



**LAAMISTAD**  
**AFTERSCHOOL**  
**Volunteer Handbook**

LaAmistad, Inc.  
3434 Roswell Road  
Atlanta, GA 30305  
[www.laamistadinc.org](http://www.laamistadinc.org)  
[info@laamistadinc.org](mailto:info@laamistadinc.org)  
404-842-5873

Copyright ©2018, LaAmistad, Inc.

All rights reserved. No part of this publication, document or manual may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from LaAmistad, Inc.

LaAmistad means *friendship*. During your time at LaAmistad, you will come into contact with many friends who can lend a hand. When you have questions or concerns about training, policies and procedures or curriculum planning, your team is there to help and point you in the right direction. Your team conducts monthly meetings and is your link to the students served in the program. The site director can provide you with the tools and materials necessary for your success. ***Please fill out the following and keep it updated.***

Site Name: \_\_\_\_\_

Site Address: \_\_\_\_\_

Days & Time: \_\_\_\_\_

Site Director: \_\_\_\_\_

Parent Liaison: \_\_\_\_\_

### **About this Handbook**

This handbook will give you all of the tools you will need to become a successful volunteer at LaAmistad. Please read through it so you will have a clear understanding of our expectations, policies and procedures. It is necessary that all of our volunteers have a clear understanding of the LaAmistad rules and procedures in order for the program to run smoothly and effectively.

### **Welcome, Volunteers!**

We would like to welcome you to LaAmistad and thank you for volunteering with us. LaAmistad is a **volunteer-driven** nonprofit, comprised of a small staff and many dedicated volunteers. Without volunteers like you, LaAmistad would not be possible. We appreciate you sharing your time with us and making a positive impact in the lives of our students and families.

The words *la amistad* mean *the friendship* in Spanish. At LaAmistad, friendships between students, students and staff, and students and volunteers are cultivated every day and their impacts can last a lifetime.

**LaAmistad Overview and Programs ..... 5**

**Volunteer Protocol and Policies ..... 6**

    Commitment ..... 7

    Language ..... 7

    Electronic Devices ..... 7

    Dress Code ..... 7

    Outside Gifts ..... 7

    Cancellation Policy ..... 8

    Accident/Incident ..... 8

    Pictures ..... 8

    Social Media ..... 8

    Diversity and Inclusion ..... 8

    Recruitment ..... 8

    Screening ..... 8

    Disqualification ..... 9

    Acceptance and Appointment of Volunteers ..... 9

    Training ..... 9

    Youth Volunteer and/or Service Learning ..... 9

    Touch and Discipline Guidelines ..... 9

    Mandated Reporter ..... 10

    Electronic Devices ..... 11

    Dress Code ..... 11

    Resignation ..... 11

    Evaluation ..... 11

    Feedback ..... 11

    Recognition ..... 11

    Voluntarism At-Will ..... 11

    Corrective Action ..... 11

    Volunteer Dismissal ..... 12

    Smoking/ Drug-Free Environment ..... 12

    Confidentiality ..... 12

**Volunteer Procedures ..... 13**

    About LaAmistad Afterschool ..... 13

    Holding Students Accountable ..... 13

    When Students Arrive in the Classroom ..... 14

    While Students Are Working ..... 14

    Learning Activities ..... 14

    Additional Reading and Math ..... 15

    Before Dismissal ..... 15

    A Few Things to Remember ..... 15

**LaAmistad Tools and Forms ..... 16**

Hall Rules.....	16
Color Light.....	16
Lead Volunteer Checkout Form.....	17
LaAmistad Student Notebooks.....	17
Homework Form.....	17
Math Assessments.....	17
Word of the Week (WOW).....	18
Study Skill.....	18
Journaling.....	18
Elementary Student’s Contract.....	19
<b>Teaching Tips for Teaching Our LaAmistad Students .....</b>	<b>20</b>
How to Help With Spelling Practice.....	20
How to Help With Reading Skills/Practice .....	21
How to Help With Other Language Arts Skills.....	22
How to Help With Math Skills/Practice .....	23
Suggested Reading for Volunteers .....	24

## **LaAmistad Overview and Programs**

**Our Vision** is that Latino students and families achieve life-long self-sufficiency.

**Our Mission** to prepare Latino students and families for success through academic and life enrichment programs.

### **History of LaAmistad, Inc.**

In the spring of 2001, Bill Maness served as the Recreation Director at the Gym at Peachtree in Atlanta, Georgia. Each day he noticed that a group of Latino students arrived by bus across the street from Peachtree Presbyterian Church. These students were from families where there was no English fluency. Completing daily homework was an impossible task for the students, with parents unable to provide needed support.

Soon, Bill formally began an afterschool outreach to these students and their families, and LaAmistad was born. The program consisted of daily structured homework & tutoring time for students; daily recreation was well as frequent opportunities for cultural and civic engagement with the community at large. He recognized that in order for the students to be successful in their communities, they needed to embrace, interact and feel confident in them.

In 2004, LaAmistad won the prestigious Atlanta Public Schools A+ Community Achievement Award. By 2005, LaAmistad had doubled in size and was comprised of 60 students from three different schools in the immediate area. The year of 2006 was a momentous one in LaAmistad's history as it obtained its IRS 501c3 designation.

In 2009, LaAmistad became a 2<sup>nd</sup> time Atlanta Public Schools A+ Mentoring Award winner. APS commended LaAmistad for being an organization that determined each student's individual needs to customize the development of one-to-one relationships between students and adults. LaAmistad was also commended for providing a safe, caring, and supportive environment for mentor relationships to be fostered.

In 2011, LaAmistad broadened its horizons once again by merging with English for Successful Living, Inc. For the last decade, English for Successful Living has hosted the largest community-based adult ESL program in Georgia. In 2012, Cat McAfee was named Executive Director of the organization. Since 2013, LaAmistad ventured into new territory: replication. The need for LaAmistad had grown beyond the doors of Peachtree Presbyterian and LaAmistad had the privilege to open eight new afterschool locations serving Atlanta Public Schools, DeKalb County Schools and Fulton County Schools.

Today, LaAmistad has grown into a dynamic program that now facilitates tutoring four days per week along with reading and math enrichment, preschool education, one-on-one tutoring opportunities, summer academies, mentoring, and sports programs for students in grades 1-12.

### **Current LaAmistad Locations**

Please visit our website at [www.laamistadinc.org](http://www.laamistadinc.org) for the most up to date information on our current site locations.

### **Summer Learning at LaAmistad**

At LaAmistad, we ensure the participation of LaAmistad students in a variety of activities that encourage academic, physical, and personal growth during the summer months. During the summer LaAmistad, students participate in a variety of programs, camps, and activities. Many of our elementary Students attend LaAmistad's Animate Summer Academies. Campers spend the majority of the day catching up or getting ahead in school subjects like Language Arts and Math, while the rest of their time is filled with fun activities like swimming, playing sports, or doing arts-and-crafts projects. Our teen students participate in a Teen Center Summer Camp provided by LaAmistad.

## **Parent Partnership**

Through the Parent Partnership program, LaAmistad provides parents with the resources they need to better support their family and community. LaAmistad hosts parent education workshops throughout the year on topics ranging from immigration to finances to mental health. These workshops help to strengthen, revitalize, and equip first-generation families to thrive while building and maintaining healthy family relationships.

## **LaAmistad Internship Program**

This program provides real world experience to high school and college students who are interested in nonprofit work, serving the Latino community, and/or education.

### **Why Intern with LaAmistad?**

Receive training from LaAmistad's Executive Director and other executive staff

Gain experience in a variety of areas including fundraising, volunteer management, grant writing, translation (when applicable), curriculum design, public relations, and social media

Flexibility to select projects of interest

"Working for LaAmistad has been helpful and instructive. I have learned new skills and have also had a lot of fun. I completed about 280 hours over the summer and feel like I made a positive impact in the community."- LaAmistad Intern

## **Volunteer Protocol and Policies**

### **Volunteer Relationship**

A volunteer is anyone who provides time and talent to LaAmistad through work in any of our available afterschool programs or related programs and activities. We thank you, and all volunteers, for the personal investment you make in our organization and its mission. We strive to provide support, supervision, and recognition to our volunteers.

As a volunteer you have the right to:

- Be assigned appropriate tasks according to ability, skill, interests, availability and training
- Receive training and supervision for the tasks accepted
- Receive a job description for your assignment when appropriate
- Be treated as a fellow team member who contributes to LaAmistad's goals through your volunteer work
- Make suggestions about your assignment and the LaAmistad volunteer program, and be acknowledged by staff
- Expect that LaAmistad be a good steward of your time
- Be given appropriate expressions of appreciation and recognition
- Be trusted with confidential information if needed to help carry out assignments
- Expect that records will be kept; documenting service hours and areas of interest
- Be treated with a spirit of friendliness and cooperation so that LaAmistad will continue to be known as a "great place to volunteer"
- A safe and inviting environment to work in that is free of harassment and discrimination

LaAmistad expects volunteers to:

- KNOW YOUR OWN DUTIES AND STAY ON TASK
- Cooperate with staff and your fellow volunteers, and maintain a team attitude
- Voice your opinions and contribute your suggestions to improve LaAmistad's work
- Sign in and out each time you arrive for a work assignment
- Be on time for scheduled meetings and work assignments

- Honor your commitment and come when scheduled
- Treat all volunteers, staff, and parents and students with respect

## **Volunteer Policies**

### **Commitment**

You, the volunteer, really make a difference, and the new friendships you make are forever remembered! Please be punctual and enjoy your time with our students. Try to find time each week to come to LaAmistad. The students look forward to seeing you every week. If you can only come once or twice a month, that is no problem, we just ask that you be consistent throughout the school year. Volunteer attendance is important to the operation of each program. Volunteer sign-in sheets are very important to our organization. All volunteers must sign in on the form(s) provided each day on site. Volunteers should notify their Site Director in advance if they are unable to be present on their scheduled day.

### **Language**

We expect our volunteers to speak in clear and proper English with a respectful tone to our students at all times. We ask that our volunteers are positive and encouraging in the classroom.

### **Electronic Devices**

Please silence your cell phones and leave your iPods at home while volunteering, and please, no texting. If you do need to receive a phone call, please take it outside the classroom.

### **Dress Code**

Volunteers are representatives of LaAmistad and are responsible for presenting a positive image to constituents and the community. Volunteers will dress appropriately for the conditions and performance of their duties. Volunteers that serve in a volunteer capacity should wear a LaAmistad nametag at all times. Volunteers who work as support in an office situation will dress according to the code of that particular office. Individual volunteers will be informed of the dress standard for their duties at the time of assignment.

- No ripped or torn clothing, halter tops, tops with spaghetti straps, tops that show midriffs, cleavage, or bra straps.
- No sagging shorts or trousers or baggy oversized clothing.
- No mini-skirts or mini-shorts (3" of leg is all that may be uncovered above the knee).
- No undergarments visible at any time.
- No clothing or jewelry with obscene or inappropriate messages or pictures that are offensive, insulting, embarrassing, sexually suggestive, obscene, gang-related or that promote illegal activity.
- No clothing or jewelry containing any advertisement or display of words or symbols associated with alcohol, illegal drugs or tobacco products.
- No caps, hats, hoods, or bandanas. (Hoodies may be worn, but hoods must not be on the head.)
- No candy or food is to be eaten in the classrooms unless given to the students by a volunteer or permission was given by the Site Director.

### **Outside Gifts**

Outside gifts, candy, and snacks are not allowed to be distributed in the classroom. Please bring any outside items to the Site Director or LaAmistad staff.

## **Cancellation Policy**

If the school system and/or its partnering location are closed due to weather or any other reason, LaAmistad will not meet that day.

## **Accident/Incident**

All accidents/incidents requirement treatment beyond basic first aid must be reported to LaAmistad.

## **Pictures**

LaAmistad prohibits volunteers from taking pictures of students, parents, volunteers and staff for personal use. All pictures taken must be approved by and provided to staff.

## **Social Media**

LaAmistad encourages volunteers to actively use social media to promote the mission of LaAmistad and help to recruit more volunteers. However, the following guidelines are meant to assist LaAmistad volunteers in using social media in an effective and responsible manner

1. Always keep in mind your association with LaAmistad, use good judgment and make sure your profile settings and content are consistent with how you wish to represent yourself personally and professionally.
2. Volunteers are allowed to associate themselves with LaAmistad when posting on social media but must clearly brand their online posts as personal and purely their own.
3. LaAmistad reserves the right to edit or delete any misleading or inaccurate content.
4. To submit information to be displayed in our social media, please send to [socialmedia@laamistadinc.org](mailto:socialmedia@laamistadinc.org).
5. Subscribe to the following sites:
  - Facebook: LaAmistad, Inc.
  - Twitter: @LaAmistadInc
  - Instagram: laamistadinc
  - Hashtags: #laamistad #laamistadtbtt #atlheroes #laamistadanimate #laamistadesl #laamistadafterschool #laamistadgala #laamistadconference #beourfriend

## **Diversity and Inclusion**

Diversity and inclusion practices at LaAmistad foster a high-performing learning environment where staff and volunteers are engaged, valued and encouraged to collaborate, generate ideas and contribute at the highest level. We are passionate about our mission and know that our ability to achieve it begins with reflecting and partnering with all people and communities.

## **Recruitment**

LaAmistad will use appropriate means to advertise for volunteers locally that take into account the mission and vision of the organization. A prospective volunteer will have to complete an application form, but help can be given with this if necessary. LaAmistad seeks to recruit volunteers from a diverse range of backgrounds that reflects the makeup of the local community.

## **Screening**

All volunteers, age 19 and over, will be required to provide consent for a criminal background check screening prior to placement in any volunteer capacity. Screening takes place before the volunteer begins his or her work with our program. Previous volunteers are screened a minimum of every three years.

## **Disqualification**

If LaAmistad returns information on a prospective or current volunteer that indicates criminal history, LaAmistad Executive Director will first work to verify that the results match the prospective volunteer. If the match is likely, LaAmistad will make a determination of participation on a case by case basis. The decision will include consideration of a number of factors, including, but not limited to, prior disclosure, type of offense and context of offense.

**If the prospective volunteer is a registered sex offender or fails the background check, volunteer is disqualified from *all* volunteer activities.**

## **Acceptance and Appointment of Volunteers**

Service as a screened volunteer with the organization shall begin with an official notification of acceptance or appointment to a volunteer position. Notice may only be given by an authorized staff member of LaAmistad, who will normally be the Site Director. No volunteers shall begin performance of any position until they have been officially accepted for that position and have completed all necessary screening and paperwork. At the time of final acceptance, each volunteer shall receive a copy of the Volunteer Handbook.

## **Training**

Volunteers receive training as part of their service with LaAmistad. All volunteers must complete an orientation, site specific training, and participate in continuing education workshops.

**Volunteer Orientation** provides an overview of LaAmistad, its mission, history and goals. Each volunteer is required to participate in a scheduled orientation within the first month of beginning their service. The orientation is designed to provide a framework of volunteering.

**Volunteer Assignment or Program Training** is provided by the site director. The training details the skills and knowledge necessary to perform their volunteer assignment. Site Directors are available for additional training any afternoon after programming, just ask.

## **Youth Volunteer and/or Service Learning**

The minimum age for volunteering at LaAmistad is 14 years of age. LaAmistad staff evaluate the abilities and competencies of all youth volunteers and assign appropriate, safe activities as availability and conditions permit. Volunteers under age 19, must have written consent of a parent or guardian before volunteering and may, at times, require to be accompanied by a parent. Students volunteering for service learning credit hours for their school, must submit school name and contact information before volunteering.

## **Touch and Discipline Guidelines**

LaAmistad is vitally concerned with the welfare of all students under its care. Therefore, people who work with children need to be aware of helpful boundaries to physical contact.

The following guidelines will be strictly adhered to: Touch

It is completely possible to show compassion and caring through a pat on the arm, hand on the upper shoulder, hug from the side, handshake, or high 5. Please...

- Never touch a child against the child's will (unless a clear and present danger to the child is present)
- Never ignore a child's verbal or nonverbal "NO"
- Always be in the company of another adult

- Never touch an area normally covered by a bathing suit (again, the only exception is in a medical emergency)
- No full body hugging
- No tickling, massaging, back rubs, rump slaps, sitting on laps, piggyback rides

### **Discipline**

Those who work with students will not hit, slap, spank, pinch, push, or in any way use physical contact as a means of discipline.

### **Actions**

One-on-one conversations with students need to solely occur in public areas. Students should never be counseled privately behind closed doors or in any other location not readily seen by others.

The students' privacy must be respected at all times. Whenever a student may be dressing or undressing, it is prudent to have another counselor present or for the counselor to dismiss him/herself from the room.

It is important to note that abuse Includes:

- Fondling
- Sexual Remarks
- Watching any sexual activity
- Touching parts of the body which would be covered by a swimming suit
- Showing pornography
- Inappropriate kissing

### **Mandated Reporter**

Volunteers are mandatory reporters of suspected student abuse or neglect. As of July 1, 2012, Georgia revised the reporting law to include student serving organizations (employees and volunteers) as mandated reporters.

A report of student abuse should be made when a person has "reasonable cause to" believe that a student under the age of 18 has been abused by a parent or caretaker. "Reasonable cause" means a suspicion founded upon circumstances sufficiently strong to warrant a reasonable person to believe that something is true.

A report of suspected student abuse is a request for an investigation. It is not an accusation and a reporter does not have to be absolutely certain of their suspicion. The Department of Family and Children Services has the responsibility for evaluating the report and determining whether an investigation is warranted. The department is also responsible for conducting the investigation and taking appropriate action to protect the student. You may contact DFCS by dialing 1-855-GA-CHILD/1855-422-4453 or emailing [cpsintake@dhs.ga.gov](mailto:cpsintake@dhs.ga.gov). Reports are taken 24 hours a day, 7 days a week.

An oral report must be made as soon as possible by telephone or otherwise. The report is made to the Department of Family and Students Services, Student Protective Services Section. If Student Protective Services is not available the report should be made to the appropriate police authority or the district attorney. All reports of student abuse are forwarded by the agency to the jurisdictional police authority.

For a free training on *Mandated Reporter: Critical Links in Protecting Children in Georgia*, please go to [https://www.prosolutionstraining.com/store/product/?tProductVersion\\_id=861](https://www.prosolutionstraining.com/store/product/?tProductVersion_id=861).

## **Electronic Devices**

Please silence your cell phones and leave your iPads at home while volunteering, and please, no texting. If you do need to receive a phone call, please take it outside the classroom.

## **Dress Code**

Volunteers are representatives of LaAmistad and are responsible for presenting a positive image. Volunteers will dress appropriately for the conditions and performance of their duties. Volunteers that serve in a volunteer capacity should always wear a LaAmistad nametag.

- No ripped or torn clothing, halter tops, tops with spaghetti straps, tops that show midriffs, cleavage, or bra straps.
- No sagging shorts or trousers or baggy oversized clothing.
- No mini-skirts or mini-shorts (3" of leg is all that may be uncovered above the knee).
- No undergarments visible at any time.
- No clothing or jewelry with obscene or inappropriate messages or pictures that are offensive, insulting, embarrassing, sexually suggestive, obscene, gang-related or that promote illegal activity.
- No clothing or jewelry containing any advertisement or display of words or symbols associated with alcohol, illegal drugs or tobacco products.
- No caps, hats, hoods, or bandanas. (Hoodies may be worn, but hoods must not be on the head.)
- No candy or food is to be eaten during programming time unless cleared through the Camp Director.

## **Resignation**

A volunteer may resign from her or his position at any time. Written notification to a LaAmistad staff member is encouraged.

## **Evaluation**

Volunteers receive periodic evaluations, as needed, to review their performance. The evaluations allow for a volunteer and supervisor to suggest changes, seek suggestions and enhance the relationship between the volunteer, staff, and LaAmistad. The evaluation is both a discussion period and supervision, and should establish an open line of communication.

## **Feedback**

LaAmistad encourages volunteers to make suggestions, voice concerns and give ideas about how the organization fulfills its mission to the community. We are always looking for new ideas so if you have any ideas to share, please speak with designated staff members.

## **Recognition**

LaAmistad and its staff sponsor recognition events for volunteers to highlight the contributions of volunteers to the organization. Continuing recognition of volunteers is vital and will occur throughout the year.

## **Voluntarism At-Will**

LaAmistad has an at-will relationship with each volunteer. A volunteer may resign from her or his position at any time, just as LaAmistad is free to terminate a volunteer for any reason at any time.

## **Corrective Action**

Corrective action may be taken if the volunteer's work is unsatisfactory. Corrective action is within the discretion of the Site Director or the Executive Director and may include:

- Additional supervision

- Reassignment
- Retraining with possible suspension
- Referral to another volunteer position
- Dismissal from the LaAmistad program

### **Volunteer Dismissal**

Volunteers who do not adhere to the policies and procedures of the program or who fail to satisfactorily perform their volunteer assignment are subject to dismissal. Dismissal is within the discretion of the site director or Executive Director.

Grounds for dismissal may include, but are not limited to:

- Violation of program policies and procedures, court rules or law
- Gross misconduct or insubordination
- Being under the influence of alcohol or drugs while performing volunteer duties
- Theft of property or misuse of program equipment or materials
- Mistreatment or inappropriate conduct toward students, families, co-workers or community partners personnel
- Taking action without program or court approval that endangers the student or is outside the role or powers of the program
- Failure to complete required initial or ongoing training
- Breach of confidentiality
- Failure to satisfactorily perform assigned duties
- Conflict of interest which cannot be resolved
- Falsification of application materials or misrepresentation of facts during the screening process
- Criminal activities
- Existence of student abuse or neglect allegations

The LaAmistad volunteer shall be provided with a confidential memo identifying the reason(s) for the dismissal.

### **Smoking/ Drug-Free Environment**

LaAmistad intends to provide a safe and healthy environment. Smoking is prohibited at all times.

LaAmistad provides a drug-free, healthy and safe environment. While on church premises and while conducting LaAmistad related activities off LaAmistad premises and participating at community sites, a volunteer may not use, possess, distribute, sell or be under the influence of alcohol or illegal drugs.

Occasionally, LaAmistad may sponsor events where alcohol is served. In such situations, volunteers who consume alcohol are expected to act in a responsible manner.

The legal use of prescribed drugs is permitted during volunteer service only if it does not impair a volunteer's ability to perform the essential function of the volunteer position effectively in a safe manner that does not endanger other individuals in the workplace. Volunteers must advise their supervisor if they are taking any prescription or over-the-counter drug which could adversely affect safety or performance.

### **Confidentiality**

All information concerning students, parents, volunteers, staff, financial data, and business records of LaAmistad is confidential. Information that is sensitive in nature should not be disclosed or discussed with anyone without written authorization.

## Volunteer Procedures

### About LaAmistad Afterschool

As for the daily schedule, the program allows for some time to play or unwind after the school day. Volunteers are not required during this time, but please let us know if you would like to spend time with the students during this period. After students unwind, it is time in the classroom. There the students write in their journals, complete homework, study for tests, and work on projects. Reading is a very important component, and every student is required to read 30 minutes every night at home. After homework, volunteers can read to the students, play educational games, flash cards, or do arts-and crafts projects until it is time to clean up. Students need to complete all their classroom jobs before being dismissed for the day.

### Holding Students Accountable

*LaAmistad Students are Self-Motivated Students Who Want to Achieve, and Volunteers Should Hold Them Accountable for their Actions and Words.*

LaAmistad students are expected to:

- Have a good attitude and be prepared to tackle all their homework
- Be courteous, polite, and respectful to ALL volunteers and staff
- Bring all tools needed to complete all work including AGENDA, HOMEWORK, and a BOOK to read
- Remain seated during class unless otherwise directed
- Raise their hands and get permission if they need to leave their seat for any reason, such as get materials, sharpen pencils or use the restroom
- Ask questions properly using “May I please” or “Would you please”
- Say “Thank you” when given something
- Respond “Yes/No Ma’am/Sir” to a question. Other forms of yes and no are to be corrected, such as yeah, yea, naw, a head nod, uh-huh, etc.
- Speak clear and correct English at all times, no Spanish is to be spoken to anyone, including other students; no foul language or sarcasm is permitted
- Work on proper eye contact when greeting people and conversing
- Leave cell phones or iPods at home or hidden in their bags; if one is seen please tell them to put it away
- Dress appropriately; the same attire expected at school will be expected at LaAmistad

### Before Students Arrive

- Volunteers will sign in at the volunteer check-in table.
- Put on your nametag and wear it at all times while volunteering.
- Wait for the site director for classroom placement unless your classroom placement has already been assigned.
- Help the Lead pass out sharpened pencils, homework forms, journals and name tents
- Post daily routine on blackboard or white board

Blackboard or White Board Example:

Monday, January 11, 2017

Word of the Week  
Study Skill (3-5 Grade Only)  
Journal

Open Agenda

Fill out homework form in Notebook

Complete all homework assigned by your teacher

Review your spelling words

When your work is complete you may:

Read a book

Review your math facts

Study with a volunteer

Work on a learning activity

Work on projects

- If you arrive after classroom work has begun, please find the Site Director to check in. If he or she is not available, please check in with the classroom's lead volunteer after signing in and getting your nametag.

### **When Students Arrive in the Classroom**

- Students will greet all volunteers properly when entering the classrooms every time. This is important, as good social etiquette will serve our students well in their futures.
- If a new volunteer is present, students should introduce themselves.
- Once all students are seated, the lead volunteer explains the activities for the day that are written on the board and requests the students open their agendas.
- Students fill out their homework forms while volunteers check to see that they have all of their materials to complete their homework, such as agenda assignment, rubric, study guide, books, flashcards, etc. If not, make a note on their homework form
- WOW, study skill and journaling begin.
- Assign volunteers to needy or struggling students.
- Students will complete homework.
- Students will raise their hands when their assignments have been completed.
- Volunteers will check each student's assignment and correct it. Every homework assignment should be checked by a volunteer.

### **While Students Are Working**

- Volunteers will maintain order in the classroom.
- Volunteers must not do the students' homework for them, but only aid the students as they do their own work. Do not give them the answer, but it is okay to *guide* them to it.
- This also applies to students' papers: volunteers must not type words, sentences, or essays for students, as this prevents the students from learning how to type on their own. Volunteers need to let students type their own work, even if they appear to be struggling. Typing is a very important skill that needs to be grasped by all of our students.

### **After All Homework Is Completed**

Learning to schedule their time wisely is something our students struggle with. If all of their work for that day is complete, what other activities could they do to get ahead?

### **Learning Activities**

Depending on the grade level, classrooms have learning activities that are accessible to the students. Each activity has instructions and is designed to take about 10-15 minutes. Students are expected to work on these quietly and cooperatively while respecting the materials.

### **Additional Reading and Math**

*What's next?* Read, Read, Read! Different options are available depending on the number of volunteers present:

- Read a story to the entire class. Reading to the students for 20 minutes at the end of class is wonderful. Ask questions. See if they understand the vocabulary. Do not assume that they know the meaning of every word. Read books to them approximately one level above their reading level. You can check the reading level of a book at [www.arbookfind.com](http://www.arbookfind.com). A chapter book can be fun, and you can leave it in the classroom for the next week.
- Have students read aloud to the volunteers. If volunteers are able to sit with a student and listen to them read aloud, this can be very effective.
- Read silently. If you are short on volunteers, you may have the students sit and read quietly to themselves.
- Practice math facts. Practice single digit addition, subtraction, and multiplication or division flashcards depending on grade. These basic facts should be memorized.

### **Before Dismissal**

- Review the *WOW* again and make any class announcements.
- Have the students clean up the classroom and ensure that students complete their jobs.
- Lead volunteers will assign behavior assessment scores for the day and write them in the students' homework forms.
- Students are escorted to the common room for dismissal by the Site Director.

### **A Few Things to Remember**

- Encourage the student to read the directions aloud to you if you are working together. If they read them incorrectly please reread the directions to them.
- Feel free to have the student cover up part of their work with a piece of paper if it looks too overwhelming. This allows them to focus on one part at a time instead of feeling anxious looking at the entire page.
- Remember to emphasize putting forth your best effort, not getting 100s/As.

# LaAmistad Tools and Forms

## Hall Rules

Students are not allowed in the halls without a volunteer. Students are not allowed to run in the halls. If a student runs, please ask them to walk back to where they began and do it again with “walking feet.” It is important to teach our students to respect the facilities including classrooms and bathrooms.

## Color Light

We expect our students to be on their best behavior and we expect that our staff and volunteers be firm, fair, and consistent with the discipline aspect of our program. The more consistent you use the system the better the classroom’s behavior. There is a color light in each classroom along with a set of classroom rules. At the beginning of the school year the SD will go over the rules for LA with the whole group and each student will sign their student contract that states they agree with the rules of LA. The SD will keep copies of the contract. The SD can pull the contract out if a student gets in trouble and needs to be reminded that they signed the contract agreeing to the rules. A student can be suspended or dismissed based on the discretion of the SD. Positive reinforcement is a great idea.

### Level 5: Leader (Purple)

- Role model
- Teaches others
- Assesses self and others

### Level 4: Contributor (Blue)

- Demonstrates self-control
- Contributes without being asked
- Adds additional information
- Exceeds expectations

### Level 3: Participant (Green)

- Actively participates when asked
- Follows directions
- Meets timelines

### Level 2: Observer (Yellow)

- Does what is told when recommended several times
- Turns in projects late and incomplete
- Wants others to carry the load

### Level 1: Detractor (Red)

- Does not carry out assignments
- Lacks self-control
- Persuades other to do less

The color light is used in the classroom as a behavior management system. The light has five colors starting from the top, purple, blue, green, yellow, and red. All of the students will have a clip/clothespin with their name on it. Each day the clips will start out on the green. The behavior of each student determines whether or not their clip is moved up or down. Review criteria on the behavioral assessment, located above and in Student’s Notebook. The student’s clip will move up or down

according to this criteria. If the student's clothespin hits red, please escort them to the SD, who will deal with the student accordingly. If a student's clip is moved down or up from green document on the Lead Volunteer Checkout Form for that day.

### **Lead Volunteer Checkout Form**

The lead volunteer for each room should fill out and turn this form into the Site Director at dismissal. This form is used to keep track of daily issues such as what volunteers were present, what students were absent, any materials needed, any maintenance issues, and any other issues the Site Director should know about. Great behavior, manners or homework habits are a few ways students can become Superstars. Also note all behavior problems or concerns.

### **LaAmistad Student Notebooks**

Every student should have their own LaAmistad notebook. The notebook should be kept at the site at all times and should not go home with the student. The contents of the LaAmistad notebook include: student contract, behavioral assessment, homework form, sight and math assessment logs with graphs, journal pages and reference documents.

### **Homework Form**

Students have a homework form in the LaAmistad Notebook that should be filled out by the student upon arrival and signed each day by the lead volunteer at the end of tutoring. Both the homework form and agenda should be out and accessible by the students and volunteers. The student should write down their homework assignment each day bring all of their materials and books from school. At the end of the day the lead volunteer will give each student a number corresponding with their behavioral assessment.

### **Math Assessments**

Students will be assessed six times during the school year; dates and math assessments will be provided by the Afterschool Director. Students are allowed 5 minutes to complete the assessment. It is important that students understand that these assessments are designed to have more problems than they can complete. They should do as many as possible in the allotted time.

Students will track their growth on the data graphs located in the student notebook. Student will fill in their data graph by coloring the column up to the number correct from the bottom up.

Students should practice flashcards as a whole group or with a buddy/buddies daily for a minimum of ten minutes each day.

### **Sight Words Assessment**

Sight words are words that are used frequently in reading and writing. Because these words are used so often, it is important that readers are able to recognize them quickly without having to sound them out. It is estimated that these words make up between 50-70% of the words we encounter in text. It is important to know which sight words the student(s) are able to identify therefore they are tracked in the Notebook.

Start with High Frequency Words List 1. Simply point to the word on the list and put a "+" in the square on the assessment form if the student was able to say the word. If the student hesitates for more than 3 seconds before providing the word, sounds out the word, or provides the incorrect word, put a "-" in the square.

If the student identifies less than half the words on a given list, **consider stopping the assessment.** When the assessment is completed, count the number of correct words and have the student record the date and the number of words on the student data graph. Encourage the student to make

flashcards to practice the words they don't know. You can reassess the student regularly and continue to track their progress. When a student is able to get all 25 correct on a list, get a star sticker from the site director to put on the star at the top of the Student Data Graph.

### **Word of the Week (WOW)**

Each week we have a designated word of the week. WOW are words that are used in standard everyday language but our students may not hear often. The WOW is posted in each classroom as well as the common area. At the beginning of the week the WOW is introduced to the students during whole group time in the common area. The SD will introduce the word and will ask if anyone has heard it or can define it to the group. You can also ask if anyone can use it in a sentence. Each classroom should also go over the WOW at during tutoring time. WOW is also reviewed daily during group time before dismissal. The 1<sup>st</sup> and 2<sup>nd</sup> graders have different words than the 3<sup>rd</sup> through 5<sup>th</sup> graders.

### **Study Skill**

There is a study skill that is also introduced and reviewed for two weeks. Study skills are introduced by the Site Director and lead volunteer and discussed in the classroom with volunteers. The study skill should be defined and explained why it is important and why it is a good idea for our students to try to use the study skill.

### **Journaling**

Journal writing is an excellent form of self-expression. Students can process their thoughts, feelings, opinions, and emotions on paper. Journaling is often the only place some children will reveal their thoughts, feelings and opinions about what really matters to them. This emotional connection is not to be taken lightly or overlooked as it can be the foundational building block for meeting the needs of certain students.

When a child writes frequently, he or she gains fluency, which gives them the chance to practice important skills that can make them a better writer. Journals should be used daily in the classroom. Our goal is to build stamina and by the end of the year have our students be confident writers. It is also a good activity for students who are reluctant to write or in some cases to speak. Volunteers are encouraged to model and provide prompts if necessary. Younger students can illustrate their responses to prompts and then use labels to show what is happening. After drawing, a teacher can write down what the child tells him or her about the picture.

**Tip: Start with drawing a picture instead of adding one after writing. This helps many struggling writers to develop their concept or theme before putting words on the paper. You will be surprised how successful this little change can be!**

Week 2 and on

Each day will begin with 10 minutes of journaling.

1<sup>st</sup> and 2<sup>nd</sup> grade will draw for 5 minutes and then write for 5 minutes. This strategy may be used for any student who is struggling with writing regardless of age. You can select the journal topic based on their prompts but is better to ask them to use their prompts to journal on a topic.

Grammar and other criticism will not be made during this time. Volunteers will walk around whispering compliments to students as they work.

Try to have students focus on very specific aspects of what they are journaling on

1<sup>st</sup> & 2<sup>nd</sup> - Have students draw a simple, detailed picture for the first 5 minutes and then write for the last 5 minutes (ex. stripes on shirt, facial features).

3<sup>rd</sup> - 5<sup>th</sup> - When writing, have students write about an event that was 1-5 minutes long, focusing on details that happened during those minutes of time.

Middle - When writing, have students write about an event that was 1-5 minutes long, focusing on details that happened during those minutes of time. Use specific vocabulary (ex. "sprinted" instead of "run")

### **Sharing your journal entry**

Ideally, a classroom volunteer will share a journal entry with the students on a regular basis. The volunteer will point out positive things that he or she did in their journal (example, new vocabulary, lots of description) to set an example for the students. Time for sharing the journals can be done whenever is conducive to the setting (right after journaling, just before dismissal).

Students will be expected to share one entry once a week in front of their peers. It is recommended to break this part down into a specific number of people sharing per day.

Audience is expected to be supportive and respectful to the person sharing. Any disrespect will not be tolerated because it will cause students to not take risks when journaling.

No criticism will be made about the entries, and any dialog will be kept positive. Every student who shares should be praised about his or her entry ("I loved how your writing was descriptive. It painted a picture in my head.")

### **Journal Wrap Up**

Student journals will be placed in a locked cabinet at the end of the day to make sure that privacy is given to them.

Volunteers will monitor journal entries, especially private entries, for signs of abuse or subjects of concern and will report any concerns immediately to the Site Director.

The teacher can assign a topic for the day's journal entry or leave it up to the students to pick a topic. Sometimes the WOW is woven into the journaling lesson. For example, the WOW is majestic. Maybe the journal topic is to use the WOW in your journal entry and draw a picture to go along with it. It would be ideal if students were able to share their journal entries aloud but can be a time issue.

### **Elementary Student's Contract**

Academics:

I come to LaAmistad because I want to be successful in school and in life.

I will be prepared for LaAmistad by bringing my materials, agenda, homework, etc.

I will read and complete my homework to the best of my ability every day.

I will stay on task during LaAmistad tutoring.

I will not be afraid to ask for help when I need it.

I will be responsible for asking my parents to check my homework and sign that that I have read 30 minutes every day.

I will not have more than 3 unexcused absences during the school year. I understand that missing more than 3 absences will result in my dismissal from the program.

Behavior:

I will greet all volunteers and guests with a handshake and eye contact.

I will raise my hand for permission to speak.

I will walk unless otherwise directed.

I will keep my hands to myself at all times.

I will not bully my peers, volunteers, teachers or LaAmistad staff members.

I will be polite and respectful to my peers and tutors.

I will serve as a role model for my family and community. I will always try my best and have a positive attitude.

Classroom Rules:

Raise your hand for permission to speak.

Make smart choices.

Listen to others.

Be kind and helpful.

Do your best.

Throughout the year, I may receive rewards from LaAmistad, teachers or volunteers for good behavior, good grades, and other acts worthy of praise. I will never ask for a reward. Proper behavior requires me to behave well in school and at home, and do my best because I am trying to better myself, not because I am anticipating a reward. I will TAKE CHARGE of my academic success, my person, and my future.

## Teaching Tips for Teaching Our LaAmistad Students

### Behavior

- Be consistent.
- Be firm.
- Give praise and positive feedback often.
- Please do not yell at the students. They will respond better if you speak in a calm, even voice.
- If you praise the students who are on task and doing the right thing usually the students who are not doing the right thing with straighten up. For example you could say, "I love the way Johnny is working so quietly and concentrating on his work." Redirect the student who is not on task. And reinforce good behavior.
- If you see someone not making a good choice please ask them, "What would be a better choice right now?"

### How to Help With Spelling Practice

**Sparkle** This is a fun way to quiz the students on old or current spelling words. Line up the students as if doing a spelling bee. Say a word and the first person in line says only the first letter. The next person has to say the next letter the third person has to say the third letter and so on. After the last letter of the word has been said and the word has been spelled correctly the next person says sparkle. Then start a new word with the next student.

### Dry Erase Board Activities

- You can ask the students to spell a word on the dry erase board and have student hold it up to see if they got it correct. You can do this with one student or a small group.
- You can also write two or three versions of the same word on the board and ask the student to circle the word that is spelled correctly. Ex.- wuz, was, was
- You can scramble a word on the dry erase board and they have to unscramble it to have it spelled correctly. Example.- write "rtee" and it should really spell "tree"

**Good Old Fashioned Spelling Bee** You can do this with one student, a small group, or the entire group. Ask them to spell the entire word.

**Hangman** You can do this on the dry erase board or on paper. Use one of their spelling words. Maybe give them a clue or two as to what it might be so if they have a long list of words they aren't just taking wild guesses. This can be played with one student, a small group, or the entire class.

**Letter Cubes/Cards** You can create spelling words or sight words by connecting the cards or cubes.

### **How to Help With Reading Skills/Practice**

Feel free to read a book to a student, have them read to you, read with them, or take turns reading back and forth to each other. We want them to be comfortable reading alone or with someone else. Encourage them to read as much as possible!

### **Before you read...**

- 1- Have the student take a picture walk through the book. This just means they flip through the story and look at the pictures to see what it is going to be about.
- 2- Next, you can ask them to make a prediction about what the book is about based on the pictures they saw and the book title.
- 3- Then, try to activate their background knowledge on the book's subject to get them thinking and making connections to what they already know. Ex. - The Day Jimmy's Boa Ate the Wash is the book you are about to read together. You could ask "Do you know what a boa is? Have you ever seen a boa? Are they long or short snakes?" You can brainstorm aloud what you know about the topic. Ex. - "I saw a TV show about boas one time. I know they wrap around other animals and squeeze them before they eat them. I saw one at the zoo and it looked creepy."

### **While you are reading....**

If the student is reading and makes a mistake you should stop them. You can say "Let's stop and look at this word." Try to have them sound it out to you. If they are totally off base, please tell them the word. Point out a word on the page that you think they will recognize and ask them what it is. An old spelling word, sight word, or vocabulary word could be a good word to choose. Please tell them the correct word if they do not correctly identify the word.

Model "thinking aloud" during the story to get the students comfortable with asking questions about a story. Ex. - "I can't believe that the stepsisters haven't figured out that Cinderella is the mysterious girl at the ball. I wonder if they will figure it out."

### **After you finish reading the story...**

Ask lots of questions to make sure that they understand the story.

- What was your favorite part? Why?
- What was your least favorite part? Why?
- Was your prediction correct?
- Who was your favorite character? Why?
- Summarize the story: What was the beginning, middle, and end?
- What was the plot?
- What was the setting (time and place)?
- Who were the main characters?
- Was this a fiction or a non-fiction book?

If they cannot answer these questions correctly they are not comprehending the story. Please go back and reread certain parts until you think they understand.

You could have them draw pictures to retell the story in the correct sequence.

They could draw a picture of their favorite part of the story and write a sentence to explain why it was their favorite part.

Graphic Organizers- You can use these to organize the important information in a story. These are great to use if the students are going to have a test on a certain story.

Sometimes students like to pretend to read because they are embarrassed. If you see a student that is pretending to be absorbed in a book you can offer to read to them or offer to help them find a book that is more suitable for the student.

### **How to Help With Other Language Arts Skills**

**Rhyming** Say a word and have the student/students think of as many words that rhyme with that word as they can. They can write them down or say them aloud. Even more fun is when you are in a circle say a word and toss the ball to someone else in the circle and they catch it and say a rhyming word and toss it to the next person to say another word that rhymes. Keep going until you can't think of anymore rhyming words.

**Letter Recognition/Word Recognition** Practice being a letter or word "detective". For example, "I am looking for the letter 'B' somewhere in the room, on this game box, on this page of the book we are reading, etc". You can do the same thing with words. "I am looking for the word "water" on this game box, page, etc." This is great practice for younger students.

**Scrambled Sentences** This can be done on post it notes, dry erase board, pieces of paper, etc. Think of a short sentence and scramble it. Then the students have to put it in the correct order. Example- Scrambled- house. blue I live a in Unscrambled- I live in a blue house.

**Identify Sentence Parts** You can do this on the dry erase board, paper, etc. Write a sentence. Identify different parts of the sentence, parts of speech, etc.

Examples-

- Circle the subject and underline the predicate.
- Put a box around all of the proper nouns.
- Draw an X over the verbs.
- Circle the contractions, compound words, etc.

**Guessing Games** This can be done for many ability levels. You can do this for younger ones who need help with the alphabet. For example, "I am thinking of the letter that comes before 'c'? What am I thinking of?" Or you can tailor it for older students. This is great practice for teaching them how to make inferences. For example, "I am the person who helps the doctor. Who am I? I am thinking of the person who puts out fires. Who am I thinking of? A firefighter." You can make them even longer for more advanced students. For example, "I am thinking of a place that you will find many different types of animals. People love to visit this place to see and learn about the animals. You can see many animals that you would not normally see such as a lion, a tiger, a panda bear, etc. What place am I thinking of? The zoo!"

**Main Idea Practice** This is a hard skill for many students to grasp. Start out with basic classifying and categorizing items. List three things that are all related. Have the students add a fourth item that would be the main idea to the three details.

Ex. - pear, apple, orange

What is the category they all fall under? Types of Fruit

If this is too easy you can make it harder by listing three details and they can choose the main idea.  
Ex. - Squirrels like to live in trees. Birds make their homes in trees. Owls also live in trees.  
What could be a good main idea for these details? There are many animals that make their homes in trees.

**ABC Order** This is a skill all ages can practice. Younger students can just do a few words with different first letters. As the students are older, you can make it harder by increasing the number of words and also adding words with the same first letter forcing the students to look at the second or even the third letter to put them in ABC order.

**Compound Words** Students think of a compound word and draw a picture to represent each part of the compound word and then have them draw a picture underneath to represent the compound word.  
Ex.- rain (picture of rain) + bow (picture of a bow) = rainbow(picture of a rainbow)

### **How to Help With Math Skills/Practice**

**Card Games** This is an easy card game that has many variations for different abilities. Pairs of students will place a deck of cards in the middle. Each player will pick a card. The person with the highest number will take both. Play continues until the stack runs out. Another variation is that each player takes two cards. The player with the largest sum takes both cards. You could also have each player take three cards to add together. Another variation for older students is each player takes two cards and they multiply the numbers. The person with the largest product takes both cards.

**Around the World** This is a great drill for math facts practice. Have one student start by standing up next to the closest student. You are the caller and hold up a flashcard and the student who says the correct answer first gets to move on to the next person. The person who did not answer first has to sit wherever they are out. The student who goes "Around the World" first (from their seat and back again to their seat) is the winner.

**Skip Counting** Practice skip counting aloud starting with different numbers.

Ex. - Starting with 0 skip count by 2s until you get to 26. Starting with 35 skip count by 5s until you get to 80. Starting with 150 skip count backwards by 10s until you reach 70.

### **Did You Know?**

A general education student needs 25-30 times of exposure to a skill before they master it. A special education/learning difficulties student needs anywhere from 100-1,000 times of exposure before they master a skill. Many of our students will fall into the learning difficulties category because English is their second language. This means we need to practice, practice, and practice again with our students to ensure that they have mastered a skill!

## **Suggested Reading for Volunteers**

[Students: The Challenge : The Classic Work on Improving Parent-Student Relations--Intelligent, Humane & Eminently Practical \(Plume\)](#)

by Rudolf Dreikurs and Vicki Soltz

[The Essential 55: An Award-Winning Educator's Rules For Discovering the Successful Student in Every Student](#) by Ron Clark

[The Excellent 11: Qualities Teachers and Parents Use to Motivate, Inspire, and Educate Students](#) by Ron Clark

[Raising Cain: Protecting the Emotional Life of Boys](#)

by Dan Kindlon and Michael Thompson

[Reviving Ophelia: Saving the Selves of Adolescent Girls](#) by

Mary Pipher and Ruth Ross

[Reaching Up for Manhood: Transforming the Lives of Boys in America](#) by

Geoffrey Canada

[Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America](#) by

Paul Tough

[Raising Self-Reliant Students in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People](#) by H. Stephen Glenn and Jane Nelsen, Ed.D.

[A Framework for Understanding Poverty](#) by

Ruby Payne, Ph.D.

[We Are Americans: Undocumented Students Pursuing the American Dream](#) by

William Perez