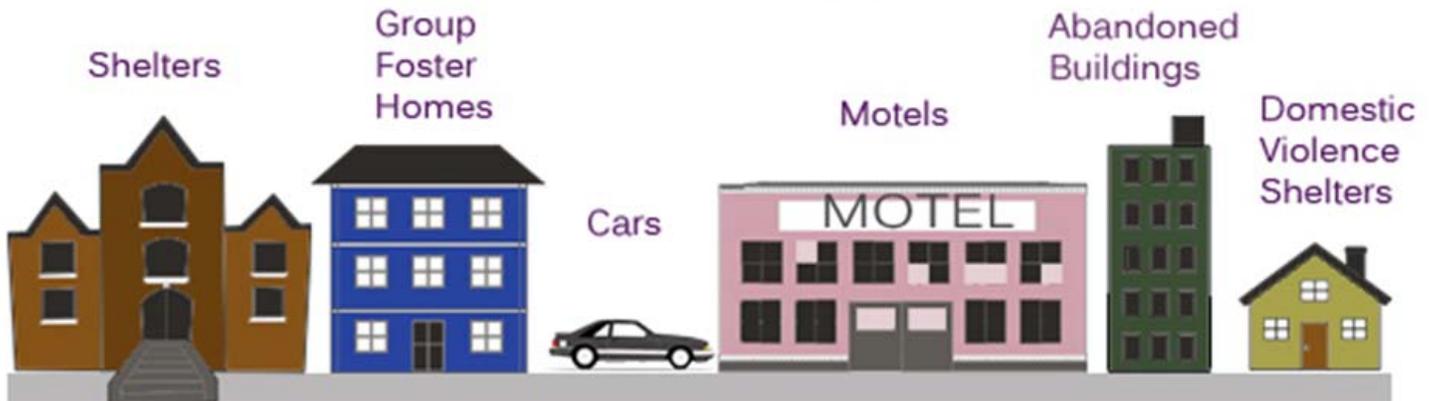
- Determining Eligibility for McKinney-Vento Rights and Services — July 17, August 13 & September 15, 2015
- McKinney-Vento 101: School Access and Stability under the McKinney-Vento Act — August 25 & September 23, 2015
- McKinney-Vento 102: Support for School Success and Special Populations — August 27, 2015 & September 24, 2015
- Supporting the Education of Unaccompanied Homeless Students — September 29, 2015

For more information and to register, please visit:
<http://center.serve.org/nche/web/group.php>

SCHOOL ON WHEELS is the only nonprofit in Southern California that provides educational assistance to homeless children wherever they may live. They help school age children who live in...



school on wheels inc.
Tutoring Homeless Children Since 1993



School on Wheels has been around for over 20 years, serving more than 4,000 students every year. The program provides supplemental academic support to students in grades K-12 by focusing on matching volunteer tutors with students living in transitional situations. The tutors provide weekly one-on-one tutoring and mentoring services individually to each student. School on Wheels also offers free backpacks and school supplies to eligible students as well as a scholarship program. Other services include online and blended learning programs and two Learning Centers in Los Angeles in the neighborhoods with the highest concentrations of homeless children. These centers are open after school and during the holidays and are free to families experiencing homelessness. The program exists in six counties in Southern California including Los Angeles County.



Volunteer tutors are fully trained and background checked before volunteering begins. They meet students in public places to help them with their homework or to catch up academically if they have fallen behind due to frequent moves.

Nearly half of the students that School on Wheels tutors are between the ages of 5 -10 years old. Ninety-six percent of parents surveyed said that they are more satisfied with their child's academic progress after tutoring!

School on Wheels' Regional Coordinators work directly with districts and their Homeless Liaisons to identify eligible students. If you know a student who would benefit from the program and services, visit the website here: <http://www.schoolonwheels.org/need-tutoring>

School on Wheels offers volunteer opportunities for children as young as 12 (if accompanied by a parent or guardian). High school students, sixteen years and older and with a GPA of 3.0 or higher, can apply online to become a tutor. This is a great resource for students who are looking for community service opportunities. To learn more about the volunteer opportunities, you can visit School on Wheels' website here: <http://www.schoolonwheels.org/volunteer/become-a-volunteer>



HOMELESS EDUCATION

If you are new to serving as the homeless liaison or you need more resource tools, the following websites have a lot to offer:

- ◆ **The National Center for Homeless Education** has numerous briefs on educational topics and offers numerous webinar trainings throughout the year. <http://center.serve.org/nche>
- ◆ **The National Association for the Education of Homeless Children and Youth** is dedicated to meeting the educational needs of children and youth experiencing homelessness. The organization provides professional development, resources, and training support; and engages in federal policy advocacy to strengthen policies and resources for homeless children, youth, and families. <http://www.naehcy.org/educational-resources/helpline>
- ◆ **211 Los Angeles** provides free information about all types of human services, including adult services, counseling, legal assistance, financial assistance, training, services for people with disabilities and other social services 24 hours a day, seven days a week. This is the beginning of the referral process for the Family Coordinated Entry System as well. Call 211 or visit <http://www.211la.org/>.
- ◆ **HealthyCity.org** is an easy-to-use online platform for accessing data, creating maps, and finding local information on resources and services. <http://www.healthycity.org/>
- ◆ **County of Los Angeles Department of Public Social Services (DPSS)** offers access to multiple county programs in regard to cash assistance, food and nutrition, health, job and community services. <http://www.ladpss.org/>
- ◆ **Socialserve.com** provides an online affordable rental housing locator. They offer a variety of services including pre-screening, rent reasonableness indicators statistics and other resources in relation to housing. <http://www.socialserve.com/>
- ◆ **Los Angeles Regional Food Bank** collects and distributes food to people at risk for hunger in Los Angeles County. Food is distributed through a network of 670 partner agencies that include food pantries, shelters, soup kitchens, and youth and senior centers. <http://www.lafoodbank.org/pantry-locator.aspx>
- ◆ **The Peoples Guide to Welfare Health and Other Services** provides information on financial assistance for individuals and families, unemployment benefits, job training, child care, foster care, social security, SSI, CalFresh, housing and so much more. You can purchase the booklet or utilize the free PDF on the site to print your own copy. Available in Spanish and English. <http://www.hungeractionla.org/peoplesguide>
- ◆ **Kidsdata.org** is a free website that tracks more than 500 indicators of the health and well-being of California children and provides an easy to use resource that offers high-quality, wide-ranging, local data to those who work on behalf of children. The foundation aims to raise the visibility of key issues affecting California's children and make it easy for leaders and policymakers to use data in their work, whether that's assessing community needs, setting priorities, tracking progress, making program or policy decisions, preparing grant proposals and reports, or other work. Data are available for every county, city, school district, and legislative district in California. <http://www.kidsdata.org>
- ◆ **California Youth Crisis Line (CYCL)** [1-800-843-5200](tel:1-800-843-5200), a statewide, toll free, 24-hour, safe, anonymous and confidential hotline available to teens and young adults ages 12-24 and/or any adults supporting youth. CYCL's trained volunteer counselors offer crisis intervention counseling and resource referrals to callers' local communities. Callers are referred to the crisis line for an array of issues, including bullying, dating violence, suicide and self-harm, family conflict, depression, mental illness, running away or homelessness, and more. CYCL's counselors are open-minded, nonjudgmental, compassionate and empowering. Their first priority is to be a source for callers to talk about anything without the risk of being judged or getting into trouble—they don't record or trace calls.

SECTION 504

These and other resources can be found in LACOE's Educator's Guide to Section 504 produced by the Community Health and Safe Schools Unit: Susan Chaides, Jewel Forbes, and Dr. Victor Thompson comprise the Section 504 Team that can support districts and provide technical assistance. To order copies of the Guide, visit www.lacoe.edu.

Accommodations – Speech, Hearing, Visually Impaired

The California Telephone Access Program (CTAP) distributes telecommunications equipment and services to speech, hearing, visually impaired
www.ddtp.org/CTAP/

Assistive Technology for Students with Disabilities

School of Public Health & Health Professions,
University of Buffalo
www.atto.buffalo.edu

Technical Assistance

Office for Civil Rights
www.hhs.gov/ocr

Office of Administrative Hearings
www.cde.ca.gov
(916) 323-6876

Section 504 Compliance Handbook
www.thompson.com

Hearing Officers

California Association of Pupil Personnel
Administrators
www.cappaonline.net

Office of Administrative Hearings
(California Department of Education)
www.dgs.ca.gov

Office of Hearings and Appeals
(US Department of Education)
www.ed.gov

ADA

Americans with Disabilities Act (ADA)
www.ada.gov

ADD/ADHD

Learning Disabilities and ADD/ADHD
www.ldonline.org

ADHD

American Academy of Pediatrics
www.aap.org

Diabetes

Model medical management and 504 plans for students with diabetes from American Diabetes Association and the Disability Rights Education & Defense Fund Inc.
www.childrenwithdiabetes.com

Employment

Disability Employment 101 for your Business
Department of Education
<http://edpubs.gov>

Student Study/Success Teams (SSTs)

Publication on effective SSTs
www.edualliance.org

Postsecondary Education

Transition of Students With Disabilities to Postsecondary Education: A Guide for High School Educators US Department of Education
<http://edpubs.gov>

OCR Complaint

How to file a Discrimination Complaint with the Office for Civil Rights: US Department of Education
www.ed.gov/ocr

Student Placement

Student Placement in Elementary and Secondary Schools and Section 504 of the Rehabilitation Act and Title 11 of the Americans with Disabilities Act US Department of Education: US Department of Education
<http://edpubs.gov>

Private Schools

IDEA: Provisions Related to Children with Disabilities Enrolled by their Parents in Private School: US Department of Education
<http://edpubs.gov>



VACCINATIONS

New Health and Safety Code Law Public Health: Vaccinations

On June 30, 2015, Governor Brown signed Senate Bill (SB) 277 into law. This law eliminates new personal belief exemptions and requires that children receive vaccines for certain infectious diseases prior to being admitted to any public or private elementary or secondary school or day care center. The law allows for a child to have a medical exemption when a physician believes the circumstances – in the judgment and sound discretion of the physician – so warrant. Students who had a personal belief exemption prior to January 1, 2016 will be required to be immunized when they enroll in the next grade span. Grade spans are defined as birth to preschool; grades TK/K to 6; and grades 7 to 12. The law does not go into effect until January 1, 2016. This will not change school practices for students entering school this fall. Parents may file a personal belief exemption through December 2015 using the “Personal Beliefs Exemption to Required Immunizations” form that is completed by the parent and healthcare provider. Stay tuned for more information.

More Section 504 Tips

Testing

What accommodations and modifications can students use to take standardized test?

Students must be allowed to take the California High School Exit Exam (CAHSEE) with any accommodations and modifications that are specified in their individualized education program (IEP) or Section 504 plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessment.

The approved testing variations, accommodations, and modifications are described in the Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments on the California Department of Education’s (CDE) website at www.cde.ca.gov. If a student’s IEP specifies to use a test variation that is not specified in this matrix, the school district may file a request for the CDE to review proposed examination variations. This process is also described in the *California Code of Regulations* Title 5 (Article 3, Section 1218).

Assembly Bill 9/Bullying

Schools have a responsibility to ensure equal educational opportunities for all students, including students with disabilities. California public schools have a legal responsibility to adopt policies to protect, prevent and respond to unlawful disability discrimination and harassment.

Disability harassment under Section 504 is intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the institution’s program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating.

When harassing conduct is sufficiently severe, persistent, or pervasive that it creates a hostile environment, it can violate a student’s rights under Section 504. A hostile environment may exist even if there are no tangible effects on the student where the harassment is serious enough to adversely affect the student’s ability to participate in or benefit from the educational program. Where the institution learns that disability harassment may have occurred, the institution must investigate the incident using the district’s Uniform Complaint Procedures (UCP).

Positive Behavior Interventions and Support

By Dr. Cindy Chaffee, Consultant II, CHSS, LACOE

One of our national goals is to close the achievement and opportunity gap in education. Yet achievement and discipline are inextricably linked: The achievement gap cannot be eliminated unless we also close the discipline gap. Research continues to demonstrate that the choice to use exclusionary discipline does little to improve school conditions and places students at increased risk for long-term negative consequences. (Skiba, Arredondo, and Rausch, 2014)

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students. PBIS is a proactive framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond.

PBIS is based on a three-tiered model of primary, secondary and tertiary levels of prevention adapted for schools from community health. (Walker and Shinn, 2002) The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements.

If you are interested in joining a LACOE Training Cohort, or want to know more about LACOE's PBIS training model, please contact: pbis@lacoe.edu, or call Maria Guerrero at 562-922-6377.

Evidence -based Best Practices

A major focus for current policy and systems change efforts in education is implementing practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be about valued outcomes for children and families. In this context, PBIS has been reviewed by various agencies and organizations, including The American Psychological Association, What Works Clearinghouse, SAMSA, and The Institute for Education Science. All of their research has determined PBIS to be "evidence-based".

Evidence-based Best Practices in PBIS are:

- ◆ Prevention
- ◆ Define and teach positive social expectations
- ◆ Acknowledge positive behavior
- ◆ Arrange consistent consequences for problem behavior
- ◆ On-going collection and use of data for decision-making
- ◆ Continuum of intensive, individual interventions.
- ◆ Administrative leadership – Team-based implementation (systems that support effective practices)

According to the Institute for Violent and Destruction Behavior, evidence shows that PBIS can change the trajectory of students who are on a path toward destructive outcomes, as well as prevent the onset of negative behavior in typically developing students.

What we now know is, "when everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure not personal." (Algozzine, Wang and Violette, 2011) As such, schools who successfully implement PBIS create predictable, consistent and safe environments for everyone.



"Behavior and academics are two sides of the same coin. We need to better understand how the two are connected."

(Sugai and Horner, 2009)

Students in Foster Care are Vulnerable to Sex Traffickers

By Dr. Rachelle Touzard, Coordinator II, Foster Youth Services, LACOE

The insidious nature of a sex trafficker, or pimp, knows how to lure in children into sexual slavery. They understand that kids in foster care have often been abused and neglected, and are looking for family, some kind of connection or a way out. Opal Singleton, CEO of Million Kids, accurately calls this a “crime of psychology.” Traffickers utilize many tactics, such as the “boyfriend technique.” They will use terms such as “daddy,” and “wifey” to manipulate the minds of our children and trap them in a vicious and seemingly inescapable prison. As educators, we must stay informed and aware of these and other tactics and signs of trafficking so that we can do our part to stop this horrendous crime, which is better known as commercial sexual exploitation of children (CSEC).

This is not a problem beyond our borders. It is here in our backyards. CSEC is a rapidly rising crime in our county, second only to drugs sales, with California often the #1 state in terms of victims. Research shows that close to 60% of the children recruited into sexual slavery are in the foster care system, with the average age of entry at 12 years old. Of the 13 highest volume counties, San Diego, Los Angeles, and San Francisco are at the top. One in three teens will be recruited by a pimp within 48 hours of leaving home, becoming homeless, or exiting the foster care system.

Three elements need to be present for CSEC:

- ◆ Under 18 and sexually exploited (the victim)
- ◆ Someone who is paying to sexually abuse the child (“Johns”)
- ◆ Someone who is profiting from the child’s sexual abuse (traffickers/pimp/exploiter)

The commercial sexual exploitation is a 9 billion dollar industry. Children equal money to traffickers. The average pimp controlling 4-6 girls can make up to \$600,000 per year. The “high-end” pimp can make up to \$2 million per year. Singleton says, “these criminals have figured out that you can sell drugs and weapons once, but you can sell children over and over again.”

In the past, if someone said the word, “pimp,” an image might include gold chains and fancy clothes. In today’s world, the modern day pimps are using “recruiters” who are the average looking students in our high school and middle school campuses. The girls who

recruit other girls are selling this lifestyle as a way to make money and be a part of a “family.” To a child that has a fractured story of family and is in need of love and acceptance, the offer becomes hard to resist.

Changes in the law...

Senate Bill (SB) 855 (Chapter 29, Statutes of 2014) amended the reasons by which children could be removed from the home under Section 300 of the Welfare and Institutions Code. This means that the child abuse hotline will take calls reporting youth who are being trafficked. If the family is unable to protect the youth or has failed to do so, the youth may be adjudged as a dependent of the Juvenile Court. SB 855 also provides the following:

- ◆ Clarifies that children who are commercially sexually trafficked come under the jurisdiction of the child welfare agency;
- ◆ Permits counties to provide supplemental payments to foster care providers for the board and care of CSEC youth; and
- ◆ Establishes the Commercially Sexually Exploited Children Program.

More importantly, we must change our language and understand that children are not prostitutes — *they are victims*. Despite how they got into the lifestyle, children are victims of the criminals who have coerced and manipulated them into these situations that seem impossible for them to escape. Oftentimes, traffickers will threaten to kill their family using details, dates, and times to convince and terrify the victims. When arrests occur, however, it is usually the victims who get arrested. Victims will often report that getting arrested “saved” them from their pimp and that the only thing that can keep them safe is if they are moved out of state. Currently, children who have been trafficked and arrested are eligible to attend a special court called the STAR Court, or Succeeding Through Achievement and Resilience.

Hotlines and organizations that can help...

If you know or suspect someone who may be a victim, contact the hotline and get to know more about the organizations that are supporting and helping to rescue the victims of sex slavery:

(Continued on page 14)

(Continued from page 13), Human Trafficking

National Human Trafficking Resource Center (NHTRC) is a national, toll-free hotline, available to answer calls from anywhere in the country, 24 hours a day, 7 days a week, every day of the year in more than 200 languages. **Call: 888-373-7888 or Text: HELP to BeFree (233733)**

Los Angeles County Probation: Domestic Minor Sex Trafficking Unit (DMST). A grant funded program in collaboration with STAR count to provide rehabilitation services for victim of trafficking. 866-931-2222

Los Angeles Department of Children & Family Services
800-540-4000

Coalition to Abolish Slavery and Trafficking (CAST)
888-539-2373 www.castla.org

Million Kids www.millionkids.org

Saving Innocence www.savinginnocence.org

Nola Brantley SPEAKS www.nolabrantleyspeaks.org



LOS ANGELES COUNTY UNACCOMPANIED YOUTH RESOURCE GUIDE

Our Children LA (OCLA), working closely with LACOE, released the 2015 Directory of Services for Homeless Youth, designed to connect unaccompanied homeless youth ages 12-25 in Los Angeles County to “first” providers of essential services. The Directory includes providers from all regions of the county offering supportive services that youth can access directly, without referral. It is intended for use by youth experiencing homelessness, as well as caring individuals, such as librarians, health professionals, food bank staff, educators, law enforcement, outreach workers and other volunteers who encounter homeless youth in their work and desire to help connect them to trained service providers.

In addition, OCLA will be launching **WIN: What I Need**, a free mobile app designed to help connect unaccompanied homeless youth to much needed services around Los Angeles County. The app will be available via the Apple and Google app stores, as well as on OCLA’s website <http://ourchildrenla.org> by September 2015. In addition, OCLA has created a smaller scale print version that will be made available through libraries all around the county and select service providers. The PDF version is currently available at the LACOE website at <http://www.lacoe.edu/StudentServices/HomelessFosterYouth.aspx> under “resources”.

Children at risk for recruitment into CSEC are children who:

- ◆ Are in foster care or are homeless
- ◆ Lack home and parental stability
- ◆ Walk to school or to the store alone
- ◆ Own or have access to a computer
- ◆ Are attracted to consumer goods
- ◆ Desire to develop romantic relationships
- ◆ Feel insecure
- ◆ Feel misunderstood
- ◆ Fight with their parents
- ◆ Perceive that their parents “don’t care”
- ◆ Want more independence
- ◆ Test boundaries and take risks

Beware of camouflaged traffickers...

- ◆ Newly enrolled students placed in high schools to recruit girls
- ◆ Anyone who visits with victims in placements or juvenile hall
- ◆ Anyone who attends victim’s court dates posing as family members.
- ◆ Person asking to have victim’s educational rights granted to someone else — often the trafficker’s mother or other relatives.

DONATION OF OLD CELL PHONES

In an effort to support access to the WIN app as well as numerous other services for unaccompanied homeless youth, several agencies, including the LACOE, will be launching campaigns for “gently used” smartphones and chargers. Donating your old cell phone will allow a homeless youth to access the internet via free Wi-Fi to be connected to the resources and services they so desperately need and you can get tax donation receipt. All donated smartphones will be wiped of previous information and the WIN application will be installed prior to re-distribution. The donated phones will be provided to youth shelters and agencies serving this population. If you are interested in donating a phone or starting a campaign in your area, please contact Melissa Schoonmaker at (562) 401-5397.



Association of California School Administrators

Leadership matters. Diversity counts.

Academies for 2015-2016

The Pupil Services Academy and the Special Education Academies address what administrators need to know to be successful at all levels and areas of responsibility, through a consistent focus will be on leadership, communication, prevention and intervention. The academy integrates the principles of organization and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, and management of information systems and human and fiscal resources within the new context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, Academy hours may be used towards completing annual required professional development requirements with prior approval of the credentialing program leadership.

Both academies include 70 hours of professional development over seven weekend sessions. Sessions are held Friday evenings from 5-9 p.m. and Saturdays from 9 a.m.-3:30 p.m. Enrollment is limited to the first 30 registrants.

Pupil Services Academy...Sessions begin

- ◆ October 9-10, 2015 in Fremont, CA
- ◆ October 16-17, 2015 in Ontario, CA

Special Education Academy...Sessions begin

- ◆ September 18-19, 2015 in Sacramento, CA
- ◆ September 18-19, 2015 in Bellflower, CA

To download the registration form and/or explore other Academies offered through ACSA, visit www.acsa.org. ACSA members may apply for state ACSA Academy Scholarships or check with the local ACSA Region for available professional development scholarships!

HOMELESS & FOSTER YOUTH Strategies for Building a Robust Program

Thursday, August 6, 2015
8:30 a.m. — 3:30 p.m.

Los Angeles County Office of Education
12830 Columbia Way, Room 606
Downey, CA 90242

- \$45 Registration Fee

This workshop will explore many of the issues districts are facing in the process of developing their LCAPs and will highlight specific strategies for addressing the challenges faced by students experiencing homelessness or in foster care. Topics will include:

- Homeless & Foster Youth Identification
- AB 1806 & 216 (Graduation Requirements)
- Legislation that Impacts Services
- Commercial Sexual Exploitation and Trafficking
- Trauma-informed Practices
- Community Collaboration

EVERY CHILD COUNTS SYMPOSIUM

EVERY CHILD COUNTS:
**Connecting
Hearts and Minds**

*Sponsored by ACSA's Student Services
& Special Education Council*

January 13-15, 2016
Portola Hotel & Spa, Monterey

CONFERENCES

5th Annual Safe Schools Conference

July 29-31, 2015—Costa Mesa, CA

www.vincentfall.com

Inter-Agency Council in Child Abuse and Neglect (ICAN)

Nexus XX Training Conference

September 25, 2015—Universal City, CA

www.ican4kids.org

California Supervisors of Child Welfare & Attendance (CASCWA) Fall Workshop

CSI CASCWA: Challenges, Strategies & Implementations

October 9, 2015—Garden Grove, CA

www.cascwa.org

California Association of School Counselors (CASC) 15th Annual State Conference

October 9-10, 2015—Riverside, CA

www.schoolcounselor-ca.org

105th International Association for Truancy & Dropout Prevention Conference

School and Community Partners Building Bridges to Combat Delinquency

October 25-28, 2015

www.iatdp.org

Association of California School Administrators (ACSA) Leadership Summit

Courageous Leaders Ignite the Dreams of All

November 5-7, 2015—Sacramento, CA

www.acsa.org

National Association for the Education of Homeless Children and Youth (NAEHCY)

Rising to a Brighter Future: Educating All Our Children and Youth

November 15-17, 2015—Phoenix, AZ

www.naehcy.org

ACSA Every Child Counts Symposium

Connecting Hearts and Minds

January 13-15, 2016—Monterey, CA

www.acsa.org

California School Nurses Association (CSNO) 66th Annual Conference

Mission Possible: Focus on the Future

February 4-7, 2016—Fresno, CA

www.csno.org

CUE National Conference

March 17-19, 2016—Palm Springs, CA

www.cue.org/national

Council for Exceptional Children (CEC) Convention & Expo

April 13-16, 2016—St. Louis, MO

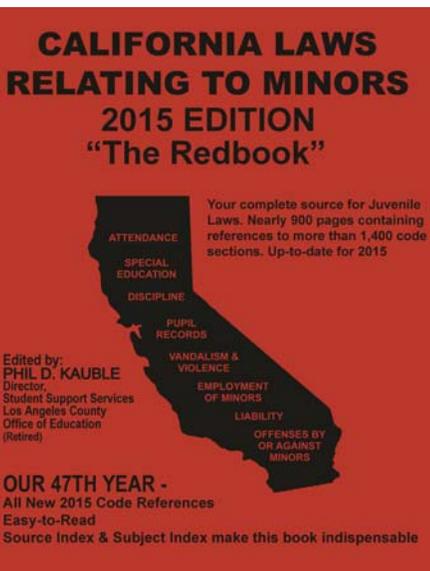
www.cec.sped.org/convention

CASCWA State Conference

Celebrating CASCWA's 80 Years of Advocating for Children

April 20-22, 2016—Garden Grove, CA

www.cascwa.org



CALIFORNIA LAWS RELATING TO MINORS

This marks the 47th year of the "Redbook", a professional reference guide for school-site and district office administrators and other professionals who deal with schools and juveniles. As the title reflects, this publication contains more than 1,400 current California Code Sections along with related Federal Laws and Administrative Guidelines that relate to minors. Subject areas include Attendance, Discipline, Due Process, Student Rights and Responsibilities, Pupil Records, Special Education, and much, much more! Related sections from the Penal Code, Welfare and Institutions Code, Family Code and other important California Codes are also included.

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

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

STUDENT SUPPORT SERVICES

Division of Student Support Services (562)922-6233

Dr. Victor C. Thompson, *Director II*
Lyn deNeef, *Administrative Assistant*

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

Mary Jo Ginty, *Program Coordinator*
Dr. Michelle Perrenoud, *Project Coordinator*
Vacant, *Project Coordinator*
Emily Tay, *Program Activities Specialist*
Lily Madrigal, *Administrative Assistant*
Karyn Nance, *Typist Clerk*
Barbara Marron, *Staff Analyst Trainee*
Addie Raymundo, *Staff Analyst Trainee*

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

Maria Hwang de Bravo, *Project Director III*
Cynthia Nuñez, *Administrative Assistant*
Vicente Bravo, *Consultant II, Student Discipline*
Melissa Schoonmaker, *Consultant II, Homeless Education & SARB*
Dr. Rachelle Touzard, *Coordinator II, Foster Youth Services*
Howard Adelman, *Foster Youth Counselor*
Kimberly Faulkner, *Foster Youth Counselor*
Traci Gray, *Foster Youth Counselor*
Jason Gutierrez, *Foster Youth Counselor*
Loretta Ledezma, *Foster Youth Counselor*
Miriam Lopez-Torres, *Foster Youth Counselor*
Lizbeth Padilla, *Foster Youth Counselor*
Gabriella Watkins, *Foster Youth Counselor*
Kesha Wood, *Foster Youth Counselor*
Grace Gonzalez-Cruz, *Secretary*
Ana Ceron, *Secretary-Bilingual Spanish*
Maria Escobar, *Secretary-Bilingual Spanish*
Vacant, *Typist Clerk*

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

Susan Chaides, *Project Director III*
Maria Guerrero, *Division Secretary*
Dr. Cindy Chaffee, *Consultant II, PBIS*
Marcia Reily, *Consultant II, PBIS*
Jewel Forbes, *Consultant II, School Counseling*
Barbara Wilson, *Program Coordinator, Health Outreach Program*
Maria Franco, *Education Specialist*
Vacant, *Secretary-Bilingual Spanish*
Nichole Martinez, *Interim CHSS Staff*
Anthony Herrera, *Student Worker*

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

Dr. Monica Sanchez, *Project Coordinator*
Tosin Balogun, *Program Activities Specialist (FNL)*
Sokhom Pou, *Program Activities Specialist (CPS)*
Tony Santilena, *Technical Specialist (FNL)*
Edward White, *Staff Analyst Trainee (CPS)*



EDUCATOR'S *most* POWERFUL TOOLS

The answers to your questions can be found at your fingertips! For a copy of our publications brochure, visit our website at:

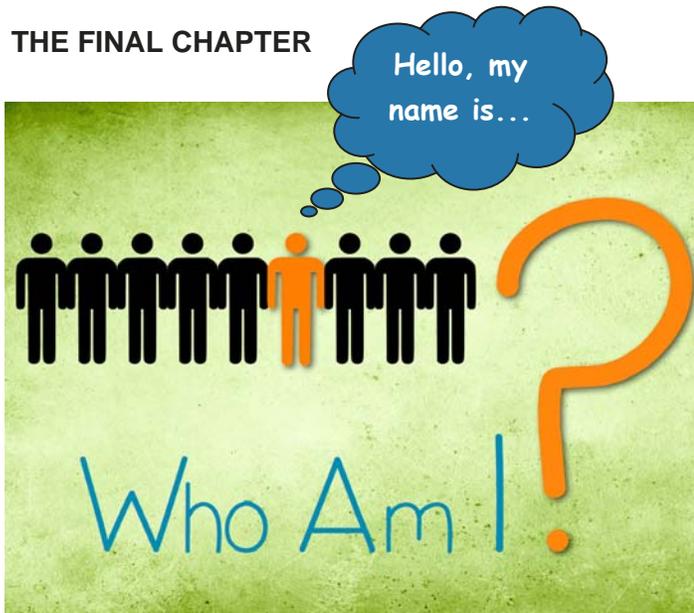
www.lacoe.edu/StudentServices.aspx

Under "Publications."

Visit us at www.lacoe.edu or e-mail us individually at LastName_FirstName@lacoe.edu

BRAVO WORLD

THE FINAL CHAPTER



A few months back, I was asked to introduce and highlight the exemplary accomplishments of a dear colleague of mine who was receiving a distinguished award. The only difficulty I had was fitting all I wanted to say into a two-minute speech – she certainly earned the award and has made a huge impact in our county and throughout the state. It was going to be an awesome speech.

It was...after I fumbled through my name and job title. I somehow forgot who I was temporarily. Fortunately for everyone, I recovered quickly and was able to cover my visible embarrassment – you know, where my face turns bright red – by dipping my head slightly to let my hair cover as much of the face as possible.

So what happened? I blame my husband, Vince. Those of you who know him can't deny that he could become a comedian should this education business fail him. In fact, he should really do a comedy talk show on education. Anyway, as I'm about to walk to the side of the stage to wait my turn, he leans over to me in a very dramatic fashion and whispers, "Try to be funny."

As I'm standing there waiting for another speech to be over, I'm talking to myself (in my head, of course): *Yeah, I need to be funny. I need to put some humor into this. Make it memorable. Yeah, I can do this. I can be funny. People like funny. I CAN BE FUNNY!!!*

Yes, indeed. I made it memorable. I still remember not remembering who I am. What I should have remembered is the ancient Greek aphorism "know thyself". I'm not wired like Vince – I can't be funny at the drop of a hat. I have to work at it, and sometimes even that doesn't work out well for me... and for others. Typing humorous thoughts onto a page? That's easier. There's this thing called the delete button that I use quite indiscriminately. And I can't see or hear you not laughing at my words.

So, the moral of the story: Know thyself. Stay true to who you are and not let someone else influence you right before a crucial moment. Of course, it would have been great if I could have added some humor into the speech. It just wasn't the right time to try to be someone I can't be. There will be opportunities to take risks, to try something different, and to grow. For that speech, I should have stuck to being me.

The new school year is about to start. As you're mentally and physically preparing for all the challenges and adventures that will come before you, just stay true to yourself...and don't forget your name and job title.

As many of you may know by now, especially after reading Dr. Thompson's Message on the cover page, this is the last Bridges to Success newsletter for me. It's been a true pleasure bringing news and updates to you related to student services, and sharing crazy stories about my life, such as the one you've just read. I wish you the very best in the new school year and hope that our paths will cross in the near future! — Maria Bravo