



## Reading Tutor Guide

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Welcome! Thank you for volunteering with Orange County Public Schools' **Read2Succeed** program. Your commitment to our students will contribute significantly to their confidence, academic achievement, and reading journey. This handbook includes expectations and guidelines to allow you to meet the needs of our students while becoming a great role model for them.

This guide also includes background information on why this is such an important program. Please plan to review the information enclosed in this guide before your initial meeting with your students. Keep it handy throughout your tutoring assignment for reference.

Reading tutors can instill a love of learning and reading, while helping students gain vital skills in the areas of social and personal development. Caring tutors are trained to administer the Read2Succeed curriculum and then matched with first- and/or second-grade students to provide students with the extra support they need. Reading tutors spend time connecting with students which is not only important in order to build rapport, but also fundamental to language learning and later success in school.

A reading tutor is a friend, listener, and motivator. Research shows that ALL children could benefit from a relationship with a caring adult. Undoubtedly, many children in your neighborhood, school, community center or local recreation center would cherish having someone like you in their lives. Please share your experience with others by recruiting a friend, co-worker or neighbor to volunteer their time.

The Read2Succeed team, the Foundation and Orange County Public Schools staff would like to express our sincerest thanks and appreciation. Volunteer reading tutors DO make a difference!

For more information about the Read2Succeed program, please visit the Foundation's website at [www.foundationforocps.org](http://www.foundationforocps.org) or contact us at 407-317-3200. A Read2Succeed team member may be reached via email at: [Read2Succeed@ocps.net](mailto:Read2Succeed@ocps.net)

**“The more that you read, the more things you will know. The more that you learn the more places you’ll go.” – Dr. Seuss**

## Read2Succeed Program Overview

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We now live in the “Information Age” where most jobs demand advanced skills such as assessing, summarizing, synthesizing, and evaluating information; not just decoding or reading words. Providing students the foundational skills in problem solving and communication is critical to their success. The teachers in our district are working hard to make that happen, but students enter school with varied backgrounds and reading skills. Some students need extra support to catch up giving Read2Succeed tutors the opportunity to make a positive impact on student progress.

Early elementary grades are a crucial time for reading development. By the end of third grade, students should make the crucial transition from learning to read to reading to learn. If reading is mastered by this time, the road ahead is clear for achievement. Some students need extra support in these early years to develop and sharpen their reading skills. The Read2Succeed program provides that extra support.

### **What the Research Tells Us**

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction. It addresses five critical areas:

- **Phonemic awareness** ~ the ability to identify and manipulate individual sounds in spoken words
- **Phonics** ~ the connection between letter symbols and sounds
- **Fluency** ~ the ability to read with speed, accuracy, and proper expression
- **Vocabulary** ~ all the words used or understood by a person or a group of people
- **Comprehension** ~ the act of understanding what you are reading

Read2Succeed was created to provide reading support to first- and second-grade students who are struggling with three of these important skills: fluency, vocabulary and comprehension. In first grade, vocabulary is the reading skill targeted. In second grade, fluency and comprehension are the reading skills targeted. Students selected for the Read2Succeed program should have the foundational reading skills mastered which include phonological awareness and phonics.

**Reading tutors meet with first-grade students one-on-one for 30 minutes to work on vocabulary; or a pair of second-grade students for 40 minutes to work on fluency, on school campus, during school hours.**

Each year district schools are invited to participate. Participating schools are listed on the Foundation website as well as the OCPS ADDitions website.

**All prospective volunteer reading tutors are required to attend a new volunteer training session and submit an ADDitions on-line volunteer application. A level one background check is required and must be approved before tutors are matched with students at a participating Orange County elementary school.**

## Program Structure

### First Grade Vocabulary Enhancement Program

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#### **What Is Vocabulary?**

The National Reading Panel states that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean.

“Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure.” (Biemiller, 2005)

Vocabulary is often defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. (Kamil & Hiebert, 2005)

#### **The Importance of Vocabulary Acquisition**

The Read2Succeed First Grade Vocabulary Enhancement Program facilitates reading tutors to increase and improve first-grade students’ vocabulary and background knowledge. This improvement is measured by the administration of a pre- and post-test as well as district assessments.

The students selected to participate in the program are identified by their teachers as needing extra assistance with vocabulary. The students could be struggling with early vocabulary acquisition and may be in need of additional background knowledge.

Read2Succeed is non-remedial and administered by non-educators; therefore, the students should have a basic understanding of story elements and be willing to learn in a one-on-one environment. The students are not required or even expected to read aloud during this program, but are rather called upon to discuss story structure, story elements, words and their meaning after listening to various stories. **Volunteers read the story aloud to the student during each session.**

The method Read2Succeed utilizes to help students learn vocabulary is indirect and direct learning styles. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Students learn word meanings from listening to adults read to them. Reading aloud is particularly helpful when the reader pauses during reading to define an unfamiliar word and, after reading, engages the child in a conversation about the book. Some vocabulary should be taught directly which helps students learn difficult words that represent complex concepts and may not be part of the students’ everyday experiences. The Read2Succeed curriculum utilizes this method as well by having the volunteer introduce the pre-selected vocabulary words and their meanings before reading each book. (Reading Rockets website, Vocabulary: An Introduction)

## **Read2Succeed Vocabulary Program: Step by Step**

**Step 1: Connecting with the student**

**Step 2: Review the vocabulary program**

**Step 3: Introduce or review the book you are currently reading**

**Step 4: Introduce new vocabulary words**

**Step 5: Tutor will read the book out loud and student will listen for the new vocabulary words to highlight. Stop at the designated stopping point**

**Step 6: Review selected vocabulary words and paste into student composition journal**

**Step 7: Student writes a sentence and creates an illustration showing they understand one of the selected vocabulary words**

**Step 8: Vocabulary review, review high-frequency words, and praise**

### **First and Last Sessions**

During the first and last session, a brief pre- and post-test is administered. This is an inventory of the vocabulary words selected for the program. This is done at the first session to assess the words the student already knows, and at the end of the program to assess the growth the student has made.

### **Supplies found inside each first grade tote bag:**

- 8 fiction and non-fiction books\*
- Journal sheets
- Student composition journal
- High-frequency word list and strategies for teaching the words
- Tutor guide
- Pencil case including:
  - Highlighter
  - Crayons
  - Pencil
  - Glue stick
  - Pencil sharpener
  - Stickers

\*Six additional books available after the first set of books is completed. The 14 books include a wide variety of diverse characters to represent our diverse student population.

At the last session, reading tutors give students their tote bag with the remaining materials as a gift to take home. Individual books should be sent home with students as they are completed throughout the program. Encourage your student to continue reading and using their composition journal during the summer.

## Program Structure

### Second Grade Fluency Program

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#### **What is Reading Fluency?**

Fluency is the ability to read a text quickly, accurately, and with proper expression. Skilled readers read words accurately, rapidly and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with significantly more effort than students who are on grade-level.

According to the National Reading Panel, fluency is a critical component of skilled reading. **Research has shown that there is a close relationship between fluency and reading comprehension.**

Reading fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Students who are low in fluency may have difficulty understanding what they read.

#### **The Importance of Reading Fluency**

The **Read2Succeed** Second Grade Fluency Program has been created to address a need among many of our second grade students to improve their reading fluency and reading comprehension.

During this program, with a caring tutor and a simple step-by-step process, our goal is to improve students' reading fluency over the course of the academic year. This improvement is measured by comparing the students' beginning score on a one-minute timed non-fiction passage to their score on the same passage at the end of the program. Further progress will be evaluated by district assessments.

Students selected to participate in the program are identified by their teacher as needing extra assistance with fluency. Typically, students reading between 25 and 50 correct words per minute (cwpm) are a good fit for the program. The program is non-remedial and administered by non-educators; therefore, the students should have a basic understanding of phonics, letter sound recognition, and word decoding.

## **Read2Succeed Fluency Program: Step by Step**

**Step 1: Connecting with the student**

**Step 2: Review the three components of reading fluency**

**Step 3: Model through the day's passage reading aloud**

**Step 4: Identify difficult/tricky words from the word list inside the tutor's folder**

**Step 5: Echo read**

**Step 6: Choral read with students**

**Step 7: Timed one minute student reading and graphing**

**Step 8: Comprehension work (flower graphic organizer for 100 level passages and comprehension questions for 200 level passages), high frequency words, and additional activities**

*\*Adapted from The Six-Minute Solution: A Reading Fluency Program with permission from Cambium Learning Group-Sopris.*

### **First and Last Sessions**

During the first and last session, a brief pre- and post-test is administered. This done by utilizing passage 101 as the beginning and ending passage while following the program steps. At the last session, reading tutors give students their folders with any remaining passages and their completed graphs to take home.

### **Supplies inside the second grade tote bag:**

- Tutor Folder - Includes program steps and rules, passage set, student log-tutor record, tutor guide, difficult word list, high-frequency word list, strategies on how to teach the words, reading comprehension flower, comprehension questions, and additional suggested activities.
- Student Folders - Includes passage sets, program rules, fluency graph, a student scorecard, and high-frequency word lists.
- Pencil pouch with: timer, pencils, praise stickers, and highlighters.
- Extra National Geographic books for reading aloud.
- Envelope for returning student log – tutor record at the end of the program.
- Games, additional National Geographic books, poetry books, reader strips and other support items available upon request.



## Reading Tutor Requirements

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### **Application to Volunteer**

An individual who would like to serve as a reading tutor **MUST** submit an ADDitions application. All applications are received through the Orange County Public Schools (OCPS) Compliance Office. Completing an application does **NOT** guarantee placement. Tutors are placed at a school following an approved background check.

**Note: If you are a retired OCPS employee within your first 12 months of retirement, under NO circumstances can you volunteer or you will forfeit your retirement money.**

### **Dress Code**

Attire should comply with the school and district dress code. The school, district, state, or CDC may require PPE and we must adhere to these requirements. They may include items such as masks, gloves, sanitizer, and/or face shields. Any attire that advertises drugs or alcoholic beverages, promotes a political agenda, or is vulgar or obscene in nature is not permitted. Each volunteer is expected to dress appropriately for tutoring. Tank tops and shorts are not permitted.

### **Checking In and Out**

OCPS requires tutors to sign in at the front office before proceeding on campus. A driver's license is required and a visitor's badge will be printed each time you check in. In order to log your volunteer hours, log into the ADDitions computer or log book in the front office (this is in addition to checking in). At the end of your visit, you must sign out of ADDitions and return your visitor's badge to the front office staff.

### **Meeting with Students**

All sessions with students **MUST** take place on the school campus. Tutors should **NEVER** be left alone with a child and should meet with students in plain view, or always where an OCPS staff member is present such as the media center. Off-campus contact is strictly prohibited.

### **Physical Contact**

Many of the children have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model, however, tutors should limit physical contact with students by giving a high-five, a soft pat on the back, or if initiated by the student, briefly holding a hand or sharing a side hug in full view of school staff.

### **Tutors as Role Models**

Tutors must always serve as positive role models. Inappropriate behaviors include, but are not limited to: use of profanity, use of drugs or alcohol, discussion of inappropriate topics, selling merchandise or actively promoting their business, proselytizing (persuading to a way of thinking or acting) and comparing or criticizing students or teachers. Tutors should not laugh at or belittle students' answers or efforts.

### **School Safety**

All tutors should review the Standard Response Protocol poster at the back of this handbook as well as watch the Standard Protocol Video posted on YouTube: <https://youtu.be/-tjgySY3AWA>

First aid kits and fire extinguishers are available at all district schools.

### **Confidentiality**

All student information is confidential and sharing that information with others may be a violation of the law. **This includes any information about a student's academic progress, behavior or school-related incidents.** Discussion of a student is restricted to the student's teacher, the guidance counselor or school administration.

There are exceptions to this requirement of confidentiality. It is critical, not only for the welfare of the student, but also to protect yourself from violating the law, that you be advised:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you **MUST** notify the student's teacher and/or principal immediately. Note when this information was reported and to whom it was given. Do **NOT** share it with anyone except the appropriate authorities. Tutors are legally responsible to report child abuse. **The phone number to call is 1-800-962-2873.** You can find more information at: <https://www.myflfamilies.com>
2. If a student tells you of their involvement in any illegal activity, you must tell the teacher and principal immediately. Note when and to whom this information was reported.
3. Any report given to the school staff must be communicated to the **Read2Succeed** Administrator via email ASAP within 24 hours. The email address is: [Elizabeth.conrad@ocps.net](mailto:Elizabeth.conrad@ocps.net)

### **Disciplining of Students**

With the exception of politely requesting the student's attention, reading tutors are not to discipline students. All discipline concerns should be directed to the appropriate OCPS employee that is on duty.

***Please note: All tutors are mandated to adhere to the requirements listed on the Orange County Public School ADDitions Volunteer Guidelines.***

### **Reading Tutor Assignment**

Once a prospective Read2Succeed tutor has completed a new volunteer training session and cleared the required back ground screening, a Read2Succeed coordinator will match each tutor with a school and students based on the availability of the student and tutor.

### **Tutoring Sessions**

Below are situations that may arise during the course of the program. A guideline is given to handle each situation.

***Student is no longer enrolled at the school*** – Tutor must contact a Read2Succeed staff member within 24 hours to begin process of assigning a new student to the program. Keep all materials until a new student is assigned. Read2Succeed may replace materials that have been used.

***Teacher wants to replace my current student*** – contact Read2Succeed office for further guidance.



***Teacher does not seem to engage with me or does not seem to care about the progress the student is making in the program*** – teachers are held accountable for student progress; therefore, their focus may be on instruction at the time you are picking up and dropping off your student. You may email your teacher regularly to keep them informed of the progress you are making with your student.

***My student does not seem to be making progress and/or benefiting from the program*** – contact a Read2Succeed team member for additional assistance. Each situation is different and depending on the circumstances the solution will vary.

***My second-grade students are not behaving and it's difficult to get them to focus*** – typically students do get comfortable with their tutors and may begin to exhibit undesirable behavior. Try using the student scorecard found in each student folder. If that doesn't work, please contact a Read2Succeed team member for further support.

***I have an upcoming trip or period of time that I won't be able to meet with my students*** – it's very important to let your teacher and student(s) know in advance. Sessions can be made up prior to leaving or upon your return by contacting the teacher directly to re-schedule.

***I would like to change the day and/or time I meet with my students each week*** – contact your teacher directly to make this change. Please send an email to [Read2Succeed@ocps.net](mailto:Read2Succeed@ocps.net) noting any student or schedule changes.

***My student is absent frequently and I am not receiving notification from the school and/or teacher*** – unfortunately, tutors may make trips to the school without being able to meet with their students that day. Tutors are encouraged to build a relationship with office staff and teachers. An email or phone call prior to leaving your office or home to ensure the student is attending school that day may save you a trip if your student is absent. If your student has a pattern of absenteeism, please contact a Read2Succeed team member to discuss a replacement student who can benefit fully from the program.

### **General Guidelines**

Additional information for volunteering with Read2Succeed.

***Student changes*** – if assigned a new student, a Read2Succeed team member must be contacted via email ([Read2Succeed@ocps.net](mailto:Read2Succeed@ocps.net)) with the new information to ensure accurate program records.

***Teacher communication*** – Tutors are encouraged to email teachers regularly to communicate student progress.

***Picking up and returning students*** – during the match process, a date and time is agreed upon. Please make every effort to keep this timeframe and commitment.

**Note:** Read2Succeed is a grant funded program. To ensure the program continues to provide students reading support each year, grant reporting is required and essential. It is critical that the pre- and post-tests and/or fluency records are completed and submitted to the Read2Succeed office no later than June 1, 2021. In order to include student assessments in the program evaluation, students must receive a minimum of 12 sessions of tutoring services. Ideally, 24 or more sessions of tutoring services ensures students are benefiting fully.

## Session Tips & Program Closure

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Closure can be difficult for both reading tutors and students. The student should be informed at the beginning that you will be meeting with them throughout the school year. Below are some tips when ending a session:

- Closure actually happens each time you meet with the student. At the end of a meeting, give some positive feedback about the day or week. Reassure your student that you will be returning.
- Don't leave without communicating. At-risk students don't need to feel abandoned or rejected. They will understand schedule changes, moving and other complications better than an unexplained disappearance. Remind your student(s) a week or two before you leave as to the parting time.
- Use a visual calendar to allow your student to keep a record of your visits and to track how many visits you have left.
- Discuss any holidays or business trips, which may conflict with your scheduled visits. A postcard sent to the student (via the school/teacher) while you are apart can serve as a reminder that you are thinking of them.
- Don't make empty promises or guarantees. Situations and schedules change. You or your student may not be able to follow-through on a commitment, leaving one or both with hurt feelings.
- The end of a semester or school year provides a natural time to say goodbye. It is easier to let go if the date of the last meeting is planned and a special activity is arranged. This can be as simple as reading a favorite book, coloring a picture, or playing a game with your student(s).
- Revisit the student's achievements and the good times you shared together. Leave on a positive note and with words of encouragement.

## Orange County Public Schools Calendar 2020-2021

Friday-Friday	July 31-August 7	Pre-Planning August 5 Professional Development Day
Monday	August 10	First Day of School
Monday	September 7	Labor Day Holiday
Friday	October 9	End of First Marking Period
Monday	October 12	Teacher Workday/Student Holiday
Tuesday	October 13	Begin Second Marking Period
Friday	October 30	Teacher Professional Day/Student Holiday Teacher Non-Workday
Monday-Friday	November 23-27	Thanksgiving Break
Friday	December 18	End of Second Marking Period
Two Weeks	December 21-January 1	Winter Break
Monday	January 4	Teacher Workday/Student Holiday
Tuesday	January 5	Begin Third Marking Period Begin Second Semester
Monday	January 18	Martin Luther King, Jr. Holiday (Schools and District Offices Closed)
Monday	February 15	Presidents' Day Holiday (Schools Closed/District Offices Open)
Thursday	March 11	End of Third Marking Period
Friday	March 12	Teacher Workday/Student Holiday
Monday-Friday	March 15-19	Spring Break (Schools Closed/District Offices Open)
Monday	March 22	Begin Fourth Marking Period
Tuesday	May 25	End of Fourth Marking Period/Last Day of School
Wednesday-Thursday	May 26-27	Post-Planning (2 Days)
Monday	May 31	Memorial Day Holiday (Schools and District Offices Closed)

**Read2Succeed prefers tutors meet with students on Tuesdays and/or Thursdays.**

**Testing and field trips are scheduled throughout the school year. Please check with the office staff and teachers periodically for your school's schedule and to reschedule sessions as needed.**

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKOUT! Get inside. Lock outside doors.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! To the announced location.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! Hazard and safety strategy.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



## HOLD! In your classroom. Clear the halls.

### STUDENTS

Remain in the classroom until  
the "All Clear" is announced

### TEACHER

Close and lock classroom door  
Business as usual  
Take attendance



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## COVID-19 Acknowledgment

To keep Orange County Public Schools employees, students, volunteers and visitors safe, we are asking for your help to minimize the potential spread of germs. The OCPS COVID-19 Acknowledgment document identifies several recommendations the school district has implemented to help reduce the potential spread of the Coronavirus (COVID-19). This document also provides detailed instructions regarding self-evaluation prior to entering an OCPS site, medical coverage information, and safety requirements when on an OCPS site.

**It is important that you read, understand and adhere to every component of this document prior to volunteering, if eligible.**

### **ACKNOWLEDGMENT STATEMENT**

I wish to volunteer my time and services for the **ADDITIONS School Volunteer Program** within **Orange County Public Schools**. I agree to follow the local health department guidelines, and **OCPS** policies and procedures for social distancing to reduce the spread of COVID-19.

### **No Direct Medical Health Coverage**

**I understand that there is no direct medical health coverage afforded to me during my relationship with Orange County Public Schools. The school district is not responsible for any potential exposure to COVID-19.** Unless specifically stated in writing, I understand that there is no employment security insurance provided to me.

**Sixty-five years or older recommendation** - If I am 65 years or older OCPS encourages me to postpone my volunteer activity until the COVID-19 pandemic is officially declared to have subsided.

### **BEFORE ENTERING AN OCPS SITE AGREEMENT:**

As a volunteer, **I will self-evaluate before entering any Orange County Public Schools site. I agree that I will cancel and/or postpone my volunteer activity and will not enter an OCPS site** if I answer **YES** to any of the statements below:

- I am developing and/or experiencing any symptoms of illness such as a fever, cough, or shortness of breath
- I have traveled internationally in the past 14 days
- I have traveled to a highly impacted area within the United States, including cruise ship travel, in the past 14 days.
- I believe I have been exposed to a person with a confirmed or suspected case of COVID-19.
- I have been diagnosed with COVID-19 in the last 14 days.
- I was diagnosed COVID-19 positive and have not gone through the minimum 14 days quarantine, and have not been declared non-contagious at least 7 days ago.



**OCPS SITE AGREEMENT:**

***Everyone's safety is our top priority.*** As a volunteer, I agree and adhere to the following requirements:

- Once my volunteer activity is approved for placement and is scheduled, I will sign in and out of the volunteer management kiosks as required. The system will then prompt me to complete the COVID-19 14-day quarantine online form, which I agree to complete each time I am on campus to make certain I do not pose a possible health risk.
- I will maintain six (6) feet of distance between myself and others. This procedure will be required to limit my exposure to COVID-19.
- I will follow the recommended guidelines of practicing social distancing by participating in group activities of fewer than 10 persons, trying to maintain separation of six feet from others, and otherwise limiting my exposure to COVID 19.
- I am aware that I must follow the safety and hygiene protocols implemented by Orange County Public Schools and posted onsite for my review.
- I will participate in any OCPS-mandated training (virtual or face-to-face) regarding guidelines and procedures before participating in a volunteer activity.
- I will wear a disposable or reusable face mask or cloth face covering at all times. *\*All masks must be nonpolitical and appropriate for a school setting.*
- I will use the appropriate sanitizing products made available during the volunteer opportunity.
- I agree to wash or sanitize my hands after using the restroom, sneezing, and/or coughing, and before and after eating, and will properly wear and utilize sterile gloves to handle any equipment or supplies.
- I understand that I may be informed of or encounter sensitive Personal Health Information (PHI) for those that Orange County Public Schools serve. I agree to hold this information in confidence and will not disseminate any PHI except as allowed by law and/or the policy and procedures of Orange County Public Schools.

By agreeing to comply with the written instructions above, I also acknowledge that failure to comply with these written or verbal instructions from staff may result in my volunteer privileges being revoked ***in all of OCPS*** and I may be asked to leave the premises.

*This waiver does not constitute legal advice. Please take into consideration your unique circumstances before deciding to utilize it, in whole, or in part. While Orange County Public Schools does its best to ensure accuracy, we make no assertion that this waiver is free of error. Orange County Public Schools accepts NO liability for any consequences, foreseen or otherwise, that occur as a result of using this waiver, in whole or in part. Members should submit this waiver to their attorney or other legal counsel for review before use.*





## ADDITIONS SCHOOL VOLUNTEER GUIDELINES:

- ❖ **Volunteers MUST adhere to the OCPS COVID-19 Acknowledgment statements.**
- ❖ **VOLUNTEERS MUST MAINTAIN STRICT CONFIDENTIALITY** concerning information they see and hear concerning students and staff, including students' grades, records, and abilities.
- ❖ **Volunteers DO NOT discipline students. Please report discipline problems to the teacher.**
- ❖ **Volunteers must always be supervised when working with students. They may not supervise a classroom or give permission for a student to leave a classroom. These are the teachers' responsibilities.**
- ❖ **Volunteers agree to abide by School Board Policy: ADC, Tobacco-Free Schools & Facilities**
- ❖ **Volunteers agree to report Child Abuse or Suspected Abuse to site administrator and the Department of Children and Families at 1.800.96ABUSE (1.800.962.2873).**
- ❖ **Volunteers may not give any medication to students.**
- ❖ **Volunteers do not diagnose student weaknesses and strengths, prescribe activities for students, or evaluate student progress.**
- ❖ **Volunteers' discussions with teachers should not interrupt class time.**
- ❖ **Volunteers are not to bring preschool children into the classroom during instruction time.**
- ❖ **Volunteers' comments should not be written on student papers that are to be sent home.**
- ❖ **Volunteers should not laugh at or belittle student answers or efforts.**
- ❖ **Volunteers should contact ONLY school staff members with any concerns regarding students.**
- ❖ **Volunteers are assigned only to staff members who request their services.**
- ❖ **Volunteers should set a good example for students by their manner, appearance, and behavior, and should be well-groomed and appropriately dressed.**
- ❖ **Comparing and criticizing teachers and students are not acceptable volunteer behaviors.**
- ❖ **Volunteers should be in good physical and mental health.**

## **ADDITIONS SCHOOL VOLUNTEER GUIDELINES CONTINUED:**

- ❖ **Volunteers may not hold informal parent/teacher conferences or leisure conversations with staff members or other volunteers during volunteer time.**
- ❖ **Volunteers may not conduct personal business at school.**
- ❖ **Volunteers should never touch students in any way that is aggressive, disciplinary or sexual in nature.**
- ❖ **Volunteers must guard against private communications with students; (i.e. such as social media, texting, email...).**
- ❖ **All volunteers must Sign In and Out at a location designated by the principal before proceeding to their volunteer site during and after schools hours.**
- ❖ **All volunteers or visitors MUST WEAR AN IDENTIFYING NAMETAG approved by the school's administration.**