

CHEROKEE COUNTY SCHOOL DISTRICT
Guidelines for Volunteers

Thank you for volunteering your valuable time to help make our school a better place for teachers to teach and for students to learn.

The following guidelines will hopefully make your stay a pleasant and productive experience.

1. If you promise to be here on a certain day and time, please don't let us down. We really do need you!
2. Tell us what you really enjoy doing and what skills you have to contribute. We want you to enjoy your visit here.
3. Always wear your volunteer tag. We require our staff to challenge anyone who is not a staff member and/or who is not properly identified.
4. If you see or hear students do or say things that are obviously inappropriate, let a teacher or administrator know who the students are and what they did. Please do not attempt to correct the problem yourself!
5. If you are stationed in the Main Office, always identify yourself as a parent volunteer when addressing visitors or answering the phone.
6. If there is a school problem, refer it to someone on the school staff. It is our job to solve school problems.
7. When you volunteer to work in the office, remember that you must respect every student's and parent's right of confidentiality.
 - Volunteers who work in the office will invariably become aware of situations in which a student is there for disciplinary reasons. If this happens, we insist that the student's name not be discussed with anyone inside or outside of school.
8. If you are volunteering to work in the classroom, make sure your presence is as unobtrusive as possible. Teachers need help, but a volunteer who doesn't follow directions becomes an added burden rather than a support.
9. If you have concerns after a visit, make sure you either discuss them with the administrator, or counselor or, even better, write your concerns down and give them to the principal.
10. Have a good time! A school filled with happy volunteers is a better place to teach and learn.
11. Understand that under current GA Law (O.C.G.A § 19-7-5), school-affiliated volunteers are considered as "mandated reporters" of suspected child abuse. Should you gain information as it relates to a suspected case of child abuse through a verbal/written communication, direct observation, or some other manner, you must report this information to your school's administration immediately. It will become that administrator's (or designee's) responsibility to then report the suspected abuse to the appropriate state or local investigative agency. (Please see back page for more information).

Our common goal is to have the best schools possible. Together we can make it happen!

I have read, understand and will comply with the Guidelines for Volunteers.

Name of Volunteer

Signature of Volunteer

Date

Indicators of Possible Child Abuse

Type of Abuse	Physical Indicators	Behavioral Indicators
<p>Physical: Physical abuse is the non-accidental physical injury of a child.</p> <p>Physical abuse is the most visible and widely recognized form of child abuse.</p>	<p>Unexplained bruises and welts on face, lip, mouth; on torso, back, buttocks, thighs; in various states of healing; clustered, forming regular patterns; imprint of article used to inflict injury (belt, electrical cord); regularly appear after absence, weekend or vacation.</p> <p>Unexplained burns by cigar, cigarette, especially on the soles of the feet, palms, back or buttocks; immersion burns (sock-like, glove-like).</p> <p>Unexplained fractures/dislocations; bald patches on the scalp.</p>	<p>Feels deserving of punishment; wary of adult contact; frightened of parents; afraid to go home; reports injury by parents; self-destructive behavior; withdrawn or aggressive behavioral extremes; uncomfortable with physical contact; complains of soreness or moves uncomfortably; wears clothing inappropriate for weather to cover body.</p>
<p>Neglect: Neglect is the most common form of child abuse. It includes: lack of adequate food, shelter, clothing, medical care; does not meet emotional or psychological needs of child; educational/cognitive neglect; lack of supervision for optimal growth and development; birth addicted (drug exposure).</p>	<p>Consistent hunger; poor hygiene; inappropriate dress; consistent lack of supervision; unattended physical problems or medical needs; underweight; poor growth patterns; failure to thrive; lice, distended stomach, emaciated look.</p>	<p>Self-destructive behaviors; begging, stealing food; extended stays at school (early arrival and late departures); constant fatigue; listlessness, or falling asleep in class; assuming adult responsibilities and concerns; states there is no caretaker in the home; frequently absent or tardy.</p>
<p>Sexual: Sexual abuse is the exploitation of a child for the sexual gratification of an adult or older child.</p> <p>Sexual abuse is the most commonly perpetrated by an individual known to the victim, rarely is the offender a stranger. One-third of all sexual abuse is perpetrated by another child.</p> <p>Sexual abuse includes touching offenses: fondling, sodomy, rape; and non-touching offenses: child prostitution, indecent exposure and exhibitionism, utilizing the internet as a vehicle for exploitation.</p>	<p>Difficulty walking or sitting; torn, stained or bloody underclothing; pain, swelling or itching in the genital area; pain on urination; bruises, bleeding, or laceration in external genitalia area; presence of sexually transmitted disease; frequent urinary or yeast infections.</p>	<p>Inappropriate sex play or advanced sexual knowledge and promiscuity; hysteria, lack of emotional control; sudden school difficulties; withdrawal or depression; excessive worrying about siblings; difficult peer relationships, resists involvement with peers; self-imposed social isolation; avoidance of physical contact or closeness; sudden massive weight change (loss or gain).</p>
<p>Emotional: Emotional abuse is the excessive or aggressive parental behavior that places unreasonable demands on a child to perform above his or her capabilities.</p> <p>It frequently occurs as verbal abuse, but can also include the following: rejection, terrorizing, shameful forms of punishment, withholding physical and emotional contact; developmentally inappropriate expectations.</p> <p>Emotional abuse is usually not an isolated incident, but instead it is a pattern of behavior that occurs over a period of time.</p>	<p>Speech or other communicative disorder; delayed physical development; exacerbation of existing conditions such as asthma or allergies; substance abuse.</p>	<p>Habit disorders (sucking, rocking); antisocial or destructive behaviors, including delinquency; neurotic traits (sleep disorders, inhibition to play); behavioral extremes (passivity or aggression); developmental delays.</p>