

**PARTNERS
IN ACTION**



Oklahoma City
PUBLIC SCHOOLS

Community Partner and Volunteer Services Handbook



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This OKCPS Community Partner and Volunteer Services Handbook contains general information concerning volunteer requirements, volunteer opportunities available, and other items for consideration for community partners. The information contained is current and up-to-date at the time of printing/posting. This document should not be considered the final authority on information but should be viewed as a living document. Not all volunteer information in this handbook will be offered at all locations each year; organizers should be utilized regarding updates and finalization of schedules.

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Welcome to Principals and School Staff

Each year, hundreds of volunteers dedicate their time and talents to enhance educational opportunities for our students. Volunteers support our schools by playing an active role in helping every student achieve success by providing thousands of hours of service and support for our students. They help inspire students to learn, dream, hope and as a result, become leaders.

Our team's goal is to help you strengthen your volunteer programs and provide the resources needed to make this happen. Your leadership will allow volunteers and community partners to share their talents and expertise by participating in school activities intended to enhance the educational experience of all students.

This manual is designed to assist you in overseeing your school's volunteer programs. You are encouraged to use the information presented and modify it to meet the needs of your school's volunteer program. If you need further assistance in training, organizing or implementing a volunteer program, please contact Community Relations. We appreciate your efforts that nurture the rich relationships between our schools and communities.

The Community Relations team welcomes your comments and suggestions.

Community Relations
Oklahoma City Public Schools





Welcome to Volunteers & Volunteer Groups

We are pleased you have decided to join our family of dedicated volunteers. Along with our community partners, we provide mentoring and tutoring programs and have a reading buddies program that enhances the learning experience for our students. Whether you have an hour to contribute occasionally, or have the ability to be a weekly reading buddy, all of our volunteers make a meaningful impact in the lives of our students. You are making an important contribution to our school district and its students, and we want you to know that we value your time, talent and energy.

As Oklahoma's largest school district, OKCPS relies heavily on our volunteers to help us accomplish our mission of providing access to a world-class education that prepares our students to graduate ready to fulfill their unique purpose in a healthy, vibrant community. You are essential to our schools' success whether you volunteer in a school's front office or in a classroom.

Thank you for sharing your time and talents with

The OKCPS Team!

Oklahoma City Public Schools



Part II - General Volunteer information



Part II - General Volunteer information

Volunteer programs are intended to provide a streamlined pathway for parents and community partners to contribute their valuable time and talents to the learning and enrichment experience of students. Through strategic engagement with schools, our department is deepening the pool of volunteer talent, while establishing mutually rewarding experiences for everyone. School volunteer opportunities are varied and time commitments can range from 30 minutes per year to 20 hours per week and everything in between.

Everyone volunteers in their own way. Some volunteers enjoy being in the classroom and many others only have time in the evenings after work. This is why school commitments are so important in making volunteer programs work. Schools are essential in helping volunteers explore the many ways they can help support individual school needs.



Thank You To Our
Volunteers and
Community Partners!

**PARTNERS
IN ACTION**



Part II - General Volunteer information



Who is a volunteer?

"Volunteer" is defined as an adult (18 years of age or older) who freely contributes to the achievement of students, teachers, administrators, and other district staff in classrooms, schools, and/or other district offices and does not receive compensation for their work. Volunteers can include parents, guardians, adult family members, and/or business and community members.

Volunteers give of their time before, during, after school and weekends. Volunteers enter schools and/or sites and provide assistance one time or on a regular and recurring basis. Volunteers should always be supervised by at least one district employee; however, some volunteer situations happen in which volunteers are one-on-one or in small groups with students, which is why the district requires a background check to ensure student and staff safety and welfare.

The following is a list of examples of Volunteer Activities that require a background check, this is not an all-inclusive list:

- A. Visiting your child's classroom or having lunch with your child (more than 5 times per academic year)
- B. One-to-one student interactions with a child other than your own (i.e. tutoring or mentoring)
- C. After-school programs approved by the district
- D. Coaching, assisting a coach, or other athletics activities
- E. Supervising a group of children on a field trip (including overnight)
- F. Assisting with parent-led group events during the school day (i.e. committee meetings, selling popcorn, pancake breakfasts, holiday parties, decorating for events, etc.)
- G. Providing technology assistance (access to personal information and email)
- H. Providing childcare for student events

Part II - General Volunteer information



How are Volunteer Needs Determined?

Volunteer assignments are determined by the specific needs in each school. Volunteer building representatives, principals, and assistant principals will determine volunteer opportunities each school year. Schools are encouraged to consider the skills, interests, and preferences of each volunteer candidate in determining the best placement within the building. Volunteer preferences can be viewed using the Raptor Volunteer Management system.

Types of volunteer programs

General Volunteers - Volunteers are always needed to support learning in the classroom, front office, special projects, and activities. Examples of general volunteer opportunities:

- A. Classroom assistance volunteers - work with a teacher and performs tasks as putting up bulletin boards, photocopying and other jobs that will provide the teacher more time to plan for and teach students
- B. Field trip volunteers - attend field trips as student chaperones.
- C. Library/media volunteers - work with the media specialists by repairing and shelving books, helping with bookstores, or preparing bulletin boards and displays.

Mentoring - In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Research has shown that children need a caring and consistent relationship with adults in order to navigate their way through adolescence and beyond.

Part II - General Volunteer information



- A. We encourage that mentoring programs take place during lunch/recess or after school in order to protect instructional time.
- B. Mentors usually spend 30-45 minutes a week with students.
- C. Mentors can meet 1:1 or in a group setting with their mentees.
- D. Mentees are referred by teachers, counselors, or other school staff.
- E. Community partners offering mentoring programs must fill out the volunteer group forms. Please have your partners follow the steps under the Community Partner Volunteer Group Process.

Tutoring programs - Designed to give students additional, special, or basic instruction. The purpose of tutoring is to help students help themselves or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor.

- A. We encourage that tutoring programs take place during lunch/recess or after school, but can happen during the day as long as it does not affect the student's instructional time.
- B. Tutors usually spend 30-45 minutes a week with students.
- C. Tutors meet 1:1 with their students due to their individual learning needs.
- D. Tutors are referred by teachers.
- E. Community partners offering tutoring programs must fill out the volunteer group form. Please have your partners follow the steps under the Community Partner Volunteer Group Process.

Embrace OKC Initiative Programs- Community partners that offer behavioral interventions, social-emotional learning, or counseling programs.

- A. Community partners offering mental health services must fill out the volunteer group form. Please have your partners follow the steps under the Community Partner Volunteer Group Process.
- B. Once the volunteer group submits a volunteer group form, they will be vetted by the OKCPS Director of Mental Health.

Health Service Programs - community partners that provide health services for our students, parents, or staff. Health Service programs provide services like health screenings, immunizations, and/or health education.

- A. Community Partner Programs providing health services must fill out the volunteer group form. Please have community partners follow the steps under the Community Partner Volunteer Group Process.

Part II - General Volunteer information



- B. Community Partner Programs involving health services will be vetted by the OKCPS Director of Health Services.

Reading Buddies Groups - Groups spend consistent time with students to improve students' attitudes towards reading; helping develop a love of reading that ultimately improves reading levels. Reading Buddies also engage with students to increase their self-esteem, foster self-motivation and promote responsibility.

- A. If you have a community partner that would like to serve as Reading Buddies, please have them email Abbie Vaughan at abbie@okckids.com or by calling (405) 604-5977.

After School Volunteer Programs - provide extended-day learning opportunities for students to support and meet the unique needs of ALL students. Programs must focus on increasing academic achievement and decreasing at-risk behaviors for students by offering extended day learning.

- A. Programs can be at school or off-site
 - 1. All off-site programs must have parental permission to pick up students after school. Please follow the steps under the Volunteer Group Process.
- B. On-site programs must reserve school building space by following our [building usage procedures](#).
- C. Community partners offering after-school programs must fill out the volunteer group form. Please have your partners follow the steps under the Volunteer Group Process.

Athletic Coach Volunteers - volunteer coaches are a specialized role that requires additional training for the safety of our students. Once volunteers have been approved through the OKCPS volunteer portal, the Community Relations team will connect them with the Athletics Department. The Athletics office will provide further assistance and instruction on additional steps/training in order for volunteers to meet state and district compliance.

- A. Volunteer Coaches must go through the Athletics Office BEFORE they may coach at any school site.

General Student Support Programs - These are Community partners who provide services to our students that do not fall in a particular category already listed.

Part III Volunteer Application Process



Part III Volunteer Application Process

The Oklahoma City Public Schools Board of Education believes in maintaining an adequate level of safety and security in all OKCPS schools and sites. Therefore, before entering a school or site to volunteer, all prospective volunteers must complete the volunteer application and receive district approval annually.

There is no fee or charge to the volunteers for the application. OKCPS contracts with an appropriate law enforcement agency to determine whether a prospective volunteer has criminal history. A prospective volunteer will be asked to provide their name, Social Security number (if applicable), and date of birth to the agency conducting the background check on the district's behalf. The background check includes a national sex offender registry search. This agency shall determine whether a prospective volunteer has a criminal history that would prevent him/her from volunteering with the district.

Once prospective volunteers have completed and electronically signed the online application, they authorize OKCPS to run a background check. For more information on the district's criminal history guidelines visit: <https://www.okcps.org/volunteers>

Part III Volunteer Application Process



Individual Volunteer Application Steps

- A. Volunteers complete the online Volunteer Application by visiting <https://www.okcps.org/volunteers>
- B. As soon as the application has been submitted, a confirmation receipt will be sent to the applicant.
- C. Applications may take up to ten business days to be processed. Volunteers are encouraged to complete their application at the beginning of the school year or no less than two weeks before their volunteer event.
- D. Once the application has been processed, the applicant will receive email notification of approval or denial.
 1. Denied applicants are mailed and emailed a denial letter. Principal, Assistant Principals, and Volunteer Building Representative are notified via email right after the volunteer has been notified. Denied volunteers are not permitted to enter any school or district facilities to volunteer.
 2. Parents who are denied volunteer privileges should make prior arrangements with their building administrators. Nothing in our volunteer policy should be construed as preventing a parent or legal guardian from being involved in their student's education.
- E. Once approved, volunteers are encouraged to begin volunteering by contacting their preferred school site. Schools are encouraged to have a list of volunteer opportunities for potential volunteers.
- F. In order for the district to maintain and ensure up-to-date background check records, all volunteers must submit a new volunteer application at the beginning of each academic year in order to maintain current status.
- G. Volunteers are required to review the Volunteer Handbook. Training and orientation for individual volunteers or volunteer groups are encouraged at each school site.

Part III Volunteer Application Process



Community Partner | APPLICATION

Community Partner Group Volunteer Process

Community Partner Volunteer Groups volunteer through their organization and are unique organizations that tailor to school-specific needs. Community partner group sizes vary from a few volunteers to hundreds. Community support of the educational process is considered one of the characteristics common to high-performing schools.

New and returning volunteer groups are asked to fill out the Community Partner Volunteer Group Form annually. Please have your main point of contact person fill out the following google form: www.okcps.org/volunteergroups

Community Relations receives and reviews responses on a weekly basis. The Community Relations Department will:

1. Review and vet the community partner and volunteer program being offered.
2. Determine whether a Memorandum of Understanding (MOU) is needed.
3. Connect all departments that need to be involved in making a decision. (e.g. Mental Health, Student Programs/After-school, CTE, ILDs, Foundation, etc).
4. Communicate with school to ensure this is a community partner they would like to engage or reengage.
5. Once the volunteer group has been approved, they will be added to our "Organization" list in the Raptor volunteer management system. The list allows us to link volunteers to the organization for accurate tracking of volunteer hours.
 - A. Each individual volunteer that will be interacting with students will need to also complete an individual volunteer application before they may begin to offer services.
6. Send an email receipt and approval to the Community Partner indicating next steps, including make connections/introductions between school and volunteer group contact.

Part III Volunteer Application Process



Volunteer groups often provide more than their time. Often, they provide in-kind donations and monetary donations through our Partners in Action initiative. Community partners will be given a [Partners in Action](#) profile after being approved as a volunteer group. This allows Community Relations and the Foundation to track support, provide tax receipt documentation, and facilitate ordering and delivery of materials.

MOU Process

A “**Memorandum of Understanding**,” or MOU is a formal agreement with OKCPS that describes your services/programming to the district and ensures your agency fulfills legal requirements that protect our students, your organization, and the district as a whole. Any community partner or individual providing a program or service at a school to our students, staff, or families needs a formal agreement with OKCPS.

To determine whether your organization and/or program requires an MOU or a contract and to learn more about the process, please visit www.okcps.org/mou.



Part IV Training

Community volunteers and partners are asked to review our community partner and volunteer services handbook and Volunteer Training and Orientation PowerPoint once they complete their volunteer application. Upon completion of their orientation and background clearance, Volunteer Building Representatives are encouraged to schedule a group training/orientation that includes a school tour at each site.

The Community Relations team will do training/orientation upon request. You can view the Volunteer Group Training/Orientation for Partners by visiting: www.okcps.org/volunteers



Part V Roles and Responsibilities

Schools - Principal

Principals are responsible for the actions and activities of any volunteer within the school or working with students in co-curricular/extra-curricular activities. We encourage principals to designate a volunteer building representative for their school. The Volunteer building representative will be responsible for recruiting volunteers and ensuring that their background check has been processed by the Community Relations Office.

- It is essential that principals communicate and enforce volunteer policies and procedures to staff and parents.
- Principals have the authority to accept or decline any volunteer's offer of service. If it becomes necessary to discontinue a volunteer's service or programming, please follow guidelines outlined in the policies and procedures section.
- Principals are responsible for ensuring front office staff is following district policies and procedures. Volunteers must sign in and out of the building using the Raptor visitor/volunteer management system.
- Ensure the school staff identifies volunteers in the building and what to do if they do not have proper identification. Follow the procedures outlined under policies and procedures.
- Principals must address any staff concerns about volunteer programs, especially those regarding respect of confidentiality, health and safety, liability, and supervision related issues.
- Periodic monitoring and review of the overall volunteer programs are necessary to measure its impact and provide input to make adjustments necessary for its success.
- Communicate with OKCPS Community Relations staff regarding any challenges that arise.

Part V Roles and Responsibilities



Front Office Staff (receptionist, administrative assistant clerk, etc.)

The safety and security of our students, teachers, and staff is a top priority for OKCPS.

Here are a few things the front office team can do to help ensure schools are safe for everyone:

- Ensure the visitor/volunteer management system is up and running every morning.
- Contact IT and/or Community Relations if the system is down.
- Visitors and Volunteers MUST sign in before entering the school.
- If the volunteer name DOES NOT appear under the volunteer list, the volunteer has not been approved or has been denied. Please check volunteer status by contacting the Community Relations team.
- Check IDs to make sure the person is who they say they are and that their ID matches the one they used to sign in
- Ensure volunteers and visitors have the appropriate lanyard.
- Ensure volunteers check-in and out. This helps us track who is in the building in case of an emergency. Accurately tracking volunteer hours also helps us thank our community partners who donated their time.

Volunteer Building Representative

Volunteer programs are diverse throughout our district; some schools focus on tutoring/mentoring programs, while others concentrate on parent leadership and classroom assistance. Every school is different with unique needs and wants. The volunteer coordinator brings parents and community members together to make a difference in our students' academic success. Volunteer coordinators are responsible for:

- Matching volunteers with appropriate programs or activities depending on their interests and abilities. Matching our mentors/tutors/reading buddies with students is usually based on similarities (although some people are attracted to opposites), availability and pertinent skills, talents, and interests, such as gender, race, culture, shared background or experience, personal compatibility, the relationship between mentors talents/hobbies and students interests and needs, similar schedules These are simply parameters to keep in mind rather than a rigid set of criteria when matching. The needs of the student are the prevailing factors to consider.
- Ensuring school staff and families are aware of volunteer policy and procedures.
- Ensuring that the volunteer management system is being used to track volunteer hours.
- Determining the volunteering needs for their school by consulting with school staff at the

Part V Roles and Responsibilities



start of the school year to determine needs, preferences, and activities that could be supported by a volunteer.

- Advising staff members that they are responsible for supervising the actions of their volunteers.
- Communicating important events and dates to volunteers.
- Extending an invitation to parents and families to volunteer in their school by passing out flyers at school events (enrollment, open house, math/reading nights, etc).
- Recognizing and showing appreciation for volunteers.
- Sending stories to Communications and Community Relations, so we can share on social media or schedule media events.

Teachers and Support Staff

There are many non-teaching jobs in the classroom, which can be done effectively by someone other than the teacher. Teachers need many hands and some of these belong to volunteers. The additional help and encouragement that volunteers offer pupils can sometimes make the difference between school success and failure. Their gift of time, talent, and treasure supplements, but does not replace, the professional staff. Teachers can help ensure the safety of students by:

- Ensuring that volunteers sign in and out using the volunteer management system and using the appropriate lanyard and name tag to identify them as volunteers.
- Ensuring that volunteers participating in any activities (including field trips) fill out a Volunteer Application and complete a background check, prior to volunteering.
- Identify students who could benefit from a mentoring/tutoring/reading buddies program. Communicate this information to the school volunteer building representative.
- Help protect instructional time by only scheduling mentorship during lunch or after-school.
- Volunteers must never be left alone with a student. They should always be in view of a staff member.
- Report any problems or concerns as soon as they arise.

Volunteer Group Contact

Each volunteer group shall assign a volunteer group contact who will communicate directly with the school contact and be responsible for the following duties:

- Identify volunteers and ensure they complete the OKCPS volunteer application process before volunteering at the school site.
- Maintain an accurate record of current volunteers and their volunteer times.

Part V Roles and Responsibilities



- Work with school to schedule a volunteer orientation before the program begins, if applicable.
- Alert the school contact if they know a volunteer will be absent.
- Communicate with OKCPS Community Relations staff regarding any challenges that arise.

Individual Volunteers

Volunteers sincerely contribute to the achievement of students, teachers, administrators, and other district staff in classrooms, schools, and/or other district offices. Volunteers can include parents, guardians, adult family members, and/or business and community members. Volunteers give of their time before, during, and after school and weekends. Volunteers enter schools and/or sites and provide assistance on a regular and recurring basis. Volunteers are expected to:

- Fill out an online application and be approved by the Community Relations office to volunteer.
- Follow the “Terms and Conditions” outlined in the volunteer application.
- Sign in and out of the Office and always wear a volunteer badge while on school grounds.
- Share concerns regarding students with the school staff only.
- If you cannot make your scheduled volunteer time, please call the school so the teacher and students will know you will not be there.
- Wear appropriate attire.

OKCPS Community Relations Department

- Recruit and connect community partners with interest in starting a volunteer program.
- Assist volunteer group and school contact with volunteer orientation as needed.
- Assist with end-of-year evaluations.
- Strengthen partnership relationships as needed.

Part VI Considering the Impact of COVID-19 Pandemic on Our Students



Part VI Considering the Impact of COVID-19 Pandemic on Our Students

Although the focus of our programs involves reading, literacy, and mentorship, we cannot ignore the fact that students and families may have been impacted by COVID-19. As we work with students and develop relationships, we may be in a position to hear about some of the difficulties our students have faced during and after the pandemic.

Here are some suggestions:

- The best thing we can do is to maintain routines as closely as possible. Having a sense of "routine" communicates to the child that she/he is safe and life will go on.
- Give children choices whenever possible. Oftentimes traumatic events equate loss of control, so you can help the child feel safe by providing them some choices (or control) when appropriate.
- Give simple and age appropriate answers to COVID-19 questions. Do not initiate, but answer the question. Be a good listener and clarify misconceptions.
- Prepare children ahead of time if you anticipate a change of routine, loud noises, or lights going off.
- Contact the school counselor or other staff should you feel additional support in terms of a referral needs to be made.

Volunteer groups may learn additional ways to support children during the pandemic. Please go to the OKCPS main web page and click on COVID-19 Important Information and for social emotional support go to COVID-19 FAQs. This provides helpful links to the CDC and SAMHSA regarding emotional health.



Part VI General Guidelines for Working with Students

A good relationship is the key to making a tutoring or mentoring experience positive and effective. These tips from The University Of Washington's Pipeline Project, are great reminders of how to work with students.

Know your student. Spend some time in the beginning getting to know your student.



Use your favorite "icebreaker" or discuss school, television, games, toys, food, music, etc. As you learn about your student's background, interests, likes and dislikes, find ways to connect them to school assignments.

Show respect for your student's culture, family members and living situation, no matter what the conditions are. Create opportunities for the student to express opinions or ideas. Learn his or her name and how to pronounce it correctly.

Let the student know who you are.



If you feel a bit shy or awkward about meeting your student for the first time, that's okay, it's normal. Be open and tell your student why you became a tutor or mentor. Share something about yourself, such as your culture, family life, and interests.

Let go of assumptions.



Be aware of how you judge "at-risk", "low- income", or students from different ethnic/ racial backgrounds. As much as possible let your assumptions go. Let kids be who they are, be supportive and treat students as unique individuals.

Set high expectations.



It is important to hold high expectations for all students, regardless of your preconceptions about their culture or backgrounds (i.e. children of illiterate parents can't learn as well because no one reads to them at home). Research shows that teacher/tutor expectations are a great predictor of student success.

Part VII General Guidelines for Working with Students



Be a good listener.

Ask questions and learn about your student's thinking and problem solving techniques. Allow enough "wait time" for your student to think through questions instead of continuously asking questions.



Be honest.

If you are unsure of an answer, admit it and work it out together –modeling that it is okay to make a mistake and not always be right.



Give positive reinforcement.

Give specific praise and provide positive feedback often. Within the first five minutes of each tutoring or mentoring session, pay your student at least one compliment!



Be a positive role model.

Know that you are being watched closely, even when your student does not appear to be paying attention. Let your student see you working hard- maintaining focus on the task at hand, being cooperative with others, listening without interrupting, making mistakes and using a variety of methods to work through problems.



Be patient.

Patience is crucial when developing a relationship, helping with the student's academic progress, and when working in a new environment.



Rely on your sense of humor.

Tutoring should be a fun and engaging experience. Don't be afraid to laugh and see the humor in a situation.

Part VII General Guidelines for Working with Students



Recommendations for Mentoring

Mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Research has shown that children need a caring and consistent relationship with adults in order to navigate their way through adolescence and beyond. Keep in mind that:

- We encourage that mentoring programs take place during lunch/recess or after school in order to protect instructional time.
- Mentors usually spend 30-45 minutes a week with students.
- Mentors can meet 1:1 or in a group setting with their mentees.
- Mentees are referred by teachers, counselors, or other school staff.
- Community partners offering mentoring programs must fill out the volunteer group forms. Please have your partners follow the steps under the Volunteer Group Process.
- Keep a log to document volunteer programs and student's progress and interactions. [Click Here](#) for a sample google form you may choose to use. The purpose of the log is to document activities, issues discussed, and concerns about the match and/or student. The information in the logs will help your volunteer building representative provide appropriate support to mentors, students and their family, track the progress of each student, and inform program improvement and evaluation.

Goals

Your main goals as a mentor are to provide personal guidance, encouragement, and support for your student. There is no specific blueprint to tell you exactly how to create a bond with your mentee because every mentoring relationship is unique. Mentors build close relationships with their students by meeting with them on a regular basis; this provides students with a feeling of stability. By showing up to every meeting, acknowledging your student's feelings and concerns, listening to his/her problems, being honest, and continually showing that you care, you can become a very powerful, positive influence in the life of your mentee.

Positive mentoring experiences have proven to be an effective tool to help youth improve their relationships with family and friends, and overcome the risk factors that can lead to academic problems. Research shows that students involved in school-based mentoring programs are less likely than their peers to repeat a grade, and their average number of unexcused absences dropped.

Part VII General Guidelines for Working with Students



Assist them in making connections between their actions today and reaching their goals and dreams of tomorrow. Mentors have a great deal of impact; it's not always immediately evident. Look for simple signs such as increased attendance, improved grades, increased contact with you, and increased expression of their appreciation.

One of the ways mentors can develop close relationships with their students is by participating in activities together. These activities will enable you to learn more about your student and to share your experience and knowledge with him/her. When mentors and students share their interests, values, and personal experiences, they begin to forge a bond of mutual trust and respect.

Looking for new things to do that don't cost a lot of money? There are plenty of options for you. Below are some ideas and resources for things you can do together that don't necessarily require spending a lot of money, as well as some useful tools and tips for building an effective mentoring relationship.

Resources for Mentors

- [Icebreakers & Activity Ideas](#)
- Hamilton Fish Institute and National Mentoring Center: [Building Relationships: A Guide for New Mentors](#)
- Mentoring Partnership of Minnesota: [A Year's Worth of Mentoring Activities](#) (43KB, .doc)
- Mentoring Partnership of Minnesota: [Tools for Mentoring Adolescents](#)
- Search Institute: [Make Relationships Powerful](#) (83KB, .pdf)
- [National Mentoring Resource Center- Training New Mentors](#)
- National Mentoring Partnership: [Elements & Toolkits](#)
- [U.S. Dept. of Education's Mentoring Resource Center: Preparing Participants for Mentoring](#)
- [Recommendations for Mentoring Programs](#)
- [Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities](#)

Monitoring the Mentor-Mentee Relationship.

Below are questions to support and monitor a mentor relationship that is part of a school-based or other youth mentoring program. It's important to have mentees and mentors check-in with one another preferably on a weekly basis, and with teachers about every three months. Regularly scheduled check-ins allows program administrators to see how the mentor-mentee relationship is developing and if there are any problems.

Part VII General Guidelines for Working with Students



Mentor Check-In

- What activities do you and the mentee do during your weekly meetings?
- What would you like to change about the visits or activities?
- How well do you think you're communicating with each other?
- How do you feel that the mentee is responding to your friendship?
- How do you think the student is doing in school, home life, and relationships with parents, siblings and peers?
- What changes do you perceive in the mentee, both positive and negative?
- Are you satisfied with how things are going in the mentor pairing?
- How are things going with the teacher and other school staff?
- Is there any training you think would be helpful for you?
- Is there anything else school or program staff should be aware of

Mentee Check-In

- How often do you see your mentor?
- What do the two of you do together?
- Do you like talking to your mentor?
- Is there anything you would like to change about the visits?

Teacher/Program Staff Check-In

- What do you think of the mentee's weekly activities with the mentor?
- How would you like to see the activities change?
- How do you think the mentee feels about the mentor?
- How is the mentee doing in school or in other relevant programming?
- Have you observed any positive or negative changes in the mentee?
- Is there anything else school or program staff should be aware of?

Part VII General Guidelines for Working with Students



Recommendations for Tutoring

Tutoring programs are designed to give students additional instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner.

- We encourage that tutoring programs take place during lunch/recess or after school, but can happen during the day as long as it does not affect the student's instructional time.
- Tutors usually spend 30-45 minutes a week with students.
- Tutors meet 1:1 with their students due to their individual learning needs.
- Community partners offering tutoring programs must fill out the volunteer group form. Please have your partners follow the steps under the Volunteer Group Process.

- **Keep attention and motivation.**

Have a work plan and give the student the opportunity to add to the plan. We need to work on _____ and _____ today. Which do you want to start with?" Incorporate your student's interests into the tutoring sessions through materials and exercises. Use time to your advantage by planning activities for short periods of time and taking a mini-break in the middle of tutoring sessions to talk or do a fun activity. Share your time plan with your student so that he or she knows what to look forward to. Have your student evaluate his or her attention during a specific task. If he or she did poorly, ask why. Try to make changes that will more actively engage the student in tasks. Be excited about the subject matter! Use your creativity and sense of humor throughout the session.

- **Use questions to determine whether a student understands the material and to encourage further thinking about a topic.**

Questions actively involve the student in the session and ensure that the student is not just passively receiving the information from you.

- **Ask different types of questions.**

In addition to fact-based questions that require the student to recall information, also ask questions that require your student's opinion. This will help him or her to think independently and make them more comfortable answering all questions. You can also ask questions about his or her thinking process and approach to problem solving.

- **Allow your student time to prepare an answer.**

Tutors sometimes expect immediate answers and interrupt the student's thought process with more questions.

Part VII General Guidelines for Working with Students



- **Help your student complete assignments independently.**

Don't give your student the answer to a problem or question. Instead, guide him or her through steps so that he or she could do a similar problem or answer a similar question without help. When students first ask for help, try to determine ways in which you can encourage them to help themselves. For example, you could direct your student to a dictionary or have your student draw a picture or chart to figure out a problem. Help your student develop habits of checking their work before turning it in to the teacher.

- **Focus on strengths and give positive feedback.**

Mark correct answers, not incorrect ones. Tell your student that mistakes are part of the learning process. While you focus on strengths, continue to hold your student accountable for his/her errors and correct them. Praise your student honestly and frequently. Make your praise specific. For example, "Good job! You solved that problem using the techniques that we learned last week." This is more effective than a simple, "Very Good."

Here are more ways to give specific praise and feedback to your student. Praise may be about:

- **What they learned**

- Wow, you learned three new words today....
- You did a really good job of answering these questions....
- You are really getting good at finding main ideas.....
- You get better at that every time I see you. Way to go!

- **How they behaved, their attitudes**

- Thanks for asking for help.....
- Thanks for taking time out when you were getting upset....
- Thanks for listening....
- Thanks for working so hard.....
- Thanks for staying safe and not tipping back your chair.....

- **Their ideas and creations**

- That was an awesome idea....
- I like the way you answered that question....
- This is a fantastic picture...model...report...
- Thanks for sharing your story/ ideas/ feelings...

Part VII General Guidelines for Working with Students



Some tutoring behaviors to avoid:

Don't say, "This is easy."

Often what you may find easy is very challenging to your student. You may mean to be relaxed or put your student at ease, but you may instead devalue or belittle their experience and cause them to feel self-conscious.

Don't talk too much or tell your student the answers.

Ask questions that lead him or her to the answers. If a student gives a wrong answer, have him or her explain how they arrived at the answer. Often the student will discover the mistake while speaking. If not, you now know exactly where he or she made the mistake and can redirect the student.

Remember that students learn better when new learning is connected to, builds upon, or is related to familiar skills and ideas. The more you get to know your student, their academic strengths and interests as well as their personal strengths and interests, the more you can target your instruction to them as a learner.

- Every learner is unique: The way you learn best might not be the same way your student learns best. Try different strategies until you find one (or a few) that seem to work.
- Be creative: When learning is fun, students are motivated to actively participate and are more likely to remember what they have learned.

PARTNERS IN ACTION



Thank You To Our
Volunteers and
Community Partners!



About PIA

The Partners in Action initiative strives to connect OKCPS with community partners interested in making an impact. Through the gift of time, talent, and treasure community partners can have a lasting impact on every classroom within OKCPS. The Partners in Action website is principal driven and allows principals to post projects related to school-wide strategic needs. This interactive platform gives community partners the opportunity to explore needs, post offers, and fulfill requests. Visit www.okcps.org/pia for more information or email partnersinaction@okcps.org

Together with the Foundation for Oklahoma City Public Schools, we connect volunteers, resources and requests to fulfill the needs of the schools, our principals, our staff and our students.

Part VIII Partners in Action



Initiatives and Programs Made Possible
by Over 700 Community Partners



Our Mission

The mission of the Foundation for Oklahoma City Public Schools is to advance excellence, create champions, and build strong community support for lasting change in Oklahoma City Public Schools. You can learn more about the foundation's vision and goals by visiting their website at okckids.com.



Reading Buddies

is just one of the successful
programs brought to life by the
Foundation for Oklahoma City Public
Schools. You can learn more about
the Reading Buddies program by
visiting their program guide.



Part IX Policies and Procedures



RAPTOR VISITOR/VOLUNTEER POLICIES AND PROCEDURES

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Part IX Policies and Procedures



INTRODUCTION:

Our goal is to provide a safe learning and working environment for students and staff. As part of that effort, our school district will implement a new visitor and volunteer management system, called RAPTOR. The new system will be used before, during, and after school hours.

RAPTOR system benefits: electronic log of all visitors; check against sex offender database.

Visitor management is one of the most important components of school safety and security. The RAPTOR visitor and volunteer registration system maintains an electronic log of visitors that can be accessed by principals, allowing them to easily identify who is in the school at any time. The system also reads a visitor's driver's license or a government-issued identification and compares the information to a sex offender database, alerting school administrators if a match is found.

BOARD POLICIES

The Visitor/Volunteer Management Procedures have been created utilizing the following OKCPS Board of Education Policies and Regulations.

- [Volunteer Policy E-01](#)
- [Volunteer Regulation E-01-R1](#)
- [Visitor Policy E-08](#)

GENERAL PROCEDURES

1. All OKCPS schools will use the Raptor system during regular and after-school hours on all days that the main office is open.
2. Signs should be placed at doors directing visitors to the main office to sign in.
3. All staff assigned to check-in individuals will receive training on visitor check-in procedures.
 - A. Students should never be allowed to access the system.
 - B. Volunteers should never be used to check people in or out of the system.
4. It is the responsibility of all staff members to challenge anyone on school district property that does not have an issued OKCPS ID or visitor's badge. ANY person that does not have a OKCPS ID or a visitor's badge displayed should be escorted to the main office immediately.

Part IX Policies and Procedures



- A. If an OKCPS Staff member does not have their Staff ID, then the staff member will have to check in as a visitor. They must follow visitor protocol.
- 5. If the visitor does not have acceptable photo identification available, the building administrator on duty will be called to assess the situation. If he or she determines the visitor is known, the visitor's information can be manually entered into the Raptor system by the building administrator.
- 6. All visitors will return to the office to check-out when they are leaving the building. The visitor will be instructed to give the badge back to designated office personnel to check them out of the system. At the end of the day, the office personnel will close-out/reconcile the system and ensure all of the visitor badges are accounted for.

ENTRY PROCEDURES VISITORS:

- 1. The front doors should always be locked if possible. All persons entering through the front doors should be initially challenged even if they have buzzed the office.
 - A. If the school has a secure vestibule in place, the visitor will need to utilize the front door camera and be cleared for entry by the office staff.
- 2. Once the person has been allowed to enter the building, they should immediately report to the office and be scanned into the Raptor system.
 - A. The person will submit any government issued photo ID (e.g., driver's license)
 - 1. Consulate ID, photo passports and military ID's are also acceptable.
 - B. The office personnel will compare the ID photo with the person handing over the ID.
 - C. If the photo and the person match, the clerk will then scan the visitor's ID and issue a visitor badge.
 - 1. The office personnel will keep the individual's ID in plain view to reduce concerns that anyone might be copying personal information. The identification is returned to the visitors after it is scanned.
 - D. If the visitor does not have acceptable photo identification available, there are three scenarios:

Part IX Policies and Procedures



1. If the person is a parent/guardian and known to the Administrator, they may allow the person to have their information manually entered into the Raptor system and a badge will be issued.
 1. Administrators must verify that this person is a parent/guardian through Infinite Campus.
 2. If the person is an adult family member but not a parent or guardian, an administrator may allow manual entry if they are known to the administrator and can be verified by infinite campus under contact list.
 3. If the person is NOT a parent or family member, they will not be allowed to enter the building as a visitor without a valid photo ID.
- e. In the event a visitor refuses to allow their photo ID to be scanned, contact the school administrator. Visitors will not be allowed access even if known to the administrator. Inform the visitor that their refusal to allow scanning of the ID will result in denial of access to the building including lunch visits, school functions, field trips, etc.
- f. Office personnel conducting visitor check-in and screening will verify scan results and verify the nature of the visit.
 1. If a visitor receives positive matches, please follow the procedures under the section A Match with the Sex Offender Database.
- G. School personnel conducting the visitor check-in and Raptor process will verify scan results and verify the nature of the visit. If the scan is negative and the visit meets school/site criteria, the visitor will be allowed appropriate access.
- H. If the scan of the database comes back with a positive match, this person will be asked to leave the campus by an administrator, and security will be notified. OKCPS will make every effort to maintain the privacy of anyone who comes back with a positive hit as a result of the Raptor scan. If the person who comes back with a positive hit in Raptor wants to dispute the findings, Security will need to verify the accuracy of the positive hit in Raptor. The person will not be allowed entry into the building until Security has verified that they are clear and not found to be in the sex offender registry.
- I. All other visitors that do not attend the school, have a child attending the school, or are present for an approved school function are not allowed access to the school.

Part IX Policies and Procedures



VISITOR CATEGORIES:

1. School District Employees not assigned to a campus.
 - A. If the School District Employee is not assigned to the campus, they **MUST** show their OKCPS ID badge and check in with the front office staff.
 - i. If an OKCPS Staff member does not have their Staff ID, then the staff member will have to check in as a visitor. They must follow visitor protocol.
 - ii. If they need a new badge, they will need to contact the security office at 405-587-7233 and make arrangements for a new employee badge
1. Substitute Teachers
 - A. Substitute teachers will check in each morning to the office and be issued a substitute ID by the school. They will return this ID at the end of the day when they sign out. All substitutes are required to wear a Substitute badge at all times while in the building. Substitutes will need to be run through Raptor before being issued a substitute badge.
 1. Staff should follow visitor protocol for all substitute teachers.
2. Parents/ Guardians
 - A. Parent/guardian visitors are individuals who enter schools and/or sites on an irregular and infrequent basis. They typically visit schools and/or sites for reasons such as having lunch with their children, attending an assembly or extra-curricular activity, or participating in parent-teacher conferences.
 1. Visitors should never be one-on-one with students they are not the guardians of without supervision.
 2. Visitors are not required to submit a volunteer application and/or criminal background check.

Part IX Policies and Procedures



3. Volunteers

- A. Volunteers will be asked to fill out a volunteer application online before volunteering.
www.okcps.org/volunteerapp
- B. All volunteers must be scanned into the Raptor system for their first volunteer visit and sign into the Raptor system under the volunteer category each time thereafter.
- C. See below for more information regarding volunteering.

4. Vendors/Contractors/Others

- A. All vendors and contractors, even if they have badge access to the school, will need to check in to the front office before entering the school. All district approved contractors should have a red OKCPS contractor badge with their picture on it. If the school has concerns about a Contractor then Identity may be verified by calling district security at 405-587-SAFE. All Contractors checking in should be run through the Raptor system. We will accept the OKCPS contractor ID as a valid form of ID. Vendors will also need to check in at the office and be issued a visitor badge.

5. Emergency Responders/Government Employees

- A. All government employees, other than OKCPS employees with proper employee identification, are required to be scanned into the Raptor system.
- B. Uniformed or badged law enforcement officers on official police business (Meaning they are at the school for a law enforcement matter) do not have to be scanned into the Raptor system; however, they are still encouraged to be scanned so we have a record of the visit.
 - 1. If they are visiting a family member or student they will need to be processed just like all other visitors to the campus.

6. Examples of visitor activities:

- A. Visiting your child's classroom or having lunch with your child fewer than five (5) times per academic year
- B. Serving on Parent Teacher Associations (PTA) or Community Action Boards (CAB)
 - i. If they are in the building for 1 hour or less and their visits are irregular and

Part IX Policies and Procedures



infrequent.

- C. Accompanying your child on field trips (driving separately) and not supervising other children
- D. Attending parent-teacher conferences and parent nights
- E. Individuals that are dropping off items in the main office and not entering the school, will not need to go through the visitor registration process.

A MATCH WITH THE SEX OFFENDER'S DATABASE:

The database will show a match if the visitor has the same name and birth year as that of a registered sex offender. In some cases, the match will be the visitor in front of you and at times it may register a false positive.

NOTE: Ensure that all the necessary people are programmed into Raptor to receive notifications when a match occurs. This should include at least Principals, Assistant Principals, SROs, and Campus Security that are assigned to your school, the District Security Office will also be notified .

1. To determine if this match is a false positive, please do the following:
 - A. Compare the picture from the identification to the picture from the database.
 - B. If the picture is unclear, check the date of birth, middle name, and other identifying information, such as height, weight and eye color.
 - C. The Raptor system will have a screen for you to view and compare the photo of the visitor with the photo of the person on the sex offender registry.
 - D. If the pictures or identifying characteristics are clearly not of the same person, press NO on the screen.
 - E. If the person is then cleared, you should hand a visitor badge to the person and follow general procedures.
2. **Positive Match** - If it appears there is a positive match in the Raptor system, front office staff conducting the scan should:
 - A. Compare the picture from the identification with the picture sent from the database.
 - B. OKCPS will make every effort to maintain the privacy of anyone who comes back with a positive hit as a result of the Raptor scan.
 - C. If the picture is unclear or unavailable, check the name, spelling of the name, aliases, date of birth and other identifying features such as height, weight, eye color, gender and race.
 - D. The Raptor system will display a screen for you to review and compare the photo of

Part IX Policies and Procedures



- the visitor with the photo of the person on the Sex Offender Registry
- E. If they appear to be the same person, press **YES** on the screen.
 - 1. Remain calm.
 - 2. The screen will ask "Are you sure?" Press **YES** again.
 - F. Front Office personnel should ask the visitor who is the possible match to be seated and inform them an administrator will have to approve the visit. Do not go into detail.
 - G. If the visitor wants their ID back and wants to leave. Return their ID and allow them to leave.
 - H. Appropriate parties (e.g. principal, asst. principal, SRO) will automatically be notified by email, text message, and/or cell phone call.
 - 1. Stand by and await further instruction from your administrators.
 - I. If the individual becomes agitated or you fear for your safety, follow your normal emergency procedures for summoning assistance.
 - 1. In the event you have an active threat inside or around the building please follow your appropriate procedures for [lockdown, lockout, or hold](#). Always call 911 if you feel there is a viable threat as well as 587-SAFE.

SPECIAL CIRCUMSTANCES:

Parents/Legal Guardians who are Sexual Offenders or Sexual Predators.

In the event an identified parent or legal guardian of a student is listed on the database, as a sexual offender or sexual predator, they can still be granted limited access to the building, while being escorted by school district personnel. The building administrator will decide when and where the person can go and who will supervise his/her visit. The Parent/Guardian should never be left alone in the building, or with any students, and should not be issued a visitor badge.

Parents/guardians listed on the sexual offender registry may only be present on school property when children are present in accordance with Oklahoma law and with the express permission of the School District. **Parents/Guardians on the registry are required to notify school officials of their status in writing upon enrollment of their child.**

After notification and signing the agreements, the school administrator may allow this person on campus for official business.

- A. Oklahoma State Statute Title 21 §1125 allows for a custodial parent or legal guardian to attend a conference for the student at the school upon written permission or a request from the school's principal.

Part IX Policies and Procedures



- B. State statute also permits parents or guardians to pick up or drop off a child at the school.
- C. Failure to follow these procedures may result in parents or guardians being removed for six (6) months from district buildings pursuant to Oklahoma State Statute Title 21 §§ 1375-1376.
- D. The parent or guardians will not be permitted to mingle with students or walk through the school unescorted.
- E. Parents or guardians who require a teacher conference shall be encouraged to do so when other children are not in class and separated from the student population.
- F. If the individual indicates that there is a mistake, please encourage them to contact the state listing their name to rectify the matter. Staff members may choose to give the parent a printout of the alert, if desired.

1. Parents/Legal Guardians who Have Been Denied as Volunteers

- A. In the event an identified parent or legal guardian of a student has been denied volunteer status, they may be granted limited access to the building while being escorted by school district personnel. The building administrator will decide when and where the person can go and who will supervise his/her visit. The Parent/Legal guardian should never be left alone in the building, or with any students, and should not be issued a visitor badge.
- B. Oklahoma State Statute Title 21 §§ 1375-1376 allows the participant in the school

2. Customized Alerts - COMING SOON!

- A. The Raptor system has a customizable field where visitors can be flagged as possibly posing a danger to students or staff. This can be done specific to the individual school site or be listed as a district wide alert.
- B. The Principal or their designee wanting to add a private alert must contact the Security Office. If a private alert is added, please ensure the following:
 - 1. Attach a copy of the court order, restraining order, legal document or communication from law enforcement/administrators which supports the alert at the school, infinite campus, Security and Legal Services Office.
 - 2. Notify the office staff and if necessary all campus administrators via email about the nature of the alert.

Part IX Policies and Procedures



3. Review Campus emergency procedures that address hostile persons on campus. Procedures can be found at <https://iloveuguys.org/>
 1. In the event you have an active threat inside or around the building please follow your appropriate procedures for lockdown, lockout, or hold. Always call 911 if you feel there is a viable threat as well as 587-SAFE.
4. Examples of Private Alerts:
 1. Non-custodial parents or family members
 2. Zero tolerance parents or family members (should be district-wide)
 3. Parents or other family members with restraining orders banning contact with a student or staff member.
 4. Parents with very limited visitation of students
 5. Suspended students.
 6. Persons who have threatened students or faculty members.
 7. Any reason that the Principal or designee feels the clerks should have been alerted to.
 8. Volunteer and/or visitor bans.
 9. We talked to Raptor about potentially flagging sex offender parents beforehand so they would already be flagged in the system.

SCHOOL SPONSORED EVENTS:

1. If the school is hosting a school sponsored event inside the school. IE: an awards assembly, dance, sporting event, etc. then visitors are not required to go through the Raptor process if the following conditions are met.
 - A. Visitors are never left alone in the building. They must be escorted to the area where the event is being held and staff need to be monitoring that area at all times.
 - B. Any common areas being used by the event (Restrooms, Etc) need to be monitored as well to ensure no one leaves the event area and goes into unauthorized areas without an escort.
 - C. No one is allowed into areas of the building that are not being monitored without having a visitor badge, and being scanned through the Raptor system.
 - D. It is recommended that areas of the school that are not being used are blocked off or secured/monitored to ensure no one enters any areas outside of the event.
 - E. Any Parents or Visitors who violate the rules of the event will be asked to leave.

Part IX Policies and Procedures



ENTRY PROCEDURES VOLUNTEERS:

Volunteer Application/Background Check

All prospective volunteers are required to submit a volunteer application. There is no fee or charge to the volunteers. The Oklahoma City Public Schools Board of Education believes in maintaining an adequate level of safety and security in all OKCPS schools and sites. Therefore, before entering a school or site to volunteer, each potential volunteer must first complete the volunteer application and receive district approval annually.

OKCPS runs a background check that includes a national sex offender registry search. A prospective volunteer will be asked to provide their name, Social Security number (if applicable), and date of birth to the agency conducting the background check on the district's behalf. Background searches are run annually on volunteers each academic year. Background searches will be run after July 1st of each school year to ensure that all volunteer information is current. These restrictions exist to protect and enhance the safety of our students, staff, and volunteers. They also provide a positive volunteer experience for all parties. Both district and school volunteer expectations are in place to serve the best interest of our students, staff, and volunteers. Failure to comply could result in being denied as a volunteer.

1. Have volunteers complete the online Volunteer Application by visiting www.okcps.org/volunteerapp
2. As soon as the application has been submitted, a confirmation receipt will be sent to the applicant.
3. Applications may take up to 5 business days to be processed. Please encourage volunteers to complete their application at the beginning of the school year or at least a week before their volunteer event.
4. Once the application has been processed, the applicant will receive an email notification of approval or denial.
 - A. Denied applicants are mailed and emailed a denial letter. Principal, Assistant Principals, and Volunteer Building Representative are notified via email right after the volunteer has been notified. Denied volunteers are not permitted to enter any school or district facilities to volunteer.
 - B. Parents who are denied volunteer privileges should make prior arrangements with their building administrators. Nothing in our volunteer policy should be construed as preventing a parent or legal guardian from being involved in their student's education.

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5. Once approved, volunteers are encouraged to begin volunteering by contacting their preferred school site. Schools are encouraged to have a list of volunteer opportunities for potential volunteers.
6. Volunteers are required to review the Volunteer Handbook (found online). Training and orientation for individual volunteers or volunteers are encouraged at each school site.
7. In order for the district to maintain and ensure up-to-date background check records, all volunteers must submit a new volunteer application at the beginning of each academic year in order to maintain current status.
8. Each volunteer is required to scan their photo identification into the system on the first visit. On subsequent visits, the volunteer's name will be located through the quick find screen.
9. On the screen, select the volunteer. Indicate the job & location; give the volunteer a lanyard; check out when the volunteer activity is completed, and retrieve the issued Volunteer ID and lanyard.

Volunteer Denial/Appeal Process

If the background check reveals information that may keep an individual from being accepted as a volunteer in accordance with this regulation, the Community Relations department will then notify the school's principal that the volunteer is ineligible to volunteer for the district.

1. If a potential volunteer is denied based on the results of the criminal background check, the individual has thirty (30) business days from the date of the denial letter to appeal the decision.
2. In the appeal, the individual must provide a clear rationale for the appeal, which may include court documents which contradict the criminal background check, proof of inaccurate identity, or other official documentation.
3. This rationale shall be submitted to the Community Relations Department.
4. The rationale shall be reviewed by a team consisting of members from the Family Engagement department and the General Counsel's office, and the background agency may also be contacted.
5. The review team shall provide a decision to the denied volunteer within fifteen (15) business days of receipt.
6. If the appeal is upheld, the Community Relations Department will notify the principal of the error and update the volunteer/visitor management kiosk.
7. The review team's decision shall be final.

Part IX Policies and Procedures



Conflict Resolution Process

What if a volunteer is threatening the peaceful and orderly operation of the school system's environment?

1. If principals feel that the volunteer is interfering with the learning environment, they must email Community Relations with details.
2. Principals must submit written statements from parties involved.
3. The Community Relations department will then run this information by the Legal and Security Department.
4. After careful consideration, the Community Relations team will email all parties with information and recommendations. Involved parties will include the Legal, Risk Management, and Security Department.
5. If the recommendation is to remove the volunteer, the Community Relations team will then call and send a physical letter to the volunteer letting them know they are no longer able to volunteer.
6. The volunteer will be removed from the volunteer management system and asked not to return to the school .
7. Denied volunteers will be flagged in the Raptor system as a denied volunteer and banned volunteer/visitor access.

What happens if an individual has been denied volunteer privileges, but they still have children in OKCPS?

1. Nothing in our volunteer policy should be construed as preventing a parent or legal guardian from being a member of their child's PTA or from attending assemblies, school programs or field trips with their children.
2. Volunteers who have had their privileges removed because they were interfering with the learning environment, will have to make prior arrangements with the school administrators in order to visit their children's classroom.
3. Denied Volunteers that have enrolled students will still need to be processed through the Raptor system each time they wish to enter the school.

Part IX Policies and Procedures



POWER/INTERNET/EQUIPMENT FAILURES:

1. In the event that there is no power or internet service, please revert back to paper logs. The logs should be entered into the Raptor system in full once the power or internet has been restored.
2. Enter a request for equipment repairs through the IT Help desk by email (helpdesk@okcps.org) or call (405) 587-4357(HELP) describing the failure and its urgency.



Vision for Educational Equity

Educational equity is defined as making decisions strategically based upon the principles of fairness, which includes providing a variety of educational resources, models, programs, and strategies according to student needs that may not be the same for every student or school with the intention of leading to equality of academic outcomes.

OKCPS recognizes our responsibility to eliminate past, present, and predictable barriers to student success by ensuring that all students have access to ambitious instruction from educators with high aspirations, to the needs-based allocation of resources (people, time, money), and to the support and advocacy needed to engage in high-quality and empowering learning opportunities regardless of their race, income, or other social factors.

Part IX Equity and Inclusion



There are 10 dimensions of educational equity that encompass all operations in OKCPS.



Dimension 1: School Funding

Each student, including students with higher needs and students of color, attends school in a district that distributes funding in line with the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.



Dimension 2: Teaching Quality and Diversity

Each student, including students with higher needs and students of color, has access to strong, well-supported teachers that meet their needs and provide standards-aligned, culturally relevant, and engaging instruction so all students can reach high standards and thrive. The teaching workforce reflects students' racial and linguistic diversity.



Dimension 3: School Leadership Quality and Diversity

Each student, including students with higher needs and students of color, has access to strong school leadership from principals and instructional leadership teams who meet their needs so all students can reach high standards and thrive. The school leadership workforce reflects students' racial and linguistic diversity.



Dimension 4: Empowering, Rigorous Content

Each student, including students with higher needs and students of color, has access to high-quality and culturally relevant curriculum, materials, coursework, and class offerings to meet their needs so all students can reach high standards and thrive.



Dimension 5: Instructional Time and Attention

Each student, including students with higher needs and students of color, gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

Part IX Equity and Inclusion

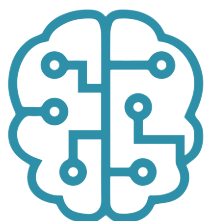


Dimension 6: Positive and Inviting School Climate

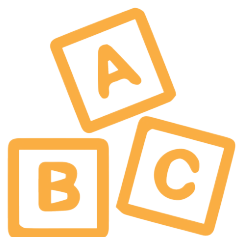


Each student, including students with higher needs and students of color, experiences a physically safe and emotionally supportive environment at school, including fair and consistent rules and discipline policies, positive relationships between staff and students that foster belonging, effective social-emotional learning opportunities, and meaningful family engagement that meets student needs so all students can reach high standards and thrive.

Dimension 7: Students Supports and Intervention



Each student, including students with higher needs and students of color, has access to an effective integrated system of supports (which includes an accurate and unbiased identification process) to address students' non-academic individualized needs, so all students can reach high standards and thrive. Each student has access to meaningful guidance to set them up for success beyond high school.



Dimension 8: High-Quality Early Learning

Each student, including students with higher needs and students of color, has access to high-quality preschool programs that meet their needs, so all students can reach high standards and thrive.

Dimension 9: Learning Ready Facilities



Each student, including students with higher needs and students of color, attends school in buildings that are structurally sound, provide a safe and appropriate physical environment for learning, have effective equipment to meet student needs, and adequate and timely transportation, so all students can reach high standards and thrive.

Dimension 10: Diverse Classrooms and Schools



Each student is enrolled in classes that are racially/ethnically and socioeconomically diverse, so all students can reach high standards and thrive.

Part IX Equity and Inclusion



Equity Protection for Students

In OKCPS we reserve the right to protect the hearts, minds, and feelings of our students. As part of our equity framework, we ask that volunteers adhere to the dimensions of empowering rigorous content, student supports and interventions, and positive and inviting school climates. All programming for the district must strive to uplift and promote the needs of all students regardless of their race, identified needs, zip code, or any other social factors that may be present. As we invite volunteers into our buildings, we do so with the confidence that all students are welcome to attend programs offered in their schools unless otherwise stated in the application and MOU.

Equity Protection for Schools

In OKCPS we reserve the right to protect the positive and inviting school climates that exist in our schools. We welcome individual volunteers, groups, and organizations into our building communities with the confidence that all partners have the best intentions towards our students. Any program that is perceived to be in conflict with providing empowering rigorous content, that does not provide equitable student supports and interventions or diminishes the quality of the school climate may be asked to cease operations. Building administrators reserve the right to request program outcome information to ensure that students are thriving as a result of their participation.

Part XI Frequently Asked Questions



FAQS

1. Who should fill out a volunteer form?

- A. Volunteer” is defined as an adult (18 years of age or older) who sincerely contributes to the achievement of students, teachers, administrators, and other district staff in classrooms, schools, and/or other district offices and does not receive compensation for their work. Volunteers can include parents, guardians, adult family members, and/or business and community members. Volunteers give of their time before, during, after school and weekends. Volunteers enter schools and/or sites and provide assistance on a regular and recurring basis. Volunteers should always be supervised by at least one district employee; however, some volunteer situations happen in which volunteers are one-on-one with students which is why the district requires a background check to ensure student and staff safety and welfare.
- B. Examples of Volunteer Activities that require a background check:
1. Visiting your child’s classroom or having lunch with your child (more than 5 times per academic year)
 2. One-to-one student interactions with a child other than your own (i.e. tutoring or mentoring)
 3. After-school programs approved by the district
 4. Coaching, assisting a coach, or other athletics activities
 5. Supervising a group of children on a field trip (including overnight)
 6. Transporting children to events or field trips
 7. Assisting with parent-led group events during the school day (i.e. committee meetings, selling popcorn, pancake breakfasts, holiday parties, decorating for events, etc.)
 8. Providing technology assistance (access to personal information and email)
 9. Providing childcare for student events
 10. Positions involving access to school funds or financial record.

Part XI Frequently Asked Questions



2. How long does the process take?

- A. The volunteer process takes up to 10 business days. We encourage schools to ask volunteers/parents to submit their form in advance of an event or activity.

3. How frequently must an application be submitted?

- A. Volunteers have to submit a new application every school year.

4. What exactly is being checked?

- A. Background check is a criminal history check prospective volunteers authorize OKCPS to conduct when they complete the volunteer application. OKCPS uses Raptor, a visitor management system to process the information submitted and runs it against government nationwide databases to check for misdemeanor and/or felony violations.

5. Who is denied volunteer privileges?

- A. The background check includes a sex offender registry search in all fifty (50) states.
- B. Any individual who has had a felony conviction or received a deferred sentence, after being charged with a felony offense, within ten years will be prohibited from serving as a volunteer in the OKCPS district.
- C. Any individual who has been convicted of a felony older than ten years that do not involve a violent act, sexual misconduct, child abuse, child neglect, or child endangerment will be reviewed by OKCPS Risk Management for further consideration.
- D. Any individual who has been convicted of a misdemeanor or received a deferred sentence on a misdemeanor offense that involves a violent act, sexual misconduct, child abuse, child neglect, or child endangerment will be prohibited from serving as a volunteer in the OKCPS district.
- E. Any individual who has been convicted of, or received a deferred sentence, for misdemeanor crimes which involve dishonesty, fraud, misrepresentation, deceit, or offenses which involves drugs or alcohol will be prohibited from serving as a

Part XI Frequently Asked Questions



volunteer in the OKCPS district until five years after the misdemeanor conviction or five years after the individual has successfully completed any probation they are required to complete as part of a deferred sentence.

- F. Any individual who has been convicted of a misdemeanor older than five years that do not involve a violent act, sexual misconduct, child abuse, child neglect, or child endangerment will be reviewed by OKCPS Risk Management for further consideration.
- G. OKCPS administrators reserve the right to suspend the visitation privileges of any person(s) who may threaten the peaceful and orderly operation of the school system's environment.

6. What happens if an interested individual does not pass the background check and they have children in the District?

- A. Nothing in our volunteer policy should be construed as preventing a parent or legal guardian from being a member of their child's PTA or from attending assemblies, school programs or field trips with their children. If a denied volunteer is a parent and they would like to visit with their student's teacher or interact with their student, they should make prior arrangements with the building administrators.

7. What if a volunteer is threatening the peaceful and orderly operation of the school system's environment?

- A. If principals feel that the volunteer is interfering with the learning environment, they must email Community Relations with details. Principals are asked to get written statements from people involved. The Community Relations department will then run this information by Legal. After careful consideration, the Community Relations will notify the principal of the decision via email. If the recommendation is to remove the volunteer, the Community Relations team will then call and send a physical letter to the volunteer letting them know they are no longer able to volunteer. The volunteer will be removed from the volunteer management system and asked not to return to the school .

Part XI Frequently Asked Questions



8. Can parents attend their child's field trip if they have NOT submitted a volunteer application or have been denied?

- A. Yes, parents that have not filled out a volunteer application can attend their child's field trip, BUT they cannot ride the bus or chaperone other students. We understand it is hard for teachers to ensure they are not around other children, but we encourage teachers/principals to have this conversation with parents before going on the field trip. Nothing in our volunteer policy should be construed as preventing a parent or legal guardian from being a member of their child's PTA or from attending assemblies, school programs or field trips with their children.

9. If a volunteer is having trouble filling out the online form, what can they do?

- A. If volunteers are having trouble completing the form, they may want to try a few things:
 - 1. If they are using a mobile device, try using a desktop or laptop computer.
 - 2. Close the form, then re-open and try again.
 - 3. Check the directions carefully, and make sure they are using the correct formats when they type in your information such as name, date of birth, etc.
 - 4. Finally, if they still need help, please contact volunteers@okcps.org or call (405) 587-0234.

10. What if a volunteer does not have access to a computer or internet? Can they use a paper application?

- A. In order to protect volunteer information and identities, applications are online only. Please make computers available to sign up volunteers.



Oklahoma City
PUBLIC SCHOOLS