

Volunteers Welcome!



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80 Sheppard Avenue East, Toronto, Ontario M2N 6E8

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Volunteers Welcome!



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Policy:

“The TCDSB endorses the use of volunteers in its schools”.

Regulations:

1. A principal is encouraged to use volunteers in school to assist teachers with school activities.
2. The volunteers will perform such duties as assigned by the Principal.
3. The volunteers will perform their duties without remuneration.
4. All volunteers who will be assisting students on a regular and/or an overnight excursion basis will be required to complete a Volunteer Registration Form and a Confidential Information and Communications Form as found in the TCDSB Volunteer Manual and shall be required by the Principal to submit a current vulnerable Police Reference Check before the commencement of the assignment.
5. Volunteer coaches must abide by the Ontario Safety Guidelines for the particular athletic activity and Board policies as posted on the Board’s website.
6. This policy was implemented beginning January 1, 2008.

TCDSB POLICY REGISTER S.01

**SCHOOL
VOLUNTEERS**

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WHO CAN BECOME A SCHOOL VOLUNTEER?

Anyone who is interested in assisting at a school may do so. However, parents, senior elementary pupils, secondary and university students, and older adults are particularly welcomed.

RATIONALE

1. Ottawa Board of Education, People Helping People, Ottawa, n.d.

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*The best ingredients
for a volunteer
program in a school
are an enthusiastic
principal, a
volunteer
coordinator, a
supportive staff and
a strong community.*

THE VOLUNTEER PROGRAM

ROLES OF SCHOOL STAFF , VOLUNTEER COORDINATOR AND PARENT

ROLE OF THE PRINCIPAL

The principal is the key person in convincing the school staff of the benefits of the program. This may be done by:

- ♦ Arranging the program so that every volunteer has a specific task to do; ²
- ♦ Allowing time for the staff to become accustomed to the idea and to the volunteers themselves.
- ♦ Once the program is established, looking for ways that will ensure the continued growth of every person involved in the program - volunteer, child, teacher.

The principal makes sure that there is a variety of programs offered; eg. Enrichment, special needs, etc.

ROLE OF SCHOOL STAFF MEMBERS

School staff should request a volunteer before a volunteer is put in the classroom. The following points can help to create an effective program.

- ♦ Prepare the students for volunteers coming into the classroom.
- ♦ Create an environment of hospitality and acceptance.
- ♦ Give active leadership plus clearly define procedural guidelines and goals to ensure all concerned (principal, teacher, parents, students and volunteers) are in accord.
- ♦ Help the volunteer to establish positive relationships with the children.
- ♦ Make sure there is enough for the volunteer to do, preferably with slightly more work organized than can be accomplished in the time available.
- ♦ Ensure that, firstly, volunteers have the information they need to carry out their responsibilities; secondly, that an outline be given of the extent to which school equipment and facilities can be utilized by the volunteer on behalf of the student.
- ♦ Establish means of measuring progress (record of performance) to guide the volunteer.

2. Ottawa Board of Education, op. cit.

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In order to respond to the needs expressed by the school and at the same time assign the volunteer to tasks that are meaningful to them, it is suggested to have them fill out a “Volunteer Registration Form”, (see Appendix B, page 18). Doing this will give the school an idea of the volunteer’s time commitment and skills.

THE VOLUNTEER PROGRAM

RECRUITMENT, SELECTION AND TRAINING OF VOLUNTEERS

RECRUITING VOLUNTEERS

Once it is determined that volunteers are needed, a job description can be written outlining their responsibilities (Appendix “C”). The principal or staff from the Community Relations Department can then assign personnel who will train the volunteers, and can arrange for transportation if needed.

Once these steps are taken, recruitment can begin. (Appendix “A”). Sources for potential volunteers are:

- ♦ school councils;
- ♦ parents at large (or extended family who might be staying at home);
- ♦ parish;
- ♦ neighbourhood service clubs (Ladies auxiliaries, Catholic Women’s League, etc.);
- ♦ police officers, fire fighters;
- ♦ high schools (to accumulate mandatory credits prior to graduation);
- ♦ colleges and universities.

1. Time Commitment of the Volunteer

If volunteers have limited free time they could be involved in special activities, field trips, telephone assistance, tutoring, and so on.

If volunteers can dedicate several hours a day for more than one day a week, they could offer enrichment or remedial help, assist in the office or library, etc.

Volunteers with unlimited time could be involved in tutoring children with special needs, field trips, etc.

How the volunteers would get to school (do they need transportation?). This is more appropriate when the volunteer is an older adult.

2. Skills of the Volunteer

Once the time element is clarified, potential volunteers should be surveyed to find out:

- ♦ Their special talents or training, so as to suitably match them with school programs; examples: music, art or crafts, typing, librarian skills, filing, proficiency in languages, competency in sports, etc.

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***Filling out a
“Volunteer
Registration Form”
(Appendix B, page 16)
will provide a profile
of the volunteer in
relation to the
contribution they
hope to bring to the
school. Some older
adults may prefer to
verbally answer the
questions and the
interviewer can fill
out the form for them.***

THE VOLUNTEER PROGRAM

SELECTING VOLUNTEERS

The personal interview is the best method of selection. There should be a careful and honest screening process for personal suitability. The principal, volunteer coordinator (if there is one) and the staff member involved should be part of the interviewing team. School staffs should have a clear idea of the exact needs of the school.

- ♦ Who are we looking for?
- ♦ First and foremost, a person who likes children and is concerned about them.
- ♦ Someone who is blessed with special talents or life experience that will be of benefit and interest to the students.
- ♦ A person who has the time and energy to come to the school on a regular or part-time basis.
- ♦ Someone who is reliable.

The interviewing team should be aware of health, security and catholicity issues. When in doubt, it is important to explore and consult with appropriate personnel.

TRAINING

1. The Initial Orientation

When volunteers first come into a school, their interest and enthusiasm are combined with normal anxieties about what is expected: whether they will be able to work with the children, how the teacher will feel about them, etc. Older adults volunteers are surprised to see how much activity goes on in today's classroom. It is important to clarify the following:

- ♦ The importance of confidentiality. With this in mind, it is suggested that a confidentiality statement be explained and signed (see Appendix “D”).
- ♦ Class, office, library and fire routines
- ♦ The need for reliability
- ♦ The importance of communication between staff and the volunteer
- ♦ The need to be open to receiving continual guidance and instruction from the teacher.
- ♦ The way discipline is handled in the classroom.
- ♦ Duty to report to a Children's Aid Society in cases of suspected child abuse as per Policy S.17.

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- ♦ An outline of how the volunteer is covered under the Board's insurance policy.
- ♦ The school hours and a calendar for Professional Development Days
- ♦ The need to be familiar with the teaching aids available.

At this time, a “Volunteer Assignment Profile” (Appendix “E”) will clearly define the volunteer's duties.

2. Feedback and Evaluation

- ♦ Good communication minimizes many potential problems:
- ♦ The establishment of clear objectives is important.
- ♦ A lesson plan allowing space for written comments by the volunteer is important (Appendix “G”).
- ♦ Good communication with volunteers, especially before and/or after each session is helpful. These sessions should be informal.
- ♦ An evaluation at the end of each month or term helps to monitor the progress of the student and the volunteer.

3. Modification

After a certain period of time:

- ♦ There may be a need to modify the tasks performed by volunteers based on their talents, interests, suitability, developed capabilities, students' progress and class requirements.
- ♦ The program should be flexible enough to allow for the personal growth of the volunteers and the students.

THE VOLUNTEER PROGRAM

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GUIDELINES FOR VOLUNTEERS

- ♦ Arrive promptly.
- ♦ Know the classroom routines and rules - the students are always testing.
- ♦ Speak in a positive way to the children.
- ♦ Try to learn the children's names.
- ♦ Work at the children's level, sit or stand with them.
- ♦ Help the children to continue to work on their projects (but don't do the project for them).
- ♦ Ask questions to clear up difficulties.
- ♦ Clean up with the children, setting an example and encouraging them to help.
- ♦ Do not make comparisons between children.
- ♦ Talk to staff, not about them.
- ♦ Allow children to work at their own speed - nagging causes problems rather than saving time.
- ♦ Talk to the teacher about the children at appropriate times, not in front of the other children or parents.
- ♦ Notify the school when you are unable to come.



**THE
VOLUNTEER
PROGRAM**

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THE VOLUNTEER PROGRAM

SUGGESTED GUIDELINES FOR REGISTERING AND SCREENING

- 1. Request applicants to fill out the following:**
 - i) Volunteer Registration Form (Appendix “B”)
 - ii) Confidentiality Statement (Appendix “D”)
- 2. Provide a job description for the position and conduct a careful and honest screening of all applicants.** A Sample Job Description is provided (Appendix “C”). The personal interview is the best method of assessing and screening volunteers. The principal, volunteer coordinator, (if there is one), and the teacher involved should be part of the interviewing team. At the discretion of the principal, other staff such as the school social worker and/or psychologist and/or a Community Relations Officer could also be part of the interviewing team.
- 3. Contact references provided by the volunteer.**
 1. References from the parish and previous schools (if applicable) may provide crucial information with respect to suitability and placement.
- 4. Provide orientation.** *Please refer to section on Training Volunteers.*
- 5. Verify student volunteer activities.** A sample form designed to log the activities of the school volunteer is provided in this handbook (Refer to Appendix “H”).
- 6. Introduce volunteers to staff, students and other volunteers.** Volunteer tags, buttons or any other visible signs for identifying and recognizing their presence would be helpful. *Please refer to Board policy on Access to School Premises.*
- 7. Evaluate and recognize the work of volunteers.** This Manual provides tips on how to appreciate the work of school volunteers.
- 8. Write a letter of reference at the end of the assignment.**
- 9. Provide a “Certificate of Recognition - Volunteer Services” for the signature of the school principal.** (See Sample: Appendix “I”). If this official certificate requires the signatures of the Director of Education or the chairman of the Board, it can be arranged through the Community Relations Department, ext. 2286.
- 10. Pursue security clearance from the Toronto Police Services for any Volunteers that will be in contact with pupils on a regular and/or an overnight excursion basis.**

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RIGHTS OF VOLUNTEERS

- ♦ To be suitably recognized and treated with respect.
- ♦ To be given suitable assignments.
- ♦ To receive on-going and appropriate training education for the task to be performed.
- ♦ To be given clear directions and objectives.
- ♦ To be given a variety of experiences.

DUTIES

- ♦ To maintain confidentiality (see Appendix "D").
- ♦ To be willing to learn and to share their skills and knowledge.
- ♦ To be responsible, dependable and interested.
- ♦ To understand that the teacher's role must never be eroded by that of the volunteer. The volunteer serves to augment the teacher's ability to reach all students, particularly those with special learning or possibly emotional needs.
- ♦ To believe in the value of their task and to carry out their duties promptly and reliably.



**THE
VOLUNTEER
PROGRAM**

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Organize a special recognition day for the school's volunteers and present to them an award or certificate. It is a wonderful way to express our appreciation.

"I need a sense of belonging — a feeling that I am honestly needed for my total self..."

THE VOLUNTEER PROGRAM

RECOGNITION OF VOLUNTEERS

How do we keep our volunteers and attract new ones? How can we make their work interesting and rewarding?

It is essential to keep lines of communication open. Effective communication can eliminate many misunderstandings that can arise from time to time. To assist in this flow of information, a friendly atmosphere is invaluable.

Here are some further tips:

- ♦ Be sensitive to the way volunteers feel, allot time to talk things over and help them to feel part of the team.
- ♦ Have something definite and meaningful for the volunteers to do. People can sense if they are honestly needed. The attitude "I'd rather do it myself" must not be conveyed.
- ♦ Have realistic expectations of volunteers.
- ♦ Celebrate achievements and outline the progress that is being made towards goals.
- ♦ Invite the volunteers to the special school events such as the staff's Christmas dinner, school concerts and plays.
- ♦ Organize a special recognition day for the school's volunteers and present to them an award or certificate. It is a wonderful way to express our appreciation.
- ♦ Call when a volunteer is ill, "get well" cards from the children are treasured. "Thank you" cards also do much to strengthen the association with the school community.
- ♦ Compensate the volunteers for out-of-pocket expenses whenever possible.

This is not meant to be an exhaustive list, but merely some suggestions to consider.

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INSURANCE FOR SCHOOL VOLUNTEERS

The Toronto Catholic District School Board provides the following insurance coverage to volunteers while engaged in duties requested by the Board:

1. **Accidental Death, Dismemberment.**
2. **Legal Liability Insurance.**
3. **Excess Automobile Liability Insurance.**

The Board does **not** provide volunteers with insurance coverage for the following items.

1. **Workers' Compensation.**
2. **Personal property owned by volunteers.**
3. **Automobile Insurance**
(Volunteers legally must insure their own vehicles).

Note: All accidents involving personal injury to staff, volunteers, students or the general public must be reported to the principal as soon as possible.

Damage or loss of school board property also should be reported to the principal as soon as possible.



**THE
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PROGRAM**

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The role of parent and other volunteers in the school can be as diversified and challenging as the people involved.

School Volunteers work under the supervision of a staff member.

SUGGESTED ACTIVITIES FOR VOLUNTEERS

INDIVIDUAL WORK WITH STUDENTS

Depending on the interests and backgrounds of the volunteers, activities can fluctuate from individual and group work with students to organizational capacities and enrichment programs. Following are some suggestions as to how volunteers can be employed within the school:

PRIMARY

- ♦ Develop eye-hand coordination - individual use of beads, patterning, left to right progression, visual motor skills.
- ♦ Practice in cutting, folding, arrangement; (for child with underdeveloped fine motor skills).
- ♦ Work with children as they paint or crayon, discussing their work, and underwriting their descriptions on their pictures for them.
- ♦ Talk to children to stimulate them to write stories, poems, descriptions, etc. and writing them out for children too young to write.
- ♦ Listen to children read - encourage them to talk about the story and their thoughts about it.
- ♦ Use word games, view films or videos, read to children to develop their background of experiences and their vocabulary.
- ♦ Use individual blackboard work and use of concrete materials to reinforce number concepts, addition and subtraction, place value, etc.

JUNIOR

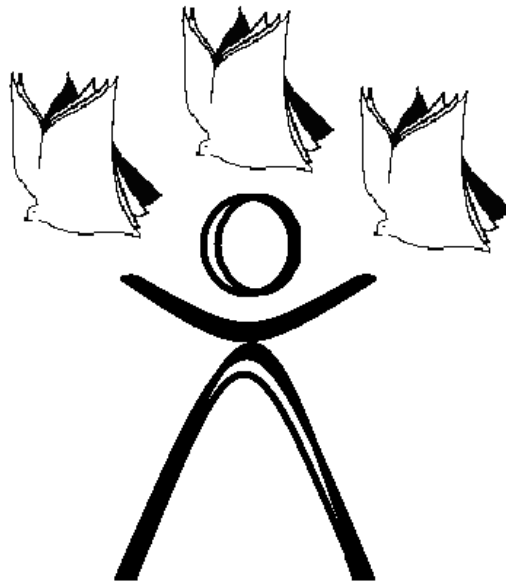
- ♦ Listen to children read. Discuss the story. Check for meaning, inference, relating reading to life.
- ♦ Rote drill of multiplication facts; division.
- ♦ Individual reinforcement in areas of fractions, algebra, geometry.
- ♦ Dictation of spelling words in preparation for tests.
- ♦ Individual help with research projects in Science/Social Studies.
- ♦ Specialized use of Library - processing books, researching a topic; focusing on works of one particular author.
- ♦ Extension of research into a topic the child is interested in.

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INTERMEDIATE

- ♦ Proofread essays for students
- ♦ Help with preparation for public speaking - topic, sentence structure, main idea, delivery, presentation
- ♦ Support for individual students who might need it because of emotional needs, peer pressure, home strife, etc. A patient attitude and a willingness to listen in situations like these can often benefit the student involved and the teacher, who at that time may be unable to leave the group.
- ♦ Oral history from older adults.



**SUGGESTED
ACTIVITIES
FOR
VOLUNTEERS**

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In addition to work within the classroom, volunteers can be invaluable assets to the school as a whole. There is a multitude of activities that give character and light to a school community.

SUGGESTED ACTIVITIES FOR VOLUNTEERS

GENERAL:

The involvement of volunteers in the planning and organization helps to ensure community ownership, acceptance and a positive response to these activities.

Examples:

- ♦ Making “hands on” activities and games for children to use as supplements in subject areas.
- ♦ Photocopying reinforcement material for language arts/math areas.
- ♦ Making flash cards for word or math facts.
- ♦ Helping in organization of First Communion and Confirmation.
- ♦ Running bake sales.
- ♦ Assisting with decorating, baking, cleanup for graduations.
- ♦ Making Christmas costumes, sets for Christmas concerts and other productions.
- ♦ Preparing power point presentations.
- ♦ Assisting in preparation of yearbook for graduating classes.
- ♦ Collecting photo money and organizing picture day.
- ♦ Organizing and refreshment stands on Play day.
- ♦ Driving and supervising programs for older adults.
- ♦ Helping with outings and field trips.
- ♦ Working with children with special needs.



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USE OF PARENT VOLUNTEERS ON EXCURSIONS

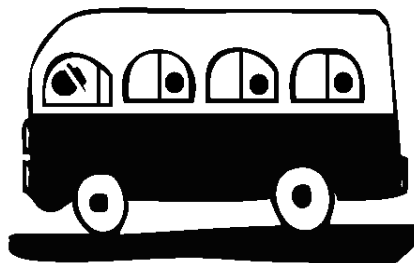
Schools often use parent volunteers to aid in the supervision of students as well as helping carry out programs. A few suggestions are offered here:

- (a) Parents should have an active role both in the planning and execution of the excursion.
- (b) Be realistic about the size of the group assigned to any parent. A suggested ratio for the primary division is one adult for each ten or twelve students.
- (c) Introduce parents and students to each other. Explain the roles of parents to students.
- (d) Discuss with parents your expectations for children's behaviour and strategies for coping with misbehaviour.
- (e) Before the excursion, meet with parent volunteers and discuss such items as the purpose of the excursion, what will be done in the classroom before and after the event and, outline the general nature of the excursion and what the teaching staff hope will be learned from it.

REFERENCE:

THE EXCURSION HANDBOOK PP 41-42.

**SUGGESTED
ACTIVITIES
FOR
VOLUNTEERS**



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SAMPLE RECRUITMENT LETTER

NAME OF SCHOOL

RETURN ADDRESS

Dear _____:

The partnership of the Catholic home, school and church in the education of our children has created a spirit of cooperation and understanding between our schools and their local communities.

The volunteer program within our school has done much to enhance this spirit of cooperation and understanding. The assistance of volunteers enables our teachers to give much needed individual attention to pupils, to diagnose and plan effectively, and to design and modify programs.

The volunteer in the classroom will not work solely in housekeeping and supportive roles, but will be actively assisting the teacher with such things as story telling, listening to children read, providing review experiences as arranged mutually with the classroom teacher.

The volunteer benefits by having the joy of working with children and by gaining a better understanding of the school curriculum and programs, a greater awareness of the roles and responsibilities of teachers and principals, plus a sense of belonging and of personal growth.

If you are interested in working as a volunteer, we will be delighted to hear from you.

Before volunteers begin working in the school on a regular basis, they are invited to participate in a brief workshop. Our next scheduled workshop is as follows:

Date: _____

Time: _____

Place: _____

Yours sincerely,

Principal

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VOLUNTEER REGISTRATION FORM

(This form is to be kept at school)

Last Name: _____ First Name: _____

Address: _____ Apartment No.: _____

City: _____ Province: _____ Postal Code: _____

Telephone: Home: () _____ Business: () _____

Fax: () _____ E-mail: _____

1. Please mark the days of the week and time you have to volunteer at the school.

☐ MONDAY ☐ TUESDAY ☐ WEDNESDAY ☐ THURSDAY ☐ FRIDAY ☐ WEEKENDS

From/To (e.g. 8:00 a.m. to 11:00 a.m.): FROM _____ A.M. / P.M. TO _____ A.M. / P.M.

2. In what area are you interested in volunteering? (e.g., reading, tutoring, enrichment programs, classroom displays, school trips, any other area in which you are interested). Why? _____

3. Do you have a special talent or knowledge you would like to use in volunteering (e.g., play piano, pottery, etc.).

☐ YES? ☐ NO? (If yes, what?) _____

4. Do you speak other languages? Indicate which ones. _____

5. Have you done volunteer work before? ☐ YES? ☐ NO? (If yes, where?) _____

(List responsibilities, duties, grade level, special need students). _____

6. Do you have any health-related concerns the school should be aware of? (e.g., allergies, infectious or contagious conditions, medic alert, medications). _____

Emergency Contact: Surname: _____ Name: _____

Telephone Number: Home: () _____ Business: () _____

7. Have you ever been convicted of a criminal offence for which a pardon has not been granted? ☐ YES? ☐ NO?

Have you ever been convicted of a sexual or violent criminal offence? ☐ YES? ☐ NO?

8. Please provide the name of only two references who may be contacted by the school.

a. Name of last school Volunteer Supervisor/Employer: _____

Address: _____ Telephone No.: () _____

b. Name of last school Volunteer Supervisor/Employer: _____

Address: _____ Telephone No.: () _____

By signing this form, I agree that the information provided by me on this form is true.

Signature: _____ Date: _____



SAMPLE JOB DESCRIPTION

A. Position Title: Volunteer Tutor

B. Job Description: Working with children with special needs,

C. Qualifications:

- Education
- Experience/Training - Experience working with children
- Age 16 and over
- Personal characteristics - friendly, patient

D. Responsibilities:

- To work with children with learning disabilities or those who are in need of extra attention.
- To assist in academic areas where support is needed
- To respect confidential information
- To work as a team member with the teacher

E. Schedule:

- Weekday - Tuesday, etc.
- Times - 9:00 to 12:00
- Location - St. George School

F. Commitment Expected: Number of hours/sessions per week (*3 hours for 8 months, minimum*).

G. Supervision

- Name/Position - Mrs. Smith, Teacher
- Method - Monthly personal interview

H. Orientation/Training: School rules, classroom routines, fire drills etc.

I. Benefits:

- personal liability insurance
- parking
- occasional conferences or workshops

K. Satisfaction/Frustrations: Pleasure of seeing children grow, develop, etc.

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APPENDIX "D"



CONFIDENTIAL INFORMATION AND COMMUNICATIONS

*Agreement to comply with applicable Ontario Acts and Regulations,
and Policies of the Toronto Catholic District School Board*

From time to time students or volunteers who work with school staff may be privy to or have access to confidential information or communications related to pupils, parents or staff of the Toronto Catholic District School Board. Such information or communications may be protected pursuant to The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Education Act S.266(2), and is intended for use only as outlined in those Acts, and should not be read by, or distributed to, any other person other than those authorized for the purposes required by the Board.

Such material may be privileged or confidential and disclosure or other use by persons other than the intended and authorized user(s) or recipient(s) may result in a breach of applicable laws or infringement of third party rights.

Therefore I;

Name: [print] _____

Signature: _____

do hereby solemnly swear that I will preserve the required secrecy and confidentiality in respect of the content of any information or records regarding staff, parents or pupils which may come to my knowledge in the course of my role as a volunteer and/or co-op student assigned to duties at:

Name of department or school _____ ;

and understand that any unauthorized disclosure of confidential or private information, records or other materials may result in the application of any or all sanctions permissible under TCDSB policies, procedures or Ontario Statutes and Regulations.

Dated this _____ day of _____, 20____

Witnessed by School Principal or designate: _____

Date: _____

(This form is to be kept at school)



VOLUNTEER ASSIGNMENT PROFILE

(This form is to be kept at school)

School or Department: _____ Telephone: _____

Address: _____ Apartment No.: _____

City: _____ Province: _____ Postal Code: _____

Home: Tel.: _____ Fax: _____ E-mail: _____ Internet: _____

Business: Tel.: _____ Fax: _____ E-mail: _____ Internet: _____

Please check ☒ duties to be assigned and supervised by a teacher or other designated supervisor:

☐ **Instruction Assistance:** e.g. monitoring seatwork, supervising activity centres, preparing learning materials, displays, classroom organization, etc.

☐ **Tutorial Role:** e.g. One-to-one or small group remedial assistance, withdrawal re: special needs and enrichment program support, etc.

Other: _____

☐ **Program Support**
e.g. Clerical, audio-visual equipment, library support, extra curricular activities, cataloging, inventory, assembling of resource materials, field trip supervision, arranging speakers, etc.

Other: _____

☐ **Health and Security:** e.g. Breakfast, snack and lunch nutritional assistance, health related inspections, safe arrival and absentee telephoning, dispute resolution, first-aid, hall and lunchroom supervision, etc.

Other: _____

☐ **Cultural/Linguistic:** e.g. ESL support, language interpreting re: students and parents, informal cultural interpretation, heritage studies, mentorships, etc.

Other: _____

☐ **Special Talent:** e.g. Contribute unique skills or talents to enrich art, science, music, crafts, athletics, computer studies, Internet, etc.

Other: _____

☐ **Other Specific Duties:** _____

Signature: _____ Date: _____



SAMPLE LETTER OF PERMISSION TO PARENTS

Date _____

Dear Parent:

This year at (name of school) we are involved in a program working with a volunteer (senior citizen, student, parent) in our community.

Your child has been chosen to work with _____ for extra help in reading and other enrichment activities. We feel that this will be an extremely beneficial program both for the students and the volunteers, in combining the resources of our community and the needs of our youth.

Please sign below and return to the school, if you wish your child to participate.

Thank you,

Teacher : _____ Principal: _____

I have read the contents and I give my child _____ permission to participate in the volunteer program.

Signature _____ Date: _____

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SAMPLE LESSON PLAN FORM

(For Volunteers)

Date _____

Teacher: _____

School: _____

Volunteer: _____

Student(s): _____

Subjects to be covered: _____

Materials to be used: _____

Learning Outcomes of the session: _____

Evaluation (*How do things go? Child's attitude and behaviour, appropriateness of materials, etc*):

Signature _____

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STUDENT VOLUNTEER PROGRAM LOG

School Name/Stamp: _____

Volunteer's Name: _____ Principal: _____

DATE	TIME	ACTIVITY	TEACHER/STAFF



Certificate of Recognition of Volunteer Service

Presented to

for assistance to staff and students

at _____ *on* _____



School Principal



VOLUNTEERS WELCOME!

Vulnerable Sector Screening (VSS) Police Check

Applicant Information - Volunteers

WHO REQUIRES A VULNERABLE SECTOR SCREENING POLICE CHECK?

The Toronto Catholic District School Board require a VSS Police Check from external applicants entering our schools and/or working with students.

Any person who is in regular contact with students or is accompanying any daytime or overnight excursion is required to have a Vulnerable Sector Screening (VSS). This is a student safety issue. No one can volunteer within the TCDSB without a valid VSS.

HOW DO I GET A VULNERABLE SECTOR POLICE CHECK?

Toronto Residents (Postal Code begins with M)

If you reside in Toronto, please apply for the VSS through Toronto Police Service at www.tps.to/police-checks and select Vulnerable Sector Checks for more information.

When applying for the VSS, you must provide the TCDSB agency-program code, to be able to submit your application. The agency code is **202309TPSOND2B58**

The cost of the VSS for volunteers is **\$26.72** (subject to change)

Accepted forms of payment (online) are Visa, Visa Debit, MasterCard or American Express.

Applicants will receive their VSS electronically. Once you receive your VSS please present it to the school Principal.

Your online police check results will remain in your account for only 30 days. Please be sure to download a copy of your VSS for your record as you will not be able to access it after it is removed.

Estimated processing timeline for online applications is 7 to 10 business days. This can take longer depending on the volume of applications.

Please note there are no expedited services offered.

Residents outside Toronto

Those who reside outside Toronto must apply for the VSS through their local Police Service. Please present your VSS to the school Principal.

Volunteers Welcome!



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