



San Diego Unified
SCHOOL DISTRICT

VOLUNTEER COORDINATOR'S HANDBOOK

Community Relations Department

Education Partnerships Alliance
"Investing in student success"

*“You give but little
When you give of your possessions . . .
It is when you give of yourself
That you truly give.”*

-- Kahlil Gibran

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** Duplicate these items as needed.



Dear Site Volunteer Coordinator:

The San Diego Unified School District has approximately 27,000 volunteers working in the district. It is because of the sincere commitment of our site volunteer coordinators that we can facilitate a program of such quality and magnitude. Your leadership allows community volunteers to share their talents and expertise by participating in a myriad of school activities designed to enhance the educational experience of all students.

This handbook is designed to assist you as you oversee your respective volunteer programs. I would like to encourage you to use the information presented and modify it to meet the needs of your particular programs.

If you require further assistance as it relates to the organizing/implementing of a volunteer program or in the area of training, please contact the Community Relations Department at 619-725-5594. We appreciate your efforts that nurture the rich relationships between our schools and communities.

Sincerely,

Ellen M. Tiffany
Manager, Community Relations

**To choose a role in the education of a child
is the highest form of human endeavor...
the child who succeeds, in part by your effort,
will grow as a testament to the people who cared.**

-- Partnerships in Education Mission Statement

AN INTRODUCTION TO VOLUNTEERING IN SCHOOLS

WHAT IS A SCHOOL VOLUNTEER PROGRAM?

A school volunteer program:

- provides outreach to the community
- engages parents and community members to share their special talents and knowledge with students, teachers and staff
- offers aid in a variety of educational situations
- organizes people to work in schools
- provides relevant training, appropriate placement, and ongoing recognition of the efforts of volunteers
- supplements the efforts of professional staff

All school volunteer programs must follow SDUSD Administrative Procedure #4595 regarding school volunteers. Support for the volunteer program in the San Diego Unified School District is provided by the Community Relations Department (619-725-5594).

WHY DO SCHOOLS NEED VOLUNTEERS?

Volunteers can:

- enrich children's learning experiences
- increase children's motivation for learning and self-esteem
- assist teachers to provide more individual attention for children
- provide a variety of positive role models for students
- strengthen school-community relations
- serve as community ambassadors to advocate for the school
- provide access to the volunteer's community/business relationships for needed resources

WHERE DO SCHOOL VOLUNTEERS SERVE?

Volunteers work under the supervision of a school employee. They can:

- provide one-to-one or small group basic skills assistance to students
- give aid to students with special needs
- enrich the curriculum with their special skills and unique experiences
- prepare materials for use in the school program
- relieve school personnel of non-teaching duties
- assist with school/classroom activities

HOW DO VOLUNTEERS BENEFIT FROM WORKING IN SCHOOLS?

Volunteers will work more consistently and over a longer period of time when they are able to meet some of their own needs through volunteering. Some of the reasons people get involved in school volunteering and stay involved are:

- the opportunity to be involved with people
- the opportunity to make a contribution to the community
- a chance to use personal skills and abilities
- a chance to develop new skills and abilities
- need for recognition

THE ROLE AND SELECTION OF THE VOLUNTEER COORDINATOR

In order to enhance your site's community engagement efforts and activities, every school must designate a staff member as a volunteer coordinator. Responsibility for conducting a volunteer program requires the ability to work cooperatively with administrative and teaching staff at the school and with individuals and groups from the community. The **school volunteer coordinator** is responsible for organizing the program.

Based on successful community outreach models within the district, the following criteria may be helpful in selecting a staff member to handle the responsibilities of volunteer coordinator:

- Ability to create a welcoming atmosphere in the school.
- Ability to promote communication and establish and maintain effective working relationships with parents and business/community groups.
- Ability to encourage advocacy, cooperation, participation and support of district and school community engagement programs.
- Knowledge of the culture, climate and socio-economic issues of the school and its community.
- Ability to promote the volunteer program through flyers, newsletters, etc., and provide timely responses to community inquiries.
- Strong organizational skills and the ability to maintain records.
- Ability to read, apply and explain rules, regulations, policies and procedures for school volunteers.

RESPONSIBILITIES OF THE SITE VOLUNTEER COORDINATOR

- Organize volunteer program at school; recruit volunteers with support from the Community Relations Department.
- Determine the volunteer's category and ensure appropriate volunteer screening; conduct check of Category B volunteers against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>)
- Request a Category C Background Check from SDUSD School Police Services for any volunteer who discloses criminal history on their volunteer application.
- Maintain volunteer records: ensure that all volunteers complete a volunteer application; process volunteer applications appropriately; instruct all volunteers to sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure; inform volunteers of tuberculosis examination requirement (records of tuberculosis screening are retained at the school site.)

- Maintain record of total numbers of volunteers and volunteer hours through sign-in sheet at school site that shows days and hours worked.
- Attend district trainings scheduled during the year for site volunteer coordinators.
- Provide a connection to the school for parents and community volunteers and a connection to the volunteers for school staff.
- Provide orientation of school volunteers; may request assistance for specific training from the Community Relations Department. The orientation should cover the following basic topics:
 1. **District procedure regarding volunteer screening**, school policies and procedures, including sign-in procedure
 2. **Name badges** – All volunteers will receive a name badge from the school, be required to wear the name badge while on campus and surrender the name badge at the conclusion of each day's volunteer activity.
 3. **Places at the school**, i.e., where to sign in, where to park, location of restrooms, and staff lounge. Provide volunteers with a school map.
 4. **People at the school** – principal, vice principal, school secretary, custodian, counselor, and nurse
 5. **Time schedule** and school calendar
 6. **Communication** at the school – who and when to call if volunteer will be absent; where to turn if volunteer has a problem.
 7. **Volunteer Code of Conduct**
 8. **Ethics and confidentiality** of volunteering
- Assign volunteers in cooperation with staff members.
- After consulting with principal, terminate volunteer workers when necessary; may request assistance from the Community Relations Department.
- Advocate the use of community resources and solicit community participation in the school program.
- Promote the volunteer program through flyers, newsletters, etc.

ORGANIZING A SCHOOL VOLUNTEER PROGRAM

A STEP-BY-STEP GUIDE

INTRODUCTION

Every school is unique! An effective school volunteer program is one that utilizes available human resources from the community to meet specific needs at the site. The following pages describe a process for organizing your volunteer program. They include suggestions gleaned from successful school volunteer coordinators. The selection also includes materials that you will want to use or modify to fit your own situations.

Adapt this process to your own style and your site. Good planning is the foundation of a good program!

STEPS IN ORGANIZING YOUR PROGRAM

- STEP ONE:** Meet With the Principal
- STEP TWO:** Assess the Volunteer Needs at your School
- STEP THREE:** Recruit Volunteers for the Program
- STEP FOUR:** Volunteer Screening and Record Keeping
- STEP FIVE:** Provide Appropriate Orientation and Training for Volunteers and Staff
- STEP SIX:** Place Volunteers in Meaningful Assignments
- STEP SEVEN:** Provide Ongoing Volunteer Recognition
- STEP EIGHT:** Evaluate the Volunteer Program

Materials for use in the program have been incorporated into each section. Please feel free to use these materials as they are or to adapt them for use in your program.

STEP ONE: MEET WITH THE PRINCIPAL

A successful school volunteer program requires the active support of the school principal. The principal's active involvement can include scheduling time to meet with volunteers, ongoing recognition of volunteers in school publications and meetings, and personal advocacy for the concept of volunteering within the school and the community. The principal can be a volunteer program's best recruiter!

As volunteer coordinator at the school, you will need to work with the principal to arrange training events, publicize the program, and recruit volunteers. Any scheduled events and all printed materials must be cleared in advance with the principal. You may want to set up a regular weekly meeting with the principal if possible.

Your first task is to meet with the principal to discuss plans and set goals for the volunteer program at your school. Plan to include the following topics in your conference with the principal:

1. **Who** will be your volunteers?

- Parents
- Partners in Education
- Community members
- Older adults/retirees
- Military personnel
- College students
- Cross-age tutors
- Other

2. **What** do you want volunteers to do?

- Read to students or listen to students read
- Assist in the classroom
- Tutor individual students
- Provide assistance for school or classroom activities or events
- Work in the Media Center
- Make visual aids and materials
- Assist the nurse or clerical staff
- Support the counseling program
- Participate as senior exhibition panel members
- Provide classroom presentations/demonstrations

3. **Where** will you and the volunteer program be located? Depending upon availability of space at the school, it is important that there be a place where:

- Volunteers "sign in" every time they come to the school.
- Nametags are available for volunteers to pick up.
- A bulletin board can keep volunteers up to date about the school and the community and recognize volunteer contributions.
- A pot of hot water for coffee or tea and a couple of comfortable chairs make volunteers welcome.

4. **How** will the principal involve teachers with the volunteer program?

- Teachers will be surveyed regarding their interests and needs for working with volunteers.
- The principal will plan a staff inservice about the involvement of volunteers in your school.
- The principal will utilize expertise of teachers who are already involving volunteers.

STEP TWO: ASSESS THE VOLUNTEER NEEDS AT YOUR SCHOOL

Before you begin to recruit and involve volunteers, it is essential to work with the school staff. Teachers and other staff members need to be aware of the positive effect of volunteer programs on school climate and instructional programs and to feel that they can be actively involved in the goals and priorities of the program. You and the principal may choose to survey the school staff in one or more of the following ways:

HOLD A BRAINSTORMING SESSION AT A STAFF MEETING. You might want to include the following questions:

- What could a volunteer program do to help our school?
- What concerns do we have about involving volunteers at our school?
- What are our priorities for the involvement of volunteers?
- What can we, as a staff, do to make volunteers feel welcome and valued?

CONTACT STAFF MEMBERS INDIVIDUALLY. Your personal involvement with staff members will help you to promote the value of school volunteering. Teachers need to consider options for the involvement of volunteers in their program, and you will be able to develop a sense of personal “fit” for individual volunteers with teachers.

USE A WRITTEN SURVEY FORM FOR STAFF MEMBERS TO COMPLETE AND RETURN TO YOU. You may wish to use the Teacher Request for Volunteers Form on page 8. In any case, allow plenty of opportunity for individual choice and expression.

ESTABLISH A POSITIVE RELATIONSHIP BETWEEN STAFF MEMBERS AND VOLUNTEERS.

From the beginning, staff members must be aware that a successful volunteer program is a “two-way street” which provides benefits to the volunteer as well as to the school. Volunteers who feel needed and welcomed are likely to work consistently and to grow in the job. Some teachers may choose not to work with volunteers at the outset of the program. Begin with those who are willing to use volunteers; if these teachers find volunteer help useful, their word-of-mouth support will lay the groundwork for acceptance by other teachers.

For a positive working relationship, volunteers and staff members should agree that:

- volunteers work under the direction and supervision of teachers or other certificated members of the staff.
- volunteers provide support services but do not substitute for staff members.
- staff members have responsibility to provide meaningful assignments for volunteers.
- volunteers should be given specific instructions and necessary materials for tasks to which they are assigned.
- if parents participate in a volunteer program at their child's school, the decision to place them as volunteers in their own child's classroom should be made by the teacher or by the principal.
- staff members will provide feedback to volunteers regarding their performance of assigned duties and will work through the coordinator to resolve conflicts or change in assignments.

Sample

TEACHER REQUEST FOR VOLUNTEERS

Teacher Name _____ Grade _____

Department _____ Phone _____ Room _____

TYPE OF VOLUNTEER HELP NEEDED (please check areas and describe briefly):

CLASSROOM HELPERS

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

HELP STUDENT(S) INDIVIDUALLY

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

LIBRARY/MEDIA CENTER VOLUNTEERS

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

ART, SCIENCE, MUSIC, DRAMA

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

CLERICAL

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

OTHER

of volunteers needed _____ Days needed _____ Hours needed _____

Job description _____

TYPES OF VOLUNTEERS MOST HELPFUL TO YOU:

Parents Bilingual College students Business Partner

Older adults Community High school students Other

What training or skills would you like your volunteers to have? _____

Can you help train volunteers? YES NO

Please list areas of training you can provide: _____

STEP THREE: RECRUIT VOLUNTEERS FOR THE PROGRAM

Recruiting is a special challenge in a time when more and more parents of school children have full-time employment outside the home. Volunteers should represent every economic, social, racial, religious, ethnic and educational background in the community.

There are people in every community who have a contribution of time, talent and energy to make to the school. Reach out not only to parents but also to other community members:

- people without children at home
- retirees
- business people/partners in education
- high school and college students

Some brief “tips” to remember when recruiting school volunteers:

1. **Have patience.** Start modestly; let successful experiences lead the way.
2. **Use warmth, friendliness, and the “human touch.”** No plan for recruitment, however well-developed, will succeed unless it is carried out with friendliness, sincerity, and respect for everyone. Show a sincere interest in the prospective volunteer—everyone needs to feel important and needed!
3. **Reach out!** Most successful school recruitment programs do not wait for volunteers to come to them but develop plans to actively reach into homes and the community to bring them in. Be proactive and persistent.
4. **Maintain momentum throughout the year.** Volunteer recruitment is not an annual event. Active recruitment is an ongoing, continuous process which brings in people new to the community, new retirees, those with new decisions to “get involved,” and people who have just heard about your school!
5. **Make your needs known.** Be specific about your needs for volunteers. A vague invitation to volunteers for an open-ended project will produce few responses; people want to know what kind of a commitment they are being asked to make.
6. **Put out the welcome mat for volunteers.** The physical arrangement of the school should say: “Welcome. We’re glad you’re here. We want to make you comfortable.” Create a “volunteer area” somewhere in the school, even though it may be a corner in a room or the end of the hall, to make volunteers feel welcome, comfortable, and special.

GENERAL RECRUITING STRATEGIES

- Utilize “satisfied” volunteers to share their experiences with parent and community groups.
- Hold a “bring a friend” activity where each volunteer brings a “friend” who might be interested in volunteering.
- Showcase volunteer activities in the local newspaper and school newsletter.
- Use a “volunteer bulletin” board to post pictures of “volunteers in action” and to announce upcoming volunteer activities and needs.
- Post your volunteer “wish list” around the campus and at various locations in the community.

- Set up an information booth at local community events.
- Send regular listings of your volunteer needs to groups that support volunteering such as Volunteer San Diego (www.volunteersandiego.org)

SUGGESTIONS TO HELP YOU REACH OUT TO SPECIFIC GROUPS OF VOLUNTEERS:

PARENTS

- Distribute a "Volunteer Interest" flyer to parents indicating the need for volunteers at the school. (See sample) List some typical ways that volunteers can be involved. Include activities the volunteer can do from home.
- Work with teachers who are interested in involving parents. Many parents are most responsive to the idea that they can support their child's teacher and a letter to parents from the teacher can be a very effective recruiting tool.
- Talk about the volunteer program wherever parents gather. Let people know that they are needed and welcome in your school. Include grandparents and other members of the extended family in your recruiting efforts.
- Make sure that volunteer recruitment literature is given to new parents – kindergarten parents, and those who have just moved into your community.
- Use the telephone and e-mail to connect with your volunteers – network!
- Reach out to fathers by forming a Dad's Club.
- Reach out to unemployed parents even if their help is only temporary. (A volunteer experience can be a valuable part of a resume for those seeking employment.)

PROFESSIONAL ASSOCIATIONS AND SERVICE CLUBS

- Prepare a slide show (12 minutes or less) showcasing ways volunteers are utilized at your school that associations/clubs can show at membership meetings.
- Be available as a speaker for association/club luncheons/meetings.
- Invite members to participate in career awareness activities such as classroom presentations or career fairs.
- Invite service club members to work with student groups on community service/service learning projects.
- Access association speakers' bureaus for school and classroom presentations.

OLDER ADULTS AND RETIREES

- Find out where older adults live in your community. Print extra copies of the school newsletter and distribute them to their apartment complexes, retirement homes, etc.
- Utilize posters about your school and its programs in places where older adults shop and bank.
- Contact key individuals in organizations which involve older adults. Go to neighborhood churches, park and recreation centers, and service organizations.
- Bring student-performing groups into the community.
- Many retired people are very careful of their time commitments. Don't expect an open-ended commitment to a volunteer assignment. Ask for a relatively short time period – one hour twice a week for six weeks, for example, and give volunteers the opportunity to **choose** to extend their commitment.

- Structure activities which allow older people to share their specific talents and interests. A hobby or craft can provide a marvelous introduction to a fascinating person and may spur a lifelong interest for a student.
- Build personal rapport with older volunteers. A friendly greeting from you, a note of thanks for a job well done, a call to say “we missed you,” will keep volunteers feeling needed.

OASIS Tutors – OASIS is a national non-profit organization designed for persons age 50 and older. A ten-hour tutoring course, sponsored by OASIS and conducted by the Community Relations Department, is offered in September and January at the OASIS center in Mission Valley. Seniors attend four 2½ hour classes and are taught strategies for tutoring language arts and promoting student self-esteem. OASIS tutors work one-to-one with elementary students in grades K-4. Contact the Community Relations Department at 619-725-5597 to receive OASIS tutor training flyers to distribute to senior citizens in your school community and to request OASIS tutors.

HIGH SCHOOL AND COLLEGE STUDENTS

- Contact local high schools and colleges to see if they have students who are participating in Service Learning Projects who might be interested in volunteer activities at your school.
- Contact college instructors to announce your needs in their classrooms.
- Contact career classes at schools.
- Contact high school and college clubs, service organizations, fraternities and sororities.

VOLUNTEERS FROM BUSINESS PARTNERSHIPS IN EDUCATION

Many schools will be able to involve some of their partnership business employees or organization members as volunteers. Types of partnership activities for volunteers may include:

- reading to students and listening to students read
- tutoring students in basic skills
- assisting in classrooms in areas of special interest
- conducting special-interest clubs and after-school activities for students
- assisting school staff to utilize computers and technology
- organizing lunchtime physical education activities and tournaments
- participating on senior exhibition panels
- providing classroom presentations/demonstrations

“None of us has gotten where we are solely by pulling ourselves up by our bootstraps. We got here because somebody ... bent down and helped us.”

-- Thurgood Marshall

sample



San Diego Unified
SCHOOL DISTRICT
We Need Your Support!
Be a (School Name) Volunteer

Parents, grandparents, guardians or business/community members:

No matter how much or little time you can give, many volunteer opportunities exist at (School Name.) Please complete the information below and indicate the volunteer opportunities that interest you:

Last Name _____ First Name _____

Student Name _____ Room # _____

Phone # _____ E-mail _____

- I am interested in volunteering on a regular basis.
- I am interested in volunteering occasionally. Please contact me when you need help.

Please check area(s) of interest:

- I can help in the classroom.
- I can help tutor students in reading/math.
- I can help with field trips.
- I can help with classroom celebrations.
- I can help in the Parent Center.
- I can help in the front office/nurse's office/counseling center, etc.
- I can help at home preparing teacher materials (stapling, cutting, coloring, etc.)
- I can help with school events (jog-a-thon, career fair, multicultural fair, etc.)
- I can participate on a senior exhibition panel.
- I can provide classroom presentations/demonstrations
- I can participate on school committees (SSC, SCT, ELAC, PTA, etc.)
- I would like to be a partner in education.
- I can help with fundraising.
- Other _____

Please return this form to your child's teacher. If you have questions, please contact the school's volunteer coordinator.

Thank you!

STEP FOUR: VOLUNTEER SCREENING AND RECORD KEEPING

San Diego Unified School District welcomes and encourages involvement from parents, community members, businesses, community organizations, higher education institutions and the military. **All volunteer programs must follow District Administrative Procedure No. 4595 regarding school volunteers.** Acceptance of volunteers is at the discretion of the site administrator and/or the Manager of the Community Relations Department and will be based on factors including, but not limited to, the following:

- a. No requirement to register as a sex offender under California law.
- b. Felony convictions will be reviewed for volunteer eligibility.
- c. Completion of appropriate volunteer screening.
- d. A completed volunteer application on file.
- e. Tuberculosis clearance.
- f. Positive attitude; interest in and enthusiasm for working with children.
- g. Ability to work cooperatively with school personnel.
- h. Adequate communications skills.
- i. Good health, moral character, dependability, and personal hygiene.
- j. Ability and willingness to participate regularly.
- k. Persons volunteering in the classroom during the instructional day may not bring children with them without permission from the principal.

In order to provide students with a safe environment and allow for a variety of opportunities for volunteering, volunteer participation is classified into **4 categories**. Depending upon the category, certain processes must be completed by district staff prior to volunteering. **All volunteers will be screened annually.** (Note: District K-12 students who volunteer at schools other than their assigned school are only required to complete and submit the district School Volunteer Application.)

CATEGORY A

Visitors or guests who enter a school for a one-time event. This person has no unsupervised exposure or contact with children. Typical examples include Read Across America guest reader, Principal for a Day participant, guest/resource speaker, senior exhibition panel member, one-time volunteer for school or classroom event, or other day or guest-type activity. Parents who attend school to eat lunch or to participate in a parent involvement activity such as "Family Friday" with their child(ren) are also considered visitors or guests.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY B

Volunteers with group exposure who have little or no direct unsupervised exposure or contact with children, volunteers participating in school activities in open and public settings, and volunteers with classroom exposure who work with children and are supervised by district staff. Volunteer conditions are typically public settings and classrooms where staff or other adults can observe at all times, no solitary time with children, and always within unobstructed view. Typical examples include classroom tutoring, classroom reading, classroom assistance and after-school programs where supervised by district personnel, school police parent patrol volunteers, field trip chaperones (chaperones who drive for field trips must also follow the requirements set forth in

Administrative Procedures 4585, 4586 and 4587 that include documentation of current driver's license and automobile insurance coverage), as well as non-classroom volunteers such as office helpers, non-classroom assistance, organized functions associated with school organizations such as PTA, school foundation, Site Council.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Complete and submit for approval the district School Volunteer Application
- Be checked **by designated site personnel** against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>)
- Present a Tuberculosis clearance card
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY C

Volunteers with classroom exposure, who work directly with students, and may have unsupervised time with students, but only while on district property with district personnel on site. Conditions typically are areas outside of the classroom where staff or other adults can observe at most times, but may occasionally include short solitary time with children and short duration of obstructed view, such as on-site tutoring outside of the classroom.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification). By recommendation from the Department of Justice, Mexico identification and voter registration cards are not recognized. U.S. social security cards and birth certificates without an accompanying U.S. driver's license are also not recognized.
- Complete and submit for approval the district School Volunteer Application
- Submit to a criminal background check **conducted by SDUSD School Police Services** to determine whether the applicant is precluded from volunteering as specified in California Education Code section 35021 et seq. In rare cases, depending upon information returned, volunteer applicants may require fingerprinting.
- Present a Tuberculosis clearance card
- Sign in on the district approved "Volunteer Sign-in Sheet" in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day's volunteer activity

CATEGORY D

Volunteers with unrestricted exposure, who work with children and may be unsupervised by district staff.

This volunteer likely will have direct and unsupervised interaction with children. Typical examples include volunteer walk-on coaches, senior high support personnel for athletics, off-site tutoring, mentoring, and overnight chaperones. Conditions typically include an off-campus setting and unsupervised solitary time. Returning Category D volunteers who have a current fingerprint clearance on file with SDUSD School Police Services do **NOT** need to be fingerprinted annually. A Request for Criminal Background Check (Category C process) must be submitted each year to keep the clearance current.

Screening requirements:

- Be sponsored or approved by a school site or district employee
- Be able to present some form of current DOJ-approved government-issued photo identification (driver's license, passport, military ID, US or other government identification)

- Complete and submit for approval the district School Volunteer Application
- New volunteers submit their fingerprints to both State and National databases – **conducted by SDUSD School Police Services**. Returning volunteers whose fingerprints have previously cleared under Category D submit a Category C Request to Conduct Volunteer Screening to SDUSD School Police Services to keep the fingerprint clearance current.
- Present a Tuberculosis clearance card
- Sign in on the district approved “Volunteer Sign-in Sheet” in the main office, which includes a criminal disclosure
- Upon approval, be required to display a volunteer identification badge to be surrendered at the conclusion of the day’s volunteer activity

The Community Relations Department will conduct mandatory training in the fall for principals and site volunteer coordinators regarding the volunteer screening procedures.

SDUSD SCHOOL VOLUNTEER APPLICATION

The San Diego Unified School District **SCHOOL VOLUNTEER APPLICATION** was revised to a single-copy form effective July 1, 2010. Records for all school volunteers (volunteer applications, TB test clearance documents and screening documentation) are maintained at the school site. Schools should not send volunteer applications to the Community Relations Department. Inactive volunteer records should be maintained at the school site in an “inactive” file for 3 years.

VOLUNTEER CODE OF CONDUCT

All volunteers should be given a copy of the “**Volunteer Code of Conduct**” (see sample on page 19). Volunteers are asked to sign on the volunteer application to declare that they have read and agree to follow the Volunteer Code of Conduct.

CATEGORY C & D VOLUNTEER SCREENING REQUEST FORM

Category C volunteers should complete the Volunteer Screening Request Form along with the School Volunteer Application. The volunteer coordinator should submit the form to:

SDUSD School Police Services, Safe Schools Analyst
Eugene Brucker Education Center, EOC
or fax to 619-725-7169

Results will be returned to the school site volunteer coordinator within **2 weeks**. After the results have been returned to the school volunteer coordinator, the results should be documented on the volunteer application and the volunteer application can be processed as outlined above.

Category D volunteers should call SDUSD School Police Services Livescan Unit at (619) 725-7015 for more information on hours and appointment scheduling. **There is no charge to the volunteer for the fingerprinting.** Returning Category D volunteers who have a current fingerprint clearance on file with SDUSD School Police Services do **NOT** need to be fingerprinted annually. A Request for Criminal Background Check (Category C process) must be submitted each year to keep the clearance current.

Volunteers must bring the completed form and a current DOJ-approved government-issued picture ID (driver’s license, passport, military ID) to:

SDUSD School Police Services Livescan Unit
4100 Normal Street, EOC
San Diego, CA 92103

Results will **normally** be returned to the school site volunteer coordinator within **2 weeks** of the date of fingerprinting. However, poor quality fingerprints or the need to research information on an applicant's background may result in a delay of results from the Department of Justice. After the results have been returned to the school volunteer coordinator, the results should be documented on the volunteer application and the volunteer application can be processed as outlined above.

"DENY AS VOLUNTEER" SCREENING RESULTS

Schools will be notified when a volunteer is "denied" as a result of the screening results. Principals should notify the volunteer in writing of this decision. Principals may use the "Deny as Volunteer" letter template found on page 22 to notify the volunteer.

COURT-ORDERED VOLUNTEERS

Court-ordered volunteers may approach school sites asking to work or tutor students to fulfill community service sentences. **Schools are not required to accept court-ordered volunteers.** If the volunteer is to be placed, then the standard procedures regarding volunteer screening apply. Questions regarding the court-ordered volunteers should be directed to the Community Relations Department (619-725-5594).

TUBERCULOSIS (TB) TESTING FOR VOLUNTEERS

The San Diego Unified School District requires that all persons who work with children be tested and found to be free of tuberculosis. **School volunteers cannot begin to work until tuberculosis clearance is completed.** A volunteer TB clearance card will be issued by a school nurse when documentation of a TB test given within the last 60 days is presented. TB tests may be obtained from a private physician or the County Health Department. Clearance cards will be valid for four years from the date of the test. The Nursing and Wellness Program provides free skin testing for volunteers at Birney Elementary (on single track schedule) and central locations. Testing is offered by school nurses at a limited number of school locations. Please check with your school site to see when testing is offered in your school community. Additional information regarding tuberculosis clearance is available from the Community Relations Department at 619-725-5594.

Tuberculosis Clearance for Service Learning Students: Tuberculosis testing is not required for secondary students participating in service learning volunteer activities. Public health officials have found that random or mass screening for TB among high school students is not an effective method of controlling TB and do not recommend testing. Based on this fact, students can continue to tutor and mentor at elementary levels without a TB testing requirement.

VOLUNTEER PROGRAM DATA

Recognition of volunteers can be done in many creative ways. Recognition of volunteer hours is a very effective incentive for volunteers. The Community Relations Department will ask volunteer coordinators for volunteer program data, including total numbers of volunteers and volunteer hours, annually.

SCHOOL YEAR: _____

SAN DIEGO UNIFIED SCHOOL DISTRICT
Community Relations Department
SCHOOL VOLUNTEER APPLICATION

DATE _____ DISTRICT SPONSOR _____ SCHOOL _____

FULL NAME _____
(FIRST) (MIDDLE) (LAST)

ADDRESS _____ DATE OF BIRTH _____
(STREET) (CITY) (ZIP) MO/DAY/YR

HOME PHONE _____ E-MAIL _____ ID # _____
Gov Issued ID Type _____

NOTIFY IN CASE OF EMERGENCY _____
(NAME) (PHONE)

CURRENT EMPLOYMENT _____
(EMPLOYER'S NAME) (ADDRESS) (PHONE)

VOLUNTEER EXPERIENCE _____

PERSONAL REFERENCE _____
(NAME) (ADDRESS) (PHONE)

Please check whether you are a new or returning SDUSD volunteer. _____ New _____ Returning

Are you also a volunteer at another SDUSD school? _____ YES _____ NO

If yes, please indicate the school(s): _____

Do you have any criminal charges pending against you? _____ YES _____ NO

Have you ever been convicted* of a felony or misdemeanor? _____ YES _____ NO

Have you ever been convicted* of a sex, drug or weapon related offense? _____ YES _____ NO

Are you required to register as a sex offender under Penal Code 290.95? _____ YES _____ NO

*Conviction includes a finding of guilty by a court in a trial with or without a jury or a plea or verdict of guilty.

If "YES," please explain: _____

Parent Volunteers: Please check whether you plan to drive for a field trip during the school year. _____ YES _____ NO

Please list the name(s) of your child(ren): _____

For security reasons, a background check will be conducted by school site staff and/or SDUSD School Police Services. Volunteer assignments may be terminated if service is unsatisfactory or no longer needed by the school district. You may not volunteer if you are required to register as a sex offender under California law.

I give my permission to have my personal and professional references researched and hold the district and any individuals providing the district with information harmless. By signing my name below, I declare under penalty of perjury, that all the information on this application is true and correct. I also declare that I have read and agree to follow the "Volunteer Code of Conduct."

Volunteer Signature: _____ Date: _____

TO BE COMPLETED BY VOLUNTEER COORDINATOR:

TB test completed (Date): _____

Volunteer category (check appropriate box and indicate date cleared):

- Category B + Megan's Law database check - cleared _____
- Category C + SDUSD School Police background check - cleared _____
- Category D + Fingerprinting - cleared _____

Type of volunteer (check if appropriate):

- ____ Parent _____ OASIS Volunteer _____ CalWORKS
- ____ Community _____ Rolling Reader/EAR _____ Other _____
- ____ Partner _____ College Student

Volunteer service ended (date): _____

Reason for leaving:

- ____ Child no longer at school
- ____ Moved _____ Illness
- ____ Employment _____ Requested to Leave
- ____ Other _____

VOLUNTEER APPLICATIONS SHOULD BE FILED AT THE SCHOOL SITE WITH TB AND BACKGROUND CLEARANCE DOCUMENTATION AND SAVED FOR 3 YEARS.

SCHOOL YEAR: _____

DISTRITO ESCOLAR UNIFICADO DE SAN DIEGO
Departamento de Relaciones Comunitarias

SOLICITUD PARA PRESTAR SERVICIOS COMO VOLUNTARIO

FECHA: _____ PROponente DEL DISTRITO _____ ESCUELA: _____

NOMBRE COMPLETO _____
(Primer Nombre) (Segundo Nombre) (Apellido)

DOMICILIO _____ FECHA DE NAC. _____
(Número y Calle) (Ciudad) (C. Postal) Mes/Día/Año

TELÉFONO _____ Tipo de Identificación Expedida por el Gobierno _____

DE CASA _____ EMAIL _____ Número de Identificación _____

EN CASO DE EMERGENCIA NOTIFICAR A _____
(NOMBRE) (TELÉFONO)

EMPLEO ACTUAL _____
(NOMBRE DEL EMPLEADOR) (DOMICILIO) (TELÉFONO)

EXPERIENCIA COMO VOLUNTARIO _____

REFERENCIA PERSONAL _____
(NOMBRE) (DOMICILIO) (TELÉFONO)

Favor de indicar si usted es un voluntario nuevo o que continúa en SDUSD. _____ Nuevo _____ Continuo

¿Es usted también voluntario en otra escuela de SDUSD? _____ SÍ _____ NO

De ser así, favor de indicar la(s) escuela(s): _____

¿Tiene usted algún delito penal pendiente? _____ SÍ _____ NO

¿Alguna vez ha sido consignado* por un delito o delito menor? _____ SÍ _____ NO

¿Alguna vez ha sido consignado* por delitos sexuales, drogas o portación de armas? _____ SÍ _____ NO

¿Le exige el Código Penal 290.95 que se registre como delincuente sexual? _____ SÍ _____ NO

*La consignación incluye el fallo de culpabilidad de un tribunal con o sin jurado o petición de amparo o culpabilidad

Si contesta "SÍ" favor de explicar: _____

Padres Voluntarios: Favor de indicar si piensa conducir un auto para un paseo educativo durante el ciclo escolar. _____ SÍ _____ NO

Por favor apunte los nombres de sus hijos: _____

Por razones de seguridad, se verificarán los antecedentes por conducto del personal del plantel y/o por el Departamento de Policía Escolar de SDUSD. El trabajo de un voluntario puede terminarse si el servicio es insatisfactorio o si el distrito escolar ya no lo necesita. Usted no puede trabajar como voluntario si debe registrarse como delincuente sexual de acuerdo a la ley de California.

Doy permiso de que se investiguen mis referencias personales y profesionales y no culparé al distrito ni a ningún individuo que dé al distrito información sobre mi persona. Al firmar a continuación, declaro bajo pena de perjurio, que toda la información de esta solicitud es verdadera y correcta. También declaro que he leído y estoy de acuerdo con seguir el "Código de Conducta de los Voluntarios".

Firma del Voluntario _____ Fecha _____

PARA SER LLENADO POR EL COORDINADOR DE VOLUNTARIOS

TB test completed (Date): _____

Volunteer category (check appropriate box and indicate date cleared):

Category B + Megan's Law database check - cleared _____

Category C + SDUSD School Police background check - cleared _____

Category D + Fingerprinting - cleared _____

Type of volunteer (check if appropriate):

____ Parent _____ OASIS Volunteer _____ CalWORKS

____ Community _____ Rolling Reader/EAR _____ Other _____

____ Partner _____ College Student

Volunteer service ended (date): _____

Reason for leaving:

____ Child no longer at school

____ Moved _____ Illness

____ Employment _____ Requested to Leave

____ Other _____

VOLUNTEER APPLICATIONS SHOULD BE FILED AT THE SCHOOL SITE WITH TB AND BACKGROUND CLEARANCE DOCUMENTATION AND SAVED FOR 3 YEARS.

Procedimiento Administrativo del Distrito #4595

Modificado en Marzo de 2010

VOLUNTEER CODE OF CONDUCT

(This document defines the district's expectations for all school volunteers.)

As a volunteer, I agree to abide by the following code of volunteer conduct:

1. Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
2. I will wear or show volunteer identification whenever required by the school to do so.
3. I will use only adult bathroom facilities.
4. I agree to never be alone with individual students who are not under the supervision of teachers or school authorities.
5. I will not contact students outside of school hours without permission from the students' parents.
6. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange home directory information only with parental and administrative approval.
7. I will maintain confidentiality outside of school and will share with teachers and/or school administrators **any** concerns that I may have related to student welfare and/or safety.
8. I agree to not transport students without the written permission of parents or guardians or without the expressed permission of the school or district and will abide by District Administrative Procedure # 4586 when transporting students.
9. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.
10. I agree to follow the district procedure for screening of volunteers.
11. I agree to notify the school principal if I am arrested for a misdemeanor or felony sex, drug or weapon related offense.
12. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.

I agree to follow the Volunteer Code of Conduct at all times or cease volunteering immediately.

CÓDIGO DE CONDUCTA PARA VOLUNTARIOS

(Este documento define las expectativas del distrito para todos los voluntarios de las escuelas.)

Como voluntario/a, estoy de acuerdo que debo acatar el código de conducta para voluntarios siguiente:

1. Inmediatamente después de llegar, firmaré en la oficina principal de la escuela o en el lugar designado para firmar, el ingreso a la escuela.
2. Portaré o mostraré mi identificación como voluntario/a cuando la escuela lo requiera.
3. Sólo utilizaré los baños para adultos.
4. Estoy enterado/a que nunca debo estar sólo con algún alumno/a individual, que no esté bajo la supervisión de los maestros o funcionarios de la escuela.
5. No estableceré contacto con alumnos fuera del horario de clase sin el permiso de los padres.
6. Estoy de acuerdo en no intercambiar números de teléfono, domicilios, e-mail u otra información del domicilio con los alumnos para cualquier propósito a menos que se requiera como parte de la función de voluntario/a. Intercambiaré la información del domicilio sólo con la aprobación de los padres y de la administración escolar.
7. Mantendré la confidencialidad fuera de la escuela y compartiré con los maestros y/o administradores de la escuela, **cualesquier** inquietud o preocupación que tenga, relacionada con el bienestar y/o seguridad estudiantil.
8. Estoy de acuerdo en no transportar alumnos sin el permiso escrito de los padres o tutores o sin el permiso expreso de la escuela o del distrito y acataré el Procedimiento Administrativo del Distrito # 4586, cuando transporte a alumnos.
9. No divulgaré, usaré o distribuiré fotografías o información personal de los alumnos, de mi mismo/a o de otros.
10. Estoy de acuerdo en acatar el procedimiento de verificación para voluntarios.
11. Estoy de acuerdo en notificar al Director de la escuela si me detienen por algún delito menor, o delitos sexuales, de drogas o portación de armas
12. Estoy de acuerdo en hacer lo que sea en el mejor interés personal y educativo de cada niño/a con el que tenga contacto.

Estoy de acuerdo en observar y acatar el Código de Conducta para Voluntarios en todo momento o finiquitar el trabajo como voluntario/a inmediatamente.



San Diego Unified School District
Community Relations Department
School Police Services

REQUEST TO CONDUCT VOLUNTEER SCREENING
(Please check the appropriate request)

- CATEGORY C - CRIMINAL BACKGROUND CHECK
RETURNING CATEGORY D VOLUNTEER - CRIMINAL BACKGROUND CHECK
CATEGORY D VOLUNTEER - FINGERPRINT

Date: Requesting School: Vol. Coord.

Volunteer Name: First Name Full Middle Name Last Name

List any other names used in the past:

Address: City: Zip:

Date of Birth: Month Day Year Phone:

Driver's license #: State issued:

Other Gov. Issued ID type (if no driver's license): ID #

(Please note: By recommendation from the Department of Justice, Mexico identification and voter registration cards may not be used to conduct background checks or fingerprinting. U.S. social security cards and birth certificates without an accompanying U.S. driver's license are also not recognized.)

Please indicate whether you are a new or returning volunteer: New Returning

Are you a volunteer at another SDUSD school? YES NO

If yes, please list the school(s):

Parents: please list the name(s) of your student(s):

Please check volunteer activity: On-site tutor outside of classroom (Cat C) Overnight field trip chaperone (Cat D)
Walk-on coach/Athletic Support (Cat D) Other

Are you being compensated for your services? YES NO

For SDUSD School Police Services office use only:

Ok to volunteer Deny as volunteer

By: SDUSD School Police Services Date:

School volunteer coordinators: Please check that form is complete. Incomplete forms will be returned to the school.

CATEGORY C VOLUNTEER BACKGROUND REQUEST: Send completed form to:

SDUSD School Police Services, Safe Schools Analyst
Eugene Brucker Education Center, EOC; or fax to 619-725-7169

Results will be returned to the school site volunteer coordinator within 2 weeks.

CATEGORY D VOLUNTEER FINGERPRINT REQUEST:

Instructions for Category D Volunteer:

Please call SDUSD School Police Services Livescan Unit at (619) 725-7015 for more information on hours and appointment scheduling. There is no charge to the volunteer for the fingerprinting.

Please bring this completed form and a current government-issued picture ID (driver's license, passport, military ID) to:

SDUSD School Police Services Livescan Unit
4100 Normal Street, EOC
San Diego, CA 92103

Results will normally be returned to the school site volunteer coordinator within 2 weeks of the date of fingerprinting. However, poor quality fingerprints or the need to research information on an applicant's background may result in a delay of results from the Department of Justice.

SAMPLE LETTER
INSERT SCHOOL LETTERHEAD

VOLUNTEER APPLICANT DENIAL

<Date>

<Name>

<Address>

<City/State>

Dear <Name>:

Thank you for your interest in volunteering with San Diego Unified School District. The background check by our school police department has returned information which causes the district to deny your request to volunteer with our district. Information returned was pursuant to California Education Code section 35021 et seq. To find out more about these laws, you can query the internet at <http://www.leginfo.ca.gov/calaw.html>.

If you feel your denial is in error **and** you still wish to be considered as a volunteer for the district, please contact Ellen Tiffany in the Community Relations Department at (619) 725-5594. She will coordinate your concerns with the district's legal office and school police services. While we truly appreciate your desire to volunteer in our school, strict guidelines must be adhered to in order to ensure the health, welfare, and safety of our students and staff. I hope you understand and appreciate our position in this matter.

Sincerely,

<Administrator>

VOLUNTEER SIGN-IN SHEET

By placing and signing my name below, I declare under penalty of perjury under the laws of the state of California that I am not a registered sex offender under Penal Code section 290, and that I have not been convicted of a sex, drug related, or violent crime offense, and that there are no such criminal charges pending against me.

School Name: _____

DATE	NAME PRINT NAME/SIGNATURE	STATE ID # OR DRIVER'S LICENSE #	ROOM #	TIME IN	TIME OUT

Are you wearing your volunteer name tag?

Refer to District Administrative Procedure #4595

RECORD OF VOLUNTEER ATTENDANCE AND TOTAL HOURS

VOLUNTEER'S NAME _____ ASSIGNMENT _____

MONTH 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 TOTAL
 Hours

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL	

STEP FIVE: PROVIDE APPROPRIATE ORIENTATION AND TRAINING FOR VOLUNTEERS AND STAFF

Volunteers feel confident in their assignment when they are well-trained and have an opportunity to learn something new in their volunteer situation. Teachers appreciate working with volunteers who are comfortable in the school and well-prepared for their assigned tasks.

VOLUNTEER ORIENTATION provides volunteers with information. Many volunteer coordinators conduct orientation sessions several times during the school year so that a new group of volunteers can be brought to a level of comfort and productivity. Your orientation should cover the “basics” such as:

VOLUNTEER POLICIES & PROCEDURES – district and school procedures, including volunteer screening, Volunteer Code of Conduct and sign-in procedure.

PLACES at your school. Where can a volunteer find:

- a place to park?
- the place to sign in?
- their name badge?
- the restroom?
- the classroom or other area where he/she will work?
- a place to sit down and socialize with other volunteers and staff?

Distribute a map of the school with the important places clearly marked.

PEOPLE at your school. Plan to have introductions of:

- the principal (and vice principal, if your school has one).
- the school secretary.
- the resource teacher.
- the counselor.
- the custodian.
- the school nurse, especially if she/he works with volunteers

TIME SCHEDULE and SCHOOL CALENDAR. Provide volunteers with a school calendar indicating school holidays and minimum days.

COMMUNICATION at your school. Volunteers need to know where and when to call if they can't make it and why that call is important. They should know where to turn if they have a problem and how to communicate with the teacher, if necessary, between volunteer sessions.

ETHICS AND CONFIDENTIALITY OF VOLUNTEERING

Most volunteers are positive, supportive people, but they need to be reminded of their responsibilities to staff and students. Good volunteer programs have been destroyed by gossip! Ask your volunteers to remember a few simple communication rules:

1. If they are having difficulty with a student, discuss it first with the child's teacher.
2. If they are having difficulty with a teacher, discuss it first with that teacher, then with you.
3. Refrain from sharing negative information about students, teachers, or volunteers with other volunteers or community members. There are communication channels for problem solving, but idle talk doesn't help – it hurts.

Remind volunteers that they work under the direction and supervision of a certificated teacher and will need to adapt their work style to the expectations of that teacher.

Be sure to have copies available of the **Volunteer Handbook** developed by the Community Relations Department.

TRAINING VOLUNTEERS FOR SPECIFIC ASSIGNMENTS

When your school volunteers have been recruited and have had a general orientation, they are ready for specific TRAINING. The training you provide will depend upon the specific assignments which you expect volunteers to fill. You will want to conduct training in some of the following areas:

CLASSROOM VOLUNTEERS:

- Communicating with children at specific grade levels
- Techniques of positive reinforcement
- Body language – cultural concerns, concerns related to child abuse
- Handling behavior problems – the volunteer’s role; the teacher’s role
- Zero tolerance procedures

TUTORS:

- Establishing communication
- Responding to right and wrong answers
- Building self-esteem
- Specific concerns and information related to the subject being taught

MEDIA CENTER/LIBRARY VOLUNTEERS:

- Techniques and procedures
- Use and care of equipment

OFFICE/CLERICAL VOLUNTEERS:

- Office procedures
- Duplicating procedures
- Telephone techniques, if applicable
- Use and care of equipment

NURSE’S OFFICE VOLUNTEERS:

- Limitations of medical assistance – what can and can’t be done
- Record-keeping procedures and techniques
- Screening methods, if applicable

To provide specific training, involve other people from your school and from the Community Relations Department (619-725-5594).

TRAINING FOR TEACHERS

Training teachers how to work with volunteers is an aspect of the school volunteer program that is frequently overlooked. Many teachers express a reluctance to work with volunteers based on concerns about communication, confidentiality, and consistency of the volunteer's effort. Training for teachers can help them deal with those concerns.

The best person to conduct training for teachers is a teacher who has worked successfully with volunteers. You may want to involve people at your own site and/or to work with the Community Relations Department to develop this training. The following topics should be covered in training teachers to work with volunteers:

Communication: Suggest that teachers use **written** communication to volunteers when possible – it gives a sense of security to have the instructions readily available. The time spent in developing written directions is time saved when a volunteer can work independently and with few errors. Use a separate composition notebook to maintain communication with each volunteer or the teacher and volunteer can use the “Just to Let You Know” form found on page 29.

Confidentiality: Teachers can help volunteers observe confidentiality by being non-judgmental in their description of student behavior and by demonstrating respect for the volunteer's opinions. A structured opportunity for feedback will help to avoid leaving volunteers feeling that they have to tell someone about a particular incident.

Consistency: The greatest cause of “drop outs” from volunteering is that people don't feel that anyone knows or cares whether they are there. Teachers can prepare for this by being sure they have assignments ready for volunteers when they come in and by following up with a telephone call or a note to volunteers who miss an assigned time. Some teachers may want to have **you** call a missing volunteer – make sure that the responsibility is clear.

Initial Teacher/Volunteer Conference Checklist

When you first orient the volunteer to your class, plan to discuss the following:

- days and times to work in the classroom.
- procedures for volunteer and teacher to keep in touch (regular conferences, telephone conversations, notes, and informal meetings).
- alternate plans for days when teacher is absent and substitute is in charge of the class.
- how teacher will tell volunteer of day's assignment (folder, note or other means).
- what name the students will call the volunteer (a college student might prefer to have students use first name rather than "Mr. ____").
- teacher's own classroom policies, procedures, and rules (such as management system, reinforcement techniques, organizational plans, emergency procedures, where volunteer leaves personal belongings).

TO DISCUSS IN LATER CONFERENCES

If the volunteer will be working in academic areas with a student or students, the teacher should also discuss:

- pertinent background information about the student(s) the volunteer will work with.
- special strengths of the student(s).
- special needs of the student(s) and skills to be developed.
- tips for working with specific students (learning styles and reinforcement techniques).
- procedures for taking student(s) out of the classroom for individual work.
- designation of work area location.
- alternate plan if student is absent.



Just to let you know ...

Date: _____ Teacher's Name: _____

Student's Name: _____

Volunteer's Name: _____

Today we read: _____

Today we wrote : _____

We also: _____

_____ had a _____ day.



Just to let you know ...

Date: _____ Teacher's Name: _____

Student's Name: _____

Volunteer's Name: _____

Today we read: _____

Today we wrote: _____

We also: _____

_____ had a _____ day.

School Information and My Volunteer Assignment

Name of school: _____

Address: _____

Phone number: _____

Principal's name: _____

Teacher's name: _____

Room number: _____

Your volunteer day(s) and hours: _____

Your duties: _____

Person to contact if you are ill: _____

Phone: _____

Name of volunteer coordinator: _____

Location and hours of the volunteer center: _____

School begins: _____

School ends: _____

Important dates to remember: _____

SUGGESTIONS FOR CLASSROOM VOLUNTEERS

1. Relax and be yourself. Students are quick to see any pretenses.
2. Call the child **by name** at each opportunity. If you aren't sure of the pronunciation, ask the student to help you.
3. Listen attentively to the child. Encourage him/her to watch you as you talk. (Working across from each other helps reinforcement of speech better than working side by side.)
4. Personal concern for the child is one of your greatest assets. Work to build a relationship. Keep in mind that what you do is as much a language as what you say.
5. Start where the child is successful in the subject matter and proceed slowly into what he needs to learn. Always end the session with a successful experience.
6. One of your important jobs is to build the child's self-image. If a child thinks he can do something – he can!
7. Praise the child for even the smallest success, but never praise a child falsely if you want him to trust what you say.
8. Approach a subject (reading, math, etc.) in a very specific way. In planning with the child, keep your expectations few, short and clear. Present alternatives instead of "no-no's."
9. Volunteers should remember that each session is also a language experience with speaking, listening, reading and writing. The volunteer is an example and should speak in a quiet, controlled voice.
10. Be relaxed and confident – the student will relax with you.
11. Students believe and remember everything you say. **If you make a promise to a student, be sure to keep it.**
12. Volunteers, by example, can teach appropriate behavior. Show by demonstration the quiet way of entering a room, how to pull the chair out and sit down gracefully. By being polite to the child you are helping the child learn manners.
13. **BE FLEXIBLE:** Don't be afraid to admit your mistakes. No one is perfect or knows everything and students are delighted at this honesty. It gives them a chance to become a teacher to you or an opportunity for the two of you to learn together, both of which are important academically and personally.
14. **BE PATIENT:** Remember that teachers are human; they will have good days as well as bad and will not be operating at 100% efficiency all the time. No one does!
15. Share your experiences with teachers to aid in planning for future activities.
16. **Please remember that teachers are legally responsible for everything that takes place in the classroom and, therefore, they must make all decisions on programs and behavior.**

TUTORING TIPS

Remember:

- Each child is unique.
- Each student learns at a different rate.
- Every student can learn. There is no single method of teaching that works for all students. With so much failure in the student's background, remedial work is a long and slow path. Much of it seems like marking time. Be patient. Don't be rushed.
- On the whole, students who need extra help in learning to read: feel lost, though it may not be apparent; may be restless and easily distracted; may have poor handwriting; may have difficulties understanding what they hear or what they see; may have poor memories; may need lots and lots of repetition; may have difficulty understanding words that represent concepts, and also may interpret expressions literally; and may need to learn through all their senses, rather than only through seeing and hearing.

Therefore:

- Find out what interests the student and use these interests as a lever for learning.
- Accentuate the positive; overlook the negative. Learning is shaped by praise. Lack of praise makes the students indifferent to behaving properly.
- Never be sarcastic. This is destructive.
- Avoid reproaches.
- Don't lecture or moralize.
- Be consistent, kind and firm.
- Set rules, routines and provide structure.
- No problem is too small to work with.
- If the student has failures, plan smaller units. You may be asking too much of him or her at this point.
- Remember to use varied and colorful materials and a multisensory approach.
- Plan many activities within the sessions.
- Keep in mind that individuals differ in their learning styles.
- Minimize the noise and clutter in the spot where you meet with the student.
- Provide the assistance the student needs; if he/she needs lines or boxes for writing, be sure he/she has them; if he/she must point or use a ruler to keep the place, permit the use of these guides.

STEP SIX: PLACE VOLUNTEERS IN MEANINGFUL ASSIGNMENTS

The best school volunteers will remain in your program if they feel they have been properly placed. The volunteer's skills, aptitudes, and wishes must be matched with the needs of the school and an individual teacher's needs. Teachers who are most successful in working with volunteers are those who respect the volunteers as individuals and make them a vital part of the educational team. They draw on the volunteers' creativity, critical thinking ability, experiences and unique skills. **Teachers must be sensitive to the unique talents of school volunteers.**

No volunteer should ever walk into the classroom uninvited. Volunteers respond to specific needs and requests. When a teacher requests help from a volunteer, it is important to be realistic. A typical school volunteer might be available for one morning or one afternoon each week, although it would be great to have the same volunteer every morning of the week. Volunteers who get satisfaction from their service usually increase the number of hours they contribute. Some, particularly older adults who find rewarding roles as school volunteers, may work as many as 10 to 15 hours a week.

Orient volunteers to classroom policies and procedures.

Although volunteers have already attended an orientation session in the school where they are to serve, the teacher needs to explain his or her philosophy of education, classroom management style and style of teaching. The volunteers must know about classroom rules and emergency procedures, such as fire drills. Teachers need to discuss with the volunteers how to handle problems relating to discipline. **Teachers do not leave volunteers in charge of classes.**

Teachers need to be specific, distinguishing between those tasks which are solely the teacher's responsibility (discipline, introducing new instructional material, and assigning grades), those which will belong to the volunteer, and those in which they will work together.

Talk with other teachers who have worked with school volunteers.

Teachers who have involved volunteers in various ways can advise the teacher in effective management procedures, such as communicating well with volunteers, orienting volunteers to the classroom and the importance of giving clear directions, utilizing the volunteers' special skills and experiences, and showing appreciation so volunteers will want to continue to serve in the classroom. Teachers can share ideas on volunteer involvement informally.

Volunteer Job Descriptions

Providing detailed job descriptions for volunteers is an excellent way to make sure that volunteers select meaningful assignments. Here are some things to keep in mind when creating volunteer job descriptions:

- Develop a diverse and creative variety of options, including positions that involve working with students and positions that don't require student interaction.
- Create positions that don't require large amounts of time and make sure to include the length of time needed in the description.
- Create volunteer positions that are suitable for all ages and backgrounds.
- Create positions that the volunteer can complete at home.

Teachers who are most successful in working with volunteers are those who respect the volunteers as individuals and make them a vital part of the educational team. They draw on the volunteers' creativity, critical thinking ability, experiences and unique skills. **Teachers must be sensitive to the unique talents of school volunteers.**

Match the volunteer's skills with needs of the classroom.

Teachers need to be aware of the volunteers' skills and preferences regarding their assignments. Teachers also need to observe volunteers' growth in abilities and confidence and give increasing responsibilities as they are warranted.

ESPECIALLY FOR THE SECONDARY LEVEL VOLUNTEER COORDINATOR

Because volunteer programs have not been traditionally as strong at the secondary level as at the elementary level, an on-site volunteer coordinator is a must at the secondary level. Experienced secondary coordinators make the following suggestions:

1. Do a comprehensive needs assessment with the staff. Take time to personally educate teachers in the use and value of volunteers.
2. As the core of your program, look for experienced parents who have spent time at the elementary level and still have time and commitment to give to the schools. Recruit community and older adult volunteers to supplement this group.
3. Try for a consistent one or two hours per week of volunteer time. Many volunteers at this level are juggling several commitments.
4. Secondary volunteers usually work away from the classes and activities of their own students. Students at this level usually do not choose to be involved with their parents in this public peer setting.
5. Volunteers are frequently concerned about coping effectively with the age group and the subject matter. They will request to work in instructional support areas which do not include direct responsibility for students – library, nurse, clerical, paperwork, etc.
6. If volunteers are working with students, keep the numbers small; one-to-one is best, one-to-five is an absolute maximum. Make sure that teachers don't give too many difficult students for a volunteer to handle.
7. Take time to interview the secondary volunteer, help him/her get acquainted with the school and its programs, and determine a good "fit" between a volunteer and the teacher. Then set up a time for the volunteer to meet the teacher and discuss what the specific needs are. The teacher needs time to educate the volunteer in the specific subject area.
8. Follow through carefully with each volunteer/teacher pair. Don't be hesitant to make a change if it seems to be in the best interests of those involved. You are establishing a partnership to support the students!

EXAMPLES OF MEANINGFUL ASSIGNMENTS

You may have volunteers who:

have limited English skills.

are older adults and insecure about their ability to contribute.

are handicapped in some way and require special adaptation.

have a resume indicating higher order math skills.

have a special interest or hobby such as cooking or gardening.

want to be involved with their child's class but have small children at home.

are working parents who cannot commit to regularly scheduled volunteer time.

have a writing background or special interest in journalism.

are college students and want a reality-based experience in preparation for the teaching profession.

are workfare participants (volunteers who receive an economic supplement from the state for their volunteer time).

Place those volunteers in a situation that:

respects and utilizes their own language and utilizes skills not related to language (for example, cutting, stapling, crafts).

ensures physical safety and mental stimulation.

nurtures respect for differences and demonstrates to students that, "We all can contribute."

would benefit from additional enrichment "over and above" the regular program (for example, tutoring at senior high school).

provides them the opportunity to have a special group of students for a "taco fiesta" or "herb gardening."

allows them to organize a phone tree and be responsible for arranging to have other volunteers assist with activities and field trips.

lets them help with costumes or backdrops for a class play or holiday show.

permits them to conduct a creative writing workshop for students who would rather write than play at lunch time.

provides an opportunity to experience a variety of grade levels and/or programs with a caring teacher who will encourage and support.

takes advantage of whatever skills are offered and is sensitive to this volunteer's situation.

Guidelines for a Teamwork Approach to a School Volunteer Program

School volunteers should:

- Express a genuine interest in helping students.
- Assist only those teachers who request their help and work only with pupils referred to them by the teachers.
- Complete the volunteer application and comply with the district's health requirement for tuberculosis clearance.
- Agree to comply with the district's "Code of Conduct."
- Be willing and able to comply with school rules, policies and procedures.
- Attend pre-service and inservice training sessions.
- Commit themselves to a regular schedule of service; be prompt and dependable, notifying the school when unable to be present.
- Comply with established volunteer record-keeping procedures for school volunteers (e.g., where to sign in, wearing name badge, etc.)
- Serve under the supervision and direction of the teacher; NEVER substitute for the teacher.
- Not be responsible for diagnosis, prescription, or evaluation of students.
- Maintain a professional attitude; respect the confidentiality of all information and activities related to students and others in the school.
- Understand and use appropriate channels of communication for comments and suggestions.
- Become an integral part of the school organization and work within the school program.

Teachers should:

- Be willing to consider utilizing the services of trained school volunteers to reinforce and enrich classroom instruction as needed.
- Participate in training for the effective utilization of school volunteer services.
- Follow designated procedures for requesting school volunteer services.
- Plan appropriate duties for school volunteers and give them clear instructions and support.
- Provide information about students and appropriate materials to enable school volunteers to help students effectively.
- Keep school volunteers informed about any changes in classroom schedules which may affect the volunteers' schedules.
- Be responsible for the daily instructional program and for evaluating students and their work.
- Set aside time on a regular basis to observe school volunteers at work and to have feedback conferences with them.
- Recognize the school volunteers as part of the school team and express appreciation for their contributions.

Ways Volunteers Can Help at the Elementary School Level

1. Tell stories to children.
2. Listen to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in health office or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English speaking students.
12. Make instructional games.
13. Play games at recess.
14. Assist with visual materials.
15. Prepare visual materials.
16. Develop program materials.
17. Grade papers.
18. Prepare bulletin boards.
19. Help with book fairs.
20. Work with "at risk" students.
21. Help select library books.
22. Assist with field trips.
23. Make props for plays.
24. Set up or run a bookstore or book exchange.
25. Help children learn to type.
26. Gather resource materials.
27. Teach children to sew or knit.
28. Help with cooking projects.
29. Set up experiments.
30. Take attendance.
31. Collect lunch money.
32. Escort children to the bathroom, library, or cafeteria.
33. Work on perceptual activities.
34. Make a list of library resources.
35. Work with a handicapped child.
36. Record grades.
37. Supervise groups taking tests.
38. Discuss careers or hobbies.
39. Show a video to a group.
40. Help young children with walking on a balance beam.
41. Reinforce learning of the alphabet.
42. Reinforce recognition of numerals.
43. Talk to children – be a friend.
44. Help children with motor skill problems.
45. Help children learn a foreign language.
46. Play a musical instrument.
47. Help students who play instruments.
48. Make puppets.
49. Dramatize a story.
50. Help with handwriting practice.
51. Set up a "grocery store" to practice math skills.
52. Help with spelling word drills.

Ways Volunteers Can Help at the Secondary School Level

- Participate on senior exhibition panels.
- Be available in guidance offices to help students find answers to questions about careers, training opportunities and college selections.
- Contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. An older adult can supply details on local history. Others may describe their personal participation in events such as the bombings in London during World War II, the Nazi holocaust, the Vietnam war, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.
- Help students use library/internet sources and assist with research projects.
- Assist teachers in gathering resources for units of study.
- Tape record textbooks so that students who have reading problems may listen to cassettes as they read their assignments.
- Assist in science and math laboratories.
- Help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.
- Accompany the school chorus and help build sets for the school play.
- Arrange meaningful field trips into the community to augment class learning.
- Share collections, discuss careers, travels, hobbies and other areas of special knowledge.
- Sponsor school clubs and interest groups.
- Assist with audio/visual equipment maintenance and scheduling and with production of videocassettes and other AV products.
- Assist the staffs of student publications – yearbook, literary magazine, newspaper.
- Produce a parent-teacher newsletter to inform parents of student and school achievements and activities.
- Assist teachers in academic subject matter areas.
- Assist special education teachers, giving students extra drill and reinforcement of concepts.
- Assist English teachers as lay readers of students' essays and compositions, enabling teachers to give more writing assignments.
- Help students who were absent to make up missed work.
- Supervise students who are taking tests.
- Assist non-English speaking students in expanding their vocabularies and improving conversational skills.
- Share slides and artifacts from other cultures and countries as well as from different sections of the United States.
- Share their own experiences, such as what it is like to be a disabled person and how the disability impacts relationships and career choices.
- Demonstrate a variety of artistic abilities.
- Assist in organizing a college fair.
- Assist in organizing a career exploration day or week.

STEP SEVEN: PROVIDE ONGOING VOLUNTEER RECOGNITION

From their first contact with the program, volunteers can develop a feeling of belonging which increases their desire to participate. The backbone of the school volunteer program is a group of satisfied, well-motivated volunteers who return year after year. This core group will also be your best source for recruiting additional volunteers.

The volunteer's "pay" is often the wide welcoming smile of a child, a scribbled note from a second grader, a picture "that I drew just for you," or warm day-by-day relationships with the supervising teacher, other staff members, and other volunteers. Other rewards include birthday cards from children, the teacher and/or volunteer coordinator, and notes and cards sent to volunteers who are ill or absent.

Learning new skills is a volunteer benefit. Many mothers who have felt tied to their homes enjoy giving a few hours each week at school. As their satisfactions increase, they give more hours and soon realize that they have skills which are valued on the job market. Many volunteer coordinators who are now paid professionals began their careers as unpaid school volunteers. A volunteer experience can lead to career advancement and/or changes for both men and women.

Volunteers work in schools for many reasons. Since they get no paychecks, their primary reward is a high degree of satisfaction from their volunteer efforts. Most people need to be of service, to feel needed, to cooperate with others in a worthwhile cause, and to have fun. These needs are strong and can act as very powerful reinforcers of a successful volunteer experience. In addition to these intrinsic rewards, however, **the school volunteer coordinator must give careful attention to methods of rewarding volunteers.**

INTANGIBLE REWARDS

1. Maintain a positive school climate.

We ask volunteers to do an important job which deserves to be taken seriously, but the volunteer experience can also be a source of pleasure and joy. A cooperative effort of the total staff and student body can make the school climate reinforcing to volunteers. Good preplanning for volunteers will include conversations with the entire staff about the importance of being positive.

2. Don't wait until the "Spring Luncheon" to let your volunteers know they've been helpful and appreciated. (They may not be around by spring!)

Adults, like children, enjoy knowing how they are doing and that what they are doing is worthwhile. A word of thanks, a nod of approval, or a gentle touch on the shoulder can go a long way in the life of a volunteer. Annual, monthly or bimonthly award recognition programs are important to volunteers, but day-to-day recognition gives the volunteers a sense of deep gratification.

Well-chosen words of praise are powerful training tools as well. Catch a volunteer doing something well and let her or him know you're pleased. You can be sure that she or he will try to repeat that behavior and even enlarge upon it.

3. Be specific in your praise.

Changes in children as a result of individual attention by the volunteer are subtle and not easily perceived. A wise teacher or volunteer coordinator looks for ways to give volunteers daily knowledge of the little results she/he notices. Volunteers need to hear comments such as "Johnny seems to be having fewer fights on the playground since you've been giving him some undivided attention and building up his confidence," or "Since you took over the paint corner have you noticed that more and more children are using it with more obvious enjoyment?" or "Now that you've taken over the lunch ticket routine, I've had time to give Sam the little extra help he needs to finish his math assignment before lunch." Use written praise as well as spoken compliments – it tends to stay around a little longer.

4. Show concern for your volunteers' creature comforts.

By doing this you are saying, "We are glad you're here. We want you to be happy so you will continue to come." Make arrangements for coffee breaks if necessary. See that there is a comfortable and convenient place in which to work. Make adjustments for any physical limitations a volunteer may have (especially for older volunteers.) Bring an occasional treat to share. The thoughtfulness you show will be returned to you manyfold by the willingness and consistency of your volunteers.

TANGIBLE REWARDS AND RECOGNITION

New ways to recognize volunteer services are constantly being developed and sought. Schools have used the following ways to honor the contributions of volunteers:

- identification awards in the form of pins, badges, buttons, etc.
- thank you letters or postcards written by the students or teachers.
- a scrapbook or "volunteers' yearbook" made as a class project.
- certificates with or without ribbons and gold seals, diplomas, plaques, trophies or distinguishing pins depicting volunteers' hours served.
- picnic lunches or family fun day with invitations to a volunteer's family.
- publicity through the school newsletter, flyers, or letters to parents.
- "volunteer of the month" posters prominently displayed in the school office or parent room.
- bulletin boards displaying pictures of volunteers and their contributions – display at the school or in local community places such as banks, stores, and libraries.

- press releases to neighborhood papers telling of a unique or unusual individual or volunteer accomplishments.
- brunch, lunch with the principal, classroom party, dinner with teachers, faculty party, auditorium programs with themes of volunteer recognition/appreciation.
- "child made" awards in the form of individualized bookmarks, silver certificates (from silver wrappings), small plants grown by the children, etc.
- "Coffee with the Principal," holiday parties, annual recognition day.

When all is said and done, probably the strongest reinforcer – the thing that keeps volunteers coming week after week, through rain and shine – is the good feeling that they are "helping" and are being of service to the school.

A school should do anything it can to make a volunteer aware that by working at their neighborhood school they are:

- helping children.
- helping others.
- improving the school and community.
- benefiting themselves by:
 - * learning new skills such as parenting, clerical, social;
 - * giving more meaning to life; and
 - * meeting new friends.

What more can you ask for a few hours a week?

WAYS TO SHOW APPRECIATION TO YOUR VOLUNTEERS

(Choose those which are appropriate to your situation.)

1. Greet the volunteer by name; encourage students to use the volunteer's name.
2. Try to thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when students are not present; speak briefly with the volunteer each day before departure.
4. Celebrate the volunteer's birthday, and encourage students to write occasional thank you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest – on child development, learning styles, or content area in which the volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and inservice training when appropriate.
10. Send a letter of appreciation.
11. Call or write when the volunteer is absent or ill.
12. Invite experienced volunteers to train newer volunteers.
13. Ask the volunteer coordinator about training which might appeal to the volunteer; can the PTA offer a scholarship so the volunteer can attend a conference or workshop?
14. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.
15. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.
16. Nominate your volunteer for a volunteer award.
17. Celebrate outstanding contributions or achievements.
18. Ask volunteers to help evaluate the program and suggest improvements.
19. Help plan a recognition event – an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents and community leaders.
20. Ask the students how they felt about working with their volunteers; share their comments with the volunteers.
21. Accommodate the volunteer's personal needs and problems.
22. Enable the volunteer to grow on the job.
23. Write a letter of recommendation when the volunteer requests it.

STEP EIGHT: EVALUATE THE VOLUNTEER PROGRAM

Evaluation of school volunteer programs should be continuous and should include self-evaluation by volunteers and by teachers who utilize their services. You may want to adapt these questions for use in your program and share evaluation results with staff and volunteers.

Self-Evaluation for the Volunteer

- Have I shared with the teacher my skills and interests which might be useful in my volunteer service?
- Do I make suggestions as to how I can be of further help?
- Am I effective in helping students who have problems?
- Do I make an effort to learn by observing the teacher and students?
- Am I discreet and tactful in working with students and teachers, and careful to observe the rules about confidentiality?
- Am I able to accept criticism?
- When I am unable to come to school do I contact the school promptly?
- Am I reliable and prompt?
- Do I take advantage of training opportunities to enhance my skills as a school volunteer?
- Do I share my enthusiasm for my work at school with friends and community members?

Self-Evaluation for the Teacher

- Have I utilized the special skills and interests of the volunteer to enrich learning opportunities?
- Have I planned for the time the volunteer spends with me so that time is used well and the volunteer feels a sense of fulfillment?
- Have I permitted the volunteer to work directly with children in tasks which are rewarding both to the volunteer and the children?
- Have I established a system for continuing communication, including a time each week when we can talk together about classroom activities?
- Have I helped the volunteer learn new skills and take advantage of training opportunities?
- Have I made the volunteer feel that he or she is a valued member of the educational team?
- Have I expressed my appreciation often and made others aware of ways in which the volunteer enhances my efforts as a teacher?
- Have I sought out new activities to involve volunteers?

TEACHER (OR STAFF MEMBER) EVALUATION OF VOLUNTEER ASSISTANCE

Teacher or staff member _____ School _____

Name of volunteer being evaluated _____

1. Does the volunteer have good rapport with the children or adults? YES ___ NO ___

Comment _____

2. Do you feel that the climate for learning has been improved by this volunteer's service?

YES ___ NO ___ Comment _____

3. Has there been any evidence of change in your pupils as a result of this volunteer's service?

YES ___ NO ___ Comment on kinds of changes _____

4. Has the volunteer increased your efficiency as a teacher relating to your:

a. planning? YES ___ NO ___ How? _____

b. teaching? YES ___ NO ___ How? _____

c. professional growth? YES ___ NO ___ How? _____

5. Has the volunteer shown initiative in helping in the classroom? YES ___ NO ___

How? _____

6. Do you feel that the volunteer received adequate training before assigned? YES ___ NO ___

Comment _____

7. Has the on-the-job training of the volunteer proved satisfactory? YES ___ NO ___

Comment _____

8. In what areas was the volunteer most helpful? _____

9. What skills of the volunteer were most helpful? _____

10. What additional skills would enhance the volunteer's value to you? _____

11. What suggestions do you have to improve the training or efficiency of the volunteer?

12. Has the on-the-job supervision of the volunteer been satisfactory? YES ___ NO ___

13. Should the volunteer be encouraged to continue in the program? YES ___ NO ___

Why? _____

14. What additional suggestions can you make to improve the quality of the volunteer program?

Volunteer Evaluation Form

Volunteer's Name _____

Volunteer's Assignment: _____ Date _____

This form is designed to get your honest and constructive input. Please complete and turn in to your volunteer coordinator. If you have a concern about any staff person or program, please return this form to your volunteer coordinator's mailbox and mark "personal and confidential" on the envelope.

1. What are some of the main satisfactions you derive from volunteer work?
2. What are some of the main frustrations?
3. What are the strengths of our program as you see them?
4. What are the weaknesses of the program?
5. Do you feel you have ample opportunity to give input into the operation of our program? Please explain.
6. How effectively do you think your skills are now being used?
7. What would you like to learn or do in our program that you are not presently learning or doing?
8. In what ways could cooperation among administration, staff and volunteers be improved?
9. Do you have other comments regarding your assignment, working conditions, or support?
10. Additional comments (use the back of this sheet if necessary).

Notes

*“We make a living by what we get,
But we make a life by what we give.”*

-- Winston Churchill



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