

VIRTUAL VOLUNTEER WELCOME TO ORIENTATION!



OAKLAND
PUBLIC EDUCATION FUND



OAKLAND
SCHOOL
VOLUNTEERS

I. Welcome to the Oakland Public Education Fund

We are the nonprofit partner of OUSD. We connect all Oakland public schools with tools, funds, and volunteers. Whether the community offers a donation of time or funds, we are committed to find the best fit to make an equity-driven impact.

OUR PROGRAMS

<p>#1 The A to Z Fund</p>	<p>The A to Z Fund does two big things for all Oakland public schools: 1) Provides our teachers with quality up-to-date professional development necessary in ensuring their continual growth as educators. 2) Distributes money to school leaders to use for camping trips, music, sports, and other underfunded opportunities from A to Z.</p>
<p>#2 Fiscal Sponsorship</p>	<p>The Ed Fund is proud to be the 501(c)(3) fiscal sponsor for a range of Oakland public schools, OUSD departments, and education-focused projects—90+ fiscal sponsorships in all. When projects are just starting out, run by volunteers, or very small, they can partner with the Ed Fund to take care of their operations to afford them time and resources to focus on their missions.</p>
<p>#3 Volunteers</p>	<p>We run this program on behalf of OUSD. We recruit, screen, and connect one-time, ongoing, family, and group volunteers for areas of requested support in every Oakland school.</p>

HOW CAN MY EMPLOYER SUPPORT OAKLAND SCHOOLS?

<p>Adopt an Oakland School</p>	<p>When a business adopts an Oakland school, they make a one-year commitment (minimum) to impact school culture and student achievement by participating in 3+ volunteer projects throughout the school year. Projects are identified based on school needs and employee talent.</p>
<p>Donate to a School</p>	<p>As a fiscal sponsor, we can hold donations schools who have accounts with us: https://www.oaklandfund.org/donate-to-a-school/</p>

VOLUNTEER SPECIAL EVENTS

Month	Activity	Description
Aug	Back to School	Help teachers set up their rooms in the days leading up to the first day of school.
Oct Feb May June	Read-Ins Latinx, African American, Asian Pacific, LGBTQ+	A week-long appreciation of literature by and about the community we are celebrating at schools across Oakland. Volunteers visit as special guest readers to celebrate diversity as well as a lifelong love of reading. When readers see themselves, their lives, and their communities in literature, they thrive!
Dec	Computer Science Week	Support students' exploration of college and career with engaging activities related to the tech sector.
Dec/May	Appreciation	Thank you! Please come out and celebrate community engagement with us!

II. Landscape of Oakland Schools

Oakland is a **Full-Service Community School District**. A Community School is both a place and a set of partnerships between the school and community organizations. Its integrated focus on academics, health & social services, youth & community development, and community engagement leads to improved student learning, stronger families, and healthier communities. The *vision* for this approach is that all OUSD students will find joy in their academic experience and graduate with critical skills necessary to ensure they are caring, competent, and fully informed, critical thinkers who are prepared for college, career, and community success.

The Opportunity Gap refers to persistent disparities in education outcomes between socio-economic, racial, and/or gender groups. Due to the cycle of poverty and inequitable access to education, under-resourced students are not receiving a high-quality education. Furthermore, many schools do not have the tools or capacity to support the unique academic needs of students learning English and/or students new to the U.S.

DATA AND DEMOGRAPHICS

- Approximately, **80%** of schools are not meeting academic grade-level performance expectations
- **12.7%** of the district are qualified as students with disabilities receiving special education services
- **50.7%** of students speak a non-English language at home
- **33%** of students are learning English
- **58%** of High School graduates attended college in the fall of 2017

45 Elementary

12 Middle

8 Combo K-8/6-12

7 High

7 Alternative High Schools

EQUITY INDEX SCHOOLS

We have identified 22 Oakland schools to prioritize with additional volunteer resources based on an equity index that weighs their existing access to volunteers and other factors that contribute to high-quality public education.

These schools were measured as not having equitable access to resources.

These schools are the most likely locations where we will invite you to volunteer.

ELEMENTARY

1. Acorn Woodland
2. Bridges Academy
3. Community United/Futures
4. East Oakland Pride
5. Encompass
6. Fruitvale
7. Garfield
8. Horace Mann
9. Howard
10. Korematsu
11. Markham
12. Martin Luther King Jr.
13. New Highland
14. Reach
15. Rise

MIDDLE

1. Bret Harte
2. Elmhurst United
3. Frick United
4. Madison Park 6 - 12

HIGH

1. Castlemont
2. Fremont
3. Oakland International

III. Requirements for Volunteers

ONBOARDING

- ☑ Application online
 - ☑ Approval to volunteer from our staff
 - ☑ Attend orientation session
- Complete and pass a Live Scan fingerprint check
- *Submit negative proof for Tuberculosis
 - Sign the liability waiver (electronically)
- Attend the content-specific training (*optional but recommended)
- *Submit proof of COVID vaccination
 - *Submit In-Person COVID waiver
 - *In-Person Volunteers Only

→ Once all required documents are completed, you will receive a clearance email with information about selecting a placement. We will request a photo for your volunteer identity badge on a lanyard (snail mail).

→ *If you already know where you'd like to volunteer, we will finalize our records once you've completed these onboarding requirements.*

VOLUNTEER REPORTING

As an community volunteer, you are expected to volunteer a minimum of one hour each week on an ongoing basis. At the end of each week you will receive a report to submit:

1. An hours summary: a summary of your volunteer hours (collective impact + volunteer resources)
2. An experience survey: your feedback about volunteering (trends + issues we can support with)
3. *A video submission (*not required for in-person volunteers): *only required for Virtual Tutors + Career Coaches*

OTHER EXPECTATIONS

Behavior

1. Sign in at the front office and wear your ID badge and lanyard **every time** you volunteer.
2. Engage teachers and staff with respect. Always listen carefully and follow their instructions and wishes. If you need to communicate with a teacher, please do so when they are not mid-instruction and do not expect same-day responses to emails. Texting is the recommended form of communication.
3. Approach your volunteering with flexibility. Teachers may ask you to complete a wide range of tasks. Please complete all requests to the best of your ability. If you do not enjoy the volunteer work you are being asked to complete, you may communicate this with a member of the Ed Fund staff, and adjustments can be made.
4. Use all classroom materials carefully, and replace them in an orderly manner when you are finished. As a guest in the classroom environment, you should attempt to leave the space nicer than when you found it.
5. Volunteers may not use profanity or vulgar language. Volunteers should keep the discussion of their personal lives to a minimum, and may not discuss adult topics with students.
6. Please provide as much notice as possible to your primary point of contact at the school site if you will be absent or late. If your attendance is poor and becomes an issue for the classroom, we will ask you to resign.
7. Volunteers may not bring guests, including family members to their designated school site. Special permission may be given by school leaders to volunteers with babies and toddlers.

Physical

8. Physical contact with students is prohibited. You may offer handshakes and high fives as greeting or encouragement. You may accept hugs from students, but you may not offer them. You may also choose to decline a hug offered from a student. Students may **never** sit on your lap.
9. Volunteers may not rough-house with students or climb play structures made for children.

10. Clothing must cover the entire midsection of the body and extend to at least the knees and the shoulders. Clothing may not depict or display any inappropriate or distracting language or images.
11. Good personal hygiene is required to volunteer in a school. Cleanliness prevents the spread of disease/illness. Always have clean hair, body, and clothes.
12. Volunteers may only use the adult restrooms located on campus (do NOT use the student restrooms). Volunteers are required to respect the facilities and maintain proper cleanliness. Volunteers are required to wash their hands thoroughly after using the restroom every time.
13. Volunteers must keep their personal items with them at all times. There is no designated place for volunteers to store belongings or materials. Please keep your belongings to a minimum.
14. Volunteers may not be under the influence of alcohol or illegal drugs while volunteering at the school sites. Smoking or smelling of smoke is not permitted at the school sites.
15. We value your safety, and have prioritized creating a safe environment in which you can volunteer. Beyond our efforts, there are certain societal factors that are out of our control. We ask you to please use good judgment should you ever feel unsafe.

In the Classroom

16. Whenever possible, please conduct your volunteering and/or tutoring inside the classroom, outside of an open door to the classroom, or in a public tutoring center within the school site.
17. If a child becomes hurt, sick, or says anything concerning to you, please convey this information to the teacher or principal as soon as possible.
18. Volunteers are responsible for understanding and using the specific approach demonstrated by the teacher/staff so that the work and the children are dealt with consistently and fundamental concepts are followed.
19. Please do not be a distraction in the classroom: cell phone use is not permitted, please use an indoor voice at all times, please do not call away student attention from the teacher if you are not currently working with them.
20. Disciplinary action is not the volunteer's responsibility and should be handled by the teachers and school staff.
21. Volunteers may **not** assign grades to students or assist in the place of employees who have been laid off.
22. Volunteers may **not** perform facilities maintenance work on the campus. No construction or electrical work allowed. Nor may they drive a district-owned vehicle.
23. Volunteers may **not** videotape / record students or staff.
24. Volunteers may **not** administer medication to students or inquire about student medical information.

EXAMPLE ACTIVITIES YOU MAY BE ASKED TO DO AT SCHOOL

- A. Support students with homework or activities
- B. Tutor students in a particular subject area - *additional training recommended*
- C. Monitor the class while the teacher is working with a smaller group
- D. Support teachers with student testing - *additional training required*
- E. Support teachers with a project in the classroom such as book-sorting, data entry, poster-making
- F. Support the office team with a project
- G. Help supervise students during recess or lunch
- H. Work on short-term campus beautification projects, such as planting in a box



SAFETY OVERVIEW

Always defer to your educator partner in emergency situations.
 Procedure overview below. See appendix for more detailed information.

Earthquake

Fire

Emergency Lockdown

Shelter-in-place

1. Drop
2. Cover
3. Hold

1. Evacuate the building
2. Sound the alarm
3. Call 911

1. Lock doors, close blinds
2. Keep students in class until all-clear

1. Shelter
2. Shut
3. Listen

IV. Connecting Around the Behavior of Children and Youth

To become strong volunteers and support students as they are growing, we must discuss the different behavioral stages and experiences our students may go through. Although volunteers never discipline students, classes are busy, dynamic environments, so it's important to approach volunteering with as much empathy and knowledge as we can.

FRAMEWORKS FOR UNDERSTANDING BEHAVIOR: *Hierarchy of Human Needs by Abraham Maslow*

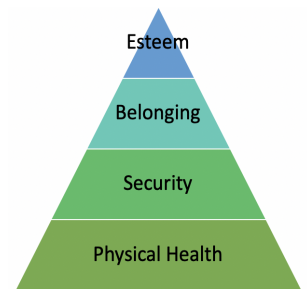
In order to be empowered to make good decisions for themselves, students need the following to be in-place:

ESTEEM - Developed by achieving a goal, overcoming a challenge, making progress, recognition from others of success and achievements, and having one's culture and/or ethnicity validated.

BELONGING - Demonstrating affection, helping others, being part of a team, receiving affection and recognition from others, and being valued as an individual.

SECURITY - Once a child's initial needs are met, they may be more aware of subsequent additional needs: clarity around requirements and expectations, consistency and following-through, freedom to make mistakes or forget something, freedom from unexpected punishment, freedom from intimidation or harassment (bullying).

PHYSICAL HEALTH - Before we can address a challenging behavior from a student, we must ensure that they are well-rested and free from illness, pain, hunger, or thirst. Many behavior problems start with a student who is physically tired or hungry.



People view situations from their own perspective	People are decision-makers	Behavior is Purposeful	Behaviors should be understood as a whole, or part of a pattern
<i>We view the world from a personal perspective – our own point of view. This point of view is often shaped by our culture, position in society, and life experiences.</i>	<i>Students need the opportunity to practice making decisions, to take responsibility for their decisions, and to learn how to deal with decisions that have natural and logical consequences, both positive and negative.</i>	<i>All people use behavior to communicate their wants and needs. Students are still learning to communicate their thoughts and feelings verbally, and they are more likely than adults to use behavior rather than words to communicate.</i>	<i>We do not behave in isolated or random actions; we have patterns of behavior. We must use observation in our work with students to recognize and understand those patterns and see the whole of the student's behavior.</i>

TRAUMA'S RELATIONSHIP TO BEHAVIOR

Trauma is a psychological, emotional response to an event or experience that is deeply distressing such as extended exposure to living with a family member who's struggling with addiction, witnessing violence in and outside the home, losing a parent through separation or divorce, and/or suffering from abuse or neglect. Unfortunately, Oakland

students often experience chronic trauma, which results in altering a brain’s development, structure, and function. Experiencing trauma can lead to a child’s being hyper-vigilant, or in a constant state of fight, flight, or freeze even when not in danger. Everyone reacts differently: some may behave hyper-aggressively, others may be more withdrawn. It is imperative to always show empathy towards students, make sure to find commonalities, speak calmly and quietly, and never raise your voice.

RESTORATIVE JUSTICE

1. Restorative Justice (RJ) is a theory of justice and practice used by many Oakland schools (a growing number every year) to positively redirect student behavior, placing the emphasis on healing.
2. The practice focuses on repairing the harm caused by finding the root cause of a behavioral issue through cooperative processes that include all stakeholders.
3. It provides what traditional school discipline does not--a chance for people to take responsibility and to understand the impact of their actions on others.
4. The RJ practice is based on ancestral/indigenous values and systems it acknowledges the wrongdoings of the justice system and helps provide an environment for productive learning.
5. The practice creates a safe place within the classroom for students to access social emotional skills and begin the cycle of healing. Safety is the most important component to the practice when students are encountering trauma in their lives. RJ is employed to disrupt the school-to-prison and school-to-deportation pipelines.



V. Implicit Bias Awareness and Mitigating Harmful Interactions

ADULTISM - Source: <https://soundout.org/adultism-in-schools/>

Definition	Behaviors and attitudes based on the assumption that adults are better than young people and entitled to act upon young people without their permission.
Why it matters	Ultimately, students in schools are subjected to their parents’ and their teachers’ assessments of their performance in the classroom. They have no formal input into grading or promotion towards graduation. Searching for adult approval in order to receive the most praise or achieve the best grades, students routinely appease adults with sufficient class work without actively engaging in the content being taught.
What we can do	<ul style="list-style-type: none"> • This can be a point of great frustration for many students, and working with a tutor is a time that they can experience choice in their day. • Keep in mind the privileges we enjoy as adults. It is important to consider the perspective of the students when we are working with them and remember how little agency they have in their lives. • Always respect a student's ability and right to make decisions and have a voice. • Although the security found in expectations and norms within a classroom is essential to creating a productive learning environment, making the time for students to be the deciders

will go far in empowering them to take control of their own education and ensure it is something they're proud of.

Activity: Turn to a partner and discuss:

1. Think about a time when you were not given a choice in how you spent your time. How did this impact your feelings?
2. With regard to the type of volunteering that you're interested in, where do you imagine opportunities to incorporate student choice while volunteering?

UNINTENTIONAL BIAS - Source: <https://plato.stanford.edu/entries/implicit-bias/>

Definition	When a person holds a generalization or stereotype about a group without realizing it, and this subconsciously held belief affects their actions and behavior in the world.
Why it matters	By becoming conscious of our biases, their roots, and their consequences, we can better manage, minimize, and work towards eliminating them completely. Oakland schools have received some negative press that may lead to unintentional bias surrounding students' backgrounds and abilities. We must move away from this and focus on the positive things happening in Oakland schools and in students' lives.
What we can do	<ul style="list-style-type: none">• It is important to acknowledge that everyone has biases, and the best way to prevent hurt is to treat everyone you interact with kindness and respect.• Do your very best to never express judgment. Approach situations with an open mind.• Please be particularly cautious when praising students. Do not convey significant surprise when students do well because succeeding is what we expect of them.• Please enter the classroom assuming that students' needs are being met, and do not assume details of their family life based on appearance.

Activity: Turn to a partner and share:

1. What is your personal connection to volunteering? Why does volunteering matter to you?
2. What is something you can do to remind yourself to approach situations without assumption?

ENCOUNTERING STUDENT BIAS - Source:

<https://www.adl.org/education/resources/tools-and-strategies/challenging-biased-language>

Definition	Just like adults, children may hold bias around identity. Their held perceptions about diversity may have been shaped by external forces, which influence the way they make sense of the diversity they encounter in the world.
Why it matters	When children express biased views of certain identity groups, they are sending a negative message about self-worth--evidence of harmful lessons learned about oneself or others. These biases may be directed at you or someone else and, in either case, they can be hurtful.
What we can do	<ul style="list-style-type: none">• It's important to remember that all adults in the school community should model respectful behavior, especially in tense or difficult moments.• Explore your understanding of the situation. Take a moment to reflect on what was said and why you consider it prejudicial: <i>What was just said?</i>

- Conduct an emotional check-in. Consider your own emotions and if you can immediately respond effectively or if you need to take time to respond effectively.
- Be clear about what you want to accomplish. Know what your intentions are, as they will influence the outcome of any responses: *Is this a “teachable moment”?* *Do I want this student to understand the impact of those words?*

POLL:

1. On a scale of 1 - 5, how prepared do you feel to encounter student bias? Who do you think you could turn to if a situation like this comes up and you need support addressing it?

TOOLS TO MITIGATE HARMFUL INTERACTIONS

ACT with INQUIRY

Address your concerns. Whether done in the moment or later, it is helpful to model inquiry-led learning by asking questions to frame the conversation: *What did you mean by what you said? Do you understand why that could be hurtful to someone?*

PRAISING STUDENTS

Instead of...

“Good job!”

Try Saying...

“While you were working, I **noticed** ...” OR
 “What was the most interesting/fun part about this assignment?”

“You’re a genius for solving that problem!” or “You’re so smart!”

“You found a very **creative** solution to the problem.”

“What a superstar you are!”

“I really **appreciate** the attention and your patience while we worked on this assignment together.”

VI. Tips for Working with Students

OVERVIEW

- Each student is unique & learns at a different rate.
- There is no single method of teaching that works for all students. Be patient. Don’t be rushed.
- Students who need extra help may:
 - o Have difficulty understanding what they hear or what they see
 - o Need lots of repetition, have poor memory
 - o Need to learn through all of their senses rather than only through seeing and hearing
- **BE FLEXIBLE:** Don’t be afraid to admit your mistakes. No one is perfect or knows everything, and students are delighted at this honesty. It gives



them a chance to become a teacher to you or an opportunity for the two of you to learn together, both of which are important academically and personally.

- **BE PATIENT:** Remember that teachers are human; they will have good days as well as bad and will not be operating at 100% efficiency all the time. No one does!
- Please remember that teachers are legally responsible for everything that takes place in the classroom and, therefore, they must make all decisions on programs and behavior. Always defer to their authority.

ENCOURAGING CRITICAL THINKING

- **COLLABORATION** - When students collaborate with their peers, they take ownership of their work, which promotes independence and critical thinking. Oftentimes, students will learn from each other, but they should not copy from each other. Collaborating also expands students' thinking by demonstrating that not everyone has the same thought process.
- **PROBLEM-BASED LEARNING** - Structure for discovery:
 - a) Explore a specific issue or problem – Gather information
 - b) Research and brainstorm – Consider and discuss all solutions
 - c) Develop a solution and present it – Students learn from each other
 - d) Create a call-to-action and steps to be taken – Students should explain the steps that need to be taken

Source: <https://minds-in-bloom.com/5-easy-strategies-for-developing-critical-thinkers/>

ASK OPEN-ENDED QUESTIONS

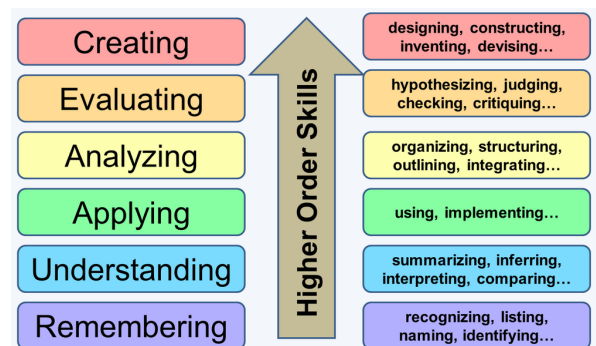
Asking the right kind of questions when assisting a student with assignments is vital to their success. It is important to ask questions that are **open-ended**: punctuation: “what,” “how,” and “why.”

Questions to Ask at the Beginning of an Assignment:

1. What do the directions say?
2. What did your teacher tell you about this subject?
3. What do you think you are supposed to do in this assignment?

Questions to Ask if a Student Gets Stuck:

4. What skills do you need to have to do this work?
5. Which part of the assignment can you do?
6. What skills do you need to be able to do?
7. What is confusing to you?
8. What do you think will happen if you try...?
9. What strategies will you use to figure out the answer?
10. What are the steps you need to take to find the answer?
11. What will you do to check if your answer is correct?



WORKING WITH DUAL OR MULTI LANGUAGE LEARNERS

1. **VISUALIZATION** – use pictures, diagrams, concrete objects, and flash cards as much as possible to create a visual, more tangible meaning to what you are conveying. Some examples of visual graphic organizers are: word webs, venn diagrams, vocabulary squares, and topic trees
2. **PHYSICAL CUE** – incorporate a gesture along with the message you’re conveying. This can help make lessons more memorable and/or “jog” a student’s memory when calling on the information in the future.
3. **EXPRESSION THROUGH DRAWING** – a student may understand what you’re saying, but they may not be able to express themselves. Silence is okay, and DLL students may draw or make a diagram to express themselves.
4. **RHYTHM, RHYME, and REPETITION** – using chants, rhymes, music, or singing to teach new material can be helpful because it is one more way to teach concepts in a fun and engaging way. You may invite students to chant, say, or sing these with you, which invites an opportunity for the student to practice associated vocabulary or phonemes.

5. *MODEL LANGUAGE* – learning a new language takes time! If a child mispronounces a word or uses the wrong verb tense, don't correct them by saying, "that's wrong," or, "you should say this." Simply repeat what the child said using the correct grammar.

- Welcoming and Supporting DLLs: <https://www.naeyc.org/resources/topics/dual-language-learners>
- Teaching Strategies for Working with DLLs: <https://www.kaplanco.com/ii/strategies-for-teaching-dual-language-learners>
- Specific Strategies to Support DLLs When Adults Do Not Speak Their Language: <https://www.kaplanco.com/ii/strategies-for-teaching-dual-language-learners>

VII. Practice Scenarios

1) Getting Started with a New Student

SCENARIO: Imagine that Jason is a newcomer student from Mexico who speaks some English but Spanish is his primary language. He just moved to the United States two months ago and has just finished his first month at his new school. Transition wise, Jason is facing some hardships with academics and could use additional help. How will you make Jason feel comfortable in his new school environment? How can you show Jason you're interested in getting to know him all the while assisting with academics?

- Find out what interests the student and connect these interests to learning.
- Keep with the rules, routines, and provided structures. Keep your expectations few, short, and explicit. Never use more than three consecutive instructions. Be consistent, kind, and firm.
- Present alternatives instead of "no-no's."
- Minimize the noise and clutter when working with students.
- Crouch down to the student's level when speaking to them. This lets the student know you're listening to what they have to say, making them feel valued. (*Working across from each other helps reinforce speech.*)
- For younger students, use signals to get their attention: "When you're ready, put your finger on your nose."

2) Building Self Esteem and Giving Feedback

SCENARIO: Karen feels alone because she doesn't yet have specific career goals in mind after she finishes high school. She loves school but hasn't thought through where she might be headed for her future. Karen is worried that she might not be successful if she doesn't make a quick decision. How would you handle this? What would you say to Karen to boost her self-esteem to give her the confidence to trust herself?

- Smile when you see a student.
- Listen to what students have to say and value their opinion.
- When students are absent, let them know you missed them.
- Help a student understand that it's the behavior that you disapprove of, not them.
- Help the students you work with see a successful future, and work with them to set realistic goals and take actionable steps towards them.
- Encourage and motivate through specific praises as often as you can. For instance, "I liked the way you described your new bike in your story." If a student thinks they can do something – they can!
- Be tactful and use positive comments. Even routine work should be acknowledged. Find something to compliment when a student is having difficulty.
- Avoid negative comments. Instead try: "That's a good try. Let's try again." "You're close, what else could you try?"

3) Behavior Management

SCENARIO: You've just started your volunteer position at one of the local middle schools in your neighborhood. You've been assigned to tutor a group of 3-4 students in math. As you're going over the classwork one student in your group is being completely disruptive (interrupting you while you're talking, making jokes, won't stay seated,

etc.) while the other three students are trying to listen and receive help. How would you handle this disruptive student that's prolonging other student's from receiving help? How would you reward positive behavior from the other students?

- Catch students doing a good job! Reward positive behavior with specific compliments as much as possible.
- If a student is acting out and causing harm to another student or being overly disruptive, tell the teacher.
- Redirect a child's energy: "Come over here, I have something to tell you!"
- Use "I" statements to encourage students to cease disruptive behavior. "I cannot help you when..."

APPENDIX

	COGNITIVE	SOCIAL	PHYSICAL
Grades K – 3 ≈ ages 5-9	<ul style="list-style-type: none"> ● Learn best by playing and by hands-on exploration. ● Industrious, impatient, need to change activities frequently ● Enjoy working slowly and finishing what they start ● Learn by repeating tasks and reviewing work ● Beginning to understand why things happen, such as rules, logic, and fairness 	<ul style="list-style-type: none"> ● Learn from modeling and repeated practice of appropriate behavior ● Love academic group activities ● Need encouragement, reassurance, and empathetic discipline ● May test authority, or show uncertainty when displaying good behavior ● Talkative and noisy, like to explain their ideas 	<ul style="list-style-type: none"> ● Eyes are developing to focus near and far ● Need lots of physical activity, but tire easily ● Copying from far away is difficult ● Limited attention span; need short exercise breaks ● Mastering larger body movements and developing fine motor skills
Grades 4-6 ≈ ages 9-12	<ul style="list-style-type: none"> ● Developing abstract thought, such as justice and huge numbers ● Would rather learn new skills than review or improve ● Enjoy factual explanations, scientific explorations, rules, and logic ● Open to learning problem-solving skills ● Enjoy doing 'adult' tasks such as researching or interviewing 	<ul style="list-style-type: none"> ● Competitive yet cooperative ● Need adult empathy, humor, and clear explanations ● Begin to form groups of friends, needs a lot of time to talk with peers ● Like to challenge rules, argue, and test limits ● Enjoy groups: clubs and team sports ● Easily embarrassed ● Listen well, but enjoy talking and explaining themselves 	<ul style="list-style-type: none"> ● Improving small muscle movements such as copying and tracing ● Ready to start using tools like a compass and rulers ● Restless and energetic, cannot sit still for long ● Need a lot of food, physical activity, and sleep for healthy, rapidly growing bodies
Grades 7-9 ≈ ages 13-15	<ul style="list-style-type: none"> ● May begin to excel at a particular subject or skill ● Enthusiastic about school work they see as purposeful ● Can set goals and concentrate ● Improved ability to think abstractly ● May see academic success as 'nerdy' ● Written ability may be greater than spoken ability 	<ul style="list-style-type: none"> ● Peer opinions matter more to them than those of parents and teachers ● Challenge the ideas of authority ● Can take on major responsibilities; act carelessly towards tasks perceived as unimportant ● Moody and sensitive ● Sometimes interested in sex, drugs, and alcohol 	<ul style="list-style-type: none"> ● Onset of puberty; girls show signs sooner than boys ● Very energetic and need lots of sleep, exercise, and food ● Enjoy going to school to be with their peers
Grades 10-12 ≈ ages 16-18	<ul style="list-style-type: none"> ● Do not fully understand cause and effect ● Feel invincible. Even if they understand a consequence, they believe it will not happen to them. 	<ul style="list-style-type: none"> ● Interested in establishing relationships with adults other than their parents ● Questioning identity ● Conflicts with family are likely ● Impulse control fluctuates 	<ul style="list-style-type: none"> ● Puberty is mostly finished ● High concern for physical appearance and how it related to their identity ● Students are likely exploring their sexuality

- Addiction may begin at this age, such as drug addiction or violence

- Keen to establish themselves as independent, which manifest in unique behaviors.

EARTHQUAKE PROCEDURES

IN THE CLASSROOM OR OFFICE: At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position. You should HOLD onto their table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

IN OTHER PARTS OF THE BUILDING: At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. In a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After the ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

WHILE OUTSIDE: At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not reenter buildings until it is determined safe to do so. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

FIRE PROCEDURES

1. Evacuate the building immediately for any fire or suspected fire
2. Sound the alarm if it has not already been done
3. Call 911 and convey the situation, the school's address, and the location of the fire (if known)

Fire Extinguisher Instructions:

1. Pull the safety pin out from the handle
2. Aim the nozzle at the base of the fire
3. Squeeze the trigger handle
4. Sweep from side to side

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit. If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

EMERGENCY LOCKDOWN PROCEDURES

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District. Upon hearing this announcement, the following steps must be implemented:

1. Teachers should quickly check halls and get students into classrooms.
2. Lock doors, close blinds.
3. Teachers will keep all students in the classroom until an all clear has been sounded.
4. Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of the students.
5. Staff without students will report to the office for instruction or as otherwise directed.
6. Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with the Principal and Police Services.
7. Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
8. When the emergency is over, "all clear" will be announced.
9. The Crisis Response Team will meet to determine the needs of the school.
10. Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

SHELTER-IN-PLACE

When instructed or when an alerting system triggers to shelter-in-place, please:

1. SHELTER – Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside. Students should also be advised to do the following when possible:

- a) Select rooms on higher floor levels and avoid basements.
 - b) Select an internal room or a room with as few windows as possible.
 - c) Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
2. SHUT – Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close the curtain and then stay away from the windows.
 3. LISTEN – Remain quiet to hear critical instructions from school officials.