

Eastlawn Elementary School
Escuela Primaria Eastlawn
Volunteer Handbook
Manual para los Voluntarios
2012

Engaging Students with Commitment and Pride
Involucrar a los Estudiantes con Compromiso y Orgullo

Goals of the Volunteer Program at Eastlawn

1. To have adults from the community take an active interest in the children and their academic, physical, and emotional well-being.

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2. To make connections between the school and the community it serves.
3. To expose the children of Eastlawn to caring adults who, by their interest, model the importance of education.
4. To assist teachers and staff members in ways that embrace the educational program provided for the children of Eastlawn.

Volunteer Code of Conduct

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

1. I will complete and submit a new Volunteer Application every year and if necessary, will submit a background check at the request of school administration.
2. I will sign IN and OUT at the front office every visit.
3. I will wear a volunteer name badge at all times while on campus.
4. I agree never to be alone with individual students who are not under the supervision of teachers or school authorities.
5. I will maintain confidentiality of all school and classroom information.
6. I will share with teachers and/or school administrators any concerns that I may have related to student welfare or safety.
7. I will not supervise a class in the absence of a certified teacher.
8. I will not discipline students.
9. I will not establish or make decisions about instructional objectives.
10. As a role model for the students, I will dress and act appropriately.
11. I agree only to do what is in the best interest of every child with whom I come in contact.

***Please park in the Graham-Hopedale parking lot. If that lot is full, you may circle in front of the school and park in the gravel lot.*

Volunteer Opportunities

1. **Classroom Assistants** work closely with classroom teachers and staff, assisting in various projects, preparing instructional materials and interacting with students:
 - a. Small groups such as writing and/or reading groups;
 - b. Laminate instructional materials;
 - c. Proctor tests; and/or
 - d. Duties assigned by the teacher.
2. **Media Center Assistants** work closely with the media specialist:
 - a. Shelve books;
 - b. Check out books; and/or
 - c. Assist with project learning.
3. **Mentors** to students motivate students to achieve in school. Through establishing a one-on-one relationship with a student and serving as a positive role model, mentors provide encouragement and friendship to a student.
 - a. Breakfast buddy;
 - b. Lunch buddy; and/or
 - c. Recess buddy.
4. **Spanish Bilinguals** assist with translation of classroom/school documents.
5. **Clerical Assistants** work with office staff to complete general projects and/or ongoing activities including answering the telephone.
6. **Food/Clothing Pantry Volunteers** keep the pantry organized and up-to-date.
7. **Community Partners** promote a relationship between Eastlawn and its surrounding community.
 - a. One-on-one mentoring and/or tutoring;
 - b. Classroom presentations;
 - c. Student and/or teacher recognition;
 - d. Field trips;
 - e. Displaying student work;
 - f. Judging student competition;
 - g. School Beautification;
 - h. Assist families;
 - i. Donating money and/or materials; and/or
 - j. Implementing unique programs designed by the community partner and Eastlawn staff.
8. **Resource Speakers** provide curriculum enrichment by sharing information on careers, hobbies, travel, and other areas of expertise with students in the classroom.

Expectations

What the teacher expects of the volunteer:

1. Be reliable. If you have a scheduling conflict, please notify the school as soon as possible. Please make sure you let the secretary know the student(s) or classroom you are working with so that she can make them aware of your absence.
2. Sign in when you arrive and when you leave. We ask that you wear your volunteer badge when you are in the building.
3. If you are working in a classroom, try to learn the names of the children...it is important to them.
4. Volunteers should be punctual. Please arrive by your assigned time, ready to work.
5. Volunteers need to complete tasks in a timely fashion. If you are unable to complete something, leave detailed instructions so that the teacher or another volunteer can easily complete it.
6. Be sensitive to teacher's time and needs, as well as non-disruptive to the classroom.
7. If you see a student having specific problems, please make sure you discuss it with his/her teacher.
8. Please do not bring preschool siblings or other children to school with you during volunteer time.

What the volunteer expects of the staff:

1. Provides materials and necessary instructions/expectations for assigned tasks and have them ready at the volunteer's assigned time.
2. Treats volunteers as professional assistants, with a friendly and welcoming attitude.
3. Notifies the volunteer about any scheduled changes which may interrupt their regular schedule.
4. Assigns tasks volunteers are capable of doing and gives assistance, as needed.
5. Accepts creative ideas and suggestions from the volunteer.
6. Offers constructive criticism, but not in front of students.
7. Remains in charge of the classroom and assists the volunteer in matters of discipline.
8. Explains policies and procedures the volunteer may need to be familiar with.
9. Shows the volunteer respect and courtesy.
10. Gives feedback on student progress and listens when the volunteer relates his/her information regarding the students



What ifs?

Sometimes volunteers may find they have questions about their job or the volunteer program in general. The purpose of this portion of the handbook is to give some broad guidelines for **“What to do if....”**

You can't come to school at your scheduled time.

We ask that you notify the school as soon as you realize that you will not be able to come in at your scheduled time. This gives the teacher/staff the opportunity to make other arrangements to complete the tasks you would have worked on during your time at school.

A child tells you something you feel someone else should know or you have a discipline problem with a child.

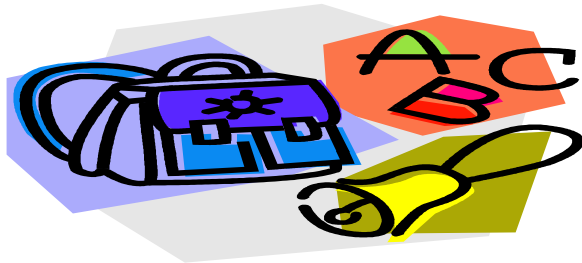
If this situation arises, you need to address it with the child's teacher as soon as it is reasonable, given the activity in the classroom. In the case of a severe or persistent discipline problem, discuss it with the child's teacher.

You can no longer volunteer.

Please give the school as much notice as possible so a replacement can be found for you.

You are unhappy in your role as volunteer.

Our volunteers should enjoy what they are doing. If you find that you are unhappy, please talk with the Volunteer Coordinator or Assistant Principal to try to resolve your concerns.



Getting off to a Good Start

When Working with an Individual Student:

- If you are working with an individual student, take some time to get to know him/her.
 - Find out what your student does outside of school.
 - What sports do they play, favorite tv shows, favorite games.
 - Does s/he have a pet? Talk about the pet.
- Tell the students a little bit about yourself and your interests.
- Discuss what your schedule will be. Don't make any promises you can't keep....students remember everything! Keep to your schedule as much as possible. Your student will be expecting you and will look forward to your coming to his/her school. If you need to make a change, let the student/teacher know in advance if possible.
- Be a good listener. Let the student know that you care about their thoughts and ideas.
- Accept the student for who s/he is....don't try to make them into something they are not. You are here to help, not change them.
- Be encouraging. Recognize effort as well as products.
- If you don't know an answer to something, admit it and work it out together...nobody knows everything!
- Let the child know that you enjoy your time with him/her...and enjoy yourself!!

When working with Groups of Students (small or large groups)

- Find out what the teacher wants you to work on.....get specifics.
- Indicate to the children how you would like to be addressed.
- Discuss with the teacher ahead of time what classroom management techniques you should be using, in the event of the need for discipline....or if the teacher wants you to handle it.
- Encourage all the students, not just the ones with the correct answer.
- Give each student time to answer....don't allow other students to jump in and answer for him/her.
- Let the children know that you enjoy your time with them....and enjoy yourself!!!

Characteristics of Children Aged 5-8 Years

Physical Characteristics

- Full of energy, may find it difficult to sit still
- Tire easily
- Aware of physical limitations
- Increasing fine motor skills (e.g., using scissors, writing)
- Proud of their accomplishments
- Prefers to participate rather than observe

Self-Image

- Self image based primarily on what they think others think of them
- Proud of their own accomplishments; want to be treated as individuals
- Eager to please adults they admire
- Becoming more independent of home and parents
- Flourish from positive reinforcement about specific things
- Sometimes adamant about their likes and dislikes

Relationship with Others

- Try out new ways of getting along with others
- Imitate adults in attitudes and actions
- Sensitive about feelings---both their own and others
- Aware of individual differences in physical appearance
- Still seek acceptance and encouragement primarily from parents and teachers
- Beginning to develop a sense of right and wrong in attitudes and actions toward others.

Interest in Learning

- Beginning to draw conclusions from practical experience
- Still have private worlds of fantasy and wonder
- Eager to learn
- May surprise adults at times with their insight
- Eager to try new activities but frustrated by attempting things beyond their capabilities.

Characteristics of Children Aged 8-12 Years

Physical Development:

- Growing steadily; physically active
- Differ widely in physical maturity (girls likely to mature earlier than boys)
- May be maturing sexually and having questions about their bodies
- Becoming increasingly interested in improving personal appearance.

Self-Image:

- Becoming more independent of adults
- Often frustrated when they do not measure up to their own expectations or those of others
- Want to make their own decisions
- Often mention what they would like to be when they grow up
- Want tasks to perform; want to be useful.

Relationship with Others

- May be aware of the opposite gender but unsure of relationship; teasing often denotes attraction to opposite sex
- Have increased concern about right/wrong (example: lying, cheating)
- Developing more responsibility for forming and keeping friendships
- Interested and informed about people around the world
- Values of peer group generally accepted over those of adults

Interest in Learning

- Develop longer attention span
- Interested in current events
- Increased skills in reading and expressing ideas in writing
- Learning to think abstractly
- Often try to be perfectionists which can result in frustration.

Special thanks to Greenon Local Schools Volunteer Handbook; School Board of Alachua County School Volunteer Program; Travis Unified School District Volunteer Handbook