



Volunteer Training Volunteer Handbook

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*Return to AOK by: typing your name, or printing and signing then scanning/snapping a photo.

Email back to AOK: hello@AOKMentor.org or

Text to AOK’s phone number: 443-895-2457



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AOK Mentor-Tutors

Purpose of AOK Mentor Tutors

Volunteer Mentor-Tutors provide children with one – on – one attention, helping them to feel and to be successful in meeting their learning goals and to improve their self-esteem and behavior. The Mentor-Tutor will work in conjunction with school staff to supplement and enhance services provided in the classroom.

Duties/Responsibilities: The volunteer functions in the dual role of mentor/tutor which may include engaging a student in reading, educational games, school assignments, projects and enrichment activities, in addition to helping the student clarify perceptions, emotions, reactions, and choices. The Volunteer Mentor-Tutor may be asked by school staff to work on certain aspects of the student's development. The volunteer is responsible for reporting on time and activities monthly and to complete evaluation activities at the end of the school year.

The Volunteer Mentor-Tutor will be assigned to a student and will be responsible for meeting with the child on a weekly basis engaging in a mutually agreed upon activity. A one-year (school year) commitment is required.

Time Commitment:

The volunteer should meet with the assigned student consistently and aim for 4 visits/month. While many volunteers serve longer than one year, the minimum expectation of any volunteer mentor-tutor will be one school year, unless otherwise determined by the school personnel and student.



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VOLUNTEER MENTOR-TUTORS -AFTERSCHOOL PROGRAMS Purpose: Volunteer Mentor-Tutors work with children in afterschool programs either in small groups or one – on – one, helping them to feel and to be successful and to improve their self-esteem and behavior. The Mentor-Tutor will work in conjunction with after-school program staff to supplement and enhance services provided.

The Volunteer Mentor-Tutor will report directly to the liaison in the after school program site and to the AOK Director or her designee. The volunteer is responsible for reporting on time and activities monthly and to complete evaluation activities at the end of the school year.

Duties/Responsibilities: The volunteer may function in the dual role of mentor-tutor which may include engaging a student in reading, educational games, school assignments, projects and enrichment activities, in addition to helping the student clarify perceptions, emotions, reactions, and choices. The Volunteer Mentor-Tutor may be asked by after-school program staff to work on certain aspects of the student's development.

Time Commitment:

The volunteer should be present at the afterschool program on a consistent basis with a target of 4 times/month. While many volunteers serve longer than one year, the minimum expectation of any volunteer mentor-tutor will be one school year, unless otherwise determined by the after- school program personnel.



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Mentoring

What is a “mentor”?

“a wise and trusted counselor or teacher”

The word has a Greek root meaning steadfast and enduring

Mentoring is a relationship over a prolonged period of time between two people where one provides consistent support, guidance and sometimes concrete help. Mentoring is the process of sharing the knowledge and skills you have with someone else. A Mentor praises, connects and listens, and encourages the mentee to use his/her strengths and accept challenges.

Mentors are commonly described as:

- Teachers
- Trainers
- Sponsors
- Tutors
- Positive role models
- Advocates
- Coaches

Mentors can become involved in a variety of activities:

- Academic support
- Development of self-esteem and self-confidence
- Personal growth and development
- Imparting specific skills and tools

*In any role you play as a volunteer at AOK you will be a supportive person, a role model, and a mentor. This mentoring could be your primary role or a secondary one. Mentoring requires believing in and caring about the students in our programs.



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Use your behavior to promote learning and positive development all the time! Words reinforced by behavior are that much more powerful, especially when consistently reinforced by behavior.

Examples:

- If you want to promote literacy, read with the student at every opportunity.
- Find creative solutions to problems presented by the student, encouraging discussion and seeking out alternatives.
- Explain the reasoning behind your behaviors-this teaches the student why you do what you do

Whenever possible:

- Identify student's talents, strengths, and assets
- Give recognition for effort or improvement no matter how slight
- Show appreciation and demonstrate confidence and faith in the student
- Value the student no matter how he/she performs
- Find and point out positive aspects of behavior
- Suggest small steps in new or difficult tasks
- Help the student to use mistakes as learning experiences

What Mentors are NOT!

A mentor is NOT a parent

A mentor is NOT a professional counselor or social worker or teacher

A mentor is NOT a playmate

A Mentor should not:

Makes promises

Condone negative behavior

Talk down to a child



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Force the child into anything
Be inconsistent
Become a crutch
Expect too much
Expect too little
Break confidentiality (except in cases of potential harm to the mentee or to others)



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The Mentoring Relationship typically goes through 3 stages:

Stage 1 – the beginning – developing rapport and building trust

Stage 2 – Reaching Goals

Stage 3- terminating the relationship

A Role Model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people.

Positive role models:

- (1) Model positive choice-making: the little eyes are watching and little ears listen. When it comes to being an example, you should be aware that the choices you make not only affect you, but also children
- 2) Think aloud: When you have difficult choices to make, allow children to see how you work through the issues, weigh the pros and cons, and make decisions. The process of making good decisions is a skill. A good role model not only will show the child the best decision, but also how they arrived at that conclusion. That way, children will be able to follow that reasoning when they are in the same situation.
- (3) Apologize and admit mistakes: Nobody is perfect. When you make a bad choice, let those who watch and learn from you know that you made a mistake and how you plan to fix it. This will help them to understand that (a) everyone makes mistakes, (b) it is not the end of the world, (c) you can make it right, and (d) You need to take care of and directly responsible for it. By apologizing, admitting your mistakes, and fixing the damage, you will demonstrate an important but often overlooked aspect of being a role model.
- (4) Follow through: We all want the kids to stick with their



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commitments and follow through with their promises. But as an adult it can sometimes be difficult to demonstrate follow through when we are tired, distracted, busy, or overwhelmed. To be a good role model, we must demonstrate stick-to-itiveness. That means: (a) timely, (b) finish what you started, (c) do not stop (d) keeping your word, and (e) keep going even when things get tough.

5) Show respect: You may be driven, successful, and smart but whether you choose to show respect or not speaks volumes about the kind of attitude it takes to make it in life.

6) Be well rounded: While we do not want to spread ourselves too thin, it is important to show the children that we can be more than one thing. When children see that their role models can be many things, they will learn that they do not need to pigeon-hole themselves in order to be successful.

(7) Demonstrate confidence in you: Whatever you choose to do with your life, be proud of who you've become.



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Social Skills

These are skills that a child needs when interacting with others. There are certain ways we all must behave if we want to have fun and to have others like being around us. For example, we must take turns, share, be patient, be respectful, listen, talk positive about others and be friendly. It is important that children are able to form meaningful bonds with others, can empathize and interact with others appropriately, and have the skills to adapt in uncomfortable situations.

Social Skills for Preschool and Elementary School Kids Vanderbilt University found the top 10 social skills children need to succeed in school, based on surveys of 8,000 elementary teachers and two decades of classroom research, are:

- Listen to others
- Follow the steps
- Follow the rules
- Ignore distractions
- Ask for help
- Take turns when you talk
- Get along with others
- Stay calm with others
- Be responsible for your behavior
- Do nice things for others

Here are some signs that a child might need more social coaching (from you and/or teachers):

- Lacks at least one or two close mutual friends
- Has trouble losing or winning gracefully
- Doesn't show empathy when others are hurt or rejected
- Acts bossy or insists on own way a lot
- Can't seem to start or maintain a conversation



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- Uses a louder voice than most children
- Seems constantly ignored or victimized by other children or constantly teases or annoys other children

Building a Relationship with a Student

Elementary school students are seen during the school day, generally at a time the teacher and volunteer work out. The volunteer goes to the student's classroom to meet the student, and walks the student back to his or her classroom after the meeting. A table in the Media Center or outside the classroom may be the meeting place. On occasion the teacher will tell the volunteer to sit with the student in the classroom, to avoid missing class time. In addition, while AOK asks volunteers to spend an hour per week with the student or students, the teacher ultimately will decide if the student-volunteer meetings will be for 60, 45, or 30 minutes in length.

The key to being influential in a student's life is the development of a trusting relationship based on dependability, mutual respect, common interests, shared values, openness and reliability. Establishing communication and developing trust take time, particularly for youth who have been let down before.

Effective volunteers see themselves as friendly guides rather than as teachers or parents (i.e. authority figures), and define their role initially as supportive rather than demanding of the student. They are active and nonjudgmental listeners, consistent and dependable, yet flexible and open to new experience. Challenging the student to improve comes later, and will succeed to the extent that a trusting relationship has been established.

Some students and volunteers "click" immediately. This is more likely



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to occur in working with elementary-age students. For others, particularly middle school students, communication may be difficult at first and the volunteer may feel he or she is doing all the work with little response from the student. The student may test the volunteer to see if he or she is really committed and will stick around, or will be one more unreliable adult in the student's life. It takes time to build a relationship, so a volunteer must persevere for weeks, and sometimes months, before progress is evident.

Stage I. Getting started

- The first step is beginning to get to know each other. For the first meeting, find a quiet location, perhaps the Media Center or a place recommended by the school liaison. After introductions and settling in, you can begin to gather basic information and get acquainted. You can also encourage the student to ask you questions.
- Gathering of information may not fill the entire first meeting and may extend over more than one meeting. In addition to gathering basic information (such as, who lives in the household, the age of the child and siblings), seek to gain insight about the student's life, interests, and attitudes by observation of speech, dress, grooming, habits, etc. Try to view the world through the student's eyes, to imagine what his or her life is like, and what your new relationship with the student might mean to him or her.

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- A key factor in successful mentoring/tutoring relationships is a sense of being connected, of having something in common. Notice links between

you and the student: common experiences or backgrounds, such as living in the same neighborhood or having pets; shared likes and dislikes, such



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as TV shows and foods; and other similar interests or skills. Ask the student's birthday and record it, so that the student can see you are interested, and you can then celebrate it at the right time. Experience for yourself something of the student's interests. For example, watch his favorite TV show, listen to her favorite musical artist, or follow his sports team.

- In general, girls tend to value conversations with the mentor, talking about friends and activities, whereas boys enjoy activities with the mentor, such as shooting baskets, solving brainteasers and puzzles, and competitive games. This is particularly true at the middle school level.
- Elementary school students are often easier to connect with than older students, and are usually eager for extra adult attention.

SEE ALSO:

Appendix A Questions for Getting to Know Each Other
Appendix B Circles of Relationships – “The Quarter Activity”
Appendix C Have a Discussion about the Student's Name
Appendix D Other Activities

Stage II. Setting goals and improving performance

- As the relationship develops, the volunteer and student may establish routines and patterns, and then go on to set goals together regarding how they spend time, and academic concerns.
- Find out the student's attitude about having a mentor-tutor. What does the student want from the relationship? Clarify what



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you want to accomplish with the student through the relationship. Identify the student's needs and resources, interests and talents: cognitive, language, emotional, social, support systems, use of time. Goal setting with the student needs to be appropriate to the student's age and verbal skills, and may not occur until the second year of a relationship.

- Although many mentoring relationships do not focus on academics, improved school performance is a goal of any school-based mentoring program. Most students referred for mentoring are performing below grade level or are inattentive to school work. The school liaison/counselor or teacher(s) can advise you of subjects that need attention. (Remember that email can be the most effective way to communicate.) Or, the mentor tutor can discuss with the student which subjects she would like help with.
- One way to improve performance is instilling in the student the belief that he/she can improve. In an article by Carol Dweck: "The Power of

Believing that you Can Improve" she talks about "The Power of Yet". She writes that she heard about a high school in Chicago where students had to pass a certain number of courses to graduate, and if they didn't pass a course, they got the grade "Not Yet." If you get a failing grade, you think, I'm nothing, I'm nowhere. But if you get the grade "Not Yet" you understand that you're on a learning curve. It gives you a path into the future. She gave 10-year-olds problems that were slightly too hard for them. Some of them reacted in a shockingly positive way. They said things like, "I love a challenge," or, "You know, I was hoping this would be informative." They understood that their abilities could be developed. They had what she calls a "growth



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mindset”. But other students felt it was tragic, catastrophic. From their more fixed mindset perspective, their intelligence had been up for judgment and they failed. Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. Just the words "yet" or "not yet," give kids greater confidence, give them a path into the future that creates greater persistence.

- Other ways to assist a student: Help the student organize his materials, papers and homework assignment books. Inquire about his homework routine (or the lack of it) and suggest improvements to study habits. We can normally assume that the teacher has provided the content and the student has some idea of how to do the work. Our role is to encourage the student to do the work and to help her develop good study habits.
- Have an activity in mind for every session. Provide activities to fill the time together. For example, bring a few books (from the library) to let the child choose which to read together, look at maps and the globe, offer a few games – checkers, dominoes, a deck of cards, letters from a Scrabble set. Do puzzles such as crosswords and mazes, or, play Tic, Tac, Toe or other paper and pencil games. Often you can engage in the activity while chatting with the student.
- Particularly for Middle School Students be prepared to generate conversation. During the week between meetings keep in mind topics of interest to the student. Note newspaper and magazine articles, Internet content, and other materials, and bring them with you to share with the student. They can serve as conversation starters as needed.
- For after school sessions, allow the student a few minutes to



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unwind from the school day with a casual conversation on a topic of mutual interest before turning to homework or the planned activity. If the student is in the mood, it's okay to just hang out and have a friendly talk, but be ready to switch to an activity if the student appears bored.

- Students who are struggling academically and criticized for lack of progress may adopt the idea that they are incapable of doing the work. More often the problem is inattention or lack of motivation rather than capability. Give encouragement for effort and praise for good results.

Make constructive comments such as, "I see you are trying to solve the problem," "Good, you kept trying," "You must be practicing. Look how much better you did with these problems. Practice helps performance." These comments help a child perceive that she can learn and grow. Expect change to come slowly and in small increments, and acknowledge even small signs of real improvement.

- Focusing on achievement and changing negative behaviors, without first building a positive, trusting relationship, often is unsuccessful. The foundation of your influence on the student is the relationship.

Appendix E Helping a Student Organize Her Work and Time
Appendix F Helping With Homework

Stage III. Celebrating the Relationship

If you know that you will be ending your meetings with a student because your work schedule is changing, or the student is moving, or it is the end of a school year, it is strongly recommended that an



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ending ritual be held. AOK recommends that a ritual be held at the end of every school year because even if the volunteer and student anticipate continuing in the next school year, the unexpected happens and sometimes a warm good-bye does not get said.

- The ritual can be as simple as a conversation noting what you have done together and liked about each other.
- Keeping an informal journal and saving mementos, e.g. a student's drawing, will make it easier to look back on what has transpired.

Appendix G Ideas for an ending ritual



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Boundaries

Setting Boundaries as a Volunteer is very important. As Individuals we set personal boundaries – they are the imaginary lines we draw around ourselves to maintain balance and protect our bodies, minds, emotions, and time from the behavior or demands of others. Without healthy boundaries or with very weak boundaries, you simply cannot have healthy relationships. You give up a part of yourself to be available or accommodating. Or you become so entangled with another person and their needs (co-dependent behavior) that you lose your own identity.

As a Volunteer boundaries can be defined as guidelines that facilitate the development of safe and respectful relationships

If you do not set boundaries as a Volunteer or in your personal life the results may be:

- Saying no when you mean yes or yes when you mean no.
- Feeling guilty when you do say no.
- Allowing yourself to be interrupted or distracted to accommodate another person's immediate wants or needs.
- Giving too much just to be perceived as useful.
- Becoming overly involved in someone's problems or difficulties.
- Allowing people to say things to you or in front of you that make you uncomfortable.

As a Volunteer poor boundaries could result in:

- Valuable gifts are exchanged between you and the student.
- You reveal personal information that is not relevant to your student.
- You find yourself discussing the student and his or her situation during social interactions with your family and friends.



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- You are having discussions with the student about other volunteers or staff members at the School.
- Failure to set boundaries can cause you to burn out from caring for your student beyond what is required of a helping volunteer relationship. You can have too much compassion for the student that will make it difficult for you to provide the objectivity the student needs.
- If you do not maintain boundaries, you may find yourself acting in an unethical manner.

It is important for volunteers to understand that when they are acting in the volunteer role, the focus of the interaction ought to remain on the recipient's needs.

- In a helping relationship, you can be friendly with your student, but you cannot be your student's friend.

Setting clear boundaries and being explicit from the start of the program is very important. Boundaries are set to keep you focused on the work you are doing with the child. Without boundaries, you may overstep your duties. Establish and maintain boundaries of time and place for you to carry out your volunteer role. Explain your role as volunteer and the limits of your availability to the child outside of the agreed upon hours at the beginning of the relationship. Make it clear that the child will only be able to contact you at the school and that your personal life (outside of the relevant information you volunteer) is not up for discussion.

Make sure that any personal information you reveal (called self-disclosure) is helpful to the student's situation. You are making the session about you if you discuss parts of your personal life that are not relevant to the child.



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When a child crosses the boundaries, redirect them by immediately clarifying your role and the limits of your relationship with the child.

Avoid having a dual relationship with a student. A dual relationship occurs when you have a helping relationship with a child and you have some form of interaction with him or her outside of school. For example, you may be providing tutoring and then discover you both attend the same church.

Confidentiality and respect for personal boundaries is critical, and it's important that you not share detailed or confidential information with anyone. The trust established could be broken if these boundaries are not respected. The one exception could be in the case of a disclosure of abuse or suspected abuse.



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Confidentiality

You may find you would like more information than you were given about the student's history and life situation to help you be more effective. However, as volunteers we lack professional standing for access to confidential information. School personnel have a responsibility to protect the privacy of students and may be reluctant to release information. Usually the contact person will provide limited information.

AOK Volunteers are obligated to comply with the organization's policies that every person served by AOK Mentoring & Tutoring, Inc., has the right to privacy in all matters concerning their involvement. Any and all information concerning or identifying a student or former student is confidential and is not to be disclosed without proper authorization. Photographing students is prohibited unless prior arrangements are made with the Howard County Public School or Afterschool Program and with AOK.



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The Challenges:

The volunteer's primary goal is to assist the student, and "do no harm." While the vast majority of volunteers find working with a student very satisfying, occasionally a volunteer will be frustrated or disappointed in the student's response, and be tempted to quit.

AOK urges the volunteer to seek assistance from their SST Mentor, other AOK staff, the school liaison, and the teacher, in an effort to improve the situation.

Middle school students may forget the appointed time and place to meet.

o It is useful to know the end-of-day routine (last class, locker location, exit door, bus location, etc.) and be in position to greet the student along the normal path. Ask the school or afterschool liaison for a list of the student's teachers and subjects as an aid to understanding their full school experience. Knowing the student's daily routine outside of school is also an important part of understanding his life.

Occasionally a student does not seem very interested and may even ask if he has to participate.

- Tell the student it is voluntary and ask him to give it a try for a few weeks. Tell the student that as a mentor-tutor you are interested in his or her success in life and school. You will look for his talents and interests, and help the student build strengths and skills. You will try to make your meeting time interesting and fun.
- If the student says he wants to continue, please extend yourself to finish the year with him if possible. In your conversation you can ask something of the student, e.g. to remember to bring his homework, or to please stay near by and not wander off.



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- It is useful to hold a final meeting with the student to let him know your meetings will be ending, and to say good-bye. Do not blame the student. The time may not have been right for this relationship.
- Ask the student if he wants to continue. If the student says, “no,” then you have not rejected him; he has made the choice. If it is possible to make positive comments about your meetings, please do (such as a book you enjoyed together or something the student said,) and wish the student well.
- If the volunteer will be discontinuing and wants to be matched with a new student, this is usually possible without difficulty. Similarly, if the child moves, a new match can be made with another student.

Suspected Abuse or Neglect

An infrequent occurrence that may come up in mentoring a student is that the student says, writes, draws, or shows physical signs that arouse suspicion that he or she may have been or is being abused or neglected.

In the case of suspected abuse or neglect, the AOK volunteer is legally obligated to report what was heard or seen to the Child Protective Services Division of the Department of Social Services within 24 hours. This is done with the guidance and participation of the school counselor (or in her absence, the principal or another staff member who is designated the Child Abuse Liaison.) The following instructions are provided to guide you, should this situation arise.

Reporting Suspected Child Abuse or Neglect:

- a. Communicate with the school counselor (or in her absence the principal, or other appropriate staff member) as soon as possible after you finish meeting with your student. If neither the counselor nor principal is available, ask for assistance from the school office staff about whom to



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Speak with. At the very least, leave messages for the counselor and principal and email them as well. Follow-up either later that day or the next day to try to reach a staff member.

b. To the best of your ability tell or show the counselor or other school staff member what the student communicated to you. The person who saw and heard the student first hand, i.e. you, the volunteer, is mandated to give this information orally to Child Protective

Services within 24 hours. The counselor will assist you in making the phone call to provide demographic information. The Child Protective Services (CPS) phone number is 410-872-4203.

c. A second requirement is to file a written report within 48 hours, using a State of Maryland reporting form, which the school

provides. This is done in conjunction with the counselor who completes the demographic portion of the form while the volunteer fills in what the student said, wrote, drew, or any physical signs. CPS recommends completing the form with the counselor before calling, as they will follow the order of the form during your phone conversation. Turn the completed written report into the school office staff and they will FAX it to CPS.

d. If you have a problem in reaching the counselor, principal or other school staff member, remember the requirement to make an oral report within 24 hours, and go ahead and call CPS. Then follow up with the school.

e. If the student drew a picture or wrote something that suggests abuse or neglect, please hold onto that paper and make a copy, so that it can be part of the written report.

f. If you feel the need for clarification or support and cannot



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reach the counselor, please call or email AOK (443-895-2457 or aokmentor@gmail.com)

g. Once you have completed the school system requirements for reporting, please call or email AOK (443-895-2457 or aokmentor@gmail.com) to report that you have made a CPS report.

h. If a volunteer becomes aware that the student is being bullied, it is wise to mention this to the counselor or teacher, although there is not the same legal obligation as when abuse or neglect is suspected.

To report incidences of bullying visit:

<https://stopbullying.hcps.org/report/bullying>

Absences



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Consistency is very important. Communication of a change in visit schedule even if temporary should be communicated to everyone involved.

o Volunteers must contact the school (liaison, teacher, front office or all of these) when they are not able to meet at the meeting day and time arranged with the student and school personnel.

o If the volunteer knows of an absence in advance the volunteer should inform the student and perhaps, if possible, set up another time that week that works with the student's schedule and that is agreeable with the teacher.

o If the volunteer needs to miss a week or more he/she should inform the student and teacher and liaison.



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School closings

- o A volunteer can check the school system calendar at www.hcpss.org. Click on *School Calendar under Services and Information* Please note that volunteer meetings with students usually occur only on full school days. If you have any doubt about whether school is open because of the weather, check www.hcpss.org, where closings are clearly noted at the top of the home page or go to WTOP.com and look under delays and closings.
- o If a volunteer wants to learn whether the student is present at school, it is best to call the front office by mid-morning to be sure.

School Emergency Closing Information Sources

In times of emergencies/school closings, information will be shared with the community through the following:

[Our school system homepage](#)

HCPSS News email and text message alerts. Parents do not have to sign up for this service. All subscription information comes directly from the [HCPSS Connect](#) system. However, community members who do not have children in the school system have to [sign up manually](#)

HCPSS Information Hotline – 410-313-6666

Twitter – [@hcpss](#)

Facebook – [Howard County Public School System](#)

HCPSS cable TV – Comcast 95/Verizon 42

How to Receive Text Messages



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To comply with wireless carrier requirements, parents/guardians and community members must opt into receiving HCPSS text message alerts. Standard data fees and text messaging rates may apply based on your mobile plan. If you are unsure if you have already opted in, text the word “YES” to 67587 from the cell phone number on file in HCPSS Connect.

[For community members without students in the school system](#), text the word “YES” to 67587 from the cell phone number that you signed up with.

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Emergency and Weather-Related School Closing Details

If it is necessary for the superintendent to close or delay the start of schools due to inclement weather or other emergencies, parents may obtain information from the sources listed above.

If schools are closed, or closed early due to weather conditions, all after-school and evening activities, both school and non-school, scheduled in school facilities are canceled.

Early Dismissals For Inclement Weather

If inclement weather conditions develop during the school day, the Director of Transportation follows the procedures used to determine late



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openings or school closures. Generally, a decision to close schools early is made no later than 10:30 a.m. In deciding whether or not to close schools early, the Superintendent will consult with the Director of Transportation, the Deputy Superintendent, the Director of Operations, the Community Services Specialist, the Coordinator of Athletics, the Director of Public Relations, and other staff members as appropriate.

Delayed Dismissals for Unexpected Weather Events

If an unexpected severe weather event develops during the school day, schools and offices will practice [Shelter in Place](#) protocols. Schools announce the weather situation, doors and windows are shut, all staff and students are accounted for and remain inside the building until the weather threat is reduced.



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Communication with School Personnel

o The best way to reach school or after-school personnel is via email. o The standard format for school system email is [first name_last name@hcpss.org](#). An example is [john_brown@hcpss.org](#). The availability of teachers to answer questions varies from one individual to another. Volunteers can visit the school's website to obtain email addresses of school staff. Email is often the best way to get in contact with the staff.

Appendix K Volunteer Agreement At the end of training class please sign and return. An electronic copy will be sent to your email address for your records.



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Appendix A Questions for Getting to Know Each Other Suggestions:

- To begin with, pick a few questions to ask the student. If the student responds with ease, you can always ask additional questions.
- Invite the student to ask you some questions.
- Be sure to choose questions appropriate to the child's age. - Most kids like to share their birthdays, favorite TV shows, information about their pets
- Middle school girls may be more interested in talking about friends and relationships, while boys may like to talk about sports, video games, and other activities. Both like to discuss food, music, TV

Questions:

What is your full name?

Do you have a nickname?

What do you like to be called most?

How old are you?

When is your birthday? (Write down the response) Who is in your family?

Who lives in your house (people and pets)?

Do you have aunts, uncles, cousins? Do you see them often?

Who are your favorite relatives?

Where were you born?

How long have you lived in Columbia, Maryland?

What neighborhood do you live in?

Have you lived anywhere else?

What's your favorite . . . color, food, TV show, type of music/singer, sport, movie, thing to do on the week-end

Who are your best friends? What do you like about them?

What do you like about school?

Do you get along with your classmates? Your teachers?

Do you have a favorite subject? If so, what is it?



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What do you do on the week-end? Is Saturday different from Sunday? Is there someone you look up to, someone who you want to be like? Do you have a role model? If there were one thing you could do, that you have never done, what would it be? If there were one thing you could have, that you don't have now, what would it be?

Come back to this list in a few months; you may see questions that you did not want to use in the beginning that are now more appropriate.

Appendix B Circles of Relationships – “The Quarter Activity”

Goal: This is an alternative way to get to know each other. This activity involves physical action that for some children is more effective than simply asking questions directly. It can provide information about whether the child has many people in his life and who he perceives as important.

Materials: 2 quarters, 2 pencils, 2 pieces of paper

Process: The volunteer and the student do this simultaneously. Each gets a sheet of paper, a pencil and a quarter.

1. In the middle of the paper, draw a circle by tracing around the quarter. Ask the student to do the same.
2. Both volunteer and student write their names in this circle.
3. Ask the student to draw three more circles around the first circle using the quarter. The volunteer does the same.
4. Ask the student to write names of people who are important to him, such as family members, friends, neighbors, teachers. The volunteer does the same.



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Notice the time it takes for the child to think of names. Notice whose name he writes.

If the child responds quickly, you can do this with three more circles.

5. Then stop and converse with the child about the people whose names he wrote, why he chose them, and how each one is important to him. Notice that people can be important in different ways.



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Appendix C --Have a Discussion about the Student's Name

Use a few of the following questions and see the ease with which the student responds. For some students, being asked a number of questions can be unpleasant.

Does the student like his name? If not, what would he choose for himself?

Ask the child if he is named for someone? Is that person part of the student's life? Was that person important to his parents? Did the parents admire something about the person?

Does the student think he is like his namesake in any way?

What is the ethnic or cultural background of the name? Does the name have special meaning? (Adult and student could check a dictionary of names for possible meanings.)

Does the student have a nickname? Did he choose it? If not, how did he get it? The adult can share information about her own name.

How Many Words Can You Make Using the Letters in the Student's Name?

Using the first, middle, and last name of the student, see how many words the two of you can make from it. Take turns doing this. Based on the child's age, he can make 2 or 3-letter words and longer, while the adult makes words that are at least 4-letters long.



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The student is almost always surprised at the number of words hidden in his name. Try ending this activity by asking the student which words he is glad to know are in his name. This activity has worked very well with students ages 8 - 11.

Guide the Student to Make an Abstract Design out of Her Name

Using a sheet of paper and a dark marker, ask the student to write her first name in very large letters over the whole page. Letters should cross each other and may reach the edges of the page. Place greater priority on engaging the student than having the student do it "just right." The student can then color in the design using markers or crayons.



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Appendix D

Other Activities

Watch the student's favorite TV show and discuss it when you meet.

Read together – Check out Highlights, KidsPost (in the Washington Post), books with few words and many ideas, special interest books or magazines (popular mechanics, sports, fashion). If a computer is available, try doing research, or let the student teach you a game.

Play checkers, cards, dominos, Hangman, etc. Do crosswords, mazes, Sudoku, and other types of puzzles. See below for Websites for Activities.

Helpful Websites for Activities

The following websites can be used to create your own crossword puzzles and word searches based your students' special interests. There are some for language arts and some for math. There are also sites that have pages to color and other types of games for students.

www.SuperCrosswordCreator.com www.edhelper.com

www.crosswordpuzzlegames.com www.mathgoodies.com

www.discoveryeducation.com/free-puzzlemaker/ www.kidzone.ws

www.armoredpenguin.com www.abcteach.com

www.theteacherscorner.com www.puzzle-maker.com



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www.educationworld.com www.thekidzpage.com

www.printactivities.com www.activitypad.com

www.kidprintables.com coloringbookfun.com

www.printables4kids.com www.apples4theteacher.com

<https://www.superteacherworksheets.com/awards.html> (award

certificates) <http://www.certificates4teachers.com/> (award certificates)



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Appendix E

Helping a Student Organize Her Work and Time

I. Organizing a Notebook.

- A. For middle and high school students, and 4th and 5th graders in most elementary schools, a loose leaf notebook with a section for each subject is recommended.
- B. Have one central place for all homework assignments. Some middle schools require the student to keep an Agenda Book in which he records homework assignments. Otherwise, use a colored folder with pockets that fits into the 3-ring binder. All written directions for assignments that are to be taken home go in one side of the folder. All completed work to be turned in to a teacher goes in the other side of the folder.
- C. For students in grades K-3, a separate notebook for each subject (different colors will help the student stay organized) is usually requested. Having a homework folder as described in "A" will also be helpful to the younger student.
- D. Some middle school subjects, particularly Science or Social Science, require a specific organization for the binder, including a table of contents. Ask your student and the teachers about this.

II. A Monthly Calendar of Assignments

If the student gets longer term assignments, such as a book report or term paper, suggest that the student keep a monthly calendar to record steps in completing the project. Middle school students should record long term assignments and milestones in their Agenda Book. For example: 1. Choose your book by ____ (insert date). 2. Read it by ____ (insert date). 3. Write report by _____. 4. Correct report by _____. Etc. The volunteer can help the student identify the steps and dates.

The student can also use the monthly calendar to record homework



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assignments given each week, as well as keep a record of when exams and quizzes will be given.

III. Organizing Time and Establishing a Routine

Whether you mentor or tutor, develop a routine in how you spend your time with the student. Be consistent from week to week, but allow for occasional exceptions. For example:

1. Allow a few minutes to settle in. Ask about the past week-end or the one coming up, how things are going?
2. As a tutor, ask student to begin working on a school or homework assignment. If you tutor in more than one subject, do the same subject first each week. As a mentor, read with your student for an allotted time at each meeting. Generally we recommend starting with reading, then give the child a choice of an educational game or activity.



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Appendix F

Helping With Homework

The assumption is the teacher has taught the academic skills and that homework is for practicing the skills. The volunteer assists the student in getting organized, motivates, encourages, and supports the student. At times the volunteer may clarify and/or reinforce what the teacher has presented.

Materials: This includes your student's homework assignments, books and supplies; a quiet place to work; enough time to fully complete the assignment; agreed-upon activity reward for completing the work, e.g. play a game the student enjoys.

Note: Be sure that you do not do the homework assignment for the student. The point is to be available to help her, and *to be sure she* understands the assignment and has the necessary materials.

Before you begin, check to see that your student:

- understands what she is supposed to do. She can repeat the assignment back to you in her own words, step by step.
- has read the background materials.
- has read the directions and understands them. If not, read them aloud and explain them in a different way.
- has the materials needed for the assignment (ruler, atlas, compass, textbook, etc.).
- has allowed for enough time to complete the assignment.

If your student is stumped, ask:

- Can she pinpoint the problem? Did she miss class when



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instructions were given?

- Are there terms or words that she does not understand? If so, look them up in a dictionary. Are there materials that needed to be reviewed prior to doing the assignment?

When your student has completed the assignment:

- Encourage her to check through the work.
- Look over the assignment, making some suggestions for improvement, but never redoing the assignment or being overly critical.

Resource in Ho. Co Library: How to Help Your Child with Homework (ages 6 – 13) by Radencich and Schumm. See pages 152 – 193 for ideas, forms, and other tools.



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Appendix G Ideas for an ending ritual

As the end of the school year approaches, the volunteer should tell the student to think about the time spent together, i.e. what you did, enjoyed, learned, etc. On the last or next-to-last visit of the school year, reminisce about favorite activities, lessons learned, and information about each other. Be sure to note any improvements observed in the student's academic skills, behaviors, and self image. Possibly write a note to each other about what you will remember.

If the student seemed to enjoy a particular book or activity, reread it or do it together. Other ideas are to bring an inexpensive gift (under \$5), or a camera to take a picture together. *Please note that the school system does not permit outside food to be brought in to the children.

One mentor of a third grader described her ending ritual:

“At the end of the school year, I put together a notebook of all the work we had done throughout the year. At the beginning I included a certificate – “Awesome Achiever Award,” and wrote a note telling my student how much I enjoyed spending time with him, and that I hoped he has a great summer. During our last session, we also worked on a memory worksheet for the school year 2009-2010. It included his favorite book, favorite classroom activity, favorite school lunch, favorite field trip, the best thing that happened, and an important lesson learned. It seemed to be a good way to end the school year.”

See Appendix D for websites of use.



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Appendix H

Communication Tips

Listening

Listening effectively is an active, sometimes demanding task.

Pay attention.

Don't think ahead to what you are going to say.

Don't interrupt.

Listen for feelings underneath the words.

Keep an open mind.

Encourage the child to continue or clarify.

Repeat what you heard to be sure you heard and understood correctly.

Looking

People communicate with verbal and visual clues. Pay attention to the whole person.

Take note of facial expressions.

Notice body movements and changes in body movements.

Be aware of your body placement in relation to the student's.

Leveling

Leveling means being honest about what you are feeling and thinking. Tips include:

Be honest in what you say.

Use "I" statements instead of "you" statements.** Listen to the child's feelings.

Don't try to change someone's feelings. Just listen.

Don't give unwanted advice.

**For example: I feel a little bad when I come to call for you in class to come to our weekly meeting and you turn to talk to someone rather than come with me. I think



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maybe you don't want to meet.

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Appendix I Adolescence

Early Adolescence (Ages 10 – 14) is an exciting, sometimes frightening time in the life of a child who is growing into an adolescent. This is because of the major changes – physical, emotional, intellectual, and social – occurring during these years. The rate of growth and development during adolescence is unmatched by any other phase of life except infancy.

One of the most profound attitudinal changes is the increasing importance of the peer group. As children, peers are valued as playmates rather than for strong emotional ties, but adolescents learn to establish and maintain close relationships with people their own age. Within peer groups, young adolescents begin to experiment with new roles of “young adult” and “man” and “woman,” in an effort to establish and identify appropriate behavior.

Young adolescents are defining who they are. Their search for identity is influenced by changing relationships with peers and adults, by internal emotional changes, and by the physical changes associated with puberty, which can add to the stress of young adolescents, who are already self-conscious. Mood and behavior swings may occur, and may be accentuated by diminished self-esteem, increased self-doubts, and negative views of themselves that they believe others hold.

Young adolescents often are self-centered. They are pre-occupied with themselves and may exclude the concerns of others. An adolescent



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may imagine the existence of an ever-present audience as obsessed with her appearance and behavior as she is. A logical consequence of this self-consciousness is a feeling of uniqueness and invulnerability.

Adolescents need increasing autonomy balanced with positive adult support. When conflicts with parents and other important adults arise, they are generally related to adolescents' needs for greater independence.

During Middle Adolescence (Ages 15 – 17) the powerful role of peer groups becomes more evident than at any other time of life. Adolescents look to peers for identity and often adopt many of the peer group's values and ideas. Involvement with clubs, team sports, and other groups typically increases during middle adolescence and can be a source of peer influence.

There may be an increased involvement in sexual relations, exemplified by dating activity and sexual experimentation.

Middle adolescents are struggling for independence. Conflicts and emotional separation become more prevalent as middle adolescents exhibit less interest in parents and devote more time to peers and fads. The desire to be free from parents' rules and values can cause middle adolescents to have difficulties with everyone they view as an authority figure, including the mentors.

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Middle adolescents are developing a new sense of individuality. There may be long periods of moodiness and self-reflection, struggling for identity, and asking questions, such as "Who am I?" and "How do others see me?"

Middle adolescents are able to think abstractly and continue to increase their ability to reason. They are capable of perceiving future



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consequences of current acts, but do not always consider these consequences seriously.

What is “normal” behavior?

The contradictions, contrasts and conflicts described above are quite normal. The many changes they are experiencing, along with pressures of today’s society, place some adolescents under a great deal of stress.

There is no “typical” adolescent. Every child remains an individual with strengths and needs.



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Return to AOK: Appendix J Volunteer Agreement

In connection with my voluntary involvement in activities undertaken for, and with the participation and support of AOK Mentoring & Tutoring, Inc., a non profit organization, I hereby agree:

- that I will not do anything, while providing the voluntary services to compromise my safety or the safety of others and understand that there may be risks associated with providing particular volunteer services.
- for myself, my heirs, assigns, executors, and administrators to release and discharge AOK Mentoring-Tutoring, Inc., its officers and directors, employees, agents, and volunteers from all claims, demands and actions for injuries sustained to my person and/or property as a result of my involvement in such activities, whether or not resulting from negligence, and I agree to release and hold AOK, its officers and director, employees, agents and volunteers harmless from any cause of action, claim, or suit arising there from. I hereby attest that my attendance and involvement in such activities is voluntary, that I am participating at my own risk.
- that I will provide volunteer service without pay to the best of my abilities and to comply with all of the directions of AOK Mentoring & Tutoring including, but not limited to, those responsibilities detailed in my position description.
- to attend all required training and to report punctually for work at agreed upon times and locations and if unable to do so, will report this to appropriate staff.



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- to keep confidential all information concerning the organization that is not public knowledge.
- that I am a mandatory reporter which requires that I report to the appropriate authorities any suspicions of child abuse or neglect.
- to comply with the organization's policies that every person served by AOK Mentoring & Tutoring, Inc., has the right to privacy in all matters concerning their involvement. Any and all information concerning or identifying a student or former student is confidential and is not to be disclosed without proper authorization. Photographing students is prohibited unless prior arrangements are made with the Howard County Public School or Afterschool Program and with AOK.
- that I have no rights to, and must not use in any manner for any purpose, the organization's logo, or any trademark name, and that these are the absolute property of organization.
- that I will submit to required background clearances and any updates of this screening as requested.
- That demographic data on AOK volunteers may be used in aggregate for the purposes of reporting to partners, grantors, and/or the public.
- to being photographed or recorded in my provision of voluntary services for the organization's promotional or educational purposes and that I have no right to



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pre-approval of, and no entitlement to payment for any such use.

- to administration of first aid and/or medical treatment if I am injured or ill while giving voluntary services.
- that AOK Mentoring & Tutoring, Inc., may terminate my appointment as a volunteer if I do not comply with these provisions or if I engage in misconduct which in the opinion of the organization adversely affects its interests.

Volunteer Signature

Date



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Return to AOK: Appendix K Volunteer Confidentiality Policy

AOK Mentoring-Tutoring, Inc., has a legal and ethical responsibility to protect the confidentiality of its clients. The School system will keep much information about the student assigned, confidential. However, in the course of your work you may learn information about the child and the child's family. Volunteers of AOK agree to use client information only for purposes directly related to their duties and then only to the extent necessary to perform such duties.

When it is necessary to share information, the Volunteer will use discretion to ensure that information is shared only with those who have a need to know it to perform their duties. The Volunteer shall use, and shall ensure that any person to whom the confidential information is disclosed uses, all reasonable precautions to protect and preserve the confidentiality of the information.

Volunteers of AOK are considered mandatory reports of child abuse/neglect. This report should only be disclosed to appropriate AOK staff and volunteers should follow reporting procedures of the Howard County Public School system.

The Volunteer will return all copies of AOK-student related materials/records/files however embodied or recorded, upon termination or completion of volunteer assignment.

The Volunteer should consult with organization staff if unsure of any aspect of confidentiality.

Violation of the organization's Confidentiality Policy may be grounds for corrective action up to and including immediate termination from a volunteer assignment.



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Return to AOK: Appendix L - AOK Volunteer Electronic and Social Media Policy

AOK believes that social media tools, when used appropriately, can be a powerful tool to increase awareness, support, and a sense of community for those of us engaged in mentoring children. We believe that a thoughtful approach to online conversation and interaction among people online (on blogs, social networking, link-sharing, etc.) can be positive. However, the following guidelines must be adhered to:

- AOK volunteers using social media should be transparent. The volunteer should identify him or herself and his or her role as an AOK Volunteer when mentoring related matters are discussed. The volunteer should write in the first person, be clear that the volunteer is speaking for him or herself, that the opinions expressed are solely those of the author, and do not necessarily represent the view of AOK.
- AOK volunteers will refrain from posting inappropriate material, links to inappropriate websites, or undesirable comments, references or pictures, anywhere on the web where the posting directly or indirectly makes reference to AOK. Volunteers found to be in violation of this policy may be terminated at the discretion of the Executive Director.
- When using social media, volunteers will not reveal confidential information. Sharing stories that illustrate the value of mentoring or AOK Mentoring-Tutoring, Inc., can be a powerful way to engage the public in our cause, however, AOK requires that the volunteer:
 - Respect the children's and families' rights to privacy in regard to personal information
 - Adhere to the confidentiality restrictions imposed by the Howard County Public School System and by AOK. *It is unacceptable to discuss online any identifiable details of children served by AOK volunteers. Any breach of confidentiality will result in the volunteer's termination.
- Volunteers will not post on students' and family members' blogs, or Facebook walls, will not "tweet" a youth or family member, will not post or "tag" photos of students or their families or follow the student or



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family member on Instagram. As an official partner of the Howard County Public School System we are governed by the system's Policy 8080 – Responsible Use of Technology and Social Media Policy -www.hcpss.org/f/board/policies/8080.pdf.

I understand that my association with AOK Mentoring & Tutoring, Inc., will be terminated for any violation of this policy.

Volunteer Signature _____ Date _____



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Appendix M Non-Discrimination Policy

AOK Mentoring & Tutoring, Inc., (AOK) is firmly committed to diversity in all areas of its work. AOK believes in the intrinsic worth of everyone and that the community is richer when we value and embrace differences. We believe that there is much to learn and profit from diverse cultures and perspectives, and that diversity will make the organization more effective in meeting the needs of all its stakeholders.

The policy of nondiscrimination means that employment decisions and consideration of applicants for volunteering are made based on merit and without regard to factors unrelated to job performance, such as ethnicity, creed, marital or veteran status, national origin, religion, gender, age, sexual orientation, physical, emotional or mental capacity and any other legally protected status. We provide reasonable accommodation to qualified individuals with disabilities when it would not be an undue hardship.

AOK will comply with any statutorily-imposed nondiscrimination requirements.



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Appendix N - Privacy Act Statement from FBI (related to background checking for AOK service)

This privacy act statement is located on the back of the FD-258 fingerprint card.

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed



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without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NCI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting, licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

As of 03/30/2018



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Return to AOK: Appendix O - Privacy Rights from FBI (related to background checking for AOK service)

NONCRIMINAL JUSTICE APPLICANT'S PRIVACY RIGHTS

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below. All notices must be provided to you in writing.¹ These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.) Section 552a, and Title 28 Code of Federal Regulations (CFR), 50.12, among other authorities.

- You must be provided an adequate written FBI Privacy Act Statement (dated 2013 or later) when you submit your fingerprints and associated personal information. This Privacy Act Statement must explain the authority for collecting your fingerprints and associated information and whether your fingerprints and associated information will be searched, shared, or retained.²
- You must be advised in writing of the procedures for obtaining a change, correction, or update of your FBI criminal history record as set forth at 28 CFR 16.34.
- You must be provided the opportunity to complete or challenge the accuracy of the information in your FBI criminal history record (if you have such a record).
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the FBI criminal history record.
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <https://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI by submitting a request via <https://www.edo.cjis.gov>. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.³

¹ Written notification includes electronic notification, but excludes oral notification.

² <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

³ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Volunteer signature and date



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