



VOLUNTEER HANDBOOK

HEMLOCK CREEK

ELEMENTARY SCHOOL

"Parents who visit the school to volunteer, chaperone field trips or attend school sponsored activities may use electronic devices to capture the event. However, parents are discouraged from taking pictures or video of students other than their own and posting those on social media. Posting electronic images of students, other than your own child, on social media may be a violation of the privacy rights of other students and their parents."

Dear Volunteer,

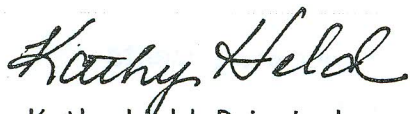
Thank you for giving of your time to volunteer at Hemlock Creek Elementary School. We appreciate your help, which benefits the students in our learning community.

The West De Pere School District has developed policies to standardize volunteer information for the safety of our children. Please complete the attached information and return the completed information to the school district.


1. Personal information, which allows the District to conduct a background check. The background check can take from one to two weeks for our district office to complete, so please turn in your information to the school
2. A Computer Use Agreement, which indicates you understand the appropriate uses of District technology.
3. Review the Handbook, sign the last page and return it to the office.

Again, thank you for helping our children and school. We look forward to working with you.

Sincerely,



Kathy Held, Principal
Hemlock Creek Elementary



Mike Kowalczyk, Assoc. Principal
Hemlock Creek Elementary

MISSION STATEMENT FOR HEMLOCK CREEK ELEMENTARY SCHOOL

The mission of Hemlock Creek Elementary is to create an educational community and climate that, recognizing each student's talents and individual learning needs, is dedicated to student success and lifelong learning.

GUIDELINES FOR VOLUNTEERS

Thank you for sharing your time and talents with us here at Hemlock Creek Elementary School. We have developed some guidelines that will help you help children and teachers. Please feel free to talk to the teachers you are working with or contact the office if you have any questions or concerns.

1. Confidentiality: All information concerning children is strictly confidential and should not be shared with others.
2. Volunteers need to be in the vicinity of a teacher when working with a child.
3. Please call the school if you are coming late or will be absent and leave a message with the secretary.
4. Please leave preschoolers at home. Try alternating babysitting with other volunteers.
5. Please avoid interrupting teachers while they are teaching. Questions and concerns can be addressed following instructional time.
6. Teachers will deal with discipline issues. Please bring any discipline problems to the attention of the teacher. It is inappropriate for volunteers to discipline children verbally or any other way.
7. Please park in the East or West lots.
8. Take children's comments with a "grain of salt." Don't repeat the stories and personal information that children share with you. Refrain from discussing children you work with or observe outside of school.
9. Feel free to use the staff restrooms.
10. The lounge facilities are there for you to use: microwave, coffee, refrigerator, tables and chairs.
11. Ask other volunteers or teachers for help when you need it.
12. Don't worry about making mistakes. We all make them.
13. You can get your assignments from the teacher.
14. Attire should be neat, clean and comfortable - appropriate for an elementary school setting. Please remove your hat while in the building.
15. No political or religious preferences may be advocated
16. The use of drugs, alcohol and tobacco is prohibited.

• **Volunteers are unable to use the copy machines unless trained by the office staff.**

VOLUNTEER PROCEDURES

1. All volunteers must submit to the School District of West De Pere background check prior to becoming a volunteer.
2. Fill out the information form.
3. Use the main entrance door. Sign in at the office when you arrive.
4. Wear a visitor name tag while you are in the building.
5. Sign out in the main office as you leave.
6. Please do not visit areas of the school other than the area you are scheduled to work in. If you need to see other teachers or staff members, please make an appointment to do so.

Volunteers follow the regulations (policies) of the School District of West De Pere. They are aware of the philosophies of the elementary schools and are committed to volunteering. Volunteers are dependable and prompt. Volunteers maintain a professional attitude toward confidential information.

ALL VOLUNTEERS MUST LOG IN VIA THE VOLUNTEER SIGN-IN BOOK LOCATED AT EACH OF THE SCHOOL OFFICES. WHEN YOUR DUTIES FOR THE DAY ARE COMPLETED, YOU ALSO MUST SIGN OUT. PLEASE REMEMBER TO DO THIS EACH TIME YOU VISIT OUR SCHOOLS.

INFORMATION ABOUT SCHOOL PROCEDURES

FIRE DRILLS/TORNADO DRILLS

If a fire drill occurs during the time you are volunteering, please follow the procedure that the classroom teacher follows. Teachers will direct you.

FIRST AIDE/ILLNESS

If a student is injured or becomes ill during your time with them, refer them to the office and inform the classroom teacher of what occurred.

INCLEMENT WEATHER

In case of inclement weather, school closings are broadcast over the local radio and television stations. If school is closed because of weather conditions, all activities are cancelled.

STUDENT MEDICATION

All medications are distributed by office personnel. This includes prescription and non-prescription medications. If a student needs medication, the office will take care of those needs.

VOLUNTEER HANDBOOK

THE IMPORTANCE OF VOLUNTEERS

Volunteers play an important part in the total education setting at the West De Pere Elementary Schools. This pamphlet is written for volunteers wishing to devote time to our schools.

CODE OF ETHICS FOR VOLUNTEERS

As a volunteer, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work. Like them, I assume certain responsibilities and expect to account for what I do in terms of what I am asked to do. I will keep confidential matters confidential. I interpret "volunteer" to mean I have agreed to work without compensation in money; but having been accepted as a worker, I expect to do my work according to standards, as the paid staff expect to do their work.

I promise to take to my work an attitude of open-mindedness, to be willing to be trained for it, and to bring to it interest and attention. I realize that I have assets that my co-workers may not have and that I should use these to enrich the students for whom we are working together. I realize that I may lack assets that my co-workers have, but I will not let this make me feel inadequate but will endeavor to assist in developing teamwork and an attitude of respect for individual differences

THE TEACHING TEAM

The teaching team is made up of all personnel - each with his or her own responsibilities. All areas relate to one another to provide a quality education for the children of our school district.

The principal is the administrator of all school activities. The principal is the overall supervisor of the volunteer program.

Teachers make requests for volunteers. Teachers assign tasks and direct the volunteers in these tasks through specific instructions. Teachers help to make volunteering a meaningful experience.

NO CHILD IS EVER TO BE DISCUSSED OUTSIDE OF SCHOOL

Partiality to students should not be shown. Additional policies related to students will be found later in this booklet. Violation of policies and procedures may result in dismissal of volunteer.

BASIC GUIDELINES FOR VOLUNTEERS

1. Recognize that we count on you. This is an important commitment.
2. Be prompt and regular. Call the school office as soon as possible if you cannot make it.
3. Remember confidentiality in all areas regarding students is essential.
4. Talk with the teacher to find out the specific tasks and goals of the service you are undertaking each time you donate your time and talent to our children.
5. Report to the teacher immediately any discipline concerns, or other concerns, you have about the students you are working with. The teacher will address these concerns.
6. Make sure to follow any procedural needs of our school each time you arrive. These include checking in (and out, when you are finished) at the office and signing in the volunteering log in the office.

BASIC GUIDELINES FOR WORKING WITH STUDENTS

1. Know the names of your students as soon as possible.
2. Work with the students in a positive way.
3. Do not show partiality.
4. Try to understand what each student needs.
5. Listen intentionally.
6. Be honest.
7. Keep promises.
8. Keep to the business at hand.
9. Be calm and unhurried.
10. Be sincere.
11. Be a good role model.
12. Refer personal problems of students to the teachers - don't become a counselor.
13. Do not give gifts to individual students.
14. Let the teacher handle disciplinary problems.
15. Talk to the teacher often.

SOME KINDLY ADVICE

1. Do not belittle or compare children. Praise everything you can possibly praise.
2. Report any discipline issues to the teacher immediately.
3. Discuss any criticism or disagreements directly with the person involved and in a confidential manner. If this does not resolve your concern, make an appointment to speak with an administrator.
4. Do not discuss children in front of their peers, parents, or other teachers. Make sure you treat any discussion of these issues as confidential.

COMMON QUESTIONS

Q. What are the goals of the volunteer program?

A. The goals of the volunteer program are to improve and expand upon the educational experiences provided for all students. Through a volunteer program, students can get the additional support, attention and assistance that many young people need to succeed in school. A whole new array of resources will become available to the school via the skills, talents and interests of volunteers. The volunteer program will enhance and broaden the rapport between the school and the parents and community members served by the school. Finally, the volunteer program will assist school personnel, allowing educators to focus their time and talents on direct instructional activities.

Q. What are activities volunteers should not participate in?

A. Despite the background and abilities of volunteers, some activities should be left to classroom teachers and other staff members. Volunteers should not be put in the position of direct instructional responsibility, formal evaluation of student progress, handling confidential material, determining group or individual instructional needs, holding conferences with parents, or similar activities.

Q. What qualifications are needed to be an effective volunteer?

A. First and foremost a potential volunteer should have a sincere desire to help others. In the school situation, it is also helpful and preferable that the individual enjoys working with and among young people! Beyond that, a good volunteer program should be able to find a suitable position for any individual who wishes to serve, regardless of the interests, experiences, or background of the volunteers. If training is needed, the program should provide it. All skills are welcomed skills.

Q. What if a volunteer is not happy with an assigned role?

A. It serves no purpose to the school or the individual to have a volunteer remain in a role which he/she is not satisfied with. Flexibility should be built into the plan for placement of volunteers. Volunteers should be able to request a change in assignments which he or she is more comfortable with. Likewise, staff members may request to change the parameters of their volunteer activity or the personnel assigned to them.

Q. How much time must volunteers need to serve the school?

A. As much time as they can spare! It is more important that volunteers are dependable and punctual for the time that they commit to, than the number of hours they are able to serve. The hour or two a week that a volunteer can serve may seem insignificant but, in fact, may have a great impact upon a program or the teacher or student the volunteer has contact with.

Q. Can schools use volunteers who cannot serve in the building?

A. YES! Teachers can use an extra pair of hands to prepare materials, look for resources, contact other parents, grade some assignments, help prepare bulleting boards, etc. If an individual has a desire to help out, but can't make it to the school, there are still many opportunities to serve.

STRUCTURED GROUPS

Structure your groups so that students will be more attentive, eager to work with you, and behavioral issues will be less likely to occur.

- Structure your lessons so that they follow the same format.
 - Be predictable
 - Maintain a routine
 - Students like to know:

- What to do
- When to do it
- How to get it done

- Ask questions frequently to keep students "on task" and to determine whether they understand the material.
- Keep your lessons interesting by changing the pace, varying the activities.
 - Move quickly from one activity to the next.
 - Vary the activities:

- Do a paper and pencil activity followed by an oral activity
- Look at the spelling words, discuss the words, write them in the air

- Increase student understanding by making directions short and clear.
- Maintain student enthusiasm and interest.
 - Be interested in your work and your students.
 - Here are some ideas to keep students interested:

- Talk to students in a motivated manner
- Make your comments specific
- Focus on correct answers
- Ask questions frequently to check for understanding
- Praise students for their work and progress
- Learn about your students' interests and comment on them from time-to-time

WORK WITH STUDENTS TO MINIMIZE BEHAVIOR DIFFICULTIES

Some ways to minimize behavior difficulties are:

- Set standards:
 - Talk with the group to establish standards
 - Some group standards might include:
 - Listen to each other/raise hands to speak
 - Keeps hands and feet to oneself
 - Look at the person speaking
 - Follow directions
 - Try your best
- Establish a personal relationship:
 - Tell the students your name
 - Learn the students' names
 - Let the students know that you enjoy your work
 - Set the tone for the next session
 - Listen to the students
 - Look at students as they talk to you.
- Many behavior issues may be prevented by the way you talk to students.
Remember to:
 - Be courteous and friendly, but don't try to be their "buddy"
 - Be confident, act as if you're in charge even if you don't feel you are
 - Think of other situations where you've worked with young people and remember that you can handle any situation that arises.
- You will be less likely to have problems in later sessions if you establish control from the beginning.

ADVANCE PLANNING

Advance planning may prevent many problem behaviors.

Remember to:

- Go over the lesson:
 - Plan with the teacher.
- Prepare the setting:
 - Select a location
 - Did the location work for you and the students?
- Arrange the group:
 - Have students face away from distractions
 - Stress the importance of sitting properly
 - Seat students need guidance next to you
 - Move misbehaving students near you
 - Make a seating chart
- Plan the supplies needed:
 - Review the materials before meeting with the students
 - Remind the students of the items they will need
 - Work with the teacher to plan a reward system to encourage students who consistently forget items to remember the items they need.

RECOGNIZE AND PROCEED

Typical Student Misbehaviors and Simple Techniques to Try

TALKING DURING THE TUTORING SESSION

- If the talking is disruptive, here are some simple techniques to try:
 - Ask the students to stop
 - Have all the students answer together.
- If you are talking, STOP!
 - Without saying anything, wait until all is quiet. After a few seconds of silence, begin talking again. (*This is a very effective technique*)
 - If the student continues to talk, ask him to stop
 - If the student refuses, have him move away from the group - but within your sight - until he is able to stop being disruptive and return to the group.

DISRESPECT/DISREGARD FOR A PEACEFUL LEARNING ENVIRONMENT

- This behavior may include:
 - Answering for another student
 - Laughing at a student's answer
 - Poking other students with fingers, pencils, feet or books.
- Stop the session, wait for silence.
- Make a brief, courteous, and firm statement:
"That behavior is not acceptable."
- Move closer to the offending student
- Ask the student to stop
- Send the student to his/her desk right away if the behavior continues.

REFUSING TO WORK

- Be aware that refusal to work may mean that the student doesn't know how to do the work and doesn't want anyone, especially peers, to find out
- Compliment the other students who are working
- Without saying anything, move closer to the student
- Encourage the student to participate
- Ignore the behavior
- Talk to the student privately.

WHEN TO CALL THE TEACHER

- We recommend you request the teacher's assistance if any of the following behaviors occur:
 - The language the student uses is offensive to you
 - You are getting frustrated and believe a power struggle is beginning
 - You have tried everything in your bag of tricks and are at a loss for what to do next.
- IF YOU ARE ANGRY, IT IS CRITICAL THAT YOU REQUEST TEACHER ASSISTANCE.
- GET THE TEACHER'S ASSISTANCE IMMEDIATELY IF:
 - The student hits you
 - The student hits another student
 - The student throws books, notebooks, pencils, pens, etc. with which you and the group are working.
- Ask the teacher which behaviors require immediate assistance from the teacher
- Ask the teacher which behaviors require dismissal from the group.

TALKING BACK OR ARGUING WITH THE TUTOR

- Remain cool, calm and collected
- Give an "I" message
"I need you to help us complete our work."
- Talk to the student privately
- Remove the student from the group
 - Have the student move away from the group - but within your sight - until he/she is able to work productively with the group
 - If the behavior continues, send the student back to his/her desk
 - If the teacher is busy, wait until the teacher is free to discuss, privately, why the student was sent back.

WHAT ABOUT TOUCHING?

- Use caution when touching students
- In general, less is better!
- The students' cultural background may also play a factor in whether it is appropriate to touch them at all

**NEVER TOUCH A STUDENT
WHEN YOU ARE ANGRY!**

- There are many ways to show a student you care without touching:
 - Smiles
 - "Thumbs up"
 - Specific, genuine praise

WHEN SHOULD I IGNORE BEHAVIOR?

- When the behavior is noticeable, but doesn't affect the work you and the group are doing
- When the behavior is something you can live with because you're still in control of the group
- Remember, it's not always necessary to correct every misbehavior.