

FOLSOM-CORDOVA USD

Volunteer Orientation Handbook



State & Federal Programs
909 Mormon Street
Folsom CA 95630

2008 - 2009

We are grateful that you have chosen to volunteer, and we are proud to have you on our campuses. With your help our students' opportunities for success and achievement are enhanced.

YOU MAKE A DIFFERENCE!



There are many reasons to volunteer. First and foremost, YOU truly make a difference. Before deciding where or in what capacity you would like to serve as a volunteer, think about what or how you would like to contribute to the school. It is important that you enjoy what you are doing in the volunteer capacity.

DISTRICT MISSION STATEMENT

“Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student’s achievement and success.”

Folsom Cordova Unified School District

Goals and Focus Points for the 2008-09 School Year

Preamble: The Folsom Cordova Unified School District provides a wide variety of services to its constituents, and commits to maintaining high standards in areas such as instruction, safety, health and wellness, personnel, technology, leadership, fiscal responsibility, and environmentally appropriate facilities. The District continually provides the resources and energy required to maintain appropriate standards in these crucial areas.

Additionally, the District annually focuses on specific goals to explore, develop, and/or implement in order to meet the challenges of a changing world and community. For the 2008-09 school year, the District has identified the following Focus Points:

- 1. Improving academic performance and expanding opportunities for all students**
 - Continue to monitor and improve instruction to increase the number of students who meet and/or exceed local, state, and federal accountability standards.
 - Continue to refine our instructional practices with a focus on responsive and differentiated instruction, Response to Instruction (RtI) strategies, and other best practices to enhance the success of all students, with additional emphasis on students with unique needs such as our English language learners, economically challenged, educationally “at risk,” students with special needs, and advanced students.
 - Provide additional resources to support and assist our Program Improvement (PI) school, and schools at risk of becoming PI schools.
 - Increase the percentage of students succeeding in core academic classes, especially in the 9th grade.
 - Develop a plan that requires students to take a math course, or a course with significant applied math, in the junior and/or senior year. Study the feasibility of establishing geometry as a graduation requirement.
 - Expand college-level offerings (Advanced Placement, Accelerated College Entrance, and community college courses), UC and CSU approved Career/Technical Education courses, and on-line course options to challenge and motivate students.
 - Develop modifications to the structure and instructional delivery of our continuation schools to enhance academic performance, credit recovery, and attendance.
 - Provide resources and structures to promote employee personal growth through professional development and collaboration on research-based instruction, intervention strategies, and new adoptions.
 - Develop rubrics and other strategies to assist teachers in requiring students to do more one-on-one, one-to-small group, and large group presentations.

- Consider the value and feasibility of incorporating a comprehensive character education/citizenship program, including establishing a positive behavior support system.
- 2. Providing a safe, healthy, clean, and supportive learning and work environment**
- Continue to implement the plans for Measure N and Measure M, including developing a plan to update Kinney High and the Continuing Education Center (Walnutwood).
 - Determine the level of support for a parcel tax to increase the per-pupil funding for the FCUSD to the national average.
 - Continue to implement technology tools and training to support instruction.
- 3. Communicating with students, staff, parents, and the community**
- Maintain and enhance the processes for improving the exchange and flow of information and communication within the District and with our employee associations.
 - Continue to expand methods for improving parent access to information about the performance of their student(s) and information about how parents can support and participate in their students' learning.
 - Implement technology tools and training to support district operations and services.
 - Update and provide greater public access to all Board Policies and Administrative Regulations.

Adopted: August 21, 2008

VOLUNTEERS

Board of Education encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our schools enrich the educational programs and strengthen our schools' relationships with homes, business, public agencies and private institutions. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

The Superintendent or designee may authorize use of volunteers and shall establish procedures to protect the safety of students and adults in accordance with laws related to tuberculosis testing, fingerprinting (including background check) and criminal records checks.

Volunteers shall act in accordance with district policies, regulations and school rules. At his/her discretion, a staff member who supervises volunteers may ask any volunteer who violates school rules to leave the campus. Staff members may also confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

Volunteer maintenance work shall be limited to those projects which do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work short-term projects to the extent that they enhance the classroom or school, meet a specific need, comply with established building and safety codes, do not significantly increase maintenance workloads, and comply with employee commitments and contracts.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

Approved: July 6, 2000

VOLUNTEERS

Board of Education encourages parent and community participation in the programs of the District. Volunteers are considered an asset to the District. For the purpose of processing, there are two categories of volunteers (see District Volunteer Overview Chart, attached).

Each school principal shall encourage volunteers at the school site. Interested persons will receive a site orientation, including training in appropriate behavior, dress, language and confidentiality. When the above orientation is completed, the volunteer will complete the appropriate volunteer application and an emergency card. Category 2 Volunteers will be informed as to how to obtain a TB test, fingerprints (including background check), and photo identification (done by Transportation Dept).

No Category 2 Volunteers will be assigned until the application has been filed with the Personnel Department, and the volunteer has completed the procedures listed in herein.

Custodial parents, guardians, and extended family (relatives) of students are encouraged to participate in Category 1 activities at their child's school. No fingerprint checking is required for occasional volunteering when in the view of the teacher.

Category 2 Volunteers are those who volunteer on a regular basis with individual students or small groups of students, sometimes out of the teacher's view. They shall receive training at the site, using the Volunteer Orientation Handbook, covering at least the following topics:

- Child Development
- Child protection responsibility
- Appropriate student interactions
- Appropriate behavior, dress, and language
- Conflict resolution & student conduct
- Universal health precautions
- Specific instruction in the activity to be assigned
- Opportunities to volunteer at the site
- Expectations of volunteers

The cost of fingerprinting and checking of Category 2 Volunteers will be reimbursed by the District after twenty (20) hours of service. (Schools may provide fingerprinting fee payment vouchers upon request and approval.) The Personnel Department may accept documentation from employers that the individual has met all employment standards, including background check.

The site principal has the right to refuse any volunteer at his/her school; the teacher may exclude a volunteer from his/her classroom; the Superintendent may exclude a volunteer from the District.

Volunteers shall not be used in the place of regularly assigned employees.

A site principal or program manager may request an exception from the Administrative Regulations for individual cases. The request must be presented to and approved by the Superintendent or designee.

DISTRICT VOLUNTEER OVERVIEW CHART

Category 1

Category 2

Examples:

- Room parent
- Carnival volunteers
- Science fair volunteers
- Dance chaperones
- Day field trip chaperones
- One-time classroom volunteer
- High school student volunteer *
- Business volunteers*
- AmeriCorps members (already background-checked before placement) *
- In-classroom volunteer within sight of teacher *
- Active employee of law enforcement agencies
- Volunteer with current CA Credential

Examples

- Classroom volunteer (outside teacher's view)
- Adult safety patrol volunteer
- Club sponsor
- Sports team volunteer (eg, coach)
- Business volunteer (without statement of previous clear background check from employer)
- CalWorks volunteers
- Overnight field trip chaperones
- Student mentor

No training or background checking required.

Category 1 Volunteer application

- * TB clearance is required
- * Emergency card is required
- * Read the "Volunteer Orientation Handbook"

Fill out Category 2 Volunteer Application

- * Fingerprints; background check or Personnel Department-approved alternative.
- * TB Clearance
- * Emergency Card
- * Photo ID
- * Name and assignment entered into district Volunteer Database.
- * Read the "Volunteer Orientation Handbook"

General Procedures for Volunteers



1. Determine if you are a Category 1 or Category 2 Volunteer.
2. Fill out the appropriate volunteer application form located in the back of this handbook.
3. Must fill out the “Volunteer Agreement Form” and have on file with the district.
4. Category 1 Volunteers need to fill out only the application and an emergency card and have a current TB test (see 4.a).
5. Category 2 Volunteers must complete several other steps prior to volunteering.
 - a. Include the date/year of your last TB test (currently valid for 4 years). A copy must be provided to Health Programs. If you need to be re-tested, the parent coordinator or school nurse can provide you with the place and time of no-cost testing.
 - b. Turn in your completed form to the parent coordinator at the school. Form will be reviewed and Principal will sign ensuring assignment qualifies as a Category 2 volunteer.
 - c. Take form with Principal signature to the district Personnel Department, at 125 East Bidwell, Folsom, to obtain a “livescan” fingerprint form and request for background check.
 - d. Go to one of the convenient locations listed below and have fingerprinting done. Please call first to see if you need an appointment.

Sacramento County Sheriff's Dept. 2500 Marconi Ave, Suite 100 Sacramento, CA 95821 Phone: 916-876-5757	Hours : Cost:	M-F 9:00 a.m. to 4:00 p.m. Closed from 12:30 a.m. to 1:00 p.m. \$12.00 check or money order only
Sacramento County Sheriff's Dept. 10361 Rockingham Dr. Sacramento, CA 95827 (Near Mather) Phone: 916-875-9654	Hours : Cost:	M-F 9:00 a.m. to 4:00 p.m. No Appointment Necessary \$12.00 check or money order only
Citrus Heights Police Department 6315 Fountain Square Citrus Heights, CA 95621 Phone: 916 727-4923	Hours : Cost:	M-F 8:00 a.m. to 3:30 p.m. Closed from 11:00 a.m. to 1:00 p.m. Appointments are mandatory \$12.00 check, money order or credit card
Department of Justice 4949 Broadway Sacramento, CA95820 Phone: 916 227-3354	Hours : Cost:	M – F 7:30 a.m. to 3:30 p.m. No later than 2:00 p.m. \$10.00 cash, check, visa or MC
Folsom Police Department 46 Natoma Street Folsom, CA 95630 Phone: 916-565-6864	Hours : Cost:	Tues/Thurs 9:00 a.m. to 5:00 p.m. Appointments are mandatory \$10.00 cash or check or money order
FingerPrinTech 9828 Business Park Dr., Suite A	Hours :	M-F 9:00 a.m. to 5:00 p.m. No Appointment Necessary

Rancho Cordova, CA 95670 Phone: 916-366-3624	Cost:	\$18.00 cash, ATM, credit cards, money orders and company checks
FingerPrinTech. 5800 Madison Ave., Suite U2 Carmichael, CA 95841 Phone: 916-366-3624	Hours : Cost:	M-F 10:00 a.m. to 4:30 p.m. No Appointment Necessary \$18.00 cash, ATM, credit cards, money orders and company checks
NorCal Fingerprinting 5050 Robert J. Mathews PKWY Suite 700 Business Park 3 El Dorado Hills, CA 95762 Phone: 916-358-5014	Hours : Cost:	M-F 8:30 a.m. to 1:30 p.m. Walk-ins welcome Afternoon Hours by Appointment only \$15.00 = Rolling Fee - Other charges vary by destination of submission

(NOTE: Education Code 45125 requires that your background check include a criminal offender records information check with the Department of Justice)

5. Review this Volunteer Orientation Handbook.
6. Attend a site volunteer in-service to learn local procedures which may include:
 - a. A tour of the campus.
 - b. Signing in procedures.
 - c. Learning where your volunteer assignment will take place.
 - d. Learning the volunteer tasks.
 - e. Learning how to operate the school equipment.
 - f. Review the school handbook (rules, schedules, staff names)
 - g. Where to put personal items.
 - h. Location of adult restrooms
 - i. Staff lounge expectations and procedures.
7. Have your photo taken for the District ID badge. (Wear this badge each time you are on campus.)

Specific Instruction in the Activity to be Assigned

(This page is for recording information from the site's volunteer training/orientation session.)

1.

2.

3.

4.

5.

6.

Name of supervising teacher:

Name of site administrator:

Name of parent coordinator:

Number to call if unable to keep schedule:



Child Development

All children do not develop at exactly the same rate. There are general developmental stages that can be anticipated; however, exceptions can almost always be expected.

Listed below are some of the more common developmental stages. This is not intended to be all-inclusive, but rather a sample of development. Boys and girls will differ to some extent.

4-5 years or preschool students:

Most students are shy. They function as individuals that are brought together in a group. (They participate in parallel play.)

5-6 years or kindergarten students:

Most students behave similarly to preschool students. They are involved in more social activities, are more aware of friends. They are sensitive to criticism.

6, 7 & 8 years, primary grade students:

Students are responsive to adults and other students. Generally, they try to follow rules and are very sensitive to rule infractions. The girls are very responsive to teachers and other adults. Boys want to play and are beginning to become particularly aware of their strength.

8, 9 & 10 years, intermediate grade students:

Students are collecting into groups of friends. Girls are more aware of fashion and peer approval. Boys care little about cleanliness. Sports and recreation and action are most important to the boys. Students this age have a strong social conscience and care very much about the hurt dog, etc., etc.

10, 11, 12 & 13 years, middle school students:

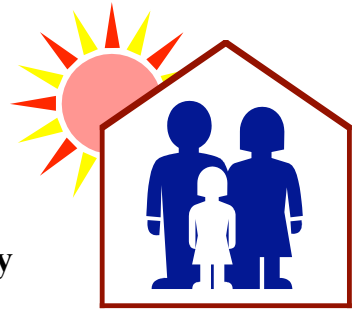
At this age the peer group is most important, even more important than family. Belonging and having friends are very important. Girls are maturing fast physically and are often taller than the boys. The students have short attention spans and often go back and forth between child-like behavior and young adult behavior.

13, 14 & 15 years, early high school students:

Students are still very peer oriented. Style is important. They spend longer time intervals thinking and acting like adults. They have need for long periods of sleep. They have little regard for adult rules. They are developing their own opinions and prefer to try them out in the real world. All values need to be tested before they are accepted. They are reaching sexual maturity and are learning to deal with their own feelings and the expectations of the social mores. They look forward to the freedom they expect as adults and the constraints of values.

15, 16, 17 & 18 year, high school juniors and seniors:

They spend longer times as adults and begin to make more adult decisions. They can be very moody and even suicidal. Their future decisions are of concern; meeting high expectations causes frustration and doubts about their abilities.



Child Protection Responsibility

Volunteers are not considered “mandated reporters” under California law, but volunteers should be aware of child abuse reporting requirements for school employees.

School personnel must report:

- cases of suspected infliction of physical or mental suffering on minor,
- cases of suspected physical injuries to minors by other than accidental means, and
- cases of suspected sexual molestation.

School personnel are defined as teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public school; legal definition also includes Head Start teachers. All school personnel are mandated reporters for suspected child abuse.

If you become aware of suspected child maltreatment, report your observations to your supervising teacher or site administrator.

Appropriate Student Interactions

Be courteous and show respect to others.

Protect and respect school property.

Help children do for themselves. Please do not do it for them.

Demonstrate to children that they have worth and are special.

Use positive comments whenever possible.

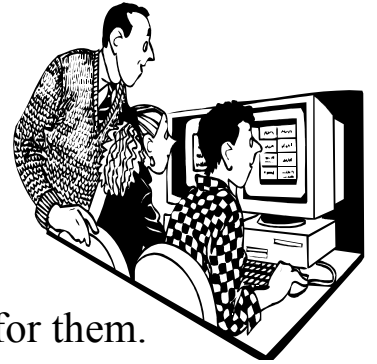
Be patient, fair, and firm.

Model use of PLEASE and THANK YOU.

Model the best English possible. Avoid slang, vulgarity, and profanity (“cussing”). Do not use “put down” phrases, like “that was stupid,” or “shut up”.

Do not touch students inappropriately.

Find ways to make each child belong.



Appropriate Behavior, Dress & Language

Staff, students and volunteers are to dress appropriately for working and learning at school. Dress standards are designed to contribute to a safe and positive learning environment. Each school has its own dress code but the following are commonsense, general rules:

1. Personal cleanliness and neatness are expected.
2. Shirts must be worn with no midriff exposure.
3. No spaghetti straps or see-through fabrics.
4. Shoes must be secured to the feet and need to be suitable for working with children.
5. No clothing, jewelry, hats, or bandanas are allowed that display any drug, alcohol, sex, violence, or gang message or logo.
6. No clothing, accessories, or body adornment which distract students from learning are unsafe.
7. Any person showing up to volunteer in inappropriate attire will be asked to leave and return in more suitable clothing.

PLEASE REMEMBER THAT FOLSOM CORDOVA IS AN
ALCOHOL, TOBACCO, AND DRUG FREE SCHOOL DISTRICT.
This also applies to all FIELD TRIPS.





Conflict resolution

Conflicts: During your time on campus as a volunteer, it is possible you will encounter conflicts between students. All sites have a procedure to deal with conflicts between students. Please follow site conflict resolution procedures.

Conduct violations

Conduct violations related to school activity or attendance may occur under the following conditions:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the campus, or while going to or coming from an off-campus lunch site
- During, or while going to or coming from a school-sponsored function

If a student chooses to break the rules, he/she will be subject to various consequences. Some conduct requires suspension or expulsion and must be reported to the principal. They are:

Each of the following “Big Five” requires suspension or expulsion:

1. Set fire, attempt to set fire, activate a false alarm
2. Posses/sell/sold/furnish an imitation/real firearm/knife
3. Harassment, hate violence, threats, cause/attempt physical harm
4. Make terrorist threats against school official, employees, organizations or property or commit/attempt to commit robbery or extortion
5. Possess/sell/sold a controlled substance

Typical consequences include:

- *Parent conference* (parent/teacher/principal)
- *Detention*
- *Loss of privileges*
- *Weekend school*
- *Community service on school grounds*
- *Behavior contract*
- *In school suspension*
- *At home suspension*
- *Administrative transfer to another school site*
- *Notice to law enforcement authorities*
- *Expulsion*



Site Rules

Classroom, library, field, or office rules

Site consequences and procedures

138 ways to show kids you care

1. Notice them
2. Smile a lot
3. Acknowledge them
4. Learn their names
5. Seek them out
6. Remember their birthdays
7. Ask them about themselves
8. Look in their eyes when you talk to them
9. Listen to them
10. Play with them
11. Read aloud together
12. Giggle together
13. Be nice
14. Say yes a lot
15. Tell them their feelings are okay
16. Set boundaries that keep them safe
17. Be honest
18. Be yourself
19. Listen to their stories
20. Forget your worries sometimes & concentrate only on them
21. Notice when they are acting differently
22. Present options when they seek your counsel
23. Play outside together
24. Surprise them
25. Stay with them when they're afraid
26. Suggest better behaviors when they act out
27. Feed them when they're hungry
28. Delight in the discoveries
29. Share their excitements
30. Send them a letter or postcard
31. Follow them when they lead
32. Notice when they're absent
33. Hide surprises for them to find
34. Give them space when they need it
35. Contribute to their collections
36. Discuss their dreams & nightmares
37. Laugh at their jokes
38. Be relaxed
39. Kneel, squat, or sit so you're at their eye level
40. Answer their questions
41. Tell them how terrific they are
42. Learn what they have to teach
43. Use your eyes more than your mouth
44. Make yourself available
45. Show up at their concerts, games & events
46. Find a common interest
47. Apologize when you've done something wrong
48. Listen to their favorite music with them
49. Keep the promises you make
50. Wave & smile when you part
51. Thank them
52. Point out what you like about them
53. Clip magazine pictures or articles that interest them
54. Give them lots of compliments
55. Catch them doing something right
56. Encourage win-win solutions
57. Give them your undivided attention
58. Ask for their opinion
59. Have fun together
60. Be curious with them
61. Introduce them to your friends & family
62. Tell them how much you like being with them

63. Let them solve most of their own problems
64. Meet their friends
65. Meet their parents
66. Let them tell you how they feel
67. Help them become an expert at something
68. Be excited when you see them
69. Tell them about yourself
70. Let them act their age
71. Praise more; criticize less
72. Be consistent
73. Admit when you make a mistake
74. Enjoy your time together
75. Give them a special nickname
76. Marvel at what they can do
77. Tell them how proud you are of them
78. Pamper them
79. Unwind together
80. Be happy
81. Ask them to help you
82. Support them
83. Applaud their successes
84. Deal with problems & conflicts while they're still small
85. Chaperone a dance
86. Tell them stories in which they are the hero
87. Believe in them
88. Nurture them with good food, good words, & good fun
89. Be flexible
90. Delight in their uniqueness
91. Let them make mistakes
92. Notice when they grow
93. Wave & honk when you drive by them
94. Give them immediate feedback
95. Include them in conversations
96. Respect them
97. Join in their adventures
98. Visit their schools
99. Help them learn something new
100. Be understanding when they have a difficult day
101. Give them good choices
102. Respect the choices they make
103. Be silly together
104. Make time to be with them
105. Inspire their creativity
106. Accept them as they are
107. Become their advocate
108. Appreciate their individuality
109. Talk openly with them
110. Tolerate their interruptions
111. Trust them
112. Write a chalk message on their sidewalks
113. Create a safe, open environment
114. Be available
115. Cheer their accomplishments
116. Encourage them to help others
117. Tackle new tasks together
118. Believe what they say
119. Help them take a stand & stand with them
120. Daydream with them
121. Do what they like to do
122. Make decisions together
123. Magnify their magnificence
124. Build something together
125. Encourage them to think big
126. Celebrate their firsts & lasts such as the first school day
127. Welcome their suggestions
128. Tape record a message for them
129. Help them learn from mistakes
130. Be sincere

131. Introduce them to people of excellence
132. Tell them what you expect of them
133. Introduce them to new experiences
134. Share a meal together
135. Empower them to help & be themselves
136. Talk directly together
137. Be spontaneous
138. Expect from them their best; don't expect perfection

Universal Health Precautions

California Occupational Health Agency (Cal OSHA) requires that schools implement procedures regarding the handling of body fluids.

THE BODY FLUIDS OF ALL PERSONS SHOULD BE REGARDED AS POTENTIALLY INFECTIOUS.



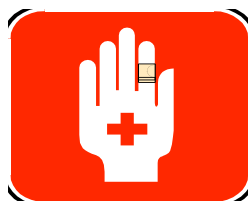
The term “body fluids” includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions such as nasal drainage and saliva and breast milk. In most cases as a volunteer, this usually means blood or drainage from scrapes and cuts, or respiratory secretions.

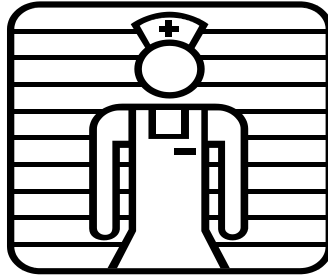
UNIVERSAL PRECAUTIONS should be used in all settings involving any possible body fluids from one person that may be touched by any other person. In the school setting, those precautions include; good hand washing, wearing of protective gloves, careful trash disposal.

HAND WASHING

- Thorough hand washing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygiene.
- All staff/volunteers must wash their hands in the following circumstances:
 - Before handling food, drinking, eating
 - After using the restroom
 - After contact with body fluids or items soiled with body fluids
 - After touching or caring for students, especially those with nose, mouth, or other discharge

HOW TO WASH HANDS: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 10 to 15 seconds. Soap suspends easily removable soil and micro-organisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with paper towel and then turn off the faucet with the paper towel. Discard the towel.





SERIOUS INJURY/ILLNESS/SHOCK: WHAT TO DO:

1. KEEP CALM. Call for assistance. Send someone to notify nurse or principal.
6. Assess the situation. Is the scene safe? Will you or the student/victim incur further injury?
3. Contact the supervising teacher and/or administrator/nurse for assistance with care. DO NOT call 911 without permission from the site administrator, or designee.
4. Do not move the person until extent of injury is determined. Tell the student you are going to check them. Ask what happened.
5. Reassure the ill/injured person. Keep bystanders away.

FIRST AID INVOLVING BODY FLUIDS

- Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended. To the extent practicable, use running water, liquid soap, and disposable gauze, towels, or tissues.
- Disposable single-use gloves should be used when contact with body fluids is anticipated (such as a bloody nose, diapering). Gloves should be standard components of first-aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health offices, cafeterias, and athletic training rooms.
- Any soiled clothing should be placed in a separate plastic bag, sealed, and labeled with the student's name. Send the bag home with student.

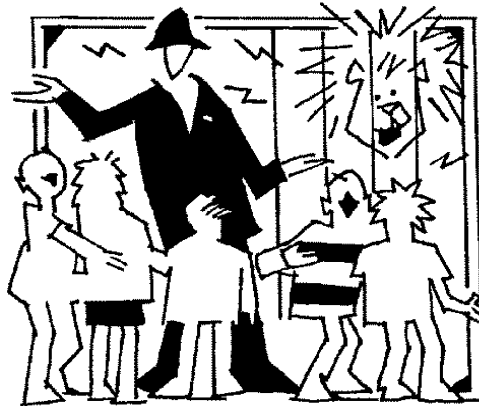


Opportunities to Volunteer at the Site

CLASSROOMS – Classroom volunteers tutor students, copy papers for teachers, read to students and listen while students read out loud, correct papers, put up bulletin boards, cut out letters and shapes for bulletin boards, file papers, supervise small groups while teacher is instructing other students.



LIBRARY – Library volunteers check out books to students, shelve books, enter books into the computer system, help students find books through the computer system and through looking on the shelves, help students find information on CD-ROMs or the Internet. (You may be asked to sign an Internet Use form.)



FIELD TRIPS – Each parent is assigned a group of students that they will monitor for the entire field trip.

Category 1 forms must be on file for parent volunteers who supervise small groups of students on **school bus** activities away from campus.

Category 2 forms must be cleared and on file with district office along with the Volunteer Vehicle Use Forms prior to field trip for those taking students in private vehicles. (Forms are located at the back of this handbook)

Volunteer Agreement Form must be on file with the district office.

For insurance reasons volunteers are expected to make alternate plans for the care of younger siblings.

Other opportunities:

Office work (i.e., light filing, copying, answering phones, calling on absences, and so on).

Library work: check books in and out, shelve books, read to children, make displays.

Computer lab: assist students with start up and finish of lessons, monitor use of computer, help student stay on task with computer lesson, provide feedback.

After-school Clubs and Teams: assist with tutoring, homework, sports, arts, or community activities.

PTA/PTSA Events: assist with carnivals, event nights, sales events, fund-raising events, and so on.



Other Parent Involvement Opportunities

The following do not involve direct contact with students, and the volunteer requirements do not apply.

PDAC – Parent District Advisory Committee meets with District personnel to discuss issues that pertain to children and are of concern to all parents, such as food services, transportation, curriculum, and attendance. It also allows parents to become better informed about District goals/programs and helps the District policy makers better understand the needs and objectives of their students/parents. Look for meeting times/dates in your school bulletin.

PTA/PTSA – PTA/PTSA volunteers help get room parents for teachers, assist with the special events at their sites, fundraising, Red Ribbon, etc.

SITE COUNCIL – Their job is to help write the School Based Coordinated Plan and oversee the expenditures from the School Improvement Plan (SIP) monies. Please ask for the Site Council brochure for further information from your parent coordinator.

Volunteer Ethics

These statements and recommendations help make the school's expectations of volunteers explicit in order to avoid misunderstandings or wasted talents.

Commitment and dependability:

Determine the number of hours you can volunteer. Make a commitment to follow your schedule as if it were a paid job. If you cannot attend, let the parent coordinator know as far in advance as possible.

Confidentiality:

Discuss any problem with the teacher. Do not discuss any children or their problems outside the classroom. **THIS IS MOST IMPORTANT!**

If parents ask you questions that would put you in the position of breaching confidentiality, ask them to take their questions to the teacher or principal, and explain that you are not authorized to talk about other children or adults outside the school.

Staff relationships:

Some volunteers are permanent members of the school site adult team, providing a valuable contribution over a number of years.

Others come and go, making a contribution for a short time.

Staff relationships deepen over time, as volunteers become known and trusted, and provide a reliable service to children that is of value to the school.

Likewise, a volunteer's whose contributions have been recognized and appreciated will likely continue participating in the school life.

Matching a volunteer's talents and strengths to the school's needs is the goal, and sometimes assignments will need to be changed until a good match is achieved.

If you feel a "non-match," talk to the parent coordinator about a new assignment.

Appendix

*Parent survey

*Category 1 Volunteer

*Category 2 Volunteer

*Volunteer Agreement Form

*Voluntary Use Forms & Instructions

*Site Handouts

- School Site Council brochure

- Parent District Advisory Committee brochure

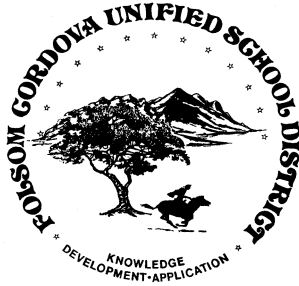
- English Learner Advisory Committee brochure

- Site Parent Handbook

- Site Conduct Code

- Site Staff List

- State Content Standards (as appropriate)



Folsom Cordova Unified School District
 125 East Bidwell Street
 Folsom, CA 95630
 (916) 355-1100



PARENT SURVEY

Dear Parent:

In order to best meet the needs of your child, we need your help. Please answer the following questions and help us form a home/school partnership,

1. From what source would you like to receive information about the school?

Newsletter Friend Media
 Child Newspaper Teacher
 Principal Other

2. Would you be interested in being a school volunteer? ___ Yes ___ No

If yes, check day(s) and time(s) you would be available.

	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00-11:00 a.m.	___	___	___	___	___
10:00-12:00 noon	___	___	___	___	___
1:00- 3:00 p.m.	___	___	___	___	___

If yes, check how you would like to help in the school.

Office Telephone Tutor
 Xerox, Aide Assist in Classroom Library Aide
 Chaperone Events Help with Parties Newsletter
 Computer Assistant Serve on Committees

If yes, check how you would be willing to help in your classroom.

Helping Reading or Math Groups Chaperoning Field Trips
 Making Bulletin Boards Making Visuals (Charts, Groups)
 Checking Homework/Workbooks Supervising Learning Ctrs
 Reading, or Storytelling Tutoring (Individuals/Small Grps)
 Other:

3. Would you be interested in attending classes or workshops?
___Yes ___No If yes, ___Day ___Evening. Check possible topics.

- ___ Parenting Skills
- ___ Drug/AIDS Information
- ___ Language Class
- ___ Communication Skills
- ___ Reading Class
- ___ Tobacco Cessations
- ___ Other

4. Would you be willing to help with special projects/activities?
___ Yes ___ No If yes, check area(s) you are interested in.

- ___ Science Fair
- ___ Book Fair
- ___ Christmas Bazaar
- ___ Present Career Info.
- ___ Field Trips
- ___ Fund Raisers
- ___ Dinners
- ___ Share a Hobby
- ___ School Store
- ___ Other

5. Would you be interested in becoming involved in our parent organization? ___Yes ___No

6. Do you have any suggestions of how parents could help?

Parent's Name _____
Student's Name _____
School _____
Phone (h) _____ - _____ (w) _____ - _____
Address _____
Best time to contact you is _____





VOLUNTEER AGREEMENT FORM

This form should be completed and signed by the volunteer, volunteer's supervisor and site principal after the volunteer has been accepted by the District and completes reading the FCUSD Volunteer Orientation Handbook.

1. Volunteers shall act in accordance with district policies, regulations and school rules. (FCUSD Board Policy 4050)
2. At his/her discretion, a staff member who supervises volunteers may ask any volunteer who violates school rules to leave the campus. Staff members may also confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers. (FCUSD Board Policy 4050)
3. The principal has the right to refuse any volunteer at his/her school; the teacher may exclude a volunteer from his/her classroom; the Superintendent may exclude a volunteer from the District.
4. Volunteer maintenance work shall be limited to those projects who do not replace the normal maintenance duties of classified staff. (FCUSD Board Policy 4050)
5. Volunteers may work short-term projects which enhance the classroom or school, meet a specific need, comply with established building and safety codes, do not significantly increase maintenance workloads, and comply with employee commitments and contracts. (FCUSD Board Policy 4050)
6. Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)
7. Volunteers may not be provided District computer network access via log in by a District employee. Doing so violates District technology use policies. (FCUSD Board Policy 4040)
8. Volunteers may not access or update student information systems (SASI) or records. Doing so violates student confidentiality and may subject the volunteer supervisor to discipline.
9. Volunteers must ensure student confidentiality and address student conduct or other problems to the teacher or principal.
10. Volunteers must attend a site volunteer in-service to learn local procedures.
11. Volunteers must obtain and wear a District ID badge when on campus.
12. Volunteers may not be asked to perform tasks that are potentially unsafe or put them into a compromising situation.
13. Volunteers may not transport students in any District or personal vehicles.
14. Volunteers may not handle school, PTA or other funds associated with a school site.
15. Volunteers are not considered "mandated reporters" for child protection under California law, but volunteers should be aware of child abuse reporting requirements for school employees. Volunteers should report suspected child maltreatment to the supervising teacher or site administrator.
16. Volunteers are required to engage in appropriate student interactions, behavior, dress and language.

17. Volunteers should feel comfortable discussing questions and concerns about their assignment—including requesting a new assignment—with the volunteer supervisor.

Description of volunteer’s assignment (to be completed by volunteer’s supervisor). Please attach additional sheet if necessary.

I have read and understand the policies as outlined in this Volunteer Agreement Form and the Volunteer Orientation Handbook.

Name of Volunteer (Print)

Signature of Volunteer

Date

I have reviewed these policies and the Volunteer Orientation Handbook with this volunteer, and agree to ensure adherence to these policies.

Name of Volunteer’s Supervisor (Print)

Signature of Volunteer’s Supervisor

Date

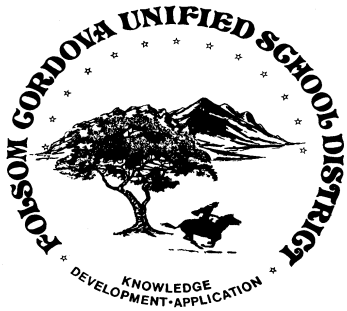
Name of Principal (Print)

School Site

Signature of Principal

Date

Please return this completed form to the Personnel Department and retain a copy for your files.



Folsom Cordova Unified School District
125 East Bidwell Street
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(916) 355-1100

Category 1 Volunteer Application (Non-salaried Employee)

EXAMPLES OF CATEGORY 1 VOLUNTEERS: Room Parent, PTA & Parent Club Officers, carnival volunteers, science fair volunteers, dance chaperones, day field trip chaperones, one-time classroom volunteer, high school student volunteer (already TB-tested), business volunteers (with statement of previous clear background check from employer), AmeriCorps members (already checked before placement).

NAME: _____ PHONE: () _____

ADDRESS: _____ CITY: _____

BIRTH DATE: ___ / ___ / ___ SOCIAL SECURITY NO. _____

SCHOOL SITE: _____

VOLUNTEER ASSIGNMENT: _____

A current TB test result is attached. Expiration Date: _____

Any medications currently prescribed to me: _____

Health problems related to assignment: _____

Have you ever been convicted of a crime other than a traffic violation? NO YES
(If "yes", please explain when, where, and the disposition.) _____

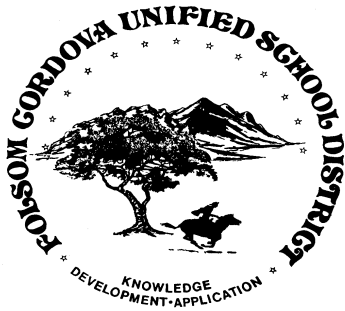
VOLUNTEER'S SIGNATURE

Date:

PRINCIPAL'S SIGNATURE

Date

This form must be completed and given to the Principal or Designee prior to volunteering. The original, along with a copy of a current TB test, will be retained at the site.



Folsom Cordova Unified School District
125 East Bidwell Street
Folsom, CA 95630
(916) 355-1100

Category 2 Volunteer Application (Non-salaried Employee)

NAME: _____ PHONE: () _____

ADDRESS: _____ CITY/ZIP: _____

BIRTH DATE: / / SOCIAL SECURITY NO. _____

SCHOOL SITE: _____

VOLUNTEER ASSIGNMENT: _____

Training: I have read the Volunteer Orientation Handbook and know the expectations of me as a volunteer regarding:

Appropriate:

- Behavior
- Dress
- Language
- Student Interactions

- Conflict Resolution
- Specific instructions for the site
- Blood Borne Pathogens
- Child Protection
- Child Development

- Confidentiality
- Staff Relationships

Site Orientation Date: _____

Photo ID Date: _____

Emergency Card Date: _____

Date Fingerprints Clear _____

Negative TB Test Expires: _____

Have you been printed in FCUSD before? Y N

Any medications currently prescribed to me: _____

Health problems related to assignment: _____

Have you ever been convicted of a crime other than a minor traffic violation? (Drunk or reckless driving is not a minor offense) NO YES (If "yes", please explain when, where, and the disposition.) _____

I consent to the use of the above data in the District's Volunteer Database.

VOLUNTEER'S SIGNATURE

Date:

This volunteer meets the criteria for a Category 2 volunteer because he/she: (circle one)

- Will be working unsupervised with student(s);
- Will be going on an overnight field trip;
- Will be accompanying students on day field trip, but out of supervision of teacher.

The above volunteer has provided all the required information and may now be fingerprinted.

PRINCIPAL'S SIGNATURE

Date

This form must be completed and given to the Principal or Designee prior to volunteering. The fully completed original will be delivered to District Office; a copy of this form, along with a copy of a current TB test, will be retained at the site.

INSTRUCTIONS FOR: EMPLOYEE/VOLUNTARY VEHICLE USE FORMS

EMPLOYEE/VOLUNTEER PERSONAL VEHICLE USE FORM
--

A. PRIVATE VEHICLE PROOF OF INSURANCE

As a minimum risk management practice, the District shall require evidence of insurance by the following:

1. A Vehicle Usage form completed by the employee or volunteer and signed by site administrator.
2. A "Proof of Insurance" as required by California law which may be provided by your automobile insurance company. This Proof of Insurance form is to be kept on file in the school office/Transportation Department.
3. Insurance is required at the following levels: Property Damage \$25,000; Bodily Injury \$100,000/300,000; Uninsured Motorist \$25,000/50,000.
4. Keep copies in school office for remainder of school year.

B. THE DRIVER OF A PRIVATE VEHICLE SHALL:

1. Driver must have a valid California's license in their possession.
2. Prior to departure, inspect or cause to have an inspection performed of the vehicle. Important areas include, but not limited to: tires, brakes, lights, horn, suspension, fuel tank, seat belts, etc.
3. Prior to departure, submit a complete list of student names to the school site, identifying passengers in each vehicle, with driver's name and chaperones.
4. Provide the site administrator with a copy of the travel path, following the most effective route, checking to insure road conditions and safety prior to departing.
5. Avoid unnecessary and unscheduled stops.
6. Comply with all California Vehicle Code rules and regulations; demonstrating appropriate good judgment at all times.
7. Not carry non-District personnel (except chaperones), non-students or other "guests" as passengers.
8. Not carry more than *nine (9)* passengers in a private vehicle, no matter what size the vehicle.
9. Not carry more than ten people, driver included, in a District van vehicle.

***NOTE: ALL DRIVERS WILL BE HELD ACCOUNTABLE FOR THE SAFE
OPERATION OF THEIR VEHICLE AND PASSENGER SAFETY.***

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FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
 125 East Bidwell Street ■ Folsom, CA 95630
 (916) 355-1100 ■ FAX (916) 355-1131

EMPLOYEE/VOLUNTEER PERSONAL VEHICLE USE FORM

Name _____ Birthdate _____

School Site _____

Driver's License # _____ Exp. Date _____

Year/Make of Auto _____

Vehicle License # _____

Insurance Carrier/Agent _____ Phone () _____

Policy # _____ Policy Period (Expiration) _____
(Please provide copy of "Proof of Insurance")

Liability Limits _____
 Required Insurance Levels: Property Damage \$25,000; Bodily Injury \$100,000/300,000; Uninsured Motorist \$25,000/50,000

Driving Restrictions _____

I certify that the above information is correct and that the insurance coverage is in force. I understand I must have liability insurance coverage in force and agree to advise the District, in writing, of any changes in the above information. I further certify that the above vehicle is mechanically safe.

 Vehicle Owner Signature Date

 Driver Signature Date

NOTE: If you drive your personal automobile on the District's behalf and you are involved in an accident, by law your liability insurance policy is used first. The District liability policy would be used only after your policy limits have been exceeded. *The District does not cover, nor is it responsible for, comprehensive and collision coverage for damage to your vehicle.*

I have read the above and approve the use of this vehicle for the purpose stated.

 Site Administrator Date

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