



READING
CHARACTER
Connection
Education Elevators
Business **VOLUNTEER**
Elevator

Competence
Curiosity
Mentee
Elevate
Caring
MENTOR
VOLUNTEER
Education

Confidence
Relationship
Student
SCHOOL
MENTOR
Science
Fun

MATH

Education Elevators Program Program Handbook

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The Education Alliance is a 501(c)(3) organization whose vision is to ensure every West Virginia public school student will graduate ready to begin a career or pursue additional education and training.

Acknowledgments

In 2007, Tom McJunkin started The Education Elevators program at Jackson Kelly PLLC in partnership with Piedmont Elementary School in Charleston, West Virginia. His commitment to education and positive youth development was truly inspiring. Following his passing in 2011, his family pledged to continue and expand his work. It is thanks to their generosity and his vision that The Education Elevators Program lives on. His daughter, Allison, has been especially instrumental in the expansion of the program.

The Education Alliance which was founded in 1983 strives to advocate for students of West Virginia, especially in the arenas of college readiness, early literacy, and dropout rates, at the state government level. It's Partnerships in Education program strives to have every public school in the state partnered with a local business or community program to nurture and strengthen student development. The Education Alliance is pleased to support the Education Elevators program, as an exemplar of the Partnerships in Education initiative. The Education Elevators program seeks to foster positive youth development and promote early literacy. To learn more about the work of The Education Alliance visit their website at www.educationalliance.org.



Welcome to the Education Elevators program!

When a young student believes that he or she can reach the stars... the sky is the limit! By agreeing to be an Elevator, you are committing to be a positive influence on an individual child that can help unlock his or her future dreams. By dedicating an hour a week, you can truly make a difference!

The goal of the Elevator program is to elevate the abilities and aspirations of students and provide them with the tools they need to become successful adults. Our model embraces the positive youth development framework that utilizes the “5 Cs”:

1. **Competence**
2. **Confidence**
3. **Connection**
4. **Character**
5. **Caring**

We also stress the importance of a Sixth C: Curiosity. Research has shown that children who display these characteristics are more likely to be successful in academics, social situations, and life in general. Positive adult relationships nurture such skills, which is exactly the goal of the Education Elevators program.

The training Handbook was created as a resource for Elevators to provide them with an overview of the roles and responsibilities of being an Elevator. It was designed with a companion document, the *Activity Guide*, which provides an easy-to-use description of activities that may be implemented to help cultivate the Competence, Confidence, Connection, Character and Caring capabilities of children.

Thank you for your participation in the Education Elevator program. You can truly make a difference!



What is the Education Elevators program?

What is the Mission of the program?

To elevate the abilities and aspirations of our students -- to make them more confident in themselves and generally more receptive to learning.

Why is this important?

The recognition that in order for our communities to thrive, public schools must succeed.

What is our Theory of Action?

For public education to succeed, caring adults must spend more time with kids one-on-one.

How does the Education Elevators program work?

The Education Elevators program connects a West Virginia-based business with a local school to create a mutually beneficial partnership. The volunteers from the business mentor students who attend their partner school. The volunteers, who are called Elevators, meet with their assigned student once a week during school hours for 30-45 minutes. Research has shown that the presence of a caring adult role model is the most important determinant in who and what a child becomes.

What is the role of an Elevator?

Elevators commit to meet with an elementary school student once a week during the academic school year. Volunteers in this program are designed to serve as a positive role model and friend for the student they work with. Elevators are not burdened by specific curricular requirements, but are free to work with their student on subjects and projects that they find interesting. Simply reading to a student or playing basketball with him/her on a regular, reliable basis can make a huge difference in a student's sense-of-self.

“A hundred years from now it will not matter what my bank account was, the sort of house that I lived in, or the kind of car that I drove. But the world may be different because I was important in the life of a child.”

– Author Unknown



What is an Elevator?

As an Elevator, your job is not to be a parent or a teacher or a tutor. Even though the children you “Elevate” may have been selected because they are struggling in school, Elevators are concerned with more than academic success. The first obligation of an Elevator is to be a caring adult and role model to the child.

While Elevators are concerned with early childhood literacy, your job is not to act as a reading specialist. Rather, Elevators should make reading fun and expose children to the joy of reading while helping them develop the skills of a successful reader. This doesn’t mean drilling spelling words or writing down words that rhyme with “cat.” Instead, Elevators interact with children in language-rich activities that engage the student. After all, the relationship between a child and an Elevator is the core of program. If this relationship is strong, literacy building blocks can be built from that strong foundation.

Simply by being a consistent and positive presence in your student’s life and engaging in activities and conversation, Elevators impact the lives of their students in five important ways:

1. by enhancing social skills and emotional well-being
2. improving cognitive skills through dialogue and listening
3. serving as a role model
4. building self confidence
5. inspiring curiosity and motivation to learn

By doing these things, you provide your student with the opportunity to be a happy well-adjusted child who has the confidence and skills necessary to become a successful adult.

Elevator Roles and Responsibilities

- Prior to beginning the program, all Elevators must **complete the following paperwork**:
 - All volunteer forms required by your County Board of Education
 - Elevator Application – Appendix A
 - Resources for Mandatory Reporter Acknowledgment form– Appendix B
 - Volunteer Confidentiality Agreement – Appendix C
 - Required background check – Appendix D
- It is recommended that all Elevators **attend an initial training** to fully understand the program goals, strategies and expectations.



- The school is responsible for designating which students will participate in the program. After you have been assigned to work with a student, coordinate with your student's teacher to **determine a set time to meet with your student** for 30 minutes to an hour per week. (*if a set schedule is not possible you can work out another plan with your student's teacher).
- **Establish a communication protocol** with the student's teacher (e.g. exchange email addresses and phone numbers and find out their preferred method of communication). See Appendix I for additional information.
- Each week, **contact your student's teacher on the day of to confirm** that you will be there that day. This also provides an opportunity for your student's teacher to let you know if your student is absent or leaves early that day. If there is inclement weather, please check for school closings before going to your scheduled meeting.
- In the event you cannot attend, let **your student's teacher know prior to your scheduled meeting so that he or she can let your student know not to expect you**. Otherwise your student will be very disappointed when you do not show up. When possible, let your student know in advance that you will not be able to make a scheduled meeting. In lieu of your meeting, you can ask your student to think about activities they would like to do at your next meeting or suggest they write down or think of questions to ask you when you return.
- **Be on time and prepared**. This is important because it demonstrates competence and connection. Also, it shows that you care about the child by respecting the meeting. If you walk in five minutes late with no ideas, the children will sense that.
- **Be willing to change the plan**. The flip side of being underprepared is being over-prepared and rigid, which is almost as detrimental. Listen to what the children are saying and be flexible. Sometimes, all a child needs is someone to listen to what they say, not tell them another activity to do. Even if you're really excited about a certain activity, see how your student reacts. Mentoring relationships are much more successful when the child feels like his likes and dislikes are taken into account.



Elevator Roles and Responsibilities

- You must always **sign in and out at the school office** when meeting with your student. A name badge will be provided for you in the school office. Please wear the badge during your visit, and return it when signing out.
- To protect yourself and the student, **always stay within sight of a member of the school's staff.**

What an Elevator Is Expected To Do	What an Elevator Is <i>Not</i> Expected To Do
Create a connection with the child	Tutor child
Help child problem solve	Give heavy-handed advice
Be a listening ear for the child	Pronounce moral judgments on nontraditional situations
Model the five Cs through words and actions	Solve all of the child's problems

- Meetings with your student **must only occur on school grounds** and during school time unless you are participating in an event sponsored by the school or the Education Elevators Program.
- Elevators are **not allowed** to transport their student under any circumstance. Transportation for students to Education Elevators Program activities not on school property will be arranged by the Education Elevators Program or the school administration.
- As a participant in the Elevator program, if you have any reasonable cause to **suspect that a child is neglected or abused** or if you observe the child being subjected to conditions that are likely to result in abuse or neglect, **you are legally required to report it** (see Appendix B for more information).
- If your student confides in you information regarding a situation that is **harmful or potentially harmful** to the student or others, you **MUST** report it to the **guidance counselor.**
- Please **do not** bring food into the school.
- Buying gifts in excess of \$20.00 is discouraged.

Elevator Roles and Responsibilities

- Before using the internet during an Elevator activity, you must review and agree to follow the school's Acceptable Use Policy.
- **Do not** allow your student to sit on your lap and do not engage in excessive hugging, tickling or wrestling.
- If you are having problems with your student (or your student's teacher), inform the program coordinator immediately. They will do their best to help you resolve those issues and get your relationship back on track. If, however, you feel like the relationship with your student isn't working, it is possible to match you with another student. It's imperative for an Elevator and student to have a good relationship in order for the program to be effective.
- When you have to **end your relationship with your student for any reason**(whether it's the end of the year, because of changes in your work load or personal life or because the student is being transferred to another school), its very important that you do the following:
 - Inform the Program Coordinator and your student's teacher as soon as possible.
 - Give your student as much advance warning as you can so that he or she will know when your last meeting will take place.
 - Explain to your student the reason you will not be able to continue your relationship with him or her (if it's for any reason other than the end of the year) and frame the relationship in a positive light.
 - Give your student the "Elevating Notebook" and talk about what your relationship with him or her meant to you. Talk about your student's strengths and accomplishments.
 - Consider doing a special activity for your last meeting like exchanging friendship bracelets or giving your student a book to remember you by.
 - Your Program Coordinator can provide you with additional ideas on how to end your relationship in a positive way.





Connecting With Teachers

Teachers are responsible for referring children to the Education Elevators program. Because they spend a considerable amount of time with students on a daily basis, a positive working relationship between the teacher and the Elevator is essential. In an initial conversation with the classroom teacher, you should discuss the following:

- The Student:
 - strategies for working with the student
 - general strengths and weaknesses
 - social/behavioral concerns
 - general family information
- Housekeeping:
 - expectations for the students in the classroom
 - any health-related concerns (for example, allergies)
 - the role of the Elevator
 - contact information
 - procedure for student's' absences or rescheduling
 - appropriate times and days for visits

You should clearly define the role of the Elevator. Communicate that an Elevator is not a general classroom helper or a tutor. You are there to develop a relationship with a particular student. However, let the teacher know that part of your role is also to help the teacher in his or her mission to educate and inspire your student. It's important that you know what is going on in your student's personal and academic life before you have your first meeting with your student and throughout your relationship with your student.

For that reason, continued communication between you and your student's teacher is important, whether in person, via telephone or email (see Elevator Roles page 6). You should also ask your student's teacher what the class is studying and if he or she has suggestions about games or activities you could do to help your student with that particular subject. If you have a serious concern about your student, for example bullying, speaking to the teacher is an appropriate action. Teachers are trained for such circumstances. It is also a good idea to just check in with the teacher to see how the child is progressing throughout the year. While it is possible to Elevate without much interaction with the teacher, mutual respect with the teacher will only further enhance the relationship.

Keep in mind when you reach out to your student's teacher that they have very busy schedules and may not be able to respond to your texts or emails immediately. If you have trouble getting in contact with your student's teacher, please let the program coordinator know.

Stages of Elevating

Even though there is an idea of what an Elevating relationship should look like, most relationships like this follow different trajectories to get there. Each stage has its various difficulties, but by recognizing these changes, you and your student can navigate these changes and come out stronger.

Stage One

In the beginning of the relationship, you and your student are getting to know each other. This can sometimes be the most frustrating step, especially if your student is withdrawn or shy. Don't be discouraged if your first meeting feels like a failure. Creating a lasting relationship takes time and effort. Be open and friendly. Ask open-ended questions, mind your body language, and empathize with your student. The most important thing you can do is make sure your student feels safe with you.

Stage Two

In the second stage of a relationship, after a child feels comfortable around the Elevator, he may try to test the boundaries of the relationship. At this point, the child is trying to see if his Elevator will stick around. Be consistent in your communication, maintaining the positive interaction that you've established. Respect the children and just be there for them. Understand that this, too, is just a phase of the relationship, and once the child feels safe, it shall pass.

Stage Three

This stage most closely resembles the perception of Elevating. After the boundary-testing of stage two, this stage will feel comfortable and normal. This is when a deeper bond will begin to build. As the children begin to disclose more with you, work with them to solve their problems rather than simply giving advice. Learn what your students are good at, and what they like, and use that when picking activities. And, as always, compliment your student on what they are doing well.

Stage Four

At the end of the relationship, if a close bond has formed, it may be difficult for a student to accept the end. The child may pull away or become clingy. Be honest and open about your feelings, and talk to your student about the positive changes you've seen. At this point, open communication can help you and your student reach closure. Remember not to make promises that you can't keep. Even though ending the relationship can be uncomfortable, honesty and deliberate steps are the healthiest way to end a relationship.¹ **It is very important to let the program coordinator know when you can no longer continue with your student and to schedule a final meeting with your student to let them know why you cannot continue the relationship. Ending a relationship badly can be more harmful to a child than not having an Elevator at all.**

¹ From *Training New Mentors*, published by The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory



Developing an Elevator Relationship

The First Meeting

The first visit can be a little bit nerve-wracking. If your partnership hosts an initial party with all the Elevators and children, you might already have met your student. Still, that first time in a small group setting can be hard, especially with shy children.

Having a plan for your first meeting can be comforting for everyone, especially because children appreciate structure. See suggested “Getting to Know You” questions on page 31 in the Appendices section. We suggest that you explain to your student what your role as an Elevator is and discuss activities you would like to do together over the course of the year. You should also go over the Elevator and Student Agreement (see appendices E and F) and sign them together.

Building a Relationship with Children

There is no easy way to develop trust, especially with a child who may not have had many positive experiences with adults. It will take time to develop a bond. The best ways to form a bond are simple:

- **Show up every week.** Everyone has emergency situations, but you have committed to visiting the school every week. You want to be someone that the child can rely on. Many of these children have not had positive experiences with adults, or have no adults who are steady figures in their lives. If you are unable to attend a session, contact the appropriate person as soon as possible, and reschedule for a time later in that week. If you don't show up (without letting your student know that you won't be there) it will send the message that you don't care. On the other hand, **if you are consistent and dependable it will help your student learn to trust you.**
- **Be open and honest.** One of the best ways to develop a strong relationship is for your student to feel like he or she is getting to know you! Children can sense when things aren't going well, so if you are having a bad day, let them know. Maybe they will even be able to cheer you up!
- **Be realistic.** Remember that good relationships take time to develop.
- **Be supportive.** Your student may act out or struggle at times, remain positive and supportive. Children can sense very quickly when you are honest and genuinely care about their best interests.
- **Be uplifting** - The key to engaging any student is cultivating their own motivation. If a student isn't motivated to learn or improve their skills it won't happen.

Developing an Elevator Relationship

Communication

Language is also a key part of any relationship. When speaking to a child, it can sometimes seem easier to talk down to him, but part of being a positive role model is to treat children respectfully. By using a full and rich vocabulary, you help develop his language skills without ever opening a book. If a child asks what a particular word means, tell him in simpler language. No vocabulary grows without exposure to new words. It is also important to use a proper tone. A condescending tone will encourage your student to dismiss you as yet another adult. Instead, if you treat your student with respect that will help strengthen your relationship.



Practice Active Listening

One technique for establishing a positive rapport is active listening. To listen actively means to truly focus on the other person who is speaking. All of your attention should be on her words and actions rather than on what you would like to say or do next. Ask a clarifying question, but otherwise do not interrupt her flow. It takes some practice, but it really helps a child feel valued her opinions and ideas.² Further, by acting as a sounding board and providing a model for effective communication, Elevators can help their students better understand, more clearly express and more effectively control their positive and negative emotions.³

Here are some techniques for active listening:

- **Encourage your student to say more** (ie. “Could you tell me more about that?” “How did that make you feel?”)
- **Restate the basic facts/ideas of what you think your student said.** When you are accurate, your student will feel understood. If you are off the mark, it gives your student an opportunity to clarify.
- **Reflect back the feeling** (ie. “You sound pretty frustrated right now.” Or “Sounds like that really hurt your feelings.”)
- **Show understanding.** Put yourself in your student’s shoes and try to understand the world from his or her perspective. Be sympathetic to your student’s needs.

Additional Tips for Active Listening:

- Clear your mind of unnecessary thoughts and distractions so that you can give your student your undivided attention for the time you are with him or her.
- Make eye contact and be aware of body language. For example, crossing your arms may tell your student that you aren’t ready to listen.
- Acknowledge that you are listening by occasionally nodding your head and saying things like “I see” or “Tell me more about that.”
- Validate your student by indicating what he or she has just said makes sense to you and seems reasonable or justifiable. This will generate rapport and encourage your student to provide more information.

² Adapted from *365 Ways to Raise Confident Children* by Sheila Ellison and Barbara Ann Barnett

³ Jean E. Rhodes, *Stand By Me*, Harvard University Press (2002)



Developing an Elevator Relationship

Encouraging Oral Communication

The following are some activities you can initiate to help students develop good communication skills.

- Have a day where you let your student know that you will not speak unless spoken to. Not a word unless he or she speaks first.
- Use toys to act out a situation.
- Share and listen to the three best things and the three worst that happened all week
- Have your student tell you his or her favorite stories, movies, or fairy tales.
- Use a physical object—a pencil, a toy, something they can hold—to demonstrate whose turn it is to speak. When someone has the object, everyone needs to pay attention to that person.
- Ask your student about his or her name. They may not know a lot, but they can speculate.
- Talk about what you remember from when you were your student’s age. Ask them what they think the best thing is about their age is, and the worst.

Questioning Skills

Use questions to gather information, begin conversations and to resolve ambiguities. There are two forms of questions: closed and open-ended. Closed questions are those that only require one-word responses, such as “yes” , “no” or “maybe.” Closed ended questions limit conversation. Open-ended questions on the other hand require more detailed responses and invite your student to talk to you!

Instead of	Say
Is something bothering you?	You seem upset, what’s up?
Did that make you feel sad?	I bet that hurt your feelings, how are you?
Do you like school?	How do you feel about school?
Did you learn anything this week?	Tell me what you learned this week
Do you have a favorite band?	What type of music do you like?

Developing an Elevator Relationship

Compliments

Everyone likes feeling competent, and for a child, positive reinforcement is especially important. Children are often insecure and look for adult validation. If a child does something well, tell him. Some compliments are more effective than others, though. The following are some guidelines for more meaningful compliments:

- **Be sincere.** A fake or false compliment is easy to spot, even for a child.
- **Be generous.** Because young children are often unsure of the opinions of others, verbal praise and confirmation means more to them.
- **Be specific.** Detailed compliments are more memorable than generic ones. They also highlight the current activity. Try to compliment a particular skill, trait, or job.
 - *Okay:* Nice job! That's excellent!
 - *Better:* Wow, you're really smart!
 - *Best:* What a great drawing! You're really artistic.

Problem Solving

Your student will come to you with problems, and you will want give advice. Yet excessive advice is actually counter to character development. Rather than offering a solution, you should strive to model conflict resolution. Helping your student understand on his own what a good solution is develops these skills which will serve them well in life. In general, you consider and suggest the following:

- **Ask questions to clarify the situation.** What exactly happened? Who is involved?
- **Avoid assigning blame.** Remain neutral instead of picking a side.
- **Encourage understanding of both sides of the argument.** How does the other person feel? What does the other person want? What would cause the other person to act that way?
- **Brainstorm various solutions and their effects.** What's a good solution? Is there a way to compromise? What would be fair? What would make different people happy?
- **Help student to pick his own course of action.** What's fair? What works? What does he have the power to change?

Role Modeling

One of the most important things you can do as an Elevator is be a good role model. Qualities that you can intentionally role model include: honesty, integrity, compassion, dependability, high standards and values. Simply seeing the way you treat them and others can have a positive impact the way your student treats others. Teach your student the value of a firm handshake and good eye contact when meeting someone new. Remember that just talking about work and goals teaches children that they can have goals too.

For many lower income and even middle class youth, adult occupations and skills can seem obscure and out of reach. Elevators can serve as concrete examples of career success, demonstrating qualities that students may want to emulate.⁴ Further, if you view your student positively, it can have a profound impact on the way your student views him or herself. An Elevator's positive appraisal and belief in their student's future, can be incorporated into their student's sense of self. If you believe that they can reach the stars they will start to believe that too.

⁴ Jean E. Rhodes, Stand By Me, Harvard University Press (2002)



Developing an Elevator Relationship

The Elevating Notebook

The “Elevating” notebook is essentially a record of your time together with your student. A sample “Elevating” notebook is included in appendix G. The notebook is not required, however, it is an effective tool for showing your student all the things he or she accomplished and how special your relationship was. Elementary school children have difficulty conceptualizing accomplishments without a visual prop. By keeping a record of all the things you accomplished together, your student will have a visual reminder that boosts their confidence and strengthens your relationship with them.

What you put in the notebook doesn’t need elaboration. For example, your student can write or draw about themselves or they can draw their goals and dreams, what do they want to be when they grow up, what are they looking forward to this school year, etc. Younger children may be more comfortable drawing than writing. You can also use the notebook to draw pictures of your pets, write down the notes about the activities or games you played together, keep a record of the books you’ve read together. Later you can revisit those words and check them off when your student has mastered them.

After your session, you could also privately write a note about the activities of the day or a compliment about your student. You don’t need to use the notebook every week, but you should aim to add something to it at least once a month.

At the end of the relationship, or the end of the year, present the children with their notebook. Ideally, you could add a picture of you together at the end of the year. Opposite this picture, write a longer note about what the relationship meant to you, your fondest memories, and the growth that you saw.

Developing an Elevator Relationship

Activity Suggestions

The most important consideration in selecting an activity is whether it's interesting to you and your student. At your first meeting, talk about things you and your student would like to do together or learn together, find out what your student's passions and interests are and share yours. Here is a short list of things that you and your student can do together, but the key is doing something you both enjoy.



- Draw/Color: It helps if you give your student a little direction and for you to draw with them.
- Read: Have your student read a page to you and then read one to them. That takes a little pressure off, helps your student understand inflection.
- Play Games: If your student doesn't know the rules teach him/her or learn together. Teaching your student how to lose a game is as important as teaching them how to win. Helping your student learn to "lose" gracefully can help develop their social and emotional skills.
- Go Outside: Depending on the rules of your particular school, you can take your student into the gym or outside (if there is someone from school staff within eyesight). A game of HORSE can help students learn to spell. Students are often more willing to open up when they are engaged in a sport or activity.
- Share: Bring in photos of yourself and tell your student about your life. Students love hearing stories about times their Elevator made a mistake. It teaches them that making a mistake isn't always a bad thing.
- Teach: Teach your student how to tell time, use a camera or use a calculator.
- Role Model: Show him or her the importance of a firm handshake and making good eye contact
- Learn: Ask your student what they are learning in class or find out what they are passionate about (bugs, space, Harry Potter etc.) and ask them to teach you about that particular subject.
- Build: Work on building models together or use building blocks to make anything you want.
- Create: Cut out pictures from magazines and create a collage or download recipes from the internet and make a cook book together. Make a movie together. Help your student to create a "picture book" in PowerPoint or use Excel to create a worksheet for a count of objects and colors.
- Inspire: Teach your student something you are passionate about!

Using the Activity Guide

This Handbook was designed with a companion document, the Activity Guide, which provides an easy-to-use description of activities that may be implemented to help cultivate the Five Cs

However, the key to engaging any student is cultivating their own motivation and sparking Curiosity. For this reason, it's very important that Elevators use the activities in the guide as merely suggestions. Many of the skills like confidence, competence, character, caring and connection will be developed as a natural result of the relationship. The point of the program is to make learning fun and for you to develop a strong relationship with your student!

STEP ONE: Select the activity

Kindergarten Example

Mood Meter (K-2)

Preparation Time: none

Activity Time: 10+ minutes

Materials: Elevating notebook, pencil/pen, ruler, markers, paper clip

Have the children draw lines to divide a page of the Elevating Notebook into four sections. The first section should be green, the second yellow, third orange, and fourth red. They should be labeled "happy," "okay," "sad," and "mad," respectively. The kids should then move the paperclip so it's on the section that they currently feel like. Encourage them to think about how they feel every time that they pull out the Elevating Notebook and move the paper clip accordingly. Of course, if they feel mad or sad, you should ask what the matter is. Alternatively, you can verbally ask the children how they feel, and they can respond with a color rather than a word. Come up with feelings for the other colors if you want to expand the system.⁵

Promotes introspection and expression

Character

STEP TWO: Gather any necessary materials

STEP THREE: Read through activity to familiarize yourself with it

STEP FOUR: Have fun with your student!

STEP FIVE: Gather any information for the Elevator Notebook

STEP SIX: After finishing an activity, make sure to have the children help you clean it up before you move on to the next activity.

⁵ Adapted from "Make a 'Mood Meter' Sign" from Education.com
(http://www.education.com/activity/article/mood_fire_safety_sign_kindergarten/)

Mandated Reporter Requirements

In order to provide clear evidence about the positive outcomes of the Education Elevators program, each school will provide data to help measure the program's impact. The expected outcomes that will be evaluated for students who participate in the Elevator program include the following:

- improved school attendance
- improved academic engagement
- fewer disciplinary referrals

As an Elevator, you can contribute to these goals by encouraging your student to:

- come to school each day
- do his/her best with their schoolwork
- exhibit the positive behaviors illustrated in the 5 C's.

You may be asked to help provide certain information that highlights the progress of your student by completing a pre and post-survey about your experience as an Elevator. As you spend time with your student throughout the school year, it is important to capture successes by keeping notes, journaling, collecting student artifacts, etc. Your contributions are essential for the success of the program.

It's important to note that even though you may not see an immediate improvement in your student's grades, attendance or behavior, **you are still making an important impact in your student's life** by helping build their confidence, exposing them to new words and building their vocabulary, role modeling, and showing them that they can have positive, trusting relationships with adults, etc. Research has shown that those things are ultimately more important than grades in determining whether or not a child succeeds.

Mandated Reporter Requirements

West Virginia law (49-6A-2) requires certain individuals, including all volunteers in programs such as the Education Elevators program to be “mandated reporters” of child abuse. This means if you have any reasonable cause to **suspect that a child is neglected or abused** or if you observe the child being subjected to conditions that are likely to result in abuse or neglect **you are legally required to cause a report to be made.**

- **When should I report? Immediately!**
- **How should I respond when a child discloses:**

DO	DON'T
Listen	Make promises
Believe the child	Display negativity
Document	Try to conduct a full interview
Report	Confront the offender

- **How do I report?**
 - Contact the school principal. He/she can assist with notifying the proper authorities
 - Contact local CPS and/or Law Enforcement agencies
 - See Resources for Mandated Reporters Acknowledgement on page 16
- **Will I be protected if I make a report?**

West Virginia law provides immunity from civil or criminal liability for persons reporting in good faith (WV Code 49-6A-2)

Appendices

APPENDIX A: Elevator Profile and Application

Name _____ Email _____
Address _____
Cell Phone _____ Work Phone _____
Employer _____ Occupation _____
Address _____

Do you prefer to work with: Boy Girl No Preference Grade Preference: K 1 2 3 4 5

My favorite sport is _____
My favorite game is _____
My favorite book or genre is _____
My favorite kind of music is _____
My favorite TV show is _____

Do you have any special interests or skills which may be helpful in matching you to a student?

Why do you want to be an Elevator? _____

Have you ever been convicted of a sex offense against a minor? Yes No
Have you ever been convicted of child abuse or neglect? Yes No

Please provide two references (other than family members):

Reference 1:

Name _____ Email _____
Address _____
Cell Phone _____ Work Phone _____
Employer _____ Relationship _____

Reference 2:

Name _____ Email _____
Address _____
Cell Phone _____ Work Phone _____
Employer _____ Relationship _____

Printed Name, Applicant

Signature

Date

APPENDIX B: Resources for Mandated Reporters Acknowledgement

West Virginia’s Legal Requirement: 49-6A-2. Persons mandated to report suspected abuse and neglect (a) Any medical, dental or mental health professional, Christian Science practitioner, religious healer, school teacher or other school personnel, social service worker, child care or foster care worker, emergency medical services personnel, peace officer or law-enforcement official, humane officer, member of the clergy, circuit court judge, family court judge, employee of the Division of Juvenile Services, magistrate, youth camp administrator or counselor, employee, coach or volunteer of an entity that provides organized activities for children, or commercial film or photographic print processor who has reasonable cause to suspect that a child is neglected or abused or observes the child being subjected to conditions that are likely to result in abuse or neglect shall immediately, and not more than forty-eight hours after suspecting this abuse or neglect, report the circumstances or cause a report to be made to the Department of Health and Human Resources: *Provided*, That in any case where the reporter believes that the child suffered serious physical abuse or sexual abuse or sexual assault, the reporter shall also immediately report, or cause a report to be made, to the State Police and any law-enforcement agency having jurisdiction to investigate the complaint: *Provided, however*, That any person required to report under this article who is a member of the staff or volunteer of a public or private institution, school, entity that provides organized activities for children, facility or agency shall also immediately notify the person in charge of the institution, school, entity that provides organized activities for children, facility or agency, or a designated agent thereof, who may supplement the report or cause an additional report to be made.

(b) Any person over the age of eighteen who receives a disclosure from a credible witness or observes any sexual abuse or sexual assault of a child, shall immediately, and not more than forty-eight hours after receiving such a disclosure or observing the sexual abuse or sexual assault, report the circumstances or cause a report to be made to the Department of Health and Human Resources or the State Police or other law-enforcement agency having jurisdiction to investigate the report. In the event that the individual receiving the disclosure or observing the sexual abuse or sexual assault has a good faith belief that the reporting of the event to the police would expose either the reporter, the subject child, the reporter's children or other children in the subject child's household to an increased threat of serious bodily injury, the individual may delay making the report while he or she undertakes measures to remove themselves or the affected children from the perceived threat of additional harm: *Provided*, That the individual makes the report as soon as practicable after the threat of harm has been reduced. The law-enforcement agency that receives a report under this subsection shall report the allegations to the Department of Health and Human Resources and coordinate with any other law-enforcement agency, as necessary to investigate the report.

(c) Nothing in this article is intended to prevent individuals from reporting suspected abuse or neglect on their own behalf. In addition to those persons and officials specifically required to report situations involving suspected abuse or neglect of children, any other person may make a report if such person has reasonable cause to suspect that a child has been abused or neglected in a home or institution or observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect

National Child Abuse Hotline (24/7): **1-800-4-A-CHILD**
WV Child Abuse Hotline (24/7): **1-800-352-6513**

I acknowledge I have read and understand the Resources for Mandated Reporters

Printed Name, Education Elevator

Signature

Date

APPENDIX C: Volunteer Confidentiality Agreement

There are federal and state laws that protect the privacy rights of students and families. In a school situation, there are many instances in which confidential information is discussed in order to better understand students and how we can help them. When working in the schools as a volunteer there may be times when this information is overheard. School staff will make every effort to prevent this from happening; however, as a volunteer you must agree that if you do hear information about a student or family you will not repeat this outside of the school. This will ensure the protection of our students' interest and their families, thus creating a better environment for all.

Additionally, two specific laws govern special education confidentiality. FERPA (Family Educational Rights and Privacy Act), IDEA (Individuals with Disabilities Education Act). Both bodies of regulations indicate that confidentiality must be maintained relative to special education students. Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws. A volunteer should not discuss a child's disability with any individual outside of the classroom instructor, building principal, or staff member. The volunteer should not carry any written or verbal statements outside of the school that would divulge the child's disability. In essence, only those who work directly with the student are considered as those with a "need to know." If at any time these terms of confidentiality are violated by a volunteer, termination of volunteer services may occur.

As a volunteer:

- I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work.
- I will keep confidential matters private.
- I also understand that volunteering in the Education Elevators program is a privilege and not a right. The school's principal reserves the right to deny or remove any volunteer violating confidentiality or any district policy.

By signing this agreement I am stating that I will not divulge information about any student or family to any person outside the school setting.

Printed Name, Education Elevator

Signature

Date

APPENDIX D: Background Check Process

Education Elevators are required to complete two types of background checks.

- All participants must successfully pass a national sex offender registry check which The Education Alliance will complete for you prior to beginning the Education Elevators program.
- All participants must also successfully pass a fingerprint background check through the state police and FBI. To fulfill this requirement there are two options:

OPTION 1: Verification of Previous Background Check

The Education Alliance will accept previous background check results when a fingerprint check has been completed by the West Virginia State Police and FBI. All results must be verified by the employer or agency who requested the check.

To provide proof of a previous background check:

1. Provide your employer with the Verification of Previous Background Check (Attachment A). **NOTE – you only need to complete Attachment A if your employer has previously completed a background check. Otherwise, skip to Option 2.*
2. Completed verifications should be sent to:
The Education Alliance
Attn: Education Elevators
803 Quarrier Street, Suite 500
Charleston, WV 25301
OR
info@educationalliance.org

Verification of Previous Background Check (ATTACHMENT A)

Part A: Employee

NAME: _____

DOB: _____

I, _____, request this form be completed and sent to The Education Alliance via
Employee's Name
email at info@educationalliance.org or fax at 304-342-0046. I understand that this form will be kept
confidential by both my employer and The Education Alliance.

Signature Date

Part B: Employer

This letter verifies the following background check(s) were conducted on _____:
Employee's Name

WV State Police Background Check failed to disclose any criminal records; Date: _____

FBI Background Check failed to disclose any criminal records; Date: _____

COMPANY: _____

NAME: _____

TITLE: _____

ADDRESS: _____

PHONE: _____

Signature Date

**Send completed form to The Education Alliance
via email at info@educationalliance.org or
fax at 304-342-0046**

OPTION 2: Background check through the state police and FBI

The most efficient way to complete these background checks is by using the **Electronic Process**. To schedule your online background check:

1. Go to www.identogo.com
2. Choose the state in which you will be using fingerprinting services. You can do this by selecting it from the map you see on the home page.
3. Choose the link – Make a New Appointment
4. You will be taken through a step by step process:
 - a. Step 1: Your Program
 - i. Type of Background Check: NCPA/VCA Agencies
 - ii. Agency Name: The Education Alliance
 - iii. Account Number Validation: WVN30V126
 - b. Step 2: Your Details
 - i. Personal Information: complete the online form
 - ii. Employer Information: The Education Alliance; Nonprofit Organization; 803 Quarrier Street, Suite 500, Charleston, WV 25301
 - iii. Occupation: Volunteer
 - c. Step 3: Your Appointment – select an available time from the list
 - d. Step 4: Your Confirmation – confirm that the information entered is correct
 - e. Step 5: Your Payment – there should be a \$0.00 balance due. Click on the “Finish” button

If there is not a Morpho Trust/Identogo center nearby, you may use the **Manual Card Submission Process**. To complete the background check using manual cards, fill out the West Virginia Card Scan Services Information Form and follow the directions (Attachment B). *NOTE – you only need to complete Attachment B if you are NOT using the Electronic Process above.

In addition to the form, you will need to:

1. Go to your local police department to complete two (2) **fingerprint cards printed** and two (2) copies of the **NCPA/VCA Fingerprint Authorization form**.
2. Send all completed documentation to:
The Education Alliance
Attn: Education Elevators
803 Quarrier Street, Suite 500
Charleston, WV 25301

MANUAL Card Submission (ATTACHMENT B)
West Virginia Card Scan Services - Information Form

Instructions for applicant: Please complete and return

1. Card Scan Information Form (this form)
2. Payment made payable to L-1 Identity Solutions
3. Two (2) completed fingerprint cards
4. One (1) WVSP 39 Authorization form or one (1) WVSP 39C Authorization form for NCPA/VCA requests

Send above packet to:

L-1 Enrollment
West Virginia Cardscan Dept
1650 Wabash Ave Suite D
Springfield IL 62704
Checks should be made payable to L-1 Solutions

Please Print Clearly

ORI: _____ Contributor Agency: The Education Alliance

Check one: New Submission Resubmission If resubmission, list TCN Number here: _____

Name of Applicant: Last _____ First _____ M.I. _____

Alias / Maiden Name: _____

Street Address: _____

City, State, & Zip: _____

Date of Birth: _____ Age: _____ Sex: Male Female

Race: _____ Ethnicity: Hispanic Non-Hispanic
 Unknown

Height: _____ ft. _____ in. Weight: _____ lbs.

Skin Tone: _____ Eye Color: _____ Hair Color: _____

State / Country of Birth: _____ Country of Citizenship: _____

Social Security number _____

Payment Section:

- Regular Background Check (WV state check only) \$28.85
- Central Abuse Background Check (WV state check only) \$18.85
- NCPA / VCA Background Check (WV state and FBI check) \$34.10 Account Number: WVN30V126
- State and Federal Background \$48.10
- State and Federal with DHHR facility number (Central Abuse) \$38.10
- Payment for the Card Scan submission must be included with your fingerprint cards made payable directly to L-1 Identity Solutions -in the form of a personal, business, and certified or bank check or a money order.

SAMPLE

Manual Card Submission

Address of Applicant: Volunteer's Name

Certification: I hereby request a fingerprint based criminal history record check be made to find any West Virginia or federally maintained arrest record on the herein named individual and by submitting this request, I understand that the submitted information will be retained by the West Virginia State Police and/or the FBI in the Automated Fingerprint Identification System.

I certify that this is requested for official business and am authorizing only the listed qualified entity or any qualified entity to obtain a copy of any record found.

Volunteer's Signature
(Signature)

The Education Alliance
803 Quarrier St. Suite 500
Charleston, WV 25303
(Qualified Entity and Address)

APPLICANT		LEAVE BLANK		TYPE OR PRINT ALL INFORMATION IN BLACK		LEAVE BLANK	
SIGNATURE OF PERSON FINGERPRINTED		LAST NAME <u>NAM</u>		FIRST NAME		MIDDLE NAME	
<u>Volunteer's Signature</u>		<u>Smith</u>		<u>Jane</u>		<u>L.</u>	
RESIDENCE OF PERSON FINGERPRINTED		ALIASES <u>AKA</u>		OR <u>WV WSPA100</u>		DATE OF BIRTH <u>DOB</u>	
<u>Volunteer's Address</u>		Maiden Name if applicable		<u>SPOL CRIM REDSECT</u>		Month <u>02</u> Day <u>03</u> Year <u>1985</u>	
DATE		CITIZENSHIP <u>CITZ</u>		SEX <u>F</u> RACE <u>W</u> HGT <u>5'4"</u> WGT <u>135</u> EYES <u>B</u> HAIR <u>BRN</u>		PLACE OF BIRTH <u>POB</u>	
SIGNATURE OF OFFICIAL TAKING FINGERPRINTS		YOUR NO. <u>OCA</u>				<u>South Charleston, WV</u>	
EMPLOYER AND ADDRESS		FBI NO. <u>FRJ</u>		CLASS		LEAVE BLANK	
<u>The Education Alliance</u> <u>803 Quarrier St. Suite 500</u> <u>Charleston, WV 25303</u>		ARMED FORCES NO. <u>MNU</u>		REF			
REASON FINGERPRINTED		SOCIAL SECURITY NO. <u>SOC</u>					
<u>NCPA/VCA Volunteer</u>		<u>123-45-6789</u>					
		MISCELLANEOUS NO. <u>MNU</u>					

Please make sure prints
are dark and clear.

1. R. THUMB	2. R. INDEX	3. R. MIDDLE	4. R. RING	5. R. LITTLE
6. L. THUMB	7. L. INDEX	8. L. MIDDLE	9. L. RING	10. L. LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY

L. THUMB

R. THUMB

RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

APPENDIX E: Elevator Agreement

As an Elevator participating in the Education Elevators Program, I am aware of the responsibilities and expectations I must maintain.

Therefore, I _____ agree to the following:

- I will follow the Education Elevators program schedule to the best of my ability.
- I will alert my student’s teacher in the event that I am not able to make scheduled visit.
- I will keep what my student tells me confidential unless I am required to report it to the guidance counselor.
- I will continue to believe in myself even when faced with obstacles.
- I will always be honest with my student.
- I will try my best to meet the expectations listed above.

Printed Name, Education Elevator

Signature

Date

Printed Name, Student

Signature

Date

APPENDIX F: Student Agreement

As a student participating in the Education Elevators Program, I am aware of the responsibilities and expectations I must maintain to take advantage of the opportunities presented to me through the program.

Therefore, I _____ agree to the following:

- I will attend school every day.
- I will complete my classroom/homework assignments on time.
- I will seek help if I do not understand the class assignment.
- I will respect my parents/guardian, the school staff, my fellow students and my Elevator.
- I will continue to believe in myself even when faced with obstacles.
- I will always be honest with my Elevator and my teacher.
- I will try my best to meet the expectations above.

Printed Name, Education Elevator

Signature

Date

Printed Name, Student

Signature

Date

APPENDIX G: Sample Elevating Notebook

Developing a relationship and getting to know someone else takes time. The Education Elevators notebook is intended to provide you with some ideas of documenting your progress as you build your mentor/mentee relationship through creative and age appropriate activities. Feel free to copy the following SAMPLE pages, or develop your own. The notebook is not required, however it can be a record of your time together.

Education Elevators Notebook

Getting to Know You Questions

HELLO
my name is

What is your favorite color?

What is your favorite TV Show? Or movie?

If you could have any superpower, what would it be?

What is your favorite sport to play? To watch?

If you could travel anywhere in the world, where would you go?

What do you do for fun?

What is one skill you would like to learn (ex. Cook, draw, play an instrument) or something you would like to get better at?

What is one activity you would like to do with your Elevator in the next few months?

What kind of music do you like?

Why did you want to have an Elevator?

Today's activity made me feel.....

Circle how you feel about today's activity with smiley faces or draw your own.

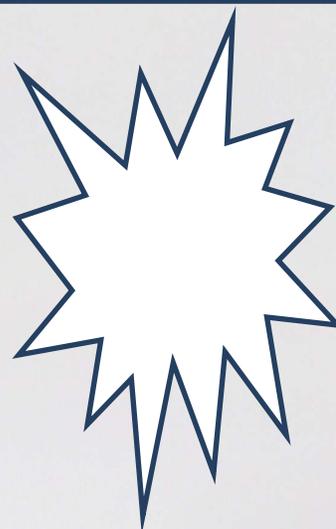
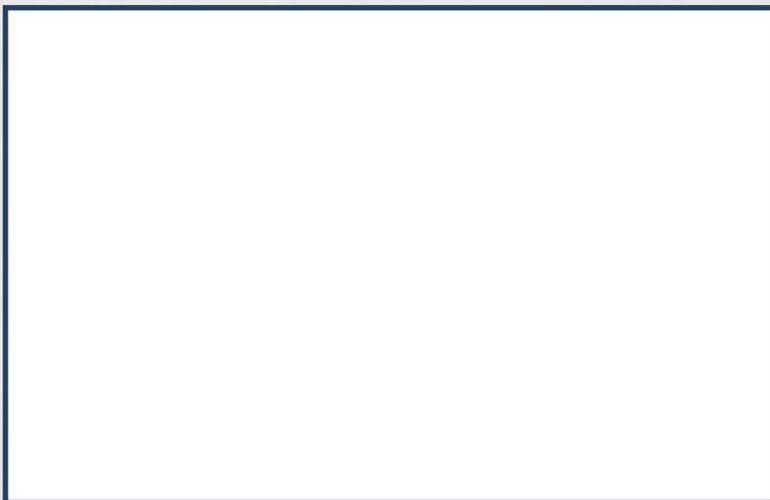
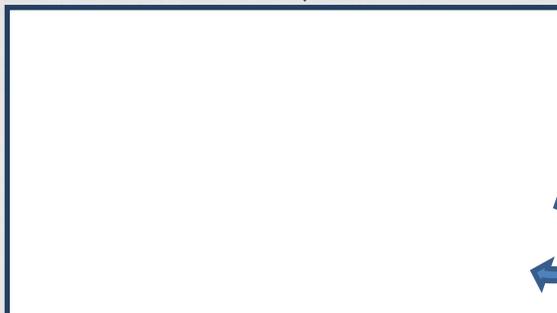
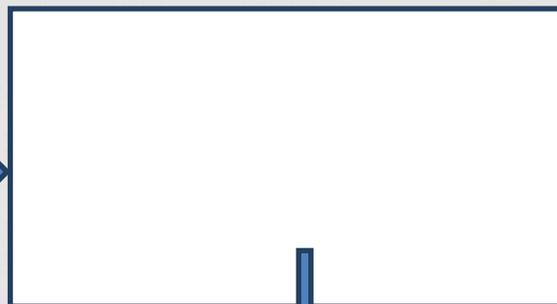
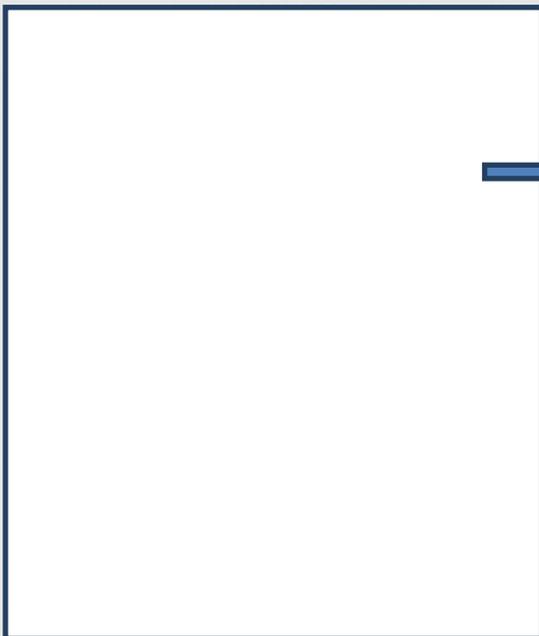


One thing about my Elevator I will always remember.....

A large, light pink rectangular area occupies the lower half of the page. The bottom right corner of this area is folded over, creating a triangular shape that points towards the center of the page. This area is intended for the user to write their response to the prompt above.

Comic Strip - Today We Did This!

Write, draw or add keepsakes in the spaces below to show what



Here are the 5 C's of Positive Youth Development

- *Caring*
- *Character*
- *Connection*
- *Confidence*
- *Competence*

Choose one "C" and set your goal for the school year.



MY GOAL

APPENDIX I: Education Elevators Program Contact Information

School _____
Address _____

	Name	Phone Number	Secondary Number	Email Address
Project Coordinator				
Regional Contact				
Student/Parent				
Teacher				
School Principal				
School Counselor				
Other				