

KFD **SCHOOL VOLUNTEERS** (Cf. IFC)

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The purposes of the school volunteer program are:

To increase the educational attainment of students;

To provide enrichment experiences beyond those that the school can provide;

To provide more effective utilization of teacher time and skills;

To give more individual attention to students who need it; and

To promote greater community involvement.

General Principles

“Volunteers in Education” is a program of the district and is, at all times, guided by the principles and policies of the district.

Volunteers are assigned to a school only upon the request of the teacher or principal.

Volunteers serve only in an auxiliary capacity under the direction and supervision of certified school personnel.

A volunteer is not a substitute for a member of the school staff, but does supply supplemental and supportive services.

A volunteer does not have access to confidential files and records.

Wherever possible, volunteers are assigned to the particular school where they wish to serve.

The relationship between volunteers and the school staff should be one of mutual respect and confidence.

The Effective Use of Volunteers

The use of school volunteers is not new to the schools. However, the concept of a school volunteer program as an organized and coordinated activity cooperating with the administration is new. School volunteers are playing an increasingly vital role in education. They are a vital asset to the schools, for they represent those citizens who translate their concern for students into action. These volunteers are important because they help everyone:

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The students, most of all--by providing opportunities for more individual attention under the direction of certified staff; by enriching curriculum by adding the experience of the volunteer's special interests, hobbies and avocations; and by closing the "generation gap" by providing more opportunities for students and adults to exchange ideas, an important "two-way" fringe benefit;

The teachers--by relieving them of many necessary chores which take up time that could be used for more important educational purposes;

The administrators--by assisting with office detail and parent communications; and

The community--by improving the adult-student ratio in the classroom; by helping students to better understand their community; by enlarging the worlds of both students and volunteers; and by providing communication between the school and the community through positive participation.

Anyone can be a volunteer in education—men, women or students who are willing to give time and talent to help as a member of the educational team. School volunteers must like people, want to help the school and have time to devote a few hours a week to the task.

All school volunteers work under the direction of the school staff and provide supportive services to them. Volunteers are not teachers; they assist teachers and will only be assigned to those staff members who request them. The volunteers will never replace the paid school staff, nor will their presence mean that fewer paid staff members will be needed.

Persons interested in volunteering time or services to the district should contact the building principal for assignment. The principal may appoint a school volunteer program advisor to assist in this process.

School volunteers serving in the district without financial compensation are bound by the policies, rules and regulations of the district. They, as any other employee, are to be supervised by each building principal.

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General Guidelines

Each school initiates and directs its volunteer program with the assistance and cooperation of the school volunteer program advisor, who will perform most of the “time consuming” administrative tasks necessary for an effective program. The district advisor will work closely with the principal, staff and volunteer coordinator in the respective schools to recruit, train and place volunteers. The success of the advisor depends on the conviction of the administrators and the instructional staff that such a program will be beneficial for the students. The success of the program is dependent on the desire and ability of the instructional staff to use volunteers in education; therefore, cooperation between the district advisor and the individual schools is exceedingly important.

Two types of volunteers are defined:

The service volunteer in education offers assistance on a regularly scheduled basis and can be found anywhere in the schools:

Compiling the school newsletter, arranging transportation for field trips, supervising the playground or lunchroom, etc.;

Working on a one-to-one or small-group basis in the classroom;

Assisting the media specialist;

Assisting with the clerical load of the school; and

Assisting with the athletic program.

The resource volunteer in education is a recruit who shares talents, conducts demonstrations or gives special presentations and who usually works with an entire classroom.

The district advisor will emphasize the line that separates the certified instructional staff from the volunteers. The following instructional tasks are strictly certified staff responsibilities and not to be performed by volunteers:

Diagnosing student needs;

Prescribing instructional materials;

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Selecting appropriate materials;

Counseling with students;

Evaluating student programs and achievement; and

Initiating or determining the why, the how, the where and the when of any instruction.

The volunteer can be of considerable assistance in accomplishing some tasks; however, it is primarily the teacher's sole duty to initiate and direct such tasks.

The Role of the Principal

The principal is a key person in the school volunteer program as the administrator and supervisor of all school activities. It is the principal's responsibility:

To determine the scope and nature of the volunteer program in the building;

To designate a staff member within the school to assist with the development of the program;

To acquaint the staff with the program (goals, services available, ways to use services effectively) with help of the volunteer coordinator and the district advisor;

To provide whatever orientation is necessary in the acceptance of volunteers by teachers, students and parents;

To provide orientation training, placement and evaluation within the building with the assistance of the volunteer coordinator, staff and district advisor;

To provide orientation of school policies and procedures to the volunteers;

To provide access to the faculty lounge and cafeteria or provide them with similar space;

To provide space within the building for volunteer meetings, bulletin boards, assignment box, materials, etc.;

To provide a sign-in, sign-out sheet for all volunteers;

To take responsibility for disseminating information to the volunteer coordinator, volunteers and professional staff; and

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To explore possibilities of providing released time for teacher's initial involvement in the program.

The Role of the School Staff Member

A teacher should take part in the program only because the teacher has a desire to use the volunteer in an effective way; the teacher shall:

Make requests for volunteer services to the principal;

Determine what specific duties a volunteer can perform in the particular classroom/department;

Write a short job description for each volunteer assignment and give specific instructions when assigning tasks to a volunteer;

Help train and use volunteers in any way that will be helpful to the students;

Plan ahead to provide meaningful activities for volunteers;

Help volunteers feel comfortable among the staff and students;

Meet with volunteers to mutually assess the effectiveness of their services; and

Have the option to request the principal to reassign any volunteer.

The Role of the Volunteer in Education

A volunteer cares about people, particularly young people;

Learns and observes the regulations of the school;

Is regular and consistent in attendance and notifies the principal or staff member when it is necessary to be late or absent;

Maintains a professional attitude--does not discuss teacher, student or school affairs with other people;

Realizes that school records and relationships between staff members and students are confidential;

Understands and accepts the students in terms of their own background, values, manners, vocabulary and aspirations;

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- Accepts the tasks given by any staff member to whom assigned;
- Knows that every task performed in a school is important to the education of students;
- Realizes the importance of the volunteer's role as an example of behavior, speech and dress to the students;
- Understands and appreciates the work of the school staff;
- Stands as one with the staff member;
- Leaves personal pressures and concerns at home;
- Shows patience, tolerance and understanding;
- Builds self-esteem and self-image as well as skills and ideas in students and finds something positive to say when working with students;
- Is eager to increase personal competence by attending training sessions and taking advantage of on-the-job training;
- Keeps lines of communication open; discusses problems that arise with the principal or staff member; and
- Works cheerfully and willingly.

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