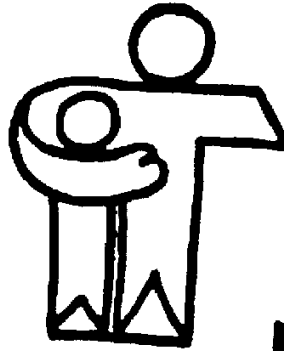


VOLUNTEER

HANDBOOK



help a child.



San Diego Unified School District
Community Relations Department

Partnerships in Education, Volunteer Program, Service Learning

“Building the Future Together”

*“You give but little
When you give of your possessions . . .
It is when you give of yourself
That you truly give.”*

-- Kahlil Gibran

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Ellen Tiffany, Manager
Community Relations Department

Revised July 2009



San Diego Unified School District

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Community Relations Department

Partnerships in Education, Volunteer Program, Service Learning

Dear Volunteer:

Welcome to the San Diego Unified School District. On behalf of the students, teachers, and administrative staff, I would like to thank you for your willingness to share your time and talents. The work you do will have a direct and constructive influence on the quality of education provided to our students.

Your participation in our schools should provide a rewarding experience for you. Volunteer opportunities include:

- tutoring small groups or individual students;
- reading to students and/or listening to students read;
- assisting students with special projects;
- assisting with school and/or classroom activities/events;
- providing a positive adult contact for a student;
- participating on senior exhibition panels;
- providing classroom presentations/demonstrations;
- assisting the clerical staff with phone calls, typing, or filing; and
- making visual aids and materials.

I hope that your experience as a volunteer will be personally challenging and gratifying. You now have the opportunity to contribute your knowledge and skills to many students and to better understand the schools and the ways students learn. My hope is that you will find personal satisfaction in what you do. If you have any questions or comments regarding the volunteer program, please contact me at (619) 725-5594.

Sincerely,

Ellen M. Tiffany
Manager, Community Relations



VOLUNTEER CODE OF CONDUCT

(This document defines the district's expectations for all school volunteers.)

As a volunteer, I agree to abide by the following code of volunteer conduct:

1. Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
2. I will wear or show volunteer identification whenever required by the school to do so.
3. I will use only adult bathroom facilities.
4. I agree to never be alone with individual students who are not under the supervision of teachers or school authorities.
5. I will not contact students outside of school hours without permission from the students' parents.
6. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange home directory information only with parental and administrative approval.
7. I will maintain confidentiality outside of school and will share with teachers and/or school administrators **any** concerns that I may have related to student welfare and/or safety.
8. I agree to not transport students without the written permission of parents or guardians or without the expressed permission of the school or district and will abide by District Administrative Procedure # 4586 when transporting students.
9. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.
10. I agree to follow the district procedure for screening of volunteers.
11. I agree to notify the school principal if I am arrested for a misdemeanor or felony sex, drug or weapon related offense.
12. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.

I agree to follow the Volunteer Code of Conduct at all times or cease volunteering immediately.

***San Diego Unified School District
Volunteer Program Office***

- Provides site volunteer coordinators with valuable information, strategies and resources to help strengthen and support business/community and parent outreach efforts at school sites.
- Provides site volunteer coordinators with updated policies, procedures and legislation related to school volunteer programs.
- Provides ongoing support and training for site volunteer coordinators in group and individual settings.

San Diego Unified School District Volunteers:

- have genuine interest in students;
- recognize that well-educated children are our greatest natural resource;
- have talents that enrich school programs;
- have good health and moral character;
- accept supervision and responsibility;
- understand and appreciate the school staff; and
- may not take the place of the assigned role and responsibilities of the teacher or other district employees.

Partnerships in Education Mission Statement

*To choose a role in the education of a child
is the highest form of human endeavor ...
the child who succeeds, in part by your effort,
will grow as a testament to the people who cared.*



Your role as a volunteer supports our mission.

The Volunteer Screening Process

San Diego Unified School District welcomes and encourages involvement from parents, community members, businesses, community organizations, higher education institutions and the military. **All volunteer programs must follow District Administrative Procedure No. 4595 regarding school volunteers.**

In order to provide students with a safe environment and allow for a variety of opportunities for volunteering, volunteer participation is classified into **4 categories**. Depending upon the category, certain processes must be completed by district staff prior to volunteering. **All volunteers will be screened annually.**

CATEGORY A

Volunteers or guests who enter a school for a one-time event. This person has no unsupervised exposure or contact with children. Typical examples could include Read Across America guest reader, Principal for a Day participant, guest/resource speaker, senior exhibition panel member or other day or guest-type activity.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY B

Volunteers with group exposure who have little or no direct unsupervised exposure or contact with children. Typical examples could include non-classroom volunteers such as office helpers, non-classroom assistance, organized functions associated with school organizations such as PTA, school foundation, Site Council. Volunteer conditions are typically public settings, staff or other adults can observe at all times, no solitary time with children, and always within unobstructed view.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Complete and submit for approval the district School Volunteer Application
- Be checked by **designated site personnel** against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>)
- Present a Tuberculosis clearance card
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY C

Volunteers with classroom exposure, who work with children and are generally supervised by district staff. This could include direct contact with supervision. Typical examples could include tutoring, classroom reading, classroom assistance, before- and after-school programs depending upon the conditions and field trip drivers. Conditions typically are classrooms or areas where staff or other adults can observe at most times. These may occasionally include short solitary time with children and short duration of obstructed view.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Volunteer drivers for field trips must have a current driver's license and provide documentation of automobile insurance coverage. (Refer to Administrative Procedures 4585 and 4587 regarding field trip requirements.)
- Complete and submit for approval the district School Volunteer Application
- Submit to a criminal background check **conducted by SDUSD School Police Services** to determine whether the applicant is precluded from volunteering as specified in California Education Code section 35021 et seq. In rare cases, depending upon information returned, volunteer applicants may require fingerprinting.
- Present a Tuberculosis clearance card
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY D

Volunteers with unrestricted exposure, who work with children and may be unsupervised by district staff. This volunteer likely will have direct and unsupervised interaction with children. Typical examples could include volunteer walk-on coaches, senior high support personnel for athletics, off-site tutoring, mentoring, and overnight chaperones. Conditions typically could include an off-campus setting and unsupervised solitary time.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Complete and submit for approval the district School Volunteer Application
- Submit their fingerprints to both State and National databases – **conducted by SDUSD School Police Services**
- Present a Tuberculosis clearance card
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

TUBERCULOSIS (TB) TESTING FOR VOLUNTEERS

The San Diego Unified School District requires that all persons who work with children be tested and found to be free of tuberculosis. A tuberculin test is valid for **four** years. School nurses administer skin tests at the sites without cost to the volunteers. In addition, the Nursing and Wellness Program provides skin testing in central locations. Additional information regarding tuberculosis clearance is available from the Community Relations Department at 619-725-5594.

VOLUNTEER ASSIGNMENT

During an **interview** with the volunteer coordinator, the volunteer will discuss:

- reasons for volunteering.
- special skills in language, art, or other subjects.
- your additional areas of expertise.
- previous experience.
- choice of student age group.
- times and days available.

An **assignment** will be made for you to work with a teacher who has requested volunteer assistance. You and the teacher will work collaboratively to plan ways in which your skills can best be utilized. A **tour of the school** and **knowledge of school procedures** will put you at ease.

Communication with your assigned teacher(s) is important in order to:

- understand classroom policies.
- discuss feelings about the ways in which you are working.
- discuss possible changes in your assignment(s).
- inform them if you cannot be at school on a given day.
- clarify what your duties will be on substitute days.

Contact your volunteer coordinator if you have concerns regarding your assignment or need additional assistance. **The more clearly your jobs and skills are defined, the more rewarding the job will be for you.**

ETHICS AND CONFIDENTIALITY OF VOLUNTEERING

Please remember these simple communication rules:

1. If you are having difficulty with a student, discuss it first with the child's teacher.
2. If you are having difficulty with a teacher, discuss it first with that teacher, then with the site volunteer coordinator.
3. Please report any concern you have for a student's welfare or safety to the teacher, school nurse, counselor or school administrator.
4. Refrain from sharing negative information about students, teachers, or volunteers with other volunteers or community members. There are communication channels for problem solving, but idle talk doesn't help – it hurts.

Methods for Success

Learn Names

A student's name or nickname is your first contact point. Be sure that you pronounce and spell it right. Make sure the student knows your name as well. (Refer to "Working with Cultural Diversity," page 12.)

Set the Climate

By being alert and listening, you will develop sensitivity to the needs of the student. Your working relationship with each individual student will be your best tutoring tool.

Begin each session with positive comments or questions about the student's family, friends, or activities. Use honest praise whenever possible. Always leave the student with a word of praise. (Refer to "Words of Encouragement," page 16.)

Allow the Students to be Themselves

Every student is unique. Make each one feel that he or she is an important, special person. Avoid comparing students with others in their schools or in their families.

Allow Discovery

Allow students time to think about answers. Guide them by asking questions which will lead to correct responses. Remind the student that everyone makes mistakes . . . even you. Making mistakes and learning how to correct them is an important part of learning.

Follow the Teacher's Lead

Keep the students headed in the direction set by the teacher. Hold the students to the same class standards of behavior and work. Talk openly and often with the teacher to determine what is expected of you and the students.

Remember that **the teacher has the final responsibility** for all planning and activities that occur in the classroom. Discuss specific student concerns with the teacher or principal, but keep all confidential information about students within the school.



Be a Positive Role Model

Your conduct, dress, personal hygiene, and dependability will set an example for what is expected of students. Being on time and being reliable give tremendous support to the teacher. In case of an unavoidable absence, a call in advance will allow the teacher to make other plans and to reassure the students that you care.

Students believe and remember everything you say. **If you make a promise to a student, be sure to keep it.**

Students' Learning Styles

“The secret of education lies in respecting the pupil.”
-- Ralph Waldo Emerson

Every person has a tendency to acquire skills or learn in a certain way. Within a family, parents often learn differently from each other and from their children; brothers and sisters also have different learning styles and degrees of success in school.

Tutors can be much more effective if they are aware of students' individual learning styles. When a student does not understand a concept through one learning style, another can be used. As an example, if a student is unable to understand material written on the board or in a book, then oral presentation may be more effective. Development of many learning styles gives students a better chance to learn.

Research has shown that approximately 30% of elementary school-age children learn best through seeing, 25% learn best by hearing, and 15% learn best by touching and doing. The remaining 30% learn equally well by each method. It is estimated that 80% of material presented to school-age children is visual. In later grades, more students are able to learn visually. Over 75% of adults learn efficiently through visual means.

Auditory learners learn best by **hearing** the information. Questions and directions should be given orally. Discussion of material is best for these students. The more they hear the material, the more recall is possible. The use of CDs, DVDs, recordings and lectures greatly benefits auditory learners.

Visual learners learn best by **seeing** information. Directions and assignments should be written. Visual presentations of materials through the use of graphs, charts, outlines, and notes are most effective for these students. If oral instructions are given, they should be presented in short, clear sentences. Recall, for the students, is strengthened through the practice of writing and outlining the subject material.



Tactile learners learn best through **hands-on** activities. Task cards, computers, and math manipulatives provide effective methods.

Kinesthetic learners learn best by **experiencing** the information. Methods of presentation include acting, building, interviewing, role-playing, and observing.

Students with Special Needs

The English Language Learner is a student who is learning English in addition to his or her native language. Tutors of English language learners help students acquire English skills while studying specific subject areas.

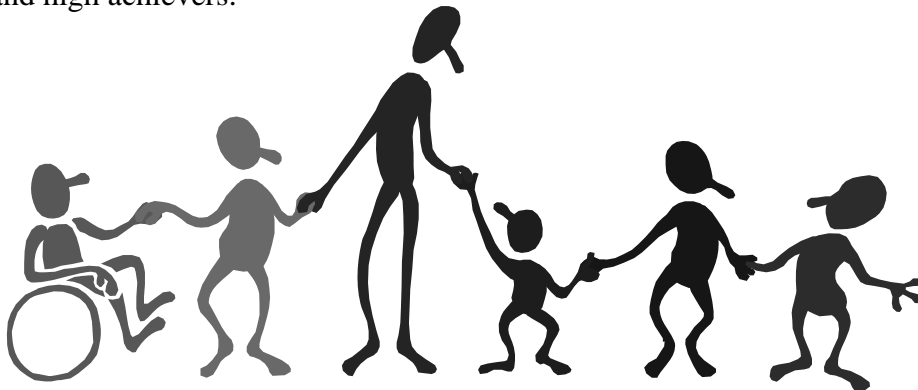
When teaching the English language, you will be given materials developed for the appropriate level of the individual student. Remember that you are working in the student's second language. When helping the student study math, science, or other subject matter, use the following guidelines:

- speak clearly and naturally
- avoid talking too quickly
- focus on communication, not on grammar
- use gestures, facial expressions, and a variety of visual aids
- avoid the use of idioms and slang
- be patient and help the student to be patient

The Special Education Program serves students between birth and 21 years of age who have exceptional needs and whose disabilities may limit them educationally. As a result, an Individualized Education Plan (IEP) is written for each Special Education student. Handicapping conditions range from the very mild, requiring only the occasional involvement of a resource teacher, to the student who is severely impaired and needs constant attention and care.

San Diego Unified School District has Special Education programs within regular school programs in addition to sites dedicated specifically to Special Education programs. Volunteer tutors in Special Education classes work closely with teachers to provide one-to-one attention.

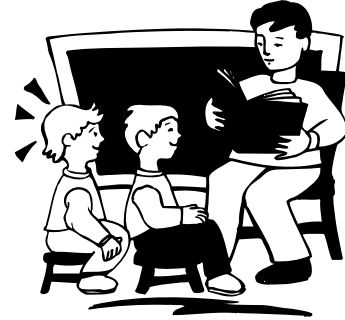
Gifted and Talented Education (GATE) programs provide identification, motivation, and challenge to exceptionally bright and capable students. Identification categories include intellectual ability, creative ability, specific academic ability, leadership ability, high achievement, and visual and performing arts talent. GATE cluster classes serve identified GATE students and high achievers.



Elementary Students

Reading takes place when the student understands what he/she is reading. Reading is not just the mechanics of putting sounds together to form sentences; it is a thinking process. Some tips when working with students in reading include:

- Help students find the main idea.
- Ask students comprehension questions; who, what, when, where, why.
- Have students read silently before reading aloud.
- Encourage students to write words they want to learn.
- Have students tape stories to improve their expression.



Math strategies emphasize understanding. From kindergarten on, skill in solving problems should be continually developed. Some activities which encourage problem solving are talking and listening to each other, making decisions, and collecting, organizing, and interpreting information. In the primary grades, students should be involved in hands-on activities. Manipulating objects is a very effective way to provide students with concrete math experiences.

Skill in computation is important at all levels, and it should not be isolated from the problem solving process. Students should form the habit of estimating before calculating any answers. Check with the teacher to determine the specific purpose of the tutoring lesson.

“At Risk” Students – Students Needing Additional Support

The San Diego Unified School District Board of Education has a promotion/retention policy for grade levels K-12. Early in the school year, certain students may be identified as “at-risk” when it appears that they are in danger of repeating the grade.

Research shows that many students who are going to have problems in school can be identified when they are in second, third, or fourth grade. They are generally behind the other students in math, reading, or science. Many have trouble dealing with interpersonal relationships. Studies of school dropouts suggest that students wished that “someone had cared” about them. Tutors can provide the one-to-one support and caring which is needed to help these students succeed.

“None of us has gotten where we are solely by pulling ourselves up by our bootstraps. We got here because somebody ... bent down and helped us.”

--Thurgood Marshall

Secondary Students

Characteristics of secondary students (grades 6-12)

Research shows that one in four adolescents is extremely vulnerable to risks that endanger their futures – early pregnancy and parenthood, drug abuse, school failure and violence. Their basic human needs of caring relationships with adults, guidance in facing sometimes overwhelming biological and psychological changes, and the security of positive peer groups are not being met at this critical stage of their lives.

Middle grade students are intensely curious and self-centered. They consider interaction with peers a priority over academic goals. They are experiencing rapid biological changes in their bodies which force them to deal with their own sexual feelings and behaviors at a time when they may not have reached emotional and social maturity.

Middle grade schools attempt two major challenges:

- to make sure that students are connected in a positive way to school, family, and friends and that they have feelings of personal dignity; and
- to prepare students academically for success in high school.

Secondary students at risk:

- have feelings that they “don’t belong” in school.
- are not involved in any co-curricular activities.
- spend time with those who “understand” them, other dropouts.
- have previously dropped out and returned with special needs for support and encouragement.
- have difficult personal and family problems.
- have very little parental support or supervision.
- have job and family responsibilities that affect academic work.



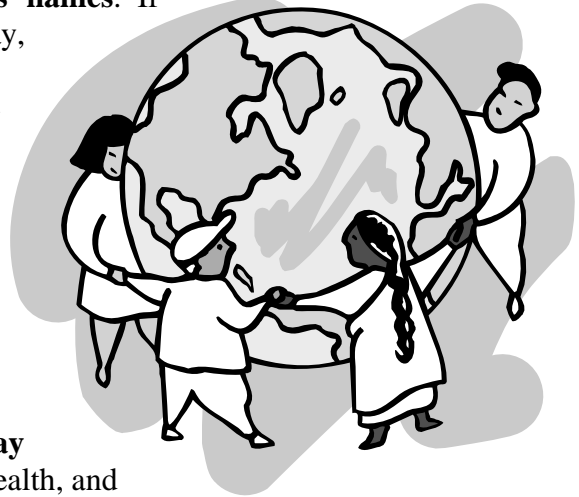
Working with Cultural Diversity

“In the United States, we have the richest mix of ethnic groups, of racial groups, of global experiences that the world has ever known and it is the richness of this mix that yields our incredible creativity and innovation . . . We have not even begun to experience the real potential of our fantastic human resource mix – our competitive edge in the global economy.”

-- John Naisbitt, author of Megatrends*

The student population of the San Diego Unified School District continues to reflect the ethnic/cultural makeup of the city. As a volunteer in the San Diego Unified School District, it is important to develop a respect for and an appreciation of the diverse cultures and backgrounds of the students. Some strategies for making instruction responsive to the ethnic/cultural backgrounds of students include:

- **Use correct pronunciation of students’ names.** If you are not sure of the pronunciation say, “Would you pronounce your name for me?” Avoid comments which label the name as “strange” or “funny.”
- **Be aware that you represent authority** and that your position may be threatening to some students. Try to avoid judgments and let the students know that you value them.
- **Be aware that cultural differences may affect student behavior,** attendance, health, and acceptance of tutor assistance.
- **Respect every student.**
- **Attempt to develop each student’s pride** in his or her racial or ethnic status.



* Source: John Naisbitt, Megatrends: Ten New Directions Transforming Our Lives, Warner Books, New York, 1982.



General Tutoring Techniques

BE YOURSELF

- Relax and enjoy yourself. Don't be afraid to laugh – it's contagious.
- Personal concern for your student is your greatest asset as a tutor. Effective tutoring is based more on rapport between the tutor and the student than upon expertise in a subject area. Work to build a relationship of mutual confidence with your student. Keep in mind that what you **do** is as much a language as what you say.

BE AWARE

- Respond to the cues which the child gives you about interests, strengths, and weaknesses. Sensitivity to the child's needs is all-important.
- Be sure that your student really knows and understands what is being learned before you move on. Lesson plans may have to be changed to include more review and less new material.
- Watch and listen to the child. Children give us many clues about how they are thinking or reacting. If a child does not give an immediate response to a question, the wheels may still be turning inside the brain.
- Make a note of the activities your student likes to do and then do more of them. If your student is impatient, try to figure out why, and change what you are doing. Ask the teacher for suggestions how to make the lesson more successful next time.

BE ACCEPTING

- When you have discovered your student's interests, talk about them. Encourage the child to express these interests, ideas, or concerns verbally, but do not interrupt to correct errors in pronunciation or grammar, or you will discourage the student from talking freely. A better way to improve the child's speech is by your example.

BE DEPENDABLE

- Follow through on all of your promises. If you say you are going to bring a picture of a whale to the next session, make sure you do. If you agree to read three more pages, stop at three. If you promise to play a game before the session ends, make sure that you leave enough time.
- Always be on time. If you are habitually late, your student may think that you do not consider tutoring very important. If you know you will be absent, inform the student ahead of time, if possible, so there will not be a disappointment. Make sure you contact the school or teacher to let them know if you will be absent from your volunteer assignment.

BE POSITIVE

- Make your student feel that success is possible. Try to find some way to offer praise each meeting. If the praise is not for the child's performance, it may be for attention or effort. However, a child quickly loses respect for the giver of undeserved praise. Where "Oh, that's great!" is not earned, an honest "I know you can do better, let's try that again" is a more appropriate form of praise.
- Children who have no confidence in themselves create barriers which make learning difficult. Make the best of every opportunity to foster in each child a strong sense of personal worth. Helping a child to create a better self-image may be as valuable as any skills you can teach.
- Your student will learn more if you provide opportunities for self-correction. It is more helpful if you say, "Let's look again at that question," rather than, "No, you're wrong." Mistakes are signals that the student **has not** learned something, not that the student **cannot** learn something.

BE PATIENT

- Great patience on your part may be required as you explain the same thing over and over. You will have to review and repeat the basic skills the child needs to know until these skills become a part of the child's thinking.
- Be reasonable with what you expect to accomplish as a tutor. No one expects miracles from you. Some children will show dramatic improvement in academic skills; others will not. Improved report cards are not the only way to measure your effect. Perhaps you will see little changes in the child's feelings toward school or in the child's self-image. The student may find more enjoyment in reading or math, develop a greater awareness of surroundings, improve the ability to listen, or want to try harder.

BE FLEXIBLE

- Do not be afraid to admit your lack of understanding or your mistakes. No one is perfect or knows everything, and students are delighted at this honesty.
- Whenever possible, reverse your roles of "student" and "teacher." Students enjoy this role reversal and learn a great deal as a consequence. If the child can teach something, he knows it.
- Tutoring a small group of students (three to five) can sometimes be more successful than tutoring an individual. Children learn from each other and motivate each other.



Suggestions for Classroom Volunteers

1. Relax and be yourself. Students are quick to see any pretenses.
2. Call the child **by name** at each opportunity. If you aren't sure of the pronunciation, ask the student to help you.
3. Listen attentively to the child. Encourage him/her to watch you as you talk. (Working across from each other helps reinforcement of speech better than working side by side.)
4. Personal concern for the child is one of your greatest assets. Work to build a relationship. Keep in mind that what you do is as much a language as what you say.
5. Start where the child is successful in the subject matter and proceed slowly into what he needs to learn. Always end the session with a successful experience.
6. One of your important jobs is to build the child's self-image. If a child thinks he can do something – he can!
7. Praise the child for even the smallest success, but never praise a child falsely if you want him to trust what you say.
8. Approach a subject (reading, math, etc.) in a very specific way. In planning with the child, keep your expectations few, short and clear. Present alternatives instead of “no-no's.”
9. Volunteers should remember that each session is also a language experience with speaking, listening, reading and writing. The volunteer is an example and should speak in a quiet, controlled voice.
10. Be relaxed and confident – the student will relax with you.
11. Students believe and remember everything you say. **If you make a promise to a student, be sure to keep it.**
12. Volunteers, by example, can teach appropriate behavior. Show by demonstration the quiet way of entering a room, how to pull the chair out and sit down gracefully. By being polite to the child you are helping the child learn manners.
13. **BE FLEXIBLE:** Don't be afraid to admit your mistakes. No one is perfect or knows everything and students are delighted at this honesty. It gives them a chance to become a teacher to you or an opportunity for the two of you to learn together, both of which are important academically and personally.
14. **BE PATIENT:** Remember that teachers are human; they will have good days as well as bad and will not be operating at 100% efficiency all the time. No one does!
15. Share your experiences with teachers to aid in planning for future activities.
16. **Please remember that teachers are legally responsible for everything that takes place in the classroom and, therefore, they must make all decisions on programs and behavior.**

Words of Encouragement

1. I knew you could do it.
2. You've just about got it.
3. You did it that time.
4. You're doing fine.
5. I'm very proud of you.
6. You're learning fast.
7. Well done!
8. You're doing a good job.
9. You're working hard today.
10. You figured that out fast.
11. It's a pleasure to teach you.
12. You did a lot of work.
13. I think you've got it.
14. You are learning a lot.
15. That's the way to do it.
16. You make it look easy.
17. That's better than ever.
18. Good remembering.
19. You've been practicing.
20. Now you've got it.
21. Congratulations!
22. I've never seen it done better.
23. Be proud of your good work.
24. Once more and you'll have it.
25. I couldn't have done it better.
26. Excellent!
27. Outstanding!
28. Good for you.
29. That's great!
30. Much better.
31. That's better.
32. That's the way.
33. Fine!
34. That's it!
35. You're right.
36. Keep trying
37. Way to go.
38. Tremendous!
39. Perfect!
40. Nice going.
41. Good work.
42. Terrific!
43. I like that.
44. Marvelous!
45. Good going.
46. Fine job.
47. Clever!
48. Keep it up.
49. Fantastic!
50. Very good!



My Volunteer Assignment

School _____

Address _____

City, ZIP _____

Phone _____



Principal _____

Volunteer Coordinator _____

Principal's Secretary _____

Teacher(s) _____



Classroom(s) _____

Day(s) _____

Hour(s) _____

Grade(s) _____

Subject(s) _____

Thanks, Volunteers!

Special Instructions: _____

Notes



*“We make a living by what we get,
But we make a life by what we give.”*

-- Winston Churchill



*For additional information, contact the
Community Relations Department
San Diego Unified School District
Eugene Brucker Education Center, Room 2121,
4100 Normal Street
San Diego, CA 92103-2682
(619) 725-5592; Fax (619) 725-5599
http://www.sandi.net/depts/comm_relations*

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