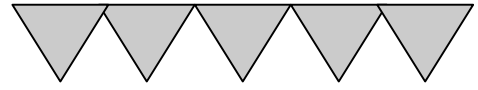
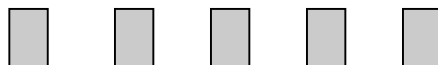


VOLUNTEER



SUGGESTED VOLUNTEER ORIENTATION OUTLINE



SERVICE

Volunteer Orientation Outline

The purpose of a volunteer orientation is to inform and listen. At this event (or events) your school will give volunteers:

1. an opportunity to register as a volunteer
2. an overview of the volunteer program
3. the volunteer procedures for your school
4. a summary of volunteer needs
5. the guidelines established by Broward County Public Schools.

This is also an excellent time for school personnel to listen to the concerns and suggestions of parents and other volunteers. To help you with your school's volunteer orientation, Volunteers Assisting Students and Teachers (VAST) has developed an outline of information to cover. To help illustrate important points several supplemental hand-outs are included: Volunteer Bingo, Mixed up Merle, Van the Tutor Man, The Community Grape Vine, Role Play Situations, and a School Directory.

Registration and Coffee-time

1. Refreshments are very important in setting the tone of the meeting.
2. Workshop Sign-In sheets should request the following information:
 - a. Volunteer's name and telephone number?
 - b. Are you a parent of a child in this school? Which classroom?
 - c. Are you a veteran volunteer or new volunteer?
 - d. How often are you available to volunteer?
3. Name tags for everyone, including workshop leader(s).
4. Ice breaker handouts, such as Volunteer Bingo.

Welcome and Introductions

1. Volunteer Coordinator and Staff Liaison for Volunteers
2. Principal
3. Other staff members in attendance
4. Introduce volunteers through an ice breaker exercise

Why Volunteers are Important

1. Individualize instruction
2. Improve students' self concept
3. Build bridges between school and community
4. Improve student achievement
5. Help for teachers

Volunteer Orientation Outline

Guidelines for Volunteering in the Classroom:

1. Volunteers are assigned only to requesting teachers.
2. Volunteers do not disagree with teachers in front of students.
3. Teachers supervise all volunteer activities.
4. Volunteers never replace teachers or take responsibility for the class. Students must not be left unattended.
5. Volunteers do not diagnose student strengths or weaknesses, prescribe learning activities, evaluate student progress, discipline students, or issue grades.
6. Volunteers can assist with the following tasks.
 - a. Reinforcing concepts
 - b. Providing extra drill
 - c. Enriching curriculum
 - d. Giving make-up tests
 - e. Helping with make-up work
 - f. Helping with bulletin boards

Guidelines for Working with Students:

1. Call each student by his or her name.
2. Ask leading questions rather than giving answers to students.
3. Realize that a student must feel that it is all right to make mistakes.
4. Do more listening than talking.
5. Be reliable. Your consistent attendance shows students that you are committed to helping them.
6. Look for and praise each small success. Don't expect huge leaps in achievement.
7. Self-esteem and self-control are basic to learning.
8. Information about students is confidential. Information from students that may affect their health and safety must be reported to the teacher or other staff member.
9. Only staff members can dispense medication to students.

Guidelines for School Partners:

1. Maintain consistent and regular attendance.
2. Record attendance for each visit.
3. Follow regulations and procedures of school.
4. Wear a school volunteer nametag.
5. Discuss school problems with staff members, at appropriate times.
6. Call your school if you cannot be present on your regular volunteer day.
7. Observe discretion in commenting on school matters.
8. School attire should be neat, clean, and appropriate for school.

Guidelines For Community Members

1. A volunteer is a goodwill ambassador for Broward County Public Schools.
2. A volunteer uses discretion in commenting on school matters.

Guidelines For Registering Volunteers:

1. Explain how to fill out the volunteer application and log service hours.
2. Talk about the request teachers have already made for volunteers and ask if anyone is interested in doing these specific jobs.
3. Tell all volunteers that they will be called with their volunteer assignments within a specified amount of time. Build credibility by calling everyone within that time.

Guidelines For The School Directory:

To learn important information about your school, give each volunteer a copy of the School Directory.

You may want to fill in some items before photocopying to save time at the orientation. Discuss:

1. Location of fire drill routes and explanation of the fire drill procedures.
2. School traffic patterns.
3. Parking restrictions.
4. Absentee procedures for volunteers.
5. School calendar.

School Tour:

The school tour is especially important and will make your volunteers feel more comfortable on your campus, as well as making them more effective in their roles.

On the school tour, point out the location of:

1. Attendance forms and school volunteer nametags.
2. A telephone that volunteers can use.
3. Media Center.
4. School Health Room.
5. Restroom facilities.
6. Lounge. (Are there restrictions on its use?)
7. Cafeteria. (What is the price of lunch? How do volunteers get lunch if they desire?)

A Special Word to Parents

Parents who volunteer in the school that their children attend are in a special situation. It is essential that they hold in confidence any information learned about or from the students. These volunteers must refrain from discussing the capabilities, behavior, attitudes, etc., of students with anyone besides school personnel. They must also be cautious about remarks made in the hearing of their own children.

Parent volunteers should not work with students who are playmates of their children. It is strongly recommended that parents do not work with students who are in the same room as their own children.

Volunteers who work in their children's school must show discretion and tact in conversations about the school and teachers.

Volunteer Training – Role Play Situations

<i>Situation #1</i>	The teacher you work with always has specific activities and materials planned for you. This morning she says, "Oh, Mrs. Garcia, I forgot you were coming today." You depend upon her activities, so you have nothing planned to do. How do you handle this situation?
<i>Situation #2</i>	Mrs. Wilson, a sixth grade teacher, has just assigned you 150 test papers to grade. You have been coming to Mrs. Wilson's class every week for six weeks and she always gives you clerical work. You have had training but have not had the opportunity to work with children. How do you handle this situation?
<i>Situation #3</i>	You walk into a usually smooth running, organized classroom. Today, however, the children are noisy and unruly. The spot where you usually work has newspapers for a paper drive piled high on it. A harried young woman comes up to you. "Mrs. Day is absent," she says. "I'm her substitute for today. Can I help you?" How do you handle this situation?
<i>Situation #4</i>	You've been working with Frank once a week for several weeks. His teacher says he needs practice in working with short vowels. You've patiently spent many sessions with him working on short vowels, and he still hasn't come close to learning them. What can you do?
<i>Situation #5</i>	You are a well-trained, intelligent volunteer. Mr. Clark, the teacher you are working with, frequently leaves you and goes to the teacher's lounge for a break. Should you do anything about this, and if so, what?
<i>Situation #6</i>	Walter, your tutee, is uncontrollable in your tutoring sessions. He squirms, day dreams, hums, and ignores your requests. You are at your wits-end. You decide to have a 'heart-to-heart' with Walter. What might you say?
<i>Situation #7</i>	An irate parent has expressed her displeasure to you that the teacher, not you, should be teaching her child, Jonathon. How would you respond?
<i>Situation #8</i>	Mrs. Kline, your teacher, tells you to do a certain job. You feel you have a better way to do the job than the method she has suggested. What should you do?

“Mixed Up Merle”

Role Play Exercise

Merle was running late as a result of her tennis game and she was scheduled to tutor Johnny at 1:00 PM. She wouldn't have time to go home to change. Oh well, everyone said she looked 'cute' in her new tennis outfit. She screeched into the school faculty parking lot, narrowly missing some children.

Johnny's classroom was empty, but she spotted him down the hall. She grabbed him, and they headed outside to work under a tree. Since the sun was hot, she left Johnny working and ran into the cafeteria for juice and cookies. Her student really enjoyed the treat and this gave her time for a quick cigarette.

When the session ended, she said good-bye to Johnny and told him to go right back to his classroom. The teachers' lounge was a cool place to rest. Taking a Coke from the refrigerator, Merle marched out into the hall. OOPS! She stepped over the puddle of sticky soda on the freshly mopped floor. At that moment she heard the whir of the lawn mower and saw Mr. Jones, the custodian, mowing the grass.

"Hey," she yelled, "Come quickly and clean up this mess."

Mr. Jones looked at the stranger, scratched his head and started the task of cleaning the floor. Merle ran into the office, went behind the desk and called her home.

Upon seeing Merle, the secretary said, "Oh, we didn't know you were in the building. Your daughter has been calling all afternoon. She wanted to know about the dentist appointment that you scheduled for 1:15 this afternoon."

“Volunteer Van, the Tutor Man”

Role Play Exercise

Van was asking his neighbor about his tomato plants when it suddenly struck him that he was due at school.

"Hey, Charlie, I have to run. I promised to tutor that dumb Wilson kid. Did you know that he's in fifth grade and can't read in a third grade book? Of course it's his home life. Billy told me that his father . . ."

Arriving at the school in a rush, Van dropped by the library and picked up a few books. The librarian wasn't there, but he could take care of checking out the books later. Walking up the stairs, he met the entire sixth grade coming down. He had gone up the DOWN staircase. Van retrieved Billy from the classroom and looked for a quiet place to work. Fortunately, the principal's office was empty.

Billy didn't appear to be reading too well today. He was holding his book very close to his eyes. While Billy copied down the homework assignment that Van had given him, his tutor wrote a letter to the Wilson's.

Dear Ed and Minnie,

*I have discovered that your child needs glasses.
Perhaps he would not be such a problem in school
if you had not been remiss in this matter.*

Since Van and Billy had both worked so hard, they decided to relax by bouncing a basketball in the hall. Billy got so excited that he started yelling at the top of his lungs. Van wanted to plaster his mouth shut with tape. Billy finally stopped yelling when he saw the custodian walking down the hall.

Nearly two hours had passed since they started. Van waved good-bye to Billy who had dropped into a classroom to visit a few friends. Van sighed with relief as he left the school. With a sense of satisfaction and achievement, he walked slowly to his car.

Volunteer Bingo

Objective:

To help learn more about your new and veteran volunteers.

Application:

The Volunteer Bingo Game can help identify the talents and skills of the people attending the volunteer orientation. Volunteers may fill in the blanks on the Bingo form with some of the extra choices provided.

Directions:

At the very beginning of your volunteer orientation, hand out the Bingo forms to all participants and explain the following:

1. To get to know each other, we will be playing a get-acquainted Volunteer Bingo Game.
2. Each blank space on the Bingo form identifies a skill or characteristic of the people in this room.
3. Seek out your fellow volunteers.
4. If one of the listed skills or characteristics pertains to them, ask them to sign their names in that space on your Bingo form.
5. Though more than one skill or characteristic may apply, only one space should be signed by any one person.
6. The winner is the first person who fills the form (or the first to complete a row, if time is limited).
Read off the winner's card and maybe one other, depending on the time available. Make sure you collect all the Bingo forms as soon as possible. Use the answers on the form to help develop a skills resource file of volunteers.

Volunteer Bingo

<i>Amateur Artist</i>	<i>Great Organizer</i>	<i>Math Whiz</i>	<i>Employed Part-Time</i>	<i>Has visited at least 5 National Parks</i>
<i>Chairperson Experience</i>	<i>Veteran Volunteer</i>	<i>Loves Arts & Crafts</i>	<i>Plays Tennis Regularly</i>	<i>Speaks a Foreign Language</i>
<i>Plays Piano</i>	<i>Computer Literate</i>	<i>Sports Enthusiast</i>	<i>Former Teacher</i>	<i>Avid Reader</i>
<i>Lapel Pin Winner</i>	<i>Collector</i>	<i>Good Speaker</i>	<i>Gourmet Cook</i>	<i>Typist</i>
<i>First-Time Attendee</i>	<i>Newspaper Reader</i>	<i>Health Oriented</i>	<i>Mr./Ms. Fix-It</i>	<i>Traveled Abroad</i>

Other Suggested Items: Sews, Nature Lover, Amateur Scientist, Journalist, Outstanding Volunteer Winner, Has Grandchildren, Football/Golf Widow

Volunteer Bingo

Guidelines for Volunteers

Your interest and concern for students have motivated you to volunteer in Broward County Schools. Thank you. This is a challenging and rewarding role.

To make your experience as a school volunteer a beneficial one for the students and for you, please follow these guidelines as you assist in the schools.

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.
2. Volunteers may not give students medication.
3. Individual students' grades, records and abilities are personal and confidential information. Students have a right to confidentiality under Florida Statute 228.093 that covers:

Academic work completed	Family background information
Standardized test scores	Attendance records
Health data	Grades
Interest inventory reports	Teacher or counselor ratings and observations
Reports of serious or recurrent behavior patterns	

4. Classroom supervision and student discipline are the responsibilities of the teacher and school.
5. Volunteers will be assigned only to staff members requesting assistance.
6. Volunteers should set a good example for students by their manner, appearance and behavior.
7. Volunteers are required to complete an application annually before helping in the school.
8. Volunteers are required to log in and out at the school and to record any off-campus service hours.
9. For identification, volunteers are required to wear a name badge when helping with school activities.

What School Volunteers Do

School volunteers work with teachers who request their involvement to:

Extend the teacher's teaching time -----

- read stories
- assist in labs
- answer questions
- check student work
- tutor math and reading
- create new learning centers
- use audio-visual equipment
- find materials for classroom use
- help older children with research
- reinforce skills by providing extra drill
- work with non-English-speaking children
- play spelling, phonics, language, and math games
- assist child with make up work and missed tests

Enrich the learning environment -----

- dramatize stories
- assist with art projects
- make educational games
- help children choose books
- assist with creative writing
- tape record children's stories
- help children use video cameras
- type and reproduce class newspapers
- record books for students who have reading difficulties

Expand the resources of the school -----

- display special collections
- explore career opportunities
- add expert resources in special classes
- give performances or demonstrations in the arts
- show slides and comment on experiences in other cultures

Volunteer Roles at the Elementary Level

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Listen to children read.
2. Conduct flash card drills.
3. Reproduce materials.
4. Work in clinic or library.
5. Proctor students taking tests.
6. Make and play instructional games.
7. Play games at recess.
8. Assist with vision tests.
9. Correct student worksheets.
10. Prepare bulletin boards.
11. Help with book fairs.
12. Demonstrate gardening skills.
13. Tell stories with puppets or drawings.
14. Assist with field trips.
15. Assist with lessons in photography, dramatics, knitting or square dancing.
16. Set up a 'pretend' grocery store to practice math skills.
17. Share information about local history.
18. Discuss careers or hobbies.
19. Assist with sing-a-longs
20. Make puppets.
21. Set up science experiments.
22. Reinforce Dolch vocabulary words.
23. Play a musical instrument.
24. Discuss care and training of pets.
25. Help children select library books.
26. Help with handwriting practice.
27. Drill spelling words.
28. Help with cooking projects.
29. Gather resource materials.
30. Help children with arts and crafts.
31. Help children learn to type.
32. Work with a physically challenged student.
33. Help arrange assembly programs.
34. Help children practice walking on a balance beam, jumping rope or skipping.
35. Practice vocabulary with Non-English speaking students.
36. Help children learn a foreign language.
37. Set up or run a school bookstore.
38. Listen to a child - be a friend.

Volunteer Roles at the Secondary Level

These suggestions are only a beginning. More volunteer roles will be developed as teachers and volunteers work together.

1. Speak to classes about careers, experiences, travel, etc.
2. Help students in the guidance office find answers to questions about careers and universities.
3. Help students with special projects.
4. Perform clerical duties.
5. Assist in the school clinic.
6. Read textbooks to students with reading problems.
7. Assist physically challenged students.
8. Help students with resource materials in the library.
9. Assist in vocational classes.
10. Help arrange field trips.
11. Assist talented students in art, music, drama, etc.
12. Sponsor school clubs.
13. Help students who were absent make up missing assignments.
14. Assist with staging of student performances.
15. Help non-English speaking students with vocabulary and conversational skills.
16. Serve on a homework hot-line team.
17. Serve as math/reading tutors.
18. Assist athletic coaches.
19. Assist in developing school publications.
20. Serve as a listener for students--be a friend.
21. Accompany students on choral, band, club or athletic trips.
22. Assist in science labs.
23. Assist in organizing a college fair.
24. Assist teachers in gathering material for units of study.
25. Reproduce classroom materials.
26. Assist in arranging and supervising special school events.

What To Do If . . .

A Child is Injured:

If a child is injured while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you should immediately notify the teacher or a staff member.

A Child Becomes Ill:

Children frequently become ill while at school. If a child complains of not feeling well, you should notify the teacher immediately. You should never administer any form of medicine to the child.

You Are Injured:

Should you become injured while performing the duties of your job, notify the school office immediately. The office staff will assist you and ask you to fill out the proper accident forms.

You Are Asked to Take the Class Alone:

Because you are not a paid School Board employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a paid staff member present.

Someone Asks to See a Child:

If a person who is not a member of the school staff should ask to speak to or take a child, you must direct that individual to the teacher. Under no circumstances should you grant such a request.

Someone Asks You How a Child is Doing:

As it becomes known that you are working in the school, you will likely be asked questions concerning specific children. If a parent or friend inquires about the child's progress, you should say, "I enjoy working with your child and I'm sure if you schedule an appointment, the teacher would be happy to talk with you."