



# Afterschool Volunteer Handbook

LaAmistad, Inc.  
3434 Roswell Road  
Atlanta, GA 30305  
404-842-4235

Copyright ©2022, 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.

*Last revision 8/20/2022 NSR*

## Welcome, Volunteer!

Welcome 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's work would not be possible. We appreciate that you've chosen to share your time with us to make a positive impact in the lives of students and families.

LaAmistad means *friendship* and we believe that the friendships cultivated between students, students and staff, and students and volunteers have an impact that can last a lifetime. During your time at LaAmistad, you will meet many friends who can lend a hand. When you have questions or concerns about training, policies and procedures, or our program curriculum, LaAmistad is there to help and point you in the right direction.

## About this Handbook

This handbook will give you all of the tools you will need to become a successful volunteer with LaAmistad. Please read through it so you will have a clear understanding of expectations, policies and procedures that ensure our program runs smoothly and effectively. You will also find valuable volunteer resources at the end of this handbook to help make your time at LaAmistad fruitful and rewarding.

The Afterschool Teacher at the location you serve will 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: \_\_\_\_\_

Afterschool Teacher: \_\_\_\_\_

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

<b>LaAmistad Overview and Programs .....</b>	<b>4</b>
<b>Volunteer Protocol and Policies .....</b>	<b>5</b>
Discrimination and Harassment Policy .....	5
Anti-Harassment Policy .....	5
Whistleblower Policy .....	7
No Retaliation .....	7
Acting in Good Faith .....	7
Anonymous/Confidential Complaints .....	8
Volunteer Relationship .....	8
Commitment.....	8
Language.....	9
Electronic Devices .....	9
Dress Code.....	9
Outside Gifts .....	9
Cancellation Policy .....	9
Accident/Incident .....	9
Pictures.....	9
Social Media.....	9
Disqualification.....	10
Acceptance and Appointment of Volunteers .....	10
Training.....	10
Volunteer Orientation .....	10
Volunteer Assignment .....	11
Youth Volunteer and/or Service Learning.....	11
Touch and Discipline Guidelines .....	11
Mandated Reporter.....	11
Feedback .....	12
Recognition .....	12
Volunteerism At-Will .....	12
Corrective Action .....	12
Volunteer Dismissal .....	12
Smoking/Drug-Free Environment .....	13
Confidentiality.....	13
<b>Volunteer Procedures .....</b>	<b>13</b>
LaAmistad Afterschool.....	13
Classroom Management .....	15
Learning Activities .....	18
<b>Program Schedules .....</b>	<b>20</b>
2022-23 Schedule for Students with Homework .....	20
2022-23 Schedule for Students with No Homework .....	21
<b>Tips for Teaching Our LaAmistad Students.....</b>	<b>22</b>
Suggested Reading for Volunteers.....	25

## LaAmistad Overview and Programs

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

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

### Core Values

*Kindness:* "The ability to speak with love, listen with patience and act with compassion.

*Excellence:* "Every touch, every time, no exceptions."

*Passion:* "You can't fake passion."

*Team Work:* "Alone we can do so little; together we can do so much"

*Perseverance:* "Grit, the raw endurance, hard work and passion that keeps you going despite obstacles."

### 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 immigrant families to thrive while building and maintaining healthy family relationships.

### LaAmistad English for Successful Living (ESL)

LaAmistad ESL is a low-cost English fluency improvement program aimed at providing non-fluent speakers confidence and language skills they need to help improve quality of life for themselves and their families. The curriculum focuses on the usage of English for everyday situations and provides preparation for academic and vocational purposes. Upon successfully completing the 3-year program, ESL graduates have the tools to meet their personal, academic and employment goals.

### LaAmistad Animate Summer Academy

Each summer, LaAmistad, The Westminster Schools, Pace Academy, and Peachtree Presbyterian Church partner together to continue the academic growth of LaAmistad students through LaAmistad's Animate Summer Academy. Campers spend the majority of the day immersed in academic subject areas such as language arts, reading, and math. Students also enjoy traditional summer camp activities like swimming, sports, field trips and arts and crafts projects. Making these recreational activities available to students who are normally economically deprived of these experiences allows them to have similar experiences to their more affluent classmates, thus building confidence and a sense of belonging.

### 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. LaAmistad Interns receive training from the Executive Director and other executive staff to gain experience in a variety of areas including fundraising, volunteer management, grant writing, translation (when applicable), curriculum design, public relations, and social media. They also have 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**

### **Discrimination and Harassment Policy**

LaAmistad is committed to compliance with all applicable laws, including laws relating to discrimination. As such, the Organization expressly prohibits discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, genetic information, or any other status or classification protected by applicable law. While the Organization's Anti-Discrimination Policy primarily focuses on employment discrimination, the Organization also prohibits all forms of unlawful discrimination in public accommodations, as applicable, and all other forms of unlawful discrimination, including discrimination against or directed toward volunteers. As part of this Policy, all volunteers, employees and other individuals are prohibited from engaging in unlawful discrimination or other inappropriate or unprofessional conduct on the Organization's premises, while attending Organization-sponsored events, and/or while performing services for or on behalf of the Organization.

Individuals who have questions regarding the Organization's commitment to preventing discrimination may consult the Executive Director. Any applicant, employee or volunteer who believes he/she has been subjected to any discrimination or who becomes aware of any discrimination or potential discrimination on Organization premises, at an organization-sponsored event, or while performing services for the Organization may report such conduct through the Organization's Open Door & Complaint Procedures policy discussed below.

### **Anti-Harassment Policy**

The Organization is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the Organization expects that all relationships among persons in the workplace will be professional and free of bias, prejudice and harassment.

Any and all harassment based on an individual's race, color, sex, age (over 40), national origin, religion, disability, sexual orientation, or any other characteristic protected under federal, state, or local law is expressly forbidden by the Organization.

Harassing conduct includes, but is not limited to, epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; and/or denigrating jokes, when such conduct is based on any legally protected characteristic or status, such as sex, age, race, etc. Harassing conduct may also include the display or circulation in the workplace (including through e-mail) of written or graphic material that denigrates, contains sexual content or shows hostility or aversion toward an individual or group and/or: has the purpose or effect of creating an intimidating, hostile or offensive work environment; has the purpose or effect of unreasonably interfering with an individual's work performance; or otherwise adversely affects an individual's employment opportunities.

Harassment may include explicitly sexual propositions, sexual innuendo, suggestive comments, sexually-oriented jokes, practical jokes, "kidding" or "teasing," foul or obscene language or gestures, displays of foul words or obscene printed or visual material, and unwelcome physical contact, such as patting, pinching, or pushing against another's body. Sexual harassment may involve individuals of the same or different gender and may be unlawful regardless of the gender or sexual orientation of the harasser and/or the victim.

This policy applies to all applicants, employees, volunteers and others present in the workplace and/or at Organization functions or events, and prohibits harassment, discrimination and retaliation whether engaged in by an organization employee, or by an outside vendor, consultant, client, or volunteer. Harassment is unacceptable on Organization premises and in any work-related setting outside the Organization's premises, such as during Organization trips, meetings and Organization-related social events.

The Organization strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. If you have experienced or witnessed conduct that you believe is contrary to the Organization's policies or have concerns about such matters, you should report your complaints to the Executive Director as soon as possible. The Organization's complaint procedures are detailed in the Open Door & Complaint Procedures policy below.

All complaints of harassment will receive prompt attention. It is the Organization's policy to investigate all such complaints thoroughly, promptly, impartially, and, to the extent reasonably possible, on a confidential basis. If such an investigation reveals that the complaint is valid, the Organization will administer disciplinary and other corrective action as appropriate to stop the harassment and prevent its recurrence. Such disciplinary action shall include any corrective action deemed necessary, up to and including immediate termination of employment for any employees who engage in inappropriate behavior and, for volunteers, discontinuation of the volunteer's services with the Organization and/or ban from the Organization's premises and events. Discipline and other corrective action shall be based on the severity of the conduct.

### **Reasonable Accommodations**

It is the Organization's policy to comply with all applicable laws regarding the provision of reasonable accommodations on the basis of disability (including pregnancy or other temporary disability), religion and/or other applicable bases. Requests for accommodation should be directed to the Executive Director.

Individuals requesting accommodation may be asked to provide additional information and/or supporting documentation regarding the request, including supporting medical documentation if the request is due to a medical condition. The Organization will engage in an interactive process and determine the reasonableness of accommodation and any undue hardship on a case-by-case basis, in compliance with applicable law.

### **Open-Door Policy & Complaint Procedures**

The Organization wants to see that all employees and volunteers are treated fairly. Volunteers who believe that they have been subjected to or have observed discrimination, harassment or other inappropriate conduct on Organization premises or in connection with any Organization services, program or event should bring their concerns to the Executive Director. In most cases, the individual should present the complaint to the Executive Director in writing, with the nature of the grievance clearly outlined. If the issue involves actual or possible discrimination or harassment, or otherwise requires immediate attention, the volunteer (or other individual) should verbally notify the Executive Director of the issue immediately and follow-up later with a more detailed written complaint.

The Executive Director will investigate the complaint and notify the individual, in writing, of his/her decision within a reasonable amount of time. If the complaint is still not resolved, the complaint may be forwarded to the Board Chairman for final review. If the individual is not comfortable speaking with the Executive Director, he/she may speak directly with and/or submit a written complaint to the Chairman or anyone in management that the individual is comfortable approaching. Individuals should report complaints as soon as practicable after an issue occurs so that the Organization can promptly address the issue. The Executive Director or other member of management receiving the complaint should investigate and respond to the complaint in a timely manner.

If the complaint is not resolved by the Executive Director within a reasonable time frame, or if the individual who raised the complaint disagrees with the Executive Director's solution, the individual may appeal directly to the Board Chairman.

These procedures may be used for any volunteer-related concern, including, but not limited to, complaints or concerns regarding discrimination, harassment, or other inappropriate conduct. Consistent with the Organization's strict policy prohibiting retaliation, no individual will be punished or retaliated against in any manner for making a good faith report of discrimination or harassment,

opposing harassment or discrimination, participating in an investigation of harassment or discrimination, or engaging in any other legally protected conduct.

### **Whistleblower Policy**

Ensuring that staff, board members, policies and procedures are compliant with legal and regulatory requirements is a must at the Organization. The Organization requires directors, officers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. This includes compliance with all applicable laws and regulations, contracts, and with any code of ethics of his/her respective professional association.

Volunteers who believe there has been a violation of applicable law and/or Organization policy should report such violation to the Organization. Such issues should initially be reported, in writing, to the Executive Director. However, if the volunteer is not comfortable speaking with the Executive Director or is not satisfied with the Executive Director's response, they are encouraged to speak with the Board Chairman or anyone in management they are comfortable approaching. Managers, coordinators and supervisors are required, as part of their obligations as employees of the Organization, to report any suspected violations of the Organization's governing laws and regulations or breaches of professional codes of ethics to the Executive Director.

The Executive Director is responsible for investigating such complaints and will report his/her findings to the Board Chairman, who is responsible for resolving violations or acts of misconduct. In the event that a complaint involves the Board Chairman, the Executive Director shall report his/her findings to the Associate Director or Board of Directors.

For suspected fraud, or when the individual raising a complaint is not satisfied or is uncomfortable with the willingness of the Executive Director to address such concerns, individuals should contact the Board Chairman.

Nothing in this policy prohibits employees or volunteers from reporting possible violations of federal, state, or local law or regulation to any government agency or making other disclosures that are protected under the whistleblower provisions of federal, state, or local law or regulation. While all employees and volunteers are encouraged to bring any such possible violation to the Organization's attention, individuals do not need the prior authorization of LaAmistad to make such reports or disclosures to these entities, in accordance with applicable law.

### **No Retaliation**

LaAmistad strictly prohibits any form of retaliation against an individual for reporting harassment or discrimination in good faith, for opposing harassment or discrimination, for participating in an investigation of a claim of harassment or discrimination, or for engaging in any other conduct. Retaliation is a serious violation of the Organization's policies and will be investigated and will subject any violator to disciplinary action, including possible termination of employment or volunteer services, as applicable.

Any volunteer who believes he/she has been subjected to retaliation should immediately report the conduct to the Executive Director. All reports of retaliation will be investigated fully and promptly, and, to the extent reasonably possible, on a confidential basis.

### **Acting in Good Faith**

Anyone reporting a violation or suspected violation of the Anti-Discrimination Policy, Anti-Harassment Policy, Whistleblower Policy, No Retaliation Policy or other Organization policy must act in good faith and have reasonable grounds for believing the information disclosed indicates a violation of policies and procedures or applicable law. Individuals who make allegations maliciously and/or who know such allegations to be false when made may be subjected to discipline, consistent with the Organization's policies and applicable law.

### **Anonymous/Confidential Complaints**

Violations or suspected violations of the law and/or Organization policies may be submitted on a confidential basis by the complainant or may be submitted anonymously through the Organization's Open Door & Complaint Procedures. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. However, it may not be possible to keep a report of a suspected violation or the identity of the reporting party confidential in all cases.

### **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, support 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 that document 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:

- Understand your duties and minimize distractions
- Cooperate with staff and your fellow volunteers
- 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

### **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. All volunteers must sign in on the form(s) provided each day on site. Volunteers should attempt to notify their Afterschool Teacher 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 and staff at all times. We ask that our volunteers are positive and encouraging in the classroom.

## Electronic Devices

Please silence your cell phones while volunteering, and please, no texting. If you do need to receive a phone call, please take it outside of 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 environment 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 images 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.)

## Outside Gifts

Outside gifts, candy, and snacks are not allowed to be distributed in the classroom. Please bring any outside items to the Afterschool Teacher or LaAmistad staff. No candy or food is to be eaten in the classrooms unless permission is given by the Afterschool Teacher.

## 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 requiring treatment beyond basic first aid must be reported to LaAmistad immediately.

## Pictures

LaAmistad prohibits volunteers from taking pictures of students, parents, volunteers and staff for personal use. Volunteers are encouraged and allowed to take and post pictures of themselves volunteering for LaAmistad as long as students are not included in the photo.

## 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 on LaAmistad's social media, please send to [socialmedia@laamistadinc.org](mailto:socialmedia@laamistadinc.org).
5. Subscribe to the following sites:
  - Facebook: [LaAmistad.Atlanta](https://www.facebook.com/LaAmistad.Atlanta)
  - Twitter: [@LaAmistadInc](https://twitter.com/LaAmistadInc)
  - Instagram: [laamistadinc](https://www.instagram.com/laamistadinc)
  - Hashtags: #laamistad #laamistadtbt #atlheroes #laamistadanimate #laamistadesl #laamistadafterschool #laamistadgala #laamistadconference #learnleadlaamistad

**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. LaAmistad seeks to recruit volunteers from a diverse range of backgrounds that reflect 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. Active 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's 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 will be 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 Volunteer Engagement Coordinator. 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 will receive site-specific training, and opportunities for continuing education workshops. The initial training details the skills and knowledge necessary to perform their volunteer assignment. Afterschool Teachers and Academic Coordinators are available for additional training after programming and via Zoom. Please coordinate with them if you would like additional support.

**Volunteer Orientation** provides an overview of LaAmistad, its mission, history and goals, volunteer protocols and procedures, and Afterschool volunteer guidelines for tutoring. Each volunteer is required

to participate in a scheduled orientation before beginning their service. The orientation is designed to provide a framework for volunteering.

### **Volunteer Assignment**

Afterschool location assignment is based on volunteers' selections during the registration process and finalized with the Volunteer Engagement Coordinator. The Afterschool Teacher and the volunteer will discuss classroom and grade level preference on the first reporting day.

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

The minimum age for volunteering alone 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 the 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 register before volunteering.

### **Touch and Discipline Guidelines**

To ensure the safety and wellbeing of the students in the care of Afterschool, the following rule will be strictly enforced during your time with LaAmistad. There is to be NO PHYSICAL CONTACT between volunteer and student during programming outside of the 3 acceptable actions listed below. Failure to adhere to this policy may result in immediate dismissal of the volunteer from the program.

1. A handshake greeting
2. A congratulatory high five
3. A pat on the upper back

### **Discipline**

Any and all disciplinary action should be taken by the LaAmistad Afterschool Teacher. Volunteers attempting to discipline afterschool students without Afterschool Teacher approval may be immediately dismissed.

### **Actions**

Any and all one-on-one conversations with students MUST occur in public areas. Students should never be counseled privately behind closed doors or in any other location not readily visible to program staff. In the event that a student is dressing or undressing (e.g. preparing for pool days during summer camp), volunteers must excuse themselves from the room. Abuse of any kind will not be tolerated and may result in dismissal and subsequent legal action.

Please note that abuse includes, but is not limited to, the following:

- Fondling
- Sexual Remarks
- Watching any sexual activity
- Touching covered parts of the body
- Showing pornography

### **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 of 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).

### **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. Additionally, LaAmistad requests that volunteers complete short, bi-annual surveys to help us improve the volunteer experience and programs.

### **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.

### **Volunteerism 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 Afterschool Teacher 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 at the discretion of the Afterschool Teacher 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, community partners or 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

### **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 program 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**

### **LaAmistad Afterschool**

As part of the daily schedule, the program allows for time to play and unwind after the school day. Volunteers are not required to be present during this time, but please let us know if you would like to spend time with the students during this period. After students unwind and have a snack, they transition to the classroom. There, the students write in their journals, complete their math and reading support activities, do homework, study for tests, and work on projects. After homework, volunteers can read to the students, play educational games, review flash cards until it is time to clean up. Reading is a very important component as schools require students to read 10-30 minutes every night at home. Students need to complete all their classroom jobs before being dismissed for the day.

Every LaAmistad location has an Afterschool Teacher and Parent Liaison to support and guide you and the students on post-homework activities, resources and other events. The Afterschool Teacher is an experienced educator who oversees the afterschool tutoring and academic components of our program and the Parent Liaison is a bilingual staff person whose primary responsibilities include communicating with families, tutoring, supporting the Afterschool Teacher and volunteers during programming, and administrative tasks among other duties.

### **Weekly Volunteer Email**

Afterschool Teachers will send all site volunteers a weekly housekeeping email communication. The email will include details regarding word of the week, skill of the week, virtue and offer links to educational resources. Any changes to programming days will also be shared here.

### LaAmistad Notebook

Every student will have a printed copy of the LaAmistad notebook. This notebook is designed to be used each day during LaAmistad Afterschool, to help structure the time spent with the students and to help track their progress. The student notebook includes the following:

#### Student Contract

LaAmistad holds its students to high personal standards and requires that they make a commitment to learning. Please read and have the student(s) sign and date the contract on their first day of Afterschool. Reference the contract as needed if the students get off track.

The image shows two sample forms from the LaAmistad notebook. The top form is the 'Student Contract', which includes sections for 'Student's Name', 'Agreement' (with a list of commitments like 'I will be on time to school and LaAmistad', 'I will be responsible for my own behavior', etc.), 'Behavior' (with a list of expectations like 'I will be respectful and kind to all people', 'I will be responsible for my own behavior', etc.), 'Classroom Expectations', and 'Signature' lines for the student and parent. The bottom form is the 'Student Interest Inventory', titled 'BACK TO SCHOOL INTEREST INVENTORY'. It features a grid for tracking interests in various subjects (Reading, Math, Science, Social Studies, Art, Music, Physical Education, and Other) across different activities (Reading, Writing, Drawing, etc.). It also includes sections for 'My favorite book is...' and 'My favorite activity is...'. At the bottom, there are checkboxes for 'I am interested in...' and 'I am not interested in...' for each subject.

#### Student Interest Inventory

Every LaAmistad student completes an interest inventory to help us and volunteers get to know our students. It's a great conversation starter and gives ideas on what captures a child's interest. This will be helpful when selecting books or journal writing.

#### Vocabulary Words List

Students should review Vocabulary Student Word Lists with their volunteers. The list will be provided in the Student Notebook. Students will track their progress in their notebook. Begin with Vocabulary Student Word Lists associated with their respective grade level and adjust as needed. Follow along with the student and instruct him/her to put a "+" in the square on the assessment form if the student was able to say the word. Encourage the student to make flashcards to practice the words they do not know. You can reassess the student regularly and continue to track their progress.

#### Math Student Data Tracking

Have students track their progress by coloring in the designated bar graph after each math assessment in their notebook.

#### Virtues/Devotion

Currently, LaAmistad is utilizing *The Virtues Project™ Educator's Guide*. Virtues are a simple way to create a culture of character. **The virtue of the week should be discussed and the affirmation recited prior to tutoring.** It is important to discuss the definition of virtue, why it is important to practice, how to practice it, what virtue looks like in practice. Activities related to virtue can be implemented during your tutoring sessions, if time allows.

#### Word of the Week (WOW)

Each week we have a designated word that students are encouraged to learn, process, and begin to use in their daily lives. WOWs are words that have been chosen to help improve the students' academic vocabulary. Words are picked during the summer to be used during the school year. At the beginning of the week, the WOW is introduced to the students. The Afterschool Teacher will introduce

the word, have students say the word, and then give a student friendly definition. Volunteers should give the students opportunities to interact with the WOWs and encourage them to use the words in daily language. We strive to implement WOWs and maintain consistency through all of LaAmistad Afterschool program locations.

### Study Skills

For 3<sup>rd</sup>-5<sup>th</sup> graders there is a study skill that is also introduced and reviewed every couple of weeks. The study skill should be defined and explained by the Afterschool Teacher and reviewed by volunteers in the classroom. Students should understand why the study skill is important and why it is a good idea for them to regularly try to use the study skill. An example of a study skill may be keeping a binder/notebook clean and organized.

### Journaling

Students should journal daily in their LaAmistad Notebooks. Students will complete their daily journal writing prior to their sessions with volunteers. Journal writing is an excellent form of self-expression. The goal of journaling is to get students comfortable getting their thoughts, feelings, opinions, and emotions on paper. Volunteers may use their own journal to write an entry and model reading it aloud to the student(s). Please read and discuss the students' journal entry. Our goal is to use journal time for discussing the students' writing and getting to know one another.

**RULE OF THUMB: One sentence per grade level is acceptable.**

**Homework Forms:** Found in the student notebook. This form is filled out by the student upon arrival and signed each day by the volunteers at the end of tutoring. Both the homework form and agenda should be out and accessible by the students and volunteers.

Please do NOT remove used pages from the notebook.

Additionally, there is a volunteer notes section that can be used to communicate important information on the work that was accomplished so that other volunteers after you can pick up where you left off. This is also where volunteers can highlight observations or give students praise.

Week of: _____	What homework do you have to complete today?	How are you feeling today?	Volunteer Name/Initials
Monday:	<input type="checkbox"/> None <input type="checkbox"/> Homework <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Happy <input type="checkbox"/> Excited <input type="checkbox"/> Proud <input type="checkbox"/> Grateful <input type="checkbox"/> Satisfied <input type="checkbox"/> Content <input type="checkbox"/> Relieved <input type="checkbox"/> Calm <input type="checkbox"/> Tired <input type="checkbox"/> Bored <input type="checkbox"/> Frustrated <input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Anxious <input type="checkbox"/> Nervous <input type="checkbox"/> Stressed <input type="checkbox"/> Confused <input type="checkbox"/> Uncertain <input type="checkbox"/> Disappointed <input type="checkbox"/> Upset <input type="checkbox"/> Irritated <input type="checkbox"/> Annoyed <input type="checkbox"/> Jealous <input type="checkbox"/> Envious <input type="checkbox"/> Insecure <input type="checkbox"/> Selfish <input type="checkbox"/> Greedy <input type="checkbox"/> Envious <input type="checkbox"/> Jealous <input type="checkbox"/> Insecure <input type="checkbox"/> Selfish <input type="checkbox"/> Greedy	
Tuesday:	<input type="checkbox"/> None <input type="checkbox"/> Homework <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Happy <input type="checkbox"/> Excited <input type="checkbox"/> Proud <input type="checkbox"/> Grateful <input type="checkbox"/> Satisfied <input type="checkbox"/> Content <input type="checkbox"/> Relieved <input type="checkbox"/> Calm <input type="checkbox"/> Tired <input type="checkbox"/> Bored <input type="checkbox"/> Frustrated <input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Anxious <input type="checkbox"/> Nervous <input type="checkbox"/> Stressed <input type="checkbox"/> Confused <input type="checkbox"/> Uncertain <input type="checkbox"/> Disappointed <input type="checkbox"/> Upset <input type="checkbox"/> Irritated <input type="checkbox"/> Annoyed <input type="checkbox"/> Jealous <input type="checkbox"/> Envious <input type="checkbox"/> Insecure <input type="checkbox"/> Selfish <input type="checkbox"/> Greedy	
Wednesday:	<input type="checkbox"/> None <input type="checkbox"/> Homework <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Happy <input type="checkbox"/> Excited <input type="checkbox"/> Proud <input type="checkbox"/> Grateful <input type="checkbox"/> Satisfied <input type="checkbox"/> Content <input type="checkbox"/> Relieved <input type="checkbox"/> Calm <input type="checkbox"/> Tired <input type="checkbox"/> Bored <input type="checkbox"/> Frustrated <input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Anxious <input type="checkbox"/> Nervous <input type="checkbox"/> Stressed <input type="checkbox"/> Confused <input type="checkbox"/> Uncertain <input type="checkbox"/> Disappointed <input type="checkbox"/> Upset <input type="checkbox"/> Irritated <input type="checkbox"/> Annoyed <input type="checkbox"/> Jealous <input type="checkbox"/> Envious <input type="checkbox"/> Insecure <input type="checkbox"/> Selfish <input type="checkbox"/> Greedy	
Thursday:	<input type="checkbox"/> None <input type="checkbox"/> Homework <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Happy <input type="checkbox"/> Excited <input type="checkbox"/> Proud <input type="checkbox"/> Grateful <input type="checkbox"/> Satisfied <input type="checkbox"/> Content <input type="checkbox"/> Relieved <input type="checkbox"/> Calm <input type="checkbox"/> Tired <input type="checkbox"/> Bored <input type="checkbox"/> Frustrated <input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Anxious <input type="checkbox"/> Nervous <input type="checkbox"/> Stressed <input type="checkbox"/> Confused <input type="checkbox"/> Uncertain <input type="checkbox"/> Disappointed <input type="checkbox"/> Upset <input type="checkbox"/> Irritated <input type="checkbox"/> Annoyed <input type="checkbox"/> Jealous <input type="checkbox"/> Envious <input type="checkbox"/> Insecure <input type="checkbox"/> Selfish <input type="checkbox"/> Greedy	

### Classroom Management

Volunteers will assist in classroom management. Training, tips and tools will be provided by the Afterschool Teacher and Academic Coordinators to support classroom management.

### 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 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"

- Respond “Yes/No Ma’am/Sir” to a question. Other forms of yes and no are to be corrected, such as yeah, yea, nah, a head nod, uh-huh, etc.
- Speak clear and correct English at all times, and encourage students to use English. No foul language or sarcasm is permitted
- Greet **all** visitors and work on proper eye contact when conversing
- Leave cell phones at home or 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
- Answer the LaAmistad Call and Response (see below)

### **Behavior**

- Be consistent, fair and 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 aren’t straighten up. For example, you could say, “I love the way Johnny is working so quietly and concentrating on his work.” Redirect students 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?”

### **Behavioral Assessment**

Every classroom has a behavioral assessment to assist in rewarding and redirecting students. Each child will have a clothespin with their name on it. At the beginning of each day, students begin as a participant. Throughout tutoring, volunteers and staff can move the clothespins along the colors to help students get on track and also recognize good decision-making and effort.

At the end of each day, volunteers are to select a number for each student based on the way the student behaved on that particular day. Write that number in the right-hand column of the student’s homework form (see below). The number system is described in the LaAmistad Notebook.

### **Classrooms Rules Poster**

Every classroom will have a classroom rules and expectations sign posted. Please use this tool as a way to redirect and highlight positive behaviors.

### **Call and Response**

If you need to get the students’ attention, call out “LaAmistad!” Students respond with “Friendship!” This is a signal for silence and to pay attention to their volunteer or staff.

### **Visitor Greeting**

Volunteers are asked to ensure that when guests enter a classroom at least one student ambassador greets them with the following: “Welcome to LaAmistad. My name is \_\_\_\_\_. It’s a pleasure to meet you.”

### **Hall Rules**

Students are not allowed in the halls without a volunteer. Running in the halls is prohibited. 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.

### **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 Afterschool Teacher for classroom placement unless your classroom placement has already been assigned.
- Help the Lead Volunteer (if applicable) pass out sharpened pencils, homework forms, journals and name tents.
- Post daily routine on blackboard or white board.

### Blackboard/White Board Example:

Monday, January 11, 2021

Word of the Week

Study Skill (3-5 Grade Only)

Journal

Open agenda and fill out homework form in notebook

Reading and Math Fluency Practice

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 Afterschool Teacher to check in. If he or she is not available, please check in with the classroom's Lead Volunteer (if applicable) 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 or staff explains the activities for the day that are written on the board and requests the students open their agendas.
- Students open the LaAmistad Notebooks and 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 in LaAmistad Notebook begin.
- Assign volunteers to students.
- Students will complete homework.
- Students will raise their hands when their assignments have been completed.
- Volunteers will check each student's assignment and assist with corrections if needed.
- Every homework assignment should be checked by a volunteer.

### **Journaling Tips**

- 1st and 2nd grade will draw for 5 min. and then write for 5 min. This strategy may be used for any student who is struggling with writing regardless of age.
- You may select the journal prompt, but we recommend that you ask them to use their own prompts to journal on a topic.

- Grammar and other corrections will not be made during this time.
- Students are allowed to fold the page over if the entry is private. The number of private entries per week can be limited if necessary.

### **While Students Are Working**

- Volunteers must not do the students' homework for them, but only assist 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.
- Sometimes not all homework can be completed during one Afterschool session. If this is the case, encourage students to complete what they can at home. As you continue to work with students, you will which subject each child needs the most help with.

### **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.

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

Learning to schedule their time wisely is something our students struggle with doing. 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. Books are available at your location but you're welcome to bring one of your favorites! 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 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.

Please refer to the **Teaching Tips** at the end of this handbook for more ideas and resources.

**Before Dismissal**

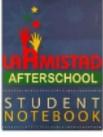
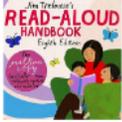
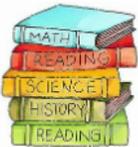
- Review the WOW again and make any class announcements.
- Have the students clean up the classroom and ensure they complete any assigned jobs.
- Volunteers will assign behavior assessment scores for the day and write them in the students' homework forms.
- Students are escorted to the common room for dismissal by the Afterschool Teacher.

## Program Schedules

### Schedule for Students with Homework

Task	Time	Materials-Resources
	10 minutes	<b>Getting Started</b> <ul style="list-style-type: none"> <li>SEL- Social Emotional Learning Check-in</li> <li>Virtue, Word of Week, Study Skill</li> </ul>
	5 minutes	<b>Homework Entry</b> <ul style="list-style-type: none"> <li>Student Notebook Entry- write Homework</li> </ul>
 Picture and Story Journal	10 minutes	<b>Journal Writing &amp; Reflection</b> <ul style="list-style-type: none"> <li>Self-selected or provided prompt</li> <li>Vocabulary Word Journal (students draw illustrate one word from read aloud or word of week.)</li> </ul>
<b>Math</b> 	10 minutes	<b>Math Fluency Success Skills Interventions</b> <ul style="list-style-type: none"> <li>Practice Drills- Interventions</li> <li>Flashcards-partner learning activities</li> <li>Whiteboard Problem of the Day</li> <li>Interactive math strategies -Acing Math</li> </ul>
	5 minutes	<b>BRAIN BREAK</b>
<b>Reading</b> 	10 minutes	<b>Reading-ELA Fluency Success Skills Practice</b> <ul style="list-style-type: none"> <li>Independent Reading</li> <li>Reading Practice Drill activities</li> <li>Interactive reading strategies focus- (spelling, vocabulary, phonemic awareness, comprehension learning games)</li> </ul>
	30-40 minutes	<b>*Homework Help</b> <ul style="list-style-type: none"> <li>(If students finish early, activities provided or suggested by AST)</li> <li>Students may work on School Platforms (if applicable) or MobyMax</li> </ul>

### Schedule for Students with No Homework

Task	Time	Materials-Resources
	10 minutes	<p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry- write NO Homework</li> <li>• SEL-Check-in</li> <li>• Virtue, Word of Week, Study Skill</li> </ul>
	10 minutes	<p><b>Shared Read Aloud</b></p> <ul style="list-style-type: none"> <li>• Shared Read Aloud and Discussion for Journal Hook</li> </ul>
	10 minutes	<p><b>Journal Writing &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Self-selected or <a href="#">provided prompt</a></li> <li>• Vocabulary Word Journal (students draw illustrate one word from read aloud or word of week (<a href="#">Word Collector Resource</a>))</li> </ul>
<p><b>Math</b></p> 	25 minutes	<p><b>Math Fluency Success Skill options</b></p> <ul style="list-style-type: none"> <li>• Practice Drills- Interventions</li> <li>• Interactive math strategies -Acing Math</li> <li>• Flashcards-partner learning activities</li> <li>• Moby Max, Education.com, EPIC, <a href="#">ABCya</a>, That Quiz</li> <li>• School Platforms (if applicable)</li> </ul>
	5 minutes	<p><b>Brain Break</b></p>
	25 minutes	<p><b>Reading-ELA Fluency Success Skills options</b></p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Reading Practice Drill activities</li> <li>• Interactive reading strategies focus-<u>s</u> (spelling, vocabulary, comprehension learning games)</li> <li>• Moby Max, Education.com, EPIC, <a href="#">ABCya</a>, That Quiz</li> <li>• School Platforms (if applicable)</li> </ul>
	5 minutes	<p><b>Reflections and Prepare for Dismissal</b></p>

## Tips for Teaching Our LaAmistad Students

### 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. (You can adapt for online by taking turns with the student saying the next letter of the word.)

#### **Dry Erase Board Activities**

- You can ask the students to spell a word on the dry erase board and have students 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, waz, 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 are not 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. (Adapt for online by reading the title and looking at the cover art.)
- 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 basic who, what, why questions correctly, they are not comprehending the story. Please go back and reread certain parts until you feel 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.

## **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. If you are volunteering in person, step up the fun by standing 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 cannot 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?" Alternatively, 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 (In-person tutoring)** There are fun, simple card games that have 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 counts by 5s until you get to 80. Starting with 150 skip counts 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**

[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