

**Request for Criminal History Record Check**

Pursuant to State Law, \_\_\_\_\_ represents that (check one):  
*(print full name)*

I have not been convicted of, or pled guilty or nolo contendere (no contest) to any crimes.

I have been convicted of or pled guilty or nolo contendere (no contest) to the following crimes (use a separate sheet to explain nature of conviction, date and court):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I understand and agree that, pursuant to the law,

- A. The School Board must request a criminal history check on me from police, the Federal Bureau of Investigation, or at a 3rd party company used by the District.
- B. Until that report is received and reviewed by the District, I am regarded as a conditional volunteer; and
- C. If the report received from the police, Federal Bureau of Investigation, or a 3rd party company used by the District is not the same as my representation(s) above respecting either absence of any convictions(s) or any crimes of which I have been convicted, my volunteer contract is voidable at the option of the District.

I hereby authorize such a records check.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Authorization to Obtain a Background Check and  
Release of Information for Volunteer Purposes**

Pursuant to the Federal Fair Credit Reporting Act, I hereby authorize Brighton # 1 School District and its designated agents and representatives:

Corporate Security Solutions, Inc. P.O. Box 16032, Altamonte Springs, FL 32716,

to conduct a comprehensive review of my background through an investigative report to be generated for volunteer purposes. I understand the scope of the investigative report may include, but is not limited to, the following areas: verification of Social Security number; current and previous residences; criminal history, including records from any criminal justice agency in any or all federal, state or county jurisdictions; birth records; motor vehicle records, including traffic citations and registration; and any other public records.

I, \_\_\_\_\_, authorize the complete release of these records or data pertaining to me which an individual, *(print name here)* company, firm, corporation or public agency may have. I understand that I must provide my date of birth to adequately complete said screening and acknowledge that my date of birth will not affect any volunteer decisions. I hereby authorize and request any former employer, school, police department, or other persons having personal knowledge of me to furnish Brighton # 1 School District or its designated agents with any and all information in their possession regarding me in connection with an application of volunteering, I am authorizing that a photocopy of this authorization be accepted with the same authority as the original.

I hereby release Brighton # 1 School District and its agents, officials, representatives or assigned agencies, including officers, employees or related personnel, both individually and collectively, from any and all liability for damages of whatever kind, which may at anytime result to me, my heirs, family or associates because of compliance with this authorization and request to release. You may contact me as indicated below. I understand that a copy of this authorization may be given at any time, provided I do so in writing.

I understand that, pursuant to the Federal Fair Credit Reporting Act, if any adverse action is to be taken upon the report, a copy of the report and a summary of the consumer's right under the FCRA will be provided to me.

Please indicate if you would like a copy of this report.      yes      no

1. Name (full) \_\_\_\_\_

2. Maiden Last Name \_\_\_\_\_

3. Print all Former Names Used a) \_\_\_\_\_

b) \_\_\_\_\_

4. Social Security Number \_\_\_\_\_

5. Date of Birth \_\_\_\_\_

6. Telephone Number \_\_\_\_\_

7. Current Street Address \_\_\_\_\_

8. City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

9. Driver's License Number \_\_\_\_\_ State Issued \_\_\_\_\_

10. Name on Driver's License \_\_\_\_\_

11. Prior Residence, past seven (7) years

a) \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_

b) \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_

c) \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_

12. Have you ever been convicted of or pled guilty or "no contest" to a criminal charge?  yes  no

13. Are you currently awaiting trial, sentencing or disposition of a criminal charge?  yes  no

14. Have you ever been a defendant in a civil action for intentional tort(s)? (Intentional torts include, but are not limited to, battery, assault, false imprisonment, defamation, fraud, conversion)?  yes  no

If you answered Yes to Numbers 12, 13 or 14, provide Care Numbers, Date of Action, Disposition, Place of Occurrence and Current Status Below:

\_\_\_\_\_  
Please explain. If more space is needed, add supplemental sheets:

**By signing below, you are certifying that the above information is true and correct.**

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Volunteer Confidentiality Commitment

Thank you for your willingness to serve as a school volunteer. Confidentiality and student safety are paramount within Brighton School District for staff and volunteers. As a volunteer at Brighton School, you are requested to be aware of and agree to the required expectations and responsibilities on confidentiality and safety, which are consistent with those for all district employees.

All Volunteers are expected to comply with the following:

#### Confidentiality:

- Maintain a strict confidence about students and staff. This includes health issues, academic performance and behavior, school problems, and student records in any form. The access to records by a volunteer shall be limited to legitimate educational interests particular to the duty performed and under the supervision of a district employee acting as the volunteer's supervisor.
- Refrain from discussing school practices, individual students and personnel, or personal opinions regarding all children, adults, and situations observed while volunteering unless there is a legitimate educational interest to protect the safety interests of individuals in the school. If you have a specific concern, discuss it with the principal.

#### Safety:

- Sign in and wear a designated volunteer lanyard when working in Brighton School.
- Sign out and return lanyard.
- Follow all school rules, policies, and procedures.
- If applicable, make arrangements for personal childcare needs while you volunteer in the school.

**Infractions of these expectations will result in termination of all volunteer privileges.**

Yes, I have read the above guidelines and agree to follow the confidentiality and safety expectations and responsibilities as a volunteer within the Brighton School District. I understand that failure to follow the stated guidelines will result in termination of my volunteer privileges within Brighton School.

Volunteer's Email Address:

---

Volunteer's Printed Name:

---

Volunteer's Signature:

Date:

---

### **A Note from the District Administrator**

We greatly appreciate your commitment to Brighton School. Our students are the beneficiaries of this incredible support. Volunteers, such as you, provide opportunities for students to receive one-on-one guidance with their work, guided practice to ensure accuracy in their comprehension, and additional personal attention from caring adults.

We hope the information in this training packet is helpful and starts you on your way to a successful and satisfying volunteering experience. In addition, know that we are always available to provide support as needed. Most importantly, thank you once again for volunteering at Brighton School.

Sincerely,  
Dr. Penny Boileau, Principal  
District Administrator

### **General Procedures for Volunteers:**

#### **Checking In:**

1. Please arrive 5 minutes prior to the scheduled time to allow time to check in and receive instructions from the teacher.
2. Sign in upon entering the main office, and secure a visitor's lanyard.
3. Report to the classroom where your volunteer service is scheduled. If a class is in session, please wait quietly in the back of the classroom until the teacher approaches you. Avoid talking to other staff or interrupting classes while in the building. If you need to meet with other staff members, please schedule an appointment with that staff member at another time.

#### **Communication with teaching staff:**

1. The classroom teacher where you are volunteering will have specific directions for you to follow. Please seek those upon arrival. Sometimes you will be working with a few students in small groups, at other times you may be administering/reading a test, or even working one-on-one with students providing academic enrichment or support.
2. If you would like to communicate with the teacher with whom you are volunteering, you can contact them using e-mail. Use the first letter of their first name, followed by their last name @brightonschool.net.

#### **Confidentiality:**

1. All volunteers must agree to keep the nature of the work they do with students confidential. This includes communication with other volunteers, parents, and Brighton staff. When approached by others regarding specific student or teacher situations, volunteers are required to refer the person to the direct teacher supervisor, or Dr. Boileau. Conversations on or off campus about specific situations, students, or classrooms are prohibited.
2. Conversations between adults, overheard by volunteers in the building shall remain confidential.
3. If a situation arises that makes you feel uncomfortable, please talk with the teacher or Dr. Boileau.
4. If a parent should contact the teacher or administration and request that a specific volunteer not work with their child, that request will be honored.

#### **Check Out:**

1. Please remember to sign out in the office upon completion of your volunteer service. It is essential for us to know who is in the building in the event of an emergency.

### **Role Models**

Please remember that you are working with younger students that look up to you as a high school student or adult role model. You are a role model to them. Please make sure that you model appropriate and safe behavior while you are volunteering at Brighton. This includes following all school rules.

### **Dress Policy**

All volunteers are expected to follow the student dress policy. Brighton students are expected to dress in an appropriate manner that does not distract from an academic decorum or disrupt the educational process, present a danger to health or safety, or create maintenance problems for the school. Students shall wear shoes at all times. They shall not wear clothing that exposes undergarments or inappropriately exposes the body; that displays tobacco, drugs, alcohol, or vulgar language or pictures, or that advocates other violations of school rules or the law. They shall not wear overcoats or headwear such as hats, headbands, or bandanas during the school day.

### **Classroom Helper Duties and Responsibilities**

1. Assist students as requested by the classroom teacher.
2. Help students become independent learners. Conduct conversations that promote a student's thinking, not simply listening and accepting.
3. Provide academic guidance to assigned student(s). This may include helping them with homework and assignments they are having difficulty completing, working on long-term projects, helping them understand material they are not comprehending or helping them study to better comprehend what they are learning. The goal is always student understanding rather than simply task completion. Students should be able to utilize the acquired knowledge on future assignments and challenges.
4. Encourage hard work and effort, create confidence in students about their own abilities and knowledge, enhance their creativity and problem solving strategies, and improve student's question-asking and discussion skills.
5. Supervise student(s) to assure their safety and well-being.
6. Model appropriate behavior. Conduct yourself with dignity, courtesy, and consideration.
7. Be punctual and responsible in fulfilling your duties. Give adequate notification of your absences.

### **What do they need?**

#### ***Relationships***

The most important thing a classroom helper can bring to a learning session is not content knowledge, but the willingness to build a relationship of trust and encouragement with a young person. Students may come to you for a variety of reasons such as being absent, not learning at the set pace of the class, needing more time on a task, not asking clarifying questions or being unmotivated. They are worried about how you will view them, and they may be very uncomfortable at the sessions. You can help gain their trust and diminish their apprehension by being on time, being enthusiastic, celebrating their successes (no matter how small) and sharing yourself. Talk about the difficulties you had to remind them that you are human too! Learn about them, their strengths and weaknesses and their goals. Capitalize on your learner's interests. Establish a positive setting in which to work. Make sure the student is comfortable mentally (where they feel they can make errors and may or may not be seen by others) and physically (seated in a chair, on the floor, in a desk, at a table, not hungry or thirsty; bathroom needs are met, noise level ok). Doing this can start the sessions on the right foot. A little thing such as sitting next to them versus sitting across from them sends the message that you are working together. Using collaborative skills will help student's translate them to use in their own life and the relationships they have with others.

### ***Listening***

Rearrange the letters in the word "listen" and you will discover a new word, "silent." The classroom helper's job is not one of telling information, but one of listening to the child's thought processes and facilitating the student's own learning. Asking the right question after posing the problem or project may get the student's thinking started. Encourage discussions being honest and supportive. Outside of learning, they may be dealing with issues at school or home that need to be aired briefly before they can focus on the task at hand. You do not need to become a counselor; a brief opportunity to vent may be all they need. If the issue needs to be dealt with more, a reply such as, "I can tell this is really upsetting you. Is there someone you can talk to after our session?" may help redirect their attention, but still show you do care. If a child appears upset, please notify the teacher or Dr. Boileau.

### ***Independence***

Encourage their own responsible decision-making. You can help them become an independent learner by withholding constant corrections. Help them notice errors and commend them on their ability to correct mistakes. At the end of your sessions ask them what they remember, what they feel good about, and what they accomplished. This reflective thinking will transfer into their practice.

### ***Organization***

Elementary school students are learning how to learn. They may need help organizing their papers. Their backpacks and papers may be in complete chaos. Taking time to help them organize, put things in the proper folders, throw out what is no longer needed, etc. is worthwhile.

### ***A Fresh Start***

Many students need help building a positive image of themselves as capable learners with abilities to be successful in school. Classroom helpers who start off right away reinforcing and praising what the student does know and what they can do, will more likely be able to help the student build the confidence needed to keep struggling with something that's been difficult for them. Give honest and supportive feedback that supports them taking risks and giving it a good try.

Ideas to help focus on the positive:

1. When going over an assignment or test, circle everything that's correct (each word spelled right, each math problem with the right answer, etc).
2. Even if all the answers are wrong, you can always find something positive to compliment, such as legible handwriting, spelling part of a word correctly, the number of problems they worked on and tried to solve, not giving up, not having a blank page...
3. Make your praise as specific as possible. Say: "You have organized your work for this problem very clearly," rather than "You're very organized." Always give sincere praise.
4. Help them set realistic goals.
5. Let teachers know when a student does an especially good job. When possible, tell the teacher about the great job when you know the student can overhear you or write a note that the student watches you write.
6. Let your students know you care about them and how well they achieve. Talk about their interests, hobbies, etc.

By building on the knowledge and skills the student does have and by focusing on the positive, the classroom helper can help a student increase and expand on those skills. If he/she has solved one problem correctly or part of a problem correctly, the classroom helper can ask him/her to think about how they were able to solve it, and can encourage them to apply the same methods to gradually add words to their successes.