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## School Volunteer Coordinator Handbook for Educators

September 6, 2018



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## **Background**

The ONFE Volunteers in Education (OVIE) program, part of the Ottawa Network for Education (ONFE), brings volunteers from the community to schools to help educators ensure academic success for their students. OVIE recruits, screens, trains, and places community volunteers in schools, and screens parents volunteering in “high risk” activities, then matches them to schools that need their specific talents.

The program serves the Ottawa-Carleton District School Board (OCDSB) in the Ottawa region *since 1993*.

The participating schools welcome and encourage participation of community volunteers in their schools. Each year over 1,600 community volunteers assist in 153 schools within the OCDSB donating 208,320 hours to support +54k students. Resources shared are valued at \$4.1 million annually. The active participation of community volunteers in the classroom extends the effectiveness of teachers and staff. Volunteers also help the district to deliver valuable services to students and schools that would not be feasible without the support of the community.

This Handbook is a resource guide for OCDSB staff in charge of managing school-based community volunteers and parents volunteering in “high risk” activities and should be used in conjunction with the school board policies regarding community (non-parent) school volunteers and parent volunteers assisting in “high risk” situations.

The ONFE Volunteers in Education program is a project of the Ottawa Network for Education involving:

- Algonquin College
- Carleton University
- Ottawa-Carleton District School Board
- University of Ottawa
- Volunteer Ottawa

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## **Introduction**

Community volunteers have an important role to play in educating our children today. Their life experiences, knowledge, and expertise can have a tremendous impact in the classroom.

Schools are now looking beyond their parent population for support and discovering rich, untapped human resources in the community.

Schools are opening their doors to university and college students who are actively looking for volunteer experience to augment their academic education or an opportunity to explore career options.

Meaningful participation within the community entices retirees and seniors to share their life experiences and skills towards learning opportunities.

Industry, government and academic sectors are also becoming increasingly involved as partners in education, providing people and resources to make students more aware of industry, community needs and the range of career options open to them.

Volunteers are valued partners to foster interaction and co-operation between and among the school and the wider community for the benefit of students, while enabling volunteers to gain valuable experience, personal growth and satisfaction.

## **Benefits of School-Volunteer Partnerships**

Students, teachers and volunteers all stand to achieve significant benefits from a school volunteer program.

Benefits for Students:

- Exposure to the wide range of life experience, skills and interests that volunteers bring to the classroom
- Individual attention and assistance with schoolwork to help improve performance
- Specialized knowledge and skills to enhance classroom learning
- Friendship, support and encouragement to help overcome obstacles, increase motivation and self confidence
- Expanded services in libraries, offices and other non-classroom activities
- Input that provides the classroom with more learning opportunities

Benefits for Teachers:

- Staff time is made available for other classroom activities
- Extra help and support is accessible for designated groups or individuals
- New experience, interests and skills are brought to the classroom
- General supervision is available to designated groups
- Extra help is available to create learning aids and classroom material
- Specialized knowledge and skills to draw on in support of the curriculum

## Benefits for Volunteers:

- The satisfaction of making an important and meaningful contribution to their community in the sharing of their skills, interests and experiences
- Receiving the appreciation and respect of students and staff for their contribution
- Making new friends with students, teachers and other volunteers
- Developing new skills
- School-based experience to assist educational or career options

## Roles and Responsibilities

The OCDSB requires all community volunteers and parents volunteering in “high risk” activities to be screened through the OVIE program and to ensure all volunteers have a current Police Vulnerable Sector Check (PVSC) before they can volunteer with students.

### The School Board:

- Creates policies related to community volunteers in schools
- Creates an awareness of the OVIE program within the community to facilitate the process of recruiting volunteers
- Promotes the program to all school principals and teaching staff of the Board
- Appoints a key contact to manage the program for the Board and contribute to the Partners in Education Advisory Committee

### ONFE Volunteers in Education Program Staff:

- Manages and promotes the program within the schools according to the policies and procedures of the OCDSB
- Trains each school's designated School Volunteer Coordinator
- Creates an awareness of the program within the community and recruits volunteers
- Initiates the screening process through to the first phases of volunteer placement
- Matches volunteers to schools according to location, interests, skills and need
- Organizes training workshops in partnership with the Board
- Collects statistics of volunteer involvement for the Board
- Assists the Board in organizing an annual Volunteer Celebration for volunteers
- Administers surveys and evaluations of the program on a regular basis

### The School Principal or designated School Volunteer Coordinator is responsible for:

- Designating a School Volunteer Coordinator to ensure that the program is effectively managed at the school level
- Checking the volunteers' photo identification and feeling the official seal on the volunteers' Police Vulnerable Sector Check (PVSC) to ensure authenticity before the volunteer is allowed to volunteer within the school
- For the actions and activities of any volunteer within the school or working with students in curricular/extracurricular activities
- Retaining the authority to accept or decline any volunteer's offer of service
- Promoting the program to the teaching staff of the school and may consult with the school advisory council at the beginning of the school year to determine needs, preferences, tasks/assignments that could be supported by a volunteer
- Addressing any staff concerns about the volunteer program, especially those regarding respect of confidentiality, health and safety, liability, and supervision related issues
- Welcoming volunteers into the school and ensures recognition for their services

The School Volunteer Coordinator (staff or volunteer):

- Interviews the volunteer and is responsible for checking the volunteer photo identification and feeling the official seal on the volunteer's PVSC to ensure authenticity before the volunteer is allowed to volunteer within the school
- Manages the school volunteer program at the school level
- Acts as the key contact for the school program
- Continues screening process of volunteers and provides placement within school
- Supervises general orientation and on-going training of volunteers (where needed)
- Coordinates the collection of volunteer data verification at the school level
- Organizes school-wide recognition events for volunteers
- Completes an annual volunteer survey administered by OVIE

The Classroom Teacher:

- Prepares task descriptions for classroom volunteers
- Provides specific orientation, training, and supervision
- Oversees the volunteer, provides ongoing supervision, and if required, feedback and evaluation
- Gives personal recognition and encouragement to classroom volunteers
- Provides data verification relating to the activities of classroom volunteers
- Completes an annual volunteer survey administered by OVIE

### **Important Considerations**

The school board and its employees have a high “duty of care” under the Education Act. Though certain duties and responsibilities can be delegated to volunteers, Board employees cannot divest themselves of this duty to care.

- Volunteers must ALWAYS work under the supervision of and at the request of a staff person.
- Staff must ensure that volunteers understand their role, their limits, and their responsibility to staff.
- The discipline of students is a staff responsibility. Volunteers frequently have feelings of uncertainty about how to handle students who are uncooperative. Volunteers must be briefed on how to deal with such students and made to feel that they can count on staff support to deal with difficulties immediately.
- Volunteers should be reminded of the importance of respecting students' privacy and the need to keep all personal information strictly confidential.

**See Appendix E Volunteer Code of Ethics**

# **Roles for Volunteers in the School System**

Volunteer tasks will vary depending on the needs of the particular school. However, the following are some examples of typical areas where volunteer help is often needed.

Examples of volunteer activity:

- General Classroom Assistance: Volunteers are assigned to a specific teacher and carry out various tasks depending on a teacher's needs. For example; assisting with learning activities such as math or language arts, creating displays, helping young children with their clothing, playground supervision, etc.
- Class Grandparents: Programs such as that bring the generations together for the benefit of both groups. Junior and Senior Kindergarten classes lend themselves to intergenerational activities such as reading and listening to stories.
- Remedial Education: Students with learning challenges require extra help and attention either individually or in small groups. Volunteers are needed in this area to assist in the acquisition of basic reading, language, and math skills.
- Special Education: Designated classes for developmentally challenged students are located in many schools or identified students are integrated into regular classrooms. Volunteers can extend the staff's role by working with these students, either one-on-one or within the class as a whole.
- Tutoring: Volunteers work with students individually or in small groups to assist in key subject areas such as language and math or to offer assistive technology support.
- Mentoring: Volunteers work directly on a one-on-one basis with a student to provide friendly support, increase motivation, encourage attendance and help prevent "dropout". Mentoring relationships often develop through various volunteer roles.
- Languages: Volunteers fluent in French are constantly being sought for French language programs and for expanding French Immersion programs. Volunteers with fluency in other languages also assist as community interpreters and in English Language Learning (ELL) programs.
- Early Literacy Intervention Programs: Some schools have identified literacy needs within their primary grades population and encourage volunteers to assist staff in reading to and listening to children read, assist students in basic reading readiness exercises, and nurture a love of reading.
- Electives/Enrichment: There are times during the school year when a block of time is set aside for students to choose an elective that interests them or during the winter months a school identifies periodic noon hours for group activities. Volunteers introduce and demonstrate their skills in Art, Drama, Music, Crafts, Computers, Business and other areas, so that students can experience "hands-on" learning.
- Resource Speakers: Volunteers speak on a topic of interest to the class, either career or project oriented. Subjects might include Careers, Travel, Adventure, Science, Technology, Special Projects, etc.

- School Clubs: School clubs and Science Fairs can benefit from the involvement of volunteers with specialized experience.
- Trips, Excursions and Special Days: Many classes or small groups go on short or day-long trips to supplement the curriculum. Volunteers can assist staff by accompanying students on such excursions and also by assisting at special events such as field days, play days, etc.
- Library Assistance: A busy library needs volunteers to assist students to locate materials, repair books, help with circulation tasks and re-shelve books.
- Gardening Volunteers assist year round on the outdoor gardens or indoor garden towers.

## Could a Volunteer Help in Your Classroom?

If you have not worked with community volunteers in the school system, there are a number of steps which you may find helpful.

### Initial Research:

- Study the range of volunteer activities listed in this Handbook which shows the versatility and importance of the resource for both elementary and secondary schools.
- Discuss the concept, and your concerns if any, with the School Volunteer Coordinator and/or the key contact for ONFE Volunteers in Education program in your school board.
- Discuss the concept with other colleagues who are experienced in the involvement of volunteers in their programs.
- Observe volunteers in action in neighbouring classrooms and school activities.

### Identifying Specific Roles for Volunteers:

- List the tasks that you presently do yourself.  
(See Appendix A Identifying Roles for Volunteers Worksheet.)
- List any additional academic, social or administrative activities that could benefit your students but which are not presently carried out.
- Refer to the initial research phase and brainstorm with colleagues.

### Finalize Volunteer Roles:

- Select and edit your ideas. Cross off the tasks which should only be the responsibility of professional staff (i.e. student evaluation). Cross off any more tasks that you would prefer not to have a volunteer do.
- What remains are the tasks that a volunteer could perform.
- Prioritize - put the tasks in order of importance.
- Inform your School Volunteer Coordinator of the volunteer needs in your classroom or activity and the skills required for these tasks.

## Initiating a Request for a Volunteer

Teachers/administrators requiring volunteer services are asked to complete the "Request for School Volunteer" online form; the School Volunteer Coordinator could also do this on a school-wide basis. In order to identify needs and facilitate the processing of these requests we suggest that the volunteer requests are collected by the School Volunteer Coordinator and entered on the

OVIE Volunteer Request Online Form <http://goo.gl/pKeXW> or send a copy to the ONFE Volunteers in Education office by email, fax or phone to Anne Brouillard [abrouillard@onfe-rope.ca](mailto:abrouillard@onfe-rope.ca)  
Fax: 613-726-3443 or call 613-366-3085 x255.

Visit the OCDSB Educators' Webpage for more information, video and the live links to the forms  
<https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/for-educators/>

See Appendix B Request for a paper copy of the Volunteer Request form.

## Recruiting School Volunteers

Schools welcome community volunteers to share their skills in support of students, teachers and the curriculum. Recruiting may be carried out by the ONFE Volunteers in Education staff, the School Volunteer Coordinator, individual teachers, School Councils, or any combination of these.

Where to Locate Community Volunteers?

- Parent-School Organizations: A request made to the local School Council, a form sent home to parents, a notice or an article in a school newsletter, or an information booth set up at a school function are some of the ways to encourage parents in recruiting family members, neighbours or friends.
- Existing Volunteers: Ask existing volunteers if they could suggest a volunteer from their own circle of friends and acquaintances. Word of mouth is still the best way of recruiting.
- Seniors Organizations: Retirees and seniors constitute a large and often underutilized resource of school volunteers. Local chapters of national "seniors" organizations are potential sources of volunteers.
- Universities and Community Colleges: Students requiring classroom/educational experience as a prerequisite for entrance into Teachers College or other post-graduate faculties constitute one of the largest and most important sources of potential volunteers.
- Volunteer Ottawa: Ottawa has a well-established volunteer centre, which operates as a referral agency for anyone in the community seeking volunteer opportunities.
- Service Clubs: Service Clubs are sometimes looking for an opportunity to volunteer their services as a group. Partnerships could be established with specific schools or a group of schools.
- Local Business and Industry: Volunteers with specific technical backgrounds and skills can be recruited from these sources.
- Local Media: Stories placed in local newspapers (including community newspapers) highlighting the work of individual volunteers are very highly rated as a method for local recruiting. Other media sources would include television coverage of specific events highlighting the work of volunteers or school volunteer appreciation events, radio talk shows and spot announcements.
- Volunteer Marketplace/Shopping Malls: The management of shopping malls often welcomes community-based non-profit agencies and organizations to set up a table or booth for the recruitment of volunteers. Smaller shopping complexes, community centres,

churches or individual stores within a community can be a good source for this type of recruitment.

- Individual schools have designed a specific recruitment "flyer" describing various volunteer opportunities within their programs or a general invitation to the school to be distributed within the neighborhood. Parents and/or School Council members could organize this type of local recruitment.

### What Next?

Once a potential volunteer indicates interest, they may be requested to:

1. Attend an information session
2. Schedule an interview or
3. Visit the school/classroom to explore the opportunities for volunteering
4. Register with OVIE online

**Please note that all community volunteers wishing to volunteer in OCDSB schools in Ottawa must register and be screened through the ONFE Volunteers in Education program before they can start volunteering.**

**Please have all community volunteers register online: <https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/how-to-become-a-volunteer/>**

## Screening as Risk Management

In the interests of providing an inviting educational environment, that also safeguards the security of students, staff and volunteers the screening of community volunteers is imperative.

The process of screening for community volunteers begins at the very moment a person applies to the time they terminate their commitment.

**NOTE: All community and parent volunteers that are screened through the OVIE program must obtain a Police Vulnerable Sector Check (PVSC).**

## Screening Responsibilities and Procedures

The ONFE Volunteers in Education program is responsible for recruiting, screening and matching all community volunteers and parent volunteers assisting in "high risk" activities in Ottawa schools for the Ottawa-Carleton District School Board (OCDSB).

The following table outlines the shared responsibility of the screening process. The school board is advised to follow these steps closely to ensure the safety of the students, staff and volunteers.

ONFE Volunteers in Education: OVIE  
 School Volunteer Coordinator: SVC  
 Police Vulnerable Sector Check: PVSC

Responsibility	Procedure
School Board/ Principal/ SVC/ OVIE/ Volunteers	All community and “high risk” parent volunteers must register and be screened through the OVIE program whether they approach the school directly or apply through OVIE. Volunteers must register online <a href="https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/how-to-become-a-volunteer/">https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/how-to-become-a-volunteer/</a>
OVIE/ Volunteers	The OVIE registration process determines the volunteer’s areas of interest and what position the volunteer is applying for.
Volunteers	Volunteer obtains a Police Vulnerable Sector Check (PVSC); provides a copy to OVIE and takes the original copy to the school to be verified by the SVC during the initial interview.
OVIE	OVIE completes two reference checks for each volunteer applicant and verifies volunteer has a current PVSC.
OVIE	By school request OVIE will create an OVIE Volunteer Tracking sheet (shared google doc) for each school accessible the SVC.
OVIE	OVIE sends an email message to the SVC with the Community Volunteer Placement information and Volunteer Agreement Form.
SVC	SVC sends an email message or phone call to OVIE to accept or decline the volunteer (within 48 hours if possible). Anne Brouillard <a href="mailto:abrouillard@onfe-rope.ca">abrouillard@onfe-rope.ca</a> , Phone 613-366-3085 x255 Fax: 613-726-3443
SVC	SVC contacts the volunteer as soon as possible to confirm receipt of email and/or to book an interview.  Volunteers become disheartened and request to volunteer at other schools, if they are not contacted shortly after their file was sent to the SVC.
SVC	SVC interviews potential volunteers to: a. Determine if the volunteer is a good “fit” for the position b. Checks the volunteer photo I.D. c. Verifies the PVSC is current (dated within the past 6 months) d. Checks the official police stamp on the PVSC to verify it is an original copy and returns the PVSC to the volunteer. e. Informs OVIE that the volunteer’s PVSC has been verified by completing and returning the Community Volunteer Placement Form (email). <b>See PVSC Verification Process section below for details.</b>
SVC	SVC accepts or declines the community volunteer and informs OVIE of the decision by completing the Community Volunteer Placement Form (email) and returning it to OVIE.
SVC	A School/Volunteer Agreement should be signed by the volunteer and the SVC or teacher. See Appendix D School/Volunteer Agreement example.

SVC	SVC provides school orientation and information to the volunteer about the school/Board policies concerning volunteers (e.g. emergency procedures including lock down, discipline, confidentiality, disclosure of abuse). The staff person to whom the volunteer is directly responsible provides training (if required).
Teacher	Teacher overseeing the volunteer provides ongoing supervision, and if required, feedback and evaluation for the volunteer.
OVIE/SVC	OVIE sends volunteer data to the SVC to twice annually verify school volunteer data to ensure all community volunteers are registered, screened and cleared to work with children.
School Board/ OVIE	School board, with support from OVIE, organizes professional development workshops for volunteers. For example: Math, ELL, Autism, Read Write Google, etc.
School Board/ OVIE	School board, with support from OVIE, organizes an annual Volunteer Celebration.
OVIE	OVIE surveys volunteers, SVC and teachers annually and for reports, to improve the program and to meet the needs of the teachers.
OVIE	OVIE produces an annual report for the school board or as needed on request.
OVIE/School Board	School board assigns staff representatives for the Partners in Education Committee to meet a minimum of twice per year to review the OVIE program, create new programs and to ensure policies and procedures are aligned.

## PVSC Verification Process

1. **All new community (non-parent) volunteers and parents volunteering in “high risk” activities must have a current (dated within the past 6 months) Police Vulnerable Sector Check (PVSC) when they apply to volunteer.**
2. The volunteer applicant must show their original PVSC to the School Volunteer Coordinator during the interview process.
3. The School Volunteer Coordinator is responsible for:
  - Checking the volunteer’s photo ID
  - Verifying the PVSC is current
  - Feeling the official seal on PVSC to make sure it is the original copy

SVCs should NOT ACCEPT photocopies or faxed copies of PVSCs if they cannot see the raised seal on the PVSC to confirm the PVSC is not forged.

**DO NOT ALLOW volunteers to start volunteering until you have verified the above information. Check with OVIE staff if you are not sure OVIE has screened the volunteer candidates.**

4. Inform OVIE staff, by completing the Community Volunteer Placement Form by email, when you have completed the above verification and the volunteer has begun volunteering in your school.

OCDSB policies do not currently state how often PVSCs need to be updated therefore OVIE follows these procedures: If a volunteer takes a break from volunteering for more than 12 months, the volunteer is required to contact OVIE to reactivate their file. Volunteers must also obtain a new PVSC before they can return to volunteering.

Police Check renewals are required by all ONFE volunteers (and volunteers screened through OVIE) every five years. OVIE will contact all volunteers who need updated PVSCs and will only inform the school volunteer coordinator if the volunteer does not comply with ONFE’s volunteer renewal policy.

The school Principal has the right, at any time and for any reason, to ask volunteers to obtain new PVSCs.

### Tuberculosis Test

Currently there are no school board policies in effect which require volunteers working in schools to be tested for tuberculosis.

## **Screening Tools: Registration, Interview and Placement Process**

Registration, Interview and Placement steps are a shared responsibility. Registration and placement (matching to a specific school), are designated to ONFE Volunteers in Education (OVIE). Interviewing the volunteer applicant is done at the school by the School Volunteer Coordinator after OVIE has completed the initial screening steps.

OVIE provides the Community Volunteer Placement information to the School Volunteer Coordinator for volunteers that have registered and have completed the initial screening steps (two reference checks and a current copy of the volunteer's cleared Police Vulnerable Sector Check is on file at OVIE.)

School Volunteer Coordinators are responsible for contacting the volunteer applicant as soon as possible to confirm receipt of the placement and/or to book an interview meeting, and for making sure their placement is organized and successful over time. Volunteers are eager to get started and may find other schools to volunteer in if you do not contact them within a few days of being matched to a school.

The registration, interview and placement process is especially critical to the success of a school volunteer program. The process itself may be viewed as consisting of four elements:

- Explaining the Program to the Applicant: Potential volunteers need to know the aims and objectives of the school volunteer program and the general and specific opportunities for service.
- Learning about the Applicant: The registration process provides a structured process to learn about the background and experience of the applicant and of his or her reasons for volunteering.
- Answering Questions From the Applicant: School volunteering may be an entirely new experience for many applicants and therefore there will be questions that arise before during or after volunteers register to either OVIE or to the school directly.
- Reaching a Decision about the Applicant: To determine if the volunteer is suitable and where the applicant will be recommended for placement.

The OVIE Community Volunteer Application Form (see Appendix C) should be completed by the volunteer online at <https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/how-to-become-a-volunteer/>. Completion of the form will formalize the importance of the volunteer placement and ensure the best possible matching of volunteer skills/interests and school needs.

If a community volunteer contacts the school directly wishing to volunteer, the School Volunteer Coordinator should advise the community volunteer to register on the OVIE website.

See Appendix H School Volunteer Coordinator Checklist, Interview Questions, Volunteer Agreement Form

## **Matching Volunteers to Assignments**

Once a volunteer has been accepted by OVIE, his/her registration form and reference checks are held on file at OVIE. The volunteer is matched to a school assignment that has been previously specified by a teacher/staff or administrator.

In matching a volunteer to an assignment, there are a number of factors to consider:

- Matching Task to Volunteer: Placements within the school ought to reflect the skills, interests and grade level identified in the volunteer's registration form if at all possible. Although most volunteers are quite prepared to do some "mundane" jobs, they appreciate a mixture of activities that includes some higher interest tasks.
- University Students: Volunteers who are considering teaching careers need to have the experience of working directly with students. They appreciate a variety of activities and responsibilities.
- Use a Four-to-Six Week Trial: All volunteers should initially be accepted on a four to six week trial basis. This provides an opportunity for the School/Volunteer Coordinator to review the "match" with both the volunteer and the staff member, look for an alternative "match" if needed or provide a "graceful exit" for the occasional volunteer who does not suit the job.

When a volunteer has been "matched" a School/Volunteer Agreement may be signed by the volunteer and the School Volunteer Coordinator to ensure the volunteer follows through on their commitment. Volunteer Agreements can be renewed each term or on an agreed upon timeframe. The formalizing of the agreement helps to both define and emphasize the commitment both parties are making. At the same time it will confirm expectations for both the volunteer and the school.

See Appendix F for an example of an optional School /Volunteer Agreement

## **Orientation Procedures for School Volunteers**

Volunteers perform at their best when given encouragement and permitted to operate in an atmosphere of mutual respect and clear communication. A well-prepared orientation is a key step in achieving this result. Orientations may be conducted individually or in a group.

Individual Orientation:

An individual orientation takes place between the School Volunteer Coordinator or staff and a volunteer, and will generally include the following:

- Review of School Policy: A review of the major school policies that will apply to the school volunteer, i.e., confidentiality, discipline, disclosure of abuse, role definition, insurance, out of pocket expenses, etc.
- Review of School Administrative Procedures: A review of the school administrative procedures which are relevant to the volunteer, i.e. lock-down and fire drill procedures, safety training, sign-in and sign-out procedures, identification badges, notification of absence, bell times, coffee breaks, key telephone numbers and school calendar.

- Familiarization Tour of the School: Providing a guided tour of the school premises to familiarize the volunteer with the school office and its personnel, lunch room and coffee facilities, staff room, washroom, parking, locker space, etc.
- Staff Introductions: Introducing the volunteers to other staff members of the school. "Strangers" in the hallways or library are a concern to all staff.
- Classroom/Workplace Introductions: Providing an introduction to the class or group with whom the volunteer will be working and clearly explaining the tasks that the volunteer will perform.
- Volunteer Documentation: A principal or school volunteer coordinator may request that the volunteer sign the School/Volunteer Agreement. (See Appendix D)

#### Group Orientation:

- Teacher and a Team of Volunteers: This approach could be used to orient a group of volunteers who will all be working at the same task but on different time shifts, i.e. in an early literacy or remedial reading program or as assistants to the librarian.
- School-wide Orientation: The principal and/or School Volunteer Coordinator could address all volunteers on the general aspects of policy and procedures mentioned above. The explanation of individual programs and expectations would still need to be made by each supervising staff member.

See Appendix H School Volunteer Coordinator Checklist

## Supervision

The Principal is ultimately responsible for the supervision of volunteers within the school or activities involving them in curricular/extracurricular responsibilities.

Many volunteers will however, be more directly supervised by another staff member. For example, a volunteer helping the school office administrator would be directly supervised by the school office administrator and a volunteer assigned to a grade 3 classroom would be directly supervised by the classroom teacher.

It is essential to monitor the activities of individual volunteers and the direct supervisor should regularly provide them with feedback. As well, adjustment of activities, training and further follow-up may be necessary.

## Evaluation of Volunteers (Optional Step)

Some may feel evaluation of volunteer activity to be unnecessary and inappropriate. After all, the volunteer is providing the schools/classroom a gift of time and skills. However, evaluation can be thought of as a compliment to a volunteer; namely, that the work the volunteer does is worth evaluating. In addition, most volunteers will appreciate receiving feedback and constructive assessments of their performance. Evaluation is one way to accomplish such feedback.

Volunteers themselves can provide important insights to staff and administration through feedback on how they view their placement experience. This feedback can be helpful in identifying both the positive aspects of the placement and those, which may need adjustment. This information can then be used to improve future volunteer placements.

### **Types of Evaluation:**

- **Informal and Ongoing Feedback:** Informal and ongoing feedback takes place through day-to-day discussion between staff and volunteer.
- **Semi-formal Evaluation:** Semi-formal evaluation, which can be carried out at prearranged meetings between staff and the volunteer. Discussions might cover the volunteer's particular strengths as well as any areas where there might be a need for more direction. (This could be an opportunity to plan for some specific training sessions.)
- **Formal Written Evaluation:** Some groups of volunteers, such as university students, will need written documentation and evaluation to provide a record of their in-school experience to support applications to specific programs of study or for job applications.

Volunteers may request a performance review and/or a reference to take to possible interviews for employment.

With good communication between a staff person and a volunteer, the first type of evaluation will fall naturally into place. The decision as to whether or not to undertake either the second or third type of evaluation will depend upon individual circumstances.

## **Making it Work**

After the initial orientation, it is important to keep the communication channels open and to continue to work at maintaining comfortable and productive relationships with your volunteers.

### **Provide Encouragement**

- **Take the Time to Get to Know Your Volunteers:** By knowing the personalities, interests, and special talents of your volunteers you may find a skill which could be a real asset to your program.
- **Refine Tasks to Suit Each Volunteer:** Most people do best with tasks that they feel confident about and enjoy. Student volunteers who are heading for careers in education look for the experience of working directly with students.
- **Mix Routine Tasks with More Interesting Assignments:** An entire morning spent at the photocopier can be rather boring as can listening to children read. Variety keeps our interest!
- **Greet Volunteers Warmly by Name:** Volunteers have indicated that their greatest "reward" was a "thank-you" from the students and teachers at the end of the day.

## Maintain a Communications Link

Ongoing contact for information sharing and constructive guidance is extremely important. Both teacher and volunteer will benefit from this approach and it will reduce communication problems inherent in the fact that each volunteer is present for a small percentage of a school week.

- How? Meetings, email, phone contact, written notes, assignment folder, school calendar or a special mail slot for "volunteers" are various means of maintaining communication.
- When? A regular schedule of communication set up at the beginning of the placement is most helpful.

A practical example of good communication is remembering to tell volunteers ahead of time that they will not be needed for their regular assignment because of Professional Development days, class trips, etc.

## Ongoing Training for Volunteers

Offering on-going training for volunteers is a sound investment. Volunteers are able to improve their skills. Training also reinforces the value placed on school volunteer work. Both informal as well as formal training may be provided for school volunteers.

- Informal Training: This consists of "on-the-job" training for individual volunteers and involves learning through job experience supported by good communication links to staff.
- Formal Training - Program Specific: This type of training may be provided for groups of volunteers who work within the same type of program such as remedial reading, remedial math, kindergarten, special education, mentoring, assistive technology coaching, libraries and administration.

Training courses may include:

- Techniques for instructional assistance by volunteers, i.e. reading skills, math skills, English as a Second Language, mentoring.
- Ideas and materials for learning activities in specific settings, i.e. "hands-on experiments"
- The use of specialized equipment, i.e., computer programs, computer software, videos, assistive technology, projectors.

Formal Training - Subjects of General Application: Formal training might also be provided for groups of volunteers on subjects of general application. Volunteers could be invited from board-wide schools.

Training courses might include:

- Human relations skills and self-concept
- Different learning styles and characteristics
- Principles of child development applicable to age level
- Behaviour management appropriate for use by volunteers
- Communications skills
- First Aid certification

Resource people, both from the school board and from the community-at-large can be approached to lead these sessions in addition to in-school staff.

## **Recognition of Volunteers**

The recognition of volunteers for a job well done, together with tactful, positive timely feedback should be an ongoing part of the communications process discussed earlier. Tangible expressions of appreciation are important, but for most volunteers the best reward is knowing that staff and students appreciate their efforts. Let volunteers know when they do a good job!

### Suggestions for the Recognition and Reward of Volunteers

- Friendly Everyday Greetings: Warmth and friendliness expressed by staff and students make the volunteer feel welcome and part of the team.
- Informal Celebrations: Remember birthdays and other special events. Get the students involved "graphically" with hand-drawn pictures, cards and thank-you notes or "creatively" through special performances: vocal, instrumental or drama.
- Formal Celebrations: Teas, luncheons or breakfasts, invitations to school events are generally much appreciated.
- Central Bulletin Board: Recruit a staff member to be a roving photographer and then display photographs of volunteers in action, accompanied with descriptions of their roles. This will also serve to inform other staff members and parents of the variety of school volunteer services.
- In-House Publications: Provide articles featuring volunteers in newsletters and bulletins produced by the school board itself. This also promotes the program to staff and parents.
- Local Media Coverage: Arrange for local newspapers, radio and T.V. periodically to feature stories about your volunteers. By spreading the word in the community, existing volunteers will be recognized and others may be encouraged to volunteer.
- Children's artwork or a simple thank you from the students is often the best reward for volunteers.
- National Volunteer Week: Always held in April each year, this is an ideal time to host a volunteer recognition event to tie in with the regional identification within wider media events and profiles of volunteers and their contributions to the community.

The commitment of volunteers to their assignments can be directly tied to the rapport that they have developed with staff and how much they feel that their assistance is valued. When volunteers feel that they are indeed "part of the team", they can be the best possible public relations people for your school in your community.

## Appendix A Identifying Roles for Volunteers Worksheet

Don't think of it as "what volunteers can do for you"; think of it as "what do I need to get done and what can volunteers help with".

1. List tasks that you presently do. 2. List tasks that are possible with extra help.	List tasks which are potentially suitable to delegate to a volunteer.	Notes

## **Appendix B Request for School Volunteers Form**

Teachers/administrators requiring volunteer services are asked to complete the "Request for School Volunteer" online form; the School Volunteer Coordinator could also do this on a school-wide basis. In order to identify needs and facilitate the processing of these requests we suggest that the volunteer requests are collected by the School Volunteer Coordinator and entered on the OVIE Volunteer Request Online Form <http://goo.gl/pKeXW> or send a copy to the ONFE Volunteers in Education office by email, fax or phone.

Visit the OCDSB Educators' Webpage for more information and the live links to the forms  
<https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/for-educators/>

If you prefer to fill in a paper form or to send an email message, please identify them below and send to:

Anne Brouillard or Lee-Ann Scott  
FAX: 613-726-3443  
Email: [abrouillard@onfe-rope.ca](mailto:abrouillard@onfe-rope.ca) or [lscott@onfe-rope.ca](mailto:lscott@onfe-rope.ca)  
Phone: 613-366-3085 x255 or x253

*We are also on OCDSB GEM!*

1. Name of School:
2. Name of School Volunteer Coordinator who is in charge of the volunteers:
3. Name of teacher:
4. Number of volunteers required:
5. Identify the subject and grade level where the volunteer is requested to assist:
6. Note any specific skills or experience required for the volunteer position:
7. To the best of your knowledge, specify the day, time and frequency the volunteer is required:
8. Please provide the age range or gender if applicable for a volunteer mentor position:
9. Other requirements:

## **Appendix C Community Volunteer Registration Form**

All community and parent volunteers assisting in “high risk” activities must register and be screened through the OVIE program whether they approach the school directly or apply to OVIE.

Volunteers must register online

<https://onfe-rope.ca/our-work/ottawa-volunteers-in-education/how-to-become-a-volunteer/>

## **Appendix D Volunteer Guidelines and Code of Ethics**

### **Legal Requirements**

*OVIE requires all volunteers to read and accept the following Volunteer Guidelines and Code of Ethics before proceeding with your application.*

### **Volunteer Guidelines and Code of Ethics**

#### **The Volunteer and the School**

- The Principal has the final and overall responsibility for the school including volunteers.
- The Principal may designate a staff member as the School Volunteer Coordinator.
- Volunteers must observe the school’s operational and administrative policies.
- Problems and complaints are always solved in the school, not in the community. Questions and problems which the teacher and volunteer are not able to resolve satisfactorily should be directed to the principal and/or the School Volunteer Coordinator.
- The teacher and the volunteer should understand that the placement will be on a trial basis until both are confident that the assignment is appropriate.
- The time commitment and responsibilities of the assignment should be understood by both the volunteer and the teacher.
- Volunteers should not be left alone in an isolated area of the school. The teacher is always responsible for the students and volunteers.
- Volunteering at a school is a privilege which may be withdrawn by the principal at his/her discretion.

## **Rights**

A volunteer has the right to:

- Be properly interviewed, selected and provided with a job description
- Be offered a position which is worthwhile, challenging and which will promote learning and growth
- Be given information about administrative structures and insurance
- Expect that her/his tasks have been planned
- Orientation, initial and on-going training
- Receive support from the designated supervisor
- Be treated as a non-paid staff member and given appropriate recognition
- Be kept informed about what is happening in the organization
- Be trusted with necessary confidential information
- Be reimbursed for out of pocket expenses only if previously arranged with the teacher

## **Responsibilities**

A volunteer has the responsibility to:

- Choose an organization he/she can respect and support and be sincere in the offer of service.
- Accept only a volunteer position he/she believes and feels will meet his/her skills, interests and available time.
- Ensure he/she understands the policies and structures of the organization.
- Prepare for each work assignment: follow organizational guidelines and use time wisely.
- Acknowledge the need for training and participate fully.

- Consult with the supervisor when unclear on policy or action and provide constructive feedback which will improve effectiveness.
- Work as a team member, understanding the function of paid staff and staying within the bounds of the volunteer's position.
- Keep abreast of organizational changes.
- Respect confidentiality.
- Honour the commitment to be there on time - students and teachers depend on you.

## **Confidentiality**

While volunteering in a school you may learn personal information about a student's background, learning abilities or social difficulties. It is important to respect every student's privacy and keep all such information strictly confidential. When discussing volunteer experiences with your family or friends, omit any confidential information about students, including their names.

## **Disclosure: Duty to report**

The saying "it takes a village to raise a child" is never more true than when we talk about protecting children. Keeping the most vulnerable members of our community safe is the responsibility of everyone. If you have any reason to believe that a child is in need of protection or is at risk of harm, make the call to Children's Aid.

If you have reasonable grounds to suspect a child is in need of help, you need to make the call. It isn't up to you to prove or investigate the abuse but it is up to you to reach out and help protect the child.

Under Section 125 of the Child and Family Services Act every person who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a Children's Aid Society. This includes persons who perform professional or official duties with respect to children, such as health care workers, teachers, operators or employees of childcare programs or centres, police, and lawyers.

It is not necessary to be certain that a child is or may be in need of protection to make a report to a children's aid society. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report. This standard has been recognized by courts in Ontario as establishing a low threshold for reporting.

The role of the Children's Aid Societies is to investigate calls made by the public using a professional and standardized process. The person making the report should bring forward their concerns and Children's Aid will determine if there is a sufficient basis to warrant further assessment of the concerns about the child. A document called "Yes, You Can- Dispelling the Myths About Sharing Information with Children's Aid

Societies" has been jointly released by the Office of the Information and Privacy Commissioner of Ontario and the Provincial Advocate for Children and Youth. The document, targeted at professionals who work with children, is a critical reminder that a call to Children's Aid is not a privacy violation when it concerns the safety of a child. In fact, professionals who work with children have a special responsibility, as stated in the Child and Family Services Act, to protect the safety and well-being of children.

## **Behaviour**

Every classroom has its own character depending on the mix of students and the personal style of the teacher. The teacher is solely responsible for all matters related to behaviour and discipline. The volunteer helps to make the teacher aware of any concerns about student behaviour. It is important for the volunteer to support the teacher's efforts in promoting positive behaviour.

*Please request a copy of the ONFE Handbook for Parents and Community Volunteers in our Schools for more information [volunteers@onfe-rope.ca](mailto:volunteers@onfe-rope.ca)*

***Thank you for volunteering!***

SIGNED: \_\_\_\_\_ (Volunteer)

\_\_\_\_\_ (School Staff)

\_\_\_\_\_ (Date)

Please provide one copy to the volunteer and return the original copy to the School Volunteer Coordinator.

# **Appendix E ONFE Privacy Policy**

## **Legal Requirements**

*All volunteers read and agree to the ONFE Privacy Policy Statement when they apply online.*

## **ONFE Privacy Policy Statement**

### **Our Commitment**

At Ottawa Network for Education (ONFE) we are committed to protecting the privacy of the personal information of our contributors, employees, volunteers, students, suppliers and other stakeholders. We value the trust of those we deal with, and of the public, and recognize that maintaining this trust requires that we be transparent and accountable in how we treat the information that you choose to share with us.

During the course of our day-to-day activities, special events and other activities, we frequently collect and use personal information. You may expect that any personal information collected will be carefully protected and that any use or disclosure of this information is generally subject to your consent.

We regularly review our privacy practices and may amend this policy from time to time. Please check this website [www.onfe-rope.ca](http://www.onfe-rope.ca) on an ongoing basis for information on our most up-to-date practices. Copies of this privacy policy are available from our office or can be emailed or mailed to you by phoning us at: (613) 366-3085.

### **Defining Personal Information**

We consider “personal information” to mean information about an identified individual. Personal information can include an individual’s opinions or beliefs, as well as facts about, or related to, the individual. Exceptions which are not considered personal information include business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories.

Where an individual uses his or her home contact information as business contact information, we consider that the contact information provided is business contact information, and is not therefore subject to protection as personal information.

### **Collecting Your Personal Information**

ONFE collects personal information for the primary purpose of conducting our day-to-day operations, special events and other activities. ONFE collects details such as your name, address, telephone and facsimile numbers and email addresses. For individuals who are deemed not capable of consenting to the collection of their personal information, we require the consent of the individual's parent, legal guardian or substitute decision maker for the collection of information about that person.

When personal information is collected for a specific purpose such as fundraising or other special events, registration forms, websites, newsletters, sponsor sheets or other documents, ONFE will provide details of the purposes for which the information is collected and is to be used.

ONFE does not sell, trade, barter, exchange or disclose for consideration any personal information that we collect.

## **Your Consent**

Your provision of personal information to ONFE means that you agree and consent that we may collect, use and disclose your personal information in accordance with this Privacy Policy. In addition, specific authorizations or consents may be obtained from time to time.

In most cases, and subject to legal and contractual restrictions, you are free to refuse or withdraw your consent at any time upon reasonable, advance notice by contacting our Privacy Officer. You should note that certain services can only be offered if an individual provides personal information to ONFE and, consequently, if an individual chooses not to provide us with the required personal information, we may not be able to offer the services requested. We will inform you of the consequences of the withdrawal of consent.

### **Opt Out:**

If at any time, you wish us to remove you from our mailing lists, simply contact us at (613) 366-3085.

## **Disclosing Your Personal Information**

ONFE may disclose personal information collected to any individual or organization in the course of their provision of services to ONFE or in connection with ONFE's delivery of services, in accordance with this Privacy Policy.

To conduct our operations, ONFE engages independent consultants and service providers. Some information may be used or disclosed in part by ONFE to:

- Enable mail contractors to deliver documents and communications to stakeholders; and
- Send direct mail to stakeholders with news of special events.

There may be circumstances where the use and/or disclosure of personal information may be justified or permitted or where ONFE is obliged to disclose information without consent. Such circumstances may include:

- Where required by law or by order of a tribunal;
- Where ONFE believes, upon reasonable grounds, that it is necessary to protect the rights, privacy, safety or property of an identifiable person or group;
- Where the information is public.

Where obliged or permitted to disclose information without consent, ONFE will not disclose more information than is required.

## **Accuracy and Retention**

ONFE endeavours to ensure that your personal information is accurate, complete and up-to-date. ONFE generally retains personal information as long as is necessary to fulfill the purposes for which it was collected.

## **Protection of Personal Information**

ONFE endeavours to maintain appropriate physical, procedural and technical security with respect to its offices and information storage facilities.

ONFE restricts access to personal information to those staff members and service providers who are determined to need to know that information in order that ONFE may provide its services. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered. We also take measures to ensure that the integrity of this information is maintained and to prevent its being lost or destroyed.

Where ONFE shares personal information with organizations that perform services on its behalf, we will require those service providers to take the necessary precautions to protect the personal information.

All listings of ONFE volunteers, program participants, Board of Directors, staff, and financial contributors are considered strictly confidential and shall not be released for use by others outside ONFE except as provided for in this Privacy Policy without prior written and specific authorization or as may be permitted or required by law.

### **Accessing Your Personal Information**

ONFE recognizes an individual's reasonable right to access and review his/her personal information held by us and will endeavour to provide the information in question within a reasonable time and upon your written request. To arrange access, please contact our Privacy Officer at: [info@onfe-rope.ca](mailto:info@onfe-rope.ca) or by phone at (613) 366-3085.

ONFE may decline to provide access to records containing personal information in certain circumstances, such as where records contain information protected by solicitor-client privilege, where the records contain information about third parties, or other information that ONFE considers to be confidential.

### **Resolving your Privacy Concerns**

If you have questions about access to your personal information or ONFE's collection, use, management or disclosure of personal information or if you wish to withdraw your consent please contact our Privacy Officer at: [info@onfe-rope.ca](mailto:info@onfe-rope.ca) or by phone at (613) 366-3085.

ONFE will investigate all complaints and will take all reasonable steps to resolve privacy-related issues.

## **Appendix F School/Volunteer Agreement**

School/School Board: \_\_\_\_\_

Class or Location: \_\_\_\_\_

Volunteer Directly Responsible To: \_\_\_\_\_

Duties and Responsibilities: \_\_\_\_\_

**PHOTO ID AND POLICE VULNERABLE SECTOR CHECK VERIFIED (see PVSC Verification Process)**

Staff Name: \_\_\_\_\_

Date of PVSC: \_\_\_\_\_

Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

Start Date: \_\_\_\_\_

Procedure for Reporting Absence:

1) Email the teacher in advance and give as much notice as possible. Please cc the School Volunteer Coordinator.

a) Name of teacher and email: \_\_\_\_\_

b) Name of School Volunteer Coordinator and email: \_\_\_\_\_

2) Other procedure: \_\_\_\_\_

**THE VOLUNTEER AGREES TO:**

1) Read, accept and follow the OVIE Volunteer Code of Ethics and ONFE Privacy Policy

2) Never to be alone with individual students who are not under the supervision of teachers or school authorities.

3) Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer.

4) Share with teachers and/or school administrators any concerns related to student welfare or safety.

- 5) Never supervise a class in the absence of a certified teacher.
- 6) Never discipline or directly teach students.
- 7) As a role model, dress and act appropriately.
- 8) Notify the appropriate person at school as soon as possible when circumstances necessitate their absence (planned holidays, illness, etc.).
- 9) Act in accordance with the norms and expectations of the school as provided in their orientation to the school.

THE SCHOOL AGREES TO:

- 1) Provide both initial orientation and ongoing training and support for the volunteer.
- 2) Never leave a volunteer alone or unsupervised with a student.
- 3) Show respect and appreciation by giving the volunteer a suitable assignment in line with their areas of interest and skills.
- 4) Inform the volunteer in advance of all schedule changes (holidays, special events, etc.)

SIGNED: \_\_\_\_\_ (Volunteer)

\_\_\_\_\_ (School Staff)

\_\_\_\_\_ (Date)

Please provide one copy to the volunteer and return the original copy to the School Volunteer Coordinator.

## Appendix G Risk Analysis Guidelines

The School Board and its employees have a high duty of care under the Education Act. Though certain duties and responsibilities can be delegated to volunteers, Board employees cannot divest themselves of this duty of care.

To ensure that you, as a supervisor, are taking all reasonable measures with volunteers under your supervision it is recommended that you consider the following:

1. A Police Vulnerable Sector Check is required for all community volunteers and parents assisting in “high risk” activities.
2. Assess the risk involved with this particular activity, e.g.
  - a. Art work—helping teacher versus helping student
  - b. Reading with one student versus a group of students
  - c. Coaching an extra-curricular event (refer to Board Policy(ies))
  - d. Chaperoning
  - e. One-time short-term event versus infrequent different activities versus regular repeated activity versus one-time long term event
3. Assess the risk involved with this particular setting
  - a. In school, others present or not
  - b. Out of school, others present or not
  - c. Out of city, others present or not
4. Assess the risk based on the nature and extent of supervision, e.g.
  - a. Supervisor almost always there
  - b. Sporadic supervision
  - c. Little or no supervision during most of the activity
5. Apply the **Reasonable or Prudent Person Test/Standard** as follows: The degree or level of care that a person of average skill, judgment, memory and experience would take in a given set of circumstances.
6. Assess the risk on an ongoing basis and act accordingly. The duty to care is ongoing, and any change in circumstances should be assessed accordingly.
7. A volunteer’s negligence may account for an accident and the unintentional harm resulting there from, but it is not an excuse, in the eyes of the student, the family or law.
8. When in doubt—consult with School Board administration.

## Appendix H School Volunteer Coordinator Checklist

School Volunteer Coordinator Checklist				
<b>Preparation</b>				
<b>Planning Checklist Items</b>	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
Do I have a copy, and am I familiar with the School Board volunteer policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have I asked the staff what their volunteer needs are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I know the specifics of the day, time, and rotation of volunteer positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have I sent our school volunteer needs to OVIE? Anne Brouillard GEM or abrouillard@onfe-rope.ca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have I received and reviewed the Community Volunteer Placement information specific to each volunteer? (sent to SVC by OVIE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have I booked an interview (within 48 hrs) with the volunteer applicant to review "fit"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have I prepared my interview questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Interviewing the Volunteering – Part of Risk Management</b>				
<b>Suggested Interview Questions and Procedures</b>	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
Welcome and introductions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why do you want to volunteer at this school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What work, volunteer or personal experiences do you have that would enable you to be an effective volunteer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please comment on the areas of interest or expertise you have identified on the registration form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What challenges do you think you might encounter as a volunteer? Or have encountered in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss volunteer position and suitability if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the volunteer is not a good "fit", tell them you are interviewing several candidates.  Let OVIE know if the volunteer is not a "fit" for your school so we can place the volunteer in another school.  If in the rare occasion you believe the volunteer is not suitable to volunteer in schools please contact OVIE office as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Mandatory Screening Steps required by the School Board</b>				
During interview, I have verified the volunteer's photo ID.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
During the interview have I checked the official seal on the volunteer's Police Vulnerable Sector Check (PVSC).  The seal is imprinted on the PVSC and must be felt. If you can't feel the seal, the PVSC may be forged.  You are required to check off that you have verified the volunteer's photo ID and PVSC on the Community Volunteer Placement Form and return it to OVIE.				

<b>Orientation Checklist</b>				
<b>The time you take to complete these steps, is worth the investment.</b>	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
Give copy of OVIE Volunteer Handbook to review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Give a copy, or discuss the School Board volunteer policy, to the volunteer.				
Remind volunteer about confidentiality agreement. Talking about students or staff to others can be very harmful for the students, their families and to the morale of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides school orientation and information to the volunteer: emergency procedures including lock down, discipline, confidentiality, disclosure of abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Discuss communication procedures (regular meetings, email, notes in mailbox).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decide on the name the students will use for the volunteer (first name, Mr./Ms. Smith).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss your rules for student behaviour and lock down and emergency situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss how you will inform the volunteer of the assignment or tasks to be completed. (email, folder, notes, phone call).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decide with the volunteer when to start and discuss tasks or expectations. (before/after class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Show volunteer around your teaching/working area, where the supplies are kept, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tour of school with introductions to all staff, (office, custodian, library, principal, etc.) Introductions to everyone! Reminder to show the volunteer the lunchroom and where to get coffee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign in policy (name tags worn at all times).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tracking Volunteer hours—sign in book. Ask Volunteer to keep track of their hours and tasks for future reference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Complete and return the Community Volunteer Placement form with details on area of assistance, number of estimated weekly volunteer hours, verification of photo ID and PVSC. Return to OVIE office FAX: 613-726-3443 or email Message to Anne Brouillard GEM or abrouillard@onfe-rope.ca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Commitment</b>				
	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
<b>Stress importance of commitment; students take it personally when volunteers do not show up.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Confirm a date to start and a regular day to volunteer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inform the volunteer of any scheduled school closures. (Community volunteers may be unaware of PD days, school breaks and holiday closures.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have the teacher and the volunteer exchange contact info so they can communicate about cancellations, student concerns, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure the volunteer understands the importance of commitment; students take it personally when volunteers do not show up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sign the School/Volunteer Agreement form. (optional step)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Give yourself an "out"—make the commitment for one term and renew if things are going well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Volunteer Appreciation</b>				
	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
<b>Say hello and thank you at every opportunity.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Celebrate Volunteer Appreciation week in April each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hold a volunteer appreciation event in May/June each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Invite volunteers to return in September (to save you time in the fall).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Get the kids to draw picture, write stories, poems etc. to the volunteers to thank them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reminder: OVIE needs children's artwork, stories, testimonials, thank you cards etc. for our funding reports and websites. Please contact us and we will pick them up. ☺ Thank you!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Other Notes</b>				
	<b>Yes</b>	<b>No</b>	<b>Not Required</b>	<b>Comments</b>
Volunteer Birthdays—do you want to celebrate them? Volunteer's date of birth is on their Police Vulnerable Sector Check.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you want to ask the volunteer to recruit some of their friends? Note all community volunteers must be screened through OVIE before they can volunteer in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



OTTAWA  
VOLUNTEERS  
IN EDUCATION

BÉNÉVOLES  
DANS L'ÉDUCATION  
D'OTTAWA

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