



Office of the Superintendent



VOLUNTEER HANDBOOK



VOLUNTEERS IN PUBLIC SCHOOLS
LONG BEACH UNIFIED SCHOOL DISTRICT

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Long Beach Unified School District

Mission

The Mission of the Long Beach Unified School District is to support the personal and intellectual success of every student, every day.

Vision

The Vision of the Long Beach Unified School District is for every student to become a responsible, productive citizen in a diverse and competitive world.

Shared Values and Beliefs

Success of All Students

All staff members are focused on student success. Students have many avenues and opportunities to learn, to achieve, and to celebrate intellectual, personal, and employment success. All students leave the LBUSD to pursue productive lives.

High Expectations

Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and employees are empowered, supported, and trained to meet expectations.

Respect and Integrity

Communication and interaction among and between stakeholders* is defined by mutual respect, trust, and support.

Teamwork

The organization works, collaboratively and creatively, to ensure student success in a supportive environment. Decisions are made with stakeholder* input and participation. Successes are recognized and celebrated.

Safety

Schools and work sites are safe and secure for students, parents, and staff.

Effectiveness and Efficiency

Financial and human resources are managed effectively, and prioritized to meet goals and expectations.

Continuous Improvement

Staff, parents, and students collaboratively evaluate progress using multiple, reliable measures and make changes when needed.

***Note:** "Stakeholders" refers to students, parents, staff, and community partners

LONG BEACH UNIFIED SCHOOL DISTRICT

SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND AVALON

**OFFICE OF THE SUPERINTENDENT
1515 HUGHES WAY
LONG BEACH, CALIFORNIA 90810-1839
(562) 997-8242 • FAX (562) 997-8280**

Dear Friends,

You are part of a vital effort that strengthens learning and enriches the lives of our students. What started with 12 volunteers in 1969 has grown to thousands of Volunteers in Public Schools (VIPS), who have helped students by preparing school materials, tutoring and assisting in classrooms.

This handbook for VIPS is designed to answer your questions and provide helpful information to make your volunteering experience more enjoyable and successful.

Here in the Long Beach Unified School District – the third largest school district in California – we serve more than 80,000 students in the communities of Avalon, Lakewood, Long Beach and Signal Hill. All of our schools welcome and deeply appreciate VIPS.

We are pleased that you have become a key part of our school family. You are making a valuable investment in our children's future and in the future of our community and nation.

Thank you for caring so much about our students and for sharing your valuable time and talent with our schools.

Sincerely,

A handwritten signature in black ink that reads "Christopher J. Steinhauser". The signature is written in a cursive, flowing style.

Christopher J. Steinhauser
Superintendent of Schools



Volunteers in Public Schools
Long Beach Unified School District
Board of Education Building
1515 Hughes Way, Long Beach, CA 90810 * (562) 997-8307

VIPS BOARD OF DIRECTORS

General Chairperson	Marilyn Bittle
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Executive Director Office of Equity, Access, College & Career Readiness	Robert Tagorda
Administrative Assistant/ VIPS Coordinator Office of Equity, Access, College & Career Readiness	Dulnari Edirisinghe-Aga

THE SCHOOL VOLUNTEER PROGRAM - ITS PURPOSE

The Long Beach Volunteers in Public Schools is a program endorsed by the Superintendent's Office and authorized by the Board of Education of the Long Beach Unified School District. It is designed to supplement but not replace highly successful existing programs that provide outstanding help to the schools – such as ongoing PTA activities, advisory councils, booster groups and classroom aides.

The purpose of the project is to develop, with the cooperation of community organizations and other interested citizens, a group of volunteers to:

- Tap the human resources of the community for the enrichment of the school's students.
- Increase community understanding and support of public education, thereby strengthening the educational system through the use of volunteers.
- Provide additional individual attention and assistance to students who are not performing well in a group situation.
- Offer needed supportive services to the teacher and other members of the school staff.

PROGRAM COMPONENTS

In general, the services of the Long Beach Volunteers in Public Schools are divided into two categories – Direct Educational Services, where the volunteer works directly with students under the guidance and supervision of a credentialed teacher, and Indirect Educational Services, where the volunteer offers supportive services to the teacher or school staff, but does not work directly with students. These two services are described below:

Direct Educational Service – Under the Direct Supervision of A Certificated Employee

- **In-Classroom Help with Students:** The volunteer assists students in many ways – helping them do their follow-up activities related to classroom work.
- **“One-to-One” Tutorial Help:** Volunteers who communicate well with students help individual students in special subject areas, such as reading, mathematics, spelling or speech. This service is not only the niche of the volunteer who has had previous teaching experience, but it is also a good place for the warm-hearted volunteer to offer a helping hand.
- **Enrichment:** Volunteers who have training, talent, a hobby or a special skill in such areas as library services, art, music, photography, drama, stamp collecting, sports, travel and other vocations and professions are all welcome in this phase of the program.
- **Early Childhood Education (ECE):** A ratio of one adult to every ten students is a requirement of this program. The ECE volunteer works with students and becomes a part of the classroom team which consists of teacher, aide, parent, and volunteer. This volunteer helps to provide the personal interest and attention so needed by all students. By helping with groups of youngsters, the volunteer can also free the teacher to have more time to spend with individual students.
- **Special Education Classes:** Teachers of special education classes for students with disabilities may request in-classroom or individual help as described above. Volunteers should have special training given by the particular school or teacher in how to help their students.
- **Libraries:** Under the direction of the librarian, volunteers assist with processing new books, keeping bookshelves in order, checking books in and out, supervising small groups of students in library classes, and filing of charts, and other instructional resource materials. Volunteers may not work in the library without the presence of a certificated employee.

Indirect Educational Services.

- **In-Classroom Help with Routine Duties:** Volunteers provide general assistance to the classroom teacher or other members of the school staff doing such tasks as: grading papers, preparing duplicated work, preparing educational materials, recording test grades, assisting with art and science classes and maintaining bulletin boards.
- **Assisting School Nurses: AT NO TIME WILL VIPS BE ALLOWED TO ADMINISTER EITHER PRESCRIPTION OR OVER-THE-COUNTER MEDICATION.** On request, volunteers assist the nurse in surveys of height and weight, eye tests, preparing and keeping files up to date and other services.
- **Assisting the School Secretary:** Volunteers with clerical skills assist in book inventorying, keeping files in order, typing and duplicating notices or bulletins, and a variety of other office tasks.
- **Counseling Office Clerical Assistance:** Volunteers assist the counselor (or clerk) with routine record-keeping tasks, assisting at hand-scored tests, etc.

PERSONAL QUALIFICATIONS OF THE SCHOOL VOLUNTEER

The volunteer should be a reliable, friendly, flexible person. All age levels from 18 to 80+ have made significant contributions to the program.

Volunteers must be willing to arrange their daily schedule, so that a regularly scheduled time is planned for each week in order to increase both the teacher's and the volunteer's effectiveness with the students.

The volunteer should like children. One of your important jobs is to build the student's self-esteem.

Qualifications such as physical fitness, education, work experience, and other volunteer experience will vary, depending on the kind of service to be performed.

The volunteer may already have – or be willing to acquire – skills that are needed in the schools. The volunteer may have special talents that can enrich the school program.

PROCEDURES FOR VOLUNTEERING

Volunteers are recruited from a variety of sources – through organizations actively involved in the School Volunteer Program, by other volunteers, by school principals and teachers, or by one of their friends.

- Persons wishing to volunteer are urged to contact their nearest school or a school at which they wish to volunteer.
- Each person wishing to serve as a volunteer is asked to complete an application form and meet with the principal or designated representative of the school or district.
- Each applicant should be in good health and must obtain a tuberculosis clearance via a Mantoux skin test or an Adult Tuberculosis (TB) Risk Assessment Questionnaire and present a copy of a valid unexpired photo ID (i.e. driver's license, California State ID, passport, Military ID, International ID).
- A clear copy of the valid unexpired photo identification, which includes name (i.e. driver's license, California ID, passport, Military ID, International ID etc.), must be sent with the application
- The school representative or VIPS coordinator will send the completed application to the District VIPS Office, along with the applicant's copy of a valid photo ID, and current TB test results or the Adult Tuberculosis (TB) Risk Assessment Certificate.
- Applicants must be informed of the VIPS program requirements of additional clearance in order to comply with the mandates of MEGAN'S LAW. This requirement is necessary to ensure the welfare and safety of our students.
- Upon receipt of verification of a cleared application, the school VIPS coordinator will contact the new volunteer and present their VIPS badge. This signals that the volunteer may commence volunteering at the assigned school.
- No volunteer is expected to accept an assignment that is unsatisfactory. Concerns should be discussed with the VIPS coordinator, principal or VIPS Office.

ORIENTATION AND TRAINING

After completing the procedures outlined above, the applicant will be notified of orientation and training meetings for school volunteers by the school site. The training program is regarded as an ongoing program.

The school administrator/designee, with assistance of the VIPS School Coordinator, will acquaint the new volunteer with the school's routine procedures, discuss the assignment, conduct a tour of the school, and introduce staff members. Questions about school policies and procedures can be answered during this orientation. A VIPS Volunteer Handbook will be distributed at this time.

Each volunteer assigned to provide individual help or other classroom service will have a special training period with the classroom teacher to whom he/she is assigned so that the teacher may acquaint the volunteer with class routines, materials, students with whom the volunteer will work, and duties to be assumed.

THE VOLUNTEER'S ROLE

The School Volunteer program is characterized by its flexibility and duties will vary from classroom to classroom and school to school. The volunteer will find that while the duties vary, certain guidelines apply in any classroom or school situation.

- A volunteer always works under the direction and supervision of a teacher or other member of the school staff. State law forbids a volunteer's being left in charge of a class.
- The volunteer should discuss privately with the teacher any discipline problems so that the teacher may take the proper action.
- The volunteer should be given specific instructions and all necessary materials for any job undertaken.
- The volunteer's attendance is most important. (Teachers and students depend on the volunteer.) A volunteer is asked to notify the school as early as possible if he/she is going to be absent or late. Upon entering the building, the volunteer needs to sign in on the specified form provided for VIPS.
- The volunteer should present a pleasing personal appearance. Good grooming and clothing appropriate for the classroom and the playground contribute to the success of the volunteer.
- The volunteer recognizes their important role as mentors to students by behavior and speech.
- The volunteer must keep the information about students confidential. This information should be discussed only with the teacher or principal.
- The volunteer's reaction to a particular school, its staff or students should also be confidential. (See attached School Volunteer's Code of Ethics.)
- The volunteer who feels the need to discuss personal problems or possible changes in assignment should confer first with the VIPS coordinator, then with the principal. While every effort is made to place a volunteer successfully the first time, changes are sometimes necessary.
- All schools have a VIPS coordinator who is a liaison between the school and the VIPS Office, and is usually the principal's representative for the volunteers. The VIPS coordinator tries to help solve problems related to the VIPS program.
- Volunteers must keep their TB clearance current, as required by the Long Beach Unified School District. The TB clearance needs to be renewed every 4 years. For x-ray clarification, please call (562) 997-8307.
- All volunteers must renew their application every 4 years so that the school sites and VIPS office can update their information, even if there are no changes.
- To safeguard our students and staff and maintain security, volunteers will sign in and out when entering the building through the school office.
- All volunteers must always wear VIPS ID badges. The badge must never leave the school site (except for field trips) nor should it be loaned to other people.
- **Volunteers are not allowed to drive students, except for their own children, to any school events.**
- **All parents/guardians must register as VIPS to be able to chaperone at school field trips and school events.**

SUGGESTIONS FOR CLASSROOM VOLUNTEERS

- Relax and be yourself. Students are quick to see any pretenses.
- Call the child **by name** at each opportunity. If you aren't sure of the pronunciation, ask the student to help you.
- Listen attentively to the child. Encourage him/her to watch you as you talk. (Working across from each other helps reinforcement of speech better than working side by side.)
- Personal concern for the child is one of your most powerful tools. Work to build a relationship. Keep in mind that what you do is as much a language as what you say.
- Start where the child is successful in the subject matter and proceed slowly into what he needs to learn. Always end the session with a successful experience.
- One of your important jobs is to build the child's self-image. If a child thinks he can do something—he can!
- Praise the child for even the smallest success, but never praise a child falsely if you want him to trust what you say.
- Approach a subject (reading, math, etc.) in a very specific way. In planning with the child, keep your expectations few, short and clear. Present alternatives instead of “no-no's.”
- Volunteers should remember that each session is also a language experience with speaking, listening, reading and writing. The volunteer is an example and should speak in a quiet, controlled voice.
- Be relaxed and confident—the student will relax with you.
- Students believe and remember everything you say. **If you make a promise to a student, be sure to keep it.**
- Volunteers, by example, can teach appropriate behavior. Show by demonstration the quiet way of entering a room, how to pull the chair out and sit down gracefully. By being polite to the child you are helping the child learn manners.
- BE FLEXIBLE: Don't be afraid to admit your mistakes. No one is perfect or knows everything and students are delighted at this honesty. It gives them a chance to become a teacher to you or an opportunity for the two of you to learn together, both of which are important academically and personally.
- BE PATIENT: Remember that teachers are human; they will have good days as well as bad and will not be operating at 100% efficiency all the time. No one does!
- Share your experience with teachers to aid in planning for future activities
- **Please remember that teachers are legally responsible for everything that takes place in the classroom and, therefore, they must make all decisions on programs and behavior.**

KEYS TO SUCCESS FOR VOLUNTEERS

- Volunteers assist the staff in the school to provide an enriched educational program for the students. The volunteer's contribution is a vital one and becomes an important part of the total instructional effort. Teachers and students come to depend upon you. The successful volunteer takes his/her responsibilities as a member of the educational team seriously.
- Be prompt, dependable, and regular in attendance; follow the school's policy for notification in case of absence.
- Familiarize yourself with school and classroom policies and procedures.
- Remember that you are acting as a role model for children in language, dress, and behavior.
- Respect the confidential nature of school records and relationships between staff members and students.
- Recognize that the volunteer's relationship with school staff members is one that requires mutual respect and confidence.
- Discuss any questions or problems with the staff members who are directly concerned with the volunteer coordinator.
- Support and supplement the instructional program of the classroom teacher; the volunteer's role is assistance, not replacement.
- Always enter the building by way of the school office where you will sign in. When you leave, be sure to sign out and record your hours in the school office.
- If a student seems ill, contact the teacher immediately. Do **NOT** give first aid or medication to a student.
- Be aware of the allergies of others. Some students and/or teachers are sensitive to strong scents. Be aware that a little perfume goes a long way.
- Inquire about the correct procedures for a fire drill.
- Inquire as to the parking area for volunteers.
- There are telephones in the main office and in many classrooms. Please ask for permission before using a telephone. In addition, it is important to silence any cell phone that could disrupt instruction in the classroom.
- Tobacco, alcohol and drug use are prohibited on school campuses.
- Discipline should always be left to the teacher.

HOW TO WORK WITH STUDENTS

TUTORING TIPS

Tutoring tips are intended to serve as a guide to you in your work. They will be valuable only to the extent that you use them.

PURPOSE OF TUTORING

- To improve the educational achievement of the student.
- To better the student's self-image and to broaden his experiences.

COMMITMENT

Tutoring demands a definite commitment. Please be faithful throughout the program. Few things will undermine a student's faith in his tutor and the program quicker than having a tutor who fails to appear at a scheduled session. Being on time is important. If you are late, the student may begin to doubt the sincerity of your commitment.

GENERAL TIPS

- Relax and be yourself.
- COMMITMENT TO YOUR STUDENT IS YOUR GREATEST ASSET AS A TUTOR.
- Empathy is an important quality to seek if you are tutoring. Have enough understanding of your student and knowledge of their background and possible cultural differences so that you can accept them as they are, rather than reject them because they are not what you think they ought to be. Be willing to start at their level and take their pace if you want to make progress.
- Don't be quick to judge. Many students have lived a life of finding themselves judged according to stereotypes of character, ability and intelligence. Avoid perpetuating this pattern.
- Many of the characteristics which make the student different from you are what make them an individual. Viewed this way, their differences often appear as strengths.
- Set high, but attainable expectations. Set the same standards of effort for your student as you would set for other students his age. Be flexible, patient, enthusiastic, and keep a sense of humor. Avoid lowering standards out of a feeling that they are unattainable.

TIPS FOR THE FIRST SESSIONS

- Inquire from the classroom teacher what the student is supposed to learn. This is an appropriate time to request and schedule an appointment with the teacher who will provide the materials and directions for tutoring the student.
- Remember some students have had little success in school and need a rewarding experience to restore their self-assurance. A positive atmosphere will build the student's confidence and will help establish a good working relationship between tutor and student. Keep in mind that:
 - It is not advisable to let the student flounder on an answer for more than a few moments, especially in reading. When a student has difficulty, step in tactfully and help.
 - Indicate immediately whether the student's answers are right or wrong. Let them know that you are pleased by a right answer. When they are wrong, do not show your disapproval to the point where the student becomes discouraged.

TIPS FOR THE LATER SESSIONS

- In general, the less work you do for the student, the better. Although it is quicker, easier, and less frustrating for a tutor to do a problem or an assignment, it is of little permanent help to the student. Help him learn HOW to do his own work.
- A good tutor will spend most of the time ASKING QUESTIONS, LISTENING, AND HELPING THE STUDENT TO THINK FOR HIM/ HERSELF.
- When you supply an answer, be sure your student understands how you arrived at it. If you are not sure that they do, test your student with a similar example. In this manner your student should be able to handle what you are helping them with when they are in class.
- Move on to more challenging material as soon as you have established a working relationship.
- Be creative and imaginative in your tutoring methods. Look for ways to motivate your student and to involve him in the activity.
- Many of your questions about the student's difficulties and solutions to them may be answered by a visit with the teacher. Teachers are grateful for the work you are doing and they can be most helpful.
- Be sensitive to the existence of psychological problems, which may be affecting the performance of the young person. It is not, however, the tutor's role to handle these problems. Bring them to the attention of the teacher or principal.
- School is an important avenue of opportunity and betterment in our society. If the tutor has a question regarding the school's instructional program, its policies and procedures, it is strongly recommended that the principal be contacted.

MOTIVATION

- Be positive and optimistic. Praise honestly and appropriately.
- Acknowledge effort and reward participation, even if the desired result is not yet achieved.
- Check to see if each student understands the lesson or activity.

DISCIPLINE

Problems may be kept to a minimum by following several simple rules:

- Be consistent, fair and firm in a positive but friendly manner. Let students know what behavior is expected. Your discipline practices will be more effective if they reflect and support those of the teacher.
- Be a role model to students. Be courteous and expect courteous behavior in return.
- Discuss privately with the teacher any discipline problems so that the teacher may take the proper action.

SAFETY RULES AND CONCERNS

Be aware of your school's safety regulations, including rules about running on campus and use of playground or classroom equipment.

Learn to recognize these signals for disaster drills:

Fire

Signal: Repeated short intermittent bell signals for 10 seconds, followed by a five-second pause.

Procedure: Evacuate the building according to established routes. Stand quietly in safety areas.

Earthquake

Signal: No warning bell. In a real earthquake, the temblor will be the signal.

Procedure: If indoors, duck and cover. Seek shelter under a desk or table. If outdoors, stay away from the buildings and overhead wires.

Air Disaster

Signal: No warning bell.

Procedure: Duck and cover. Seek shelter under a desk or table. Stay out of line of windows, doors and large areas of glass. Protect back of neck and head with heavy clothing or other protective material.

FIRST AID

Be knowledgeable about the school's basic procedures for First Aid treatment. The use of protective gloves is important. Taking a course and being familiar with administering CPR and the Heimlich maneuver is strongly recommended.

SUSPECTED CHILD ABUSE

- If you, as a volunteer, become aware of possible child abuse, you should proceed as follows:
 - Immediately report the suspected abuse to the principal, assistant principal, counselor, teacher, school secretary, VIPS coordinator or nurse at the site so that appropriate action can be taken.
 - Keep information about student(s) confidential and provide information only to those who are required to obtain the details.
 - Do not try to investigate the possible abuse yourself as this may interfere with the reporting process and investigation by the authorities.

CODE OF ETHICS FOR VOLUNTEERS IN THE PUBLIC SCHOOLS, USA

PREAMBLE

Our interest and concern for students has brought us into the public schools of America. As members of the whole movement to improve and enrich schools, we as volunteers have a challenging role to play. As we are accepted in the classrooms, please realize that even the best intentioned of us are apt to forget our obligation occasionally under the stress of daily pressures. We must be reminded regularly that the volunteer organization is judged by our own behavior and that as members of that organization we are obligated to seek perfection.

We affirm and accept our responsibility to act within the highest ethical standards as we share with the educators the common purpose of educating children.

PRINCIPLE I ***Commitment to the School***

It is important that we, as volunteers who are going to work directly with children, either individually or in the classroom, understand our function in relation to the total school environment. The school volunteer never replaces the teacher, but rather offers supplementary service which can increase a teacher's effectiveness. The volunteer recognizes that he/she is not being called upon to do that which requires a high degree of professional training and skill, but to provide motivation to develop a child's receptivity to learning, and to help them acquire a better image of themselves. This may mean helping the child to better understand the problem, to review and practice, and to discuss solutions.

The professional competence of school personnel will be our source of guidance and direction. Although we will work closely with them we will always be aware that there is a difference between volunteer and professional activity.

Mutual respect will grow as each group understands that the teacher is in charge of the instruction, the safety, and the discipline of each student in the class. The awareness of this fact can be the basis on which we build a good working relationship with each other.

In fulfilling our obligations to the school we can:

1. Recognize that the staff member will decide the specific duties we will perform, the authority we will be given, and the information and materials we will need.
2. Acknowledge the deleterious effect of criticism of personnel and school practice.

PRINCIPLE II

Commitment to the Student

Our concern for children has brought us into the classrooms. Whatever our particular contribution may be, our success can be enhanced by an ever-deepening understanding of the students we work with. We must know that admiration and respect for the student as a person is the most important ingredient in working effectively. Self-esteem and self-confidence are basic to learning. The personal interest we show a student may well be the catalyst that makes that student recognize his/her own worth and ability to achieve.

In fulfilling our obligations to the student we:

- Assure the school that any information we are given about the students will be considered privileged and will not be revealed.
- Enjoy working with students and value their achievements, however modest.

PRINCIPLE III

Commitment to the Program

We believe in the four basic aims of the volunteer program.

- Relieving the teacher of nonprofessional chores.
- Offering individual help that some students need in order to do better in school.
- Providing enrichment.
- Stimulating support of public education.

Our competence in the schools will be respected as the staff and students learn they can count on us to support the basic aims of education.

In fulfilling our obligations to the volunteer program, we:

- Maintain consistent and regular attendance.
- Follow all regulations and procedures of the district, school, principal or principal's designee.
- Discuss any specific problems with the staff member, principal, principal's designee or the coordinator.
- Observe discretion in commenting on school matters, including the performance of individual volunteers or school personnel.

PRINCIPLE IV

Commitment to the Community

Volunteers possess a sense of social responsibility beyond the point of theory into the realm of action. Students are great emulators and may well absorb and eventually reflect these values. The sense of social responsibility is one we must foster, encourage, and recognize as an absolute essential in democracy.

In fulfilling our obligations to the community, we:

- Share a concern for the whole broad area of public education.
- Participate and conduct ourselves in a responsible manner as our services are weighed and evaluated by the entire citizenry of the community.



Wear your VIPS Badge whenever you are on campus.

Sign in/out each day at the designated location.

Inform school staff if you will be absent.

I have thoroughly read my Volunteers Handbook and agree to abide by the regulations and procedures that have been set forth by the Long Beach Unified School District. Should I violate any of the regulations or procedures, my volunteering privileges can and will be revoked.

Signed_____ **Date**_____

Revised 08-01-15

Procedure for Volunteering in LBUSD Schools

APPLICATIONS ARE REQUIRED EVERY 4 YEARS

***VIPS processing will take approximately 2 weeks or longer. Please make sure that you complete the application form with the necessary information and signatures to avoid delay. We appreciate your patience.**

Please note that those applications showing **convictions require court papers to be attached to the application** and will require additional time to clear. Any questions concerning these applications can be directed to:
Dulnari Edirisinghe-Aga, District VIPS Coordinator – (562) 997- 8307

Complete a VIPS application and TB clearance (per state law). Attach a copy of the results to the VIPS application and a copy of a valid unexpired photo ID.

Turn in the completed, signed application with copy of TB results and photo ID to the school site VIPS coordinator. TB verification must include the date given, the date read (within 48-72 hours), the results of the testing and the name of the medical facility. In lieu of TB skin testing, you may also provide the TB Risk Assessment Questionnaire Certificate of Completion administered by a licensed health care provider. (For X-ray clarification, please call (562) 997-8307.) Photo ID must be current California Government ID (e.g. California Driver's License, California ID, Military ID, Passport or International ID) (**Picture must be clear**).

Volunteer coaches and other select volunteer classifications will be required to provide an activity supervisor clearance or be fingerprinted for DOJ and FBI clearance by the district.

Senate Bill 791— California Daycare Immunization Requirements for Adults: all volunteers working with preschool aged children must have proof of a measles, pertussis and ***influenza** vaccination. **(*The influenza vaccine may be waived on an annual basis)**

VIPS coordinator reviews application for completeness and signatures, signs the application and gives it to the principal for an original signature. It is then forwarded to the District VIPS office.

District VIPS office must obtain clearance through Megan's Law website.

Your VIPS site coordinator receives notification of clearance with your VIPS ID badge. VIPS coordinator will contact applicant.

You are now ready to begin volunteering. To safeguard our students and maintain campus security you **must** sign in and out each time you work; you must **always** wear your VIPS ID badge. Your badge **never** leaves the site (except for field trips) nor should it be loaned to other people.

Thank you for sharing your time and talents!

For VIPS processing, please call (562) 997-8457
For administrative questions, please call (562) 997-8307

Revised: 11-7-18

VIPS APPLICATION PROCEDURES

APPLICATIONS ARE REQUIRED EVERY 4 YEARS

RESPONSIBILITIES OF NEW VIPS

Interested volunteers should complete the following steps:

Complete the VIPS application form (available in English, Spanish, and Khmer.)

Obtain District-provided free TB testing, TB testing from your health care provider or any of the clinics listed on the attached referral form. TB verification must include **the date given, the date read (within 48-72 hours of administration), the results of the testing, and the name of the medical facility.** In lieu of TB testing, you may also provide the TB Risk Assessment Questionnaire Certificate of Completion **administered by a licensed health care provider.** (For X-ray clarification please call (562) 997-8307.) Please note that the TB clearance must be dated within 60 days of the submission of the application to the district VIPS office.

Return completed application, a copy of a photo ID, and a copy of the TB results to the VIPS coordinator at your school site. **Missing information will delay processing of your application.** If you are volunteering at different schools, **an application for each school site is required.**

- The school VIPS coordinator will send the following to the Office of Equity Access, College & Career Readiness in the administrative building:
 1. Completed application form
 2. Copy of the TB test results or TB Risk Assessment Questionnaire Certificate of Completion
 3. Copy of a photo ID
- District VIPS Office will process application*, clearing VIPS for TB test results and Megan's Law screening.
- District VIPS office will send approval form and VIPS badge to the school VIPS coordinator.
- Volunteers will be contacted by the school VIPS coordinator and may begin to work at the school site after orientation and distribution of the handbook.

- To safeguard our students and maintain campus security you **must** sign in and out each time you work; you **must** always wear your VIPS ID badge. Your badge **never** leaves the site (except for field trips) nor should it be loaned to other people

RETURNING VIPS, FORMER VIPS OR VIPS TRANSFERRING FROM ANOTHER SCHOOL

1. **If returning to the same school,** please check with your school VIPS coordinator the date of your last TB test, using VIPS records at that school site. If the TB results are still current, you may continue at the school site. **A new application is required every 4 years.**
2. **If transferring from another school, fill out a new VIPS application.** Once it is signed by the principal and the VIPS coordinator, the VIPS coordinator will send the application to the District VIPS office. A copy of the TB test will not be necessary as long as it is current. The application will be processed. An approval form and site-specific badge will be sent to the site. **Badges are not to be transferred from one site to another.**

If the VIPS TB clearance has expired, (4 years for TB skin test or Risk Assessment), a NEW APPLICATION IS REQUIRED. TB verification must include the date given, the date read (within 48-72 hours), the results of the testing and the name of medical facility. For X-ray clarification, please call (562) 997-8307.

Address on ID submitted must match the address on the application. If you have moved, please attach proof to verify current address. **Photo ID must be clear.**

***VIPS processing will take approximately 2 weeks or longer. Please make sure that you completed the application form with the necessary information and signatures to avoid delay. We appreciate your patience.**

***Please note that those applications showing convictions require court papers to be attached to the application and will require additional time to clear. Any questions concerning these applications may be directed to: Dulnari Edirisinghe-Aga, District VIPS Coordinator – (562) 997-8307.**



OFFICE OF EQUITY, ACCESS,
COLLEGE & CAREER READINESS
Volunteers in Public Schools



Date submitted to site: _____
Date submitted to District VIPS Office: _____
Current VIPS: Yes ☐ No ☐ - School: _____
Current District employee Yes ☐ F. 00

VIPS APPLICATION

APPLICATIONS ARE REQUIRED EVERY 4 YEARS

QUESTIONS CONCERNING THE APPLICATION SHOULD BE DIRECTED TO THE SITE VIPS COORDINATOR

Contact Information (PLEASE PRINT)

Name _____ (____) _____
Last First M. I. Phone #

Home Address _____
Street Apt. City Zip Code

Date of Birth: _____ E-mail: _____

Government-Issued **Unexpired** Photo ID _____ (Please attach a copy of your photo ID, e.g. California Driver's License, California ID, Military ID, Passport or International ID. **Picture must be clear**)

School: _____

Middle Schools/High Schools:

Teacher/Supervisor _____

Department Working In _____

Working with Students: Yes ☐ No ☐

SPECIAL PROGRAMS:

Intern: Yes ☐ No ☐ **All Interns require fingerprinting**

Special Program: _____

Other: _____

Child's Name: _____ Grade: _____ Teacher: _____

Child's Name: _____ Grade: _____ Teacher: _____

Child's Name: _____ Grade: _____ Teacher: _____

Personal Information

Have you ever had tuberculosis? (**Not a TB Test**) Yes ☐ No ☐ If answer is "yes," when? _____

Have you ever had a positive skin test (PPD) Yes ☐ No ☐ If answer is "yes," when? _____

PLEASE ATTACH A COPY OF TB TEST RESULTS OR TB RISK ASSESSMENT QUESTIONNAIRE
CERTIFICATE OF COMPLETION TO APPLICATION

MUST SHOW DATE GIVEN, DATE READ, RESULTS AND THE NAME OF MEDICAL FACILITY

Can you perform the work of the position with or without accommodation? Yes ☐ No ☐

In case of an emergency, please notify: _____ Phone # _____

**ALL VOLUNTEERS WHO WILL PROVIDE SERVICES TO THE DISTRICT AND HAVE DIRECT INTERACTION
WITH STUDENTS WITHOUT THE DIRECT SUPERVISION OF A CREDENTIALLED EMPLOYEE MUST BE
FINGERPRINTED.**

Application continues on next page. Please read and complete all pages.

LONG BEACH UNIFIED SCHOOL DISTRICT
REPORT OF CONVICTIONS AND FINGERPRINTING FOR VOLUNTEERS

PRINT NAME (LAST, FIRST AND MIDDLE)	SOCIAL SECURITY NUMBER
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The District appreciates your interest in serving its students and schools in a volunteer capacity. In order to protect its students, please note that, prior to your being considered for volunteer services, the District may require potential volunteers who have prior convictions to provide a certified copy of all relevant records including, but not limited to, conviction reports, probation reports, and other related court records. A conviction does not necessarily disqualify you from volunteering.

FAILURE TO ITEMIZE ALL CONVICTIONS IS CAUSE FOR YOUR DISQUALIFICATION. IF YOU DO NOT FULLY DISCLOSE SUCH INFORMATION ON THIS FORM NOW, IT IS CAUSE FOR REJECTION FROM VOLUNTEER SERVICES.

PLEASE READ THE FOLLOWING NOTES CAREFULLY:

Please list below any and all convictions, including misdemeanors and/or felonies, you received at any time during your lifetime. The term "conviction" includes a plea or verdict of guilty or finding of guilt by a court in a trial without a jury, or a conviction following a plea of nolo contendere. If you have been convicted of any criminal offense, please specify and explain all convictions on this form. You must report all convictions for sex and/or drug offenses specified in Education Code sections 44010 and 44011 and any convictions for serious or violent felonies specified in Penal Code sections 667.5 and 1192.7. Any convictions set aside pursuant to Penal Code section 1203.4 must be disclosed, as such convictions are by law convictions for the purpose of this question (see Education Code section 44009). A conviction will not necessarily result in automatic disqualification. You are solely responsible for making the determination of whether a conviction must be disclosed. District staff cannot and will not assist you. Failure to report an otherwise reportable conviction will not be excused by your misunderstanding of the law.

HAVE YOU, AS A JUVENILE OR ADULT, EVER BEEN CONVICTED, FINED, IMPRISONED, PLACED ON PROBATION, OR SENTENCED, IN ANY CIVIL, CRIMINAL, OR MILITARY COURT, OR HAVE YOU EVER FORFEITED BAIL? NO ☐ YES ☐

Name of Offense (Explain in detail on back of this form. Use additional pages if necessary)	Offense Code #	Date Mo/Yr	Location (City & State)	Misdemeanor or Felony?	If Imprisoned How long?	If Fined \$ Amount	If Probation From--- To----

HAS YOUR DRIVER'S LICENSE EVER BEEN SUSPENDED OR REVOKED? NO ☐ YES ☐
 If YES, **explain**, including **when**, **where** it occurred, the **outcome**, AND attach **H6** DMV report.

EXPLANATION OF CONVICTION:

Please use the next page to write about the offense(s) for which you were convicted. Explain in detail, the incident(s) and the surrounding circumstances, outcome, etc. Make sure the information you provide matches the convictions on this form.

EXPLANATION OF EVENTS: (You may attach other pages, if necessary):

PLEASE READ BELOW BEFORE SIGNING:

I declare that I have read and understand all of the questions and statements listed on both sides of this Report of Convictions form and the answers I have given are true, correct, and complete. I understand it is my responsibility to list any and all convictions, and that anything I may have forgotten or failed to list will result in rejection as a volunteer. I have listed all of my convictions.

I also understand that it is district policy for me to wear my VIPS badge at all times when I am on campus. The badge is the property of LBUSD, and it should be kept on site at all times. I agree not to take the badge home nor loan it to others. I agree to sign in and out each time I am on campus as a volunteer. I agree to keep confidential information about students' academic and behavioral performance in the classroom(s) where I volunteer my time.

SIGNATURE OF APPLICANT

DATE SIGNED

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FOR SCHOOL USE ONLY:
KEEP COPY OF ALL DOCUMENTS ON FILE

Application reviewed by site VIPS coordinator: _____ Date: _____

Application checked for completeness and accuracy ☐. Proof of TB test ☐ and current Photo ID ☐ are attached.

Principal signature: _____ Date: _____

School: _____