COMMUNITY PARTNERSHIPS

PGCPS

Site-Based Volunteer Coordinator Handbook

Building Strong School Communities Through Volunteerism

Contact Information:

Office Community Partnership
Prince George's County Public Schools

Email: volunteers@pgcps.org
Phone Number: 301-952-6380
[*www.pgcps.org/offices/community-partnerships*](www.pgcps.org/offices/community-partnerships)

October 2024

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Introduction to the Volunteer Program

Introduction to the Volunteer Program

Purpose and Goals of the Program

At Prince George's County Public Schools (PGCPS), our volunteer program is designed to support student achievement and school success through meaningful collaboration with parents, community members, and organizations. Our mission is simple:
"To connect schools with partners and resources to drive innovation and excellence in education."

Through dynamic partnerships, we provide schools with the tools, support, and opportunities to help students thrive academically, socially, and personally. The volunteer program is a key part of this effort, as volunteers play an essential role in enriching the learning environment, fostering community involvement, and creating positive, lasting impacts on students.

Program Goals:

- **Enhance Student Learning:** By providing academic support, mentoring, and extracurricular assistance, volunteers contribute to students' academic growth.
- **Foster Community Engagement:** Encourage active participation from parents, local businesses, and community members in the life of the school.
- **Support Teachers and Staff:** Volunteers help alleviate administrative burdens and provide support to staff, allowing them to focus more on instruction and student development.
- **Promote a Safe and Inclusive Environment:** Volunteers help create a welcoming and inclusive school culture by acting as positive role models and contributors to a healthy school climate.

Our Vision

Our vision is clear:
"To create and cultivate dynamic partnerships that elevate educational success and expand opportunities."

Whether it's through individual volunteers, business partnerships, or resource donations, we are committed to making a lasting impact on the lives of students across Prince George's County. Our program aims to connect the school with the broader community, creating a network of support that extends beyond the classroom and prepares students for future success.

COMMUNITY PARTNERSHIPS

PGCPS

Role of the Site-Based Volunteer Coordinator

As the Site-Based Volunteer Coordinator, you are the heart of the volunteer program at your school. You bridge the gap between school leadership, staff, volunteers, and the community, ensuring that the volunteer program operates smoothly and effectively meets the school's needs. Your role includes both leadership and administrative responsibilities, requiring you to engage with multiple stakeholders and manage a variety of tasks.

Key Responsibilities:

- **Collaborating with School Leadership:** Work closely with the principal and staff to implement a volunteer program that supports the school's goals and priorities. Regular communication and strategic planning are key components of your collaboration.
- **Recruitment, Training, and Orientation:** Lead efforts to recruit volunteers from the school and local community. You will organize training sessions to ensure volunteers are well-prepared for their roles and aligned with school policies and expectations.
- **Maintaining Volunteer Records:** Track volunteer attendance, hours, and contributions to the school. This data is crucial for recognizing volunteer efforts and for program evaluation purposes.
- **Recognizing Volunteer Contributions:** Plan and execute volunteer recognition events and activities to show appreciation for their service. This recognition fosters goodwill and encourages ongoing participation.
- **Evaluating the Program's Success:** Periodically assess the effectiveness of the volunteer program through feedback from staff, students, and volunteers. Use this feedback to make improvements and ensure the program continues to meet the school's evolving needs.

Your role is pivotal in ensuring that volunteers feel valued and supported while providing crucial help to students and staff. Through your leadership, the volunteer program will thrive and create positive, lasting impacts within the school community.

- **Policies, Procedures and Forms**
  - AP 4216.6 - Volunteer Services
  - AP 4217 - Parent, Family, and Community Involvement in Schools
  - Code of Conduct for Families, Volunteers and Visitors
  - Board Policy 0106 - Volunteer Services.pdf
  - AP 4215 and 4216.6 Attachment - Summary of PGCPS Background Check Requirements
  - Oracle Non Payroll request Form
  - 1 Time 1 School Volunteer Exception Form

Collaboration with School Leadership

Collaboration with School Leadership

Effective collaboration with school leadership is essential for building a successful and accountable volunteer program. As the Site-Based Volunteer Coordinator, you play a crucial role in aligning volunteer efforts with the school's goals and priorities. Here's how to establish and maintain strong partnerships with the principal, site administrator, and staff members:

1. Establishing Clear Communication

- **Regular Meetings:** Set up regular check-ins with the principal to discuss the volunteer program's progress, address any concerns, and identify upcoming needs. These meetings should focus on aligning volunteer activities with the school's strategic goals and ensuring that volunteers are meeting expectations.
- **Staff Involvement:** Engage key staff members, including teachers, office staff, and support personnel, to gather feedback on volunteer needs in classrooms, extracurricular activities, and other school areas. Open communication helps ensure that volunteers are assigned to areas where their skills and support are most needed.
- **Coordination of Activities:** Work closely with the administration and staff to develop a volunteer schedule that fits seamlessly into the school's operations. Ensure that volunteer activities do not conflict with other school events and programs.

2. Aligning Volunteer Efforts with School Goals

- **Identifying Needs:** Collaborate with school leadership to identify areas where volunteers can have the greatest impact. This may include academic support, event assistance, or administrative support. Aligning volunteer work with these priorities will help ensure the program has a meaningful impact.
- **Setting Expectations:** Discuss the school's specific expectations for volunteers, including professional behavior, confidentiality, and student interaction protocols. This alignment is crucial to maintaining a professional and respectful environment.
- [Code of Conduct for Families, Volunteers and Visitors](#)

3. Promoting Accountability

- **Monitoring Volunteer Effectiveness:** Develop systems for regularly evaluating the effectiveness of volunteers, both in terms of their contribution to the school and their adherence to school policies. This includes tracking volunteer hours, attendance, and feedback from staff on their performance.

- **Addressing Challenges:** If any issues arise with volunteers, whether related to performance or adherence to school policies, ensure there is a clear process for addressing them. This may involve the principal or site administrator when necessary.

4. Supporting School Leadership

- **Providing Updates:** Keep the principal and site administrator informed about the status of the volunteer program. This may include providing regular reports on volunteer hours, activities, and contributions to school initiatives.
- **Adapting to Changes:** Be flexible and prepared to adjust volunteer activities based on the evolving needs of the school. Whether there are changes in curriculum, staffing, or school events, your ability to adapt will ensure that the volunteer program remains relevant and effective.

5. Fostering a Team Environment

- **Encouraging Collaboration:** Create opportunities for volunteers to work closely with teachers and staff, promoting a sense of teamwork and shared responsibility. Volunteers who feel connected to the staff are more likely to stay engaged and motivated.
- **Maintaining a Positive Relationship:** Building trust and maintaining open lines of communication with school leadership ensures a healthy working relationship. Be proactive in addressing concerns, and always be receptive to feedback from the administration and staff.

Volunteer Recruitment

Volunteer Recruitment

Top 5 Volunteer Recruitment Strategies:

1. **Highlight Impact and Success Stories**
   - Use **testimonials from current volunteers** and showcase success stories to inspire new recruits. Make sure to spotlight them on your websites and social media, including the hashtag **#PGCPSvolunteers**
   - Highlight the **positive impact of volunteering** on students, whether in academic improvement or emotional support.

2. **Target Specific Groups**
   - **Parents & Families**: Engage parents and family members of students through parent-teacher associations, newsletters, and direct invitations.
   - **Local College Students**: Partner with nearby universities for service-learning programs or internships. **All volunteers must be at least 18 years of age.**
   - **Retired Educators & Community Members**: Reach out to retirees who may have the time and experience to help.
   - **Corporate Partnerships**: Engage local businesses to offer volunteer opportunities for employees through corporate social responsibility programs.
   - **Partner with community organizations**, churches, and civic groups (e.g., Rotary Clubs, Lions Clubs).
   - Work with local **nonprofits** that can help provide volunteer resources (e.g., Big Brothers Big Sisters, Boys & Girls Clubs).

3. **Offer Flexible Opportunities**
   - Provide a variety of volunteer roles with **different time commitments** (e.g., one-time events, ongoing support).

4. **Develop a Referral Program**
   - Ask current volunteers to **refer friends, family members**, or colleagues.
   - Provide **incentives** for referrals, such as recognition or small tokens of appreciation.

5. **Host Volunteer Recruitment Events**
   - Organize **open house events** or volunteer fairs specifically to recruit volunteers.
   - Invite community members to **school events** (e.g., career days, talent shows) and offer volunteer opportunities.

Record Keeping and Documentation

Record Keeping and Documentation

Maintaining Volunteer Records:

- All schools should keep a log of approved volunteers for the current school year. Not all school volunteers will be registered under your school name.
    - The log should contain the volunteer name and VIN

- All Principals, Secretary II (principal's secretary) and Parent Engagement Assistants (PEA) have access to the Safety Management System (SMS) per their position
    - If the principal would like for another to have access they will need to complete and submit the Oracle Non Payroll request Form

- Schools wishing to keep a hard copy of approved volunteers should request a copy of the volunteer's approval email for the school year.
    - Schools may wish to keep a copy of the approved volunteers state issued ID along with the approved volunteer email.
    - Schools are not required to keep copies of SafeSchool training certificates. See AP 4216.6

- **Confidentiality and Data Security:**
    - **Schools should never request a copy of the individual background report.**
        - PGCPS Background Unit is responsible for these records.

Volunteer Recognition and Retention

Volunteer Recognition and Retention

Top 10 Strategies For Volunteer Recognition and Retention:

1. Volunteer Recognition Wall

- Create a physical or virtual "Wall of Fame" where volunteers' names and achievements are displayed, honoring their contributions and inspiring others to join.

2. Certificates of Appreciation

- Offer formal certificates or plaques that recognize hours of service, special achievements, or milestones. These can be presented at a ceremony or mailed to volunteers to make them feel valued.

3. Ongoing Acknowledgment

- Send regular shout-outs in newsletters, morning/afternoon announcements, emails, or meetings to acknowledge efforts in real time. A simple "thank you" or public acknowledgment keeps morale high and ensures volunteers feel appreciated year-round.

4. Volunteer Spotlights

- Feature volunteers in newsletters, social media, or websites, highlighting their contributions and stories. This public acknowledgment boosts morale and shows the community the impact of their work. Make sure you include **#PGCPSvolunteers** so that it can be spotlighted on our webpage.

5. Service Milestones

- Recognize long-term volunteers with special awards for hitting significant milestones (e.g., 100 hours, 1 year of service). Offer tiered rewards, increasing in prestige as volunteers dedicate more time.

6. Small Tokens of Gratitude

- Provide small tokens of appreciation, like branded merchandise (t-shirts, mugs, or pins), personalized thank-you cards, or gift cards. These ongoing gestures keep volunteers feeling appreciated between major events.

7. Thank-You Events

- Host thank-you luncheons, coffee meet-ups, or virtual appreciation events throughout the year. These informal gatherings foster community among volunteers and allow leadership to express appreciation in a personal setting.

8. Peer-to-Peer Recognition

- Encourage volunteers to nominate one another for recognition. This builds camaraderie and allows volunteers to appreciate their peers' efforts, increasing group cohesion.

9. Tailored Recognition Programs

- Personalize recognition by identifying each volunteer's unique contributions. Plan annual events such as an awards ceremony where volunteers receive personalized awards (e.g., "Above and Beyond" or "Leadership Award") based on their specific efforts.

10. Personal Growth and Development Opportunities

- Offer skill-building workshops, networking opportunities, or leadership roles as part of volunteer recognition. Showing volunteers that their time is not only appreciated but also contributes to their personal growth enhances retention.

_____

Recognition Event Checklist

1. Pre-Event Planning

A. Set Event Goals & Budget

- Define the purpose of the event (e.g., appreciation, awards, milestone recognition).
- Identify key outcomes you want from the event (e.g., increased volunteer retention, community building).
- Set a budget for venue, food, entertainment, awards, decorations, and gifts.

B. Choose a Date, Time & Location

- Select a date that accommodates the majority of volunteers.

- Choose a time that fits with volunteers' schedules (evenings/weekends, if necessary).
- Secure a venue: in-house, community center, park, or rented hall.
- Ensure the venue is accessible to all attendees (parking, public transportation, disability access).

C. Create an Event Timeline

- Establish a schedule for event preparation and day-of activities.
- Include deadlines for invitations, RSVPs, and vendor bookings (catering, entertainment, etc.).
- Outline the program timeline (e.g., welcome speech, awards presentation, entertainment).

2. Invitations and Promotion

A. Create Invitations

- Design digital or printed invitations with event details (date, time, location, RSVP information).
- Send invites to volunteers, staff, partners, and any guest speakers/performers.
- Post event information on the organization's website, social media, and newsletters.

B. Manage RSVPs

- Track responses and monitor the number of attendees.
- Send reminders to those who have not RSVP'd.
- Follow up with any special dietary needs or accessibility requests.

3. Awards and Recognition

A. Choose Awards

- Decide on types of awards (e.g., Volunteer of the Year, Most Hours, Long-Term Service, Special Contributions).
- Order or create personalized plaques, certificates, or trophies.
- Consider additional gifts (e.g., thank-you cards, branded merchandise, or gift cards).

B. Prepare Recognition Speeches

- Write brief, personalized speeches or notes for each award recipient.

- Designate who will present the awards (site coordinators, department heads, etc.).
- Consider inviting volunteers to share their experiences or testimonials during the event.

4. Event Logistics

A. Catering and Refreshments

- Select food options (buffet, plated, or finger foods) and ensure there are vegetarian/vegan/gluten-free options.
- Arrange for beverages (water, coffee, tea, soft drinks) and possibly alcoholic beverages if appropriate.
- Order desserts or special treats to create a celebratory atmosphere.

B. Decorations and Setup

- Plan decorations (theme, colors, balloons, table centerpieces, etc.).
- Prepare a photo backdrop for pictures with volunteers.
- Arrange seating (assigned or open seating) and table settings.

C. Entertainment and Music

- Book any entertainment (live music, DJ, performances).
- Create a playlist for background music.
- If necessary, set up AV equipment for speeches, presentations, or a slideshow.

5. Event Program

A. Welcome and Opening Remarks

- Designate a host/emcee to guide the program.
- Start with a welcome speech by the site coordinator or a senior staff member.

B. Volunteer Recognition

- Present awards and recognition to volunteers.
- Share volunteer achievements and highlight key contributions.
- Allow time for applause, photos, and personal recognition.

C. Additional Program Elements

- Plan any special activities (raffles, games, thank-you video, etc.).
- Include a time for volunteers to network and socialize.

6. Post-Event Follow-Up

A. Send Thank-You Notes

- Send personalized thank-you notes or emails to volunteers who attended.
- Acknowledge any special contributors, sponsors, or vendors.

B. Share Event Highlights

- Post event photos and highlights on social media (include the hashtag **#PGCPSvolunteers**) and your website.
- Share a recap of the event in newsletters or emails to volunteers.

C. Gather Feedback

- Create a short survey to gather feedback from attendees about the event.
- Use the feedback to improve future recognition events.

Program Evaluation and Feedback

Program Evaluation and Feedback

Evaluating the effectiveness of the volunteer program is essential for ensuring it meets the needs of students, staff, and the school community. Continuous evaluation allows you to assess the strengths of the program, identify areas for improvement, and implement changes that lead to greater impact and efficiency.

Evaluating the Volunteer Program

Gathering feedback from a range of stakeholders—including volunteers, teachers, school leadership, and students—provides a comprehensive view of the program's performance. Here are several tools and methods to use for evaluation:

1. Volunteer Surveys

- **Purpose:** Collect feedback from volunteers on their experience, the clarity of their roles, the support they received, and their overall satisfaction with the program.
- **Frequency:** Distribute surveys at the end of each semester or after significant events to gauge immediate reactions.
- **Key Questions:**
  - How clear were your responsibilities?
  - Did you feel adequately supported in your role?
  - What challenges did you face during your volunteer experience?
  - How likely are you to continue volunteering with us?
  - What improvements would you suggest for the volunteer program?

2. Staff Feedback Forms

- **Purpose:** Gather input from teachers, administrators, and staff members who work directly with volunteers to understand how effectively volunteers are integrated into the school and how they support instructional and extracurricular activities.
- **Frequency:** Collect feedback at least twice a year to stay informed about any ongoing issues or opportunities for growth.
- **Key Questions:**
  - Were volunteers helpful in achieving classroom or program goals?
  - How well did the volunteers follow school policies and procedures?
  - Did volunteers require additional training or supervision?
  - What improvements could be made to better support the program?

3. School Leadership & Volunteer Site Based Coordinator Reviews

- **Purpose:** Meet with the principal and other site administrators to evaluate the volunteer program's alignment with the school's overall goals and priorities.
- **Frequency:** Schedule annual reviews, but hold additional meetings if any significant changes to the program are made.
- **Key Questions:**
  - Are volunteer efforts aligned with the school's mission and objectives?
  - How well are volunteers integrated into the school's operations?
  - Are there any areas where volunteer involvement could be expanded?

4. Student Feedback

- **Purpose:** Inquire about the impact of volunteers on students' academic and social experiences. While this feedback may be more informal, it can provide valuable insight into how students perceive and benefit from volunteer efforts.
- **Frequency:** Gather feedback through conversations or simple questionnaires at the end of the school year or after significant events.
- **Key Questions:**
  - Did volunteers help you with your learning or school activities?
  - How did volunteers make a positive difference in your experience at school?

5. Observation and Data Tracking

- **Purpose:** Track key performance metrics such as the number of active volunteers, volunteer hours logged, and the types of activities or programs volunteers are supporting.
- **Frequency:** Review data regularly (monthly or quarterly) to monitor trends and identify areas that may need adjustment.
- **Key Metrics:**
  - Number of volunteers recruited and retained
  - Total volunteer hours per semester
  - Volunteer participation in various school programs (academic, extracurricular, etc.)

Improvement Strategies

After gathering feedback and evaluating the program's performance, it's important to use this information to make data-driven improvements. Continuous adaptation ensures that the volunteer program remains relevant, effective, and responsive to the school's evolving needs.

1. Analyze Feedback for Patterns

- **Look for Trends:** Identify common themes or concerns in feedback from volunteers, staff, and students. For example, if multiple volunteers mention needing clearer guidelines or additional training, this indicates an area to focus on for improvement.
- **Prioritize Areas of Improvement:** Determine which issues have the greatest impact on the overall success of the program. Prioritize addressing these concerns first to see immediate improvements in program effectiveness.

2. Develop Action Plans

- **Create Targeted Solutions:** Based on the feedback you receive, create actionable steps to address each identified area of improvement. For instance, if volunteer training is an issue, consider implementing more comprehensive orientation sessions or developing a volunteer handbook with clear guidelines.
- **Involve Stakeholders:** Collaborate with school leadership, staff, and volunteers when creating your action plans to ensure buy-in and shared ownership of program improvements.

3. Pilot New Initiatives

- **Test Changes on a Small Scale:** Before rolling out large changes across the entire program, consider piloting improvements with a small group of volunteers or within one department. This will allow you to refine your approach and address any unforeseen challenges before wider implementation.
- **Gather Feedback on the Pilot:** Use feedback from the pilot group to evaluate the effectiveness of the changes and make any necessary adjustments.

4. Monitor Progress

- **Set Measurable Goals:** Establish clear, measurable goals for the areas you want to improve, such as increasing volunteer satisfaction by a certain percentage or reducing the amount of time needed for onboarding new volunteers.
- **Track Ongoing Data:** Continue to monitor key metrics and feedback to assess whether your improvement strategies are having the desired effect. Schedule follow-up evaluations after changes have been in place for a set period of time (e.g., one semester).

5. Foster a Culture of Continuous Improvement

- **Encourage Open Feedback:** Let volunteers and staff know that their input is valued and that continuous improvement is a key component of the volunteer program's success. Regularly solicit feedback and demonstrate that suggestions are acted upon.

- **Adapt as Needed:** Be flexible and ready to adjust the program when new challenges or opportunities arise. A successful volunteer program is one that can evolve to meet the changing needs of the school, staff, and students.

By evaluating the program regularly and using feedback to inform improvements, you will ensure that the volunteer program remains effective, aligned with the school's goals, and a rewarding experience for everyone involved.

Resources and Contacts

Resources and Contacts

Department Contacts			
Name	**Position/Department**	**Email**	**Phone**
Mrs Janice Cooke	Volunteer & Community Outreach Specialist	Janice.Cooke@pgcps.org	301-952-6380
Mrs Retha Carr	Administrative Coordinator	Retha.Carr@pgcps.org	301-952-6380
Mr Ronald Wilson	Strategic Partnerships Specialist	Ronald2.Wilson@pgcps.org	301-952-6380
Dr Meri Robinson	Supervisor of Community Partnerships	Meri.Robinson@pgcps.org	301-952-6380
Volunteer Application Process	Community Partners	volunteers@pgcps.org	301-952-6380
CPS Clearance Checks	Human Resources	hr.customerservice@pgcps.org	301-780-2191
Fingerprint Background Check	Human Resources	hr.backgroundunit@pgcps.org	301-952-7831
SafeSchools Training Modules		safeschools.training@pgcps.org	301-952-6774

Fingerprinting and Background Check Locations		
Sasscer Administration Building - **Appointment Only** 14201 School LN Room 128 Upper Marlboro, MD 20774 Tel: 301-952-6775	**1A Prevent First Fingerprinting** 3710 Riviera Street, Suite 1A Temple Hills, Maryland 20748 Tel: 301-423-5414	**Livescan\MD™** **Appointment Only** 1401 Mercantile LN Rm 251 Upper Marlboro, MD 20774 Tel: 240-600-1448

Volunteer Orientation Checklist

1. Welcome and Introduction

- Greet the volunteers and introduce yourself, your role, and other key staff.
- Briefly explain the purpose of the organization and its mission.
- Provide an overview of the specific volunteer site and its goals.

2. Organization Overview

- History and mission of the organization.
- Overview of programs and services offered.
- The role of volunteers in the organization's success.
- Organizational values and culture.

3. Volunteer Role and Expectations

- Review volunteer roles and responsibilities.
- Explain the specific tasks they'll be performing.
- Discuss the volunteer's schedule, time commitments, and flexibility.
- Explain the importance of attendance, punctuality, and notifying of any absences.
- Clarify the chain of command and whom to report to.

4. Policies and Procedures

- Volunteer Code of Conduct (attire, behavior, etc.).
- Safety and emergency protocols (fire exits, first aid, etc.).
- Confidentiality and privacy policies.
- Social media and communication guidelines.
- Harassment and discrimination policies.
- Reporting incidents or issues.

5. Training and Support

- Discuss any required training (on-site, online, etc.).
- Introduce relevant tools, technology, or equipment.
- Review any certifications or special skills needed for the role.
- Offer information about ongoing support and supervision.
- Provide details on performance reviews or check-ins.

6. Health and Safety

- Review any site-specific safety hazards.
- Location of first aid kits and emergency contacts.
- Explain procedures in case of accidents or emergencies.
- Outline any COVID-19 protocols (if applicable).

7. Site Tour

- Walk through the site, showing key areas (restrooms, break rooms, workspaces, etc.).
- Point out exits, parking areas, and where to check in/out.
- Explain the location of supplies and tools needed for their role.

8. Volunteer Benefits

- Explain the personal benefits of volunteering (skills development, networking, etc.).
- Discuss recognition programs (volunteer awards, appreciation events).
- Provide details about any perks (T-shirts, meals, transportation, etc.).

9. Communication

- Explain how volunteers will receive important information (email, phone, bulletin boards).
- Provide the coordinator's contact information for questions or concerns.
- Clarify how scheduling changes or time-off requests should be handled.

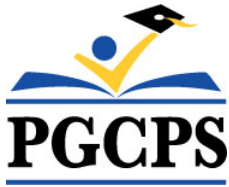**10. Final Questions and Next Steps**

- Invite volunteers to ask any remaining questions.
- Clarify the start date, time, and location for their first shift.
- Ensure they understand who their primary point of contact is.
- Provide them with a copy of any important documents (handbook, schedule, etc.).
- Thank them for their commitment!

PLEASE PRINT

COMMUNITY PARTNERSHIPS
PGCPS

Volunteer Log Sign-in Sheet

Date	First Name	Last Name	Sign In Time	Sign Out Time	Purpose

Policies and Procedures

ADMINISTRATIVE PROCEDURE

VOLUNTEER SERVICES

4216.6
Procedure No.

January 11, 2021
Date

I.   **PURPOSE:** To establish procedures for the recruitment, screening, orientation, utilization, and recognition of volunteers in the Prince George's County Public School System and to establish the process for annual evaluations of the site-based and system-wide volunteer programs.

II.   **POLICY:**

The Board of Education recognizes the necessity and value of successfully engaging community volunteers to provide time and general support that enriches the educational program in each of our schools and assists with individual student achievement. (Board Policy 0106)

The Board of Education has directed the Chief Executive Officer to update this Procedure to enhance student protection and improve community involvement by strengthening protocols for the recruitment, screening and utilization of volunteers at our schools.

III.   **DEFINITIONS:**

A.   Business Days - Any day in which PGCPS central offices are open.

B.   Principal – Provides leadership in identifying the volunteer needs and is responsible for the overall direction of a volunteer program in the local school or site.

C.   Safety Management System (SMS): An electronic tracking system used to record and communicate employee, volunteer, independent contractor/subcontractor and vendor compliance with PGCPS background check and training requirements. The SMS is used by Principals/supervisors and/or designees to verify compliance data and eligibility status of an employee, volunteer, independent contractor/subcontractor, and/or vendor prior to rendering any services or volunteering within PGCPS.

D.   Site Administrator – Serves as the manager of a school facility other than a school building and provides leadership in identifying the volunteer needs at the site.

E.   Site-Based Volunteer Coordinator – Serves as the principal's designee in coordinating volunteer program details and providing support to staff members and volunteers. The site-based volunteer coordinator must be a PGCPS employee at the local school or site.
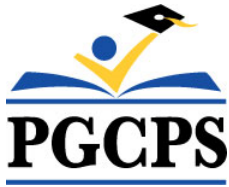
ADMINISTRATIVE PROCEDURE

VOLUNTEER SERVICES

4216.6
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F.   Staff Member – A PGCPS employee that is responsible for directing the work of a volunteer during or throughout a specific volunteer activity.

G.   Volunteer – A person assisting under the direction of a school administrator or teacher to provide a variety of services (e.g., tutoring, mentoring, and/or chaperoning for the students) without financial remuneration from PGCPS and considered to be an important member of the school or site team.

IV.   **PROCEDURES/GUIDELINES:**

A.   Volunteer Recruitment:

School principals, site administrators, site-based volunteer coordinators, staff members, school-based management teams, parent teacher organizations, and representatives of the business, civic, and religious communities are encouraged to identify current volunteer needs and assist with the recruitment of volunteers.

Volunteer types include:

- Parent, Family or Community Member
- Current or Former Employee
- Partner Support
- Student Community Service

B.   Volunteer Application:

1.   All volunteers must complete an online volunteer application. This includes persons who may volunteer as part of a PGCPS partnership organization.
2.   All school volunteers must renew their volunteer application every school year. Once approved, eligibility as an approved volunteer automatically expires on June 30th of each academic year.
3.   PGCPS employees who wish to serve as a volunteer must also complete this volunteer application requirement annually.

C.   Volunteer Screening:

1.   Background Checks - One-Time Volunteers at a School Event:

a.   Volunteers do not have to complete a fingerprint background check, CPS clearance check and SafeSchools training requirements if they are volunteering on campus only one time in a school year for an event, such as career day, book fairs, school dances, etc. A school
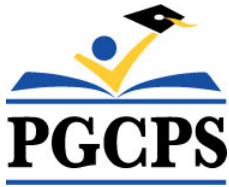
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event for purposes of the one-time volunteer exception does not include a field trip.

b. While volunteering at the school for the event, volunteers must be escorted and under the supervision of a PGCPS employee at all times. Student escorts may not be provided.

c. Volunteers under this section who are exempted from completing the background check and training requirements above must still provide a copy of their government issued identification to be signed in as a visitor using the electronic Raptor Visitor Management System, as required by Administrative Procedure 0500, when visiting school property.

d. If a volunteer wishes to assist with more than one event at a school during the school year, the individual must complete the background check and training requirements below.

2. Background checks and Training – Individuals Volunteering More Than One Time in a School Year:

a. As outlined in Administrative Procedure 4215, Criminal History Records Check, all volunteers – including those who serve as field trip chaperones, mentors, interns, tutors, concession stand workers, gate receipt workers, etc. - must undergo a fingerprint background check and child protective services (CPS) clearance at least 15 business days in advance of the volunteer activity, unless the exception below applies.

b. Fingerprint background checks and CPS clearances must be initiated through the PGCPS Fingerprinting Office before performing duties.

c. The prospective volunteer must complete the required SafeSchools training modules, including the Prince George's County Child Abuse: Mandatory Reporting.

d. The Principal or Site-Based Volunteer Coordinator shall verify the eligibility of each volunteer using the Safety Management System (SMS) via Oracle Self-Service. The SMS will indicate if each safety requirement has been completed by volunteer applicants.

e. Any parent/guardian who needs assistance covering the cost of a fingerprint background check, and whose child(ren) qualify for free

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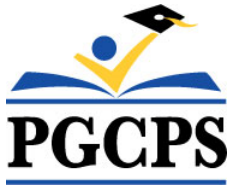
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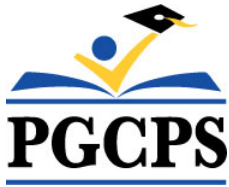
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and reduced priced meals, may request a waiver of the background check fee by providing a copy of their eligibility letter from the PGCPS Department of Food and Nutrition Services to the Fingerprinting Office.

3.   Background checks and Training– Partner Support Volunteer(s)

   a.   An individual or group that wants to provide volunteer services at a local school or site through affiliation with a partner organization or business must be approved by the Office of Partnerships and Development and is considered a Partner Support volunteer(s).

   b.   Fingerprint background checks and CPS clearances for all Partner Support Volunteers must be initiated through the PGCPS Fingerprinting Office.

   c.   The Partner Support volunteer must complete the online volunteer application and the required SafeSchools training modules, including the Prince George's County Child Abuse: Mandatory Reporting.

   d.   The Office of Partnerships and Development shall be responsible for verifying completion of all safety requirements using the SMS via Oracle Self-Service.

   e.   A Partner Support volunteer is not allowed to volunteer in a school until the Office of Partnerships and Development has approved the Partnership and the school has received the official documented approval of the Partnership.

4.   Exceptions:

   a.   Volunteers do not have to complete a fingerprint background check, CPS clearance check and SafeSchools training requirements if they are volunteering on campus only one time in a school year for an event, as provided under C.1.

   b.   Current employees who indicate their employment status on their volunteer application will not have to complete a new background check. The SMS will automatically indicate a current employee's background check as completed.

        However, current employees must have completed all required student

safety SafeSchools modules assigned to them as an employee prior to any volunteer activity. The Principal or Site-Based Volunteer Coordinator shall verify the completion of these safety requirements by employees using the SMS via Oracle Self-Service.

D. Ineligibility

1. As a general guideline, if volunteers have charges, convictions, or concerns that would render them ineligible for employment by PGCPS, they would also not be eligible to serve as a volunteer. PGCPS will not knowingly approve or retain any individual to serve as a volunteer if the individual:

    a. Has been convicted of a crime involving third or fourth degree sexual offense under § 3-307 or § 3-308 of the Criminal Law Article or an offense under the laws of another state that would constitute a violation of § 3-307 or § 3-308 of the Criminal Law Article if committed in Maryland;

    b. Has been convicted of a crime involving child sexual abuse under § 3-602 of the Criminal Law Article, or an offense under the laws of another state that would constitute child sexual abuse under § 3-602 of the Criminal Law Article if committed in Maryland;

    c. Has been convicted of a crime involving a crime of violence as defined in § 14-101 of the Criminal Law Article, or an offense under the laws of another state that would be a violation of § 14-101 of the Criminal Law Article if committed in Maryland;

    d. Has been identified as an alleged abuser or neglector following completion of a Child Protective Services investigation with a finding of "indicated" child abuse or neglect;

    e. Is a former employee who is coded or otherwise flagged as being barred from rehire; or

    f. Is a current employee who is under investigation and prohibited from having unsupervised access to children.

2. In addition to the crimes listed above, an individual may be found ineligible based on a conviction or pending criminal charge for other crime(s), depending on the nature and frequency of the charge(s); the time elapsed since the crime(s) or charge(s); and other factors that may weigh against assigning the individual to volunteer at PGCPS.
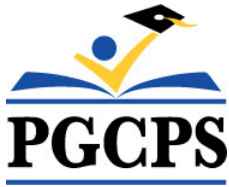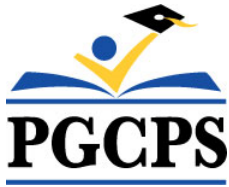
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3. In the event that PGCPS Human Resources determines there is a pending charge, conviction, or other concern disclosed through a background check or child protective service clearance, the designated HR staff shall immediately notify the Chief of Human Resources of the charge, conviction, or concern to determine if the individual is ineligible.

4. The Chief of Human Resources, or designee, shall notify the school principal to advise the volunteer of their ineligibility to provide volunteer services to PGCPS and change their eligibility status to "NOT ELIGIGIBLE" in the SMS via Oracle Self-Service. Strict confidentiality must be maintained of all information disclosed through any Fingerprint Background Check, or Child Protective Service Clearance.

E. Orientation and Training

1. Annual online SafeSchools training and orientation must be completed individually by all volunteers and must include reporting of suspected child abuse and neglect.

2. Site-based volunteer coordinators will participate in scheduled in-service professional development programs conducted by appropriate school system personnel.

F. Requirements on PGCPS Property

1. Volunteers – including current and former employees - must sign in and out of the electronic Raptor Visitor Management System each time they enter and exit schools.

2. Volunteers must be provided and wear PGCPS identification designating them as volunteers when in schools at all times.

3. Volunteers who work with students in a school must, at all times, be in the view of others, may not work behind locked doors, and may not work in a room with a closed door without a window or outside of public view.

4. Volunteers who work in a school shall not:

    a. Use student restrooms;

    b. Date, have sexual relationships, or have inappropriate interactions with students, as outlined in Administrative Procedure 4218 and

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4219;

    c. Discipline or threaten to discipline students;

    d. Access confidential student or personnel records; or

    e. Transport or allow students to drive their personal vehicle.

G. Staff Responsibilities

   1. <u>Principal or Site Administrator</u>:

- Supervises the site-based volunteer coordinator;
- Establishes and develops parent and volunteer goals and needs;
- Ensures that each volunteer understands his/her assignment;
- Schedules and establishes objectives for volunteers;
- Maintains records and verifies the eligibility of each volunteer using the SMS via Oracle Self-Service. The SMS will indicate if each safety requirement has been completed by volunteer applicants and ensures that each volunteer has completed all required forms (i.e., Registration Forms, Attendance Forms, etc.); and
- Notifies volunteers regarding non-compliance.

    2. <u>Site-Based Volunteer Coordinator</u>:

- Collaborates with principal or site-administrator and staff members to implement an effective and accountable school volunteer program;
- Assists with recruitment, school-site training and orientation;
- Maintains volunteer records;
- Arranges for the recognition of volunteer services at the local school site; and
- Provides leadership for the evaluation of the local volunteer program.

    3. <u>Staff Member</u>:
- Works directly with the volunteer and is responsible for cooperatively establishing objectives with the principal/site administrator, the site-based volunteer coordinator, and the volunteer;
- Coordinates the work of the volunteer in a specific activity and provides appropriate materials; and
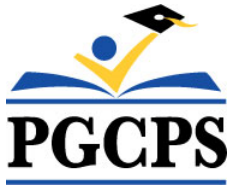
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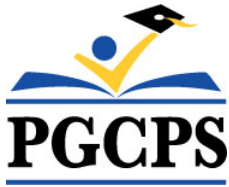4216.6
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- Assists with ensuring school volunteers work in designated areas for scheduled event, field trips, or activities.

4. <u>Volunteer</u>:
   - Adheres to Board of Education policies and procedures;
   - Participates in pre-service workshops, site-based orientations and planning sessions;
   - Adheres to agreed upon schedule and duties; and
   - Conforms to school/site rules and regulation.

H. Program Evaluation

1. The site-based volunteer coordinator and staff at each site will assist in evaluating its volunteer program (and where applicable, impact on a school's instructional program), and tracking the attendance of volunteers.

2. Program guidelines and ways to effectuate a positive volunteer program should be periodically reviewed by principals, site administrators, site based volunteer coordinators, staff members, and when applicable, volunteers. Provisions will be made for volunteers to evaluate the program in which they participated.

V. <u>MONITORING AND COMPLIANCE</u>

A. It shall be the primary responsibility of school principals to ensure that any volunteer working at the school has completed the requisite background check requirements and SafeSchools training requirements under this procedure using the SMS via Oracle Self-Service.

B. Principals shall keep a list for the length of the current school year of all individuals volunteering only one time in the school year for an event at their school site.

C. Principals shall keep a copy of the documentation provided by the Office of Partnerships and Development indicating the Partnership approval and the names of all the approved partner volunteers for five (5) years.

D. Principals shall designate a staff member at their school site to serve as the Site-Based Volunteer Coordinator and provide requested school volunteer information to appropriate school system personnel.

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VI. **LEGAL AUTHORITY**: Maryland Code, Criminal Law Article § 3-307, §3-308, §3-602 and §14-101; Education Article section 6-113; COMAR 07.02.07 *et seq.*

VII. **RELATED POLICY AND PROCEDURES:**

- Board Policy 0106 - Volunteer Services
- Board Policy 0126 – Student Safety
- Administrative Procedure 4215 – Criminal History Checks;
- Administrative Procedure 4218 – Dating and Sexual Relationships Among Students and Employees, Independent Contractors and Volunteers;
- Administrative Procedure 4219 - Inappropriate Interactions Among Students and Employees, Independent Contractors and Volunteers;
- Administrative Procedure 4221 – Employee and Adult Use or Entrance of Student Restrooms;
- Administrative Procedure 5145 – Reporting Suspected Abuse and Neglect

VIII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure is maintained by the Office of General Counsel and will be updated as needed.

IX. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 4216.6, dated August 28, 2018.

X. **EFFECTIVE DATE:** January 11, 2021

Attachment:
Summary Chart of PGCPS Background Check Requirements

ADMINISTRATIVE PROCEDURE

PARENT, FAMILY, AND COMMUNITY
INVOLVEMENT IN SCHOOLS

4217
Procedure No.

September 1, 2008
Date

I.   **PURPOSE:** To establish guidelines and procedures to promote parent, family, and community participation in Prince George's County Public Schools.

II.   **POLICY:** The Board of Education recognizes the necessity and value of parent and family involvement to support student success, optimal development, and academic achievement. (Board Policy 0105)

III.   **BACKGROUND:** These procedures are in accordance with guidance provided by the Maryland State Department of Education to the school system in the 2004-2005 school year regarding NCLB-mandated annual updates to the policies and procedures regulating Prince George's County Public Schools' initiatives for parent, family, and community engagement. The procedures were developed following a strictly defined template and an extended process for gathering input from a wide cross-section of community partners including parents, educators, political leaders, and business partners. Prince George's County Public Schools will take the following actions to involve parents and families in the joint development of its district-wide parental involvement plan under Section 1112 of the Elementary and Secondary Education Act (ESEA). Prince George's County Public Schools will take the following actions to involve parents and families in the process of school review and improvement under Section 1116 of the ESEA.

IV.   **DEFINITIONS:**

A.   Parent - Includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

B.   Family - Defined specifically as a group of people affiliated by blood or by legal ties such as marriage or adoption.

C.   Parent Involvement - The participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in their child's learning; that parents are encouraged to be actively involved in their child's education at school and at home; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees. (NCLB)

V.   **PROCEDURES:**

A.   **District Level Procedures**

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1.   Prince George's County Public Schools will take the following
       actions to involve parents and families in the joint development of
       its district wide parental involvement plan under section 1112 of the
       ESEA.

       a.   The members of the Community Advisory Council (CAC),
              Student Services Advisory Council (SSAC), and the
              Department of Family and Community Outreach Steering
              Committee (FACOSC) will work collaboratively with
              school system personnel to develop the district wide parent
              involvement plan that is comprehensive in scope, research-
              based and that fosters positive home, school, and
              community relationships essential to successfully educate all
              students.
       b.   The CAC is convened by the Superintendent. The SSAC is
              convened by the Chief of Student Services. The FACOSC is
              convened by the Director of the Department of Family and
              Community Outreach.
       c.   The Parent Involvement plan will be vetted throughout the
              larger community of parent and family stakeholder groups
              through the Community Advisory Council (CAC), Student
              Services Advisory Council (SSAC), and the Department of
              Family and Community Outreach Steering Committee
              (FACOSC) members, as well as through school system
              entities engaged in parent, family, and community outreach
              initiatives.
       d.   The plan will be posted on the PGCPS website for input and
              feedback from the broad community for 14 days prior to
              submission to the Board of Education for approval.

2.   Prince George's County Public Schools will provide the necessary
       coordination, technical assistance, and other support to assist Title I,
       Part A schools, particularly, and all schools, generally in planning
       and implementing effective parent and family involvement
       activities to improve student academic achievement and school
       performance.

       a.   Central Office Parent and Family Involvement Coordinators,
              under the supervision of the Supervisor of Parent Services
              are charged with providing site-based planning, training and
              technical assistance, coordination, resources,
              implementation and assessment of effective parent

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involvement activities to improve student academic
achievement and overall school performance.

3.   Prince George's County Public Schools will convene annually to
coordinate and integrate parent involvement strategies in Title I Part
A with parent involvement strategies under the following other
programs:

   a.   Head Start.
   b.   Even Start Adult Literacy Program.
   c.   Comer School Development Program
   d.   Family and Community Outreach.
   e.   School Based Parent Liaisons.
   f.   Homeless Education Program.
   g.   Special Education Citizen's Advisory Committee
        (SECAC-PG).
   h.   Talented and Gifted Parents Advisory Group.
   i.   Division of Student Services.
   j.   Parents Assisting Teachers.
   k.   Early Childhood Education Centers.
   l.   Parent Information Resource Center (PIRC).
   m.   Business Partnerships.
   n.   Other Interested Stakeholders.

4.   Prince George's County Public Schools will take the following
actions to conduct, with the involvement of parents, an annual
evaluation of the content and effectiveness of the parent
involvement policy in improving the quality of its Title I, Part A
schools. The evaluation will include identifying barriers to greater
participation by parents in parent involvement activities (with
particular attention to parents who are: economically disadvantaged,
migrant, disabled, limited English proficient, limited readers, or of
any racial or ethnic minority background). The school district will
use the findings of the evaluation about its parent involvement
policy and activities to design strategies for more effective parent
involvement, and to revise, if necessary (and with the involvement
of parents) its parent involvement policies. Actions include:

   a.   Annual coordination with the Chief Academic Officer for
        staff time, materials and resources for effective evaluation of
        the policy, its implementation and documented effects as
        described in 20 U.S.C. 6318(a)(2)(E).

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b.   Parents from Title I schools will be included in broad based
focus groups convened to provide specific comment to
evaluation instrument items as well as to share findings with
their respective constituency groups.

c.   The Superintendent of Schools will assess the status of
parent and family involvement based upon research-
findings, review the existing policies and procedures, and
develop necessary policies and procedures to support this
policy including a review of staff and budget support.

5.   Prince George's County Public Schools will, with the assistance of
its schools, parents, community, and central administration
undertake activities to build parents' capacity for involvement in the
school and school system to support their children's academic
achievement, such as the following discretionary activities listed
under section 1118(e) of the ESEA. Activities include and are not
limited to:

a.   Providing assistance to parents in understanding the State's
academic content standards and student achievement
standards, State and local assessments, the requirements of
Title I, and how to monitor a child's progress and work with
educators to improve student achievement;

b.   Involving parents in the development of training for
teachers, principals, and other educators to improve the
effectiveness of the training;

c.   Providing necessary materials and training for parents to
help parents work with their children to improve
achievement in literacy and technology from Title I, Part A
funds, if the school district has exhausted all other
reasonably available sources of funding for that training;

d.   Paying reasonable and necessary expenses associated with
parent involvement activities, including transportation and
child care costs, to enable parents to participate in school-
related meetings and training sessions, from Title I, Part A
funds, if the school district has exhausted all other
reasonably available sources of funding for that training;

e.   Training parents to enhance the involvement of other
parents;

f.   Educating instructional and certified staff, with parent
assistance, in the value and utility of contributions of
parents, how to reach out to and communicate with and

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work with parents as equal partners and build ties between parents and school;

g.   Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children with parents who are unable to attend those conferences at school in order to maximize parent involvement and participation in their children's education;

h.   Adopting and implementing model approaches to improving parent involvement;

i.   Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities; and

j.   Providing other reasonable support for parent involvement activities under section 1118 as parents may request.

B.   **School Level Procedures**

1.   Prince George's County Public Schools will take the following actions to involve parents and families in the process of school review and improvement under section 1116 of the ESEA:

a.   Parents, families, and community stakeholders are invited to serve as members of the School Planning and Management Teams (SPMT) and School Improvement Teams (SIT) on an on-going basis, including during the development, implementation, monitoring, and evaluation of School Improvement Plans.

b.   The Department of Family and Community Outreach, Department of School Improvement, and Title I Office of Parent Services will provide in-service training and materials for parents and school staffs on the effective engagement of parents, families, and community stakeholders in the development, implementation, monitoring, and evaluation of School Improvement Plans.

c.   Strategies for implementing Epstein's 6 Types of Parent and Family Involvement, Comer's 3 Levels of Parent/Family Participation, strategies for implementing Title I six components of building parent capacity, and National Standards for Parent/Family Involvement Programs to support students' academic achievement.

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2.   Prince George's County Public Schools will build the schools' and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among each school, its parents and community to improve student academic achievement, through the following activities specifically described below.

3.   Prince George's County Public Schools will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

   a.   No Child Left Behind – parents right to know, etc.
   b.   Title I objectives and resource utilization for parent involvement and academic support through Parent/School compacts, school-level parent policy, parent-teacher conferences, the annual Title I Parent Conference, and school-level Title I Orientation.
   c.   Voluntary State Curriculum and MSA/HSA and how parents/families can support academic and behavioral expectations.
   d.   Parents Assisting Teachers workshops and resource rooms to provide parental strategies for assisting students at home to enhance success on mandated assessments.
   e.   Strategies for implementing Title I six components to build parent capacity to support students' academic achievement.
   f.   Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.
   g.   Parent Empowerment Academy will increase parenting skills including and not limited to nutrition, health, self-esteem, parent/child communication, motivation, discipline, child and adolescent growth and development, understanding gender differences, etc. (such as parent effectiveness training programs).
   h.   Literacy Training as well as other specific curricular content areas.
   i.   Navigating the system and communication skills for addressing specific concerns.
   j.   Parent/family involvement in decision-making at the school and district level.

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k. Accessing community resources for family support.
l. Mentoring/Tutoring/Enrichment/Extended Day Opportunities.
m. SAT/Career Preparation.
n. Other Areas of assessed and parent/community-identified needs and interests.

4. Convening meetings, training sessions, workshops and/or retreats in schools and community locations, as well as developing and disseminating appropriate materials and resources to address all topics listed above.

5. Parents will be invited to participate in conferences and training sessions conducted outside of the school system, when appropriate. Parents will be encouraged to participate as partners in providing selected training sessions.

6. Prince George's County Public Schools will, with the assistance of its schools, provide materials and training (in a format and language that parents can understand) to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. This will be accomplished by convening meetings, training sessions, workshops and/or retreats as well as appropriate materials and resources to address:

a. No Child Left Behind – parents right to know, etc.
b. Voluntary State Curriculum and MSA/HSA and how parents/families can support academic and behavioral expectations.
c. Parents as Teachers to assist students at home to enhance student success on mandated assessments.
d. Workshops for parents of children receiving Special Education services through the Partners for Success Office.
e. Strategies for implementing Epstein's 6 Types of Parent and Family Involvement, Comer's 3 Levels of Parent/Family Participation, Title I six components to build parent capacity, and National Standards for Parent/Family Involvement Programs to support students' academic achievement.
f. Parenting Skills including and not limited to nutrition, health, self-esteem, parent/child communication, motivation,

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discipline, child and adolescent growth and development, etc. (such as parent effectiveness training programs).

g. Literacy Training as well as other specific curricular content areas.

h. Navigating the system and communication skills for specific concerns.

i. Parent/family involvement in decision-making at the school and district level.

j. Parent Teacher Associations/Parent Teacher Student Associations and other school–based parent leadership teams.

k. Accessing community resources for family support.

m. Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.

n. Other Areas of assessed and parent/community-identified needs and interests.

7. Prince George's County Public Schools will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing workshops and appropriate resource materials for creating a positive, safe and welcoming environment, and establishing effective communication, conferencing and engagement strategies during the following:

a. Annual Superintendents' Principals' Institute.

b. Annual Professional Educators Induction Program.

c. Annual School Development Program Team Retreat.

d. Annual Title 1 Principals' Conference.

e. Annual Title 1 Parent Conference.

f. Implementation of Title I Parent Empowerment Academy

g. Ongoing Zone Executive Director's meetings and training sessions for school administrators and support staff.

h. On-going training sessions for all departmental and central office personnel.

i. Annual training and coaching for school improvement teams.

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j.   Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.

k.   On-going community sessions sponsored by local organizations such as the Office of the County Executive, Chamber of Commerce, Business Roundtable, local universities, etc.

8.   Prince George's County Public Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Even Start, the Community Based Classroom, Parent and Child Together (PACT), ESOL, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

a.   Convening bi-annual meetings of all PGCPS departmental and office entities engaged in parent, family, and community outreach efforts thereby forming a Task Force that consistently communicates and collaborates to implement an integrated and coherent approach.

b.   Convening an annual meeting of the task force on Parent, Family, and Community Involvement consisting of representatives of community-based organizations and businesses, faith-based organizations and regionally selected parents, in order to sponsor programs, workshops and training sessions to promote and solicit support/resources for the involvement of parents and families in public education.

9.   Prince George's County Public Schools will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

Continual postings and notifications will be provided via:

a.   PGCPS Website.

b.   PGCPS Office of Communications and Public Affairs Press.

c.   Releases, Newsletters, and Systemic Calendar.

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       d.   PGCPS Office of Television and Web Services' Channel 96 Programming.

       e.   Departmental Brochures and Information Packets.

       f.   School Academic Report Cards.

VI.   **RELATED PROCEDURES:** Administrative Procedure 0500, School Visitors; Administrative Procedure 1330, After School Use of Facilities; Administrative Procedure 1331, Shared Space of School Facilities by Non-Commercial Users; Administrative Procedure 3541, Student Transportation; Administrative Procedure 4216.6, Volunteering, Services; Administrative Procedure 5010, Homeless Children and Youth School Access and Services; Administrative Procedure 5125, Student Records; Administrative Procedure 5135.1, Fundraising; and Administrative Procedure 10101, Code of Student Conduct.

VII.   **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Family and Community Outreach and will be updated as needed.

VIII.   **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 4217, dated June 30, 2005.

IX.   **EFFECTIVE DATE:** September 1, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, and 11

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Code of Conduct for Families, Volunteers and Visitors

AUGUST 2022

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | WWW.PGCPS.ORG

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Alone, we can do so little; together, we can do so much."

Helen Keller

Statement of Purpose

The participation of families (parents, guardians and caregivers), volunteers and visitors in the learning process and education community is directly correlated to the level of academic success a student will attain. Understanding this vital connection, Dr. Monica E. Goldson, Chief Executive Officer, prioritizes strategies to build bridges and welcomes all. Without meaningful parent and school partnerships, efforts in isolation to increase academic achievement will be futile.

Research has maintained for over 60 years that a positive relationship between home and schools is mutually beneficial for students, families and the school community, including the following:

Benefits for Students
- Improved student achievement, including math and reading scores;
- Higher motivation to excel in school;
- Better school attendance;
- Improved behavior at home and school; and
- Better social skills and adaptation to school.

Rewards for Families
- The opportunity to closely monitor their child's performance and recognize and address any difficulty they might be having in school;
- Better relationships and communication with teachers; and
- Having a voice in decisions that enhance the academic environment of the school and improve the educational experience.

Advantages for the School Community
- Immediate access to garner family support on school initiatives;
- Improved teacher morale;
- Higher ratings of teachers by parents, which can boost their reputation in the community; and
- Involved families can become powerful allies to engage communitywide support for educational excellence in all neighborhood schools.

This Code of Conduct applies to all families, volunteers and visitors who interact with schools and offices in Prince George's County Public Schools (PGCPS). It also applies to those who are present at school, in person or virtually, and school-sponsored activities, meetings, and/or functions during and outside of school hours.

In order to create a climate and culture of support for all students, there is an expectation for all stakeholders to work together in ensuring that every student attains high academic achievement, positive social and emotional development and gains readiness for college, careers, and a successful and productive life.

The overarching expectation is that we work constructively together to address issues related to concerns, programs and services before they become a source of conflict. Any interaction between school personnel and families, volunteers and visitors should start with assuming good intentions in others. We also should all make a sincere effort to appreciate each other's perspective as we work together to support our children. Other positive and effective interactions should include:

- Respecting each other's time and responsibilities;
- Agreeing on a time and location to meet and/or discuss an issue;
- Listening carefully with a respectful exchange of opinions and suggestions;
- Approaching disagreements in a manner that treats others as integral parts of the decision making and encourages mutual problem solving; and
- Providing the opportunity for either party to seek a second opinion or other intervention when there is unresolved disagreement or when an answer to a difficult situation can't be reached.

Guidelines

In order to maintain an orderly, respectful and secure educational environment for students and staff, it is essential that families and visitors are aware of their responsibilities and understand that adherence to these guidelines is essential for each school and office. Penalties for lack of adherence to this Code of Conduct are enforceable by the PGCPS Department of Security Services and/or local police.

Responsibilities

1. Recognize that the education of children is a joint responsibility of families and the school community;
2. Convey a supportive attitude toward education and the district;
3. Build mutually respectful and productive relationships with administrators, teachers, school staff, bus drivers, other families and their children's friends;
4. Review the Student Rights and Responsibilities Handbook with their child and sign it;
5. Model, for students, appropriate behavior and adherence to policies and procedures;
6. Discuss with students expectations for adhering to classroom rules and the overall purpose while eliminating potential consequences associated with noncompliance;
7. Ensure that students are dressed and groomed in a manner consistent with the applicable school dress code;
8. Ensure that students bring only items appropriate and related to the instructional program at school;
9. Request support from appropriate school system staff to help their children to deal effectively with bullying and peer pressure;
10. Seek assistance for handling concerns, always allowing for the opportunity for school leadership to address concerns; start at the school level with the classroom teacher and then alert the principal when you have concerns with a teacher or other school-related issues;
11. Inform school officials of changes in the home situation that might affect student conduct or performance; and
12. Provide a place for study, and ensure homework assignments are completed.

Public Conduct on School Property

Schools are a place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building principal or their designee is responsible for all persons in the building and on the grounds. Anyone who is not a regular staff member or student of the school is considered a "visitor." All visitors are required to abide by the rules for public conduct on school property contained in PGCPS policies, procedures, and state law.

All visitors must comply with Administrative Procedure 0500 – School Visitors by providing a copy of their government-issued identification, which includes the visitor's name, date of birth and photo, to the school office to be scanned into the Visitor Management System (VMS). Persons who do not provide required identification will not be permitted on premises.

Visitors must be escorted and/or accompanied by a PGCPS employee at all times throughout their visit. Visitors are required to wear the VMS badge while at the school.

Conduct Prohibited on School Property

No person shall:

1. Act in a threatening manner (i.e., gross disrespect, threatening, using loud or offensive or profane language, swearing, or displaying temper, or causing disruption to professional or academic climate) toward any staff member or student;
2. Approach someone else's child in order to discuss an issue or chastise them. (Such an approach to a child may be seen as an assault on that child and may have legal consequences);
3. Injure any other person or threaten to do so;
4. Damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property, including graffiti or arson;
5. Disrupt classes, school programs or other school activities;
6. Send abusive, harassing, or threatening emails or text/voicemail/phone messages or other inappropriate written communication;
7. Record or videotape any interactions within the school building where there is an expectation of privacy (classroom instruction, conversations with teachers, students, staff), unless all participants to the conversation have given their permission for the recording or videotaping;
8. Misuse social media to fuel campaigns and complaints against schools, school staff, and/or other parents/students through social networking and websites;
9. Misuse social media for cyberbullying and/or to publicly humiliate another by inappropriate social network entry;
10. Disrupt school transportation or confront transportation staff on the bus, the road, in neighborhoods, or on school system grounds;
11. Distribute or wear materials on school grounds or at school functions that are suggestive and inappropriate, obscene, advocate illegal action, promote alcohol or illegal substances, appear libelous, obstruct the rights of others, or are disruptive to the school program;
12. Intimidate, harass or discriminate against any person on the basis of race, color, national origin, citizenship status, marital status, religion, age, sex, gender identity, sexual orientation, disability or age;
13. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
14. Obstruct the free movement of any person in any place to which this code applies;
15. Violate the traffic laws, parking regulations or other restrictions of vehicles while on school property;
16. Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco, controlled substances, or be under the influence of either on school property or at school functions;
17. Possess or use weapons in or on school property or at any school function, except in the case of law enforcement officers;
18. Loiter on school property or at school functions;
19. Gamble on school property or at school functions;
20. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
21. Willfully incite others to commit any of the acts prohibited by this code; or
22. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

Tips for Families, Volunteers and Visitors

On some occasions, there may be strong disagreement over a school system decision, policy or procedure. Individuals may refer to PGCPS administrative procedures or inquire from their child's administrators or the Area Office if there is an appeal process for the issue. The following are tips for how to effectively approach and address concerns.

Organize Your Thoughts
Clearly state the issue or the problem you are experiencing. Make a list of questions you would like to ask. Identify several possible solutions you think would resolve your concern.

Stay Calm – Maintain a Civil Tone
Focus on the facts, not on the person with whom you are discussing the issue. Avoid blaming, demanding, and saying "should." Say "I believe…," "I feel…," rather than "You should…"

Clarify, Rather Than Assume
If you are not sure about something or what you heard, ask for an explanation or clarification. Try to understand the other person's view of the situation and the solutions they might propose.

Be Flexible
Recognize that problems can be solved in more than one way. Be open to alternative solutions.

Keep Records
Make notes of meeting dates and times, who you talked to, and what was discussed.
Save copies of letters, forms and other material related to your concern.

RESOURCE: A Guide to Addressing Questions and Concerns

> **Act as if what you do makes a difference. It does."**
>
> William James

Consequences for Violation of the Code of Conduct

The following consequences have been established in accordance with state law and PGCPS policies and procedures. Principals or their designees and school security have the authority to enforce the Code of Conduct for Families, Volunteers and Visitors, as well as all district policies and procedures, and are authorized to determine the appropriate offense level outlined below.

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored activities. In situations involving lesser infractions or where remediation is viable, a verbal warning will be provided. Should a parent/guardian or visitor fail to heed the direction issued in the verbal warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from a child's Individualized Education Program (IEP) meeting.

Level 1 Offense
Level 1 offenses are those that do not jeopardize the safety or welfare of students or staff. Consequences are geared to deter and correct behaviors. Failure to act accordingly will result in the escalation to a Level 2 offense and consequence.

CONSEQUENCES
First Infraction: Verbal Warning
Second Infraction: PGCPS Training Session
Third Infraction: Mediation

Level 2 Offense
A parent/guardian or visitor in violation of any portion of this code that jeopardizes the academic environment and/or safety and welfare of students and staff is subject to being banned from school property for a specified period of time and will be subject to the district's actualization of its right to pursue a civil or criminal legal action.

Repeated Level 1 offenses

CONSEQUENCE
Issuance of a formal "No Trespass Letter" from PGCPS premises – this formal notice can be instituted for a quarter, semester or year at the principal's discretion.

When an individual commits a Level 1 offense (second infraction), the principal will notify the Department of Family and School Partnerships, which will facilitate appropriate training. A period of not less than 30 days will be provided to complete training. Failure to complete training requirements will result in escalation to a Level 2 offense.

At the termination of a formal ban and "No Trespass Letter" from school premises, a meeting with the principal is required and completion of an identified training session through the Department of Family and School Partnerships before privileges are restored.

Right to Appeal

Level 1 offenses are not appealable.

If an individual would like to appeal a Level 2 offense, a written request with supporting evidence must be submitted to the Instructional Director of the respective school within five calendar days of the imposition of the consequence. Contact information for Instructional Directors is provided on each school's website. Email requests are acceptable. Upon receipt of a request to appeal, an Instructional Director has five calendar days to issue a written finding to either uphold, amend or abolish the ban as written. If the Instructional Director upholds the decision of the principal, a second level of appeal is available through the Area Associate Superintendent (the CEO's designee). Prince George's County Public Schools has three Associate Superintendents as follows:

Associate Superintendent for Elementary Schools
Dr. Kasandra Lassiter | kassand.lassiter@pgcps.org | 301-952-6060

Associate Superintendent for Middle, K-8 and Public Charter Schools
Dr. David Curry | david.curry@pgcps.org | 301-952-6010

Associate Superintendent for High and Alternative Schools
Dr. Carletta Marrow | carletta.marrow@pgcps.org | 301-952-6000

A written request for review of the appeal denial must be sent to the appropriate Associate Superintendent within five calendar days of the Instructional Director's written decision. After receipt of the written request, the Associate Super-intendent (CEO's designee) has five calendar days to issue a written finding. The third and final level of appeal available is to the Prince George's County Board of Education, under section 4-205 of the Education Article. These appeals must be filed within 30 calendar days of the decision issued by the CEO's designee.

Resources

Offices
PGCPS Family and School Partnerships
Office of Compliance and Ethics for SafeSchools Training for Volunteers

Administrative Procedures
AP0500 – School Visitors
AP5090 – School Arrival and Dismissal Procedures
AP5113 – Student Attendance, Absence and Truancy
AP5113 – Attachment 1 – Attendance Codes
Student Rights and Responsibilities Handbook

Legal Authority
Maryland Code, Education Article, Section 26-101– Disturbing activities at school or college; molesting or threatening students
Maryland Code, Education Article, Section 26-102 – Trespass on the grounds of a public institution of elementary, secondary, or higher education
COMAR, Sec. 13A.01.04.03. School Safety
Family Educational Rights and Privacy Act (FERPA)

<u>0106</u>
Policy No.

BOARD OF EDUCATION POLICY

BASIC COMMITMENTS

<u>Volunteer Services</u>

The Board of Education recognizes the necessity and value of successfully engaging community volunteers to provide time and general support that enriches the educational program in each of our schools and assist with individual student achievement. We are particularly interested in inviting parents, families and community members to engage in volunteer services in our schools.

To ensure student safety and community involvement through the recruitment and utilization of volunteers, the Board of Education is committed to:

A. Protecting the safety and well-being of students, staff and other volunteers in our schools by thoroughly screening, selecting and supervising volunteers at our schools.

B. Protecting the safety and well-being of students by training volunteers on the appropriate boundaries and relationships with students.

C. Protecting the safety and well-being of students, staff and other volunteers by thoroughly monitoring the activities of volunteers.

D Establishing effective two-way communication with the larger community, respecting the diversity and differing needs throughout the community as we solicit volunteers.

E. Developing strategies and programmatic structures to provide training and support for school staff and central office personnel to implement meaningful volunteer programs from pre-kindergarten through grade twelve.

F. Developing strategies and programmatic structures to train and empower volunteers to participate effectively.

G. Utilizing schools to connect students and families with community volunteer resources that provide educational enrichment and support.

<u>Administrative Procedures</u>

The Board of Education directs the Chief Executive Officer to develop and/or update administrative procedures for school volunteers consistent with this policy, including but not limited to:

A. Criminal background checks, child abuse clearance checks and fingerprinting requirements;
B. Reasons to find a former employee or current employee ineligible to serve as a volunteer, including a former employee who is coded or otherwise flagged as being barred from rehire, or a current employee who is under investigation and prohibited from having unsupervised access to children;
C. Clear parameters for a volunteer's access to and interaction with students at school, including wearing proper identification at all times; working with children in plain view; prohibiting use of student restrooms; transporting students in personal vehicles and access to confidential student records.
D. The approval process for school leadership to follow in contacting the Division of Human Resources for accepting a volunteer who is a former employee;
E. Requiring all volunteers and leadership of Parent Teacher Associations (PTAs) and Parent Teacher Organizations (PTOs) to undergo specific training on reporting suspected child abuse and neglect; and
F. Monitoring compliance of the requirements schools must follow for volunteers, including maintaining a log of all volunteers and a copy of the background check receipt for school records and auditing purposes

The Chief Executive Officer shall report to the Board annually on the results of these efforts.

See also: Administrative Procedure 4215; Administrative Procedure 4216.6; Administrative Procedure 4217

Policy Adopted as 4216.6
10/28/93

Policy Amended and Renumbered 106
2/25/00

Policy Amended and Renumbered 0106
5/12/03

Policy Amended
8/25/05

Policy Amended
4/29/10

Policy Amended
7/19/16

Summary of PGCPS Background Check Requirements

For additional information, please review Administrative Procedures 0500 (School Visitors); 4215 (Criminal History Checks); and 4216.6 (Volunteer Services)

	Raptor screening at schools	*Commercial background check*	*Fingerprint background check* *at least 15 business days before work/event*	*Child Protective Services clearance* *at least 15 business days before work/event*	*SafeSchools Training*
EMPLOYEES					
- Current employees	*No Raptor screening is required for employees visiting schools, provided they sign in with the front office and display their PGCPS badge*		✔ If hired after 10/1/86	✔ If hired after 7/1/16. Must be completed prior to the first day of work.	✔
- Retired/Rehired; or former employees			✔ Upon return to employment	✔ Upon return to employment	✔
- Substitute and Temporary employees			✔ Must be completed prior to the first day of work.		
- Prince George's County Police Officers, Sheriffs and Other Municipal Officers Performing School Security Duties as secondary employment in police uniform			✔ Will be completed in accordance with the agency MOU for security-related work. For other school system employment, the background check requirements for the position must be met.	✔ If employed for other positions in the school system besides security-related work.	
- Coaches, coaching assistants	✔ If in the school building during school hours		✔ Must be completed prior to the first day of work.		
- Athletic officials (e.g., referees; game officials, etc.)		✔ Must be completed prior to the first day of work.			
- Interns and Student Teachers	✔		✔ Must be completed prior to the first day of work.		
- Independent contractors; subcontractors; vendors; outsourced agency employees and outsourced temporary staffing	✔		✔ Depends on the level of access with students. Background checks must be completed at least 15 business days prior to work. See AP 4215 for more information.		

Updated 10/26/18

Summary of PGCPS Background Check Requirements

For additional information, please review Administrative Procedures 0500 (School Visitors); 4215 (Criminal History Checks); and 4216.6 (Volunteer Services)

	Raptor screening at schools	Commercial background check	Fingerprint background check *at least 15 business days before work/event*	Child Protective Services clearance *at least 15 business days before work/event*	SafeSchools Training
- Adults who interact with students in off-site arrangements (e.g., dual enrollment programs on college campuses; external agency internships; etc.)	✔		✔ Will be completed in accordance with the agency MOU		
VOLUNTEERS					
Volunteers at school <u>only one time</u> during the school year for an event (e.g., science fair judges, career day presenters, school dances, etc.). ***Requires an escort and supervision by a PGCPS employee at all times while at the school.***	✔				
Partner support volunteers, whose organization or business is approved through the Office of Partnerships and Development	✔		✔ Proof of completion must be submitted directly to the Office of Partnerships and Development. See AP 4216.6 for more detail.		
All other volunteers, whether on or off school system property. Volunteers include: mentors, tutors, interns, field trip chaperones, concession stand workers, gate receipt workers, athletic event helpers, etc.	✔		✔ Must be completed at least 15 business days in advance of the activity. Financial assistance for background checks may be available for income-eligible families. See AP 4215 for more detail.		✔
Current employees volunteering at school-sponsored activities	✔		✔ After completing PGCPS background check requirements, employees may provide a copy of their PGCPS badge in lieu of completing an additional background check. However, employees must complete the SafeSchools training for volunteers; sign into Raptor; and have their names verified in the Employee Database.		✔

Updated 10/26/18

Prince George's County Public Schools
Office of Information Technology
Oracle Non-Payroll Account Request for Offices

1. To be completed and signed by employee: **Please Print.**

_____   _____
First Name   MI   Last Name   Office Phone Number

_____   _____   _____
Employee's Username   Employee's Position Title   EIN

User Responsibilities

As a user of the Prince George's County Public Schools' Information Technology data, you have certain responsibilities. Your signature below indicates your acceptance of these responsibilities:

- You must protect your password and keep it secure; do not disclose it to anyone. The system tracks access by the user that signed on, and a record may be kept of your activity.
- Do not allow anyone else to use your User Name and Password.
- Lock your PC if you will be away from your workstation. Do not leave an unlocked PC unattended. (Lock your PC by pressing Ctrl – Alt – Del together; then the Enter key. To unlock your PC, press Ctrl – Alt – Del again and enter your e-mail password.)
- You are to use your own User Name. **Do not use someone else's user name and password**.
- You are not to attempt to access data you are not authorized to access.
- You are not to use PGCPS data for personal use.
- If you have access to confidential information, it is your responsibility to protect all copies of that data, including printed reports and information displayed on your screen.

I have read and accept the above responsibilities:

_____   _____
Employee Signature   **Date**

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2. To be completed and signed by employee's Supervisor:

Please provide access to non-payroll Oracle Applications for the employee specified above:

New Account: ☑   Modify Account: ☐   Remove Account: ☐

Authority: **Requisitions**   **Financials**   **Budget**   **HR**

SSP User ☐   FinApps CC Mgr ☐   PS BAR User ☐   Position Transactions ☐

Requestor ☐   PS Budget User ☐

Other Responsibilities: SMS SBC Register Manager _____   _____

_____   _____

_____   _____
Supervisor   Department

---

3. To be completed and signed by DISA:

_____   _____   _____
Printed DISA Name   DISA Signature   Date

FAX completed form to: 301-952-6211   Enterprise Systems, Sasscer Admin Bldg; Rm. 135

08/08/2017 – Enterprise Systems/JMC

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