

After School with Pomona Hope

...equipping youth to act powerfully to transform their community

Mission Statement: We are a community-driven, faith-based non-profit whose local partnerships and holistic programs cultivate meaningful relationships and empower people of all backgrounds, particularly at-risk youth and their families, to work together toward personal and community transformation.

Staff Contact Info		Student Age Groups	
Executive Director Jeff Johannsen 909-921-3618 ext 3 Jeff@pomonahope.org	Program Director Liz Hawisher 909-921-3618 ext 2 liz@pomonahope.org	Troopers	K-1 (10 students)
		Braves	2-3 (15 students)
		Conquerors	4-6 (15 students)
Outreach Director Nora Codina 909-921-3618 ext 4 nora@pomonahope.org	Garden Coordinator Barbara Evans Barb@pomonahope.org	Champions	Junior High (15 students)
		Advocates	High School (20 students)

ASPH Dates: Mondays - Thursdays; August 12th, 2019 – May 13th, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:30pm	Prep Time	Prep Time	ASPH starts at 1:45pm	Prep Time	Elective workshops (times TBD)
2:30-5:30pm	ASPH starts at 2:45pm	ASPH starts at 2:45pm	ASPH	ASPH starts at 2:45pm	

Middle + High School Youth Ministries (1st Presbyterian Church): Sunday evenings
Youth Ministries Director: Jenna Hoover; (310) 291-5204 * jenna@pomonapres.org



Instagram



DATES TO REMEMBER~

AUGUST 2019: Call and Response: Leader: *Work like Iron Man* Students: *Work is Effort!*

- 5th, 3:30-5pm: Returning High School Volunteer Training
- 6th, 3:30-5:30pm: Student Testing/Family Orientation
- 7th, 3:30-5:30pm: Student Testing/Family Orientation
- 8th, 3:30-5pm: Young Adult (High School) Volunteer Training
- 12th, 3-5:30pm: First day of After School with Pomona Hope (Champions and Advocates only)
- 26th, 2:30-5:30 pm: First Day of After School with Pomona Hope for Conquerors

SEPTEMBER 2019: Call and Response: Leader: *Batman has Self-Discipline* Students: *Discipline is self-control!*

- 2nd: Labor Day Holiday- No School, No Program
- 17th: No School, No Program
- 18th: 2:30-5:30 pm: First Day of After School with Pomona Hope for Troopers and Braves

Normal Program hours start 2:45-5:30pm- Monday, Tuesday, Thursday 1:45-5:30pm- Wednesday
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OCTOBER 2019: Call and Response: Leader: *Captain America is Responsible*

Students: *Responsibility is dependable!*

- 10th-17th: ASPH Opens at 1:30 pm
- 31st: Halloween! Trick-or-Treat!

NOVEMBER 2019: Call and Response: Leader: *Wonder Woman is compassionate*

Students: *Compassion is kindness!*

- 11th: Veteran's Day- No School, No Program
- 25th-28th: Thanksgiving holiday- No School, No Program

DECEMBER 2019: Call and Response: Leader: *Friendly Neighborhood Spider-Man!*

Students: *Friend help each other!*

- 19th: **CHRISTMAS PARTY!**
- 20th-January 3rd: Winter Break- No School, No Program

JANUARY 2020: Call and Response: Leader: *Superman is honest* Students: *Honesty is trustworthy!*

- 6th-7th: Program Resumes- Early Open (at 1:45)
- 20th: MLK Jr. Day- No School, No Program
- 30th: No School, No Program

FEBRUARY 2020: Call and Response: Leader: *Captain Marvel has courage* Students: *Courage is bravery!*

- 10th: Lincoln's Birthday- No School, No Program
- 17th: President's Day (Washington's birthday)- No School, No Program
- 20th: Superhero Day at Pomona Hope! Dress like a Superhero!

MARCH 2020: Call and Response: Leader: *Black Panther perseveres* Students: *Perseverance doesn't give up!*

- 19th-26th: ASPH Opens at 1:45pm
- March 30th-April 3rd: Spring Break- No School, No Program (Campus Crash!)

APRIL 2020: Call and Response: Leader: *Black Widow is loyal* Students: *Loyalty is devoted!*

- 6th: Program resumes normal hours

MAY 2020: Call and Response: Leader: *Have faith like Groot* Students: *Faith is hope!*

- 13th, 1:45-5:30pm: Last day of After School with Pomona Hope!

Calendar can be found at <http://www.pomonahope.org/calendar/>

YOUR ROLE AS A VOLUNTEER/INTERN

Our success in loving our students and *equipping* them to act powerfully to transform their lives and the lives of their community is built on the character and commitment of our volunteers and staff.

1. **Be committed.**
 - Show up on time.
 - If you can't come, please call Nora as soon as possible.
2. **Take your role seriously.**
 - You may be one of the only consistent adults in these kids' lives.
 - Your consistency in encouragement and discipline are among the most valuable gifts you can give them.
3. **Be a good role model to the kids.**
 - Follow all of the rules of the program.
 - Adhere to the dress code.
 - Do not discuss more mature subjects with or around students, endorse illegal or improper activities, or confide in students inappropriately.
 - With the exception of using a device's "timer" function for two-minute math tests and board games, step away from the students when using your cell phone or other personal electronics.
 - If you are able to speak Spanish with the students, be courteous to those around you by ensuring that you do not exclude others who are unfamiliar with the language.
 - If you have any feedback about any of our processes or procedures, staff would love to hear you! Please refrain however from making negative comments about policies, procedures or other people in front of the students as often there are reasons for how and why we do things here.

Dress Code: All staff and volunteers must dress modestly. This is for your safety.

- No bare midriffs, low cut shirts, spaghetti straps, cut outs, or short shorts.
 - Any short or skirt that is higher than one hand length above the knee is too short.
- No clothing promoting alcohol or drugs, or bearing obscene logos.
- No visible undergarments.

Your inability to fulfill these roles may affect your ability to volunteer/intern.

VOLUNTEER RESPONSIBILITIES:

Throughout the program, volunteers will be responsible for enforcing our discipline and incentive system, maintaining a safe environment, addressing student needs, and facilitating transition periods. Volunteers are encouraged to accomplish this by:

- Motivating and encouraging the students to do their work.
- Trying to get to know the students and their working habits.
- Being a role model for the students. (Leading by example)
- Congratulating the students when they are doing a good job.
- Walking around the room and making sure the students are doing their work.
- Assisting the students when they ask for help (or finding someone who might be able to).
- Using their best judgment to solve minor problems or contacting the coordinator to help.
- Giving warnings, when appropriate, and calling the coordinator to update him or her.
- Maintaining discipline and helping with any difficulties that arise so instructor can continue teaching.
- Participating in activities alongside students.

INCENTIVE SYSTEM AND RULES

INCENTIVES

Pomona Hope Dollars (For Troopers, Braves, Conquerors and Champions):

Upon arrival at PH, each volunteer takes a wallet to hold their PH money

Teacher-initialed assignment sheet: +\$5	Sign-In volunteer gives money. Student brings PH assignment sheet with assignments already written & teacher's initials to verify.
Attending all 4 days: +\$10	Sign-In Volunteer gives student money the following week.
Bringing progress report: +\$10	Coordinator gives money. Student shows progress report to Sign-In Volunteer. Sign-In Volunteer reminds student to leave it on coordinator's desk.
Bringing report card: +\$50	Coordinator gives money. Student shows report card to Sign-In Volunteer. Sign-In Volunteer reminds student to leave it on coordinator's desk.
Bringing in school certificate (ex. Citizen of the Month, Perfect Attendance, Reaching AR Goal, etc.): ice cream	Student shows certificate to Sign-In Volunteer. Sign-In Volunteer reminds student to leave it on coordinator's desk. Coordinator will distribute ice cream at the end of programs every Wednesday.

For Troopers, Braves, and Conquerors

Bringing school agenda: +\$1	Student brings school agenda and uses it to complete PH assignment sheet
One page of homework completed: +\$1/ page	\$1 for each page of homework successfully completed. After reviewing for completeness and accuracy, volunteer gives money.
Reading for 20 minutes AND/OR being focused: +\$2	Student is focused/ productive while studying/ reading and/ or working quietly on (but hasn't managed to complete) a Reading log, STEM bin, or Challenge card. When student is finished, volunteer gives money.
Student finishes homework: +\$3	All homework written on assignment sheet is successfully completed. After reviewing homework, volunteer initials assignment sheet & gives student money.
If no homework, student reads: + \$5	If students do not have any homework (testing, etc.), and read for the whole homework time, they receive \$5.

For Champions

Champions can earn up to \$10 per homework period (up to volunteer's discretion):

- Working hard/quietly
- Completing any homework or in-class assignments
- Coming prepared for homework
- Participating in activities
- Having a positive attitude

STORE TIME

- **Occurs during Gym Games on Thursdays for all students**
 - **1st:** Volunteers choose one or two students to enter the store at a time and give them only two minutes to choose and pay once they are inside.
 - **2nd:** Volunteers help students count money (if they have not already done so).
 - **3rd:** Volunteers help students figure out what they can afford with the money they have
 - **4th:** Students purchase items! They must choose quickly, as each student is only allowed two minutes in the store each week
 - **Students may purchase only one of each item per store day**
 - Champions have a separate list of items available to purchase posted in the Store. They may purchase from either the store or the list.

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RuLeS

The rules were created to guide the students in the areas of Respect, Learning and Safety.

Respect, Learning, Safety

- Listen to and respect volunteers and student leaders
- When you hear the call of the month, answer with the response of the month, then freeze and *listen to all* announcements before moving or speaking

Respect:

- Use appropriate language (no cussing)
- Take care of church & Pomona Hope property
- Only remove items from cupboards when given permission
- If you earn treats at Pomona Hope, you may eat them at HOME
- Any outside food must be eaten in the Sign-In Room before going to the Kitchen
- Keep your water bottle for the year and always leave it at Pomona Hope

Learn:

- Only drink water during transitions or with volunteer permission and only at the water cooler
- Participate in all activities
- Stay in class unless you have a pass and permission
- Keep all cell phones/electronics in your backpack, unless a volunteer gives you permission

Safety:

- Do not say or do things to hurt others' feelings
- Only enter the Sign-In Room when given permission
- Walk (don't run) in hallways
- Fighting (real or pretend), or 'playing rough' are not allowed
- Only use Pomona Hope toys, games & school supplies; do not bring these things from home

As part of Parent/ Student Orientation, parents and students review Pomona Hope's discipline and incentive policies together. Then they sign a contract which states that they understand and agree to respect these policies.

Each day at the end of snack time, volunteers review RuLeS with students.

If a student breaks a rule (or the spirit of the RuLeS), you can:

- **Give no more than 2 "Reminders" about the rule and the consequences for not following it.**
- **Give a warning.**

CONSEQUENCES

**Pomona Hope Dollars (For Troopers, Braves, Conquerors and Champions):
Behavior Warranting Immediate Suspension (For All Students):**

Exceedingly violent words or actions will result in an automatic dismissal for the rest of the week. *e.g. violent hitting, kicking or biting; throwing a dangerous object; enraged screaming; threats; racist/ bigoted comments, etc.*

Warnings

1 warning	<ul style="list-style-type: none"> 1 PH dollar taken away *One warning in the Computer Lab results in automatic dismissal from workshop.
2 warnings	<ul style="list-style-type: none"> 2 PH dollars taken away (totaling -\$3) Child cannot participate in Gym Games, Art, Garden or Computer Workshops A letter is sent home to their parents Third through eighth graders fill out a "Stop and Think" Sheet
3 warnings	<ul style="list-style-type: none"> 3 PH dollars taken away (totaling -\$6) Parent called, comes to pick up student If we cannot contact parent, child is suspended the following day

Procedure for giving a warning:

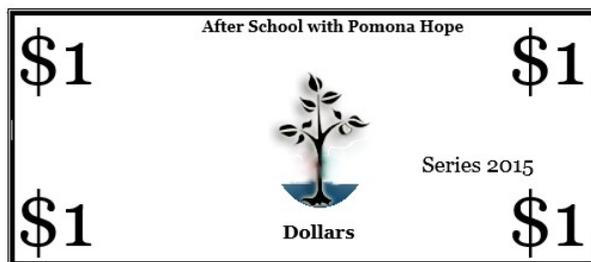
1. Volunteer notices student is breaking one of the RuLeS
2. Volunteer verbally gives warning, ensuring that student understands what they are receiving it for
3. **The volunteer informs the coordinator as soon as possible via radio**
4. Volunteer takes appropriate amount of money from student or follows Coordinator's instructions

If a student receives a warning but does not have money in her wallet: Volunteer gives her a red -\$1. The next time the student "earns" \$1, she gives a volunteer her negative dollar, rather than accepting a new \$1 bill. She may keep any money over and above the negative amount she has in her wallet.

Other reasons for collecting PH money:

Sometimes students lose things, but that does not warrant a warning. However, to promote responsibility, we do charge Pomona Hope dollars for replacement items:

- Pomona Hope assignment sheet - \$1
- Photocopy of another student's textbook, workbook, etc. - \$10.
- If student needs to use the restroom during a non-transition time and they've run out of bathroom tickets for the week, charge \$5 (if you think they're using it as an excuse to leave the room).



We all want to bond with, and be liked by, the students. However, our good standing with the students must not be dependent on whether or not we enforce the rules.

SAFETY AT POMONA HOPE

Child Abuse Reporting

Keeping kids safe is our priority. While volunteers are not mandated reporters, we want volunteers and paid staff (who are mandated reporters) to work collaboratively to keep kids safe. As someone who works with children, it is important to be aware of the issues related to child abuse & to know how to make a report. When you file a report, you are saying that you *suspect* that a child has been abused. It is the responsibility of the Department of Children and Family Services to investigate and make a determination about what will be best for the child.

If a child is being or has been abused, he needs help:

If you have reason to believe a child in the program has been abused, please talk to the Coordinator before filing a report. He or she will help you determine whether or not a report should be filed and will go through the process with you. Remember that this is a confidential issue and should not be discussed with anyone else.

Volunteers are expected to follow up with a staff member by the end of the day if they have reason to suspect abuse or neglect.

What should be reported to Children's Services?

Child abuse and neglect occurs when a child is mistreated, resulting in injury or risk of harm. Abuse can be physical, verbal, emotional or sexual.

Physical Abuse is intentional injury inflicted upon a child. It may include severe shaking, beating, kicking, punching, or burning that results in minor marks, bruising, or even death.

- Possible symptoms: ☆The child has broken bones or unexplained bruises, burns, or welts in various stages
- ☆The child is unable to explain an injury, or explanations given by the child or caretaker are inconsistent with the injury
- ☆The child is unusually frightened of a parent or caretaker, or is afraid to go home.
- ☆The child reports intentional injury by parent or caretaker.

Neglect is failure to provide for a child's basic needs such as food, clothing, shelter, medical care, education, or proper supervision.

- Possible symptoms: ☆The child shows signs of malnutrition or begs, steals, or hoards food
- ☆ The child has poor hygiene: matted hair, dirty skin, or severe body odor.
- ☆ The child has unattended physical or medical problems.
- ☆ The child states that no one is home to provide care.
- ☆ The child or caretaker abuses drugs or alcohol

Sexual Abuse refers to any sexual act with a child by an adult or older child. Child sexual abuse is also the willful failure of the parent/ child's caretaker to make a reasonable effort to stop child sexual abuse by another person.

- Possible symptoms: ☆ The child displays age-inappropriate play with toys, self, or others.
- ☆ The child has inappropriate knowledge about sex.
- ☆ The child reports sexual abuse.

Emotional Abuse may occur when a parent fails to provide the understanding, warmth, attention, and supervision the child needs for healthy psychological growth.

- Possible symptoms: ☆ The parent or caretaker constantly criticizes, threatens, belittles, insults, or rejects the child with no evidence of love, support, or guidance.
- ☆ The child exhibits extremes in behavior from overly aggressive to overly passive.
- ☆ The child displays delayed physical, emotional, or intellectual development.

If a child wants to tell you a "secret", please be honest with him/her and explain that you can listen, but will have to tell Staff if someone is getting or going to be hurt.

For everyone's safety, adult volunteers are not allowed to be friends with minor students on social media. Adult volunteers may also not email students directly or post photos of students on social media.

What if a child talks about hurting him/herself?

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- Explain to the student that your priority is to keep him/her safe.
- Talk to the coordinator. Staff will come up with a plan of action.
- Next steps may include:
 - Talking with the parents.
 - Taking the child to a local emergency room or psychiatric hospital for an evaluation.
 - Helping the child and family follow up with mental health services.

What if a child talks about hurting others?

When a child makes a serious threat, it should not be dismissed as just idle talk.

- Please call the Coordinator right away, so that he or she can immediately talk with the child
 - If it is determined that the child is at risk and the child refuses to talk, is argumentative, responds defensively, or continues to express violent or dangerous thoughts or plans, the child's parents will be called. Arrangements may be made for an immediate evaluation by a mental health professional with experience evaluating children and adolescents.
- In an emergency situation or if the child or family refuses help, it may be necessary to contact local police for assistance or take the child to the nearest emergency room for evaluation.
- Immediate evaluation and appropriate ongoing treatment of children who make serious threats can help the troubled child and reduce the risk of tragedy.

Bullying

Bullying is unacceptable at Pomona Hope. Unfortunately, our students, especially the younger ones, may not realize that is what they are doing.

- Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
- Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
- Model how to treat others with kindness and respect.
- If a student reports bullying to you, please tell a staff member within 24 hours.

Keeping Kids Safe During the Program

- Make sure that, when you are the only adult in a room, the door is open and someone is close by. This will protect you from false allegations.
- Be aware to keep any physical contact appropriate. Patting on the back, giving high fives, etc. This will depend on the age of the child. For volunteer and student safety, hugs are discouraged. Side hugs are ok if unavoidable.
- If you need to take a child to the restroom, wait outside the restroom until he/ she is finished.
- In the event of minor injury, a First Aid Kit can be found in the drawer next to the Sign-In Room desk, as well as in every homeroom.
 - Pomona Hope First Aid Notes are included in EVERY first aid kit.
- If, under your supervision, a child incurs any significant physical harm, after taking appropriate measures to care for the child, please discuss the incident with coordinator and fill out an injury report form (provided by the Coordinator).
- Please do not pick students up, spin or drag them, give piggy-back rides, etc. This is for your safety as well as theirs.
- Do not leave children alone in a room with no supervision. If you must, please call the Coordinator first.
- If you or a student need anything that is not in the room, call the Coordinator. DO NOT send students out of the room to find the Coordinator or to get supplies without calling first.
- For security purposes, students are not permitted to wander around the hallways or from classroom to classroom.

****IF YOU EVER SEE OR HEAR ANYTHING THAT MAKES YOU FEEL UNCOMFORTABLE, PLEASE REMEMBER TO LET STAFF KNOW. THE CHILD'S SAFETY MAY DEPEND ON IT.****

Pomona Hope Disaster Information

DISASTER DRILLS AT POMONA HOPE WILL BE HELD QUARTERLY OR AT THE DISCRETION OF THE PROGRAM DIRECTOR.

EVACUATION PLANS FOR AN...

EARTHQUAKE

A. Leaders/Students take cover

1. DROP to the ground
2. Take COVER by getting under a wooden table or desk
 - a. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
3. HOLD ON until the shaking stops.
4. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
5. Do not use a doorway
6. Stay inside until the shaking stops and it is safe to go outside.
7. Do not exit a building during the shaking.
8. Be aware that the electricity may go out or fire alarms may turn on.
9. If Outdoors
 - a. Stay there.
 - b. Move away from buildings, streetlights, and utility wires.
 - c. Once in the open, stay there until the shaking stops.
 - d. The greatest danger exists directly outside buildings, at exits and alongside exterior walls

B. Once shaking stops all leaders/students exit the building through the courtyard

C. All leaders/students gather in the center of the parking lot west of the courtyard.

D. Sweep and Rescue, First Aid and all teams go into action

E. Once all is clear, parents will be called, come to Pomona Hope and students will be dismissed

FIRE

A. All leaders/students evacuate buildings

1. Computer Lab: 2nd floor, West-side exit to courtyard (through the kinder room)
2. Balcony/ Art Room, Loft: 2nd Floor, North-side exit to courtyard (by Balcony Rm)
3. Cave, Den, Study Hall, Nook, Outreach Director's office: West-side exit to courtyard (through Cave)
4. Alcove: side door that exits into courtyard

B. Line up in center of the parking lot, adjacent to courtyard

C. Once all is clear, parents will be called, come to Pomona Hope and students will be dismissed

LOCKDOWN

A. All leaders/students go into rooms and lockdown

1. Rooms are locked from inside, whenever possible, students go into closets or under tables and desks
2. No one is dismissed until we are cleared by the police department
3. Once all is clear, students return to regular programming
 - a. If the situation requires it, parents will be called, come to Pomona Hope and students will be dismissed

ANY OTHER EMERGENCY

A. Gather in courtyard or on East side of Center Street Garden, depending on threat area, with police guidance

B. Parents will be called, come to Pomona Hope and students will be dismissed

1. Parents pick up at Center Street Garden if the building is evacuated
2. Staff in charge will have an attendance sheet to release students to parents.

Your job in the event of a disaster is to:

- Make sure everyone with you is safe
- Take the First Aid kit with you as you exit
- Help everyone with you to exit the nearest outside door
- Gather at the emergency meeting spot (center of parking lot, west of the courtyard)

ARRIVAL PROCEDURES

• **Volunteers**

- Upon arrival, each Adult volunteer finds nametag in in the Volunteer Break Room.
- Volunteer takes nametag to scan in on the computer in the Sign-In Room.
- Volunteer heads back to Volunteer Break Room. Attach nametag to a wallet and fill the wallet with necessary PH bills.
- If volunteers are assigned a radio it can be found with your schedule for the day
- If desired, volunteers may store personal belongings in cabinet in the Volunteer Break Room.
 - The code for the combination lock is 921.
 - **DO NOT GIVE THIS CODE TO STUDENTS FOR ANY REASON.**
- This is a great time for volunteers to check with the staff regarding any questions or concerns.
- For those serving the supper or leading a workshop, this is when they find necessary supplies and check in with the coordinator regarding specific instructions.

• **As the Sign-In Room volunteer...**

- Upon arrival, each child retrieves his or her wallet from cubby and the Sign-In Volunteer ensures that each student scans in.
 - If you are the Sign-In volunteer, you are responsible for making sure students scan their attendance as they come in and monitoring the door. You may be responsible for calling the coordinator into the room.
 - As the Sign-In volunteer, you may experience individuals who come to the Sign-In Room in need of food, housing, or other resources. If this happens, please offer them our informative resources, which indicate where they can find help elsewhere. These can be found in the top shelf of the Sign In desk. Individuals who are not Pomona Hope students, parents, or volunteers, or who do not have a meeting arranged with one of our staff, are not allowed past the entrance for any reason.

MASTER SCHEDULE

- All volunteers and students are listed on this schedule, based on information provided to the Outreach Director.
- Outreach Director will email out the afternoon's schedule around lunch time each program day.
- **Follow your schedule during your time here.** Many considerations are taken into account when creating the schedule each day.
- If you notice an error (name in two locations at once, not on schedule, etc.) please check in with a staff member as soon as possible.
- Master schedules can also be found hanging in each room, near the entrance.

RADIOS

Use radios to communicate *any* needs and warnings to the coordinator.

- Report warnings
- Report injuries
- Ask for any supplies not in room
- The coordinator uses radio to announce program transition times.
- In case of emergency, information will be given via radio.
- **How to change the channel:**
 1. Press the bottom circle button on the left side until it tells you it is on the desired channel
- **How to change the volume:**
 1. Turn the knob on the top to the desired volume.
 - a. Clockwise to raise volume
 - b. Counter-clockwise to lower volume
 2. Turn it all the way counter-clockwise to turn radio off.
- **How to communicate with the coordinator:**
 1. Turn to channel 5
 2. Speak while pressing black button on left side of the radio.
 3. When finished speaking, let up on button.
 4. When finished communicating with the coordinator, return the radio to the required channel for the room.
- Each group is on a separate channel. The radio is to remain on the room's channel unless a volunteer is contacting the coordinator (the coordinator will contact volunteers on the room's channel).

Group	Channel
Troopers	1
Braves	1
Conquerors	2
Champions	3
Advocates	4
Coordinator/Staff	5

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SNACK (Provided by The Lighthouse)

Snack will be served from **3 pm to 4 pm** every day. The snack time as indicated in the schedule is from 3-3:30 pm. If anyone comes to the program between 3:30 and 4 pm, please send them straight to late snack.

Snack is served out of the first-floor Kitchen for all ages including high school students. The following procedural steps are posted in the kitchen:

1. Volunteers who are serving snack must wash their hands in the big sink (students wash their hands in the big sink as well).
2. **Students must check themselves off on the roster** (to be submitted weekly to the provider).
3. **Volunteer hands student the snack with all components.**
4. **For every student that receives a snack, the volunteer must click once on counter**
5. Any component a student doesn't want goes into the Share Box. (**Nothing** goes back into the fridge other than milk). Students may take seconds from the Share Box

- Students review the RuLeS at the end of snack time each afternoon.
- If there is any downtime during snack, please count the students' money with them and exchange for larger denominations if possible.
- Kids who arrive after the initial snack time **must** get their snack in the Kitchen immediately (service ends at 4 pm).
- No electronics should be out during snack time
- **Please follow all of the procedural steps when serving meals. The food is provided by the USDA and we can be observed at any time without prior notice.**

WATER BOTTLES

There are no drinking fountains at Pomona Hope. Giving each student a water bottle for the year promotes conservation and health. Each student has his/her own green water bottle with their name on it.

Water bottles

- Each student receives a water bottle at the beginning of the year
- **Water bottles should not leave Pomona Hope until the end of the year**
- At the end of the day bottles should be empty before being put away in cubbies

Water

- There is a water dispenser in the Loft, Alcove, Balcony Rm, Cave, and Kitchen.
 - Students may drink water *only* during Meal/ Rec Time and transition times, only at the water cooler, and *only* with volunteer permission.

HOMEROOMS

Each grade-correlated group has a homeroom. Students have Student Boxes and bins here. This is also where students do homework and have language arts enrichment. Homerooms are as follows:

- **Troopers (Kindergarten and 1st grade):** Balcony/ Art Rm (second floor)
- **Braves (2nd and 3rd grades):** The Loft (third floor)
- **Conquerors (4th- 6th grades):** The Akove (first floor)
- **Champions (Junior High):** Study Hall, The Nook and The Den (first floor, back hallway)

STUDENT BOXES

- Each student enrolled at PH receives a magazine file containing a folder, notebook and ruler. The file also has a pencil box which contains an eraser, crayons or colored pencils, scissors, a homework stick, and a glue stick.
- It is the student's responsibility to take care of his/her box and the things in it.
- If items are lost, misplaced or damaged, students may use PH dollars to buy replacements.
- At the end of the year, students may bring home their box and all its contents!

BATHROOM TICKETS

- Each student receives two bathroom tickets (red raffle tickets) per week, which they may use to go to the bathroom during non-transition times.
- If a student needs to use the restroom *during* a class period, and they do not have any tickets remaining, volunteers may discern whether it is an emergency or students are capable of waiting until the next transition period.
 - If it is an emergency, students may use \$5 PH dollars to purchase a trip to the restroom.
- If, at the end of the week, any tickets are remaining, students earn \$5 per ticket.

VOLUNTEER SUPPLY BOXES

- In each homeroom, there is a Volunteer Supply Box. This box contains multiples of all items found in Student Box, plus a highlighter, pen, pencil, note-cards.
- Should a student need to replace any missing or broken items, volunteers may retrieve them here*.
- Should a volunteer require *any* of the items in the Volunteer Supply Box, he is welcome to use them.

*Prices for each item may be found on the back cover of volunteer wallets.

STUDY TIME PROCEDURES

Study time is the students' chance to get help with understanding their homework. If the student says they do not have any homework, this is still a chance for them to read, practice concepts and spelling, or to memorize vocabulary, geography, history, times tables, etc. Students should do this for at least 20 minutes before moving on to Fast Finishers activities.

OPENING ACTIVITY

- As students arrive to homework time, instruct them to retrieve their journals from their Student Supply Box, sit down quietly, take a pencil, and begin working on journaling.
 - They may journal about their day, about something that is happening in their lives, or there may be a prompt on the white board.
- Start a timer for 5 minutes. If students finish early, they can fill out their assignment sheet and begin working on their homework.
- Upon hearing "stop," students must put pencils down and *quietly* get out homework.
- They may return their journals to their boxes.

ASSIGNMENT SHEETS

Purpose: Student sets goals for the homework s/he plans to complete during program.

- At the beginning of homework time, each child takes his/her assignment sheet from bin
 - The child fills out the assignment sheet, writing his/her type and amount of homework s/he plans to complete today
 - A volunteer reviews the homework goals before starting to work with the student
 - If a student brings back Assignment Sheet signed by teacher, it will be in their backpack instead of bin.
- If student brings school agenda & uses it to complete assignment sheet, reward the student \$1.

FAST FINISHERS

- When finished with their homework or their 20 minutes of studying, students may:
 - read quietly
 - Complete a STEM bin Challenge
 - Work on a Challenge Card project (found in their student box)
- Students may earn points toward the Fast Finishers field trip at the end of the semester by:
 - Reading Quietly: filling out a reading log on the Google form on any Pomona Hope computer.
 - STEM Bin Challenge: finishing and turning in a Quick Write about their challenge.
 - Challenge Card: complete what the card requests and turn it in with the card stapled to it.
- Students who refuse to do any of the above quietly should receive a warning. If they persist, please call the Coordinator.

STUDY TIME TIPS, TRICKS AND BEST PRACTICES

Each student works on the homework he or she has indicated on assignment sheet.

Procedure

Volunteers encourage active learning during Study Time:

- Monitor students' work, maintain a quiet environment, enforce hand-raising, and when necessary, remind all students to use homework sticks.
- Active learning involves students' participation and concentration – understanding what they are doing and why they are doing it.
- **If a student does not have homework**
 - S/he may study or read for 20 minutes.
 - After 20 minutes, s/he may continue studying/reading or may move on to working with a STEM bin or on a Challenge Card.
 - Students in the Champions who do not bring homework speak with the coordinator.
- **When students are all working quietly and, seemingly, productively**
 - Volunteers look over each student's shoulder and ensure that he or she understands the work.
- **If a student completes their homework**
 - When students have completed homework, they may choose between the Fast Finisher activities available and work on one quietly.
- **When there is an overabundance of volunteers**
 - Volunteers should choose one to three students to focus on (ideally, students who are sitting near each other), inform other volunteers of who they will work with, sit beside these students, and where appropriate, encourage active learning, e.g. *"Explain these directions to me,"* or *"Tell me what you'll do before you start"*
- **REMEMBER to reward students with Pomona Hope money for completing homework and/or for working hard the entire time!**

IF YOU NOTICE A CHILD CONSISTENTLY DOESN'T HAVE HOMEWORK AND EVERYONE ELSE DOES, PLEASE NOTIFY THE COORDINATOR.

Tutoring Tips

- **Think of yourself more as a coach than a tutor.**
 - Students will likely not come to you with questions. It's your job to ask questions, get to know students' working habits, and encourage active learning.
- **Do NOT give the students answers!**
 - Focus on ensuring students understand how to get to the answer.
 - Feel free to write down the steps to getting to the answer, if applicable.
 - Show "how to" on a similar, made up problem.
 - "Tell me how you got this."
- **Pay attention to discipline as well as learning.**
 - Even if the room is quiet, volunteers should not assume that their job is done. Continue to engage with the students!
 - Sometimes students who appear the most on task do not know what questions to ask to further understanding, are embarrassed to do so, are working too hard and need to be taught a simpler method to answer questions, or have an area of misunderstanding that they are not aware of.

Common Core Math Tips

Common Core is the system of standards that public schools across the country are held to. Especially with math, students are learning in very different ways than volunteers might have when they were in school. Generally speaking, Common Core teaches students to understand the concepts behind the calculations.

If you don't know how to solve a problem the way it is asking you to do it, here are some ideas:

- Ask the student to show you how they would start. You may then be able to catch on and help them finish.
- Give the student an easier problem first. This may demonstrate the method for you.
- Get help from another volunteer or student who knows how to do the problem.

Do not complain about Common Core in front of the students. We know it may be difficult for volunteers to help in this new way, but we want to encourage the students in their learning.

Volunteer Neal Golub generously helped us put together some tutorial videos, which are posted online. On YouTube, search for the channel "PomonaHopeLiz" and you will find videos about:

- Addition Using Place Value Chart
- Subtraction Using Place Value Chart
- Multiplication Using Place Value Chart
- Division Using Place Value Chart
- Addition and Subtraction Using Number Bond Diagram
- Addition and Subtraction Using Arrow Diagram

ANNOUNCEMENTS

At the end of homework time each afternoon, students have announcements in their homerooms. This is a time to let students know about upcoming events. If you are assigned to go over the announcements with your age group, the announcements will be printed and left in your name tag for that particular afternoon.

CHARACTER DEVELOPMENT

At Pomona Hope, we are dedicated to developing the character of our students. This year, we will be discussing a different character trait we want to encourage in our students each month, and a superhero associated with that trait. As students need to be reminded of these traits, we can also remind them that heroes embody these traits as well. (Ex: Would Captain America leave his cup out for someone else to pick up?) These traits are also reflected in their Call and Response every month.

- ❖ **WORK:** IRON MAN
- ❖ **SELF-DISCIPLINE:** BATMAN
- ❖ **RESPONSIBILITY:** CAPTAIN AMERICA
- ❖ **COMPASSION:** WONDER WOMAN
- ❖ **FRIENDSHIP:** SPIDER-MAN
- ❖ **HONESTY:** SUPERMAN
- ❖ **COURAGE:** CAPTAIN MARVEL
- ❖ **PERSEVERANCE:** BLACK PANTHER
- ❖ **LOYALTY:** BLACK WIDOW
- ❖ **FAITH:** GROOT

After School with Pomona Hope! 2019-2020

EXTRACURRICULAR WORKSHOPS

Extracurricular workshops are led by interns and other dedicated volunteers. If a workshop leader is absent, you may be asked to lead a workshop.

THE ARTS AT POMONA HOPE & ART WORKSHOPS

The Arts at Pomona Hope fosters self-expression and community growth through the visual and performing arts. Our constituency participates in a wide variety of experiences where we envision and create the world we want to live in. Every student group has art at least once a week. Workshops will be led by interns. Volunteers may be asked to lead a pre-planned lesson.

LANGUAGE ARTS ENRICHMENT

Academic Enrichment Interns will be responsible for testing the students with whom they are working. They will use these tests results to formulate individualized lessons, targeting the objectives upon which the student has performed weakest.

In the absence of an intern to lead Language Arts Enrichment Troopers and Braves will break into **Reading Groups**. At this time, volunteers will be paired with small groups of students. Volunteers are encouraged to ask the following questions when appropriate:

1. What just happened?
2. Which words rhyme?
3. Why did he/she say/do that?
4. What does this word mean?
5. What happened at the beginning of the story?
6. What do you think you would do?

STEM

STEM Workshops are led by interns or volunteers and are designed to prepare students for the critical thinking skills they will need to succeed in school and career.

Volunteers may be asked to lead this workshop with a pre-prepared lesson.

Anyone who receives a warning while in the Computer Lab will be sent immediately to the Coordinator.

GARDEN WORKSHOP

In the Garden Workshop, students will go to the Center Street Community Garden and learn about how to grow their own food, best environmental practices, what they can cook with food they've grown, etc. Pomona Hope has its own plot in the garden and often the students help to grow food there, which they then get to take home.

BIBLE STUDY

Everyone is able to attend Bible Study Workshops. Students, parents and volunteers are able to opt-out of this workshop if we are told officially and in advance.

If you feel uncomfortable with this workshop, you are able to opt out and you will not be scheduled to help there.

JUNIOR HIGH: LEADERSHIP THROUGH MATH

In partnership with Cal Poly Pomona and University of La Verne math professors, in the 2019-2020 school year Champions will have a weekly math workshop. The class is designed to empower high school students to teach junior high students math lessons and encourage junior high students in ownership of their own learning.

HIGH SCHOOL: ADVOCATES ACHIEVE

College Success and Leadership: These courses are designed for high school students to engage in their future by concentrating on essential tools that prepare them for college, work, career, and life. The purpose of these classes is to educate students about the college application process and provide them with the necessary tools to "level the playing field" among prospective college students regardless of their socioeconomic standing.

ENTERING A ROOM

Every time you enter a new room or begin a new workshop, please remind the students how to be good superheroes by being Respectful, Safe, and Learning.

LEAVING THE ROOM

As a volunteer, please promote good stewardship of students' individual possessions, Pomona Hope Boxes, and the resources used at Pomona Hope.

- **Do this by:**
 - Asking students to clean up their work area
 - Pencils are sharpened and returned to their cups
 - Sharpeners are in their wallets
 - Cups are with them (or thrown away at the end of the day)
 - Trash is picked up and thrown away.
 - Tables are straightened.
 - Chairs are pushed in.
 - If a student says they've cleaned everything they worked with, ask them to help their neighbor (everyone is their neighbor).
 - No one should leave the classroom until the workshop leader or a volunteer has given permission.

ADVOCATES: EXPECTATIONS AND PRIVILEGES

- All Advocates go through a youth volunteer training.
- **Volunteering**
 - Advocates function as volunteers in the classroom when they are not working on their homework or in their own Leadership Classes. If you find they are not doing this, as an adult, please direct them and/or tell staff.
- Advocates do not need a hallway pass and do not use the incentive system.
- All adult volunteers are encouraged to see themselves as "**mentors**" or "guides" when interacting with High School Students.
 - If you have questions about where an Advocate student is/what she is doing, ask.
 - If she is *not* where the schedule indicates, ask her to go to the appropriate location.
 - Report all concerns and/or redirecting to the coordinator.
 - Encourage Advocates to participate in workshops. They should not be hanging out on the sides of the classroom, talking to one another, or using their phones in workshops. Direct them to specific tasks, including working with specific students.

LETTERS OF REFERENCE/RECOMMENDATIONS/EVALUATIONS

Thank you for your service! If ever necessary, we would certainly consider writing you a letter of recommendation or filling out an evaluation. Please know that ***we require two weeks, at minimum***, to complete such documentation. We will not be able to complete requests submitted with less than two weeks' notice

After School with Pomona Hope! 2019-2020

KEY THINGS TO REMEMBER

- Safety is the most important priority at Pomona Hope—physical, mental, and emotional.
 - Never leave children alone in a room.
- Tell the Outreach Director if you are unable to come at a time you are expected **ASAP**
 - Communication is key!
- Actively engage with students throughout the afternoon
 - Even if you are not leading a workshop, encourage the kids to listen and learn by participating!
 - Be mindful of your cell phone usage when with students.
- Follow the incentive/consequence system
 - Remember to reward students when they **earn** it.
 - Give warnings for breaking the RuLeS
- Call the Coordinator on the radio for any of the following:
 - Warnings given
 - Injuries to anyone
 - If you need any extra supplies in your room
- Follow your schedule throughout your day here.

VOLUNTEER PROMISE

As a Volunteer for After School with Pomona Hope, I commit to equipping the young people I work with to act powerfully to transform their lives and the lives of their community, in the following ways:

1. Being committed.

- I will do my best to show up *on time*.
- In the event that I am unable to make it to Pomona Hope, or will be late, I will inform either the volunteer coordinator from my church or college, or the After School with Pomona Hope Volunteer Coordinator with as much advanced notice as I am able to give.
- I will follow my personalized schedule.

2. Adhering to After School with Pomona Hope's encouragement and discipline policies.

- I will enforce all rules and incentives consistently.

3. Being a good role model to the kids.

- In addition to enforcing the program's rules, where appropriate, I will follow them myself.
- I will follow Pomona Hope's dress code.
- I will not discuss more mature subjects with or around students, endorse illegal or improper activities, or confide in students inappropriately.
- I will step away from the students when using my cell phone or other personal electronics.
- If I am able to speak Spanish with the students, I will be courteous to those around me by ensuring that I do not exclude others who are unfamiliar with the language.
- I will participate in workshop activities, and not be distracting to students as they are supposed to be learning.

4. While volunteering, I will do my best to keep myself and students at After School with Pomona Hope safe.

- I will not leave kids alone in a room.
- I will discourage actions that could result in injury.

THIS COPY IS FOR YOUR RECORDS, PLEASE SIGN THE LOOSE COPY PROVIDED TO YOU BY THE FACILITATOR

Volunteer's Name (Printed)

Volunteer's Signature

Date



The definition of sexual harassment includes many forms of offensive behavior.



Department of Fair Employment and Housing

- such as a lead, supervisor, manager or agent;
- the employer had no knowledge of the harassment;
 - there was a program to prevent harassment; and
 - once aware of any harassment, the employer took immediate and appropriate corrective action to stop the harassment.

Filing a Complaint

Employees or job applicants who believe that they have been sexually harassed may file a complaint of discrimination with DFEH within **one year** of the harassment.

- DFEH serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If DFEH finds sufficient evidence to establish that discrimination occurred and settlement efforts fail, the Department may file a civil complaint in state or federal court on behalf of the complaining party. The DFEH may seek punitive damages is entitled to attorney's fees and costs if it prevails in litigation.
- Remedies include:
- Fines or damages for emotional distress from each employer or person found to have violated the law
 - Hiring or reinstatement
 - Back pay or promotion
 - Changes in the policies or practices of the involved employer

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with DFEH and a Right-to-Sue Notice has been issued.

For more information, see publication DFEH-159 "Guide for Complainants and Respondents."

For more information, contact DFEH toll free at (800) 884-1684
 TTY number at (800) 700-2320
 or visit our Web site at www.dfeh.ca.gov

In accordance with the California Government Code and ADA requirements, this publication can be made available in Braille, large print, computer disk, or tape cassette as a disability-related reasonable accommodation for an individual with a disability. To discuss how to receive a copy of this publication in an alternate format, please contact DFEH at the numbers above.



State of California
 Department of Fair Employment & Housing

DFEH-185 (11/14)

Sexual Harassment

The Facts About Sexual Harassment

The Fair Employment and Housing Act (FEHA)

defines sexual harassment as harassment based on sex or of a sexual nature; gender harassment; and harassment based on pregnancy, childbirth, or related medical conditions. The definition of sexual harassment includes many forms of offensive behavior, including harassment of a person of the same gender as the harasser. The following is a partial list of types of sexual harassment:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Actual or threatened retaliation
- Leering; making sexual gestures; or displaying sexually suggestive objects, pictures, cartoons, or posters
- Making or using derogatory comments, epithets, slurs, or jokes
- Sexual comments including graphic comments about an individual's body; sexually degrading words used to describe an individual; or suggestive or obscene letters, notes, or invitations
- Physical touching or assault, as well as impeding or blocking movements
- Sexual desire is not necessary



The mission of the Department of Fair Employment and Housing is to protect the people of California from unlawful discrimination in employment, housing and public accommodations, and from the perpetration of acts of hate violence.

Employers' Obligations

All employers must take the following actions against harassment:

- Take all reasonable steps to prevent discrimination and harassment from occurring. If harassment does occur, take effective action to stop any further harassment and to correct any effects of the harassment.
- Develop and implement a sexual harassment prevention policy with a procedure for employees to make complaints and for the employer to investigate complaints. Policies should include provisions to:
 - Fully inform the complainant of his/her rights and any obligations to secure those rights.
 - Fully and effectively investigate. The investigation must be thorough, objective, and complete. Anyone with information regarding the matter should be interviewed. A determination must be made and the results communicated to the complainant, to the alleged harasser and, as appropriate, to all others directly concerned.
 - Take prompt and effective corrective action if the harassment allegations are proven. The employer must take appropriate action to stop the harassment and ensure it will not continue. The employer must also communicate to the com-

plaintant that action has been taken to stop the harassment from recurring. Finally, appropriate steps must be taken to remedy the complainant's damages, if any.

- Post the Department of Fair Employment and Housing (DFEH) employment poster (DFEH - 162) in the workplace (available through the DFEH publications line [916] 478-7201 or Web site).
- Distribute an information sheet on sexual harassment to all employees. An employer may either distribute this pamphlet (DFEH 185) or develop an equivalent document that meets the requirements of Government Code section 12950(b). This pamphlet may be duplicated in any quantity. **However, this pamphlet is not to be used in place of a sexual harassment prevention policy, which all employers are required to have.**
- All employees should be made aware of the seriousness of violations of the sexual harassment policy and must be cautioned against using peer pressure to discourage harassment victims from complaining.
- Employers who do business in California and employ 50 or more part-time or full-time employees must provide at least two hours of sexual harassment training every two years to each supervisory employee and to all new supervisory employees within six months of their assumption of a supervisory position.

- A program to eliminate sexual harassment from the workplace is not only required by law, but is the most practical way for an employer to avoid or limit liability if harassment should occur despite preventive efforts.

Employer Liability

All employers, regardless of the number of employees, are covered by the harassment section of the FEHA. Employers are generally liable for harassment by their supervisors or agents. Harassers, including both supervisory and non-supervisory personnel, may be held personally liable for harassing an employee or coworker or for aiding and abetting harassment.

Additionally, the law requires employers to take "all reasonable steps to prevent harassment from occurring." If an employer has failed to take such preventive measures, that employer can be held liable for the harassment. A victim may be entitled to damages, even though no employment opportunity has been denied and there is no actual loss of pay or benefits.

In addition, if an employer knows or should have known that a **non-employee** (e.g. client or customer) has sexually harassed an employee, applicant, or persons providing services for the employer and fails to take immediate and appropriate corrective action, the employer may be held liable for the actions of the non-employee.

- An employer might avoid liability if
- the harasser is not in a position of authority,