



Volunteer Guidelines and Expectations

Volunteers are expected to observe the following regulations and standards which the San Jacinto Unified School District has established in order to protect our students and to ensure a successful contribution by the families and community members to our students' achievement.

Volunteers shall act in accordance with district policies, regulations and school rules. At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave the campus. Employees also may confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteer (SJUSD Board Policy 1240).

Volunteers must sustain a clear criminal background. Subsequent Arrest Notification (SAN) will be reviewed by Personnel Administration and may result in denial of application or immediate revocation of volunteer rights for approved volunteers.

For security purposes, volunteers must check in at the front office to sign in/out and present district-issued ID badge. The ID badge shall be worn at all times while on campus. Volunteers will not be allowed on school grounds without a badge. Replacement fee for lost or damaged ID badges is \$5.00.

Volunteers will treat students, staff and general public with respect and consistently be models of the Developmental Assets. Volunteers will not promote commercial products, religious beliefs, political parties or candidates while on campus.

Any information which the volunteer has access to is confidential and shall not be shared with anyone.

Regarding student discipline issues, volunteers must immediately inform school administrator(s). Volunteers are encouraged to model positive behavior to students, but the role of enforcing disciplinary action belongs solely to school administrators.

Volunteers may not administer medication or give medical treatment to students. In case of medical emergency, volunteer is to notify school personnel immediately.

Volunteers are expected to contact the School, Family and Community Liaison or Site Volunteer Designee and teacher if unable to follow through with their volunteer schedule or wish to discontinue their volunteer service.

Volunteers shall only work under the direction and supervision of a teacher or other certificated staff member of the school. The relationship between staff and volunteer is one of mutual respect and trust. Volunteers shall initially take matters of concern to the School, Family and Community Liaison or designee.

Volunteers are responsible for their own personal property and SJUSD does not assume responsibility for lost or damaged items.

Volunteers accept and voluntarily assume the risks of personal injury or property damage that may result from volunteer activities.

Being under the influence of and/or having possession of illegal substances, alcohol or firearms are grounds for immediate dismissal and notification to law enforcement.

To possess, use, or be under the influence of any alcohol, drug, or controlled substance (including marijuana) at any District workplace is a violation of Board Policy 4020—Drug and Alcohol-Free Workplace Policy. This rule applies before, during, and after school hours or at any district activity, including offsite events and field trips. This expectation applies to volunteers.

The Board of Trustees desires to provide a healthy environment for students and staff. The Board prohibits the use of Tobacco products at any time in District-owned or leased buildings, on District property and in District vehicles. Smoking or use of any tobacco related products and disposal of such products are prohibited within twenty-five (25) feet of any school grounds.

Guidelines for Chaperones on Fieldtrips

- Chaperones must be 18 years or older.
- All chaperones must be approved volunteers that have fingerprint and TB clearance on file.
- Be punctual when arriving for the field trip, at checkpoints, and to the final check-in to return to school.
- Provide your cell phone number to all teachers on the fieldtrip.
- Keep your cell phone on, with volume up and on your person at all times for use in the event of an emergency.
- Must keep cell phone use to emergencies only.
- You will be assigned a group of 10 or 15 students for which you will be responsible. (Number of students will depend on the ratio requirements for the grade level)
- You must provide adequate supervision for the students in your group. Students should not be allowed to roam around on their own. (Grad Night and other similar field trips may impose a check in period every two hours)
- When students do not follow directions or are not showing proper respect towards the chaperone, he/she must contact the lead teacher so that they can determine consequences.
- Chaperones should take an active role in assisting the teacher – both in the educational process and in supervising the safety of their group.
- Chaperones must not release students to anyone other than the teacher.
- Assign student “buddies” to assist in maintaining control and tracking the students in your group.
- Constantly count to ensure you have the correct number of students and the same students you started with.
- Do not allow other students to join your group without direct permission from the classroom teacher.
- When a student needs to use the restroom, an adult must accompany the student to the restroom and wait outside the stall or entrance. Students may not go to the restroom alone.
- In the event you must leave your group to either chaperone a student to the restroom or to tend to an emergency, ensure that another chaperone takes control of the remaining students in your group.
- As a chaperone you are acting on behalf of the School District; your conduct is expected to be in accordance with all SJUSD policies and procedures.
- Chaperones must wear appropriate/modest clothing and use acceptable language.
- Absolutely no smoking or drinking of alcoholic beverages while on a District sponsored trip.
- Only District-approved chaperones may attend the field trip. No siblings, relatives, and/or any other non-District approved chaperones may accompany you on this

trip. They can be distracting to students and often draw away attention from those the chaperone is responsible for. Please do not ask for exceptions to this rule. The field trip is an activity for the student and their classmates, not for younger siblings.

- Volunteers may not administer medication or give medical treatment to students. In case of medical emergency, volunteer is to notify school personnel immediately.
- All chaperones must ride to and from the fieldtrip destination on the bus.

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring and responsible.

Volunteers will treat students, staff and general public with respect and consistently be models of the Developmental Assets.

CATEGORY	ASSET NAME AND DEFINITION	
External Assets	Support	<ol style="list-style-type: none"> 1. Family Support – Family life provides high levels of love and support. 2. Positive family communication – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 3. Other adult relationships – Young person receives support from three or more nonparent adults. 4. Caring neighborhood – Young person experiences caring neighbors. 5. Caring school climate – School provides a caring, encouraging environment. 6. Parent involvement in schooling – Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth – Young person perceives that adults in the community value youth. 8. Youth as resources – Young people are given useful roles in the community. 9. Service to others – Young person serves in the community one hour or more per week. 10. Safety – Young person feels safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries – Family has clear rules and consequences and monitors the young person’s whereabouts. 12. School boundaries – School provides clear rules and consequences. 13. Neighborhood boundaries – Neighbors take responsibility for monitoring young people’s behavior. 14. Adult role models – Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence – Young person’s best friends model responsible behavior. 16. High expectations – Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community – Young person spends one or more hours per week in activities in a religious institution. 20. Time at home – Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

Commitment to Learning

- 21. **Achievement motivation** – Young person is motivated to do well in school.
- 22. **School engagement** – Young person is actively engaged in learning.
- 23. **Homework** – Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to school** – Young person cares about her or his school.
- 25. **Reading for pleasure** – Young person reads for pleasure three or more hours per week.

Positive Values

- 26. **Caring** – Young person places high value on helping other people.
- 27. **Equality and social justice** – Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity** – Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty** – Young person “tells the truth even when it is not easy.”
- 30. **Responsibility** – Young person accepts and takes personal responsibility.
- 31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- 32. **Planning and decision making** – Young person knows how to plan ahead and make choices.
- 33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.

Positive Identity

- 37. **Personal power** – Young person feels he or she has control over “things that happen to me.”
- 38. **Self-esteem** – Young person reports having a high self esteem.
- 39. **Sense of purpose** – Young person reports that “my life has a purpose.”
- 40. **Positive view of personal future** – Young person is optimistic about her or his personal future.

Contact information for district Community Liaisons

Hyatt Elementary – Teresa Moreno: tmoreno@sjusd.email (951) 654-9391.

Estudillo Elementary – Laura Anaya: lanaya@sjusd.email (951) 654-1003.

De Anza Elementary– Patricia Moreno: pmoreno@sjusd.email (951) 654-4777.

Park Hill Elementary – Maria Valencia: mvalencia@sjusd.email (951) 654-6650.

Megan Cope Elementary- Paola Felix: pfelix@sjusd.email (951) 654-6069.

San Jacinto Elementary – Erika Curiel: ecuriel@sjusd.email (951) 654-7349.

Record Elementary – Elsa Pinto epinto@sjusd.email (951) 487-6644.

Preschools – Margarita Gutierrez: m.gutierrez@sjusd.email (951) 654-1531.

Parent Center: Carla Adame: cadame@sjusd.email. Sheila Blythe: Sblythe@sjusd.email (951) 929-7329.