

Circles Youth Program Volunteer Handbook



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Overview of Circles

In Monroe County...

- National poverty rate in 2007 held steady at 12.5%
 - **Bloomington Census Data: poverty rate increased by nearly 7% - from 34.7% to 41.6% from 2006 to 2007.**
- 30.2% of people in poverty are children under the age of 18
- Of people over age 25 who are in poverty, 29.6% are employed
- 60.2% have worked part-time or for at least part of the year in the last 12 months
 - 67.6% have less than a high school degree or GED

This is why the

Monroe County Circles Initiative

is so important.

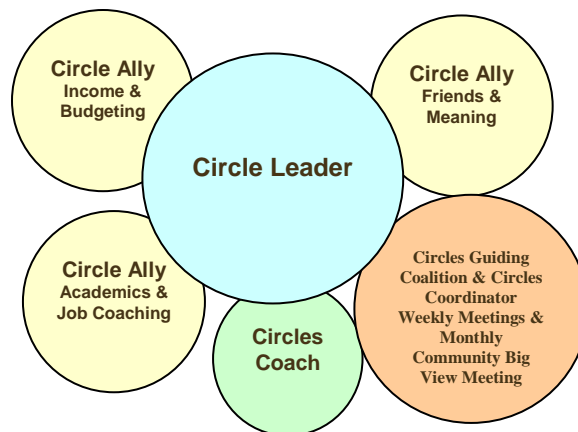
Circles™ is an intentional way for people to build relationships across class and race lines to end poverty in their communities. Circles™ is a **high impact strategy** that will:

- Change the mind-set of the community so it wants to end poverty
- Change goals, policies, and approaches to end poverty and,
- Empower people in poverty to help solve community problems while transitioning out of poverty themselves.

A Circle is a supportive, intentional, reciprocal, befriending relationship made up of one Circle Leader who is living in poverty and two to five Circles Allies who usually are from middle class. A Circle typically meets once or twice a month to build friendships and to work on the Circle Leader's dreams, plans, and goals.

A Circle Leader is an individual or family with a low-income who is interested in meeting her/his household needs on a consistent basis and becoming self-sufficient-. The Circle Leader is responsible for her or his Circle; convening, leading, and giving and receiving support. She or he will work with the Allies to complete her/his plan that was developed in the Getting Ahead group and with the Circles Coach. Getting Ahead prepares Circle Leaders to take a leadership role in the Circle and to use their knowledge and skills as problem solvers to work on poverty issues in the community as well.

Circle Allies are community members who want to be in a supportive, intentional, befriending relationship with an individual or family working to get out of poverty. Circle Allies work with the Circle Leader to figure out how to accomplish her or his plan. Within the guidelines set by the Community Guiding Coalition, Circle Allies do what makes sense and what brings joy to the relationship. Circle Allies are trained in Bridges out of Poverty as a way to work with Circle Leaders in supporting their plans to get out of poverty.



Circles provides support, making the sort of personal and community connections that are important to success.

For more information on the Circles™ Initiative, visit www.sccap.monroe.in.us – you can find us in the menu bar on the left hand side of your screen.



Circles Youth Program Volunteer Guidelines



How Volunteering with the Youth Program Works

Requirements for Volunteers – We require criminal background checks for all volunteers in the Youth Program. We ask that you sign a form acknowledging certain rules pertaining to childcare, including a No Striking policy and the “Two-Adult Rule,” requiring that two adults must be supervising any room of kids at any one time.

Times – Circles meets every Thursday (except major holidays) from 6:00 to 8:30 PM. At 6, we eat dinner – we really encourage you to join us for this free, fun, community building meal. It’s important to get to know the kids, the parents, and the other volunteers, and it’s part of what makes Circles so much different from your average volunteer experience – we are truly a community! At approximately 6:30, parents turn their children over to you, the volunteer. We lead activities, play games, and supervise free play during this time. We generally have a few activities planned, and all you have to do is show up, have fun, and be flexible.

Sign-in Form – When you enter each Circles meeting on Thursday, you will see a sign-in form. Everyone who attends the meeting should sign, from volunteers to Circle Leaders and their children.

Information Binders - Circles maintains binders containing profiles of each child in our care – please take a look at these. All parents complete an information sheet for their child, which includes an overview of any behavioral or health issues the child may have. You will also find a photo of each child, which will help you put faces to names. The records we keep are confidential, so no one except Youth Program volunteers and Circles staff are to see these.

Age Groups – We typically divide children into three age groups: Infants to 4 year olds; 5-9 year olds, and 10 years and older. Some weeks, particular age groups may only have a couple kids, and in that event, we may combine some of the age groups.

Rules for the Children – The rules can be summarized easily – as a volunteer, ask yourself, “**Is the behavior being displayed by the children in my care conducive to a safe environment, both physically and emotionally?**” If the answer is no, do not hesitate to politely but firmly ask the child or children in question to change their behavior. If at any time you feel frustrated or that you aren’t in control of a situation, get the attention of Circles staff. **You will not be interrupting** – we would rather you let us know what is happening than have you find yourself in a situation that makes you feel uncomfortable. Parents can also be contacted at any time; sometimes it just takes bringing in Mom or Dad – to change inappropriate behaviors. We ask that you access the parent through a staff person if a child refuses to change his/her behavior after being asked to do so for the second time.

While inside, children should not run, throw/kick balls, or engage in other hazardous behaviors. They should speak respectfully, in appropriate indoor voices. Children in our care are not allowed to bring guests – this makes things safer and easier for our volunteers. Church property must be respected.



Circles Youth Program Volunteer Guidelines

1. Two Adult Rule

During any family program, event, or service where children are present, the “two adult” rule will be observed. This requires at least two adults, 18 years of age or older, be present. If a situation arises in which only one adult can be present, the door must remain open for the entire length of the session.

2. Application Procedures:

Any person wishing to work with children or youth in the Circles™ community on a regular basis will complete our application process and a criminal history background check. All volunteers must be at least 18 years of age.

3. Volunteer Training

All volunteers working with children shall be informed of agency policies and state laws regarding child abuse and ways to identify child abuse.

4. Reporting Abuse:

All staff and volunteers shall immediately report to their supervisor any behaviors which seem to suggest abuse. Volunteers shall report to the child care coordinator or a staff member. These individuals shall follow SCCAP policy for reporting.

5. Supervision Policy:

Children must be accompanied by an adult at all times, both inside the building and on the grounds. Children are only allowed in the child care wing, and under supervision in Garton Hall during dinner. If a volunteer ever feels that they are not in control of a situation, or if any kind of emergency arises, they should immediately seek help and support from a Circles staff member.

6. Ratios:

At all times, adults working with children shall maintain (child/adult) at least the following minimum ratios.

Infants – 4:1	4 year olds – 12:1
Toddlers – 5:1	5 year olds – 15:1
3 year olds – 10:1	6 year olds – 20:1

Regardless of numbers, the ‘two adult rule’ will apply

7. Bathroom Policy:

Children or youth who need assistance or supervision when using the bathroom facilities will be accompanied by an adult and the main door of the bathroom shall remain open.

8. No Striking Policy:

No adult or youth care giver (including paid staff, volunteers, parents, acquaintances or visitors) may strike any child or youth during a Circles™ event for any reason, including corporal punishment.

9. Church Property:

We must be respectful of the church building and property at all times. Balls may not be thrown, kicked or rolled inside the church. Hallways are always off-limits for play.

I have read the above policies and agree to abide by them. If I have any questions, I will contact the child care supervisor and/or staff.

Print Name: _____ Date: _____

Signature: _____



Volunteer Rights and Responsibilities

Adapted from the Bloomington Volunteer Network <http://bloomington.in.us/volunteer>

As a Volunteer, It is Your Right:

1. **To be assigned a job that is worthwhile and challenging** with freedom to use existing skills or develop new ones.
2. **To be trusted with confidential information** that will help you carry out your assignment.
3. **To be kept informed** through house organs, attendance at staff meetings, memoranda, etc. about what is going on in your organization.
4. **To receive orientation training and supervision** for the job you accept and to know why you are asked to do a particular job.
5. **To expect that your time will not be wasted** by lack of planning, coordination or cooperation within your organization.
6. **To know whether your work is effective** and how it can be improved: to have a chance to increase understanding of yourself, others and your community.
7. **To indicate when you do not want to receive telephone calls** or when out-of-pocket costs are too great for you.
8. **To be reimbursed for out-of-pocket costs**, if it is the only way you can volunteer.
9. **To declare allowable non-reimbursed out-of-pocket costs** for federal (some state and local) income tax purposes if serving with a charitable organization.
10. **To expect valid recommendation and encouragement** from your supervisor so you can move to another job - paid or volunteer.
11. **To be given appropriate recognition** in the form of awards, certificate of achievement, etc., but even more important, recognition of your day-to-day contributions by other participants in the volunteering relationship.
12. **To ask for a new assignment** within your organization.

As a Volunteer, It is Your Responsibility

1. **To accept an assignment of your choice** with only as much responsibility as you can handle.
2. **To respect confidences** of your sponsoring organization and those of the recipients of your services.
3. **To fulfill your commitment or notify** your supervisor early enough that a substitute can be found.
4. **To follow guidelines** established by organization, codes of dress, decorum, etc.
5. **To decline work not acceptable to you**; not let biases interfere with job performance; not proselytize or pressure recipient to accept your standards.
6. **To use time wisely** and not interfere with performance of others.
7. **To continue only as long as** you can be useful to recipient.
8. **To refuse gifts or tips**, except when recipient makes or offers something of nominal value as a way of saying "thank you."
9. **To stipulate limitations**: what out-of-pocket costs you can afford, when it is convenient to receive calls from organization or recipient.
10. **To use reasonable judgment in making decisions** when there appears to be no policy or policy not communicated to you; then, as soon as possible, consult with supervisor for future guidance.
11. **To provide feedback, suggestions and recommendations** to supervisor and staff if these might increase effectiveness of program.
12. **To be considerate**, respect competencies and work as a member of a team with all staff and other volunteers.



Child Abuse/Neglect: Protecting the Children in Your Care



Most child care providers are natural advocates for children. But there are times when speaking up for kids can be hard or uncomfortable. Often those are times when children need your support most, like when you suspect child abuse or neglect in a family you know.

Your courage to act on a child's behalf could be the start of positive changes for both that child and their family.

Knowledge is the first step...

What is Child Abuse? Indiana Law says:

- "The child's physical or mental health condition is seriously impaired or ...endangered as a result of the inability, refusal or neglect of the parent/guardian/custodian to supply the child with necessary food, clothing, shelter, medical care, education or supervision; or
- The child's physical or mental health is seriously endangered due to injury, by the act or omission of the parent/guardian/custodian...; or
- The child is a victim of a sex offense...; allowed to participate in an obscene performance; or...to commit a sex offense..."

Indiana recognizes 4 types of child maltreatment:

1. **Neglect** is failure to provide basic physical, medical, educational or emotional needs.
2. **Physical Abuse** is any non-accidental injury caused or allowed, even if harm was not intended.
3. **Sexual Abuse** is any sexual activity, direct or indirect, by an adult or older child, or allowing another person to do so, with anyone under 18 years old.
4. **Emotional Abuse** is a pattern of interaction that harms emotional development or self-worth, usually along with other forms of maltreatment.

Attention is the next...

How can I tell that a child is in danger at home?

There is no sure way, aside from seeing abuse happen. Child abuse/neglect can be part of any family, in any culture, career or income group, even when everyone seems happy.



Sometimes, "gut" feelings are our best guide, especially if they are shared by co-workers who also know the child and/or family well. Although any type of abuse or neglect may occur alone, often several types happen in one home. Possible warning signs, among others, can be:

Children who...

- have many injuries, or ones that aren't well explained;
- ...are very tired, very sad or just "not there";
- ...often fight with classmates/act out abuse, destroy things, or are violent to animals;
- ...talk in detail about sexual matters;
- ...seem afraid of a parent/guardian/custodian or other adult, like a teacher or baby-sitter;
- ...spend a lot of time anywhere but home/don't want to go home, as if avoiding something there.

Children's parents who...

- ...are under lots of on-going stress and have very limited support or coping skills;
- ...stay away from other families or groups and don't take part in kids' activities;
- ...have drinking or drug abuse problems;
- ...don't want to talk about or treat their child's injuries, or are nervous or angry when they do;
- ...say they were abused as children, or are now in a violent relationship.

One sign or incident does not always mean that child abuse or neglect is going on, but it can. If you have doubts, call your county Child Protection Service with questions. Keep in mind that many troubled parents feel trapped in the cycle of abuse, and actually are relieved after a report is made, because they are no longer alone in dealing with a terrible secret.

When action is needed...

Who must report? By state law, **ANY** person who has reason to believe that a child is a victim of abuse or neglect, must make a report to child welfare or law enforcement services. *Remember, you do not need to prove child abuse/neglect, only have some good reasons to suspect abuse and/or neglect.* To report call: **IN State Child Abuse Hotline: 800-800-5556.**

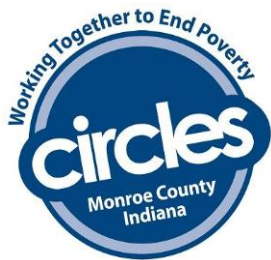
Can I get in trouble for a report, if I'm wrong?

NO! Any person who reports, or is part of any investigation of a child abuse or neglect report, is immune from criminal or civil penalty, unless they acted in bad faith. However, such penalties are possible for *not* reporting suspected abuse/neglect.

Resources:

- Prevent Child Abuse Indiana: 800-244-5373 or www.pcaain.org
National Clearinghouse on Child Abuse & Neglect Info: 800-394-3388 or www.calib.com/nccan/ch
Child Help USA: 800-422-4453 or www.childhelpusa.org

Information consistent with Caring for Our Children, 2002:
www.nrc.uchsc.edu



Circles™ Initiative of Monroe County

We want you to know that confidentiality is extremely important in the Circles community. However, there are a few exceptions:

- In the case of potential or suspected abuse or neglect
- In the case of suicide or attempted suicide
- In the case of harm or attempted harm/plan to attempt harm to yourself or someone else

In Indiana every one is mandated to report suspected child abuse or neglect. For the safety of everyone in the Circle, a Circles staff member may need to call child protective services or the police in the above cases. The purpose of mandated reporting is to ensure safety. Please take your concern directly to any of the Circles staff.

I understand that the relationships within the Circle community are confidential. Volunteers will not share information unless a report is needed to ensure safety.

Volunteer
Signature _____ Date _____

Volunteer Print Name _____



Developmental Theory

adapted from the work of Jean Piaget

Consider your audience...

Stages of Cognitive Development

Stage	Characterized by
Sensori-motor (Birth-2 yrs)	-Differentiates self from objects -Recognizes self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise -Achieves object permanence: realizes that things continue to exist even when no longer present to the senses
Pre-operational (2-7 years)	-Learns to use language and to represent objects by images and words -Thinking is still egocentric: has difficulty taking the viewpoint of others -Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of color
Concrete operational (7-11 years)	-Can think logically about objects and events -Classifies objects according to several features and can order them in series along a single dimension such as size.
Formal operational (11 years and up)	-Can think logically about abstract propositions and test hypotheses systematically -Becomes concerned with the hypothetical, the future, and ideological problems

The accumulating evidence is that this scheme is too rigid: many children manage concrete operations earlier than this, and some people never attain formal operations. Children with special needs may be delayed in reaching these stages.

As a volunteer, don't try to force the children in your care into tasks they are not ready for:

- **Be aware that children in earlier stages of development or with special needs simply may not be capable of considering or predicting the emotions of others in the same way that you can. If they are unkind to their peers, don't get angry – but do suggest an apology and a more appropriate behavior.**
- **Be concerned with the process rather than the end product. For example, watch how a child handles and manipulates play dough instead of concentrating on a finished shape.**
- **Children should be encouraged to learn from each other. Hearing other's views can help to breakdown egocentrism. It is therefore important to provide lots of opportunities for paired work and sharing when conducting activities.**
- **Act as a guide in children's discovery learning. Be adaptable to individual needs and intellectual levels.**



Emotional and Behavior Disorders

adapted from the United States Department of Health and Human Services and About.com

The number of young people and their families who are affected by mental, emotional, and behavioral disorders is significant. It is estimated that as many as one in five children and adolescents may have a mental health disorder that can be identified and require treatment. **While volunteering at Circles, you may interact with youth who have Emotional or Behavior Disorders.** Some common Emotional or Behavior Disorders that you might encounter are:

- **Bipolar Disorder** - Children and adolescents who demonstrate exaggerated mood swings that range from extreme highs (excitedness or manic phases) to extreme lows (depression) may have bipolar disorder (sometimes called manic depression). Periods of moderate mood occur in between the extreme highs and lows. During manic phases, children or adolescents may talk nonstop, need very little sleep, and show unusually poor judgment. At the low end of the mood swing, children experience severe depression. Bipolar mood swings can recur throughout life. Adults with bipolar disorder (about one in 100) often experienced their first symptoms during their teenage years (National Institutes of Health, 2001).

- **Attention-deficit/Hyperactivity Disorder** - Young people with attention-deficit/hyperactivity disorder are unable to focus their attention and are often impulsive and easily distracted. Attention-deficit/hyperactivity disorder occurs in up to five of every 100 children (U.S. Department of Health and Human Services, 1999). Most children with this disorder have great difficulty remaining still, taking turns, and keeping quiet. Symptoms must be evident in at least two settings, such as home and school, in order for attention-deficit/hyperactivity disorder to be diagnosed.

- **Learning Disorders** - Difficulties that make it harder for children and adolescents to receive or express information could be a sign of learning disorders. Learning disorders can show up as problems with spoken and written language, coordination, attention, or self-control.

- **Autism** - Children with autism, also called autistic disorder, have problems interacting and communicating with others. Autism appears before the third birthday, causing children to act inappropriately, often repeating behaviors over long periods of time. For example, some children bang their heads, rock, or spin objects. Symptoms of autism range from mild to severe. Children with autism may have a very limited awareness of others and are at increased risk for other mental disorders. Studies suggest that autism affects 10 to 12 of every 10,000 children (U.S. Department of Health and Human Services, 1999).

Possible Implications in the Circles setting	Best Practices and Accommodations
<ul style="list-style-type: none"> • Disruptive to classroom activity. • Impulsive. • Inattentive, distractible. • Appears pre-occupied. • Disregards rules. • Poor concentration. • Extreme resistance to change and transitions. • Speaks out, repeatedly. • Is aggressive. • Low self esteem. 	<ul style="list-style-type: none"> • Communicate with parents. • Clearly express rules and expectations. • Provide time for relaxation techniques, chances to relieve stress and anxiety. • Set limits and boundaries. • Apply established consequences immediately, fairly, and consistently. • Acknowledge and reinforce acceptable behavior. • Avoid confrontation and power struggles. • Establish a quiet cool off area. • Redirect to avoid situations that may increase anxiety levels. • Remain calm and aware of your body language when addressing the youth. • Give frequent feedback.



Respecting the Children in Our Care

Adapted from the Canadian Child Care Federation http://www.cccf-fcsge.ca/docs/cccf/rs030_en.htm

Enforcing the rules is only one part of encouraging good behavior – how you do it is just as important. Consider the following as a useful guide to respectful, productive interaction with all of the children in your care.

I show respect when:

- I listen to what a child has to say.
- I play with the children.
- I recognize the children's accomplishments.
- I show interest in a child's project.
- I make eye contact with each child.
- I encourage the children to express different viewpoints.
- I allow the children to make choices.
- I let the children have privacy.
- I consider each child a unique individual.
- I call the children by their names.
- I encourage independence.
- I respond to the children's questions.
- I do not interrupt a child who is talking.
- I allow the children to make mistakes.
- I am flexible and adaptable to the situation at hand.
- I keep my temper while being firm on the rules of conduct.
- I allow transition time.
- I listen to a child's problem and realize how upsetting the situation can be for him/her.
- I talk to the children as people.
- I give each child a chance to communicate.
- I ask a child for his/her solution to a problem.
- I value the children's opinions.
- I remember that play is of great importance in each child's life.
- I 'catch them being good.' Giving them attention and praise when they are behaving like we would like them to act more often is amazingly rewarding to children. “I like the way you are sharing, John.” “You’re doing a great job of being quiet in the hallway, Jill.” are both very effective at stopping undesirable behavior before it starts.

I am disrespectful when:

- I do not take a child's opinion seriously.
- I avoid dealing with an issue that a child feels needs immediate attention.
- I walk away from a child while he/she is crying.
- I use a "baby-talk" tone of voice with younger children.
- I use angry words when I am under stress.
- I cut a child's conversation short.
- I finish tasks for the children in order to hasten time.
- I forget to follow through on something that I promised.
- I answer questions for the children.
- I behave impatiently.
- I respond to a child sarcastically. Young children generally do not understand sarcasm.
- I shout.
- I force a child into a situation in which he/she is uncomfortable.
- I set my expectations too high.
- I rush the children.
- I call the children names (e.g. stupid).
- I focus on children's bad behaviors.
- I belittle the children's feelings.
- I ignore the children.
- I stop a child who is really interested in completing a project.
- I don't allow a child to explain why or how a friend got hurt, or how an accident occurred.

Find Circles staff if at any time you feel uncomfortable, frustrated, or unable to deal with a situation. All of this is good advice, but occasionally things will happen that are beyond your control. You won't be interrupting, we will be happy that you found us – this is why we are here!

Youth Role-Playing Scenarios

As the responsible volunteer in the room, what do you, do next?

Jorge and Leon are playing catch inside. You ask them to stop, and they do... for a few minutes. When you turn your back, they are back at it, this time more wildly than before. They are jumping and bumping into furniture and other youth. You ask them to stop, but they give no indication that they even hear you. What do you do?

You are leading a discussion among the youths. They are generally restless, as you might expect at 8 PM on a Thursday, but not outright uncooperative or disruptive. Ralph, is particularly attentive, though, sitting quietly, raising his hand, waiting his turn to speak, and listening to others as they take their turns. What do you do?

One youth punches another. Garfield is down for the count, and Heathcliff is standing over him, still visibly angry, his shoulders rising and falling, his fists clenched, and his mouth tight. What do you do?

One youth shares her toy with another. What do you do?

You're getting ready to play a great game with the youth. It's Uno, and everybody loves Uno. Except this one girl. Eunice refuses to play. She would rather sit and sneer quietly. What do you do?

Everyone walks quietly and at an appropriate pace from the youth room to the playground. Calm and orderly, it's a sight to see, mostly because they aren't making a sound you can hear. What do you do?



Circles Youth Program Volunteer Handbook

Thank you for volunteering!

Circles Youth Program At a Glance

(We'll contact you to let you know if any of this changes)

When: Thursday nights, 6 – 8:30 PM. Dinner is served at 6, supervision begins at 6:30.

Where: St. Mark's United Methodist Church (Right behind Best Buy)
100 N State Road 46
Bloomington, IN 47408

If you are scheduled to volunteer, but for some reason cannot fulfill your commitment – please contact Tom ASAP at (812) 339-3447 ext 263 or via email at circlevolunteer@sccap.monroe.in.us No one is going to get mad, but we need to know as soon as you know so that we can find someone else to cover your spot!

If you would like to volunteer with friends, put them in touch with Tom – we'll get them a background check, and then we can do our best to schedule you on the same nights.

Circles Staff Role Call:

Linda – Circles Coordinator, helps to manage Circles as a whole.
lindap@insccap.org, at (812) 339-3447 ext 206

Carrie – Circles Coach, facilitates relationships within the Circles Community.
carrie@insccap.org

Circles Volunteer Coordinator-, contact person for youth programming and meal preparation volunteers. circlevolunteer@insccap.org





South Central Community Action Program
1500 W. 15th St.
Bloomington, IN 47404
812-339-3447



Consent for Release of Information
For Criminal History & Child Protective Service
State Central Registry Checks

Full Name: _____
First Middle Last Previous

Address: _____
Street City State Zip County

Date of birth: ___/___/___ Race/Ethnicity _____ Social Security #: _____ - _____ - _____

Previous Address(es) for past 10 years:

Address: _____
Street City State Zip County

Address: _____
Street City State Zip County

Address: _____
Street City State Zip County

List names of dependent, independent & deceased child(ren): _____

Applicant expressly agrees to waive any privileges of confidentiality to permit any and all information to be released to South Central Community Action Program, Inc.(SCCAP) and Child Protective Services. Applicant expressly agrees and understands that any or all information obtained through this signed consent form may be used at the discretion of SCCAP and Child Protective Services in determining the applicant's suitability for working with children as a Legally Licensed Exempt Provider.

Signature: _____ Date: _____

Witness: _____ Date: _____

For Administrative Use Only:

Type of check: _____ Criminal History _____ Child Protective Services
_____ Legally Licensed Exempt Provider _____ Circles™ Initiative

Please Check the Appropriate Findings Below:

_____: Our Agency has no information/record(s) concerning the above named individual.

_____: Our Agency has the following information/record(s) concerning the above named individual: (Submit documentation or summarize areas you believe should be considered in evaluating the suitability of this individual working for a youth service agency.) Please use the back of the form or contact: _____

Signature: _____ Date: _____

Agency: _____



South Central Community Action Program
Circles Initiative
1500 W. 15th St.
Bloomington, IN 47404
812-339-3447



CRIMINAL RECORD DECLARATION

South Central Community Action Program (SCCAP) and the Circles™ Initiative require a background check of all participants in order to identify and limit potential danger to all participants, especially children. SCCAP will assess the relevancy of any arrests, pending criminal charges or convictions on an individual basis. SCCAP reserves the right to require additional information as necessary to assess the relevancy of any and all information you provide below.

PLEASE NOTE- You need not list the following:

- *Any traffic fines of \$200.00 or less
- *Any offenses, other than offenses related to child abuse and/or child sexual abuse or violent felonies, committed before your 18th birthday which was finally adjudicated in a juvenile court or under a youth offender law
- *Any convictions the record of which has been expunged under federal or state law
- *Any conviction set aside under the Federal Youth Corrections Act or similar state law.

Please list all pending and prior criminal arrests and charges related to child sexual abuse and their disposition. Include dates and jurisdiction. If none, state NONE. Use additional sheets if necessary.

Please list all convictions related to other child abuse and neglect. Include date and jurisdiction. If none, state NONE. Use additional sheets if necessary.

Please list all convictions of violent felonies. Include date and jurisdiction. If none, state NONE. Use additional sheets if necessary.

I understand that providing false or misleading information could result in my not being considered for the Circles™ Initiative. I declare, under penalties of perjury, that the above is true and correct to the best of my knowledge.

Applicant Signature _____ Date: _____

Applicant Printed Name _____

