



VOLUNTEER PROGRAM
TULSA PUBLIC SCHOOLS

2011-2012

Tulsa Public Schools Handbook for Volunteers and Facilitators

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FORMS

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| Volunteer Application and Security Check Form (English version) |
| Background Check Authorization and Release Form (English version) |
| Fair Credit Reporting Act (FCRA) Form |
| Volunteer Application (Spanish version) |
| Background Check Authorization and Release Form (Spanish version) |
| Volunteer Hour Recording Form |
| Monthly Report of Volunteer Hours (sample of electronic spreadsheet) |
| Acknowledgement Form (for signature) |

VOLUNTEER FACILITATOR CHECKLIST

1. Applications can be found on the website or in the *Handbook for Volunteers and Facilitators*. The *Background Check Authorization and Release* form can be printed on the back of the application. **It is necessary to give everyone the Fair Credit Reporting Act (FCRA) form with the application.**
2. Make copies of the “Guidelines for School Volunteers” on page 3 and the “Acknowledgement Form” in the back of the *Handbook for Volunteers and Facilitators*.
3. For each volunteer application received, give the applicant a copy of the “Guidelines for School Volunteers” and sign the acknowledgement form **FOR YOUR FILES**.
4. Check the application for completion of the following fields:
 - Date
 - School Site
 - Last Name
 - First Name
 - Social Security #
 - Date of Birth
 - Telephone #
 - Current Address
 - City
 - State
 - Zip
 - How Long
 - Previous Address
 - All 8 questions must be answered on the “Criminal Record Questionnaire”
 - Applicant’s Signature and Date
 - Look up applicant on websites at bottom of application and mark appropriately
 - Background Check Required (checked appropriately)*
 - Principal’s Name Printed
 - Principal’s Signature and Date

*If background check is required, include the authorization and release form with applicant’s signature and date. **Be sure to give them a copy of the Fair Credit Reporting Act (FCRA).**
5. If a background check is **NOT** required, the volunteer **CAN BEGIN WORKING IMMEDIATELY**.
6. If a background check **IS REQUIRED**, a volunteer **CAN NOT** work until cleared.
7. **KEEP** all applications on file at your school. Only mail those needing a background check. Mail the original and keep a copy for your files.
8. Maintain a sign in/out sheet of all volunteers in your building.
9. By the 15th of each month, send in (electronically) the spreadsheet provided, to report the volunteers and their hours.
10. At the end of the school year (before leaving for the summer), send all your applications to the Volunteer Office at ESC for storing.

Goals of the TPS Volunteer Program

- To assist in the process of public education as it relates to students, schools and the community.
- To enable the school personnel to use their skill and training more effectively by utilizing the services of school volunteers for routine, non-professional jobs.
- To reinforce and personalize the efforts of the classroom teacher in specific subject areas.
- To enrich the experiences of children beyond what is available in the school by bringing qualified people from the community to the schools to share their knowledge in special fields with students.
- To enable business, corporate and non-profit employees to be of service to the schools and to students.
- To help students realize their goals and to provide good role models for students.

Volunteer Code of Ethics

- **Attitude.** Please come to school with a good attitude, one that will ensure the school staff that you are happy to help and one that will convey that you are glad to be working with the children.
- **Dependability.** Please be dependable, as teachers are planning activities for you and the students.
- **Communication.** Your volunteer work should be a learning activity for you. If you have questions as to policy and procedures, please ask the appropriate person – the teacher, the building-level volunteer coordinator, or the principal.
- **Confidentiality.** You will know the students who are succeeding and you will know the students who are struggling. It is important to remember that any information pertaining to a child must be left in the classroom. EXCEPTION: If a child threatens suicide or harm to others, report it immediately.
- **Support.** As a school volunteer, you are in a support position to help the classroom teacher and principal of the building, as they are responsible for the education of the students.

Guidelines for School Volunteers

The following suggestions are made to help you serve effectively and enjoy your volunteer experience.

A Volunteer is a listener, nurturer, supporter and advisor.

- DO work well under the direction and supervision of a teacher or other member of the school staff. The relationship between the volunteer and the school staff is one of mutual respect and confidence.
 - DO expect to support the teacher – not take their place. The teacher is responsible for content and techniques.
 - DO know that any information to which they have access in the school or classroom is confidential.
 - DO know that personal reaction to particular members of staff or to particular children should be confidential.
 - DO take all matters of concern to the principal and the school volunteer facilitator.
 - DO work within the rules of the school as set out by the principal.
 - DO be dependable and on time. If unable to attend, arrangements should be made ahead of time with the teacher or facilitator. In case of last minute emergency, notify the school office.
 - DO be warm, friendly and courteous at all times.
 - DO obtain information on school policies.
-
- DON'T take on the role of parent, counselor or social worker.
 - DON'T forget to sign in and out of the office every time you're in the building.
 - DON'T scold when pointing out errors. Use a positive approach.
 - DON'T become annoyed when students don't understand something the first time.
 - DON'T be afraid to laugh at yourself.
 - DON'T lose your temper.
 - DON'T do a student's work for them.
 - DON'T discuss student's work with anyone but the teacher.
 - DON'T ask teachers or others for personal information about students.
 - DON'T threaten or punish students.
 - DON'T intervene or contradict a teacher once a problem has been handled.
 - DON'T forget to contact the teacher or school if you can't fulfill your commitment.
 - DON'T ever express differences of opinion or dissatisfaction in the presence of students.
 - DON'T physically touch a student.

Effective Ways to Work With Children

1. Be warm and friendly. Learn the students' names and show an interest in what they are doing and telling you. You are very important as a listener.
2. When working with students, encourage them to do their own thinking. Give them plenty of time to answer. Silence often means they are thinking and organizing what they want to say or write.
3. If you don't know an answer or are unsure of what to do, admit it to the children and work it out together. Feel free to ask the teacher for help when you need it.
4. Use tact and positive comments. Encourage students.
5. Accept each student as she/he is. As a school volunteer, you do not need to feel responsible for judging a child's abilities, progress or behavior.
6. If a student is upset, encourage him/her to talk the problem over with you. You do not need to solve the problem, but by listening and talking you help the child feel you care.
7. Respect a child's privacy. If a child or a teacher reveals personal information, regard it as a confidence. EXCEPTION: If a child threatens suicide or harm to others, report it immediately.
8. Maintain a sense of humor.
9. Be consistent with teacher's rules for classroom behavior, schedule and atmosphere.
10. Wear comfortable clothes and don't hesitate to "get down on a child's level."
11. If parents and friends ask about your work, tell them you enjoy working with the children and discuss the activities you do rather than specific information about the child, the teacher, or the school.
12. Keep your commitment. The children will expect you and look forward to your coming. If you know that you will be gone, tell them in advance. Keep all promises and make none that you cannot keep.

Job Description

Site Volunteer Facilitator

As the Site Volunteer Facilitator, you have one of the key positions in the TPS Volunteer program. The success or failure of the program in your school depends on your skill to manage recruiting, training, placement and recognition of your volunteers.

The Site Volunteer Facilitator relies on the TPS Volunteer Office in the Education Service Center for:

1. Guidance in matters of program and policy.
2. Orientation of principals, teachers and facilitators about philosophy and goals of the volunteer program.
3. Forms for the consistent maintenance of records.
4. Solving of problems that cannot be resolved by the Site Volunteer Facilitator or the school principal.

The Site Volunteer Facilitator relies on the teacher for:

1. Selection of students and arrangement for proper work space.
2. Provision of texts, supplies, materials and space for same.

Responsibilities:

1. Acts as liaison between professional staff and volunteers, making necessary arrangements for initial orientation meeting of principal, teachers who are assigned volunteers, and the school volunteers to discuss schedules, assignments, school policy, etc.
2. Assists with orientation of volunteers new to the school.
3. Keeps in contact with principal.
4. Establishes and maintains routines for record keeping. Sends electronic report of volunteer hours to the Volunteer Office at the Education Service Center by the 15th of each month.
5. Secures an application form from all persons who desire to volunteer.
6. Look up each applicant on websites listed at the bottom of the application, mark appropriately and have the forms signed by the principal.
7. Maintains regular communication with the Volunteer Office with regard to forms, volunteer hours or problems. We are here to help you! 746-6306.

General Guidelines for Teachers and Staff

Volunteers are willing to follow directions and work under the supervision of a designated staff member. So that they may be of maximum assistance to you:

- Make the volunteer feel accepted as part of the school program.
- Clarify the volunteer's job in regard to specific duties and pertinent information such as the educational level of the class or special problems.
- Plan the volunteer's work for the day.
- Make the volunteer's assignment constructive for the school as well as rewarding for the volunteer.
- Learn a volunteer's talents and special interests.

Tutoring Guide for Volunteers

You have been asked to work with a student in a one-to-one tutoring situation. If you have never tried this kind of an assignment, you may be concerned about what to do and what to expect. In order to help you have a successful tutoring experience, the following list of ideas and suggestions has been developed.

Before You Begin...

1. Ask to have a conference with the student's teacher in order to receive any background material the teacher might want to share about the student and his/her needs. Examples include if the student is extremely active or very passive or what the student's interests are and in what area they excel.
2. Ask the teacher if you may observe the student in the classroom once or twice to give you an idea of how he/she acts in the classroom setting and how the teacher handles the students.
3. Establish a regular schedule with the teacher for tutoring. You should try to work with the student a minimum of twice a week anywhere from ½ hour to an hour each time, depending on the student. In setting up your schedule, try to avoid sessions that interfere with the student's music, art or gym classes, which are probably very special for them.
4. Once you have received the material you are to use in the tutoring session, be certain that you are thoroughly familiar with it. For example, know how to play the game; check any necessary technology and be able to operate it; see that all necessary things are assembled. A student can quickly spot an unprepared teacher or mentor.
5. Meet the student and get acquainted. Talk to the student. Find out about them and tell them about yourself.
6. Level with the student. A student who has been having difficulty with school work and whose teacher feels he needs your help knows that there is a problem. The student will be more relaxed with you if you acknowledge at the very start that you are going to work with him/her to try and help him/her improve.

During the Tutoring Session...

1. Begin each session with an activity the student enjoys. Some students like to know what you have planned for the session. Others will be confused by too many activities, in which case each exercise or game would be introduced separately. Only you can determine which approach is best.
2. When introducing new materials, let the student touch and play with the objects for a minute or two so that she/he becomes familiar and comfortable with the material before you begin to work with it.
3. It is up to you, the mentor, to set the tone of your working relationships with the student. If you are at ease sitting next to the youngster and working quietly, do so. If you prefer a situation in which sitting on the floor or occasional standing and walking around the room are acceptable options for you, work that way. In any case, let the student know what you expect of them from the beginning. You are the adult and while you can certainly be flexible in your approach, be pleasant and firm.

4. Being flexible is also important in another sense. Be willing to try a new approach if the child is becoming frustrated or is losing interest. Perhaps using the same material in a different way will solve the problem. Or switching to different material may be the answer.
5. When a student makes a mistake, using a positive approach, i.e., “Can you think of another way to do that?” or “Let’s try it this way.”
6. Take some clues from the student. For example, if they are becoming restless and wiggly:
 - Is the sun shining in their eyes or is there glare on their work?
 - Are there children passing a window which may be distracting? (Draw the shades.)
 - Is there too much noise near your work area? (Close the door.)
 - Is the chair too low? (Let them kneel on it.)
 - Are they thirsty and just need a break? (Take a short walk to the water fountain.)
 - Is the work simply too hard and frustrating for them? (Back off!)
 - Is it just a bad day for the student? (Take them back to the classroom with a pleasant comment that “We’ll try again on Thursday when I return.”)
7. Do bring materials from home that seem appropriate to supplement the materials which you have been given.
8. Encourage the student. The mentor should avoid using work that consistently frustrates the student. The student should be able to fairly well perform the task presented. Your role should be one of encouraging success while minimizing failure.
9. It may be effective to reverse mentor-student roles when working with the student.
 - Let the student mimic the mentor
 - Let the student follow oral directions
 - Let the student give the mentor oral directions which the mentor will carry out.
 - The student’s ability to handle this technique will give the mentor a measure of their progress.
10. The student will benefit from your presence and interest even though their progress may be slow.
11. Respect a student’s confidences. They are investing their trust in you.
12. Mismatches can occur. If you find yourself in a situation where you and the student cannot work together, do not feel you are a failure! You can be assigned to another child and possibly help find another mentor for the child.
13. Remember you are also helping the teacher when you help one of their students. You will be giving the child more confidence in themselves which will be reflected in their attitude and performance in the classroom.
14. At the end of the session, you may want to review with the student what has been accomplished. You might keep a log or scrapbook with the student which shows what they have done successfully. Try to end the session with an activity the student enjoys.
15. Always tell the student if you are not coming for the next session or call the school if you have a last-minute emergency. The student is depending on you. When you call, ask the secretary to have the teacher tell the child you will not be there.

After the Tutoring Session...

1. Keep an informal diary of your own and record what you have worked on after each session. Also record any observations or questions you might have. It will help you to know where you have been and where you are planning to go.
2. Arrange for a time to talk with the student's teacher at least twice a month, more frequently if possible. You need to receive feedback from the teacher regarding the student's progress. You will also be able to tell the teacher of your progress and discuss any problems you may have. Furthermore, as you work with the child, you may learn a great deal about them; their special interests, strengths, weaknesses, etc. Share your discoveries with the teacher.
3. As the student's mentor, you should NOT become involved with their parent(s). It is the responsibility of the school to tell parents when their child is receiving tutorial aid. If a parent does contact you, simply refer them to the teacher. Do not feel obliged to discuss your work with the student with the parents.
4. Most of all, we want your experience to be rewarding. We know the student is benefiting from your presence and warmth.

More Tips on Tutoring....

Here are some general ideas to keep in mind.

1. Instead of thinking of yourself as bringing knowledge to the disadvantaged, project the image of working together with your student to solve a problem of mutual concern.
2. Don't be disappointed if your student does not seem to be grateful to you...your role may (or may not) be a new one and it may take some time to understand why you are there. (You might be a little introspective about this, too!)
3. If you become aware of what appears to be an emotional or physical problem, discuss it with the persons responsible for your program...the teacher or principal. Don't try to handle it yourself!
4. Give the schools the benefit of the doubt. Don't criticize the school or the teacher in order to have the student identify with you. Mutual condemnation results in no real progress!

How to Find a School to Volunteer Yourself

1. Step 1

You need to find a school at which to volunteer. If you have a child at any school in the area, then you already have your answer.

2. Step 2

If you don't have children of school age, then you will need to find a school. You could simply go to the phonebook, look up schools in your area, and give them a call. Tell them you are an interested [parent](#)/adult wishing to donate your time.

3. Step 3

Otherwise, there are some great organizations with websites on the internet. Start by visiting the Project Appleseed website, listed in Resources below. This is a leading resource for helping parents and adults volunteer in public schools nationwide.

4. Step 4

Another great organization is the National Coalition for Parent Involvement. You may contact them at the website listed in resources to find out more about getting involved in local schools.

5. Step 5

Attend a local PTA meeting and express your interest in volunteering. Here, you'll get to meet some teachers and administrators directly and find out if they could use your help.

How to Actually Volunteer

6. Step 1



You could help with a fundraiser.

Once you have found a school that needs you, you're ready to volunteer. So now what? Call the school and ask them what they need. They may need volunteers to help with special projects or [fundraisers](#), for instance.

7. Step 2

You can use your own talents to volunteer. For instance, you might help make costumes for a play if you are a fashion designer or skilled in sewing.

8. Step 3

If you have a child at a school, talk to the child's teacher. You could help directly in the classroom by making photocopies, putting together paperwork, or sanitizing toys used during breaks.

9. Step 4

Attend PTA meetings of the school to find out more about the school's interests and needs. You could use this time to talk to your child's teacher to find out what new volunteer work needs done.

10. Step 5

There might be a [fundraising event](#) or charity drive coming up where you could donate baked goods or help wash cars. Maybe you could sell hot dogs at the high school football concession stand or make posters for the big game.

11. Step 6

Be creative. If you think there is a need for something at a school, talk to the school about it. The schools will generally welcome any new ideas, especially if you are willing to volunteer your time to deal with them.

FORMS

(All forms can be duplicated)

TULSA PUBLIC SCHOOLS
VOLUNTEER APPLICATION
AND SECURITY CHECK

DATE _____ **SCHOOL SITE** _____

Last Name _____ First Name _____ Middle Initial _____

SS# _____ Date of birth _____ E-Mail _____

Home Phone _____ Cell Phone _____

Current Address _____

City _____ State _____ Zip _____ How long _____

Previous Address (if at current address less than 3 yrs.) _____

VOLUNTEER BACKGROUND QUESTIONNAIRE

Student and staff safety is of paramount concern to TPS. Please respond to the following questions truthfully and honestly. The disclosure of a prior criminal history will not automatically prohibit selection as a volunteer.

1. Have you ever entered a plea of guilty or no contest to a federal or state (any state) felony charge in a criminal proceeding? Yes No
2. Have you ever been convicted of or found guilty of a federal or state (any state) felony offense? Yes No
3. Have you ever been charged with a federal or state (any state) offense that was reduced to a misdemeanor offense to which you plead guilty or no contest? Yes No
4. Have you ever entered a plea of guilty or no contest to, or been convicted of, a federal or state (any state) misdemeanor charge including illegal chemical substance or illegal sexual activity? Yes No
5. Have you entered into a deferred prosecution agreement with a federal or state (any state) prosecutor? Yes No
6. Have you ever pled guilty or no contest to misdemeanor offense that was originally a federal or state (any state) felony charge? Yes No
7. Have you ever been served with an Emergency Ex Parte Protective Order or any Protective Order in this or any other state for allegations of harassment, abuse, domestic violence, stalking or threats to any person? Yes No
8. Have you ever been taken into protective custody for being a threat to yourself or others or have you ever been ordered to mental health services as a result of having been served with an Emergency Order of Detention or an Order of Detention for Mental Health from any Court evaluation?
Yes No

If yes to any of the above, please provide explanation: _____

Signature of volunteer _____ Today's Date _____

FOR SCHOOL USE ONLY

NOTE: This form **MUST** have the Principal's signature before this application can be processed.

The information provided by the volunteer applicant has been checked against the databases of the following sites:

The Oklahoma State Court Network (OSCN) www.oscn.net Date Checked(__/__/__) by: _____

Oklahoma Department of Corrections www.doc.state.ok.us Date Checked(__/__/__) by: _____

Sex Offender Registry National www.nsopw.gov Date Checked(__/__/__) by: _____

Local www.tulsapolice.org Date Checked(__/__/__) by: _____

Additional Background Check Requested: Yes No

Principal's Signature

Date

TULSA PUBLIC SCHOOLS
BACKGROUND CHECK AUTHORIZATION AND RELEASE

In connection with my employment/volunteerism or application for employment (including contract for services and volunteer work), an investigative consumer report and consumer reports, which may contain public record information, may be requested from AMERICANCHECKED, INC. These reports may include the following types of information: names and dates of previous employers, reason for termination of employment, work experience, accidents, academic history, professional credentials, drugs/alcohol use, information relating to your character, general reputation, personal characteristics, mode of living, educational background, or any other information about you which may reflect upon your potential for employment gathered from any individual, organization, entity, agency, or other source which may have knowledge concerning any such items of information. Such reports may contain public record information concerning your driving record, workers' compensation claims, credit, bankruptcy proceedings, criminal records, etc, from federal, state and other agencies which maintain such records.

I authorize TULSA PUBLIC SCHOOLS, or its agent, AMERICANCHECKED, INC. or other entity, to prepare a consumer report or investigative consumer report about me for employment/Volunteer-related purposes. I have been provided a copy of the summary of the rights of the consumer pursuant to the Fair Credit Reporting Act (FCRA).

I hereby fully release and discharge AMERICANCHECKED, INC., their respective affiliates, subsidiaries, directors, officers, employees, agents and attorneys thereof, and each of them, and any individual, organization, entity, agency, or other source providing information to AMERICANCHECKED, INC. from all claims and damages arising out of or relating to any investigation of my background for employment/volunteer purposes. This release is valid for all federal, state, county and local agencies, authorities, previous employers, military services and educational institutions.

AMERICANCHECKED, INC. is authorized to disclose all information obtained to the requesting entity for the purpose of making a determination as to my eligibility for employment/volunteerism, promotion or any other lawful purpose. I agree that such information, and my employment history, may be supplied to AMERICANCHECKED, INC. If hired or contracted, this authorization shall remain on file and shall serve as ongoing authorization for the procurement of consumer reports at any time during my employment/volunteerism or contract period.

By signing below, I certify that I have read and fully understand this release, that prior to signing I was given an opportunity to ask questions and to have those questions answered to my satisfaction, and that I executed this release voluntarily and with the knowledge that the information being released could affect my being hired, my employment/volunteerism, or my eligibility for promotion.

Signature of volunteer _____ Today's Date _____



Para informacion en espanol, visite www.ftc.gov/credit o escribe a la FTC Consumer Response Center, Room 130-A 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. **For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identify theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.ftc.gov/credit for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.ftc.gov/credit for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven

years old, or bankruptcies that are more than 10 years old.

- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.ftc.gov/credit.
- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-567-8688.
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.ftc.gov/credit.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. Federal enforcers are:

| TYPE OF BUSINESS: | CONTACT: |
|---|--|
| Consumer reporting agencies, creditors and others not listed below | Federal Trade Commission: Consumer Response Center - FCRA Washington, DC 20580 1-877-382-4357 |
| National banks, federal branches/agencies of foreign banks (word "National" or initials "N.A." appear in or after bank's name) | Office of the Comptroller of the Currency Compliance Management, Mail Stop 6-6 Washington, DC 20219 800-613-6743 |
| Federal Reserve System member banks (except national banks, and federal branches/agencies of foreign banks) | Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 202-452-3693 |
| Savings associations and federally chartered savings banks (word "Federal" or initials "F.S.B." appear in federal institution's name) | Office of Thrift Supervision Consumer Complaints Washington, DC 20552 800-842-6929 |
| Federal credit unions (words "Federal Credit Union" appear in institution's name) | National Credit Union Administration 1775 Duke Street Alexandria, VA 22314 703-519-4600 |
| State-chartered banks that are not members of the Federal Reserve System | Federal Deposit Insurance Corporation Consumer Response Center, 2345 Grand Avenue, Suite 100 Kansas City, Missouri 64108-2638 1-877-275-3342 |
| Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission | Department of Transportation, Office of Financial Management Washington, DC 20590 202-366-1306 |
| Activities subject to the Packers and Stockyards Act, 1921 | Department of Agriculture Office of Deputy Administrator - GIPSA Washington, DC 20250 202-720-7051 |

Aplicación para voluntarios y chequeo de seguridad en Escuela Públicas de Tulsa.

FECHA: _____

NOMBRE DE LA ESCUELA: _____

Apellido: _____ Nombre: _____ Inicial del segundo nombre: _____

Numero de Seguro Social: _____ Fecha de nacimiento: _____

Dirección de correo electrónico: _____

Teléfono en casa: _____ Teléfono celular: _____

Dirección actual: _____

Ciudad: _____ estado: _____ código postal _____ Cuanto tiempo ha estado en esta ciudad: _____

Dirección anterior (si la dirección actual es menos de 3 años)

CUESTIONARIO DE ANTECEDENTES DEL VOLUNTARIO

La seguridad de los estudiantes y personal es muy importante para el TPS. Por favor conteste las preguntas a continuación con verdad y honradez. La revelación de una historia criminal anterior no descalifica al voluntario.

1. ¿Ha sido usted declarado culpable de algún delito federal o estatal en un procedimiento criminal? **Si No**
2. ¿Ha sido usted convicto o encontrado culpable por algún delito federal o estatal (en cualquier estado)? **Si No**
3. ¿Ha sido usted acusado por una ofensa estatal o federal (en cualquier estado) que fue reducida a un delito menor para el cual usted fue encontrado culpable o no impugne? **Si No**
4. ¿Ha sido usted alguna vez declarado culpable o no impugne, o ha sido convicto por un delito menor federal o estatal (en cualquier estado) incluyendo cargos por sustancias químicas ilegales o actividad sexual ilegal? **Si No**
5. ¿Ha sido usted puesto con un acuerdo en un proceso posterior con un acusador federal o estatal (cualquier estado)? **Si No**
6. ¿Ha sido usted alguna vez declarado culpable o no impugne por una ofensa menor que fue originalmente un delito federal o estatal (cualquier estado)? **Si No**
7. ¿Alguna vez ha servido con una Orden de Protección de Emergencia Temporal o cualquier orden de protección en este estado o en cualquier otro estado por denuncias de acoso, abuso, violencia doméstica, o amenazas a cualquier persona? **Si No**

Si su respuesta es si para algunas preguntas por favor complete lo siguiente. Las respuestas serán confidenciales.

| Tipo de infracción | Fecha | Lugar (Ciudad, Estado) |
|--------------------|-------|------------------------|
| | | |

Firma del voluntario _____ Fecha de hoy _____

PARA USO DE LA ESCUELA SOLAMENTE

NOTE: This form **MUST** have the Principal's signature before this application can be processed.

The information provided by the volunteer applicant has been checked against the databases of the following sites:

| | | |
|------------------------------------|--|----------------------------------|
| The Oklahoma State Court Network | www.oscn.net | Date Checked(__/__/__) by: _____ |
| Oklahoma Department of Corrections | www.doc.state.ok.us | Date Checked(__/__/__) by: _____ |
| Sex Offender Registry National | www.nsopw.gov | Date Checked(__/__/__) by: _____ |
| Local | www.tulsapolice.org | Date Checked(__/__/__) by: _____ |

Additional Background Check Requested: ___ Yes ___ No

Principal's Signature

Date

Escuelas Públicas de Tulsa
Autorización para verificación de antecedentes y su divulgación

En conexión con mi trabajo/voluntariado (Incluyendo contrato por servicios y trabajo voluntario), un reporte de investigación al consumidor, el cual puede contener información de record públicos, puede ser requerido por AMERICANCHECKED, INC. Estos reportes pueden contener el siguiente tipo de información: nombre y fecha de trabajos anteriores, razón para la terminación del trabajo, Experiencias de trabajo, accidentes, historial académico, credenciales profesionales, uso de alcohol/drogas, información relacionada con tu carácter, reputación en general, características personales, modo de vida, historial educacional, o alguna otra información acerca de usted que pueda reflejar su potencial en el trabajo, organización, entidad, agencia, u otra fuente que tenga conocimiento referente a algún tipo de información. Estos reportes pueden contener información pública referente a su historial de manejo, reclamaciones de compensaciones de trabajo, crédito, bancarrota, historial criminal, etc., y de otras agencias federales y estatales que mantienen estos registros.

Autorizo a las Escuelas Publicas de Tulsa, o a sus agentes, AMERICANCHECKED, INC. U otra entidad, que preparen un reporte de consumidor o que investiguen el reporte de consumidor referente a mi persona para propósitos relacionados a trabajo/voluntario. Se me ha proporcionado una copia del resumen de los derechos del consumidor en virtud a la ley de justa información de crédito (FCRA).

Por la presente libero plenamente a AMERICANCHECKED, INC. Sus respectivos afiliados, filiales, directores, oficiales, empleados, agentes y abogados, organización, entidades, agencias, u otra fuente que proporcione información a AMERICANCHECKED, INC. De todo reclamo y daños relacionados a cualquier investigación de mis antecedentes para trabajo/voluntario que puedan surgir. Esta divulgación es valida para agencias federales, estatales, condados y locales, autoridades, trabajos anteriores, servicio militar e instituciones educativas.

AMERICANCHCKED, INC. Esta autorizada a revelar toda información obtenida a la entidad que lo requiera con el propósito de hacer una determinación para la elegibilidad de trabajo/voluntarismo, promoción o cualquier otro propósito legitimo. Estoy de acuerdo que tal información, y mi historial de trabajo puede ser suministrado a AMERICANCHECKED, INC. En caso de ser contratado, esta autorización debe permanecer archivada y debe servir como una autorización continúa para la adquisición de reportes de consumidor en cualquier momento de mi trabajo/voluntarismo o periodo de contrato.

Al firmar debajo, certifico que he leído y entendido completamente esta liberación, que antes de firmar se me dio la oportunidad de hacer preguntas y de tener esas preguntas respondidas con satisfacción, y al llevar a cabo esta liberación voluntariamente y con el conocimiento que la información que va ser divulgada podría afectar mi contrato, mi trabajo/voluntarismo o mi elegibilidad para una promoción.

Firma del voluntario _____ Fecha de hoy _____

ACKNOWLEDGEMENT FORM

I acknowledge that I have received and read the “Guidelines for School Volunteers” on page 3 of the *Handbook for Volunteers and Facilitators*.

School Site

Print Name

Signature

Date