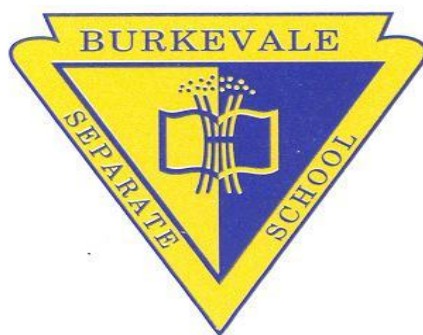


BURKEVALE PROTESTANT SEPARATE SCHOOL



HANDBOOK FOR VOLUNTEERS

**WORKING TOGETHER TO
ENHANCE STUDENT LEARNING**

WELCOME
to the role of volunteer at
Burkevale Protestant Separate School

PLEASE

- check in at the office when you arrive to volunteer, sign log book and pick up an identification badge
- leave your name and location with the office to assist in forwarding messages if/when required
- ensure that the school office has your name, current address and phone number on file

Burkevale Daily Schedule

Entry Bell	8: 50 a.m.
Morning Break	10:40 - 11:20 a.m.
Lunch	12:40 - 1:20 p.m.
Dismissal Bell	3:10 p.m.
Bus Departure	3: 10 p.m.

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THE PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE

MISSION STATEMENT

The Protestant Separate School Board of the Town of Penetanguishene provides an educational environment that encourages all students to achieve their full potential spiritually, academically, physically and socially in preparation toward becoming a contributing member of society.

VISION STATEMENT

The Protestant Separate School Board of the Town of Penetanguishene inspires in students a life-long love of learning by supporting their development, potential, and sense of self-worth, while honouring their individuality.

VALUES STATEMENT

The Protestant Separate School Board of the Town of Penetanguishene believes in:

- the living and modelling of Christian values;
- respecting the individual journey of each person in the spirit of inclusivity and equity;
- the dignity of each individual in the learning process;
- setting the framework for academic excellence;
- excellence and accountability in instruction;
- establishing and maintaining a positive learning and working environment;
- a diverse curriculum that celebrates the arts, innovation and creative inquiry;
- promoting and fostering the development of healthy lifestyles;
- fostering social awareness and environmental consciousness;
- collaboration with community partners;
- responsible financial stewardship; and
- excellence and accountability in board and school operations.



***THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE***

2 Poyntz Street,
Penetanguishene, ON
L9M 1M2

Phone: 705-549-6422
Fax: 705-549-2768

BOARD MEMBERS

The School Board consists of seven (7) trustees who are elected at the municipal elections for a 4 year term. The board will have one (1) Chair and one (1) Vice Chair along with 5 other trustees.

BOARD OFFICE STAFF

Manager of Finance and Treasurer.....
Administrative Assistant.....
Administrative Assistant
Supervisory Officer.....

E-mail: sturner@pssbp.ca

CATEGORIES OF VOLUNTEER OPPORTUNITIES

Thank you for your willingness to assist Burkevale Protestant Separate School students in their quest to learn. Volunteers provide valuable services to students and staff to enrich our programs. Volunteer experiences offer opportunities for community members to become knowledgeable about and involved in education through a variety of activities.

At the beginning of each school year potential volunteers will be asked to indicate their interests and skills by completing the “Burkevale School Volunteer Involvement Form” (Appendix A).

For the purpose of differentiating Roles and Responsibilities of volunteerism, three categories of volunteering will be considered:

1. Regular Day-School Classroom:

- listening to students read
- editing/publishing stories
- clerical tasks
- preparing materials
- supporting the Resource Centre

Parents of children in the school will be encouraged to volunteer in classrooms other than those where their child is enrolled, but not limited to.

2. Special Events and Programs at the School:

- helping with presentations or special events
- fundraising
- extra-curricular activities
- school team coaching assistant
- lunch, milk or snack program

Duties will be determined and allocated by the teaching staff or the committee responsible for the organization and implementation of the event or program.

3. Class Excursions/Field Trips:

- skiing and skating trips
- curriculum-related excursions
- other special-event trips including overnight excursions

Classroom teachers will determine the number of volunteers needed to assist with supervision for each excursion/trip. The teacher will solicit names of those willing/able to volunteer for each occasion and select the volunteers on an equitable distribution basis.

The Volunteer Process

All potential volunteers will be provided with a copy of the “Volunteer Involvement Form (Appendix A) and “Volunteer Code of Conduct” (Appendix B). Volunteers are asked to complete both forms.

New volunteers are required as per Board Policy to participate in an orientation session, and returning volunteers every two years. Information about the school premises and about school procedures will be part of this session.

A current Criminal Record Check including a Vulnerable Sector Screening is required for new volunteers prior to being accepted as a volunteer in September. Returning volunteers need to sign a Declaration of Offense on an annual basis. Potential new volunteers receive a letter from the office which allows the person to receive the Police Check and Vulnerable Sector Screening at no charge.

When volunteering in a classroom, an assignment or designated duty will be provided for each volunteer to support the teacher who has requested volunteer assistance. At this point the volunteer and the teacher will collaboratively plan ways in which the skills of the volunteer can best be utilized. Classroom teachers are responsible for establishing and maintaining classroom routines. **Situations requiring discipline MUST be referred to the teacher.**

Communication with your assigned staff person is important in order to:

- understand classroom/school policies
- discuss feelings about the ways in which you are performing tasks
- discuss possible changes in your tasks
- clarify what your responsibilities will be each time you volunteer

Contact your staff person if you have concerns regarding your assignment or need additional assistance.

Communication with the volunteer program coordinator is important in order to:

- inform if you cannot be at school on a given day
- inform if you are expecting a message
- seek information about routines that apply to the school generally e.g. bell schedule etc.

The Methods for Success

Learn Names

A student's name or nickname is your first contact point. Be sure that you pronounce and spell it right. Make sure the student knows your name as well.

Set the Climate

By being alert and listening, you will develop sensitivity to the needs of the student. Your working relationship with each individual student will be your best tutoring tool.

Find a way to show the person you are working with that you are interested in them. Always leave the student with a word of praise.

Allow the Students to be Themselves

Every student is unique. Make each one feel that he or she is an important, special person. Avoid comparing students with others in their school or with other members of their family.

Allow Discovery

Allow students time to think about answers. Guide them by asking questions which will lead to correct responses. Remind the student that everyone makes mistakes . . . even you. Making mistakes and learning how to correct them is an important part of learning.

Follow the Teacher's Lead

Keep the students headed in the direction set by the teacher. Hold the students to the same class standards of behaviour and work. Talk openly and often with the teacher to determine what is expected of you and the students.

Remember that **the teacher has the first and final responsibility** for all planning and activities that occur in the classroom. **To ensure confidentiality any concerns or information about students will be discussed only with the teacher and/or the principal.**

Be a Positive Role Model

Your conduct, dress, personal hygiene, and dependability will set an example for what is expected of students.

Being on time and being reliable gives tremendous support to the teacher. In case of an unavoidable absence, a call in advance to the Volunteer Program Coordinator will allow the teacher to make other plans.

Be aware that students believe and remember everything you say.

Volunteers are expected minimally to adhere to the School's Code of Conduct and Behaviour for Students as outlined in this Handbook.

Never be in a room where you and the child are the only ones present.



CONFIDENTIALITY

Once volunteers begin to work in a school setting, they become privy to knowledge about children's behaviour patterns, academic ability, emotional maturity, relationships with others, etc.. In some cases, information of this nature is imparted in order that the volunteer might work more effectively with an individual child. In other cases, it is simply acquired in the course of frequent contact in the school. Volunteers are also in a position to know more about staff members than would normally be learned from their 'public image'. **In no case will such knowledge or personal opinions be shared in the community or with anyone who has no authorized need to know.** Similarly, care must be taken to refrain from expressing comments harmful to the reputation of any pupil or professional. If any questions or concerns develop, the line of communication regarding a situation in the school is always first with the staff member involved, and then, if necessary, with the principal. A volunteer has every right to expect that his or her participation will be treated with the same confidentiality and respect. Each volunteer is required to sign the Volunteer Code of Conduct (Appendix A).

SCHOOL RULES AND CODE OF BEHAVIOUR

At Burkevale Protestant Separate School, we believe that students are entitled to a safe, secure and stimulating learning environment, where respect for self, others and the environment is as important as academic learning. An important goal of the school is to help students develop self-discipline and social skills so that they can become productive, mature and responsible members of society.

To promote safe and harmonious environments where all can learn, work and play, schools and school-sponsored activities must be free from:

- conduct which endangers or bullies others
- disrespectful behaviour
- profane or inappropriate language
- racial, ethnic or gender-biased slurs/harassment
- sexual harassment
- tobacco, alcohol, illicit drug or substance use
- trespassers
- weapons (e.g. knife)

To ensure a secure, healthy and clean facility, students are expected to:

- take precautions for the security of their own property
- show care and respect for property of the Board and that of others

To achieve optimum success, students are expected to:

- accept responsibility for personal actions
- fulfill expected academic obligations

- come to school punctually each day, prepared and willing to learn
- obey the rules of the school and other sites during school activities
- demonstrate respect for self, others and property
- be honest
- use peaceful means to resolve conflict
- dress appropriately
- use respectful language, free from profanity
- apply common sense and courtesy in all games
- leave dangerous, expensive or valued items at home
- play appropriately and safely, e.g. no throwing of stones or snowballs, no rough play of any type, no fighting, teasing, name calling or swearing
- report emergencies or concerns to a supervisor immediately

CONSEQUENCES for Infractions of School Rules or Code of Behaviour may include any of the following:

- discussion/counseling by teacher/principal/resource staff
- warnings
- recording series of events and what was learned
- loss of privileges – e.g. time out from class activity staying after school
- written communication with home to be signed and returned
- telephone contact with parent/caregiver
- payment for repair or replacement of damaged property
- community service
- time-out in the office
- suspension
- alternate programming
- in-school team meeting
- involvement with outside agencies

When responding to inappropriate behaviour of students, ensure that the focus is always on providing logical consequences (vs. punishments), encouraging students to take responsibility for their own behaviour and learning, and creating opportunities for growth and learning. As a volunteer you will be supported by staff when dealing with inappropriate behaviour. Volunteers are reminded that all instances of inappropriate behaviour will be reported to the supervising staff member.

TRIP/EXCURSION ROUTINES

The following information will be useful for volunteers when accompanying a class on an excursion or outing.

RESPONSIBILITIES:

- The teacher is responsible for the conduct and manners of the class at all times.
- Before the start of the trip, make certain you are aware of how you can help the teacher.
- When asked to supervise a small number of students, make sure to have a record of their names and an understanding of the teacher's expectations.
- If you are asked to meet the bus at a certain time, please ensure that you are on time.

BUS SAFETY:

- The bus driver is responsible for the safety of the bus and its passengers.
- Students must not leave their seats while the bus is in motion.
- Students must sit properly at all times (no leaning in the aisles).
- Students' behaviour shall be the same as in a classroom setting.
- Activities which might distract the driver or other users of the road are not permitted. Singing while the bus is in motion is permitted only with the prior consent of the driver and supervising teacher.
- Windows may be adjusted only with the consent of the driver or teacher-in-charge.
- Students' lunch kits, backpacks, etc. must be placed on the floor or held on laps.
- Eating and drinking are not permitted on the bus unless prior arrangements have been made with the dispatcher.
- While the bus is in motion, students and adults must not talk to the driver except in case of an emergency.

SEATING ARRANGEMENTS:

Seating arrangements for volunteer supervisors is at the discretion of the teacher.

For your information, buses are loaded from the rear forward. If there is not a full load, equal number of front and rear seats should be left vacant with equal distribution of both sides of the bus.

Your assistance in ensuring that the excursion is conducted in a proper and safe manner is appreciated.

OTHER FAMILY MEMBERS ON CLASS TRIPS

The policy of the Protestant Separate School Board is clear. Volunteers or supervisors on class field trips are not permitted to bring any additional family members or friends on the trip/excursion.

FIRE DRILLS

Fire drills are held regularly (and more frequently during September and October). Later in the year, drills will be spontaneous and unannounced. There will be a fire drill at the end of the first week of school. Volunteers are expected to participate in fire drills in accordance with the following procedures:

- ❖ Students use the nearest exit (as per the yellow sign posted in their room). They must know their exit route well.
- ❖ Students who are not with their class must exit through the nearest door and join their class outside.
- ❖ Students will leave the building in single file, in a quiet and orderly fashion.
- ❖ Windows and classroom doors must be closed. Monitors are appointed in advance.
- ❖ Upon exiting the school, classes should line up in single file, well clear of the building, and maintain silence.
- ❖ Two bell rings will signal the return to the classroom.

Volunteers are requested to leave the school building through the closest exit along with the student, group of students or class with whom they are working. Please assist in closing classroom doors. When the volunteer is safely outside, report to the teacher with whom you are working and ensure that the students are in line with their classmates.

CHARACTERISTICS OF STUDENTS

As a volunteer, a knowledge of the characteristics of children may help in understanding students as you interact with them in the school.

AGES 4 – 7 (Grades JK – 2)

- starting to develop small muscle and eye-hand coordination
- high energy level (unable to sit still for long)
- learning physical skills that will let them play games (tossing a ball)
- learning to recognize words
- memory beginning to develop
- enjoy telling stories
- beginning to make judgements and decisions
- beginning to accept that there are rules but do not yet understand the underlying principles
- extreme expressions of emotions
- learning to control aggression
- adult approval very important
- learning to share and take turns
- arguments with peers frequent but short-lived

AGES 8 – 10 (Grades 3 – 5)

- high energy level (need lots of physical activity)
- able to look after personal hygiene
- great variety in reading levels
- like to talk and discuss
- understanding of money and how to make change
- development of logical thinking (rules and consequences)
- experimenting with abstract words (slang and profanity common)
- becoming independent
- wanting to belong or be with others
- sensitive to criticism and ridicule
- heightened competitiveness
- interested in hobbies

AGES 11 – 14 (Grades 6 – 8)

- growth spurts (awkward times, clumsy)
- increased strength
- development of refined physical skills (sports)
- hormonal changes beginning
- beginning to think independently and critically
- beginning to question rules and authority
- understanding of ethics (honesty, justice)
- lack of self-confidence
- peer acceptance important
- loud, boisterous behaviour common

LEARNING STYLES

As a volunteer, familiarity with the different learning styles may assist in a better understanding of the children with whom you are working in the school. Children usually exhibit some of each of the characteristics below but for some children and adults, it may be obvious that they are a specific type of learner.

VISUAL LEARNER

- learns by seeing, watches to see what others do
- likes demonstrations
- likes descriptions
- has a lively imagination (daydreams, doodles) visualizes
- thinks in colour
- includes detail in pictures
- notice changes, colour, movement
- remembers faces more often than words
- needs to take notes
- tends to be very deliberate, plans in advance, organizes, thinks through problems
- when in new situations, tends to be very quiet and observant
- sees detail or components (may miss seeing a word or work as a whole)

KINESTHETIC TACTILE LEARNER

- learns by doing, direct involvement (often cannot mind own business)
- has difficulty sitting for long periods of time
- may be a poor speller
- has difficulty with handwriting, especially when space becomes smaller – pushes too hard, no space between words
- fidgets, tinkers, touches, feels, manipulates, puts things in mouth
- often stands too close, bothers others

AUDITORY LEARNER

- loves noise (may get into trouble for being noisy)
- enjoys talking and listening
- when reading, may vocalize (moves lips, whispers aloud to self)
- remembers names more often than faces
- has a well-developed vocabulary for age
- is easily distracted by sound
- talks problems out, tries out solutions verbally
- expresses emotions verbally (laughs out, shouts out)

EXAMPLES OF TEACHING/LEARNING STRATEGIES

PAIRED READING GUIDE

The following procedure will provide you with a guide to follow when reading one-on-one with a student. The focus of this interaction is for you and the student to have an enjoyable experience reading together. We hope that the student will develop a positive attitude towards reading, reinforce and extend comprehension and strengthen oral language skills. We encourage you to have as natural a conversation as possible about the story. Please ask only genuine questions to which you do not know the answers.

BEFORE YOU READ

- talk about the title, author, illustrator, picture, characters, setting...
- make connections: "This reminds me of another story, movie, etc."
- predict what will happen in the story: "What do you think this book/story/chapter will be about?"
- Ask questions: "I wonder why....?"

STRATEGIES TO USE WHILE READING TOGETHER

- Listen and stop to make comments about the content of the reading. "I notice that....." "This reminds me of....." "This makes me think of" "I wonder why...if..what will happen next?"
- Encourage the child to talk about the reading.
- Point and follow along (or encourage the child to follow along with his/her finger).
- When the student cannot read a word, encourage him/her to use a variety of reading strategies (refer to the next page).
- If the student is still unable to read the word, then assist with the word.
- If you have helped with the word a number of times, this material may be too difficult.

Try the following:

- read together with the student (chanting)
- read and the student reads the last word of each sentence (cloze)
- read one line and the student reads the next (choral reading)
- read the first paragraph, poem, or line, and the student reads the same again ("Repeat after me.")

DURING/AFTER THE READING

RETELL:

This is about...
I notice that...
I especially like...

RELATE:

This reminds me of...
This makes me think...
I remember...
This makes me feel that...

REFLECT:

I wonder why...
What do you think about..
Maybe...
I think that

READING STRATEGIES

Understanding **what fluent readers do when they read** can help us assist children who are struggling with reading. We can ask:

When you are reading and you come to a word you don't know, what can you do?" You can:

- Skip the word and see if you can get more clues.
- Take a guess and keep going to see if it makes sense.
- Look at the pictures for clues.
- Think about what happened so far and what might happen next (context).
- Read ahead to find out more.
- Look more closely at the word and letters, and try the sounds (phonics).
- Look for the small words in the big word.
- Think of other words that are a little bit the same.
- Reread parts.

**REMEMBER: WE READ FOR ENJOYMENT,
INFORMATION AND MOST OF ALL, FOR MEANING!**

Our goal is for all children to become independent readers and to be able to **self-correct**. As a result, we usually do not correct or interrupt the student when he/she is reading. If the student experiences difficulty (gets 'stuck' on a word), we should encourage him/her to use the above strategies. After he/she completes reading a sentence or a portion of the text, we can discuss this with the student to make sure that he/she has understood what has been read and that the meaning is clear.

APPENDIX A:



BURKEVALE PROTESTANT SEPARATE SCHOOL

Burkevale School Volunteer Involvement Form

I have read the request for volunteer assistance at Burkevale School. I understand that if I am a new volunteer, training will be provided before I begin.

I am willing to help in one of the following ways (Please check categories of interest):

1. Literacy Volunteer:

- a) Read to students/lead a primary reading group _____
- b) Assist students as they write _____
- c) Scribe student writing _____
- d) Other.....Explain: _____

1. Numeracy (Math) Volunteer: _____

2. Other Subject Specialist Volunteer _____ Subject: _____

3. Speak to Students about my Job _____ My job/occupation is a _____

4. Demonstrate a Specific Skill to a Class _____ The skill is _____

5. Perform Clerical Duties:

- a) create classroom materials _____
- b) create bulletin board displays _____

6. Library/Media Literacy Centre Helper (Reshelving books, entering data, etc.) _____

7. Assist with Supervision on Classroom Excursions _____

8. Assist with Coaching a School Sports Team: _____

9. Assist with After School Homework Club _____

10. Assist with Special events (e.g. Primary Play Day, Burkevale Triathlon, etc.)

11. Other _____ Explain: _____

I am available on the following days and times (please circle):

DAYS:

Tuesday
Thursday

Monday
Wednesday
Friday

TIMES: a.m. and p.m. **or** a.m. only **or** p.m. only **or** after school only

Volunteer's Name: _____ **Phone No.:** _____

APPENDIX B:



BURKEVALE PROTESTANT SEPARATE SCHOOL

VOLUNTEER CODE OF CONDUCT

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

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

1. I agree only to do what is in the best personal and educational interest of every child with whom I come in contact.
2. I will maintain confidentiality and will share with the teacher(s) and/or school administrator **any** concerns that I may have related to student welfare and/or safety.
3. I agree only to do what is in the best personal and educational interest of every child with whom I come in contact.
4. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose.
5. Specific to my role as a volunteer at Burkevale Protestant Separate School, I will not contact students outside of school hours.
6. I agree to never be alone with individual students unless under the direction or supervision of teachers or school authorities.
7. I agree to not transport students without the expressed request/permission of the school.
8. I will sign in at the main office of the school immediately upon arrival at the school.
9. I will wear a volunteer identification badge, available from the office.
10. I will use only adult bathroom facilities.
11. I will not promote or recruit students or staff for any specific ideology.

I agree to follow the Volunteer Code of Conduct at all times.

Name (Print)

Signature