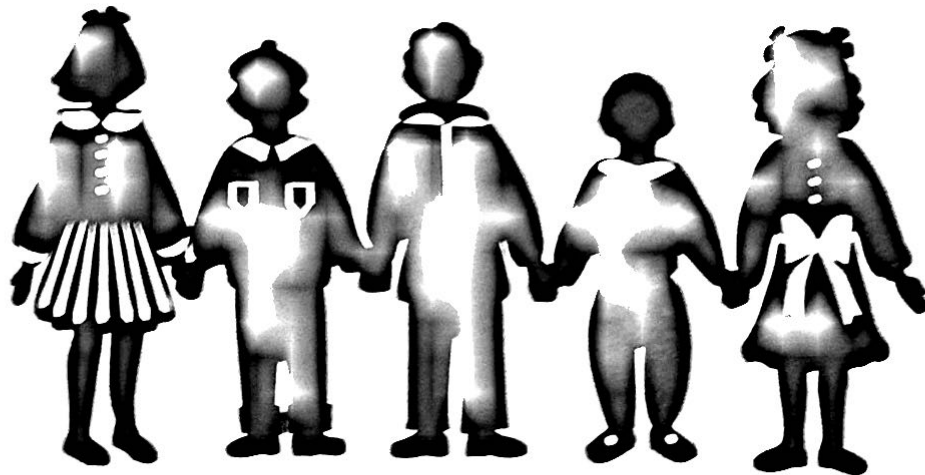


Richmond County Board of Education



Volunteer Handbook

Richmond County Board of Education

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VOLUNTEER INFORMATION

1. Each school should have a person on staff that is designated as the "volunteer coordinator".
 - a. The volunteer Coordinator will be responsible for :
 - i. Contacting the potential volunteers to set up a training date, time and place
 - ii. Contacting Sonia England to request the number of volunteer handbooks and GCIC paperwork
 - iii. Conducting the volunteer training/workshop
 - iv. Letting the volunteer know that they are not to supervise students (one on one, small group or large group)
 - v. Sending all signed paperwork and any other documentation to Sonia England
2. Mrs. England will receive the paperwork from the school volunteer coordinator. She will then send all GCIC's to Public Safety.
3. Those volunteer applicants that have no GCIC issues will be processed and volunteer cards sent back to the school.
4. Those volunteer applicants that have a GCIC issue will be sent to Captain Teddy Brown, School Safety for him to make a determination.

Any and all persons interested in becoming a community coach will have to apply through Mr. George Bailey, Athletic Director. He will:

1. Those interested in coaching in high school in addition to the paperwork from Mr. Bailey will have to also go through the GHSA Community Coach Program.
2. Inform them that extensive (state and national) background checks will be done on each applicant and failure to disclose previous charges, etc. will automatically exclude this person from volunteering within the RCSS.
3. Applicants with past criminal offenses will be evaluated by Mr. Bailey, Captain Brown. The committee will use a rubric to determine if and/or when the applicant could be a community coach.
4. Contact the applicant after the checks have been completed to let the person know his/her status

Principals are to require all volunteer to show volunteer card.

- **What is a Volunteer?** – One who comes into the school setting and assists the teachers, staff and faculty. They may or may not be asked to interact with students one-on-one.
- **What is a tutor?** – One who helps a student become proficient in one or more school subjects, one – on – one or in a group setting.
- **What is a Mentor?** – A positive role model who supports a student's growth in character and skill development and encourages the student to accept self; working one-on-one or in a group setting.
- **Volunteers can serve in many different ways**
 - Office
 - Classroom
 - Music
 - P.E.
 - Computer Lab
 - Lunchroom
 - Fundraisers and many others.



- **Volunteers are frequently used to:**
 - Chaperone field trips
 - Answer telephone
 - Provide Clerical Support

QUICK GUIDE TO QUESTIONS FOR NEW VOLUNTEERS

"Dare to Learn First"

HOW TO FIND OUT ABOUT RULES AND REGULATIONS

1. Check with the principal to see whether there is a list of rules and regulations.
2. Ask a teacher or volunteer coordinator.

HOW TO HANDLE ACCIDENTS AND EMERGENCIES

1. Locate the nurse's room and note her hours
2. Ask what is expected of you in such circumstances
3. Learn the signals for a fire drill and other emergency procedures and learn what to do and where go. (Emergency procedures are usually posted in the classroom.)

HOW TO GET ANY MATERIALS YOU MIGHT NEED

1. Inquire as to which materials can be used and which must be checked out or ordered.
2. Clear your needs with your teacher
3. Find out where equipment is kept and how it is checked out.
4. Learn to check out books from the school library

HOW TO ESTABLISH THE BEST RELATIONSHIP WITH THE TEACHER

1. Observe the teacher's way of doing things - follow her methods closely during the early part of your volunteer experience.
2. Respect the teacher - ask for advice, accept suggestions
3. Clear new ideas ahead of time - think ideas through, then present them to the teacher for consideration.

HOW TO ACHIEVE A GOOD WORKING RELATIONSHIP WITH STUDENTS

1. Learn student's names - use seating chart and use the student's name.
2. Be friendly, but firm - set discipline standards (in agreement with teacher's standards) from the very beginning
3. Plan activities that produce feelings of success
4. Treat each child as an individual

HOW TO ENCOURAGE STUDENT PARTICIPATION

1. Motivate the children for each lesson - find a way to "catch" their interest
2. Observe student errors - start where they are
3. Teach each phase or step before going on to a new one
4. Offer encouragement for effort - praise for work well done
5. Use games for drill-type activities
6. Be enthusiastic - show it in your manner and voice

HOW TO OBTAIN SATISFACTION FROM WHAT YOU ARE DOING

1. Be dependable!
2. Be prepared for each day
3. Believe in what you are doing for children

HOW TO FIND OUT WHAT IS EXPECTED AND WHAT PRIVILEGES ARE EXTENDED TO VOLUNTEERS

1. Ask for a volunteer handbook
2. Ask the principal (or volunteer coordinator) when in doubt about anything that affects you
3. Watch for clues in your school orientation tour
4. Inquire as to policy for use of teacher's room, as well as faculty restroom
5. If you drink coffee, contribute to the coffee fund
6. Observe what teachers wear and follow their example - dress well, but practically.

Role of the Volunteer



Volunteers in the classroom can assist teachers in a variety of ways, thereby freeing the teacher to focus more time on the teaching learning process. An organized program of volunteer assistance can provide a unique contribution to the educational program by helping assume some of the many roles of the teacher.

Before You Begin

- Volunteers should arrange to meet with the teacher before beginning as a classroom volunteer. The first visit or two should be spent observing the classroom, getting to know the students and the style and routines of the teacher. This will help the children to become familiar with you before you begin.
- The teacher is in charge of all phases of classroom activity and the volunteers will take directions from the teacher. Your activities should support the efforts of staff members but not replace them or exceed their authority.
- It is not in the best interest of the child to have a parent, grandparent, guardian, etc. volunteer in their child's classroom; therefore volunteers will be utilized in classrooms other than those in which their children are enrolled.
- Try to match your interest, abilities and time availability with the school needs. Contact the building principal for specific details regarding school need, requirements and scheduling options.
- Maintain good communication especially in the event of an absence or schedule change. If you cannot fulfill your commitment for any period of time, please contact the school or classroom teacher as soon as possible so other arrangements can be made.
- Follow school and system procedures regarding signing in and out, wearing badges, using school materials and maintaining health security standards. Know emergency procedures for fire, illness, etc.
- Seek advice from those directly in charge, including teachers, secretaries, teaching assistants or other school personnel who are trained and responsible for the tasks. Maintain a spirit of partnership and cooperation with school staff.

General Tips for the School Volunteer

Volunteering in a school is an experience and a privilege for both the student and the volunteer. It is designed to promote and maintain a supportive relationship for students, teachers and school staff.

REMEMBER:

BE HONEST	in our approach and attitude. It aids in developing trust
BE PATIENT	when working with students. If they are having difficulty with a subject they do not need additional pressure.
BE FLEXIBLE	in responding to the needs of students. Everyone has on/off days and this needs to be considered when working with students.
BE CONSISTENT	in dealings with students.
BE FRIENDLY	with a smile and a thank you, you can accomplish miracles.
BE RESPECTFUL	treat individuals in the same manner you wish to be treated.
BE DEPENDABLE	the student and teacher will look forward to your visit and will be disappointed if you are not there as scheduled.

Hints for Working with Students

- Be yourself. Warmth and friendliness foster positive volunteer-student relationships. Maintaining a sense of humor and comfort will help ensure your success with young people.
- Always be consistent with specific rules and practices maintained by your staff partner. Also, be familiar with school and classroom rules. Read parent or teacher handbook, if necessary.
- Maintain your position of responsibility and authority at all times. Do not let friendships or neighborly relations interfere with your role as school volunteer.
- Learn student and teacher names quickly.
- Be aware of and sensitive to the unique gifts and needs of individual students. This is critical at all age levels.
- Encourage and praise students when appropriate. Praise should be genuine.

Important Information

Confidentiality

All school volunteers are expected to maintain confidentiality of information while working in the school. All things that are seen and heard at school about children and their families should be considered privileged information. Trust must be established and maintained in order for the volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all student information as personal and confidential regardless of source.
- Communicate relevant information about students to the respective classroom teacher or building principal.
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with non-school personnel.
- Retain a sense of perspective regarding comments heard and actions observed.
- Understand that not all information can and will be shared with volunteers, due to legal considerations.
- Deal impartially with students regardless of background, intellect, physical or emotional maturity.
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or principal. Direct inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or school to the principal.
- Do not discuss confidential information with anyone. This information includes, but is not limited to:
 - scholastic and health records
 - test scores and grades
 - discipline and classroom behavior
 - character traits of children
- All volunteers are required to sign a statement of confidentiality.



Discipline

Discipline of students is solely the responsibility of the teacher in charge.

Volunteers should in no way discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action.

Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or principal.

Discipline Suggestions

1. A teacher/aide/volunteer must be mature, self-controlled - an adult example of the conduct you are trying to teach.
2. Be yourself. There is no ideal personality for all adults who work with children to emulate; you have to be your own best self.
3. Act your age. Children need adults - not a playmate. Be friendly always; but, there is a basic difference between friendliness and familiarity. You can think as a pupil and understand pupils without becoming one of them.
4. Insist at all times on respect for grown-ups, for authority in general.
5. Be positive - give praise, encouragement - please and thank-you.
6. Be firm but kind. Children need kindness, but they also need a firm guiding hand.
7. Be consistent. Do not play favorites, but you should reward good behavior.
8. Be fair. Since the children in a class will be different, your treatment of each will be different.
9. Don't be thin-skinned. Don't take undisciplined, aggressive student behavior personally. Reject the behavior of the child, never the child himself.
10. Don't argue. You may discuss and explain, but you should never argue.
11. **HAVE A GOOD SENSE OF HUMOR!!!!!!!!!!**

Ways to Assist the Teacher

- Assist with teacher-planned activities
- Read teacher-prepared instructions to pupils
- Read stories
- Check to see if seatwork is completed
- Prepare students for daily program changes
- Assist in the lunchroom
- Operate audio-visual equipment
- Review previously taught material
- Help children to understand and follow directions
- Listen to children read
- Share a hobby, talent or experience
- Help with field trips
- Assist with school parties and special days
- Help with assemblies
- Keep classroom materials in order
- Help inventory and maintain records for ordering supplies
- Maintain the blackboard or markerboard
- Collect papers for evaluation by the teacher
- Assist with displays throughout the school
- Assist with children practicing skills



The Do's and Don'ts of Volunteering

To assist the school with additional services, all are requested to keep in mind the following:

- **DO** take a personal interest in helping and working with teachers, staff and students.
- **DO** be willing to learn more about fostering the process of growth and development in children.
- **DO** participate in training programs offered to volunteers.
- **DO** be willing and able to follow directions from teachers and staff.
- **DO** be adaptable and flexible when working with children.
- **DO** have a cooperative attitude in working with school personnel.
- **DO** be imaginative, creative and optimistic.
- **DO** be consistent and dependable.
- **DO** keep all student information strictly confidential.
- **DO** have a sense of humor as well as patience and understanding.
- **DO** accept each child for who they are.
- **DO** let the teacher be responsible for discipline.
- **DO** assist in the case of an emergency. Seek help immediately.

- **DON'T** forget to sign in and out of the office every time you're in the building.
- **DON'T** scold when pointing out errors. Use a positive approach.
- **DON'T** become annoyed when students don't understand something the first time.
- **DON'T** be afraid to laugh at yourself.
- **DON'T** lose your temper.
- **DON'T** leave students alone.
- **DON'T** do student's work for them.
- **DON'T** discuss student's work with anyone but the teacher.
- **DON'T** ask teachers or others for personal information about students.
- **DON'T** threaten or punish students.
- **DON'T** intervene or contradict a teacher once a problem has been handled.
- **DON'T** forget to contact the teacher or school if you can't fulfill your commitment.

GUIDELINES FOR VOLUNTEERING WITH SELF-ASSESSMENT CHECKLIST

Name of Tutor/Mentor:

Date:

Directions: When you finish a tutoring/mentoring session, check yourself to see if you remembered to do each thing listed below. Put a check mark in the appropriate column.

Steps in Tutoring/Mentoring	YES	NO	N/A
1. I was on time for the session.			
2. I was prepared with the materials needed.			
3. I sat beside the student, rather than in front of them.			
4. I greeted the student pleasantly and talked with them about something they were interested in.			
5. I discussed with the student what would be studied or practiced that day.			
6. I looked at the student when either of us spoke.			
7. I spoke slowly and clearly.			
8. I waited for the student to answer each question asked or complete each exercise given.			
9. For every correct and complete answer, I told the student his answer was correct.			
10. I praised the student when he gave correct answers.			
11. I praised the student for trying.			
12. I corrected the student's wrong or incomplete answers. I did not pass over them.			
13. I set a good example for the student by paying attention to the work and showing them that I liked the subject matter.			
14. I was pleasant and tried to be helpful especially when the student did not seem to learn or understand.			
15. Near the end of the session I reviewed with the student what they had learned and praised them for working hard.			
16. I told the student when and where we will meet for the next session.			

"SAMPLE"

EVALUATION FORM

Volunteer's Name: _____

Student's Name: _____

I saw my student on _____ (date) in the school during that time, the student and I:

- ☐ **worked on established goals**
- ☐ **discussed areas of need or concern**
- ☐ **worked together on non-academic activities**
- ☐ **other (please list)**

1. _____
2. _____
3. _____

I felt my meeting with my student was productive because:

Special observations or concerns:

Next time we need to work on:

Comments:

TEAMWORK

*Teamwork
Makes the Dream Work*

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

Statement of Confidentiality for School Volunteers

As a volunteer, I will work with the highest standards, committed to the idea that my work will benefit students. I promise to take to my work an attitude of open-mindedness, willingness to be trained, as well as interest and commitment.

I understand that in the performance of my volunteer duties, I am not to discuss academic or other confidential information regarding students or employees with anyone. Any breach of confidentiality will be carefully reviewed and if substantiated will result in termination of my volunteer involvement with the School System.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer's Signature

Date

Print Volunteer's Name

School or Organization

Witness Signature

Date

All Confidentiality Statements must be forwarded to Valarie D. Brown at the Print Shop. Please keep a copy for your records.

Personnel Office Use Only

Inquiry: Yes _____ No _____ Received by: _____

Position Applied For: _____

CONSENT TO GCIC/NCIC CRIMINAL HISTORY RECORD INQUIRY

INSTRUCTIONS: All items must be completed in INK. This questionnaire and loyalty oath will be filed in the employee's personnel file with the employing agency.

Last Name		First Name		Middle Name		Social Security Number	
Other Names Used (Including maiden, aliases and former marriages)							
Address:		City		State		Zip	Telephone No.
Date of Birth	Place of Birth	U. S. Citizen Yes No (Circle One)		Nationality (If not a citizen)		Ht.	Wt. Race Sex
Have you ever been convicted by Federal, State, or other law-enforcement authorities for any violation of any Federal law, State law, county or municipal law, regulation, or ordinance? (Do not include anything that happened before your sixteenth birthday.) Do not include minor traffic violations such as speeding, following to closely or improper lane change, etc. All other convictions must be included. Yes _____ No _____ If the answer is yes, state the reason convicted, the date convicted, and the place where convicted. If additional space is needed continue on reverse side.							
CHARGE ON WHICH CONVICTED		DATE CONVICTED		NAME OF COURT WHERE CONVICTED		PARDONED YES NO (Circle One)	
Are there any charges now pending against you by Federal, State or other law-enforcement authorities for any violation of any Federal Law, State Law, county or municipal law, regulation or ordinance? (Do not include minor traffic violations for any fine of \$35 or less would likely be imposed.) Yes _____ No _____ If the answer is yes, provide the following. If additional space is needed continue on reverse side.							
VIOLATION CHARGED		NAME OF GOVERNMENT				NAME OF COURT AND LOCATION WHERE PENDING	

Y N Have you resigned or been discharged from any position, including the armed forces, while under suspicion of having engaged in criminal, immoral, or unprofessional conduct, or are you now under investigation for any such charge?

Y N Have you been convicted of a felony or misdemeanor, or pled nolo contendere, or are you now under investigation for any such offense, other than a minor traffic offense? For the purpose of this application, DUL/DWIs must be reported.

Y N Have you ever surrendered a teaching certificate/credential/license/permit, or had one denied, revoked or suspended, or is any investigation or adverse action now pending against you?

NOTICE TO APPLICANTS/EMPLOYEES: The Sedition and Subversive Activities Act of 1953 (50 U.S.C. 2385) as amended requires each applicant/employee, prior to his/her employment in State government, take an oath that he/she will support the Constitution of the United States and the Constitution of the State of Georgia. Additionally, a 1986 GA Law. (code 49-5-90, et. seq.) requires that any person who has supervisory or discipline powers over children must, as a condition of employment, undergo a criminal records check through the GCIC/NCIC. I understand this requirement is mandatory and the Board of Education must seek such information. I hereby consent that without further notice to me, the Board of Education may promptly conduct a search of my criminal record through the GCIC/NCIC and will use such information as required by law.

Signature _____

Date _____

Personnel #3 (Rev 1-03)