

#### PRESENTERS

- Nyasha Hinds
  - BCPS Office of Communications and Legislative Affairs
- Michael DeBondt
  - Raptor Technologies, LLC
- Sheilynn Carrasco
  - South Florida Institute on Aging





- The Role of a School Volunteer Liaison
- Volunteer Application Process
- Raptor Volunteer Module
- Level 1 and Level 2 Clearances
- Foster Grandparent Program





# The Role of a School Volunteer Liaison

- Collaborate with the school's administration to implement the volunteer program
- Provide ongoing support to staff and volunteers
- Identify volunteer opportunities and actively recruit volunteers
- Conduct staff and volunteer orientation
- Ensure volunteer program materials and resources are updated
- Listen to volunteers' concerns and successes and resolve volunteer issues promptly



# School Volunteer Liaison Webpage

#### browardschools.com/volunteerliaisons



Guidelines for Virtual Volunteerism
 Safety and Security Information
 Links to Forms and the SVL Manual
 Volunteer Recognition and Awards



# **Volunteer Application Process**

#### Complete online application at ALL browardschools.com/volunteer **VOLUNTEERS** Wait to receive approval **CLICK HERE** email with information about volunteer portal APPLY ONLINE **BECOME A** Q Step VOLUNTEER Contact school volunteer liaison about current opportunities



**BROWARDSCHOOLS.COM/VOLUNTEER** 

# **Raptor Volunteer Module**



THE GOLD STANDARD IN SCHOOL SAFETY

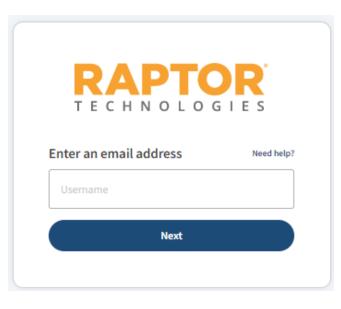
# Michael DeBondt

Raptor University Manager Raptor Technologies, LLC



Volunteer Management

- Double-click C on your desktop or <a href="https://apps.raptortech.com">https://apps.raptortech.com</a>
- Enter your District Credentials



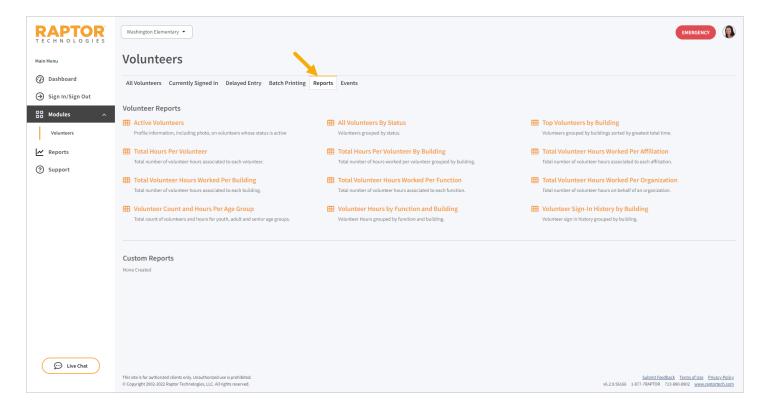
## Volunteer Management – Approved Volunteers

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## Volunteer Management – Banned Volunteers

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### **Volunteer Management - Reports**



### Volunteer Management – Generate Report

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### Volunteer Management – Customizing a Report

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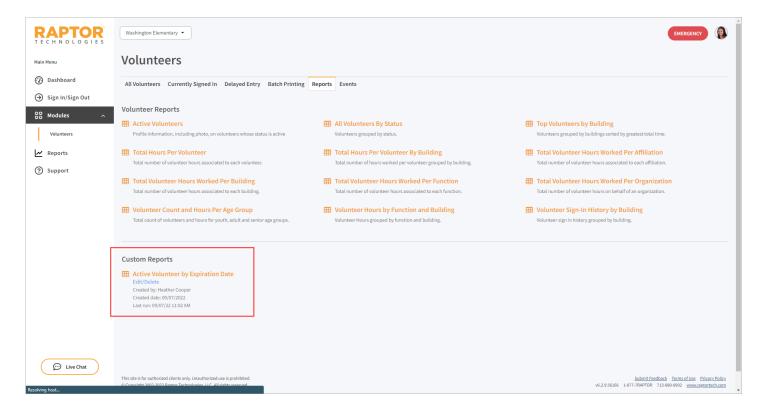
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## Volunteer Management – Saving a Custom Report

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### Volunteer Management – Custom Reports



### Volunteer Management – Event Management

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# Volunteer Management – Add an Event

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# Volunteer Management – Add an Event

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## Volunteer Management – Event Details

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## Event Management – Email Options

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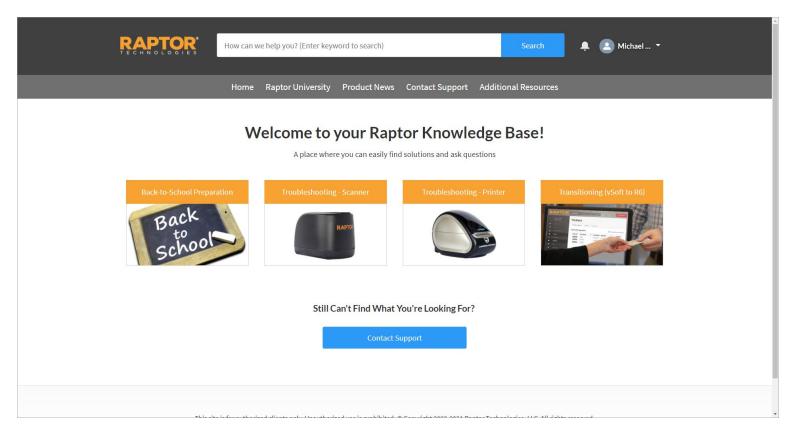
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### Raptor University – Go to Knowledge Base

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Main Menu	Raptor Support Center		
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Sign In/Sign Out	Need Support Information? Check out Our Knowledge Base! Explore our new Raptor Knowledge Base. We have created a collection of in-depth articles that cover several aspects of the Raptor software with simple step-by-step instructions. Here you will find answers to the most common questions asked to		
Modules V	kaptor software with simple step-oy-step instructions. Here you will into answers to the most common questions asked to our support team in the form of articles. The articles are designed to be easy-to-read and understand, while being comprehensive.		
Support			
	Go to Knowledge Base		
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	Installing your Raptor hardware? Purchase additional equipment, replacement items and badges. Download driver files to get your hardware up and running.		
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Raptor Knowledge Base



# Raptor University – Search

<b>RAPTOR</b> event	Search 📮 🙆 Michael 🔻
Q       "event" in Raptor         Add Event       Mowledge • Oct 23, 2020 • ● 24         Send Email to All Eligible Volunteers for Event       Knowledge • Oct 23, 2020 • ● 23         Manage Your Volunteer Events       Knowledge • Oct 23, 2020 • ● 39         Volunteer Events       Knowledge • Oct 23, 2020 • ● 29         Back-to-School       Knowledge • Oct 23, 2020 • ● 29         Volunteer Forms       Knowledge • Oct 23, 2020 • ● 29         Volunteer form Events       Knowledge • Oct 23, 2020 • ● 29         Volunteer form Events       Knowledge • Oct 23, 2020 • ● 29         Volunteer form Events       Knowledge • Oct 23, 2020 • ● 29         Volunteer form Events       Knowledge • Oct 23, 2020 • ● 20         Back-to-School       Knowledge • Oct 23, 2020 • ● 20	ansitioning (vSoft to R6)
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# Level 1 and Level 2 Clearances

### Level 1 – ALL Volunteers

- Online application
- Renew application annually
- Automatically screened through Raptor
- Approval email sent
- View volunteers by running reports in the Raptor database

### Level 2 – SELECT Volunteers

- SVL/School personnel sends request to Security Clearance
- Online application and fingerprinting
- Up to 10-day waiting period
- Valid for five years; renew personal information annually
- View volunteers by checking the Security Clearance Filemaker Pro database



# Level 2 Clearance Information

- Level 2 clearance is ONLY for select volunteers such as overnight chaperones and band/athletic coaches
- Level 2 requests must ONLY include the following:
  - Name
  - Date of birth
  - School name and location number
  - Specify role: overnight chaperone or band/athletic coach
- Volunteers must not contact Security Clearance for assistance unless their status is Denied
- Active BCPS employees are Level 2 cleared



# **Foster Grandparent Program**



# Sheilynn Carrasco Youth Services Director



**BROWARDSCHOOLS.COM/VOLUNTEER** 



1005 W State Road 84 #435 Fort Lauderdale, FL 33315 www.thesofia.org info@thesofia.org Phone: (954) 484-7117 Fax: (954) 484-8292

# Who We Are

SoFIA was formed in 1965 to harness the invaluable work and life experience of older adults, to help at-risk children achieve, in-need seniors thrive, and Broward County nonprofits innovate. This yields a double benefit – to the individuals and communities who benefit from the volunteer services and the volunteer themselves who realize proven health benefits through social interaction, ongoing engagement, opportunities to contribute, and a sense of purpose and accomplishment.



# **Our Mission & Our Vision**

- We improve economic and social insights and services to empower people as they age.
- To connect, enhance and change lives through volunteerism.



# **SoFIA Program & Services**

### **AmeriCorps Seniors**

Retired Senior Volunteer Program (RSVP)

SoFIA Tech Services

Senior Companion Program (SCP)

Caregivers Assistance Program (CAP)

Foster Grandparent Program (FGP)



# **Foster Grandparent Program**

Foster Grandparents serve in Title 1 schools, nonprofit childcare centers, preschools, and libraries throughout Broward County to support at risk students. Volunteers tutor, mentor and nurture children to help them advance academically and socially.

# **Eligibility & Benefits**

- Age 55 years and older
- Meet income guidelines
- Pass Level II background screening
- Pass annual physical

- ening AmeriCorps Seniors
- Serve 15- 25 hours weekly
- Complete 40 hours of initial training and attend ongoing monthly trainings
- Receive hourly stipend & travel reimbursement



# **Application & Placement Process**

- Preliminary Interview (phone or in person)
- Completion of Application
  - Proof of Income
  - Proof of ID
  - Permission to conduct background check
- Completion of Background Clearance
  - NSPOW
  - Level II Clearance
- Physical/Wellness Exam
- Completion of 20 hrs of training
- Contact school(s) to confirm classroom placement
- Completion of site training & site shadowing
- Probationary Period & 90 day review (Performance Evaluations)





# Child Assignment Plan Progress Reports

Child Assignment Plan and Progress Reports must be completed for the duration of the program. The Program Staff reviews the Child Assignment Plan and Progress Reports with the Foster Grandparent to ensure understanding of how to support the assigned children.

The Child Assignment Plan should be completed each time a new child is assigned to a Foster Grandparent. This document is then signed by the Foster Grandparent, the Site Supervisor, and the Program Director.

This plan includes the following:

- •Child served (name and demographics)
- •Period of time the child will receive support
- •# of hours served per week



#### FOSTER GRANDPARENT PROGRAM Assignment Plan (Schools: Kindergarten -5<sup>th</sup> Grade /Literacy) 2022 -2023

Instructions: It is a federal requirement that all Foster Grandparents have an activity/assignment plan for the children with whom they are assigned to work. The children they are assigned to must have documented exceptional or special needs, verified by an appropriate professional. Your organization should retain on file documentation of the verifying professional's qualifications to assess the children's needs. The Foster Grandparent is assigned to your organization to provide one-on-one assistance and perform duties based on needs of selected children. The Child Assignment Plan is due by Nov, 05, 2021 and will be returned to complete the Pre-test. Please use your school's standardized assessment such as the BAS or FSA to determine each child's ability and level of improvement.

Please complete all sections, documenting the child's needs, the activities you want the volunteer to perform, and the desired results of those activities. The completed assignment plan becomes the volunteer's "job description." Please review it with the volunteer to ensure that the required activities and the desired outcomes are understood. The Foster Grandparent Program recognizes and respects the confidentiality of all of the children involved in the program. Please be assured that all of the information that you provide will only be used in aggregate and no specific child will be identified.

Foster Grandparent:

C South Florida

Volunteer Schedule:

School (Volunteer Station) Site:

Volunteer Coordinator/Teacher Name:

#### Assignment Plan for 2021-2022 School Year

A. List Children's Name, Race, Sex, Grade, Age and Exceptional or Special Need:

Identify 8-10 children the volunteer will be working with during the period indicated above.

Special or H	Exceptional Needs : List all that apply for	each child
DD: Development Delayed/Disabled	HI: Health Impairment	HY: Homeless Youth
VI: Visually Impaired	ES: Emotional/Social	AY: Adjudicated Youth
SI: Speech Impaired	LC: Language/Communication	AN: Abused/Neglected
HE: Hearing Impaired	LD: Learning Disabled	FC: In Need of Foster Care
PC: Physically Challenged	L: Literacy Needs	PI: Child in Protective Intervention
	ESOL:	Other:

Child's Name or Pseudonym	Race B:Black Hiblispanic W:White O:Olber	<mark>Sex</mark> F=Female M=Male	Grade	<mark>Age</mark>	Special or Exceptional Need Choose from the list below and include all that apply.	Planned Activities: how often, (Indicate Frequency)
Example: 1. Anna S.	w	F	2	7	SI, HI	Daily
2. Joseph W.	В	м	1	6	DD, HI,L	2-3 times/wk
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

#### Instructions and Example for Completing Section B

	ected Outcomes: Student will			.4.0	Instructions for Completing Section B	
complete participation in CNCS-			AMPLE Child <i>Rober</i>		Instructions for Completing Section B	
	ported K-12 education program.	Complete at the beginning of the year	COMPLETE BY	COMPLETE BY	Teacher:	
Jupp	in the first of the second programme	beginning of the year	<u>10/07/22</u>	<u>5/13/23</u>	1. Enter each child's name or identification	
Stud	lent will have improved	1	II	III	number.	
aca	lemic performance in literacy.	Planned Activities:	Pretest for literacy skills: current level	Post-test literacy skills: level of	humber.	
		Indicate types of activities to be	of literacy skills	improvement	2. At the <b>beginning</b> of the Foster Grandparent	
		completed	Code 1, 2, 3	Code 1, 2, 3	assignment, indicate the type(s) of activities the	
	Grade Level Reading Skills	Daily reading	1	3	Foster Grandparent will do with the child.	
	(overall reading skills)	activities	1	3	Indicate an activity for each area that applies.	
	(overall redaing skills)	uctivities				
	Vocabulary:	Assist with	1	2	3. After the Foster Grandparent and child have	
Is	Activity: listening to child read	vocabulary list	_		been working together for 1 month, complete	
Skills	aloud, assisting				Section I (Outcomes for reading participation:	
	Reading Comprehension:	Review stories	1	3	level of improvement). Please use your school's	
Literacy	Activity: talking about stories	previously read	-	5	standardized assessment such as the BAS or	
ite	previously read	<i>p</i> , ee.e., , e.e.e			FSA to determine each child's ability and level	
I	Deading Doution ation	And at with wooding	2	3	of improvement.	
	Reading Participation	Assist with reading	2	3		
	Activity: talking about	2-3 books			4. At the end of the year, complete Column III	
	books/stories; encouraging student to read				(Outcomes for reading skills: level of	
_					improvement). It may take 5-10 minutes per	
-	ected Outcomes: Student will		AMPLE Child <i>Jessic</i>		child to complete this section.	
	plete participation in CNCS- ported K-12 education program.	Complete at the	COMPLETE BY	COMPLETE BY		
supp	ooriea K-12 eaucation program.	beginning of the year	<u>10/07/22</u>	<u>5/13/23</u>		
Stud	lent will have improved	I	II	III	Use these CODES for Columns II and III:	
	lemic performance in literacy.	Planned Activities:	Pretest for literacy	Post-test literacy	1= Below average	
		Indicate types of activities to be	skills: current level of literacy skills	skills: level of improvement	2 = Average	
		completed	Code 1, 2, 3	Code 1, 2, 3	3 = Above Average	
	Grade Level Reading Skills	•	2	3	+- ⊢	
	0	Daily reading activities	2	3		
	(overall reading skills)	activities				
	Vocabulary:	Assist with	1	3		
Is	Activity: listening to child read	vocabulary list				
Skills	aloud, assisting					
	Reading Comprehension:	Review stories	1	3		
rac	Activity: talking about stories	previously read		2		
Literacy	previously read	p. cc.bij / cuu				
		N/A	27/4	N/A		
	Reading Participation	N/A	N/A	N/A		
	Activity: talking about		1			
	hasha latani an anno in					
	books/stories; encouraging student to read					

# **APPROPRIATE ACTIVITIES**

- Tutoring children with literacy or English language learning needs.
- Providing children with emotional support and assistance in developing basic learning skills.
- Helping abused or neglected children, and children affected by drugs, HIV/AIDS, or homelessness, regain stability through contact with older adults and providing these children with emotional support and empathy.



# **INAPPROPRIATE ACTIVITIES**

- Serving in staff roles.
- Performing clerical, household, or custodial functions.
- Serving as **babysitters**.
- Acting as a teacher, site staff, group leader or other similar positions that would detract from the person-to-person relationship.
- Supervising of children or staff.
- **Disciplining or punishing** children in any way.





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#### **President & CEO**

Cresha Reid: creid@thesofia.org

### **Foster Grandparent Program Staff**

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Youth Services Manager Valencia Tarvin-Stovall: <u>vtarvin-stovall@thesofia.org</u>

Youth Services Coordinator Suze Vedrine: svedrine@thesofia.org

# **Important Reminders**

- To access the Raptor database send your name and P-number to <u>volunteer@browardschools.com</u>
- Volunteers receive a name tag for each visit
- Only email volunteers who select your school
- SVL webpage browardschools.com/volunteerliaisons
- Level 2 clearance is ONLY for select volunteers such as overnight chaperones and band/athletic coaches



# **Contact Information**

# **Volunteer Services**

- volunteer@browardschools.com
- 754-321-2300

# **Raptor Support**

- <u>support@raptortech.com</u>
- 877-772-7867 Ext. 2

# Sheilynn Carrasco

- <u>scarrasco@thesofia.org</u>
- 954-484-7117

