

# Volunteers Welcome!



# Volunteers Welcome!



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DISTRICT SCHOOL BOARD  
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**TCDSB  
MISSION  
STATEMENT**

***OUR MISSION***

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community
- a safe and welcoming learning environment that is an example of Christian community
- role models of Gospel Values and Catholic doctrines, teachings and beliefs
- guidance in what students need to learn
- instruction in the learning process itself
- religious, academic and technological instruction
- integration of Catholic, Christian beliefs into the total learning experience and
- feedback on students' proficiency and performance.

**VISION OF OUR STUDENTS**

We envision students who:

- are formed in the Catholic faith
- apply Christian values to life's opportunities, challenges and choices;
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness and
- demonstrate global perspective and community responsibility.

**VISION OF TCDSB**

To provide students with the qualities they will require, our Vision of TCDSB is a school system that:

- is Christ-centered
- is student-focused
- demonstrates a clear sense of purpose
- is visibly and demonstrably Catholic
- reflects empowering leadership
- applies collaborative decision making
- is innovative and
- provides role models among all stakeholders for all these qualities.

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## ***ACKNOWLEDGEMENTS***

TCDSB would like to express sincere appreciation to the following persons who formed the committee that wrote the first edition of “**Volunteers Welcome!**”

**Gabrielle Cooney**

**Lita González-Dickey**

**Krista Johnston**

**John Quinn**

**Lorraine Ruscitti**

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**Ina Tedja • Human Resources**

In order to improve this resource material we hope that teachers, principals, and volunteers will forward appropriate comments/suggestions to:

**Lita González-Dickey**  
Community Relations Officer

**Carla Marchetti**  
Coordinator • Community Relations

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In the past few years there has been a definite movement towards involving parents and other volunteers in our schools. This handbook has been designed to answer many of the inquiries of school staffs and volunteers themselves regarding what is entailed in starting an effective volunteer program.

Every year hundreds of people volunteer their time and talents to work in our school system. Keeping them involved and helping them to do a worthwhile job is the most demanding aspect of a volunteer program. In this handbook, we have outlined the role of those involved, suggested how to recruit, select and train good volunteers, provided concrete ideas of how the volunteer can be used in the classroom and included the legal aspects covering a volunteer program. As the booklet was written with both the staff person and the volunteer in mind we also have included a section on guidelines, rights and duties of volunteers.

We hope this handbook will encourage school staff and volunteers to establish and participate in carefully designed and meaningful volunteer programs.

## **FOREWORD**

**Volunteers Welcome!**



**Policy:**

“The TCDSB endorses the use of volunteers in its schools”.

**Regulations:**

1. A principal is encouraged to use volunteers in school to assist teachers with school activities.
2. The volunteers will perform such duties as assigned by the Principal.
3. The volunteers will perform their duties without remuneration.
4. All volunteers who will be assisting students on a regular and/or an overnight excursion basis will be required to complete a Volunteer Registration Form and a Confidential Information and Communications Form as found in the TCDSB Volunteer Manual and shall be required by the Principal to submit a current Police Reference Check before the commencement of the assignment.
5. Volunteer coaches must abide by the Ontario Safety Guidelines for the particular athletic activity and Board policies as posted on the Board’s website.
6. This policy was be implemented beginning January 1, 2008.

**TCDSB POLICY REGISTER S.01**

**SCHOOL  
VOLUNTEERS**

**Volunteers Welcome!**



### ***WHY HAVE A SCHOOL VOLUNTEER PROGRAM?***

Offering our service to others is a basic tenet of the gospel of Jesus; thus volunteering our time, talents and energy is a vital and vibrant aspect of our Christian community and society at large.

Volunteers have been active in most of our schools for many years. Through their skills and dedication they have proven their worth, time and time again. Still, it is good to enumerate a number of the advantages of having a volunteer program in our schools. In the first place, volunteers can help teachers to reach learning outcomes by giving them more time to work with small groups or individual children.<sup>1</sup> Volunteers can also relieve teachers of many of the non-teaching duties as well as assist in the smooth-running of a school office or library. They also bring a closer relationship between a school and its surrounding community through their commitment and active participation. Finally, most volunteers bring fresh and creative approaches to problems or to the daily routine in the classroom.

### ***WHO CAN BECOME A SCHOOL VOLUNTEER?***

Anyone who is interested in assisting at a school may do so. However, parents, senior elementary pupils, secondary and university students, and older adults are particularly welcomed.

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1. Ottawa Board of Education, People Helping People. Ottawa, n.d.

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*The best ingredients for a volunteer program in a school are an enthusiastic principal, a volunteer coordinator, a supportive staff and a strong community.*

## **THE VOLUNTEER PROGRAM**

### **ROLES OF SCHOOL STAFF , VOLUNTEER COORDINATOR AND PARENT**

#### **ROLE OF THE PRINCIPAL**

The principal is the key person in convincing the school staff of the benefits of the program. This may be done by:

- ◆ Arranging the program so that every volunteer has a specific task to do;<sup>2</sup>
- ◆ Allowing time for the staff to become accustomed to the idea and to the volunteers themselves.
- ◆ Once the program is established, looking for ways that will ensure the continued growth of every person involved in the program - volunteer, child, teacher.

The principal makes sure that there is a variety of programs offered; eg. Enrichment, special needs, etc.

#### **ROLE OF SCHOOL STAFF MEMBERS**

School staff should request a volunteer before a volunteer is put in the classroom. The following points can help to create an effective program.

- ◆ Prepare the students for volunteers coming into the classroom.
- ◆ Create an environment of hospitality and acceptance.
- ◆ Give active leadership plus clearly define procedural guidelines and goals to ensure all concerned (principal, teacher, parents, students and volunteers) are in accord.
- ◆ Help the volunteer to establish positive relationships with the children.
- ◆ Make sure there is enough for the volunteer to do, preferably with slightly more work organized than can be accomplished in the time available.
- ◆ Ensure that, firstly, volunteers have the information they need to carry out their responsibilities; secondly, that an outline be given of the extent to which school equipment and facilities can be utilized by the volunteer on behalf of the student.
- ◆ Establish means of measuring progress (record of performance) to guide the volunteer.

2. Ottawa Board of Education, op. cit.

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## **ROLE OF THE VOLUNTEER COORDINATOR**

Community Relations personnel can do much to help get a volunteer program off the ground by:

- ◆ Linking the school and its surrounding community as much as possible.
- ◆ Assisting the principal/staff in assessing the school's need for volunteers.
- ◆ Approaching the community directly to solicit volunteers and assisting in setting up interviews between the principal, staff member and the volunteer, necessary.
- ◆ Responding all inquiries regarding all aspects of volunteering at TCDSB schools.

## **ROLE OF THE PARENT**

Parents must give their permission for the involvement of their child in the program.

Parents should be made aware of the volunteer program, understand its objectives and limitations, and be willing to participate if it is appropriate (Appendix "F").

There should also be periodic feedback to the parents regarding the progress of the program.

It is important to keep in mind that volunteer programs are most successful if the school takes the first step and reaches out to the community instead of waiting for the community to approach the school.

## **FOCUSING ON THE INDIVIDUAL CHILD**

A volunteer should assist children in developing personally, socially as well as academically.

There should be no stigma, real or imagined, attached to a student who is working with a volunteer.

Parents, teachers and students should consider volunteer involvement a privilege.

When tutoring children, maintain a one-on-one relationship whenever possible.

## **THE VOLUNTEER PROGRAM**

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*In order to respond to the needs expressed by the school and at the same time assign the volunteer to tasks that are meaningful to them, it is suggested to have them fill out a “Volunteer Registration Form”, (see Appendix B, page 18). Doing this will give the school an idea of the volunteer’s time commitment and skills.*

## **THE VOLUNTEER PROGRAM**

### **RECRUITMENT, SELECTION AND TRAINING OF VOLUNTEERS**

#### **RECRUITING VOLUNTEERS**

Once it is determined that volunteers are needed, a job description can be written outlining their responsibilities (Appendix “C”). The principal or staff from the Community Relations Department can then assign personnel who will train the volunteers, and can arrange for transportation if needed.

Once these steps are taken, recruitment can begin. (Appendix “A”). Sources for potential volunteers are:

- ♦ school councils;
- ♦ parents at large (or extended family who might be staying at home);
- ♦ parish;
- ♦ neighbourhood service clubs (Ladies auxiliaries, Catholic Women’s League, etc.);
- ♦ police officers, fire fighters;
- ♦ high schools (to accumulate mandatory credits prior to graduation);
- ♦ colleges and universities.

#### **1. Time Commitment of the Volunteer**

If volunteers have limited free time they could be involved in special activities, field trips, telephone assistance, tutoring, and so on.

If volunteers can dedicate several hours a day for more than one day a week, they could offer enrichment or remedial help, assist in the office or library, etc.

Volunteers with unlimited time could be involved in tutoring children with special needs, field trips, etc.

How the volunteers would get to school (do they need transportation?). This is more appropriate when the volunteer is an older adult.

#### **2. Skills of the Volunteer**

Once the time element is clarified, potential volunteers should be surveyed to find out:

- ♦ Their special talents or training, so as to suitably match them with school programs; examples: music, art or crafts, typing, librarian skills, filing, proficiency in languages, competency in sports, etc.

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***Filling out a “Volunteer Registration Form” (Appendix B, page 16) will provide a profile of the volunteer in relation to the contribution they hope to bring to the school. Some older adults may prefer to verbally answer the questions and the interviewer can fill out the form for them.***

## **THE VOLUNTEER PROGRAM**

### **SELECTING VOLUNTEERS**

The personal interview is the best method of selection. There should be a careful and honest screening process for personal suitability. The principal, volunteer coordinator (if there is one) and the staff member involved should be part of the interviewing team. School staffs should have a clear idea of the exact needs of the school.

- ◆ Who are we looking for?
- ◆ First and foremost, a person who likes children and is concerned about them.
- ◆ Someone who is blessed with special talents or life experience that will be of benefit and interest to the students.
- ◆ A person who has the time and energy to come to the school on a regular or part-time basis.
- ◆ Someone who is reliable.

The interviewing team should be aware of health, security and catholicity issues. When in doubt, it is important to explore and consult with appropriate personnel.

### **TRAINING**

#### **1. The Initial Orientation**

When volunteers first come into a school, their interest and enthusiasm are combined with normal anxieties about what is expected: whether they will be able to work with the children, how the teacher will feel about them, etc. Older adults volunteers are surprised to see how much activity goes on in today’s classroom. It is important to clarify the following:

- ◆ The importance of confidentiality. With this in mind, it is suggested that a confidentiality statement be explained and signed (see Appendix “D”).
- ◆ Class, office, library and fire routines
- ◆ The need for reliability
- ◆ The importance of communication between staff and the volunteer
- ◆ The need to be open to receiving continual guidance and instruction from the teacher.
- ◆ The way discipline is handled in the classroom.
- ◆ Duty to report to a Children's Aid Society in cases of suspected child abuse as per Policy S.17.

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- ♦ An outline of how the volunteer is covered under the Board's insurance policy.
- ♦ The school hours and a calendar for Professional Development Days
- ♦ The need to be familiar with the teaching aids available.

***At this time, a "Volunteer Assignment Profile" (Appendix "E") will clearly define the volunteer's duties.***

## **2. Feedback and Evaluation**

- ♦ Good communication minimizes many potential problems:
- ♦ The establishment of clear objectives is important.
- ♦ A lesson plan allowing space for written comments by the volunteer is important (Appendix "G").
- ♦ Good communication with volunteers, especially before and/or after each session is helpful. These sessions should be informal.
- ♦ An evaluation at the end of each month or term helps to monitor the progress of the student and the volunteer.

## **3. Modification**

After a certain period of time:

- ♦ There may be a need to modify the tasks performed by volunteers based on their talents, interests, suitability, developed capabilities, students' progress and class requirements.
- ♦ The program should be flexible enough to allow for the personal growth of the volunteers and the students.

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PROGRAM**

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### ***GUIDELINES FOR VOLUNTEERS***

- ◆ Arrive promptly.
- ◆ Know the classroom routines and rules - the students are always testing.
- ◆ Speak in a positive way to the children.
- ◆ Try to learn the children's names.
- ◆ Work at the children's level, sit or stand with them.
- ◆ Help the children to continue to work on their projects (but don't do the project for them).
- ◆ Ask questions to clear up difficulties.
- ◆ Clean up with the children, setting an example and encouraging them to help.
- ◆ Do not make comparisons between children.
- ◆ Talk to staff, not about them.
- ◆ Allow children to work at their own speed - nagging causes problems rather than saving time.
- ◆ Talk to the teacher about the children at appropriate times, not in front of the other children or parents.
- ◆ Notify the school when you are unable to come.



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## ***SUGGESTED GUIDELINES FOR REGISTERING AND SCREENING***

- 1. Request applicants to fill out the following:**
  - i) Volunteer Registration Form (Appendix “B”)
  - ii) Confidentiality Statement (Appendix “D”)
- 2. Provide a job description for the position and conduct a careful and honest screening of all applicants.** A Sample Job Description is provided (Appendix “C”). The personal interview is the best method of assessing and screening volunteers. The principal, volunteer coordinator, (if there is one), and the teacher involved should be part of the interviewing team. At the discretion of the principal, other staff such as the school social worker and/or psychologist and/or a Community Relations Officer could also be part of the interviewing team.
- 3. Contact references provided by the volunteer.**
  1. References from the parish and previous schools (if applicable) may provide crucial information with respect to suitability and placement.
- 4. Provide orientation.** *Please refer to section on Training Volunteers.*
- 5. Verify student volunteer activities.** A sample form designed to log the activities of the school volunteer is provided in this handbook (Refer to Appendix “H”).
- 6. Introduce volunteers to staff, students and other volunteers.** Volunteer tags, buttons or any other visible signs for identifying and recognizing their presence would be helpful. *Please refer to Board policy on Access to School Premises.*
- 7. Evaluate and recognize the work of volunteers.** This Manual provides tips on how to appreciate the work of school volunteers.
- 8. Write a letter of reference at the end of the assignment.**
- 9. Provide a “Certificate of Recognition - Volunteer Services” for the signature of the school principal.** (See Sample: Appendix “I”). If this official certificate requires the signatures of the Director of Education or the chairman of the Board, it can be arranged through the Community Relations Department, ext. 2286.
- 10. Pursue security clearance from the Toronto Police Services for any Volunteers that will be in contact with pupils on a regular and/or an overnight excursion basis.**

**THE  
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PROGRAM**

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### ***RIGHTS OF VOLUNTEERS***

- ◆ To be suitably recognized and treated with respect.
- ◆ To be given suitable assignments.
- ◆ To receive on-going and appropriate training education for the task to be performed.
- ◆ To be given clear directions and objectives.
- ◆ To be given a variety of experiences.

### **DUTIES**

- ◆ To maintain confidentiality (see Appendix "D").
- ◆ To be willing to learn and to share their skills and knowledge.
- ◆ To be responsible, dependable and interested.
- ◆ To understand that the teacher's role must never be eroded by that of the volunteer. The volunteer serves to augment the teacher's ability to reach all students, particularly those with special learning or possibly emotional needs.
- ◆ To believe in the value of their task and to carry out their duties promptly and reliably.



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***Organize a special recognition day for the school's volunteers and present to them an award or certificate. It is a wonderful way to express our appreciation.***

***"I need a sense of belonging — a feeling that I am honestly needed for my total self..."***

## **THE VOLUNTEER PROGRAM**

### ***RECOGNITION OF VOLUNTEERS***

How do we keep our volunteers and attract new ones? How can we make their work interesting and rewarding?

It is essential to keep lines of communication open. Effective communication can eliminate many misunderstandings that can arise from time to time. To assist in this flow of information, a friendly atmosphere is invaluable.

Here are some further tips:

- ♦ Be sensitive to the way volunteers feel, allot time to talk things over and help them to feel part of the team.
- ♦ Have something definite and meaningful for the volunteers to do. People can sense if they are honestly needed. The attitude "I'd rather do it myself" must not be conveyed.
- ♦ Have realistic expectations of volunteers.
- ♦ Celebrate achievements and outline the progress that is being made towards goals.
- ♦ Invite the volunteers to the special school events such as the staff's Christmas dinner, school concerts and plays.
- ♦ Organize a special recognition day for the school's volunteers and present to them an award or certificate. It is a wonderful way to express our appreciation.
- ♦ Call when a volunteer is ill, "get well" cards from the children are treasured. "Thank you" cards also do much to strengthen the association with the school community.
- ♦ Compensate the volunteers for out-of-pocket expenses whenever possible.

This is not meant to be an exhaustive list, but merely some suggestions to consider.

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## ***INSURANCE FOR SCHOOL VOLUNTEERS***

The Toronto Catholic District School Board provides the following insurance coverage to volunteers while engaged in duties requested by the Board:

1. **Accidental Death, Dismemberment.**
2. **Legal Liability Insurance.**
3. **Excess Automobile Liability Insurance.**

The Board does **not** provide volunteers with insurance coverage for the following items.

1. **Workers' Compensation.**
2. **Personal property owned by volunteers.**
3. **Automobile Insurance**  
(Volunteers legally must insure their own vehicles).

Note: All accidents involving personal injury to staff, volunteers, students or the general public must be reported to the principal as soon as possible.

*Damage or loss of school board property also should be reported to the principal as soon as possible.*



**THE  
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PROGRAM**

**Volunteers Welcome!**



*The role of parent and other volunteers in the school can be as diversified and challenging as the people involved.*

*School Volunteers work under the supervision of a staff member.*

## **SUGGESTED ACTIVITIES FOR VOLUNTEERS**

### **INDIVIDUAL WORK WITH STUDENTS**

Depending on the interests and backgrounds of the volunteers, activities can fluctuate from individual and group work with students to organizational capacities and enrichment programs. Following are some suggestions as to how volunteers can be employed within the school:

#### **PRIMARY**

- ◆ Develop eye-hand coordination - individual use of beads, patterning, left to right progression, visual motor skills.
- ◆ Practice in cutting, folding, arrangement; (for child with underdeveloped fine motor skills).
- ◆ Work with children as they paint or crayon, discussing their work, and underwriting their descriptions on their pictures for them.
- ◆ Talk to children to stimulate them to write stories, poems, descriptions, etc. and writing them out for children too young to write.
- ◆ Listen to children read - encourage them to talk about the story and their thoughts about it.
- ◆ Use word games, view films or videos, read to children to develop their background of experiences and their vocabulary.
- ◆ Use individual blackboard work and use of concrete materials to reinforce number concepts, addition and subtraction, place value, etc.

#### **JUNIOR**

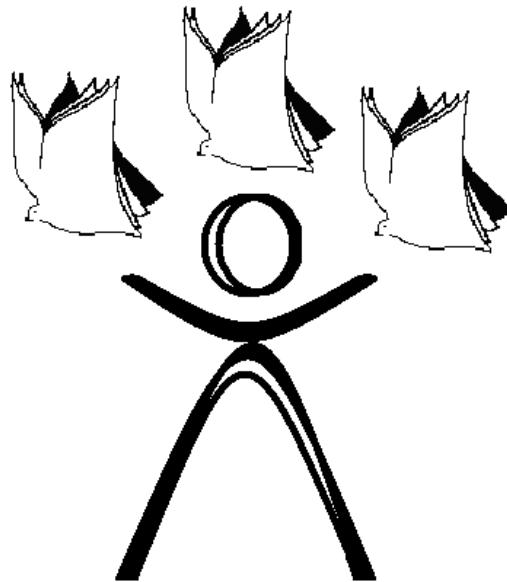
- ◆ Listen to children read. Discuss the story. Check for meaning, inference, relating reading to life.
- ◆ Rote drill of multiplication facts; division.
- ◆ Individual reinforcement in areas of fractions, algebra, geometry.
- ◆ Dictation of spelling words in preparation for tests.
- ◆ Individual help with research projects in Science/Social Studies.
- ◆ Specialized use of Library - processing books, researching a topic; focusing on works of one particular author.
- ◆ Extension of research into a topic the child is interested in.

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### **INTERMEDIATE**

- ◆ Proofread essays for students
- ◆ Help with preparation for public speaking - topic, sentence structure, main idea, delivery, presentation
- ◆ Support for individual students who might need it because of emotional needs, peer pressure, home strife, etc. A patient attitude and a willingness to listen in situations like these can often benefit the student involved and the teacher, who at that time may be unable to leave the group.
- ◆ Oral history from older adults.



**SUGGESTED  
ACTIVITIES  
FOR  
VOLUNTEERS**

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## **GROUP WORK/VARIOUS GENERAL ACTIVITIES**

### **LANGUAGE ARTS:**

Working with a group on a chosen topic, or on a follow-up to reading; record children's language on chart paper. Read composition back to them continually as you record. Compile finished product into a booklet, and have children illustrate it.

### **PHYSICAL EDUCATION:**

A small group of children may need additional help in certain areas of the gym program. These could include gross motor skills, ball skills, track events, volleyball/basketball skills, administration of Canada Fitness Tests.

### **BAKING:**

Volunteer bakes with one group at a time. (Probably, theme oriented - e.g. Halloween, Christmas, Valentine's Day, ethnic celebrations).

### **SCIENCE:**

Work with small groups using "hands-on" approach to do experiments in Mass, Time, Motion, Weather, Measurement etc. Record observations. Make predictions, conclusions.

### **ARTS/CRAFTS:**

Depending on their area of expertise, volunteers can work with students in special enrichment/program extension areas such as:

Cut and paste	Paper Sculpture
Paper folding	Macramé
Cutting skills	Finger Painting
Murals	Weaving
Knitting/Crochet	Spinning
Banners	Pottery
Papier Maché	Candle Making
Rug Hooking	

**SUGGESTED  
ACTIVITIES  
FOR  
VOLUNTEER**

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*In addition to work within the classroom, volunteers can be invaluable assets to the school as a whole. There is a multitude of activities that give character and light to a school community.*

## **SUGGESTED ACTIVITIES FOR VOLUNTEERS**

### **GENERAL:**

The involvement of volunteers in the planning and organization helps to ensure community ownership, acceptance and a positive response to these activities.

### *Examples:*

- ♦ Making “hands on” activities and games for children to use as supplements in subject areas.
- ♦ Photocopying reinforcement material for language arts/math areas.
- ♦ Making flash cards for word or math facts.
- ♦ Helping in organization of First Communion and Confirmation.
- ♦ Running bake sales.
- ♦ Assisting with decorating, baking, cleanup for graduations.
- ♦ Making Christmas costumes, sets for Christmas concerts and other productions.
- ♦ Preparing power point presentations.
- ♦ Assisting in preparation of yearbook for graduating classes.
- ♦ Collecting photo money and organizing picture day.
- ♦ Organizing and refreshment stands on Play day.
- ♦ Driving and supervising programs for older adults.
- ♦ Helping with outings and field trips.
- ♦ Working with children with special needs.



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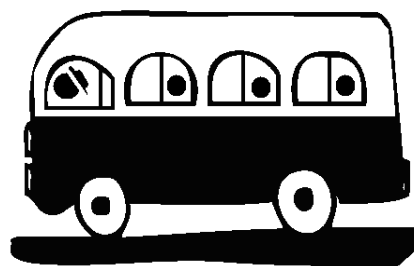
### ***USE OF PARENT VOLUNTEERS ON EXCURSIONS***

Schools often use parent volunteers to aid in the supervision of students as well as helping carry out programs. A few suggestions are offered here:

- (a) Parents should have an active role both in the planning and execution of the excursion.
- (b) Be realistic about the size of the group assigned to any parent. A suggested ratio for the primary division is one adult for each ten or twelve students.
- (c) Introduce parents and students to each other. Explain the roles of parents to students.
- (d) Discuss with parents your expectations for children's behaviour and strategies for coping with misbehaviour.
- (e) Before the excursion, meet with parent volunteers and discuss such items as the purpose of the excursion, what will be done in the classroom before and after the event and, outline the general nature of the excursion and what the teaching staff hope will be learned from it.

**REFERENCE:**

**THE EXCURSION HANDBOOK PP 41-42.**



**SUGGESTED  
ACTIVITIES  
FOR  
VOLUNTEERS**

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**SAMPLE RECRUITMENT LETTER**

**NAME OF SCHOOL**

**RETURN ADDRESS**

Dear \_\_\_\_\_:

The partnership of the Catholic home, school and church in the education of our children has created a spirit of cooperation and understanding between our schools and their local communities.

The volunteer program within our school has done much to enhance this spirit of cooperation and understanding. The assistance of volunteers enables our teachers to give much needed individual attention to pupils, to diagnose and plan effectively, and to design and modify programs.

The volunteer in the classroom will not work solely in housekeeping and supportive roles, but will be actively assisting the teacher with such things as story telling, listening to children read, providing review experiences as arranged mutually with the classroom teacher.

The volunteer benefits by having the joy of working with children and by gaining a better understanding of the school curriculum and programs, a greater awareness of the roles and responsibilities of teachers and principals, plus a sense of belonging and of personal growth.

If you are interested in working as a volunteer, we will be delighted to hear from you.

Before volunteers begin working in the school on a regular basis, they are invited to participate in a brief workshop. Our next scheduled workshop is as follows:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

*Yours sincerely,*

**Principal**

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## VOLUNTEER REGISTRATION FORM

(This form is to be kept at school)

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apartment No.: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone: Home: ( ) \_\_\_\_\_ Business: ( ) \_\_\_\_\_

Fax: ( ) \_\_\_\_\_ E-mail: \_\_\_\_\_

**1. Please mark the days of the week and time you have to volunteer at the school.**

MONDAY  TUESDAY  WEDNESDAY  THURSDAY  FRIDAY  WEEKENDS

From/To (e.g. 8:00 a.m. to 11:00 a.m.): FROM \_\_\_\_\_ A.M. / P.M. TO \_\_\_\_\_ A.M. / P.M.

**2. In what area are you interested in volunteering?** (e.g., reading, tutoring, enrichment programs, classroom displays, school trips, any other area in which you are interested). Why? \_\_\_\_\_

**3. Do you have a special talent or knowledge you would like to use in volunteering** (e.g., play piano, pottery, etc.).  
 YES?  NO? (If yes, what?) \_\_\_\_\_

**4. Do you speak other languages?** Indicate which ones. \_\_\_\_\_

**5. Have you done volunteer work before?**  YES?  NO? (If yes, where?) \_\_\_\_\_  
(List responsibilities, duties, grade level, special need students). \_\_\_\_\_

**6. Do you have any health-related concerns the school should be aware of?** (e.g., allergies, infectious or contagious conditions, medic alert, medications). \_\_\_\_\_

Emergency Contact: Surname: \_\_\_\_\_ Name: \_\_\_\_\_

Telephone Number: Home: ( ) \_\_\_\_\_ Business: ( ) \_\_\_\_\_

**7. Have you ever been convicted of a criminal offence for which a pardon has not been granted?**  YES?  NO?

Have you ever been convicted of a sexual or violent criminal offence?  YES?  NO?

**8. Please provide the name of only two references who may be contacted by the school.**

a. Name of last school Volunteer Supervisor/Employer: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone No.: ( ) \_\_\_\_\_

b. Name of last school Volunteer Supervisor/Employer: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone No.: ( ) \_\_\_\_\_

**By signing this form, I agree that the information provided by me on this form is true.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## SAMPLE JOB DESCRIPTION

- A. Position Title:** Volunteer Tutor
- B. Job Description:** Working with children with special needs,
- C. Qualifications:**
- Education
  - Experience/Training - Experience working with children
  - Age 16 and over
  - Personal characteristics - friendly, patient
- D. Responsibilities:**
- To work with children with learning disabilities or those who are in need of extra attention.
  - To assist in academic areas where support is needed
  - To respect confidential information
  - To work as a team member with the teacher
- E. Schedule:**
- Weekday - Tuesday, etc.  
Times - 9:00 to 12:00  
Location - St. George School
- F. Commitment Expected:** Number of hours/sessions per week (*3 hours for 8 months, minimum*).
- G. Supervision**
- Name/Position - Mrs. Smith, Teacher  
Method - Monthly personal interview
- H. Orientation/Training:** School rules, classroom routines, fire drills etc.
- I. Benefits:**
- personal liability insurance
  - parking
  - occasional conferences or workshops
- K. Satisfaction/Frustrations:** Pleasure of seeing children grow, develop, etc.

**Volunteers Welcome!**



## **CONFIDENTIAL INFORMATION AND COMMUNICATIONS**

*Agreement to comply with applicable Ontario Acts and Regulations,  
and Policies of the Toronto Catholic District School Board*

From time to time students or volunteers who work with school staff may be privy to or have access to confidential information or communications related to pupils, parents or staff of the Toronto Catholic District School Board. Such information or communications may be protected pursuant to The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Education Act S.266(2), and is intended for use only as outlined in those Acts, and should not be read by, or distributed to, any other person other than those authorized for the purposes required by the Board.

Such material may be privileged or confidential and disclosure or other use by persons other than the intended and authorized user(s) or recipient(s) may result in a breach of applicable laws or infringement of third party rights.

Therefore I;  
Name: [print] \_\_\_\_\_

Signature: \_\_\_\_\_

do hereby solemnly swear that I will preserve the required secrecy and confidentiality in respect of the content of any information or records regarding staff, parents or pupils which may come to my knowledge in the course of my role as a volunteer and/or co-op student assigned to duties at:

Name of department or school \_\_\_\_\_ ;

and understand that any unauthorized disclosure of confidential or private information, records or other materials may result in the application of any or all sanctions permissible under TCDSB policies, procedures or Ontario Statutes and Regulations.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Witnessed by School Principal or designate: \_\_\_\_\_

**Date:** \_\_\_\_\_

**(This form is to be kept at school)**



## VOLUNTEER ASSIGNMENT PROFILE

(This form is to be kept at school)

School or Department: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ Apartment No.: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home: Tel.: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_ Internet: \_\_\_\_\_

Business: Tel.: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_ Internet: \_\_\_\_\_

Please check  duties to be assigned and supervised by a teacher or other designated supervisor:

**Instruction Assistance:** e.g. monitoring seatwork, supervising activity centres, preparing learning materials, displays, classroom organization, etc.

**Tutorial Role:** e.g. One-to-one or small group remedial assistance, withdrawal re: special needs and enrichment program support, etc.

Other: \_\_\_\_\_

**Program Support**  
e.g. Clerical, audio-visual equipment, library support, extra curricular activities, cataloging, inventory, assembling of resource materials, field trip supervision, arranging speakers, etc.

Other: \_\_\_\_\_

**Health and Security:** e.g. Breakfast, snack and lunch nutritional assistance, health related inspections, safe arrival and absentee telephoning, dispute resolution, first-aid, hall and lunchroom supervision, etc.

Other: \_\_\_\_\_

**Cultural/Linguistic:** e.g. ESL support, language interpreting re: students and parents, informal cultural interpretation, heritage studies, mentorships, etc.

Other: \_\_\_\_\_

**Special Talent:** e.g. Contribute unique skills or talents to enrich art, science, music, crafts, athletics, computer studies, Internet, etc.

Other: \_\_\_\_\_

**Other Specific Duties:** \_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## SAMPLE LETTER OF PERMISSION TO PARENTS

Date \_\_\_\_\_

Dear Parent:

This year at (name of school) we are involved in a program working with a volunteer (senior citizen, student, parent) in our community.

Your child has been chosen to work with \_\_\_\_\_ for extra help in reading and other enrichment activities. We feel that this will be an extremely beneficial program both for the students and the volunteers, in combining the resources of our community and the needs of our youth.

Please sign below and return to the school, if you wish your child to participate.

*Thank you,*

Teacher : \_\_\_\_\_ Principal: \_\_\_\_\_

-----  
I have read the contents and I give my child \_\_\_\_\_ permission to participate in the volunteer program.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Volunteers Welcome!**



# SAMPLE LESSON PLAN FORM

*(For Volunteers)*

Date \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Volunteer: \_\_\_\_\_

Student(s): \_\_\_\_\_

Subjects to be covered: \_\_\_\_\_

\_\_\_\_\_

Materials to be used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Learning Outcomes of the session: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation *(How do things go? Child's attitude and behaviour, appropriateness of materials, etc):*

\_\_\_\_\_

\_\_\_\_\_

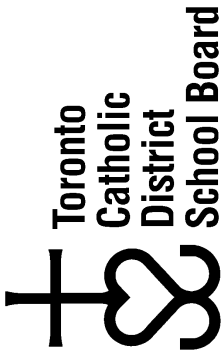
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_





# *Certificate of Recognition of Volunteer Service*

*Presented to*

\_\_\_\_\_

*for assistance to staff and students*

*at* \_\_\_\_\_ *on* \_\_\_\_\_



\_\_\_\_\_  
School Principal



**INFORMATION SHEET:**

**REQUIREMENTS FOR OBTAINING A POLICE RECORDS CHECK**

***WHO REQUIRES A POLICE REFERENCE CHECK?***

Any person who is in regular contact with students or is accompanying an overnight excursion is required to have a Criminal Background Check as a student safety issue. Volunteers for daytime excursions are excluded from obtaining a PRC.

***HOW DO I GET A POLICE REFERENCE CHECK?***

**Toronto Resident**

Complete the application form from Intranet/Human Resources/Forms. Principal (or designate) must witness the signing of the form and fill in the name of the school.

The cost is \$ 15.75 [subject to change] (paid by **money order, certified cheque** or **school cheque** payable to **Toronto Police Service**). **Personal cheques are NOT acceptable.**

The applicant must produce 2 government issued IDs containing a photograph. Once the name, date of birth and address (e.g. driver's licence, health card, permanent resident card, passport, birth certificate, etc.) have been confirmed; the school staff will make the copy.

The school will forward **only** the completed PRC form marked '**CONFIDENTIAL**' to: **Police Reference Checks, TCDSB Human Resources Department.**

The completion of the process usually takes approximately about 4 to 8 weeks. Toronto Police will mail the results directly to the individual. Upon receiving it, volunteer shall present it to the principal of the school or coordinator of the program. A copy of the PRC should be forwarded to Human Resources.

At the discretion of the principal and if the volunteer is known to the school, the volunteer may start their involvement in the school while the police check process is underway.

**Residents outside Toronto**

Please contact Human Resources Department ext. 2379 for further information.

**Note:**

Volunteer is required to apply for the PRC with the "Vulnerable Sector Screening". Police clearance applied directly at Toronto Police is unacceptable and not intended for volunteer working with vulnerable people.

**Volunteers Welcome!**



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Mastors, Charlotte. **School Volunteers: Who Needs Them?** Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1975.

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Ottawa Board of Education, **People Helping People**. (Pamphlet) Ottawa, n.d.

Patterson, Jeffrey. **Voluntary Sector at Risk**. Toronto: Social Planning Council of Metropolitan Toronto, 1983.

Robinson, Floyd. **Volunteer Helpers in Elementary Schools**. Toronto: OISE, 1971.

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Windsor Separate School Board. **S. A. G. E. Program: Senior Aid Guiding Education**. Windsor, Ont, n.d.

Nell Warren Associates Inc., **The Volunteers Manual**. Toronto, Ont.

