



Duval County Public Schools

VOLUNTEER LIAISON TOOL KIT



“COME SHARE YOUR TIME AND YOUR KNOWLEDGE WITH ME!”

Duval County Public School System Vision

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post secondary education and/or the workforce.

CORE BELIEFS

- The academic success of EVERY student in Duval County is the top priority of the Duval County School board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.
- ALL DCPS children can be academically prepared to reach their highest potential.
- ALL DCPS children can and must learn at grade level.
- Every school in Duval County can and must be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, on-going professional development, must drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources can and must be adequately distributed throughout all DCPS schools.
- All schools can and must be safe learning environments where every student and adult is valued and respected.

Dear Volunteer Liaisons,

Thank you for taking on the valuable and rewarding role as your school's Volunteer Liaison. You are the voice of the school in the eyes of your volunteers. They look to you for guidance and direction and you help them to feel a part of your school's culture and family.

In many schools, a volunteer program has already been developed and is in place. The diversity of volunteer development needs and training across our large school district requires us to look to the identified best practices for building successful volunteer programs that also comply with policies set forth by the state, district and individual schools. This comprehensive handbook is designed as a resource guide for both experienced and new school Volunteer Liaisons.

The information in this guide will assist you with the three "Rs" of every successful Volunteer Program—**Recruiting**, **Retaining** and **Recognizing** volunteers. It includes tips on program management and organization; as well as details on completing forms and applying for important State awards, and is designed to help you as you carry out your role as Volunteer Liaison.

Stop for a moment and pat yourself on the back--it's time to celebrate! During the 2010-2011 school year 23,968.50 school volunteer and mentors provided 515,031.55 hours of service in student enrichment and remediation that would not have been provided without school volunteers and without the support of Volunteer Liaisons! Our goal this year is to increase the number of school-based volunteers and the hours they give district wide- by working together to share best practices and successes; increasing the efficiency of processes and reporting and most importantly creating welcoming environments for our volunteers so they will continue to provide support to our students.

The Community and Family Engagement Department team understands that depending upon the desires and needs of the district, principals, and teachers, the duties of a school Volunteer Liaison can vary greatly from one school to another—that is why we are here to provide our schools with information and resources to assist in the development of strong, innovative partnerships in your unique communities. These partnerships enhance the quality of instructional services provided for students through the use of school volunteers, mentors, tutors and business partners and involve families, educators, businesses, realtors, civic groups, faith-based organizations, and government agencies, You and your school volunteers are the best marketing agents for your school.

For your convenience, this handbook includes several types of blank forms (sign in/out, volunteer applications, important reports, etc.) for you to reproduce as needed. Throughout the year, the Community and Family Engagement Department staff will send reproducible information, flyers, etc. to schools to use, if desired. Please make sure that we have you and your correct information on our contact list so you don't miss out on getting valuable information via E-mail. Information for volunteers, liaisons, and teachers is also available on our website at www.duvalschools.org/community. Remember, help is only a phone call away at 390-2960.

Again, thank you for your dedication and support in helping our school district in its mission to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

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Section 1

PROGRAM MANAGEMENT

Benefits of a School Volunteer Program

Benefits for schools:

- Enriched curriculum
- Expanded use of tax dollars
- More involved and informed parents and community
- Improved school-community relations
- Better staff morale through extra help

Benefits for students:

- Increased remedial help
- Greater enrichment
- Improved self-image
- Positive adult role models
- Individualized instruction
- Exposure to careers
- Diversity of experiences
- Personal attention

Benefits for teachers:

- More individual instruction
- Help with non instructional duties
- Lower adult-child ratio
- Closer working relationship with parents
- Lightened clerical load
- Broader support from community

Benefits for volunteers:

- Personal satisfaction
- Improved self-esteem, sense of accomplishment
- Opportunities to learn
- Knowledge/understanding of school system
- Work experience

Benefits for the community:

- Better-educated students
- Improved graduation rates
- Increased confidence in the education system

SCHOOL VOLUNTEER PROGRAM GOALS

The heart of Duval County Public Schools' are its people. Volunteers volunteer because they want to share of themselves in the betterment of others. School volunteer programs enhance the quality of instructional services provided to students through the use of school volunteers and business partners and is fostered by the following three goals:

1. Provide opportunities for community members to become directly involved with public schools in providing educational and resources assistance for students and schools.
2. Strengthen school-community relations.
3. Enrich students' curriculum, broadening their awareness and experiences and reinforcing classroom lessons.

ROLE AND RESPONSIBILITY OF SCHOOL VOLUNTEER LIAISONS

Every school has unique needs. Under the direction of the principal, School Volunteer Liaisons help identify and find solutions and people to fill specific school, teacher and students needs through the school's Volunteer Program. Together school administration and Volunteer Liaisons set yearly community engagement goals and look for solutions to strategically support school activities throughout the year.

Successful schools develop a Community Engagement team with an administrator, PTA president, SAC president and any other faculty member that has connections with the community and/ or is passionate about supporting the school. This team plans, implements and evaluates the school's Volunteer Program throughout the year. Volunteer Liaisons facilitate the team meetings and team members divide the tasks to meet specific goals. The district's Community and Family Engagement Department team members are available to assist in the set-up of school-based Community Engagement teams.

HIGHLIGHTS OF VOLUNTEER LIAISONS' RESPONSIBILITIES

1. Serve as the link between school administration and volunteers/community
2. Serve as the link between teachers and volunteers/community
3. Serves as the link between the school and the district's Department of Community & Family Engagement
4. Oversees the program management of school's Volunteer Program including:

PLANNING, assessing, and goal-setting
RECRUITING volunteers and/or business partners
TRAINING and matching volunteers to opportunities
MONITORING volunteer activities and satisfaction
RECOGNIZING AND REWARDING volunteers
MAINTAINING AND REPORTING volunteer records and school awards
EVALUATING the volunteer program

SPECIFIC VOLUNTEER LIAISON DUTIES

Meeting with the principal: Schedule a meeting with the principal and/or your school's Community Engagement Team to discuss school policies/procedures, school needs, and yearly goals concerning the volunteer program

Meeting with your teachers: Talk with teachers throughout the year to determine their needs. Discuss ways to work together and methods for documenting the great things happening in your school.

Recruiting volunteers: Reconnect with volunteers who have previously volunteered at your school to determine if they are interested in volunteering during the current school year. Ongoing recruitment of volunteers assists schools to meet specific volunteer needs. Have general information available on the first day of school, at open house, and throughout the year.

Interviewing/screening volunteers: Individuals wanting to volunteer at your school should be interviewed before placement is made. Background screening is required.

Volunteers must fill out an on-line screening application. They must also fill out a health form that will be kept in the school's office. Volunteer Liaisons are given log-in and passwords from the district's background screening company to review the clearance status of volunteers.

Orienting volunteers: Before starting, school volunteers should know the policies and procedures of the school. Provide school calendars, introduce them to faculty and staff and help them feel welcomed.

Orienting teachers: Communicating the goals of your school's Volunteer Program and the best practices of working with volunteers for the Faculty and Staff will help ensure that the whole school welcomes and respects your volunteers and sets the stage for effective community partnerships. This orientation is a requirement for the Golden School Award. The Community & Family Engagement Department offers workshops covering how to conduct these orientations and is available to offer individual advice and assistance.

Volunteer placement and scheduling: Every volunteer activity needs to have a purpose. Clear expectations and directions need to be provided for volunteers. Before volunteers start, arrange for meetings between volunteers and teachers (or staff members) to discuss the tasks and responsibilities. Check in with volunteers and faculty occasionally throughout the year.

Maintaining records of volunteer hours: Please locate a convenient place in the school's main office for the volunteer *Sign In/Sign Out* book. All volunteers must sign in and out when volunteering. Remember to place nametags or volunteer buttons next to the book.

Recognizing and rewarding volunteers: Volunteers can be rewarded at any time, but particularly good times are holidays, National Volunteer Month in April, Volunteer Appreciation Events and Florida School Volunteer Month in February.

COORDINATING YOUR VOLUNTEER PROGRAM

As School Volunteer Liaisons you are not alone in the work that you do. To better assist you in being successful, we encourage you to seek guidance and assistance as needed from staff at the school and at the district level. Setting up school-based Community Engagement teams is one effect way to make sure that your Volunteer Program can meet the needs of your school.

THE SCHOOL PRINCIPAL:

- Provides administrative support for volunteer activities
- Solicits faculty and staff support for programs
- Provides guidance in matters of DCPS' policies and procedures
- Provides space and resources to meet volunteer program objectives
- Maintains a school climate that provides a friendly and professional atmosphere for volunteers.
- Decides the parameters of volunteering opportunities
- Makes the final decisions regarding the volunteer program

THE DISTRICT'S COMMUNITY & FAMILY ENGAGEMENT STAFF:

- Arranges for background screening on all volunteers
- Provides guidance in matters of volunteer program policies and questions
- Orients Duval County Public Schools administrators and Liaisons
- Arranges workshops and in-service training for Liaisons and volunteers
- Assists in solving problems that cannot be resolved on the school level
- Recognizes volunteers at the district level
- Provides general recruitment of volunteers for Duval County Public Schools
- Publicizes volunteer activities taking place in Duval County Public Schools

TEACHERS:

- Identify the needs for volunteers
- Provide work space/materials for volunteers
- Provide on-the-job training
- Plan/confer with volunteers
- Supervise and provide feedback to volunteers
- Recognize volunteer activities
- Communicate with the Volunteer Liaison

VOLUNTEER POLICIES AND PROCEDURES

All regular volunteers must attend the school's volunteer orientation and complete an application and health form. Background screening is required. The volunteer application is sent to the district office for background screening and the volunteer information sheet, which includes health information, is kept on file in the school's main office. You should also familiarize yourself with the following Duval County School Board Policies regarding volunteers. (These policies also are available online at www.duvalschools.org/schoolboard/policy.asp):

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS
SCHOOL VOLUNTEERS/SCREENING PROCESS 9.63

Volunteers are defined as any nonpaid person who may be approved by the District School Board or its designee. School volunteers may include, but are not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff. In an effort to ensure the safety of the students, the following procedures shall apply to all volunteers in schools:

Volunteers are defined as any nonpaid person who may be approved by the District School Board or its designee. School volunteers may include, but are not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff. In an effort to ensure the safety of the students, the following procedures shall apply to all volunteers in schools:

- I. All volunteers who have or will have any contact with students other than his or her own child(ren) must meet the following requirements:
 - A. Complete a volunteer application;
 - B. Be subject to a check against the Florida Department of Law Enforcement (FDLE) sexual predator database. Any volunteer that establishes a “mentoring” relationship or is left along with a student must undergo a Level II national background screening in addition to the sexual predator review;
 - C. Meet minimum criteria;
 - D. Attend a volunteer orientation;
 - E. Sign in at the main school office; and
 - F. Wear an identifying name tag provided by the school.
- II. A person who comes into the school for a one-time special event, such as guest speakers, celebrity readers, parents and family members on “take your parent to school” days, or career day special guests, need not comply with sections I.A., B., C. and D. These persons are considered school guests. While no orientation is required, school personnel should brief guests on appropriate conduct and school safety procedures. Under no circumstances may guests be left alone with students.

- III. Student volunteers who are minors need not comply with sections I.A., B., and C. As minors, they must be under constant supervision by school personnel and may not under any circumstances be left alone with other students.
- IV. Volunteers who do not have any contact with students other than his or her own child(ren), such as School Advisory Committee (SAC) and PTA volunteers who only attend meetings, need not comply with sections I.A., B., C. and D.
- V. Volunteers may not be left alone with a student unless they have met Level II background screening requirements and are approved by the school's principal. Approved volunteers may engage in activities such as, but not limited to, the following:
 - A. Assisting in the classroom, office or library;
 - B. Acting as a tutor, chaperone, or volunteer coach, who is never left alone with students;
 - C. Assisting with extracurricular activities with other adults; or
 - D. Assisting with booster activities with other adults.
- VI. For purposes of this policy, being "alone with students" means that the volunteer is not within auditory or visual contact of a School Board employee, preferably a certificated employee, at all times when he or she is involved with the students and, therefore, has nonsupervised access to the students
- VII. A person may contest a denial of eligibility in writing to the Community and Family Engagement Office.
- VIII. All sexual predator and criminal records background checks must be repeated every two (2) years for the volunteer to retain his or her approved status.
- IX. The school principal has the final authority of volunteer access and assignment for his/her school.
- X. Any documentation relating to the screening of volunteers pursuant to this policy, including completed volunteer applications and the results of criminal records background checks, shall be kept solely at the District Office and released only in accordance with Florida's open records laws. Any School Board employee who violates this confidentiality provision shall be subject to discipline.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 110.504(4), 110.504(5), 440.02(15)(d)6, 768.28, 943.04351,1001.43, 1012.01, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.070

ADOPTED: APRIL 1, 1997

REVISION DATE(S): MARCH 1, 2005, NOVEMBER 10, 2008, AUGUST 2, 2011

FORMERLY: IJOC

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SCHOOL MENTORS 9.64

TITLE: School Mentors/Screening Process 9.64

In order to better ensure the safety of the students, the following procedures shall apply to all mentors in schools:

(1) Mentoring is defined as a one-to-one relationship (or one to small group) between a caring adult and a student who could benefit from assistance and support. Mentoring has a factor in helping students improve grades, improve self-esteem, set goals, and raise expectations.

- a. Mentors serve as coaches, supporters, role models, and advocates. They work closely with classroom teachers and school staff.
- b. A Mentor is someone who, along with parents, provides young people with support, friendship, and reinforcement. Mentors are good listeners, people who care, people who want to help young people bring out their existing strengths.

(2) The Department of Community and Family Engagement provides a centralized location for effective mentor management through assisting staff and mentor partner agencies to develop, coordinate and maintain a productive mentor service.

(3) All mentors who have or will have any contact with students other than his or her own child(ren) must meet the following requirements:

- a. Complete a mentor application;
- b. Attend an orientation session;
- c. Attend a three-hour training class;
- d. Pass background screening and submit to fingerprinting for background check;
- e. Choose a program from appropriate agency providers;
- f. Match with a student with the collaboration of school staff and the agency provider;
- g. Sign in at the main office in the mentor log; and
- h. Wear an indentifying name tag provided by the school.

(4) A person who comes into the school for a one-time special event, such as guest speakers, celebrity readers, parents and family members on “take your parent to school” days, or career day special guests, need not comply with sections (a), (b), (c), (e), (g) of paragraph 3 above. These persons are considered school guests. While no orientation is required, school personnel should brief guests on appropriate conduct and school safety procedures. Under no circumstances may guests be left alone with students.

(5) Student mentors who are minors must comply with the standards of a valid partner agency, such as Big Brothers Big Sisters. And they must be under constant supervision by school personnel and may not under any circumstances be left alone with other students.

(6) Current School Board employees and law enforcement personnel who desire to volunteer in a location different from the school in which they currently work must complete a mentor application form, but are exempt from any additional criminal records background check.

STATUTORY AUTHORITY: Section 1001.41(2); 1011.01(5), F.S.

LAWS IMPLEMENTED: Section 110.504(4)(5); 440.02(14); 768.28, F.S.

ADOPTED: April 1, 1997

REVISION DATE(S): March 1, 2005, November 10, 2008

FORMERLY: IJOC

VISITORS 9.60

The School Board welcomes visits by parents and guardians in the school, especially if prearranged and for the purpose of conferences with teachers. Any visitor, which for the purpose of this policy shall mean a parent, volunteer, salesman or other person who is not an employee of the School Board, who enters the premises of a school shall report to the principal's office to explain the purpose of the visit and to get permission for the visit. Any visitor to the schools shall be made to feel welcome, shall be allowed to express concerns or questions to the appropriate person and shall be treated with dignity and respect. The following procedures shall be followed:

- I. All visitors shall check in at the school's office and obtain permission for the visitation and a visitor's pass.
- II. Students' parent(s) and guardian(s), as defined by Florida Statutes, shall request a conference during nonstudent contact time to avoid interrupting the daily program.
 - A. All visitors who wish to enter a classroom during an instructional period must have approval in advance by the principal or designee.
 - B. Teachers shall avoid discussing individual students with parents during class session and parents shall not engage teachers during periods of student supervision.
- III. Visitation by a nonenrolled student unaccompanied by his/her parent(s) is prohibited unless prior approval has been granted by the principal.
- IV. Loitering in and around the school premises is prohibited.
- V. Only persons with legal authority to do so, such as School Board Security, law enforcement or Department of Children and Families personnel, shall be allowed to interrogate or question a student on School Board property without the consent of the student's parent(s).
- VI. Because staff and students should at all times feel that the school and work environment is safe and not hostile, all visitors to School Board property shall comply with all School Board policies while on Board property and shall conduct themselves in a manner that is not disruptive, threatening or abusive.
 - A. Any visitor who is disruptive, threatening or abusive shall first be asked to relocate to a location in the facility where no students are present and where the matter can be discussed and resolved in a professional manner.
 - B. Should the visitor refuse to relocate or continue to act in an inappropriate manner, the visitor will be asked to leave the facility. If the person refuses to leave, school personnel should notify appropriate law enforcement personnel.

Should the person subsequently return to School Board property and again act in a manner that is disruptive, threatening or abusive or if the initial incident is so extreme that the principal is concerned about the person returning to the facility, the visitor shall be informed in writing that he or she may attend an appropriate educational workshop regarding communication and conflict resolution in lieu of being prohibited from returning to School Board property.

C. Any visitor who believes that he or she has wrongfully been asked to participate in the educational workshop or who has been notified that he or she may not return to the property, must first leave the property as requested, but may subsequently appeal the decision to the appropriate Administrator.

D. With the approval of the Administrator, if the person refuses to attend and complete the workshop or subsequently acts in an inappropriate manner, the person may be notified in writing that he or she may not return to School Board property except under expressed conditions.

E. Notwithstanding the above, school personnel shall always have the authority to notify appropriate law enforcement personnel should any visitor to School Board property violate criminal statutes.

VII. This policy shall be posted in each school in a place clearly visible to all visitors.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1001.54, 1006.07, 1006.145, F.S.

ADOPTED: April 1, 1997

REVISION DATE(S): January 15, 2002; November 10, 2008

FORMERLY: KI

PARENT ORGANIZATIONS AND SCHOOL SUPPORT GROUPS 9.10

- I. The School Board recognizes cooperative activities with outside school-related organizations such as PTA, Dads' Clubs, Athletic Boosters, Band Parents, etc. These organizations are encouraged, appreciated and important to the work of the District. Outside school-related organizations shall be parent initiated and driven. District personnel may participate in outside school-related organizations; but, such activities of the District personnel shall be subject to the procedures established by the District's Internal Auditing Department according to appropriate internal controls and audit practices designed to limit the

District's liability for collection and disbursement of the outside school-related organization's funds.

II. The following reports shall be on file with the school's principal for each outside school-related organization:

- a. Prior written approval by the principal for fund raising activities
- b. Monthly financial statement
- c. Annual audit

STATUTORY AUTHORITY: Section 100141(2), Florida Statute

LAW IMPLEMENTED: Section 1001.42, Florida Statute

ADOPTED: April 1, 1997; Amended February 7, 2006

RECORDKEEPING

Volunteer programs often change from year to year. It is important for schools to maintain good records about their volunteer programs. Volunteers must sign the school's visitor log as well as record their hours in the volunteer sign-in/out book. *It is highly recommended that Volunteer Liaisons tabulate these hours monthly in preparation for submitting the district strategic goal's mid-year and annual reports to the Community & Family Engagement Department.* Volunteers may also record hours spent on school-related projects, whether they worked at school or at home. The school's total volunteer hours determine the school's eligibility for the Golden School Award. Secondary schools also are required to keep track of their own students' service hours to other schools for the Silver School Award. The volunteer hours may also be used to recognize an individual volunteer's service.

FIVE STAR NOTEBOOK – YOUR MARKETING TOOL

The criteria outlined in the Five Star Award makes an excellent template for creating a portfolio that can be your school's best marketing tool. By following this outline you can create a portfolio that showcases the best of your school's business partnerships, parent engagement, student learning, volunteer activity and school improvement. This portfolio can be used to attract new business partners and expand current partnerships. It can be an excellent tool to draw students to your school by showing parents all the wonderful programs and activities that you have to offer their child as well as their entire family. The Community and Family Engagement Office has workshops available to show you how to create an eye-catching, engaging portfolio to showcase your school.

TRACKING VOLUNTEER HOURS

Florida school districts must report their annual volunteer hours to the Florida State Department of Education. It is the school Volunteer Liaison's responsibility to obtain, complete, and submit the individual school annual report to the Community & Family Engagement Department. Tracking volunteer hours:

1. Provides accountability to your community for their involvement
2. Is required for Florida Department of Education annual volunteer report at the end of the school year
3. Is required for Florida Department of Education Awards such as Golden and/or Silver School Awards and Five Star School Awards
4. Serves as a strong indicator that your school's administration values Community & Family Engagement at your school
5. Provides statistical information that could prove beneficial if your school applies for grants. Monthly school totals should be tallied and documented to make gathering this information for the annual report at the end of the school year easier.

VOLUNTEER SIGN IN/OUT

Keeping track of volunteers in Duval County Public Schools is necessary for the safety of students and volunteers. This can easily be accomplished with the Volunteer Sign In/Out book that includes a separate sheet for each volunteer. Most schools keep these in a binder in the main office so they are easily accessible. See the forms section for a master copy.

A Special Activity Sign-In form may also be used when volunteers do not have access to their individual sign-in forms during weekend and evening activities. A sample copy of this form is also included in this handbook. It is important to remind volunteers to record field trip chaperone hours and at-home volunteer hours on this form. Copies of this form should be distributed to all volunteers during orientation and made available in the main office.

All school volunteers are required to wear name badges anytime they volunteer in a Duval County Public School. Name badges should be available in the main office, where volunteers sign in.

EXAMPLE OF VOLUNTEERS HOURS TO BE COUNTED

Normal Academic Activities

- Classroom assistance
- Tutoring
- Music and art assistance
- P.E. assistance
- Library assistance
- Special education assistance

Special Programs

- Reading Volunteer (special training required)
- Speaker's bureau
- Vision Screening

Other Activities

- Guidance assistance
- Clinic help
- Clerical work
- Field Trips
- School Volunteer Workshops
- Band and sports events assistance
- Mentoring
- Yearbook assistance
- Counting grocery receipts/product labels for school equipment
- SAC/PTA Board meetings, shared decision making meetings
- Fundraising events
- Chaperoning
- Coaching in the evenings and on weekends for athletic events
- At-home projects

Volunteer Hours that do not count toward DOE awards

- Attendance for general meetings
- Travel time to and from schools or event locations

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Section 2

STAFF TRAINING & NEEDS ASSESSMENT

STAFF TRAINING

Faculty Orientation Outline

1. Explain the objectives of the volunteer/business partner program by communicating to faculty and staff that volunteers are here:
 - a) To help provide the best education for students
 - b) To assist teachers and principals
 - c) To increase student motivation
 - d) To enrich and augment the school program
 - e) To strengthen school-community relations

2. Examine school volunteer duties
 - a) Solicit possible volunteer tasks/activities from the group
 - b) Give teachers handouts about ways volunteers can help

3. Discuss recruitment
 - a) Stress that school volunteers can be from various walks of life: a parent, a retired person, a senior citizen, a business person, a college student or a student in the school.

 - b) Point out that teachers can play a big part in recruiting because of their direct involvement with parents, children and the community.

 - c) Explain that school volunteers are recruited in many ways:

Parents	Newspaper ads	Businesses/ Civic Organizations
PTA/PTO meetings	Church groups	Media releases/ Flyers
Open house	Social groups	Neighborhood/Condo Associations
School newsletter ads	College students	Satisfied Volunteers
Retirees	Personal contacts	Active military/veteran groups

4. Survey the group about school volunteer qualifications
 - a) Desire to be involved with students
 - b) Reliability
 - c) Willingness to be trained
 - d) Respect for confidentiality

NEEDS ASSESSMENTS

Administering an annual needs assessment at your school can help ensure that the volunteer assistance you provide teachers, students and staff meets their needs. The survey provides input from teachers and staff and allows everyone an opportunity to participate in the overall development of your school's volunteer program.

Successful volunteer programs rely upon input, feedback and involvement from a diverse group of parents, teachers, office staff, PTA members, in-school community liaisons, administrators, PTA/SAC members, volunteers, etc. Many schools find that a volunteer advisory committee, called the Community Engagement Team, comprised of such individuals further ensures that the schools' volunteer needs are addressed.

CONDUCTING A SCHOOL NEEDS ASSESSMENT

1. Create a Community Engagement Team and survey your school for volunteer needs. Include:
 - Administrators
 - Office personnel
 - Teachers
 - PTA President
 - Special areas
 - Extracurricular programs
 - Interested Faculty Members
2. Provide teachers with "Teacher Request for Volunteers" forms
3. Organize a volunteer advisory committee to prioritize volunteer requests

TEACHERS WORKING WITH VOLUNTEERS

Quality volunteers are only half of an effective volunteer program. Dedicated teachers are the other part. Teachers' abilities to relate to and work with volunteers can enhance and complement their students' learning experience. School Volunteer Programs succeed when there are open and positive communications between volunteers and staff; notification of absences; appropriate matches of students and volunteer; and materials and responsibilities provided to the volunteers.

TEACHER RESPONSIBILITIES

- Understanding the purpose of the program
- Understanding techniques for preparing volunteers
- Integrating volunteers in the classroom
- Management of volunteer time
- Communicating with volunteers
- Thanking volunteers
- Evaluating the volunteer program

In addition to the need for teacher/volunteer communication for an effective volunteer program, Florida law also imposes a legal responsibility of schools and teachers working with volunteers. Statute #FS 228.041 (24) states, that when teachers assign volunteers to work directly with students, the teacher must be certain that volunteers understand the type of performance and behavior expected of students during work sessions.

While volunteers may not establish educational objectives or make decisions regarding instructional objectives, they can be invaluable in a student's education. Volunteers serve as positive role models as they assist students academically, using curriculum-based materials provided by teachers. An on-going volunteer/student relationship under the guidance of a teacher offers an excellent opportunity for student growth. Providing a student with a one-on-one relationship with a volunteer is one way to enhance the student's self-concept and motivation.

TEACHER DO'S AND DON'TS WITH SCHOOL VOLUNTEERS

Do...

- Develop awareness about how to use volunteers
- Assess your needs
- Request volunteers for your classroom
- Orient volunteers to your classroom procedures
- Take time to know your volunteers
- Match the volunteers' interest and skills with need
- Make volunteers feel welcome
- Confer often with volunteers
- Plan days and times to work in the classroom
- Be generous in offering encouragement and support
- Supply materials appropriate for lessons
- Be honest and open in talking over small problems
- Give volunteers proper notices of schedule changes
- Prepare students to work with volunteers
- Give volunteers a brief tour of your classroom
- Show volunteers any learning centers and equipment
- Allow your volunteers to ask questions freely
- Share students' progress with the volunteers

DON'T...

- Leave volunteers in charge of the classroom
- Give volunteers more than they can handle in the allotted time
- Expect volunteers to change their schedules without proper notice
- Waste volunteers' time
- Restrict volunteers' effectiveness by withholding appropriate information or instructions
- Allow volunteers to chaperone field trips without checking to be sure they are approved to volunteer

Section 3

VOLUNTEER RECRUITMENT

RECRUITMENT

WHERE TO FIND VOLUNTEERS

Whether you meet them standing in a line at the local grocer's or participating in a social or professional organization, prospective volunteers are everywhere. Many schools list their volunteer needs on the school's marquee, post flyers around the school or send information home with students. Remember, school volunteers can be parents, senior citizens, grandparents, professionals, merchants, secondary school students, members of faith-based institutions, state officials, college students, military personnel, etc.

Before sending out any type of volunteer recruitment communication to the public, always proofread your document. Ask another person to proofread all information as well. Please remember to get the principal's approval before circulating.

Use the sample letters supplied in this guide as templates for creating correspondence that best suits your target audience. When appropriate, explain why your school values parent volunteers and business partners. You also may want to give examples of how your school has benefited from these relationships.

INDIVIDUAL RECRUITING:

- Peer recruitment: For example, parents and senior citizens recruit senior citizens
- Visits to homes, stores, and offices to share brochures, flyers or registration forms
- Establish contact with key community leaders and business partners
- Face-to-face approach at school orientations, open houses, PTA/PTO meetings, school fairs, student councils, school assemblies, service club meetings and religious group meetings

MASS OR PUBLIC RECRUITING:

- Letters to homes, organizations, and civic groups
- Selected mailing lists or email list
- Posters or brochures in supermarkets, libraries, restaurants, beauty shops, civic halls, doctors' offices, banks, drug stores, and senior centers, etc,
- Telephone "trees"

RECRUITING HELP:

- Contact local chapters of civic, religious and social organizations and ask them to announce the need for volunteers and distribute information—perhaps even appoint a recruitment chairman.
- Form a recruitment committee in your school to develop resources and techniques.
- Ask faculty and administration of your school. Explore their social and civic contacts.

CREATIVE WAYS TO GET VOLUNTEERS:

- Contact volunteers from last year, get them to recommit and ask them to help recruit more volunteers
- Ask principal to make an appeal in a letter to parents
- Send a volunteer request home with school packets or give them out at a room parents' meeting, at a pre-opening day round-up, at the fall open house, at a pre-opening day PTA meeting, etc. This form, stating specific needs, days and times for volunteer services at your school should be in the form of a checklist so parents can check how and when they can volunteer
- Advertise in your school newsletter and PTA newsletter
- Remember that in your community, outside of your school, there is great volunteer potential. Volunteers do not have to be parents in your school. Contact people in your area – senior citizens, religious groups, service groups, civic organizations and businesses and provide them with information on volunteering at your school.
- Place posters in local business establishments – grocery stores, retail stores, libraries, etc., or on church bulletin boards. Make your own posters or contact the Community & Family Engagement Department for assistance/resource materials. You may wish to put your school name and your school phone number at the bottom of each poster.
- Recruit at each PTA meeting.

Recruitment, whether by advertisements posters, newsletters, or personal contact, can and should go on from mid-summer throughout the school year. While December is the most difficult time to recruit, you can do so at various holiday events/activities.

REACHING PROSPECTIVE VOLUNTEERS

- **Have patience.** Be aware of volunteers and what motivates them.
- **Use warmth, friendliness and the “human touch.”** Show a sincere interest in the prospective volunteer. Everyone needs to feel important and needed!
- **Reach out.** Personal testimonies are often more powerful than a printed promotional piece. Most successful school Volunteer Liaisons do not wait for volunteers to come to them but develop plans to actively reach the community and bring volunteers in. Be proactive and persistent. View the neighborhood as a source of prospective volunteers.
- **Maintain momentum throughout the year.** Volunteer recruitment is an ongoing, continuous process. Every meeting, social event, speech, etc; is a volunteer recruitment opportunity.
- **Make it easy to serve.** Keep the required forms, rules and regulations to a minimum. Legal aspects of participation must be covered, but the important thing is to get people working with students. Believe in volunteers and the contributions they make to education. Communicate this through all your efforts.
- **Make your schools’ needs known.** Be specific about your schools’ needs for volunteers. A vague invitation to volunteer will produce few responses; people want to know what kind of a commitment they are being asked to make.
- **Always, always remind volunteers that they are needed and appreciated.** Thank them for everything they do!
- **Put out the welcome mat for volunteers.** Create a “volunteer area” somewhere in the school to make volunteers feel welcome, comfortable and special.

MATCHING VOLUNTEERS TO SCHOOL NEEDS

Every volunteer comes with expectations about his or her volunteer experience. One way to help ensure that volunteers are content with their assignments is to properly match them to a need. You can accomplish this by knowing what the volunteer role entails. For example, if your volunteer is expected to work on an art project that involves physically working with painting supplies and crafts, first seek those volunteers who have expressed an interest in or has experience with arts/crafts.

WAYS TO GET SENIORS INVOLVED

Senior adults and retirees are a tremendous resource of valuable skills and experiences for working with students. They also have special needs as volunteers. The following may be helpful when recruiting senior adults and retirees.

- Send a letter from your school principal to retirement center activity directors asking for support. Follow-up the letter directly with a recruitment packet (posters, brochures, advertisement slicks, press releases, response cards). Follow-up by phone to schedule recruitment presentations
- Enlist your senior volunteers as recruiters for other seniors; they are known for being the best recruiters
- Place posters and brochures in places frequented by senior citizens and retirees: community centers, libraries, community senior citizen centers, etc.
- Have a “Senior Breakfast” for personal recruitment and image building
- Review area newspapers for retiree group meetings
- Form a “business” partnership with retirement groups and associations
- Hold regular orientations to recruit seasonal volunteers
- Contact the Retired Senior Volunteer Program (RSVP) through the City of Jacksonville at www.coj.net

Section 4

SCREENING & PLACEMENT

There are three essential steps in Volunteer Screening and Placement.

1. Application and Background Screening
2. Interviewing
3. Matching

BACKGROUND SCREENING

Once volunteers have been recruited, an application and background screening process is required. All volunteers, mentors, tutors, volunteer coaches, and/or field trip chaperones, PTA and SAC members, etc. must complete the school's volunteer application and the on-line background screening application prior to starting volunteer jobs. Potential volunteers can access the free on-line application at www.duvalschools.org/community/volunteers. Obtaining this information assists in further protecting students, teachers, school staff and the district. Potential Volunteers will need to have their social security number, date of birth and address to complete the on-line application. The Department of Community and Family Engagement is no longer issuing volunteer cards to volunteers. The background screening company will send the volunteer a letter with the results of their background screening if the volunteers request the letter on the on-line application. School Volunteer Liaisons will be able to access the status of a volunteer's background screening (whether they are cleared or in process) via the background screening company's website. A brief training for all Volunteer Liaisons and a back-up person from the school is required prior to gaining access (log-in and password). Please contact the Department of Community and Family Engagement to set up the training.

The School's Volunteer Information Sheet is for your use and asks for basic information such as name, address, home and work phone, and availability to work. It also asks for some specific information about health issues that may be important to the safety of the volunteer and the students with whom with volunteer works. It will give the school emergency contact information in the event the volunteer is injured or taken ill while volunteering at the school.

Please note that there is a place at the top of the Volunteer Information Sheet to list the expiration date of their Volunteer Screening. This not only reminds you that they have been screened, it is a good way to let you know that their screening is about to expire and gives you time to remind them to renew.

PLACEMENT SCREENING

Once the volunteer has passed the background screening process, a placement screening is recommended. This interview ensures appropriate placement by assessing volunteers' desires and skills and provides information to both the school volunteer liaisons and the volunteers. Volunteers learn about job expectations, training requirements and facts about the school and its programs. Volunteer Liaisons listen to volunteers' personal history and experience to better match with the schools' needs.

GETTING TO KNOW YOUR VOLUNTEERS

Interviewing volunteer applicants before they start is one of the best ways to create a successful volunteering experience for the volunteer and helps to eliminate future problems for you. This is an especially important process for those volunteers who are unfamiliar to you or the school. Even with parents or other volunteers you know personally, the interview is just as important to discover their volunteer motivation, interests and talents. If you feel the need, do not hesitate to ask for assistance from the teacher liaison or principal with any volunteer interview.

The primary guideline for interviewing volunteers is to plan for the interview. Make sure the applicant knows the time and place. Arrange the interview in a place that is private and with no interruptions. If the applicant has not already completed an application and information sheet, have them do so before the interview.

DURING THE INTERVIEW:

1. Relax. Make the volunteer feel welcome and at ease. Give the volunteer your full attention.
2. Clarify the purpose of the interview: matching the volunteer's personal talents with the needs of the school. Also, clarify your expectations of the volunteer position and those of the volunteer.
Don't jump to conclusions. When you don't understand, ask for clarification.
3. Listen to what the volunteer says. Collect data on skills, interests, abilities, and previous experiences of the volunteer.
4. Observe the ways in which the volunteer answers your questions. Pay special attention to nonverbal clues.
5. Use open-ended rather than closed questions when possible. Open-ended questions require more than yes-or-no answers.
6. At the end of the interview, summarize any decisions that have been reached for planned actions. Make sure you are both in agreement.
7. Let the volunteer know when to expect placement.

KNOW YOUR VOLUNTEER

Understanding the motivation of people assures proper placement and retention of volunteers. There are three types of people who volunteer:

1. **Achievement-oriented:** These are people who simply like to get tasks done. They want to feel they have helped make something better. They don't seek glory or recognition, but they must have meaningful responsibilities, or they'll drop out.
2. **Affiliation-oriented:** These people have a need to be part of a group. They enjoy the social aspect of being around people. They are dependable, but should work where there is activity, variety and visibility. They also enjoy recognition.
3. **Power-oriented:** These are good volunteers who like to accomplish tasks, but tend to want to speak out and do tasks their way. This is not necessarily a negative, but they should work in settings where they have some responsibility. They enjoy leadership roles and need recognition for their accomplishments.

SUCCESSFUL PLACEMENT OF VOLUNTEERS

SUCCESSFUL VOLUNTEER PLACEMENT REQUIRES:

1. Planning and conducting good interviews
2. Matching volunteer skills to the jobs you need them to do
3. Assessing volunteer needs based on teacher volunteer requests
4. Including volunteers in planning and decision-making
5. Providing volunteers the opportunity to talk with staff prior to working with staff
6. Having a job description for each routine volunteer opportunity
7. Providing meaningful assignments to keep volunteers excited
8. Using a checklist for activities so volunteers are clear on what's expected of them
9. Recognizing volunteers in special ways (both informal and formal recognition)
10. Listening to volunteer feedback and remembering to stress to volunteers their importance
11. Being prepared for volunteers' visits
12. Deciding in advance what volunteers can do that day
13. Cross-training volunteers for various positions
14. Making sure each volunteer assignment will fill the allotted time
15. Letting your volunteers know that you and school staff are available to offer them support as needed
16. Remembering to stay abreast of award nomination due dates for opportunities to recognize volunteers
17. Acknowledging volunteers who show initiative, are team players and/or self-starters
18. Offering useful tips, suggestions and advice to volunteers when appropriate
19. Investigating "why" if volunteer numbers start to decline and developing a plan of action
20. Continually improving your volunteer program

VOLUNTEER JOB CATEGORIES

Classroom Assistant

Works under the direction or in cooperation with the classroom teacher to perform non professional tasks so the teacher may devote full attention to the accomplishment of class objectives.

Clerical Assistant

Works under the direction or in cooperation with the school staff to provide clerical support for the school.

Guidance Assistant

Works under the direction or in cooperation with guidance counselors to provide services to the school guidance department. Often requires specialized training, especially in matters of confidentiality.

Read It Forward Jax Reading Volunteer

Works under the direction or in cooperation with the classroom teacher or special reading teacher to extend the language skills, listening, speaking, reading or writing skills of the student.

Physical Education Assistant

Works under direction or in cooperation with the classroom or physical education teacher to provide a wide variety of experiences for students through physical education.

Special Activities Volunteer

Provides occasional, but important, support needed for the duration of a particular school project.

Storyteller

Works with classroom teachers or media specialists to motivate students' interests in a wide variety of reading materials.

Community Resource Volunteer

Provides special programs on a wide variety of topics that enrich the classroom curriculum.

Media Center Assistant

Works under the direction of the school media specialist, supporting the services of the media center. This job includes maintenance tasks that speed the availability of books and materials to the student.

Student Volunteer

Provides peer and cross-age tutoring (high school, middle school or college students).

Museum Outreach Volunteer

Presents art appreciation programs to elementary students. Training is required.

Homeroom Parent

Works with a classroom teacher to assist with classroom activities and serves as a liaison to parents for disseminating information.

Vision Screening Volunteer

Assists with vision screening for students. Process takes approximately one to three days, depending on size of student population. Training is required and provided by PTA.

MENTORING

The term “Mentor” is an old one derived from ancient Greece and has come to mean a wise and loyal advisor, teacher or coach. Mentors are special types of volunteers committed to being a friend and helping students experience greater success academically, socially, mentally and emotionally. They are caring and responsible adults who provide access to people and places outside their mentee’s routine environment, serve as positive role models, who reinforce self-esteem and foster personal empowerment and raises student goals and expectations.

SCHOOL-BASED MENTORING PARTNER PROGRAMS

The district highly recommends that schools participate in a formal mentoring program through one of the district’s mentoring partners to assist with overall mentor management and success of your school-based mentoring program. If your school does not currently have a mentoring agency partner, please contact the Department of Community and Family Engagement at 390-2960 for assistance.

In partnership, mentoring agencies and schools can better assist the needs of students and the success of mentoring relationships. Signing of the partnership agreement between the school and mentoring agency secures an understanding of responsibilities and commitments, ensuring the success of the school-based mentoring program. Below are some components of the agreement:

Mentoring Agencies will

- Identify, solicit, and recruit volunteer mentors
- Screen, train, and match volunteer mentors
- Provide staff to manage and monitor mentor/student relationships
- Provide mentors with a standardized mentor ID and mentor parking pass
- Coordinate program activities and service learning projects
- Track program outcomes and prepare end-of-year evaluations

Schools will

- Appoint a contact person for the mentoring agencies’ staff, mentors and mentees
- Coordinate and manage mentoring service requirements (i.e., adequate and available meeting space, parking, and easy access to students.)
- Provide one universal mentor/volunteer sign-in and sign-out book in the front office

- Identify and refer appropriate students to mentoring agencies
- Assist with ensuring parental permission for the students to visit with their mentor
- Provide timely information and advice on the academic needs of participating youth
- Provide appropriate student data to mentoring agencies for reporting purposes (i.e., report cards, attendance records, etc.)

The designated school staff works closely with the agencies' staff during every step of the process, together creating and maintaining an extraordinary school-based mentoring program. Potential mentors are required to receive a background check with fingerprinting, and training prior to entering a school-based mentoring program. Mentors are able to meet this requirement through the Jacksonville Children's Commission which is coordinated through the mentoring agency.

INDIVIDUAL SCHOOL-BASED MENTORING PROGRAMS (NON-PARTNER)

Schools choosing to provide their students with a custom school-based mentoring program have individual goals and objectives however; there are certain guidelines and practices that apply to all schools across the district. Liaisons will need to ensure that the following responsibilities are met: identifying students and gaining parental consent; on-going mentor recruitment and verifying the screening, training and matching of mentors; managing and monitoring mentor/student relationships; and capturing the mentoring data (number of matches, visits and hours) on a monthly basis.

Note: If the custom mentoring program involves the use of school-based administrators, faculty and staff, the Liaison will need to assist in ensuring appropriate training and monitoring of the mentoring relationship occurs within the specific program. *[Active DCPS employees who have received a background screen within the past three years do not need to receive additional background screening to participate in this type of school-based mentoring program.]*

The monitoring process needs to include an accurate account of matches (1:1 or group mentoring) and hours spent mentoring. This information is to be sent to the Department of Community and Family Engagement (monthly) and the Volunteer Liaison will use this information at the end of the year on the DOE Volunteer report.

GENERAL OUTLINE OF GUIDELINES AND STEPS

- **Identifying students:** Students who could benefit from mentoring may be identified by teachers, by guidance counselors, or by recommendations from parents.
- **Parental Involvement:** A successful volunteer mentor program is one that informs and involves parents. Keep parents updated about events, parenting tips and successes of the mentoring experience.
- **Designating a contact person and meeting space:** The contact person is the Volunteer Liaison; however, the contact person may also be a teacher or counselor as appointed by the principal. An appropriate designated meeting space is to be established.
- **Scheduling:** The Volunteer Liaison is responsible for obtaining a schedule of mentoring sessions that take place at the school. Maintaining open communication with the mentor, agency case managers and/or student advocates ensures that everyone involved is aware of changes to the schedule at any given time. Notifying mentors prior to their arrival if students are unavailable to attend the session, will help maintain mentors at your school.
- **School-based program:** Mentoring programs for our school district are site-based. Student mentoring must take place on campus. Contact outside of the school is not a part of a school-based program. Communication of the policies and procedures for volunteering at your school must be adhered to by both mentor and mentee.
- **Recruitment:** Recruiting volunteer mentors involves communicating with civic groups, businesses, the media, chamber of commerce and other civic organizations. The Community & Family Engagement Department can assist with recruiting efforts and also help publicize training sessions and workshops at your school.
- **Training and Screening:** All mentors volunteering in Duval County Public Schools must be prescreened and trained by the Jacksonville Children’s Commission (JCC) **Every potential community mentor must attend JCC’s mentor training session and have a level 2 background check conducted.**
- **Monitoring and Data:** The designated individual responsible for coordinating mentor and volunteer efforts maintains the data of the total number of mentors successfully matched with a student and documented mentoring hours monthly. Status reports should be sent to the Community & Family Engagement Department on a quarterly basis.

JCC'S BACKGROUND SCREENING PROCESS:

1. JCC forwards background survey information and fingerprint scan from the mentor to the FDLE
2. The results are sent back to JCC. This training/screening process takes approximately two weeks.
3. The mentoring agency is responsible for making the determination if the results are acceptable.

Once JCC receives the FDLE report, either of the following may occur:

- JCC contacts the mentoring agency who begins the interview matching process.
- A case manager from a community-based organization such as *Big Brothers/Big Sisters (BIGS)* at the elementary level or student advocates from *Take Stock in Children*, or another in-school mentoring agency begins the mentor interview and mentee matching process.

Mentoring agencies determines how often mentors must go through follow up background screenings.

Note: The only exception to this process is if the school has formal mentoring agency involved. Then, the case manager or student advocate is responsible for forwarding the status reports to JCC. Therefore, it is crucial that the Volunteer Liaison work collaboratively with these case managers and/or student advocates to ensure that students are appropriately and expediently matched with a trained mentor.

If you have any questions on this process or need assistance, call JCC at 630-3647 and ask for the Director of Training. For more information, visit www.coj.net.

PEER VOLUNTEER PROGRAMS

Peer volunteers have been around for a long time. The one-room schoolhouse depended on older pupils tutoring children in lower grades. Today, peer programs are very popular in schools. Research has confirmed that both students in a peer relationship benefit.

Peer Volunteering is the most common type of program. Peer volunteers are usually older or the same age as the students they are working with. Peer volunteers need not be the most academically advanced students, what is more important is that they have skills and abilities that can assist their fellow students.

Peer Mentoring offers students a chance to seek guidance from each other before they turn to adults. Trained peer mentors often can break through a student's emotional defense in times of personal difficulty and build a trust relationship faster than adults. Children faced with feelings of stress and hopelessness often can be helped through a positive experience with a peer mentor. Peer mentors must receive special training in specific interpersonal skills.

DEVELOPING A PEER PROGRAM WITHIN A SCHOOL

Define the need: The more specific the program's goal, the more likely is its success. A good place to start is taking a look at your school improvement plan.

Select a Liaison: A good peer volunteer program requires a strong leader, someone who is respected and enthusiastic.

Line up support: Talk to school administrators, counselors, teachers, students, parents and the School Advisory Council. Be prepared to talk about specific needs and give illustrations of other successful programs.

Use qualified trainers: Students who are going to become mentors or tutors should receive an initial overview of mentoring and tutoring tips and on-site training/support from the teachers who are referring the students for assistance. The district volunteer office might also assist in the delivery of the training.

Get the word out: Enlist the aid of school administrators, teachers, parent and student organizations to spread the word about the program.

Provide on-going support: Peer volunteers should have someone to approach with questions and problems. They should be rewarded for their service by being included in ongoing volunteer recognition.

Section 5

ORIENTATION & TRAINING

VOLUNTEER/BUSINESS PARTNER ORIENTATION

Before new volunteers begin to work directly with teachers or other staff members, School-based Volunteer Liaisons provides volunteers with an orientation. Orientations can be done in group settings or individually. This volunteer handbook is the guide for volunteer orientation. Topics to be covered in the orientation should include:

POLICIES AND PROCEDURES

- The importance of a volunteer background screening
- The importance of confidentiality
- The importance of professional standards

SIGNING IN AND OUT AND RECORDING HOURS

- Used to tabulate the hours of service at the school
- Protects the volunteer in case of an accident by proving it was work-related. Each volunteer is protected by the School Board's Workman Compensation policy
- Helps school personnel locate the volunteers in case of an emergency
- Used for school and volunteer recognitions. Schools can earn a Golden School Award based on the number of volunteer hours recorded. This information is also required when submitting nominations for the Volunteer of the Year award.

VOLUNTEER OPPORTUNITIES

- Describe the volunteer positions available – needs assessment and teacher requests should be completed prior to the orientation.
- Provide training schedule for volunteer positions requiring training.

ROLE OF VOLUNTEER

- Complete application form(s)
- Work under the direction and supervision of teacher or other staff member
- Maintain strict confidentiality
- Notify teacher or school if absent
- Sign in and out in the Volunteer Log Book when volunteering

VOLUNTEER GUIDELINES

- Maintain consistent and regular attendance; call school when you expect to be absent
- Follow regulations and procedures of school
- Wear a school volunteer pin or name tag
- Discuss school problems with staff members, at appropriate times
- Observe discretion in commenting on school matters
- Neat, clean attire that is appropriate for school
- Work only with teachers who request assistance
- Consider using the first session as an observation session

VOLUNTEERS DO NOT:

- Diagnose student weaknesses and strengths
- Prescribe activities for students
- Evaluate student progress
- Discipline students
- Bring children with them while volunteering

GROUP ORIENTATION

You should hold a volunteer orientation at the beginning of the school year for all your volunteers. This is the easiest way to welcome both new and experienced volunteers to your school and provide/remind them of county and school volunteer policies. A welcome back volunteer orientation can be as simple as a half-hour meeting one morning or as elaborate as a breakfast with speakers. Be sure to:

- Provide at least a two-week notice by invitation or flyer (request an R.S.V.P if this is a first-time event or you are providing refreshments.)
- Ask a school administrator to be present to greet and thank volunteers.
- Ask the administrator for input on what important topics to review during the orientation.
- Review volunteer guidelines and any additional policies or procedures set by your school.

- Have a sign-in sheet to record the volunteers' names, phone numbers, e-mail addresses (optional) and child's teacher.
- Have a sign-up sheet to recruit volunteers for specific jobs or activities.
- Hand out a recruitment flyer that describes the volunteer needs at *your* school.
- Offer refreshments (ask a business partner to sponsor the food.)
- Have fun!

INDIVIDUAL ORIENTATION & TRAINING

It also will probably be necessary to provide ongoing individual orientations to ensure that volunteers who are recruited throughout the year are familiar with the policies and procedures of your school. This can be done after interviewing, but prior to job placement.

In addition, volunteers may need to be trained how to perform the functions of their assigned role. Some examples of specific training needs are in tutoring, mentoring, health screening, library work, etc. A district administrator, a teacher, the media specialist, the Volunteer Liaison, or anyone who supervises the volunteer(s) may provide volunteer training.

DURING ORIENTATION, ALL VOLUNTEERS SHOULD RECEIVE INFORMATION ON:

- Parking locations
- Sign In/Out forms, nametags and location
- Location of restroom, cafeteria, and lounge locations (and any restrictions on their use)
- Fire drill procedures
- School map
- School calendar
- Absence procedures for volunteers

WHAT THE SCHOOL SHOULD EXPECT OF VOLUNTEERS

Each group in a school—teachers, staff, students, the principal and parents – will have certain expectations of volunteers in that school. But, all those expectations generally fall within several common areas. A good volunteer will display:

- Promptness
- Love of children
- Enthusiasm
- Flexibility
- Dependability
- Patience
- Loyalty
- Business-like attitude
- Imagination and creativity
- Non-disruptive influence
- Tact
- Sense of humor
- Initiative
- Interest in helping for the benefit of the community
- Professional demeanor and dress, appropriate to the activity
- Support of principal and school needs

QUALITIES OF GREAT VOLUNTEERS

- Have a willingness to help, ask for directions, follow instructions, take training, and use a variety of approaches and techniques with students.
- Be pleasant, with a friendly and positive attitude.
- Be sensitive to children’s needs.
- Recognize that the teacher is the authority.
- Be sensitive to teacher’s time needs.
- Be capable of maintaining firm but kind discipline when working with small groups of children.
- Be trustworthy and exercise discretion with confidential matters relating to students.

WHAT VOLUNTEERS SHOULD EXPECT OF THE SCHOOL

ALL VOLUNTEERS IN THE DUVAL COUNTY PUBLIC SCHOOLS HAVE THE RIGHT TO EXPECT:

- An orientation that provides complete information about the school, the individual volunteer job and expectations for the volunteer
- Clear concise directions and regular feedback from the supervising teacher/principal
- Assistance from the Volunteer Liaison in resolving any problems that may arise
- To be treated with courtesy and respect by teachers, staff and students

VOLUNTEER PROBLEMS OR ISSUES

Sometimes it becomes necessary to remove a volunteer from a school or from the district wide program. In such a case, the school notifies the district liaison as soon as possible. The school has every right to remove a volunteer if they are acting inappropriately or violating school or district volunteer policies.

Some volunteer issues that arise:

- Using district computers inappropriately *
- Consistently entering areas that are off limits to volunteers
- Parent volunteers who consistently wish to discuss their child's or another child's school performance with a teacher during class time
- Violating confidentiality
- Failure to disclose justice system encounters or failure to make a complete disclosure*
- Harming a child *

**This information must be provided to the district Volunteer Liaison, since it will be necessary to document the incidents and possibly prohibit the volunteer from other school sites.*

WAYS VOLUNTEER CAN HELP AT THE ELEMENTARY LEVEL

These suggestions are only a beginning! Think of other ways that volunteers can help!

1. Tell stories to children/listen to children read	30. Help children with arts and crafts
2. Conduct flash card drills	31. Help with cooking projects
3. Provide individual help	32. Check-out books from library
4. Assist in learning centers	33. Set-up experiments
5. Set up learning centers	34. Escort children to bathroom, cafeteria
6. Help contact parents	35. Work on perceptual activities
7. Reproduce materials	36. Make list of library resources
8. Work in clinic or media center	37. Prepare teaching materials
9. Check out audio-visual equipment	38. Monitor test taking session
10. Practice vocabulary with non-English speaking students	39. Discuss careers or hobbies
11. Make and play instructional games	40. Help young children with physical activities
12. Assist with visual tests	41. Reinforce learning the alphabet and numbers
13. Prepare visual materials	42. Drill recognition of color words
14. Prepare bulletin boards	43. Talk to children. Be a friend
15. Help with book fairs	44. Help children with motor skills
16. Help underachievers	45. Help children with motor skill problems
17. Reinforce reading fluency	46. Play a musical instrument
18. Help select library books	47. Help students play instruments
19. Assist with field trips	48. Make puppets
20. Make props for plays	49. Dramatize a story
21. Set-up or run bookstore or book exchange	50. Help with handwriting practice
22. Gather resource materials	51. Set up "grocery store" to practice math skills
23. Drill spelling words	52. Help prepare assembly programs
24. Assist with sing-a-longs	53. Discuss holidays and special occasions
25. Discuss care and training of pets	54. Discuss aspects of safety
26. Demonstrate different artistic abilities	55. Share information about local history
27. Discuss different handicaps	56. Assist in preparing courses in photography, Creative dramatics, knitting, square dancing
28. Share ethnic backgrounds and experiences	
29. Demonstrate gardening skills	

WAYS VOLUNTEERS CAN HELP AT THE SECONDARY LEVEL

Volunteers at the secondary level are used in ways different from those in elementary school. However, they are still very necessary and there are many ways in which they can help in middle and high schools. Below is a list of ways that secondary level schools can utilize volunteers.

1) Sign-up as a special speaker about career related topics and experiences, etc	16) Serve as a cafeteria or hall monitor
2) Help students in the guidance office find answers to questions about careers and universities	17) Assist in putting on student performances
3) Help students with resource materials in the library	18) Help non-English speaking students with vocabulary and conversational skills
4) Help students on special projects	19) Help students who were absent, make up assignments.
5) Read text books to students with reading problems	20) Assist in organizing a college fair
6) Assist students with various special needs	21) Assist teachers in gathering resources for units of study
7) Assist in science labs	22) Serve as math tutors
8) Assist in career academies classes	23) Serve on a "homework hotline"
9) Accompany students on choral, band, club or athletic trips	24) Assist with sporting events
10) Assist talented students in art, music, acting, etc	25) Serve as a listener for students
11) Help arrange field trips	26) Perform clerical duties
12) Assist with school clubs	27) Assist in arranging and supervising special school events
13) Serve as a test proctor	28) Assist with textbook distribution
14) Assist with assembling and distributing FCAT incentives and materials	29) Help with student orientation
15) Assist in developing school publications	30) Assist with open house
	31) Assist with sport, music or club boosters

Section 6

RECOGNITION & AWARDS

VOLUNTEER RECOGNITION IDEAS

- Use school marquee to thank volunteers.
- Mention volunteer contributions and thank them in any memo, newsletter, etc., sent home to parents.
- A standard “Dear Volunteer” letter from the principal expressing appreciation and providing a coupon good for a free cup of coffee in school cafeteria and/or inviting volunteers to enjoy refreshments provided in the office during School Volunteer Week
- A letter from the principal with a red heart coupon that can be redeemed for a free lunch during School Volunteer Month. May limit this offer to volunteers with certain numbers of hours, such as 20. This could be an invitation to join students and/or teachers for lunch.
- Highlight a volunteer on a bulletin board in the school office or a prominent location in a hallway, media center or the cafeteria.
- Give the faculty buttons to wear during School Volunteer Month that acknowledge volunteers. These can be made at minimal cost and can be used again in the fall for recruitment.
- Provide flowers for your regular volunteers near the volunteer sign-in location; e.g., flowers from someone’s yard, paper flowers made by students or flowers donated by a local florist.
- Provide a heart-shaped box of candy at volunteer sign-in locations with a note to help themselves.
- A large valentine signed by all school faculty and staff on bulletin board near sign-in location.
- Make a large valentine from the whole class and have everyone sign it. (Laminate it; your volunteer will treasure it forever!).
- Class bulletin board using any theme expressing appreciation for volunteers.
- News releases on volunteer programs/opportunities or exceptional volunteers and their services. (Notify Communications Office)
- Check with the district Community & Family Engagement Department at 390-2960 about recognition certificates for your volunteers.

PROMOTE YOUR SCHOOL'S ACHIEVEMENTS

Throughout the year, the Department of Education sponsors various awards for showcasing the outstanding achievement of schools throughout the state, several of which recognize or include volunteer activities. Award nominations are submitted to the Community & Family Engagement Department, which selects district-level winners for submission to the Office of Family and Community Engagement in Tallahassee for state - level award recognition.

DEPARTMENT OF EDUCATION AWARDS

- Outstanding School Volunteer
- Parent Involvement
- Five Star School
- Golden and Silver School
- Commissioner's Business Recognition Award (CBRA)

SCHOOL BASED AWARDS

- Volunteer of the Month
- Teacher/Volunteer Team

OUTSTANDING SCHOOL VOLUNTEER/VOLUNTEER OF THE YEAR AWARD

This award is presented annually to school volunteers who have shown outstanding dedication and commitment to quality education in Florida. Selection is based on the quality and impact of service. Also taken into consideration are the number of hours of volunteer service, years of service, unusual types of contributions, and/or characteristics of services rendered.

One award will be presented for each of three categories: Youth (20 years or under), Adult (21-61 years), and Senior (62 years or over).

The three district-level winners will be recognized at the PTA/PTSA "Presidents and Principals" Luncheon in May. Winners of the youth, adult and senior categories are automatically entered as nominees for the Department of Education's regional competition.

PARENT INVOLVEMENT AWARD

Each year, the Department of Education and the Florida PTA sponsor the Parent Involvement Award program to promote and recognize innovative practices that increase Family Involvement in schools.

Each school is encouraged to submit a nomination form for a specific school-initiated parent/family involvement program or strategy in the Elementary School (Pre K – 5) or Middle/High School (6 – 12 categories.) The program/strategy should describe an innovative practice that your school has for recruitment, training, and/or recognition of parents and other family members.

The School Advisory Council, with input from the PTA, will select one winner and then forward the nomination to the Community & Family Engagement Department. One winner from each category will be selected and forwarded to the Department of Education and Florida PTA for consideration at the state-level. If either is selected as a regional winner, our district will be recognized during the annual Florida PTA Leadership Conference and your school's program/strategy will be featured in the Department of Education resource directory: SPARKPLUGS for Parent Involvement and the Family!

FIVE-STAR SCHOOL AWARD

The Five-Star School Award creates an impetus for schools to pursue excellence through community/business partnerships, family involvement, volunteers, student community service, and School Advisory Councils. The Five-Star School Award is the Department of Education's highest honor for schools throughout the state that achieve exemplary community involvement.

There are many specific criteria which must be met in order to achieve this distinction, and thorough and accurate record keeping is a requirement for eligibility. Each year, the Community & Family Engagement Department holds trainings on the Five-Star School Award application process. Please plan to attend or send a representative to this informative training.

GOLDEN AND SILVER SCHOOL AWARDS

THE GOLDEN SCHOOL AWARD recognizes elementary, middle, and high schools that meet the following criteria for exemplary programs that promote parent and community involvement.

1. A minimum of eighty percent of the school staff participates in training related to school volunteerism.
2. School has designated a Volunteer Liaison for recruitment, placement, training, and program supervision.
3. Volunteer service hours equal a composite of twice the number of students enrolled in the school. (NOTE: Any volunteer activity that contributes to student improvement may be counted. This can include fund raising.)

THE SILVER SCHOOL AWARD recognizes middle and high schools that meet the following criteria in providing exemplary services to elementary or other middle and high schools. (NOTE: Elementary schools are not eligible for the *Silver School Award*.)

1. The sending school must have a school Volunteer Liaison who provides coordination of the program, placement of students, orientation/training for the receiving staff, student/program evaluation, and student volunteer supervision.
2. The receiving school must have a Volunteer Liaison who provides coordination of the program, placement of the secondary students, orientation/training for the receiving staff, student/program evaluation and student volunteer supervision.
3. Student volunteers and the receiving faculty must both receive orientation and training.
4. The composite student volunteer hours must equal at least one half the total number of students (FTE count) in the sending school (i.e., 2,000 students – 1,000 volunteer hours.)

COMMISSIONER'S BUSINESS RECOGNITION AWARD

This award honors those businesses that support their local schools and school districts in order to increase student achievement, promote greater government efficiency, and strive for a safer learning environment. Based on FTE counts, Duval County is allowed to select three winners. A committee will be set up to judge the nominations.

Winners are recognized at a State-sponsored event.

Section 7

RETENTION AND EVALUATION

RETENTION OF VOLUNTEERS

Retention begins very early in the relationship with volunteers. From the first contact through the registration, interview, and final placement of the volunteer, follow-up is extremely important. Follow-up should continue in a timely manner until the volunteer has been interviewed and successfully placed. Successful retention strategies include:

1. Offering recognition and rewards for the important work they do. Examples: letters from students and the principal, certificates, bulletin board and sweet treats. Let them know that they are valued.
2. Monitoring a volunteer's projects to ensure they aren't overloaded with multiple jobs
3. Promoting deserving volunteers to roles of greater responsibility
4. Conducting exit interviews to determine what can be changed to make the next volunteer's experience better.
5. Providing volunteers with personal workspace
6. Providing them with ongoing supervision
7. Having clear job descriptions
8. Offering meaningful work—if a project is routine or repetitive, tell the volunteer why it's important.
9. Saying "Thank you" often
10. Performing frequent evaluations
11. Letting volunteers know the impact of what they're doing
12. Providing starting and ending times for jobs
13. Providing an "open door" for discussion of any problems that may arise
14. Training school staff in ways to work with and support volunteers
15. Planning and preparing for the volunteers' visits
16. Finding out what is motivating to each volunteer and placing them in the most suitable role

FREQUENTLY ASKED QUESTIONS

1. How do I become a volunteer?

Any person interested in volunteering may do so by contacting the Volunteer Liaison at the desired school or by calling the District Community & Family Engagement Department at 390-2960.

2. What are the qualifications to become a school volunteer?

Only a personal desire to help, a sincere interest in students, an ability to follow school procedures and policies, and a willingness to make a definite time commitment is needed. Any required training will be provided by the teacher or the School's Volunteer Liaison. A teaching background is not required; as volunteers work under the direction of the school's professional staff.

3. May I bring my preschool child with me?

No. Bringing preschool children with you to school presents a liability for the school. In addition, having a very young child in a classroom interrupts class procedures, disrupts the students, and prevents the volunteer from giving full attention to the work the teacher has prepared. You can, however, still help the school by making arrangements to do work at home.

4. When friends and neighbors ask me about school, what may I tell them?

Volunteers can be a big help in representing the school to the community. We want you to talk about your school and your involvement. Occasionally, you see or hear confidential information such as student records, grades, test scores, or information on the behavior and attitude of students. This information is confidential under state and federal laws and should never be discussed outside of the school. Criticizing school personnel is also an unacceptable practice. Your volunteer work in school should be conducted in a professional environment.

5. May I choose the teacher with whom I wish to work?

Volunteers are placed only in classrooms where teachers have specifically requested their assistance. The school Volunteer Liaison and school administrators make the decisions about placement.

6. What if I am not happy with the job assigned to me?

Feel free to say so. Communicate with the school Volunteer Liaison. Every effort is made to meet the needs of both the volunteer and the school. There are enough different jobs for everyone to feel comfortable. Teachers also have the opportunity to ask for different assignments for volunteers.

7. What do I do about discipline?

Disciplinary action is the legal responsibility of teachers and administrators. Volunteers should never be put in a position of having to enforce discipline. If you are having a problem, immediately inform the teacher.

8. What should I do if I am unable to be at the school at my assigned time?

As soon as you are aware that you will be unable to be at the school at your assigned time, call school personnel to let them know. The teacher has planned his/her schedule according to the time that you have agreed to help. If possible, please keep your assigned schedule.

9. Why is it important for me to sign in and out each time I volunteer at a school?

There are many reasons this requirement is necessary: maintaining school security, verification of volunteer service for future employment, liability purposes, location of volunteers in cases of emergency, and recognition of volunteers and schools for awards.

10. I'd like to volunteer, but I can't offer my services on a regular basis. Can I still volunteer?

Yes! You may be a special activity volunteer who is involved with special school projects. You might volunteer during a weekend PTA event. You may also take volunteer work home to execute at a more convenient time.

Section 8

Forms & Handouts

Duval County Public Schools

Volunteer Sign-In/Out

Volunteer Name: _____ Registered Mentor? _____

Child's Name _____ Teacher Name _____

If student volunteer, please list school level _____ Middle School _____ High School

Please check the Applicable Categories:

____ MALE ____ FEMALE AGE: ____ UNDER 21 ____ 21-61 ____ 62+

____ Collegiate ____ Faith Based ____ State Government ____ Military

____ Business ____ Take Stock ____ Boys & Girls Club ____ Faith Based

____ AmeriCorps ____ Parent ____ Big Brothers/Sisters ____ RSVP

____ Booster ____ PTA/PTO ____ Foster Grandparent ____ Jr. Achievement

____ Chaperone ____ ____ Reading Volunteer ____ Other

Date	Work Area	Time IN	Time OUT	Volunteer Daily Total	PTA Daily Total	SAC Daily Total	Other

Monthly Total	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Volunteer												
PTA												
SAC												
Other												

School Volunteer Information

Name: _____ E-mail: _____ Phone: _____

Address: _____

- I was cleared to volunteer on _____ (date).
- Age: _____ 18-20 years _____ 21-61 years _____ 62 years & over _____ Male _____ Female
- Birth Date: _____
- Do you have children who attend/will be attending our school? _____ Yes _____ No

Child's name: _____ Grade: _____ Teacher (if known): _____

Child's name: _____ Grade: _____ Teacher (if known): _____

Availability/Interests

I would like to volunteer: ___once a month ___once a week ___more than once/week ___for special events

I would like to volunteer: ___Weekday Mornings ___Weekday Afternoons ___Evenings ___Weekends

I would like to volunteer as a: *Mark all that interest you; those with an asterisk (*) requires fingerprinting*

___classroom assistant ___office assistant ___guest speaker ___special events planner
___general helper ___field trip chaperone ___mentor* ___Read It Forward ___other

Health Information

Who should we contact in case of emergency?

Name: _____ Relationship to you _____

Telephone: _____
home work mobile

Do you have any injuries, illnesses, or physical limitations we should be aware of? If yes, please describe. _____

Are you taking any medication we should be aware of in the event of emergency?

Do you currently have any contagious or infectious diseases? Yes No

If yes, you must provide a doctor's statement verifying that you can work with the public.

Have you been exposed to TB? If yes, explain.



Duval County Public Schools

Special Program/Activity Sign-In/Out

PROGRAM ACTIVITY:

(Example: Off-Campus field trips, week-end workshops, mentoring activities etc.)

SCHOOL:

MONTH:

YEAR:

DATE	VOLUNTEER'S NAME	SPECIAL PROGRAM ACTIVITY HOURS		

Note: Please insert this form in the school's Volunteer Sign-In Book. The designated event Liaison should also retain a copy for record keeping purposes.

MONTHLY TRACKING – VOLUNTEER HOURS

SAMPLE

Totals for the Month of Sept

I. SCHOOL SECTION

SCHOOL NAME ABC HIGH

II. BUSINESS PARTNER SECTION: Contributions of Businesses:

Financial Contributions: \$ \$500.00

In-kind Contributions: \$ \$400.00

(Goods or services received free or at a
Major discount)

List business partnerships Sams Lina's Beauty
Shop Pete's Hot Dogs

III. Middle & High Schools Only Student volunteers

The number of students FROM your school who volunteered at ANOTHER school and the number of hours they volunteered. This will be used to calculate Silver School Award numbers.

Number of Students 20 Number of Hours 61

Monthly Tracking – School ABC High

IV. VOLUNTEER SECTION: **Number of Volunteer HOURS Only**

	Male	Female	TOTAL
Under 21	<u>8</u>	<u>12</u>	<u>20</u>
21-61	<u>4</u>	<u>39</u>	<u>43</u>
61+	<u>2</u>	<u>6</u>	<u>8</u>
Total HOURS	<u>14</u>	<u>57</u>	<u>71</u>

V. MENTOR SECTION: **Number of Mentors by Agency/Organization:**

Mentor Group	Number of Mentors	Mentors Hours
Collegiate	4	20
State Government		
Military		
Business		
Take Stock	1	50
Bays & Girls Club		
Americorps		
Big Brothers/Big Sisters	5	40
Other		
	Total 10	Total 110

MONTHLY TRACKING – VOLUNTEER HOURS

Totals for the Month of _____

I. SCHOOL SECTION

SCHOOL NAME _____

II. BUSINESS PARTNER SECTION: ***Contributions of Businesses:***

Financial Contributions: \$ _____

In-kind Contributions: \$ _____

(Goods or services received free or at a
Major discount)

List business
partnerships _____

III. Middle and High Schools Only Student volunteers

The number of students FROM your school who volunteered at ANOTHER school and the number of hours they volunteered. This will be used to calculate Silver School Award numbers.

Number of Students _____ Number of Hours _____

Monthly Tracking – School _____

IV. VOLUNTEER SECTION: **Number of Volunteer HOURS Only**

	Male	Female	TOTAL
Under 21	_____	_____	_____
21-61	_____	_____	_____
61+	_____	_____	_____
Total HOURS	_____	_____	_____

V.MENTOR SECTION: **Number of Mentors by Agency/Organization:**

Mentor Group	Number of Mentors	Mentors Hours
Collegiate		
State Government		
Military		
Business		
Take Stock		
Bays & Girls Club		
Americorps		
Big Brothers/Big Sisters		
Other		
	Total	Total

Teacher Request for Volunteers

To better assist you with your volunteer needs, complete and return this form to the school Volunteer Liaison. Please allow sufficient time for us to contact volunteers and confirm volunteer assignments. The placement process may take up to five business days, therefore we recommend that you notify us of volunteer needs regarding on-going and/or annual events early!

Do you wish school volunteer services? yes no

In what areas are you interested in utilizing volunteers?

Special projects Clinic Basic skills Mentor Tutor

If tutoring, what subject area is needed? (Check all that apply.)

Reading English Math Science Social Studies Spelling
 Other

Specific areas:

General assistance in classroom
 Help in computer lab
 Make bulletin boards, posters, displays
 Help set up or assist in learning centers
 Work with individual students
 Assist with: Art Music Physical education
 Chaperone field trips
 Media Center assistant
 Clerical Typing Filing Mailing Duplicating
 Speakers on: Travel Careers Hobbies Other

Special event date/time: _____

Day(s) and Time(s) volunteers may assist:

Duration of time volunteer is needed: School Year Quarterly Monthly Weekly Daily

<u>Day(s)</u>	<u>Time(s)</u>
Monday	_____ to _____
Tuesday	_____ to _____
Wednesday	_____ to _____
Thursday	_____ to _____
Friday	_____ to _____

Name: _____

Grade: _____

Room Number: _____

Subject: _____

Email: _____

Phone Number/Extension: _____

Volunteer Placement Form

Volunteer Liaisons are encouraged to document volunteer placements and individual volunteer assignments. Tracking when a volunteer is placed, where he/she is assigned in the school and the teacher and/or project coordinator responsible for assignment and whether all applicable volunteer paperwork and training has been completed are a few of their responsibilities. This is a sample Volunteer Placement Form. However, you may wish to amend this form or create one that better meets the needs of your school's volunteer program.

VOLUNTEER NAME: _____ PLACEMENT DATE: _____

TYPE OF VOLUNTEER ASSIGNMENT _____
(List classroom activity/project/event, etc.)

DAY/TIME OF ASSIGNMENT _____ Time: _____ to _____

(List name of teacher, Staff/Project Coordinator responsible for assignment of volunteer duties/tasks)

NAME _____ Phone/ext _____

GRADE LEVEL: _____

TRACKING

___ Application Completed ___ Current Application on File

___ Volunteer Orientation Completed by _____

___ Training Completed By: _____

(Note: Orientation and volunteer training are two criteria for nominating volunteers for the Department of Education's Volunteer of the Year Award.)

SAMPLE

Sample Parent Recruitment Letter

November 1, 20xx

Dear Parent,

Our boys and girls are our most important resources. We share a common purpose; educating children. Many children need individualized attention, and you may have experiences and skills that can help children at our school achieve academic excellence. We need volunteers to help our teachers in ways that will allow them to provide greater personal assistance to students.

If you are interested in serving as a volunteer, we will be delighted to hear from you. Our school volunteer program is sponsored by the Duval County Public Schools' Community & Family Engagement Department. To help you get acquainted with how you may assist, we've attached a list of ways volunteers may help schools. If you have a special ability or interest that has not been listed, please insert it at the bottom of the sheet.

We invite you to join us for Volunteer Orientation to discuss our volunteer program in more detail. Our next orientation is _____. Please call us at (904) _____ to confirm your attendance.

If you have questions prior to the event, please call our Volunteer Coordinator, xxxxxxxx at xxx-xxxxx ext.xxx. We look forward to the opportunity to meet with you soon!

Sincerely,

Principal

Suggested Volunteer Management Planning Calendar

AUGUST

- Contact last year's volunteers (phone calls are most effective – emails work also)
- Attend district's Volunteer Liaison trainings
- Set –up a volunteer sign-up table on the first day of school
- Review Five Star School Award application requirements to ensure proper data will be tracked during the school year
- Post volunteer posters around the school to encourage parents to volunteer
- Assess and survey teacher-volunteer needs

SEPTEMBER

- Disseminate letters to parents describing volunteer opportunities
- Set-up a volunteer sign-up table at open house
- Check now to ensure all volunteer data (sign-in/out, etc) is being properly tracked and recorded for end of year reporting
- Attend PTA meeting
- Attend SAC meeting

OCTOBER

- Send "Volunteers Wanted" notice to parents listing specific volunteer needs
- Attend PTA meeting
- Attend SAC meeting

NOVEMBER

- Complete Volunteer of the Year applications
- Visit area businesses or local clubs, or churches to recruit volunteers
- Capitalize on National Education Week
- Attend PTA meeting
- Attend SAC meeting

DECEMBER

- Attend PTA meeting
- Attend SAC meeting

JANUARY

- Re-assess volunteer needs
- Complete Commissioner's Business Recognition Award application
- Send out notices to recruit individuals for any new volunteer opportunities that your school may have
- Check with organizations or groups that you talked with in the fall
- Attend PTA meeting
- Attend SAC meeting

FEBRUARY

Publicize Florida School Volunteer Week
Arrange an event to recognize your volunteers
Attend PTA meeting
Attend SAC meeting

MARCH

Complete Parent Involvement Award application
Complete Golden/Silver schools application(s)
Attend PTA meeting
Attend SAC meeting

APRIL

Complete all volunteer data and complete Annual Volunteer Survey (year end report) forms
Survey volunteers to get ideas about ways to recruit other volunteers for next year
Plan a recognition event for May
Develop recruitment plan and calendar for next school year
Attend PTA meeting
Attend SAC meeting

MAY

Prepare a display so that the activities of the volunteers throughout the year are highlighted and visible to school visitors
Host a volunteer recognition event
Attend PTA meeting
Attend meeting

JUNE

Evaluate your recruitment efforts and plan for next year
Complete Five Star School Award application
Attend PTA meeting
Attend SAC meeting

ALL THROUGHOUT THE SCHOOL YEAR

- Invite potential volunteers or groups to visit your school and see volunteer opportunities first-hand (*Obtain your principal's permission*)
- Submit "Spotlight on Excellence" form to the Communications Department about an upcoming event, outstanding student achievement/honor, teacher achievement/honor or any ground-breaking school news.

Volunteer Interest Form

Duval County Public Schools *1701 Prudential Drive #606 *Jacksonville, FL *32207 *(904) 390-2960 *www.duvalschools.org

Now more than ever before, volunteers have tremendous impact upon student success in school. We believe quality time invested in student achievement is sure to yield high returns. If you have just one hour to give this year, please volunteer and help make a difference. Please complete the following information and return this form to the school in which you would like to volunteer.

NAME _____ ADDRESS _____
PHONE _____ EMAIL _____
AGE: UNDER 21 _____ 21-61 _____ 62+ _____
How did you hear about volunteer opportunities? _____

I. Please check those areas in which you would like to help.

<input type="checkbox"/> Classroom assistant	<input type="checkbox"/> Clinic assistant	<input type="checkbox"/> Media Center assistant
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Community Outreach	<input type="checkbox"/> Student Mentoring
<input type="checkbox"/> Homeroom helper	<input type="checkbox"/> Storytelling	<input type="checkbox"/> Donate supplies/equipment
<input type="checkbox"/> Book Fair	<input type="checkbox"/> PTA	<input type="checkbox"/> SAC
<input type="checkbox"/> Adopt-a-class	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Adopt-a-teacher
<input type="checkbox"/> Tutoring	<input type="checkbox"/> Office Assistant	<input type="checkbox"/> Adopt-a-School
<input type="checkbox"/> Play Day	<input type="checkbox"/> Vision Screening	

_____ *If mentoring, please check for background screening*

II. Check the subjects you feel most comfortable in helping students:

Math Reading Science Music Art Social Studies English/Language

Please list topics you would like to share with students:

Check the day(s) and time(s) that you are available to volunteer: (check all that apply)

Monday Tuesday Wednesday Thursday Friday a.m. p.m.

Which school level do you prefer? Elementary Middle High

Which School? _____ or _____ area of Jacksonville

If you have any questions, please check with your school's
Volunteer Liaison.

MID YEAR REPORT – VOLUNTEER HOURS

DUE JANUARY 13, 2012

TOTALS FOR AUGUST 2011-DECEMBER 2012

I. SCHOOL SECTION

SCHOOL NAME _____

II. BUSINESS PARTNER SECTION: Contributions of Businesses:

Financial Contributions: \$ _____

In-kind Contributions: \$ _____

(Goods or services received free or at a
Major discount)

Number of Business Partners _____

List business
partnerships _____

III. Middle and High Schools Only Student volunteers

The number of students FROM your school who volunteered at ANOTHER school and the number of hours they volunteered. This will be used to calculate Silver School Award numbers.

Number of Students _____ Number of Hours _____

Monthly Tracking – School _____

IV. VOLUNTEER SECTION: **Number of Volunteer HOURS Only**

	Male	Female	TOTAL
Under 21	_____	_____	_____
21-61	_____	_____	_____
61+	_____	_____	_____
Total HOURS	_____	_____	_____

V.MENTOR SECTION: **Number of Mentors by Agency/Organization:**

Mentor Group	Number of Mentors	Mentors Hours
Collegiate		
State Government		
Military		
Business		
Take Stock		
Bays & Girls Club		
Americorps		
Big Brothers/Big Sisters		
Other		
	Total	Total

VI. Volunteer Section Number of PEOPLE

	Male	Female	TOTAL
Under 21	_____	_____	_____
21-61	_____	_____	_____
62+	_____	_____	_____
TOTAL PEOPLE			

VII. Faith Based

Total number faith based partners _____

Dear Families,

Volunteers are an important part of student success in Duval County Public Schools. Our community contributes tens of thousands of volunteer hours each year, and we sincerely appreciate all that our volunteers do on behalf of our students.

The safety of those students while in our care is also of paramount importance. As part of the district's focus on keeping our students safe, the Duval County School Board adopted a policy requiring that all school volunteers complete a volunteer application and undergo a basic background screening before performing any volunteer duties. This policy applies to all kinds of volunteers, including classroom volunteers, field trip chaperones, event helpers and others. (Because mentors often work alone with students, they also undergo additional background screening and training.)

If you anticipate volunteering in any way in a Duval County public school during the school year, we encourage you to go online during the summer and complete the volunteer application to ensure that you will be able to participate in the manner in which you wish. You may apply at www.duvalschools.org Community/Volunteers. When you are cleared to volunteer, you will receive a letter notifying you that you may begin volunteering in any Duval County public school. Please take a copy of this letter to the school to show as proof that you have cleared the screening process.

In order for us to conduct the required screening, you will be asked for your date of birth and social security number. The information in your application, in addition to any information developed during the background screening, is confidential and is not shared with anyone in the school or any other district department.

If you wish to volunteer but have concerns about information that a background screening may produce, please don't hesitate to call us at 390-2960. In many cases, this information will not prevent you from becoming a volunteer. We will be happy to discuss your individual situation with you and answer any questions you may have.

Sincerely,

Your Community and Family Engagement Team

SCHOOL VOLUNTEER PROGRAM EVALUATION

DIRECTIONS: You are being asked to complete this questionnaire to assist in the evaluation and improvement of the School Volunteer Program. Please add any suggestions or comments on the back of this page, including experiences that have been rewarding to you.

Return the questionnaire as soon as possible to the School Volunteer Liaison.

1. Name of School: _____
2. Are you a parent of a child at this school? _____ Yes _____ No
If you answered no are you _____ Business Partner _____ Community Member
_____ College Student _____ Other
3. How did you learn about the school volunteer program? _____
4. How were you recruited? _____
5. Please check the frequency of your volunteer work _____ almost daily _____ twice a week _____ once a week
_____ Occasionally
6. Have you been involved in _____ PTA _____ School Advisory Council
7. Was your volunteer experience a pleasant one? _____ yes _____ no
8. Were you treated courteously and made to feel welcome on campus? _____ yes _____ no
9. Do you feel that you were accepted and appreciated by the school staff? _____ yes _____ no
10. Do you feel your volunteer time was well spent? _____ yes _____ no
11. Describe briefly what you did as a volunteer _____
12. Do you feel that you were placed according to your interest and abilities? _____ yes _____ no
13. Did you volunteer in your child's classroom? _____ yes _____ no
14. Did you receive adequate orientation prior to your placement? _____ yes _____ no
15. Did you think additional training in specific skills and techniques would have been helpful? _____ yes _____ no
16. For what areas would you like to have additional training available?

17. Did you have adequate communication and supervision from the staff person with whom you worked?
_____ yes _____ no
18. Did you regularly record your time as a volunteer _____ yes _____ no
19. Do you have a designated place to sign in when you arrived on campus _____ yes _____ no
20. Did you wear a volunteer name badge when on campus? _____ yes _____ no
21. Do you plan to continue as a school volunteer next year? _____ yes _____ no
22. Are you familiar with the School Improvement Plan for your school? _____ Did you contribute
input to that plan? _____
23. Please give any suggestions, ideas, etc. you feel would be helpful to us in improving the program.