

**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 the visitor's clipboard 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 (2024-2025)**

<b>Gates open with supervision</b>	8:35 a.m.
<b>Entry Bell</b>	8:50 a.m.
<b>Morning Snack/Recess</b>	10:40-11:00 a.m.
<b>Morning Recess/Snack</b>	11:00-11:20 a.m.
<b>Lunch/Afternoon Recess</b>	12:40-1:00 p.m.
<b>Afternoon Recess/ Lunch</b>	1:00-1:20 p.m.
<b>Dismissal Bell</b>	3:10 p.m.
<b>Bus Departure</b>	3:15 p.m.

# MISSION STATEMENT

The Protestant Separate School Board of the Town of Penetanguishene, in partnership with home support, is committed to encouraging 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:

## **SPIRITUAL WELL-BEING**

- The living and modelling of Christian values;
- Respecting the individual journey of each person in the spirit of inclusivity and equity;

## **ACADEMIC WELL-BEING**

- 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;

## **PHYSICAL, MENTAL, AND SOCIAL WELL-BEING**

- Promoting and fostering the development of healthy lifestyles;

## **RELATIONS AND PARTNERSHIPS**

- Fostering social awareness and environmental consciousness;
- Collaboration with community partners;

## **RESPONSIBLE AND PURPOSEFUL USE OF BOARD RESOURCES**

- Responsible financial stewardship; and
- Excellence and accountability in board and school operations.

## ***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 D).

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.

2. Special Events and Programs at the School:
  - helping with presentations or special events
  - fundraising
  - extra-curricular activities
  - school team coaching assistant

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

## *The Volunteer Process*

All potential volunteers will be provided with a copy of the “Volunteer Involvement Form (Appendix D) and “Volunteer Code of Conduct” (Appendix C). Volunteers are asked to complete both forms. Volunteers' needs will be determined through the office.

New volunteers are required, as per Board Policy, to participate in an orientation session, and returning volunteers must complete a refresher training session every five 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. 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.**

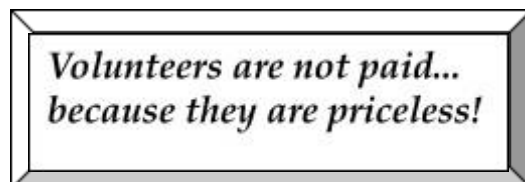
**Communication** with your assigned staff person is important in order to:

- 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 Ms. McIvor in the office [smcivor@pssbp.ca](mailto:smcivor@pssbp.ca) 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, please call Ms. McIvor at the school so she can notify the teacher, allowing him/her to make other plans.

Be aware that students believe and remember everything you say.



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

## ***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 E).

## **PROVINCIAL/SCHOOL BOARD CODE OF CONDUCT:**

The Provincial Code of Conduct is set out by the Minister and governs the behaviour of all persons in schools.

Purpose:

1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
2. to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
3. to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
4. to encourage the use of non-violent means to resolve conflict;
5. to promote the safety of people in the schools;
6. to discourage the use of alcohol and illegal drugs, except by a medical cannabis user;
7. to prevent bullying in schools.

## **STANDARDS OF BEHAVIOUR:**

### **Respect, Civility, and Responsible Citizenship:**

All school community members must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender

- expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs
- not swear at a teacher or at another person in a position of authority

**Safety:** To ensure the safety of everyone, all members must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes and is required during the school day), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

When responding to minor 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 or facing backwards).
- 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 (food allergies must be considered).
- While the bus is in motion, students and adults must not talk to the driver except in case of an emergency.

### **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 may be spontaneous and unannounced.** There will be a fire drill by the end of the first month of school. Volunteers are expected to participate in fire drills in accordance with the following procedures:

- ❖ Students use the nearest exit (as per the white 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.
- ❖ Classes will line up on the North end of the school, perpendicular to the fence, as far away from the walls of the school as possible.
- ❖ Administration or designated staff member will meet the fire truck in the event of an actual fire.
- ❖ Teachers must count the number of students to ensure that all have left the building. Teachers must take their attendance envelopes with them if the drill occurs when it is in their possession, otherwise, the School Secretary will distribute them outside. Once the entire class is accounted for, the teacher will give the 'thumbs up' to the School Secretary, Principal or whomever is outside administering the drill.
- ❖ Two bell rings will signal the return to the classroom.

Volunteers must 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.

### **Year One Kindergarten - Grade 2**

#### **Physical Development:**

- Rapid growth in height and weight.
- Improved motor skills, including running, jumping, and climbing.
- Developing hand-eye coordination for tasks like drawing and writing.

#### **Cognitive Development:**

- Increased curiosity and asking frequent questions.
- Beginning to understand cause and effect.
- Learning basic counting and recognizing letters and numbers.

#### **Social and Emotional Development:**

- Developing friendships and beginning to play cooperatively.
- Expressing a range of emotions more clearly.
- Starting to understand and follow simple rules.

#### **Language Development:**

- Rapidly expanding vocabulary and beginning to form complex sentences.
- Enjoying storytelling and imaginative play.
- Asking "why" and "how" questions to understand the world.

#### **Behavioral Traits:**

- Testing boundaries and asserting independence.
- Showing curiosity about the world and exploring actively.
- Enjoying routines and rituals for comfort and security.

#### **Play and Imagination:**

- Engaging in pretend play and role-playing scenarios.
- Enjoying creative activities like drawing, painting, and building with blocks.
- Beginning to understand and follow simple games with rules.

## Grades 3-5

- **Physical Development:**
  - Continued growth in height and weight, but at a slower rate compared to earlier years.
  - Improved coordination and motor skills, with better control over movements.
  - Increasing interest in sports and physical activities.
- **Cognitive Development:**
  - Enhanced ability to concentrate and sustain attention on tasks.
  - Developing logical thinking and problem-solving skills.
  - Beginning to grasp more complex concepts in math, science, and language.
- **Social and Emotional Development:**
  - Forming stronger friendships and understanding the dynamics of peer groups.
  - Showing empathy and considering others' feelings.
  - Developing a stronger sense of self-awareness and identity.
- **Language Development:**
  - Refining language skills with a larger vocabulary and more sophisticated sentence structures.
  - Enjoying reading independently and exploring different genres.
  - Writing stories, essays, and expressing thoughts and opinions more coherently.
- **Behavioral Traits:**
  - Seeking more independence and responsibility in tasks and decisions.
  - Developing a sense of fairness and justice.
  - Showing increased self-control and ability to regulate emotions.
- **Interest and Activities:**
  - Developing hobbies and interests that reflect personal preferences.
  - Enjoying more structured activities and games with rules.
  - Exploring creative pursuits such as music, art, or theater.
- **Curiosity and Learning:**
  - Asking deeper questions and seeking more detailed explanations.
  - Showing enthusiasm for learning new skills and exploring new ideas.
  - Beginning to plan ahead and set personal goals.

## **Grades 6-8**

### **Physical Development:**

- Experiencing rapid growth spurts, especially in height.
- Developing secondary sexual characteristics during puberty.
- Increasing coordination and strength, often showing interest in sports and physical activities.

### **Cognitive Development:**

- Enhancing critical thinking and problem-solving skills.
- Grasping more abstract concepts in academics, such as algebra and science principles.
- Beginning to think about future goals and career aspirations.

### **Social and Emotional Development:**

- Forming deeper, more complex friendships with peers.
- Seeking more independence from family while still relying on them for support.
- Experiencing mood swings and heightened emotional sensitivity due to hormonal changes.

### **Language and Communication:**

- Refining communication skills, including expressing thoughts and opinions more articulately.
- Enjoying reading a variety of genres and developing preferences.
- Experimenting with writing styles and forms, such as poetry or short stories.

### **Behavioral Traits:**

- Testing boundaries and questioning rules and authority figures.
- Developing a stronger sense of identity and personal values.
- Engaging in more responsible behavior and taking on chores or tasks at home.

### **Interest and Activities:**

- Exploring personal interests and hobbies in greater depth.
- Engaging in organized extracurricular activities or clubs.
- Developing more specialized skills in areas like arts, music, or technology.

### **Curiosity and Learning:**

- Asking more complex questions and seeking deeper understanding.
- Showing increased motivation and curiosity in academic subjects.
- Beginning to think critically about social issues and world events.

## **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.

**Here are the four primary types of learning styles:**

- 1. Visual (learn by seeing)**
- 2. Auditory (learn by hearing)**
- 3. Tactile (learn by touch)**
- 4. Kinesthetic (learn by doing and moving)**

**Visual learners** absorb information through observation. They often rely on visual cues like body language and facial expressions, and they think in images. Excessive movement in their surroundings can be distracting, and written instructions can aid their understanding.

**Auditory learners** grasp concepts best through listening and verbal interaction. They thrive in discussions and benefit from clear verbal instructions, preferring quieter environments to minimize distractions.

**Tactile learners** excel when they can physically engage with material, preferring hands-on activities that involve touch and manipulation. Drawing or doodling can enhance their learning experience.

**Kinesthetic learners** learn effectively through physical movement and action. They often struggle with prolonged periods of sitting still and benefit from interactive, experiential learning where they can explore and manipulate their environment actively.

# **EXAMPLES OF TEACHING/LEARNING STRATEGIES**

## ***READING GUIDE***

The following guide provides strategies for volunteers to use when reading one-on-one with students, supporting concepts they have been explicitly taught. This approach aims to create an enjoyable and productive reading experience, helping students develop a positive attitude towards reading while reinforcing and extending their skills in decoding, comprehension and oral language. Engage in meaningful conversations about the story, and encourage students to demonstrate their understanding, ask questions and make connections.

### **BEFORE YOU READ**

- Build/activate background knowledge by talking about the book.
- talk about the title, author, illustrator, picture, characters, setting, etc.
- Ask the student to make predictions or ask questions to gauge what they know about the subject.
- Make connections: "This reminds me of another story, movie, etc."

### **DURING 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 can still not read the word, then model sounding out and reading the word.
- Listen to student read, you can stop to ask questions, make predictions or connections about the content.
- Encourage the child to talk about the reading.

### **AFTER READING**

#### **RETELL and REFLECT:**

- Have student retell the story using their own words: encourage them to talk about the characters, setting, and important parts of the story
- Talk about your favorite parts, things you would change, what you learned, etc.

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## **READING STRATEGIES and ACTIVITIES**

- **Phonemic Awareness Activities:** Engage students in activities that focus on recognizing and manipulating sounds in words (e.g., rhyming, segmenting, blending)
- **Word-Chains:** students create sequences of words where each word changes by one sound (phoneme) from the previous word. Example: cat→hat→sat→ sit→fit→fin
- **Fluency Triangles:** Choose a triangle from the lesson your student is currently working on. Fluency triangles are tasks based on repetition and are designed to increase fluency
- **Decodable Books:** Select books for your student based on the skills they know and have been explicitly taught

### **Strategies to use when reading and a student does not know the word**

- encourage students to sound out the word (know the sounds, blend the sounds together, and read the word)
- look for beginnings and endings that they know
- be flexible with vowel sounds
- look for small words that they already know
- look for common spelling patterns
- re-read the sentence to build fluency
- model segmenting and blending the sounds in the word

**Our goal is to nurture fluent, independent readers who enjoy reading! By using the strategies in this guide, you will help students develop a positive attitude towards reading and strengthen their decoding, comprehension, and oral language skills. Your support and encouragement are key to their growth as confident readers.**



## APPENDIX C

### 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: \_\_\_\_\_

**2. Numeracy (Math) Volunteer:** \_\_\_\_\_

**3. Other Subject Specialist Volunteer** \_\_\_\_\_ Subject: \_\_\_\_\_

**4. Speak to Students about my Job** \_\_\_\_\_ My job/occupation is a \_\_\_\_\_

**5. Demonstrate a Specific Skill to a Class** \_\_\_\_\_ The skill is \_\_\_\_\_

**6. Perform Clerical Duties:**

- a) create classroom materials \_\_\_\_\_
- b) create bulletin board displays \_\_\_\_\_

**7) Library/Media Literacy Centre Helper** (Re-shelving books, entering data, etc.) \_\_\_\_\_

**8) Assist with Supervision on Classroom Excursions** \_\_\_\_\_

**9) Assist with Coaching a School Sports Team:** \_\_\_\_\_

**10) Assist with After School Homework Club** \_\_\_\_\_

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

**12) Other** \_\_\_\_\_ **Explain:** \_\_\_\_\_

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

**DAYS:** Monday      Tuesday      Wednesday      Thursday      Friday

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

**Volunteer's Name:** \_\_\_\_\_ **Phone No.:** \_\_\_\_\_

## APPENDIX D



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

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#### VOLUNTEER/SERVICE PROVIDER 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 will not disclose, use, or disseminate student photographs or personal information about students, self, or others.
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.
12. I will not discuss or disclose information/practices conducted within any individual classrooms, other than to advise school administration of the details of concern.

**I agree to follow the Volunteer/Service Provider Code of Conduct at all times.**

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*Name (Print)*

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*Signature*