



Volunteer Manual



The Emery Ed Fund mobilizes local and regional resources to bring increased funding, innovative programs and strong partnerships to Emery's schools.

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Welcome and Introduction

Dear Volunteer,

Welcome to the Emery Education Foundation! (a.k.a the Emery Ed Fund). We are delighted that you have made the commitment to volunteer in the Emeryville public schools. There are a growing number of people taking direct positive action on behalf of Emeryville's youth and you are one of them. We are proud of the collective community: you are committed to working with our city's students and helping them to achieve their full potential. We are proud to say that the Emery Ed Fund volunteer program consists of hundreds of active volunteers.

Teachers have made us aware that the support of volunteers enables their students to receive critical reinforcement and affirmation of small successes. Your personal encouragement is pivotal to learning. Teachers share that "Students are more likely to succeed when they have someone who is right there seeing that they will be able to complete things."

A recent survey conducted by the Emery Ed Fund showed an estimated 7,604 hours logged by volunteers over an 18 month period. Using the State of California volunteer valuation factor of \$20.36 per hour, this donated time equals over \$150,000 in real added value. Clearly, your time and commitment leaves an immeasurable impact of the lives of our students, faculty, and community.

This volunteer handbook is designed to provide practical information that will assist you in your volunteer placement. If you have any ideas of feedback, feel free to contact us directly at volunteer@emeryed.org or 510-601-4911. The Emery Ed Fund is committed to ensuring that you have a successful placement experience.

Thank you, again!

Warm Regards,

Eugenia Bowman
Executive Director

C. Phillip Powell
Program Manger

About the Emery Ed Fund and Emeryville Unified School District

Emery Ed Fund's Mission:

The Emery Ed Fund mobilizes local and regional resources to bring increased funding, innovative programs and strong partnerships to Emeryville's public schools.

About the Emery Ed Fund

The Emery Ed Fund is a non-profit organization founded in 1996 by a group of community members interested in working with the school district to improve education. Our board of directors is made up of civic leaders, local business people, parents and school district representatives. The Ed Fund is an active partner in supporting school change through a partnership with the Bay Area Coalition for Equitable Schools. In addition to our volunteer program, we directly support students and teachers through scholarship and mini-grant programs, among others.

Emery Unified School District's Mission:

Families, students, teachers, staff, and community lead Emery Unified School District to continuously create academic excellence and equity for each student.

Guiding Principles:

We Hold High Academic, Social, and Professional Expectations

We Create a Sense of Family

We Inspire and Support Innovation to End Racist and Classist Practices

About Emery Unified School District (EUSD)

EUSD is a district of approximately 800 students residing in Emeryville and Oakland. The district operates two schools:

- Anna Yates Elementary School (AY) serves approximately 400 students in grades K-6. It is located at 1040 41 Street, Emeryville, CA 94608 (between San Pablo and Adeline)
- Emery Secondary School serves 368 students in grades 7-12. It is located at 1100 47th Street, Emeryville, CA 94608 (at San Pablo)

2010-2011 Important School Dates and Holidays

August 30, First Day of School

September 6, Labor Day

November 11, Veterans Day, School Closed

November 25- 26, Thanksgiving, School Closed

December 20 to January 3, Winter Break, School Closed

January 17, Martin Luther King Day, School Closed

February 21 to 25, Lincoln's Birthday and President's Week, School Closed

April 18 to 22, Spring Break, School Closed

April 19 to 25, National Volunteer Week

April 27 - 30, State Testing Begins

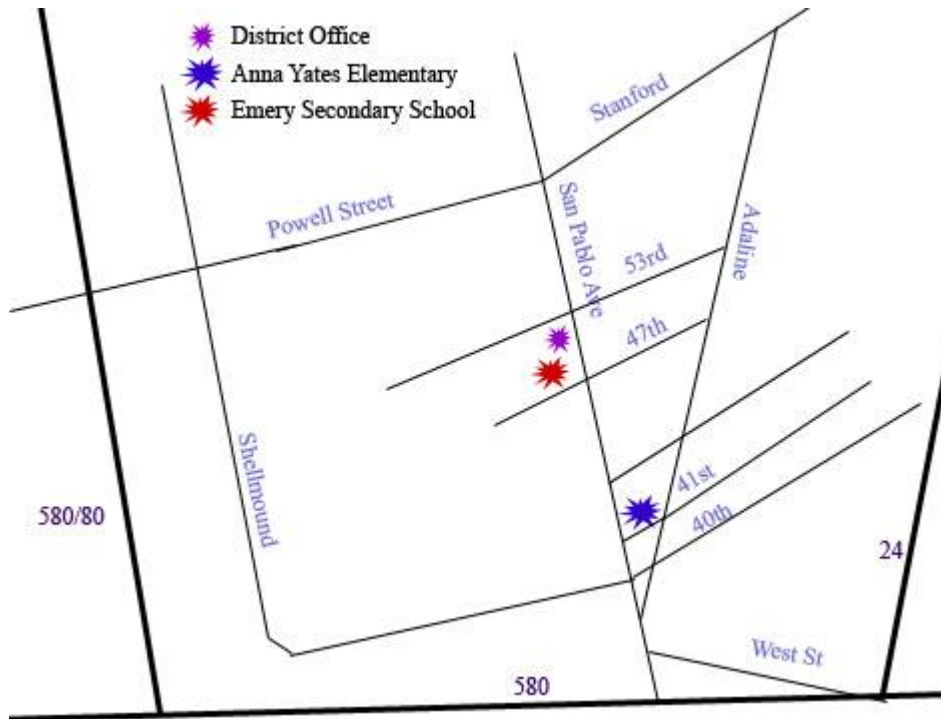
May 1, State Testing (Check with your teacher/supervisor for status of volunteer assignment)

May 18 - 22, State Testing Ends (Check with your teacher/supervisor for status of volunteer assignment)

May 30, Memorial Day, School Closed

June 16, Last Day of School

Map to Emeryville's Schools:



District Office:

*4727 San Pablo Ave.
Emeryville, CA 94608*

Anna Yates Elementary:

*1070 41st Street
Emeryville, CA 94608
(510) 601-4917*

Emery Secondary School:

*1100 47th Street
Emeryville, CA 94608
(510) 601-4963*

Street parking is usually available in front of the schools or on the surrounding streets.

For more information contact: Phillip Powell, Program Manager, Emery Ed Fund, P: 510-601-4911 F: 510-601-4993 volunteer@emeryed.org

Become a Community or School Volunteer Through the Emery Ed Fund

Thank you for your interest in the Emery Ed Fund's Community and School Volunteer Program. You will be joining a growing number of business professionals, artists, musicians, college students and community members who offer their time and energy to improve the quality of life for Emeryville's youth through volunteering in various capacities in the Fund's offices, in the schools, and throughout the greater community.

Please complete the following steps to register and begin volunteering:

- **Contact The Emery Ed Fund to request a Volunteer Registration Packet:**
 - Call (510) 601-4911 or
 - Email volunteer@emeryed.org or
 - Visit website at www.emeryed.org
- **Provide the completed packet documents to the Fund:**
 - Completed Volunteer Application Form**When volunteering with youth and/or in the Schools:**
 - Contact information for one reference
 - Copy of your negative Tuberculosis test
 - Current, valid ID (drivers license or Passport)
 - Copy of "Request for LiveScan Fingerprinting" (see below)
- **For volunteers working with youth independently, get LiveScan fingerprinted by the Emeryville Police Dept.**
 - LiveScan Fingerprinting is provided at **no** cost to Emery Ed Fund volunteers.
 - Contact Sherry at 510-596-3718
- **Meet with Emery Ed Fund Staff or attend a Volunteer Orientation:**
 - Contact the Ed Fund at (510) 601-4911 or via email at volunteer@emeryed.org to make arrangements

There are many volunteer opportunities available throughout the school system in all grades. The Emery Ed Fund's staff will work with you to determine where your interests, skills and availability could be best utilized.

School placement takes from one to two weeks, depending on receipt of your completed paperwork, proof of negative TB test, and completed fingerprinting/background check.

To start the volunteer registration process or to ask questions contact:

C. Phillip Powell
Program Manager
Emery Ed Fund

Phone: (510) 601-4911

Fax: (510) 601-4993

volunteer@emeryed.org / www.emeryed.org

Emery Ed Fund Community Volunteer Application

Name: _____

Street Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **Email:** _____

Employer/Affiliation: _____

Title or Department: _____

1. Skills (check all that applies):

- | | |
|---|---|
| <input type="checkbox"/> Arts | <input type="checkbox"/> Math |
| <input type="checkbox"/> College and Career Prep | <input type="checkbox"/> Mentorship |
| <input type="checkbox"/> Computers, Technology, Web | <input type="checkbox"/> Music |
| <input type="checkbox"/> Database Support | <input type="checkbox"/> Office Assistance |
| <input type="checkbox"/> English Language Tutor | <input type="checkbox"/> Publicity and Outreach |
| <input type="checkbox"/> Events | <input type="checkbox"/> Reading Programs |
| <input type="checkbox"/> Graphic Design | <input type="checkbox"/> Science |
| <input type="checkbox"/> Green/Environmental | <input type="checkbox"/> Sports, Coaching and Fitness |
| <input type="checkbox"/> Homework Support | <input type="checkbox"/> Theatre and Dramatic Arts |
| <input type="checkbox"/> Internships | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Language/Speech | <input type="checkbox"/> Wellness |
| <input type="checkbox"/> Library Assistance | <input type="checkbox"/> Writing |

2. Project Preferences

- | | |
|---|---|
| <input type="checkbox"/> After-School Program | <input type="checkbox"/> Internship Program |
| <input type="checkbox"/> Classroom Assistance | <input type="checkbox"/> Mentor |
| <input type="checkbox"/> College Club | <input type="checkbox"/> Office Support |
| <input type="checkbox"/> Database support | <input type="checkbox"/> Publicity and Outreach |
| <input type="checkbox"/> English Language Tutor | <input type="checkbox"/> Reading Buddy |
| <input type="checkbox"/> Graphic Design | <input type="checkbox"/> Subject tutor |
| <input type="checkbox"/> Green Club | <input type="checkbox"/> Writing Workshop |

3. Site Preference

- | | |
|---|--|
| <input type="checkbox"/> Elementary K-6 | <input type="checkbox"/> Emery Ed Fund |
| <input type="checkbox"/> Secondary 7-12 | <input type="checkbox"/> On-call for events and projects |

4. Internship Program

My company is seeking interns for the following positions: _____

5. Other Information

a. I would like to volunteer in another capacity (Please explain):

b. I have the following special interests/hobbies that I can share:

c. I have the following experience in non-profit organizations/education:

d. I have the following experience/background in teaching or tutoring:

e. I speak a language other than English and would be willing to tutor or mentor a student. My languages and level of proficiency (read, write, speak, fluent, familiar, beginner) are:

f. I am seeking credit (observation requirement for Teacher Education Program, Community Service Requirement, etc.) (Please explain).

The following are required in order to work with youth in the schools:

6. I have had a TB test in the past 3 years. Yes No

7. I understand that this application may involve a criminal background check and that the Emery Unified School District will screen all applicants. **(Initial_____)**

8. I have been fingerprinted by the Emeryville Police Dept. in the last 2 years. Yes No

9. I have been convicted of a felony. Yes No
(if yes, please write an explanation on a separate sheet of paper.)

Signature: _____ **Date:** _____

Submit your completed application, with appropriate verifications and a copy of your reference and **Drivers License** to: C. Phillip Powell, Program Manager, Emery Ed Fund, PO Box 8926, Emeryville CA 94662, Phone: (510) 601-4999, Fax: (510) 601-4993, Email: volunteer@emeryed.org. Thank you for your interest!

Volunteer Reference Form

Emeryville School Volunteers

Volunteer Name: _____

Please provide contact information for one reference that can verify your current or past work/volunteer experience (past/present supervisor, co-worker, instructor, member of the clergy, etc.). *Close friends and family members are not considered references.*

Reference Name: _____

Title/Position: _____

Organization: _____

Address: _____

City: _____ State _____ Zip _____

This is a Home Business Address.

Phone: _____ Fax: _____ E-mail: _____

I agree to let the Emery Ed Fund contact the above reference to check my volunteer or job experiences. I understand that this information will be treated as confidential between the Emery Unified School District, the Emery Ed Fund, and my reference.

Volunteer Signature: _____ Date: _____

Daytime Phone _____

Evening _____

C. Phillip Powell
Program Manager
Emery Ed Fund
P.O. Box 8926
Emeryville, CA 94662
Location: 4727 San Pablo Ave., R & D Office
Phone: (510) 601-4911
FAX: (510) 601-4993
volunteer@emeryed.org
www.emeryed.org

Tuberculosis Screening Information Emeryville School Volunteers

In order to complete the registration process, the Emery Ed Fund requires volunteers working with youth and in the schools to provide proof of a negative Tuberculosis test within the last 5 years.

If you do not have a private physician, TB tests are available at the locations listed below. Hours and fees vary from center to center so please call to verify.

Emeryville:

- Emeryville Occupational Medical Center (EOMC) (\$17)
#6001 Shellmound St, Suite 850 (Public Market Bldg) (510) 653-5200
Call for appointment. Hours of operation 8:30am-5:30pm

Berkeley

- Berkeley Free Clinic (free)
2339 Durant Avenue, Berkeley
By appointment on Saturday, between 3-5 p.m. (510) 548-2570

San Francisco:

- Adult Immunization and Travel Clinic (\$30)
Public Health Building
101 Grove (Polk)
Drop in Clinic hours: M, W, F, 9-4 p.m., Tue 9-3:00 p.m. (415) 554-2625
- Mission Neighborhood Health Center (\$25)
240 Shotwell (& 16th), (415) 552-3870
Call for appointment, hours of operation 8:00 – 5 p.m.
- Overseas Medical Center (\$25)
49 Drumm St. (Sacramento & Calif.)
Call for appointment. Hours of operation 9-12, 1-4 p.m. (415) 982-8380

Send Emery Ed Fund a copy of the test results to:

C. Phillip Powell, Program Manager
Emery Ed Fund,
P.O. Box 8926
Emeryville, CA 94662
(510) 601-4911
Fax: (510) 601-4993

Supporting the Ed Fund and our Schools

It's Never Been Easier!

The Emery Ed Fund is now a member of eScrip, a simple fundraising resource. eScrip streamlines the whole fundraising process and puts everyone -- the organization, the kids, their parents, and the community - in the winner's circle. eScrip is proven to be a fantastic resource for fundraising where participating business partners contribute a percentage of your grocery loyalty cards, credit card, and debit/ATM card purchases to the school, group or organization of your choice.

Here's How it Works

- You register any one or all of your existing grocery loyalty, debit and credit cards for use in the program.
- Participating merchants will make contributions to your chosen group, based on purchases made by you, just by using the cards you have registered.
- Your purchases are tracked and available to you online, allowing you to see just how much you are earning on your program's behalf!

There are more than 100 eScrip business partners in Northern California. For a complete list, visit the eScrip website online: www.escrrip.com or via phone: (800) 254-5404 or return this form to the Emery Ed Fund.

Volunteer Staff Service Agreement

I will provide the Emery Ed Fund with a completed application form, reference, TB clearance, and copy of a valid driver's license. If I plan to mentor a student, I will provide a Livescan.

I agree to follow school and classroom rules and regulations.

I will spend my scheduled time with students doing site approved and/or assigned activities.

I will respect the school's dress code: no sunglasses, hoodies with the hood up, flip flops, bare midriffs, sagging pants; or, clothing with logos depicting drugs, tobacco, alcohol, or anything sexually suggestive or involving a racial/ethnic slur.

I will never remove a child from the designated school area, or make plans to meet a student during non-school hours for any reason without the express permission of the teacher in charge and the Emery Ed Fund.

I will never discipline any child. In case of a situation that requires a disciplinary action, I will notify the lead teacher immediately.

I will be free from the influence of alcohol or illegal drugs while volunteering.

I will not use electronic devices such as cell phones, music players, Blackberries, etc. while working with students.

I will not engage in any act which is discriminatory in nature towards another person's race, creed, ethnicity, national origin, sex, sexual orientation, age, physical condition, religious beliefs, political afflictions, veterans or martial status.

In addition:

I agree to the above codes of conduct and will never purposefully endanger the well being or life of a child.

I agree to pass on knowledge of or suspicion of child abuse to an appropriate Emeryville Unified School District staff member.

I agree to notify the emery Ed Fund and my supervising teacher if I cannot continue my volunteer commitment.

I realize that any breach of the above policies may result in my dismissal.

Volunteer:

Signed _____ Date _____

PRINT NAME: _____

Parent or Guardian (required if volunteer is under 18)

Signed _____ Date _____

PRINT NAME: _____

School Policies and Expectations

School Dress Code:

Students are required to conform to mandated standards of dress. While Anna Yates Elementary School students wear uniforms, students at Emery Secondary School have more freedom of expression in their dress but must follow these rules. Volunteers should be aware of the rules and try to conform as well.

- Clothing must be neat, clean and not disrupt classroom instructional activities.
- Beach attire, short shorts, strapless or low cut tops, bare midriffs and beach flip-flops are not permitted.
- Students are not permitted to wear hats. This is often the hardest thing for volunteers to remember. Please don't wear any kind of hat in the school. Sunglasses are not to be worn in the school building.
- "Sagging" such that underwear or shorts can be seen over the top of pants is not allowed.
- Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcohol, racial/ethnic slurs, gang affiliation or that are sexually suggestive, will not be permitted.

Visitors:

All visitors to the campuses must report to the main office to sign in and obtain a visitors pass or badge before they visit any office or classroom.

Smoking, Alcohol:

Smoking is not allowed on the school campus at any time. Alcohol is not allowed inside the school or on school grounds at any time.

Project Opportunities

Internship Program A collaboration with the College and Career Counselor at Emery Secondary School which places student interns throughout the school year.

Mentor "The Mentorship Experience" is a partnership between the Fund, the School District and Target Success Academy. The goal is to provide a sustained, community-based network of personal support, information and resources to Emery students to empower each student to succeed and achieve their life potential.

Office Support The Fund is constantly on the lookout for volunteers who can assist with administrative duties to help manage a non-profit office and mailing support.

Database Support The Emery Ed Fund boasts a complex integrated database that tracks volunteers, interns, donors, and mentors, requiring constant maintenance.

Publicity and Outreach A volunteer could assist with enhance our visibility in order to increase donations, recruit volunteers or publicize specific events.

Graphic Design The Fund and School District has projects and events that sometimes require flyers, website design, and posters for publicity.

Green Club Recycling is currently in operation. Lunchtime Compost/Recycle Program is forming as well as education in classrooms and monitoring during lunch, 11:15 to 12:30. Campus Litter Team will begin January of 2008. The Nutrition Team will work with students to determine what changes can be made in types of school food.

Writing Workshop Several students struggle with their writing skills. Expertise in writing would be helping for holding a one-time or on-going writing workshops.

Reading Buddy Program A dedicated team of volunteers take 45 minutes one day a week to read aloud to k-3rd grade students from their favorite children's books.

Read Across America Each year on Dr. Seuss' birthday volunteers from the community converge at our elementary to read aloud students. As Dr. Seuss says: "You're never too old, too wacky, too wild, to pick up a book and read to a child."

Classroom Assistants Volunteers provide general assistance for teachers and students in the classroom, duties generally include assisting teachers with prep work, assisting with classroom projects, and working with students.

Subject Tutors Volunteer tutors work with students in small groups in specialized subject areas, Math, Science, English, History or Computer Science, particularly with students performing significantly above or below grade level.

English Language Learners/ESL Tutoring Individual English tutoring, using English only and focusing on vocabulary building games and conversational exercises supporting new English language learners in K-6th classrooms.

Emery College Club Assist college-bound students from grades 7-12 with the college selection and application process, scholarship and internship applications, and general navigation of the college prep process.

After School Programs Opportunities exists for volunteers after hours, after school activities including: tutoring, SAT prep, career orientation, field trips, arts, dance, theater, and sports.

Getting Started

When your placement is made and you receive your school site assignment please refer to page 3 for a map, address, and contact information for your specific school site project placement. If you do not have the information listed below please request it from the Program Manger:

1) Project Placement: _____

2) Teacher Contact Information: _____

3) Schedule: _____

Meet with the teacher before you start

Some teachers are more experienced than others at working with volunteers in their classrooms. Ask for a meeting to talk about your mutual goals and define your roles. Be sure to ask the teachers for any information you need, especially about special situations like fire and earthquake drill procedures, uniform policy, or special schedules. As an adult at school, the children will look to you as a role model.

Spend some time just observing the class

- 1) Go slowly. Don't feel that you must begin tutoring right away.
- 2) Take time to learn the school routine

Establish positive relationships with the students

- 1) Introduce yourself and get to know the students.
- 2) Make sure you know each others names and how to pronounce them correctly.
- 3) Have discussions using common interests as a starting point.
- 4) You'll get much more accomplished if you establish a positive relationship from the start.
- 5) Remember to act as a positive role model at all times.

If there are problems with the class, try and resolve them first with the teacher and Program Manager. If for some reason you must stop volunteering, be sure to notify the teacher, as well as the Program Manager.

Initial Volunteer/Teacher Checklist

When meeting the teacher you'll be working with, it would be helpful to discuss the following:

- How to sign in and out of the building (normally located in the main office of each school site).
- Whether or not you need to wear a volunteer or visitors badge in addition to your Emery Ed Fund identification name tag.
- Agree on a schedule of the days and times you will be working in the classroom.
- The school-wide rules (located on pg. 9).
- The school's bell schedule.
- The teacher's classroom management techniques and emergency procedures.
- Adult restrooms and break areas.
- Your role in creating a positive learning environment.
- Strategies to use while working with students.
- Exchange contact information and emergency phone numbers in case of schedule changes, and for communicating sick days. Emergency or cell phone numbers maybe a good idea.
- Discuss alternate plans for you on days that the teacher is absent and a substitute is in charge.
- Decide how the students will refer to you. For example you might want to be called by your first name rather than "Mr.____" or "Ms.____."
- Discuss the other procedures for taking student(s) out of the classroom for individual work; if applicable (all individual tutors must be Live scanned to tutor on a one-on-one basis).
- Share your special interests, talents, and skills with the teacher. They may provide another resource for the classroom!

Other: _____

How Your Support is Felt

What Volunteers Say:

"I think I impacted the students in several ways. Just today I realized that one student has made significant progress in his reading and writing. I've seen the "a-ha" moment several times in math as well. I do feel that I impacted them the most in more social ways-through love, respect, and humor."

"The children participated in more activities after I told them about my family, my difficulties, and my interests. They felt they could open up more."

"Some of the students volunteered to forgo recess and stay in class so I could help them with their math, some just to talk."

What Teachers Say:

"Students are more likely to succeed when they have someone who is right there seeing that they will be able to complete things."

"Her support was valuable. It made it easier for me to focus on the rest of the class while she was working one-on-one."

"The students look forward to volunteer's arrival. They have benefited on all levels from the volunteer's interaction. I would say their confidence and skills levels are greatly improved."

What Students Say:

"He helps us on the computer. He helps us find words that we do not know. He helps us save our work. He taught us how to make the computer talk. He said, "don't give up, be independent." I listened to him and I got my work done."

"He helped me get better at basketball and I didn't care if I was the only girl on the team. When I couldn't get the ball because everyone was taller than me; he didn't say give up and go play with someone else, he said "go try again and don't give up."

A Call for Volunteers

The Emery Ed Fund is continually looking for volunteers to help our students, teachers, and staff. If you have friends or family members that are interested in helping children succeed in schools, please call us at 510-601-4911.

Characteristics of Children

Characteristics of Children aged 6 – 8 years:

After the age of 5, children take a giant step toward adulthood, socially as well as intellectually. At no time are they more ready to learn. They are remarkable for their thirst to know and understand.

Six through Eight-Year Olds

Physical Characteristics:

- Six, seven and eight-year olds are an active group. Their muscle coordination and control are uneven, but becoming increasingly refined.
- Small muscles develop rapidly during this stage, making writing, playing musical instruments and building things more enjoyable.
- Children in this age group have difficulty balancing high-energy activities and quiet activities.
- During this stage there may be quite a difference in the size and abilities of children. This will affect the way they get along with others, how they feel about themselves, and what they do.

Cognitive Development:

- With an increased ability to remember and pay attention, six, seven, and eight-year-olds grow rapidly in their ability to speak and express ideas. At this stage, speaking and listening vocabularies double and reading may become a major interest.
- Although they are still very self-centered, children in this age group are beginning to think of others. However, they have difficulty accepting rules they did not help make.
- Young school-age children are interested in real life tasks and activities and pretend and fantasy lessens considerably.

Social and Personal Development:

- Six through eight-year old children want to do things by and for themselves, yet they need adults who will help them when asked or needed.
- Children in this age group need guidance, rules and limits. They still have trouble understanding the feelings and needs of other people. Doing things with friends, teamwork, and following rules become very important.
- Friendships at this stage are mainly same-sex and involve having fun, learning by watching and talking to each other, banning together in time of trouble, and giving support in time of stress.
- Six through eight-year-olds find a sense of security in groups, organized play, and clubs.

Characteristics of Children aged 9 – 12 years:

Physical Characteristics:

- Nine through twelve-year-old children experience continued increases in body strength and hand dexterity as well as improvements in coordination and reaction time. By the end of this stage they are almost as coordinated as adults.
- Girls in this age group are generally as much as two years ahead of boys in physical maturity.
- In the later stages of middle childhood, body changes indicate approaching puberty. Growth spurts are also common during this period.

Cognitive Development:

- Children between nine and twelve are skillful in reading and writing.
- They have generally mastered sequencing and order, which are essential for higher level math skills.
- Children in this age group learn best if they are active while they are learning.
- They are also beginning to build self-image as a "worker." If encouraged, this is positive in later development of career choices.
- Many children at this stage develop special interest in collections or hobbies.

Social and Personal Development:

- Nine to twelve-year-olds begin to see parents and authority figures as fallible human beings.
- There are signs of growing independence and they may belittle or defy authority.
- To win, to lead, or to be first is valued.
- Friends become increasingly important. Secret codes, shared word meanings and made up languages, passwords and elaborate rituals are important ways to strengthen the bonds of friendship.
- Close friends are almost always of the same sex. However, children in this age range are increasingly interested in peers of the opposite sex.

Characteristics of Children aged 13 – 18 years:

Physical characteristics:

- Spurts of boundless energy and periods of dreamy lethargy.
- Vary greatly in strength, dexterity and size (like adults).
- Rapidly changing bodies and minds.

Self-image:

- Extraordinarily self-conscious about themselves and the attitudes of others towards them.
- Overwhelming desire to do something well and to receive admiration for the achievement.
- Need to hear that others whom they respect value what they do.

Relationships with others:

- Parents and families remain of primary importance in setting values and giving affection.
- Peers offer needed support, companionship and criticism.
- Eager to understand the possibilities of adulthood (need relationships with adults who are willing to share their experiences, views, values and feelings).
- Want to know and understand rules (explicit boundaries help define the areas in which they may legitimately seek freedom to explore).
- Increasingly able to participate with adults in framing their own rules and limits.

Interest in learning:

- Enjoy participation in activities that shape their lives and allow them to use their new talents.
- Want to be included in the planning of events.
- Have short attention span; prefer choice of varied tasks that enlist diverse interests and abilities.
- Enjoy exploring and experiencing new things.

Learning Styles

Not everyone learns the same way. Your learning style is simply the way in which you learn best. Most people use all of their senses as they process information; however, one sense generally dominates. Below are descriptions of the different styles of learning, and suggestions on how best to teach each type of learner.

1. **Auditory learners**  **learn best by listening.** They prefer talking and enjoy listening to themselves talk. They can learn best through verbal demonstrations. Successful strategies include:

- 1) Read instructions aloud
- 2) Have them repeat instructions to you
- 3) If students are struggling, rephrase instructions

2. **Visual learners learn best by observing.** They prefer watching demonstrations and have intense concentration and ability to visualize information. Students who are visual learners like to write, doodle, and study their environment. Strategies Include:

- Keep a copy of the written instructions, charts, etc. in front of them
- Use visual aids for reference
- Try having students write or draw problems on paper

3. **Kinesthetic learners learn best by doing.** They remember best by what they did, not what is seen or heard. They need frequent breaks when studying and are easily distracted. Have students use:

- Manipulatives, such as money, with a math problem
- Learning aids, such as a globe, for geography
- Their bodies, such as acting out fiction or non-fiction stories

Effective Ways to Work with Students

- 1) Introduce yourself; tell the student(s) your name and make sure you know their name(s) and how to pronounce them correctly.
- 2) Be an active listener. Let the students know that what they say is important. Ask questions and restate their ideas in your own words to make sure that you understand.
- 3) When giving feedback, use tactful and positive comments. Praise often; seek something worthy of a compliment and be specific about what aspect of their work you are praising. Avoid negative comments like "no" or "that's wrong". Instead, use positive comments like:
 - "That was a good try. Let's try it again"
 - "The first part is right. Let's work on the second part."
- 4) Encourage students to do their own thinking. Be patient, i.e., give them plenty of time to answer. Silence can mean they are thinking of what they want to say or write. Be sensitive to the student's needs. Provide suggestions, information sources, and help if your student does not know the answer.
- 5) If you don't know an answer or are unsure of what to do, admit it to the student(s) and work it out together. Feel free to ask the teacher for help when you need it.
- 6) Comment or apologize when you make a mistake. It is important that children hear apologies just as adults do, and to know that no one is perfect.
- 7) Encourage students. Focus on and reinforce the student's successful work with positive language. Give encouragement and praise positive behavior and work attitude.
- 8) Students learn at various speeds. Do not feel you are not responsible for judging a student's abilities, progress, or behavior.
- 9) Respect a student's privacy. If a student reveals personal information, regard it as confidential unless it is something dangerous to the student or someone else. If so, tell a teacher or the principal.
- 10) Keep your commitment. The students will expect you and look forward to your coming to their school. If you know you will be absent, tell them in advance. Do not make promises you cannot keep; students remember everything.
- 11) Maintain a sense of humor. Enjoy yourself!

Working with Students Learning English

Emeryville is a city rich in cultural and linguistic diversity; as a result, English Language Learners (ELL) are a small percentage of the students in Emeryville Unified School District. Teachers, staff and volunteers in the district need to be familiar with the needs of ELL students, and of strategies that work to help them learn and take part in the classroom.

Find out from the teacher the particular needs of students; ask which students are newcomers to the United States, and what languages they speak. This can help you as you begin to work with individual students. Young people are generally eager to talk about their home countries, and are proud to share cultural and geographical information.

Here are some useful methods you can use with ELL students in the classroom.

1. *Speak naturally* but clearly; maintain a normal rate of speech. Students need to learn the language as it is really spoken.
2. *Avoid talking too much* – the student needs the practice – you don't.
3. *Model the language and be consistent.* Use the same words multiple times, to improve memory and comprehension. With newcomers to the United States, it's a good idea to limit your vocabulary to more common words, as the student improves, add complexity of language and vocabulary bit by bit.
4. *Use your body as a tool.* For example, you may use gestures, facial expressions, and actions to clarify what you are saying. Practice pantomiming actions as you give instructions –this adds a visual aid for the ELL student.
5. *Aim for fluency, rather than perfection.* Encourage the student to “try” using English (speaking a new language tends to make people very self-conscious and easily embarrassed).
6. *Model the correct form clearly.* Try not to overcorrect errors. One way to provide support is to rephrase. Avoid negative corrections be positive whenever possible.
7. *Focus student on “using” English.* Grammar is important, but real-life talking activities are vital to achieving fluency. Younger students will quickly assimilate the correct grammar forms by hearing and using language.

Creating a Positive Learning Environment

These are some suggestions for establishing a positive learning environment to focus and motivate your students.

1. Learn, follow and remind students of classroom rules. Every classroom has a set of rules that has been established by the teacher and students. Learn these rules so that you can understand what to expect from students. Remind students of rules as needed.

- Firmly and clearly remind the students which behaviors are acceptable and unacceptable.
- Acknowledge the student's feelings and redirect him/her to appropriate behavior. For example, "Michael, you know swearing is unacceptable in school. I understand that you are angry. You can tell me why you are angry, but you cannot swear at me."

2. Set expectations before beginning work. Students need structure, routine, an awareness of the agenda, and a clear understanding of the assignment.

- Let students know how long they will be working on an assignment and what will take place during that time period.
- Clearly explain the assignment. Ask the students questions to make sure he/she knows what to do.
- Explain the task into small pieces, allowing the student to focus on one thing at a time.

3. Structure the learning environment to be free of distractions.

- Clear the desk of any unnecessary materials.
- Tutor in a relatively quiet area away from windows, drinking fountains, pencil sharpeners, etc.
- Position yourself so you have the student's attention.

4. If students lose focus, redirect them to the task.

- If students become agitated while working on an assignment, focus their attention on something they have already done, redirecting their frustration to an achievement. For example, "Look, I really like the way you described the cat here. What happened after that?" Praise positive behavior immediately!

5. Additional Tips.

- Appeal to the students directly by letting him/her know how feel. For example, "When you yell in the classroom it hurts my ears and makes it difficult for me to hear others. Please talk quietly."
- Your voice is a teaching tool. Use words and a tone of voice that will help the student feel confident and reassured: soft, simple and direct.
- Use the methods and phrases used by the teacher to focus students.

6. Remember that the teacher is ultimately responsible for the classroom environment.

- If there is ever a situation that requires discipline in the classroom, it is the teacher's responsibility, not the volunteer's. When necessary, ask the teacher to reinforce classroom behavior expectations.

Building Self-Esteem

When young people feel good about themselves, they have greater motivation and a more positive attitude towards learning. Children know what make them feel successful or good about themselves. Here's what they say:

- ☺ Smile when you see me.
- ☺ Call me by my name (or ask me my name).
- ☺ Listen to me when I talk.
- ☺ Let me know you missed me when I was absent.
- ☺ Recognize my own special talents, even when they don't show up on my paper.
- ☺ Give me a way to succeed every day.
- ☺ Praise me when I do something right.
- ☺ If you don't like something that I do, help me understand that you still like me as a person.
- ☺ Show me that I have a lot of choices for the future. Help me set my own goals.
- ☺ Encourage me to aim high.

Try to reach each student with at least one of these self-esteem builders each day.

Words of Encouragement

- ☺ I knew you could do it.
- ☺ You've just about got it.
- ☺ Excellent!
- ☺ Outstanding!
- ☺ Good for you!
- ☺ That's great!
- ☺ Much better.
- ☺ That's the way.
- ☺ Fine.
- ☺ That's it.
- ☺ You're right.
- ☺ Keep trying.
- ☺ Way to go!
- ☺ Tremendous!
- ☺ Perfect!
- ☺ Nice going!
- ☺ Terrific!
- ☺ I like that.
- ☺ Marvelous.
- ☺ Good going.
- ☺ Fine job.
- ☺ Clever!
- ☺ Keep it up!
- ☺ Fantastic!
- ☺ Very good!
- ☺ You did it that time.
- ☺ You're doing fine.
- ☺ I'm very proud of you.
- ☺ You're learning fast.

- ☺ You're almost there.
- ☺ You're doing a good job today.
- ☺ You're working hard.
- ☺ You figured that out fast.
- ☺ It's a pleasure to teach you.
- ☺ You did a lot of work.
- ☺ I think you've got it!
- ☺ You are learning a lot!
- ☺ That's the way to do it.
- ☺ You make it look easy.
- ☺ That's better than ever.
- ☺ Good remembering.
- ☺ You've been practicing.
- ☺ Now you've got it.
- ☺ Congratulations!
- ☺ I've never seen it done better.
- ☺ Be proud of your work.
- ☺ Once more and you'll have it.
- ☺ I couldn't have done it better.

Communication and Setting Goals

A student may come to you for help on their homework. When going over it, they just aren't getting it. It may be that the student doesn't understand one particular part of the material that is blocking their understanding of the larger concept. Try to figure out what that part is that they aren't getting so you can work on it first. Once they have the foundation, the larger concept will begin to make sense to them. Also, try a variety of teaching techniques (refer to Learning Styles later in the packet).

Before you begin a tutoring session, discuss with your student what you intend to accomplish during that session. That way you have something you're working toward. It doesn't have to be a long process. The student may just say "I don't get how to write numbers in exponential form." And that simple statement tells you what the goal for the session is. Or, if you're working with a student over a period of time, you may want to set a long-range goal that you work toward during each tutoring session.

A student learns best with consistency. As a tutor, you may want to create a relationship with a particular child rather than working with several different children. Having the same tutor allows the child to build trust with their tutor and create a stronger mentoring relationship.

Survival Strategies

- You will be tested in the beginning before the students learn to trust and be comfortable with you.
- Don't let criticisms get to you.
- Hang in there: it gets easier.
- Don't take problems home. Solve them before you leave school.
- Try and find another volunteer with whom you can discuss your assignment on an ongoing basis. Recruit a friend or co-worker to volunteer with you!
- Remember that the teacher is ultimately responsible for the classroom environment. Use their rules to set limits and expectations to foster learning.

Tips for Tutors

Additional Tutoring Tips

- Appeal to the child directly by letting them know how you feel. Example: "When you yell in the classroom, it hurts my ears and makes it difficult for me to hear others. Please talk quietly."
- Your voice is a teaching tool. Use words and a tone of voice that will help the student feel confident and reassured: soft, simple, and direct.
- Use methods and phrases the teacher uses to focus children.
- If a child is not responding, try another "learning style" approach.
- Let students know that you also make mistakes and that making mistakes is ok.
- Communication with students **and** the teacher leads to success.

Behavior Management Tips

- Catch kids doing a good job! Reward positive behavior as much as possible by using lots of the positive reinforcement and being specific. Say things such as:

"You remembered the word cat – good job!"

"You got in line the first time I asked you."

"You shared your snack – that was really nice of you."

- If a student is acting out and he/she is causing harm to another student or being overly disruptive, tell the teacher. Never get involved with students who are physically fighting.
- When a child is misbehaving try ignoring the behavior. Kids often do things for attention, by ignoring the negative behavior it may stop.
- Redirect the child's energy. Many times you can change a child's behavior from bad to good by saying "Susie, come over here, I have something to show/tell you."
- Using "I" statements to try to get a student's to stop a behavior. Instead of staying "stop fidgeting" try "it's hard to help you when you move around the book so much, I need you to keep it in one place so we can both see the words."

General Tips

- Eye to Eye Contact – Scoot down to the students' level when speaking to them. This let's the student know you're listening to what they have to say making them feel valued.
- Use signals to get the kids attention – "When your ready – put your finger on your nose."
- If you're finished with your task and the teacher is busy, find something quiet to do with the students such as play I spy, make a memory game or a one piece of paper book.

Most importantly have fun! If you have fun, so will the students!

Reading Buddy Tips

When you arrive at the classroom, your Head Buddy will help you pair up with your regular buddy. Please spread out in the room. Some of you will be directed to a different classroom.

- 1) Bond (first few minutes)
 - Offer where you're from, where you live now, how old you are, things you like to do after work.
 - Ask your buddy things like "How old will you be on your next birthday?" Brothers and sisters? Pets? What do you like to do after school?
- 2) Read Book or Chapter to Them
 - Read without stopping unless they stop to ask what something means
 - Read in a lively way. Play with voices
 - Some students may want to skip this step and read to you right away. Offer to read first, and see what they want.
- 3) They Read to You
 - Encourage following with their finger and sounding out words (Some students are past finger reading-- encourage it if they're skipping around a lot or for sounding out particular words)
 - Coach some, but not all, pronunciation (too many corrections can be discouraging)
- 4) Vocabulary
 - Let their reading flow-- only stop to explain words if they ask or seem unsure. Ask them first what they think it means.
 - If they're on a roll, you can always go back over a page and ask what certain words mean.
- 5) Comprehension
 - Ask Who, What, Where, Why, When, How questions about the story or chapter.

Evaluation Form

1) How satisfied were you with the registration process?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

2) How satisfied were you with the volunteer manual provided?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

3) Overall, how satisfied were you with your volunteer placement?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

4) Overall, how satisfied were you with the accessibility of Emery Ed Fund Staff?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

5) Did you feel the length of orientation session was too long, just about right, or too short?

- Too long
- Just about right
- Too short

Please tell us how much you agree or disagree with the following statements.

7) The placement fair was appropriate and informative.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8) The placement fair was well organized.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

9) Placement fair staff was helpful and courteous.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15) Would you recommend others to volunteer with us?

- Yes
- No
- Don't Know

16) How would you rate this placement fair compared to other conferences of this type that you have attended?

- Very poor
- Poor
- Average
- Very good

Frequently Asked Questions

What do I do when I arrive at the school site?

- Always sign in as a visitor.
- At Anna Yates Elementary School sign in at the front office with the school secretary and receive a visitor's badge.
- At Emery Secondary School enter at the front of the school at 1100 47th St.; check in at the main office on your left. You will sign in and receive a visitors badge and then proceed to your classroom.

What do I do if I can't make a scheduled volunteer hour?

If you are a classroom volunteer, trade e-mails and phone numbers with the lead teacher on your first day. If you need to cancel a visit e-mail and call the teacher, when e-mailing send a copy to the Ed Fund. This will inform your students in advance that you will be absent that day.

I've been volunteering an hour per week, but I'd like to help more, how do I do that?

Volunteers can expand their responsibilities and commitment in many ways: Organize co-workers to volunteer with you, or learn how to train and coordinate other volunteers, become a mentor to a student, assist the Ed Fund in the office and at special events make a tax deductible donation to support the Ed Fund's work in the school and community.

What if I want to continue as a volunteer, but am not happy and/or don't feel that useful in my current placement?

If you experience any problems, please contact the Ed Fund office right away. It's our job to make sure that you are satisfied with the way you are donating your valuable time, and your feedback is invaluable to us.

School Contacts

Anna Yates Elementary School - Ms. Jag Lathan, Principal
1070 41st Street Emeryville, CA 94608
(510) 601-4917

Mary McGruder, School Secretary

Phone: (510) 601-4918

Jessica Odon, School Secretary

Phone: (510) 601-4917

Emery Secondary School – Mrs. A. Allen, Principal

1100 47th St.

Emeryville, CA 94608

Xochitl Cortez, Office Manager

Phone: (510) 601-4963

De-Iso Quadir, Administrative Assistant

Phone: (510) 601-4998

Contact Information for the teachers I work with:

#1 Name: _____

Email: _____

Phone: _____

#2 Name: _____

Email: _____

Phone: _____

#3 Name: _____

Email: _____

Phone: _____

#4 Name: _____

Email: _____

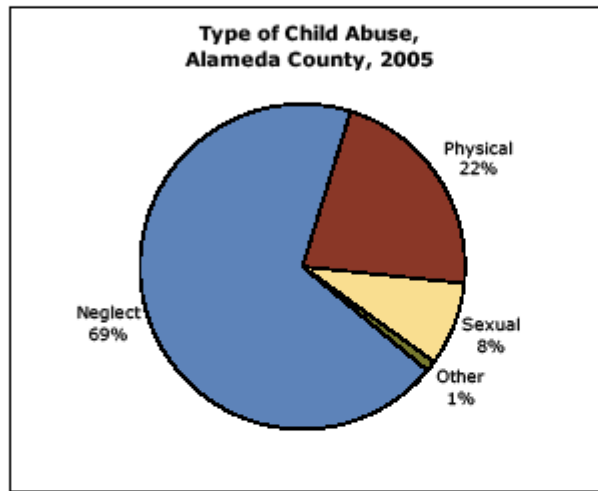
Phone: _____

For questions or concerns about the volunteer program, to request a volunteer, or to refer a new volunteer, please contact: Emery Ed Fund, P.O. Box 8926 Emeryville, CA 94662 Phone: (510) 601-4999 Fax: 601-4993 volunteer@emeryed.org



Child Abuse and Neglect in Alameda County: A Fact Sheet

Despite tremendous efforts for prevention and intervention over the past thirty years, **child abuse remains the most common type of major childhood trauma today**, and its impact on child health, families and societies is pervasive. Child neglect is the primary reason why children are removed from families at the national, state and county level.



Of 853 children who were removed from their homes in 2005, almost 70% were removed for neglect or severe neglect.

Impact of Child Maltreatment

Children who have experienced abuse or neglect frequently experience long-term negative health and social outcomes. These negative consequences can be devastating for maltreated individuals, while impacting society as a whole through increased public health and mental health costs, incarceration, teen pregnancy, and emergency housing and income assistance needs.

- | | |
|--|--|
| Long-term consequences of child abuse: | |
| <ul style="list-style-type: none">• Post-Traumatic Stress Disorder (PTSD)• Depression• Anxiety disorders | <ul style="list-style-type: none">• Smoking• Alcohol or drug abuse• Relationship problems• Adjustment disorders |

**Violence
Prevention
Initiative**

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY							
		REPORTERS BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip					
		REPORTERS TELEPHONE (DAYTIME)		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT?							
						<input type="checkbox"/> YES <input type="checkbox"/> NO TODAY'S DATE							
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY									
		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL						
		OFFICIAL CONTACTED - TITLE				TELEPHONE							
						()							
C.	VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY					
		ADDRESS		Street	City	Zip	TELEPHONE						
								()					
		PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE					
		PHYSICALLY DISABLED?	DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME						
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO										
		IN FOSTER CARE?	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)						
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)								
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THE VICTIM'S DEATH?								
			<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK								
D.	INVOLVED PARTIES <small>VICTIMS PARENTS/GUARDIANS SUSPECT</small>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX: <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____											
		DATE / TIME OF INCIDENT											
		PLACE OF INCIDENT											
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)											
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-bottom: 1px solid black;">1. _____</td> <td style="width: 25%; border-bottom: 1px solid black;">3. _____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">2. _____</td> <td style="border-bottom: 1px solid black;">4. _____</td> </tr> </table>								1. _____	3. _____	2. _____	4. _____
		1. _____	3. _____										
		2. _____	4. _____										
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY						
		ADDRESS		Street	City	Zip	HOME PHONE	BUSINESS PHONE					
						()							
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY								
ADDRESS		Street	City	Zip	HOME PHONE	BUSINESS PHONE							
						()							
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY								
ADDRESS		Street	City	Zip	TELEPHONE								
						()							
OTHER RELEVANT INFORMATION													

SS 8572 (Rev. 1/2002)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Teacher Fact Sheet

Emergency Health/Mental Health Issues

SUICIDAL STUDENT	THREATENING STUDENT	SUSPECTED ABUSE
<ul style="list-style-type: none"> • Do not leave the student alone. • Attempt to ask the student to explain themselves and try to get more information about the seriousness of the student's suicidal feelings. • Immediately contact a school counselor and share information. • If a counselor is unavailable, contact administrator or mental health staff. • For emergency situations, alert administrator and call police. Non-emergency police: 510-596-3700. Emergency: 911 	<ul style="list-style-type: none"> • Do not leave the student alone. • Attempt to ask the student to explain themselves and try to get more information about the seriousness of the student's threats. • Immediately contact a school counselor and share information. • If a counselor is unavailable, contact administrator or mental health staff. • For emergency situations, alert administrator and call police. Non-emergency police: 510-596-3700. Emergency: 911 	<p>All school staff are mandated reporters.</p> <ul style="list-style-type: none"> • If you have knowledge of or observe a child in your professional capacity or within the scope of your employment who you know or reasonably suspect has been the victim of child abuse, you are required to report the known or suspected instance of child abuse to a child protective agency by telephone and written report: • The telephone call must be made immediately or as soon as practicably possible by telephone to CPS: 510-259-1800. • AND • A written report must be sent within 36 hours of the telephone call to the child protective agency.