

Volunteers in Your School

Practices and Screening Procedures

**This handbook of volunteer procedures was developed
as a joint project
between
The Halton District School Board
and
The Halton Catholic District School Board.**

2001 - 2002

ACKNOWLEDGEMENTS

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Mission and Guiding Principles

Public education has been one of the major cornerstones of a prosperous and democratic Canada. Its essential and critical role must continue through commitment to our Mission and Guiding Principles.

MISSION STATEMENT

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

GUIDING PRINCIPLES

We Are Committed To...

- ...promoting high expectations for students, staff and trustees.
- ...providing learning opportunities which enable individual growth and encourage students to become critical thinkers, creative problem solvers and achieve their personal best.
- ...promoting a dedication to life-long learning, physical well-being and a sense of self-worth.
- ...promoting and providing ongoing professional growth for all staff.
- ...optimizing the use of our resources.
- ...providing a caring and safe environment that also recognizes the rights and dignity of all.
- ...recognizing and fostering the contributions of individuals and groups.
- ...developing purposeful relationships and cooperative partnerships among students, staff, trustees, parents, volunteers, school councils, community, other school boards, business and government.
- ...promoting core values of honesty, integrity, responsibility, caring, equity, dedication and respect for self, others and our environment.
- ...providing equitable opportunity for all students to access services and programs within available resources.

Documents produced by the following Boards of Education were *consulted* by the writing team.

Lakehead Public Schools

Avon Maitland District School Board

The Simcoe County Board of Education

The Board of Education for the City of York

Ottawa/Carleton Board of Education

The Toronto Catholic School Board

Thanks to:

Halton Social Planning Council and Volunteer Centre

Lorraine Street for Workshops and

The Screening Handbook Protecting Clients, Staff, and the Community

Canadian Association of Volunteer Bureaux and Centres, Ottawa, Ontario March 1996.

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Volunteer Manual

SECTION 1

Introduction

Volunteer Screening

1.1 Rationale

The Halton District School Board and the Halton Catholic District School Board welcome and encourage participation of volunteers in their schools who will provide educational advantages to all staff and students. Through this volunteering, each individual will model caring and cooperative relationships and promote the value of being responsible citizens. The volunteers are partners who foster interaction between and among the school, parents/guardians and the school community. This interaction will provide valuable experiences, personal growth and satisfaction for the volunteers.

1.2 Definition

Volunteers are people who willingly give their time and talent as valuable members of a school team to support staff in enhancing student learning activities.

1.3 Objectives

Volunteer programs should benefit the students, the school system and volunteers themselves.

Students: The students should benefit through:

- individual and/or small group support
- enrichment of learning process
- innovative programs using a wide variety of community skills and resources
- increased motivation and self-esteem

School System: The school system should benefit through:

- increase access to additional expertise
- fostering of positive school/community partnerships

Volunteers: The volunteers will benefit through:

- increased opportunities to use their knowledge and skills
- the valuable experiences, personal growth and satisfaction gained

SECTION 2

Screening

Preamble for Screening Section

- The principal is responsible for the actions and activities of any volunteer within the school or working with students in co-curricular/extra-curricular activities.
- It is essential to monitor the activities of individual volunteers and to regularly provide them with feedback.
- The principal retains the authority to accept or decline any volunteer's offer of service.
- Halton now requires all volunteers to provide a Police Record Check as part of the screening process.

Guidelines for Administrators/Co-ordinators:

2.1 Determining the Volunteering needs for your School

- Principals must address any staff concerns about the volunteer program, especially those regarding respect of confidentiality, health and safety, liability, and supervision related issues.
- Principals or Volunteer Co-ordinator may consult with the school staff and the school advisory council at the start of the school year to determine needs preferences and tasks/assignments that could be supported with a volunteer.

2.2 Recruitment, Selection and Screening

- The 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.
- The investment of time in screening, preparation, training, etc. of the volunteer should be in proportion to the time, extent and nature of involvement the volunteer will have with the students, i.e. the degree of impact and risk that the volunteer would reasonably have on your 'duty of care'.
- **Recruitment**
 - a) Principals may extend an invitation to parents/guardians to volunteer in the schools.
 - b) Recruitment surveys are an excellent vehicle for informing the staff and the community about the various ways that volunteers can help in schools. (Appendix A).
- **Selection**
 - a) In seeking a volunteer, you must *consider* some of the following criteria:
 - i) skills, knowledge, values.
 - ii) past and background experiences i.e. work, community, personal
 - iii) interview results and impressions, and
 - iv) references

- b) The principal, in consultation with staff receiving the volunteer, should determine the best “fit” for the volunteer’s placement.
- **Screening**
 - a) The depth and degree of screening by the principal and/or designate will be dependent upon the volunteering activity and the extent of interaction with and responsibility for students.
 - b) Volunteer applicants must be interviewed by the principal and/or school designate. This can be an informal process for candidates who have a low level of interaction with and responsibility for students. A more formal interview will be particularly helpful for new volunteer candidates or those with a great *deal* of interaction with students. (see Appendix B)
 - c) It is necessary for each applicant to provide a Police Record Check. An information sheet on each volunteer must be kept at the school. (Appendix A2)
 - d) A volunteer agreement may be signed by the volunteer and the principal. A formal agreement may not be necessary for incidental volunteering (e.g. a one day field trip). (see Appendix D)
 - e) The principal retains the authority to accept or decline any volunteer’s offer of service.
 - f) For Secondary coaches see Secondary Interschool Physical Education Safety Guidelines (i) pg. 11 Section 6b “Supervision” (ii) Appendix J (iii) Appendix I.
 - g) For Elementary coaches see Elementary Interschool Physical Education Safety Guidelines (i) Pg. 12 section 6b “Supervision” (ii) Appendix J (iii) Appendix I.

2.3 Interviewing and Screening School Volunteers

The Interviewing and Selection Process

The interviewing and the selection process are especially critical to the success of a school volunteer program. The process itself may be viewed as consisting of four elements:

- **To Explain 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.
- **To Learn about the Applicant:** The interview provides a structured process to learn about the background and experience of the applicant and of his/her reasons for volunteering.
- **To Answer Questions from the Applicant:** School volunteering may be an entirely new experience for many applicants and there will generally be questions that may arise from the interview.

To Reach a Decision about the Applicant: To determine if and where the applicant will be recommended for placement.

2.4 Training and Orientation

- All volunteers need to be properly welcomed and provided with the essential basic information. A tour of the school and introduction to staff is helpful and thoughtful, especially for new volunteers. (Appendix E)
- Principals or designate or teachers must provide an orientation for the volunteer that may include:
 - a) expectations and role description of the task assignment.
 - b) a copy of relevant and related school rules and routines i.e. student code of behavior, emergency procedures, etc.
 - c) a review of procedures related to discipline issues.
 - d) a review of procedures and protocol for use of school equipment i.e. photocopier, gym storage.
 - e) a review of:
 - legal liability issues (reference section 4)
 - confidentiality issues
 - disclosure of abuse by a student
 - procedures related to health and safety issues
 - f) A review of the Halton Physical Education Safety Guidelines Interschool Module.

2.5 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 in-school Coordinator of Volunteers or staff and a volunteer, and will include those that the Principal or designate deems necessary, according to the nature of the volunteer position.

- **Review of School Policy:** A review of the major school policies that will apply to the school volunteer, i.e., confidentiality, discipline, role definition, insurance etc. The school Volunteer Handbook addresses some of these points.
- **Review of School Administrative Procedures:** A review of the school administrative procedures which are relevant to the volunteer, i.e. sign-in, sign-out procedures, notification of absence, bell times, coffee breaks, lunch times, key telephone numbers and school calendar etc.
- **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:** Providing an introduction to other staff members of the school.
- **Classroom/Workplace Introductions:** Providing an introduction to the class or organization where the volunteer will work and explain the tasks that the volunteer will perform.
- **Volunteer Documentation:** Principal or designate may request that the volunteer sign the “School Volunteer Agreement” form. (Appendix D).
- **For coaches refer to Halton Phys-Ed Safety Guidelines, Interschool Module**

Group Orientation

- **Teacher and a team of volunteers:** This approach may be used to orient a group of volunteers who will all be working at the same task but on different shifts, i.e. in a remedial reading program or in the library.
- **School wide Orientation:** All volunteers and staff may be addressed by the principal and/or in-school Principal or designate on the general aspects of policy and procedures mentioned above but the explanation of individual programs and expectations would still need to be made by each supervising staff member.

2.6 Supervision and Review

- The principal is responsible for the supervision of volunteers within the school or activities involving them in co-curricular/extra-curricular responsibilities.
- Many volunteers will however, be more directly supervised by another staff member. For example, a volunteer helping the school secretary would be directly supervised by the school secretary 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 the direct supervisor should regularly provide them with feedback. As well, adjustment to activities, training and further follow-up may be necessary.
- The performance of volunteers should be reviewed annually. The length and detail of the review must be flexible and at the discretion of the principal or designate. The principal and/or designate may wish to provide a formal individual review when the extent of individual involvement and support to students is regular and substantial. Volunteers may request a performance review and/or a reference to take to possible interviews for employment.
- In most cases the review will be undertaken by the *direct* supervisor of the volunteer and approved by the principal. It may be beneficial to have the

volunteer do a self evaluation as well as to provide feedback about the volunteering experience and the volunteer program itself (see Appendix F).

- For Secondary coaches see Halton Physical Education Safety Guidelines (i) Interscholar Module p. 12 “Supervision” sections c, d, e (Role of Coach Liaison and Supervision) (ii) Appendix M.
- For Elementary Coaches see Halton Physical Education Safety Guidelines (i) Interscholar Module p. 12 “Supervision” section c, d, e (Role of Coach Liaison and Supervision) (ii) Appendix L.

2.7 Review of the Volunteer Program

- Periodic monitoring and review of the overall volunteer program is necessary to measure its impact and provide input to make adjustments necessary for its success.

2.8 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.

Boost Morale and 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.
- **Greet Volunteers Warmly:** Volunteers appreciate a “thank-you” from students and teachers at the end of the day.

Maintain a Communications Link

Ongoing contact is extremely important. A communications procedure is established at the outset to provide a mechanism for continuous information sharing and constructive guidance. 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 the school week.

- **How?** Meeting, phone contact, written notes, assignment folder, school calendar.

- **When?** A regular schedule helps prevent problems and confirms the importance of the program.
- **Where?** Finding a new locale for the first time can present problems. Provide instructions.

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

2.9 On-going Training for Volunteers

Offering on-going training for volunteers is a sound investment, it can help volunteers do even better in their assignments and it also rewards them for the important work that they do. Both informal as well as formal training may be provided for school volunteers.

Types of On-Going Training

- **Informal Training:** This consists of “on-the job” training for individual volunteers and involves learning through job experience supported by good communications 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 libraries and administration. Training courses may include:
 - Techniques for instructional assistance by volunteers, i.e. reading skills, math skill, 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 hardware, computer software local area networks, modems videos, projectors.
- **Formal Training – Subjects of General Application:** Formal training may also be provided for groups of volunteers on subjects of general application. Volunteers may be invited from schools within one or more school boards. 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
 - communication skills

- First Aid certification
- If coaching, Level 1 Technical in their specific sport when coaching a higher risk activity (See p. 8 P.E. Safety Guidelines Interschool Module)

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

2.10 Volunteer Evaluation

The Principle Types of Evaluation:

- **Informal and Ongoing Monitoring:** Informal and ongoing monitoring takes place through day-to-day discussion between staff and volunteer. Discussions might cover the volunteer's particular strengths as well as any areas where there might be a need for more direction.
- **Formal Written Evaluation:** Some categories of volunteers, such as students on field placements, 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.
- **See Appendix F**

SECTION 3

Roles & Responsibilities

The Value of Volunteering

“You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

Kahlil Gibran

Volunteer activities are valued because they benefit students, the schools, and the school system as a whole, as well as the volunteers themselves. These benefits include:

- Enriching educational programs and services
- Enhancing student success and achievement
- Providing members of the community with opportunities to use their knowledge and skills
- Enabling members of the community to gain valuable experience, personal growth and satisfaction

Roles for Volunteers in the School

The manner in which auxiliary personnel fit into a school’s operation will vary from school to school and from teacher to teacher. The teacher, however, must remain responsible for the educational program and also must perform the professional duties associated with that program. The following lists of activities for auxiliary personnel are incomplete and intended only as suggestions:

3.1 Instruction-Related

- Conducting selected prescribed drill exercises with individuals or small groups
- Assisting individuals or small groups to follow instructions given by the teacher
- Preparing instructional materials, e.g. flash cards, cutouts, alphabet cards, business forms, chemical reagents, etc., under the direction of the teacher
- Overseeing students in the proper and safe use of tools and equipment
- Participating in the encouragement and promotion of etiquette and good manners

- Telling or reading selected stories to groups or classes
- Assisting the teacher in conducting group discussions

General Non-Instructional

- Obtaining films, filmstrips, supplementary books, pictures, etc and related equipment such as projectors, record players, etc.
- Assembling/storing resource collections, (e.g. artifacts, minerals, maps, etc.)
- Organizing resource material, (e.g. picture file, filmstrips etc.)
- Assisting the teacher with the arranging and supervising of games
- Assisting with routine head lice checks
- Assisting in organizing programs, assemblies, etc.
- Assisting in the supervision of a regularly-scheduled study hall
- Assisting in making arrangements for student tours and field trips
- Assisting in general supervision duties on the playground and in the school, (e.g. washrooms, corridors, cafeterias, etc.)

Classroom Maintenance

- Working with the teacher in supervising student work areas
- Arranging materials for lessons
- Distributing and clearing away equipment
- Assisting with clean-up time
- Assisting young students with outdoor clothing
- Keeping bulletin boards neat and current
- Arranging interesting activity centres, (e.g. reading area, science corner, etc.)

Audio – Visual Assistance

- Reproducing sound tapes
- Setting up, operating and removing audio-visual equipment

Other

- Duplicating, preparing stencils and transparencies, etc.
- Filing resource materials

3.2

RIGHTS & RESPONSIBILITIES

Volunteering is no longer a casual activity for those with leisure time, but rather an acceptance of the fact that community service is an essential component that contributes to the growth and success of students, our schools and the community. Therefore, as a volunteer performing an important and vital role with students and in our school, you are granted a number of rights and charged with a number of responsibilities.

| You have a right to | You have a responsibility to |
|---|--|
| 1. sufficient knowledge, training, orientation, information, and Board Rules & Regulations regarding activities in which you are involved | ask related questions, seek as required, help and clarification, and respect the defined boundaries of activities. |
| 2. express your individual opinions and ideas and to have these considered by your supervisor. | the principal but work directly with the professional Teaching staff. |
| 3. understand and accept the students in terms of their own background & values. | maintain confidentiality of all information acquired about students, family and staff as this is strictly confidential. |
| 4. provide input into the nature of activities you choose to undertake. | ensure that you feel comfortable with the type and amount of activities you perform. |
| 5. request general and specific information from the principal, teacher, (or other person) who directly supervises you. | follow through with directions and discuss with your supervisor any issues that may arise. |
| 6. be treated with respect and dignity (by staff, students and others) and in accordance with related Board policies and practices. | treat others (students, staff, and others) with respect and dignity and in accordance with Board policies and practices. |
| 7. express your creativity and share your personality and skills as well as time. | do so in a manner which allows the same for students and others. |
| 8. feel that you belong and that your contributions matter. | perform your activities in a manner consistent with the expectations and norms of school. |
| 9. terminate your volunteer activities at any time. | provide reasonable advance notice when terminating your volunteer activities. |

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SECTION 4

Legal and Liability Issues

4.1 Legal Issues

1. CAN THE BOARD BE HELD LEGALLY RESPONSIBLE FOR THE WRONGFUL ACTS OF A VOLUNTEER TO A STUDENT?

Yes. The Board has a duty to ensure that volunteers who interact with students have adequate knowledge or training. The volunteer, in turn, has a duty to provide a reasonable standard of service in performing volunteer activities. No task should be undertaken without the authorization of the volunteer's supervisor.

2. ARE VOLUNTEERS BOUND BY LEGISLATION GOVERNING THE INSTITUTION?

Yes. All those working within an institution whether on a paid or voluntary basis are governed to varying degrees by relevant legislation and regulations, as well as any policies and practices.

3. SHOULD VOLUNTEERS BE PERMITTED TO SEE STUDENT ACADEMIC RECORDS?

No. Volunteers may be provided information related to student records depending on the activities being performed; however, access to written student records would be a breach of confidentiality.

4. SHOULD VOLUNTEERS REPORT INCIDENTS AND ACCIDENTS?

Yes. The failure to report an incident or accident with injury to a person or damage to property (or the potential of same) could have legal implications for the Board.

5. WILL I BE PROTECTED FROM UNFOUNDED OR MALICIOUS COMPLAINTS OR ACCUSATIONS?

Yes. The Board will take all reasonable measures to investigate and resolve such issues. To do so is in everyone's best interests.

6. ARE VOLUNTEERS PROTECTED AGAINST ACCIDENT, AND INJURY?

Yes. As required under the Education Act, volunteers are insured under certain circumstances by the Board's Group Accident Insurance Policy providing you are acting in good faith and a reasonable manner. See Section 4.8.

The above questions and answers should be considered seriously by all volunteers. Basically you should be aware of the fact that you are not to perform any duties unless you have received proper training and know the scope of your duty, or unless in an unusual situation, you have been instructed by a staff person. Never do anything of which you are not sure.....always ask.

4.2

Risk Analysis Guidelines

The 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 Record Check (Appendix C) is required for all volunteers. The results of the Police Record Check are to be considered as one part of the risk analysis
2. Assess the risk involved with this particular student or student group, e.g.
 - No students involved or present
 - High school vs. intermediate vs. primary
 - Special needs student
3. Assess the risk involved with this particular type of activity, e.g.
 - Art work – helping teacher vs. helping student
 - Reading with one student vs. a group of students
 - Coaching a co-curricular event (refer to Board Phys-Ed Health and Safety Guidelines re: Supervision)
 - Chaperoning
 - One-time short-term event vs. infrequent different activities vs. regular repeated activity vs. one-time long term event
4. Assess the risk involved with this particular setting
 - In school, others present or not
 - Out of school, others present or not
 - Out of city, others present or not
5. Assess the risk based on the nature and extent of supervision, e.g.
 - Supervisor almost always there
 - Sporadic supervision
 - Little or no supervision during most of the activity
6. Apply the **Reasonable or Prudent Person Test/Standard** as follows: The degree or level of care that a person of average skill, judgement, memory and experience would take in a given set of circumstances.
7. Assess the risk on an ongoing basis and act accordingly. The duty of care is ongoing, and any change in circumstances should be assessed accordingly.
8. 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.
9. When in doubt – consult.

4.3

STATEMENT OF LIABILITY INSURANCE

The Liability Insurance of the Board covers persons who, at the request of the Board, are performing activities involving supervision of students. This includes volunteers assisting with either in-school or extra-curricular activities as arranged and/or approved by principals and other Board staff.

Such persons are covered for bodily injury or property damage they negligently cause to others while performing the above activities.

For example, if a volunteer was working with a group of students and an accident occurred resulting in a lawsuit, the Board's Liability Insurance would cover the volunteer as well as the Board.

If volunteers are transporting students in their private vehicles to Board approved events, it is necessary that they have liability insurance on their vehicles. It is recommended that the minimum liability limit be \$1,000,000.00.

The Board does carry excess third party liability insurance to provide protection for employees of the Board, including volunteers, who may on occasion use vehicles not owned by the board to transport students, without charge, for emergencies, curriculum, or extra-curricular activities. The liability covered is that liability imposed by law upon an employee of the Board (including volunteers) for bodily injury of Death to students suffered while such students are being transported by the person who is acting on behalf of the Board.

This insurance covers only that liability imposed by law, which may be in excess of the person's own third party auto liability coverage, to a maximum of the Board's non-owned auto policy.

All Volunteer "Trip Drivers" are required to complete the "Volunteer Driver's Form" as Appendix G. Use of a volunteer's car must be authorized by the principal as the Board's agent.

4.4

STATEMENT ABOUT CONFIDENTIALITY & PRIVACY

Perhaps one of the greatest obstacles in the path of effective use of volunteers, especially parent volunteers, is the concern on the part of the teachers and principals regarding the possible use of privileged and confidential information.

Pursuant to *The Municipal Freedom of Information and Protection of Privacy Act 1989*, volunteers with the Board will at all times uphold complete confidentiality.

Volunteers are not allowed to have free access to a student's records for any reason. **Under no circumstances** will a volunteer be given such personal information as home phone numbers, addresses, birth dates without consent of the parent/guardian or student who is sixteen or older. Volunteers who are assisting administration and/or office staff will often need to access this information. This is **permissible only if there is a staff member directly supervising the volunteer**.

The volunteer will be privy to only that personal information which they need for a consistent purpose to perform the function they have been assigned. In some circumstances, the volunteer may require background information on a student to best understand the particular needs of the student for the purpose of providing proper assistance. The teacher would share only the appropriate information.

In addition, volunteers are in a position to learn and observe more about staff members that would be learned or observed in a regular parent to teacher relationship.

There is nothing wrong with the volunteer possessing such knowledge or personal opinions. However, in no case should such knowledge or opinions be shared in the community. Likewise, care must be taken to refrain from expressing comments harmful to the reputation of each pupil or professional.

If a problem develops, the line of communication regarding a situation in the school is always first with the staff member concerned and then, if necessary, with the principal.

A volunteer has every right to expect that his or her participation will be treated with the same confidentiality and respect.

Volunteers must respect the confidentiality of the relationship to the school, being careful to ensure that a student's work and behaviour in school be held in confidence.

4.5 STATEMENT ON DISCLOSURE OF ABUSE

Volunteers who work in a one-on-one relationship with students have a unique opportunity to help these students to build feelings of competence, confidence and self-worth. That student may show increasing trust in the volunteer, but with this opportunity also comes responsibility.

If a student has reached the point of feeling very trusting with a volunteer it could happen, if the student is or may be in need of protection, that the student makes a disclosure to the volunteer. As well, a volunteer, after working with a student for a period of time, may come to suspect, either from behavioural or physical signs such as injuries, that the student is or may be in need of protection. It is, therefore, important that volunteers are aware of their responsibilities and the correct procedure to follow.

One may not feel comfortable about reporting suspicions that a child is, or may be in need of protection, but the fact is that it is a legal obligation of every Ontario resident to report these suspicions to a Children's Aid Society (C.A.S.). The duty to report is a personal one and can only be carried out by the person who has reasonable grounds to suspect that a child is, or may be in need of protection. A volunteer, therefore, who suspects on reasonable grounds that a child is or may be in need of protection, as a result of circumstances would come to his/her attention during the course of volunteer activities, shall immediately advise the Principal/designate (or, in the absence of the Principal/designate, the Superintendent of Education – Human Resources) and in the presence of the Principal/designate or Superintendent of Education – Human Resources immediately contact the local C.A.S.

One of the most difficult things to handle may be the student who asks the person in whom they have confided and disclosed to “promise not to tell.” You cannot legally make such a promise, and you must be clear about it with the child. Also do not try to counsel the student or investigate the situation or circumstances. Be sympathetic and empathetic without being judgmental. There are guidelines contained in the Child Abuse Resource & Training Guide that accompany the Child Abuse Procedure #01.15.00 that every volunteer can refer to that will help the volunteer in their support of the student

All such information is **STRICTLY CONFIDENTIAL**

4.6 STATEMENT ON HEALTH & SAFETY ISSUES

Observing the safe work practices in our day-to-day activities is the responsibility of all who work for the Board, both employees and volunteers. It is in everyone's best interest to work safely in our schools.

The board does not provide medical insurance or Workplace Safety Insurance (WSI Act) that would provide benefits or compensation for injuries to volunteers.

Certain safety fundamentals are basic to the operation of our schools and facilities. As well, more in-depth information and procedures cover a large and diverse range activities in our schools.

As a volunteer, you may be involved in a variety of activities. Use of common sense, good judgement and when in doubt asking questions may be all that is normally required. When your supervisor identifies specific training or information needs, these will be provided e.g. a list of the students you will be working with who have specific allergies and the care plan for what to do if they have a reaction. If you feel a need for information or training, please contact your supervisor immediately.

Please report any incident or accident to your supervisor even if there seems to be no injury to yourself or others, or damage to equipment etc.

Emergencies and fire drills are generally indicated by an alarm bell. Follow your supervisor's instructions calmly but quickly. Everyone must leave the building. The students have usually rehearsed for these eventualities.

Any bodily fluids i.e. blood, vomit, urine must be cleaned up and handled in a prescribed manner. Advise your supervisor of a problem and the school custodian or other staff member will deal with this.

Smoking, alcohol and illegal drugs are not permitted on any school property.

4.7

STANDARD HEALTH & SAFETY REQUIREMENTS

The Board is committed to the prevention of illness, injury and property damage through the provision and maintenance of a healthy and safe workplace environment for all employees, students, volunteers, visitors and contractors. To fulfill this commitment, the board shall comply with and enforce legislative requirements including the Ontario Occupational Health and Safety Act, Environmental Protection Act, and other federal and provincial statutes, local by-laws, plus all policies, rules or procedures issued by the Board.

In consideration of the above policy it is essential that all employees and volunteers must:

1. work in compliance with the provisions of the Occupational Health and Safety Act, Environmental Protection Act, and Regulations, and the Board's environmental, health and safety policies and procedures.
2. use or wear protective equipment, devices and clothing that the supervisor requires to be worn.
3. report to their supervisor the absence of, or a defect in any protective device of which they are aware, that may endanger themselves or another person.
4. not remove or make ineffective any protective device required by the regulations or by the supervisor.
5. report to their supervisor any contravention of the Occupational Health and Safety Act, Environmental Protection and Regulations or the existence of any hazard of which they are aware.
6. not use or operate any equipment, machine, device or thing or work in a manner that may endanger themselves or any other person
7. not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct.
8. report to their supervisor all accidents and incidents.

4.8

INSURANCE FOR SCHOOL VOLUNTEERS

1. Accidental Death (\$5,000.00 under some circumstances)
2. Legal Liability Insurance.
3. Excess Automobile Liability Insurance.
4. Injury: Weekly income 208 weeks up to 75% insured persons income, maximum \$346.00 minimum \$100.00.

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

1. Workplace Safety Insurance (WSI Act).
2. Personal property owned by volunteers.
3. Automobile Insurance (volunteers legally must insure their own vehicles).
4. Accident Insurance

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.

4.9

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) Be realistic about the size of the group assigned to any parent. Statement of Board ratio required as a maximum.
- b) Introduce parents and students to each other. Explain the roles of parents to students.
- c) Discuss with parents your expectations for children's behaviour and strategies for coping with misbehaviour.
- d) 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.
- e) Refer to Halton Physical Education Safety Guidelines – Curricular Module – for ratios and Special Rules on Sport/Activity pages. Eg. Alpine skiing.
- f) On field trips consult the institution you are visiting regarding the ratios of supervision required.
- g) Only children weighing more than 23 kg. May ride in a volunteer-driven vehicle. This excludes children in JK, K, and usually Grade 1 from riding in vehicles with volunteer drivers.

4.10 VOLUNTEER ACKNOWLEDGEMENT AND DISCLAIMER

I, the undersigned hereby acknowledge and agree that I will be performing the following volunteer duties and/or activities, _____

(please describe volunteer duty or activity in detail including location)

I understand that the activity I will be undertaking could involve the use of tools and/or materials which require a certain level of training. I also understand that the Halton District School board has not had the opportunity to instruct me in the use of these and by my volunteering to perform this activity the Halton District School Board is assuming that I have the knowledge and know-how to perform such activities. I also understand that I may be performing these activities with other volunteers who may not have had the same experience as myself.

As a volunteer I understand that I am not an employee of the Halton District School Board and am not covered by Workplace Safety Insurance (WSI Act) in the event of accidental injury or disease.

I understand that the Halton District School Board does not carry medical insurance for volunteers and that any medical expenses incurred by me due to an accident would be my responsibility.

I hereby, on behalf of myself, my heirs, executors, administrators and assigned demise, release and forever discharge the Halton District School Board, its successors and assigns, of and from all manner of actions, causes of actions, suits, debts, dues, accounts, bonds, covenants, contracts and demands whatsoever which against the Halton District School Board I may press or commence arising out of and caused from the use of such volunteer duties and activities as described above, or the demonstration of the same, and I further acknowledge that this acknowledgement may be pleaded by way of an estoppel against any such claim arising from my voluntary participation in the above activity (activities) or duties.

Dated at _____, Ontario, this _____ day of _____ (month) (year).

Witness _____

Signature of Volunteer _____

Name _____

Address _____

Telephone _____

Developed for volunteers doing construction type work at the school and for volunteers using school equipment that could be hazardous.

APPENDIX

The following forms are available for your use based on the analysis of risk of the activity requiring volunteers.

Volunteer Survey

Interested in being a Volunteer?

As a school volunteer, you help through the giving of your time, service and skills. Please complete the following.

I have an interest in the following area(s):

- Assisting with school excursions
Absence check volunteers
Transporting teams or groups (the Board has minimum insurance requirements)
Volunteering in classrooms
Volunteering in the kindergarten
Coaching/training students
Assisting in a specific area (please specify)
Other activities (please list)

I am available on the following days and times (please circle):

Monday am/pm Tuesday am/pm Wednesday am/pm Thursday am/pm Friday am/pm

I am available for the entire school year (September to June):

(please circle) Yes No (period available)

I have a special interest of expertise in:

- computers sports literature
cooking dance math
sewing typing science
Other (please specify)

Additional comments:

Name: Phone No.

Questions? Please contact at

E. PROGRAM/ACTIVITY AREA where a volunteer could assist:

Classroom _____ Step by Step _____ Sports/Coach _____ Fundraising _____
 Class G. _____
 Parent _____ Languages _____ Trips/Events _____ E.S.L. _____
 Remedial _____ Enrichment _____ Library Ass't _____ Special Ed. _____
 Ed. _____
 Res. _____
 Speaker _____ Office Ass't _____ Tutoring _____ Clubs/Fairs _____
 Volunteer _____
 Co-ord. _____ Mentoring _____ Other _____

F. GRADE LEVEL:

K _____ 1-3 _____ 4-6 _____ 7-8 _____ High School _____ N/A _____

G. AVAILABILITY: Day and times preferred

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|-----------|----------|--------|
| Morning | | | | | |
| Afternoon | | | | | |
| Other | | | | | |

H. REFERENCES: (not relatives)

(i) Name: _____

Address: _____

Telephone: _____ Relationship: _____

(ii) Name: _____

Address: _____

Telephone: _____ Relationship: _____

I. Police Record Check has been provided

School Official: _____

Comment(s): _____

i) Have you ever been convicted of a criminal offence for which you have not received a pardon?
 _____ Yes _____ No

ii) I agree to inform the school administrator of any charges and/or convictions incurred by me subsequent to the date of the Police Record check.

I hereby authorize the above references to be contacted and the following reference questions to be used as the basis for this check.

Signature: _____ Date: _____

Post-interview Reference Check

1. Your name has been authorized by the above-named as a reference for a volunteer position.

2. How long have you known her/him and in what capacity?

3. Relationship:

4. Reliability and Punctuality:

5. Would you consider this person for the volunteer activity described above?

6. Do you know of any reason why this person should not be working with children?

POLICE RECORDS CHECK PROCESS

- Volunteers are required to provide a Police Record Check.
- This requirement will normally occur at the end of the screening/selection process, or the requirement may come later as a result of changed activities, responsibilities and circumstances.
- If a Police Records Check is being requested, ensure that the following question has been asked.

Have you ever been convicted of a criminal offence for which you have not received a pardon?

Criteria Considered in the Event of a Criminal Record

1. Risk: to students, staff, property and finances, Board image and public profile.
2. Range and type of activities and degree of risk (Section 4.2)
3. Nature of offences(s), e.g. theft over, theft under, assault, manslaughter, fraud, sexual assault (of adult, child).
4. Number of convictions.
5. Recency of events, interim events.
6. Other circumstances as provided or evident, (e.g. records vs. person's statement, aberrant one-time behaviour vs. patterned; unique or mitigating circumstances).

SCHOOL VOLUNTEER AGREEMENT

SCHOOL: _____

Class (or Location): _____

Volunteer Directly Responsible to: _____

1. DUTIES AND RESPONSIBILITIES: _____

2. TIME COMMITMENT:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|-----------|----------|--------|
| Morning | | | | | |
| Afternoon | | | | | |
| Other | | | | | |

3. STARTING DATE: _____ ENDING DATE: _____

4. ABSENCE: Procedure for reporting absence: _____

5. THE VOLUNTEER AGREES TO:

- (a) respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer.
- (b) Notify the appropriate person at school as soon as possible when circumstances necessitates their absence (either planned holidays, illness, etc.)

THE SCHOOL AGREES TO:

- (a) show respect and appreciation by giving the volunteer a suitable assignment in line with areas of interest and skills.
- (b) Inform the volunteer in advance of all schedule changes (holidays, special events etc.)

SIGNED:

| | |
|--|--------------|
| | Volunteer |
| | School Staff |
| | Date |

Orientation Check List – Teacher

- ❑ Introduce yourself and show the volunteer around your teaching/working area.
- ❑ Discuss the days and times that the volunteer will be working with you.
- ❑ Discuss the communication procedures with the volunteer (e.g. regular conferences, importance of calls if absent, notes in mailboxes).
- ❑ Discuss plans for occasions when a substitute teacher will be in charge of the volunteer's activities.
- ❑ Decide on the name that students are to use in addressing the volunteer (i.e. especially important for student volunteers who may wish to be called by their first name).
- ❑ Talk about your own expected procedures and any rules for student behaviour (also emergency procedures, schedules).
- ❑ Indicate how you will inform the volunteer of the daily assignment or tasks to be completed (e.g. folder, note, brief meeting).
- ❑ Decide with the volunteer when to start and discuss the initial tasks or expectations.
- ❑ Helpful hints to the volunteer:
 - Listen to what the students are saying in order to understand their level of development.
 - Present information or directions in a way, which encourages students to seek clarification or ask questions.
 - Provide students with simple, direct explanations, illustrations or instructions.
 - Allow for further explanation, illustration or demonstration by making minor changes to the presentation method.
 - Seek the assistance of the teacher if the student seems confused, perplexed or unable to demonstrate understanding.
 - Ask if you are unsure of anything

SCHOOL VOLUNTEER – REVIEW OF INDIVIDUAL PLACEMENT

Volunteer
Name: _____ Date: _____

School
Name: _____ Staff/Member: _____

Volunteer Classification: Retiree/Senior _____ Community _____

Post Secondary Student _____ High School Student _____ Parent _____

Period Reviewed:

From: _____ to _____

1. Briefly describe the services provided by the volunteer:

2. Grade Level: K ___ 1-3 ___ 4-6 ___ 7-8 ___ High School ___ N/A ___

3. Please note the following:

| | Excellent | Good | Satisfactory | Not Satisfactory |
|--|-----------|------|--------------|------------------|
| ▪ Punctuality and dependability | | | | |
| ▪ Rapport with students | | | | |
| ▪ Rapport with adults | | | | |
| ▪ Suitable role model | | | | |
| ▪ Effective completion of assigned tasks | | | | |
| ▪ Apparent enthusiasm for placement | | | | |
| | | | | |

Comments:

VOLUNTEER DRIVER FORM

The School Board values your contribution as a volunteer driver and would like to thank you.

“Trip Driver” is defined as any person authorized by the Board who has agreed to be a driver for certain trip while they are driving their own or another licensed automobile: to include trustees, employees, teachers, parents, volunteers and officials of the Board.

This will authorize _____ (Name of teacher or other volunteer driver)

1. To transport students participating in the events listed on the attached school schedule:

OR

2. To transport students participating in the following school activity: _____

Vehicle Information: Make _____ Year: _____ Licence #: _____

All “trip drivers” including volunteer drivers are advised that in order to ensure the automobile liability insurance coverages are not invalidated that the following are enforced:

- A) Use a licenced automobile which carries valid third-party liability insurance as required under legislation in the Province of Ontario.
- B) Provide the Board with prompt written notice, with all available particulars, of any accident arising out of the use of a licensed automobile during a trip on business of the Board.
- C) Be aware that the Board’s Excess Liability Insurance comes into effect only after the ‘trip driver’s’ insurance has been exhausted.

I. Declaration to be signed by Driver:

- ◆ I declare that I am licensed to drive in Ontario and my vehicle is insured by valid automobile insurance as required by Ontario Law.
- ◆ That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.
- ◆ I will follow the manufacturer’s vehicle guidelines regarding air bags and acknowledge that children should not be seated in the front seat of any vehicle, especially under the age of 10.

Signature _____ Date _____

Insurance Company _____ Policy # _____

II. Declaration to be signed by the owner of the vehicle, if the volunteer does not own the Vehicle.

- ◆ I declare that I have authorized _____ to drive my vehicle to transport students participating in the school event(s) listed on this form.
- ◆ He/she is licensed to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario legislation.
- ◆ That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Signature _____ Date _____

Date School Name Principal’s Signature

Volunteer Screening Checklist

Definition of Volunteers

Volunteers are people who willingly give their time and talent as valuable members of a school team to support staff in enhancing student learning activities. **‘Volunteer’ includes coaches** who are non-teaching members of staff.

The investment of time in screening, preparation, training etc. of a volunteer should be in proportion to the time, extent and nature of involvement the volunteer will have with the students, i.e., the degree of impact and risk that the volunteer would reasonably have on your ‘duty of care’.

Musts

- ❑ It is necessary for volunteers to provide a recent Police Record Check (Sections 2.2, 4.2, Appendix C).
- ❑ Assess the risk of the activity using the Risk Analysis Guideline (Section 4.2).
- ❑ Principals must address any staff concerns about the volunteer program, especially those regarding respect of confidentiality, health and safety, liability, and supervision related issues (Section 2.1).
- ❑ Volunteer applicants must be interviewed by the principal and/or school designate. This can be a formal or informal process (Section 2.2). An information sheet on each volunteer must be filed at the school. It must include the essential information from Appendix A2 and in particular a notation of the Police Record Check.
- ❑ Principals or designate or teachers must provide an orientation for the volunteer (Sections 2.4, 4.1, 4.4, 4.5, 4.6, 4.7).
- ❑ The principal or designate must monitor the activities of individual volunteers (Section 2.6).
- ❑ The administrator must insure that the teacher is responsible for the educational program and that professional duties are performed by the teacher (Section 3).
- ❑ The principal or designate must insure that all volunteer trip drivers complete the volunteer drivers form (Section 4.3, Appendix G).

Shoulds

- ❑ It is essential to monitor the activities of individual volunteers. The direct supervisor should provide them with feedback on a regular basis. (Section 2.4, 2.5, , 4.1).
- ❑ The performance of volunteers should be reviewed annually (Section 2.6).

May

- ❑ A volunteer agreement may be signed by the volunteer and the principal. A formal

agreement may not be necessary for incidental volunteering (Appendix D).

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Volunteer Manual

Volunteers

Volunteers are people who willingly give their time and talent as valuable members of a school team to support staff in enhancing student learning activities.

The Value of Volunteering

“You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

Kahlil Gibran

Volunteer activities are valued because they benefit students, the schools, and the school system as a whole, as well as the volunteers themselves. These benefits include:

- Enriching educational programs and services
- Enhancing student success and achievement
- Providing members of the community with opportunities to use their knowledge and skills
- Enabling members of the community to gain valuable experience, personal growth and satisfaction

Roles for Volunteers in the School

The manner in which auxiliary personnel fit into a school's operation will vary from school to school and from teacher to teacher. The teacher, however, must remain responsible for the educational program and also must perform the professional duties associated with that program. The following lists of activities for auxiliary personnel are incomplete and intended only as suggestions:

Instruction-Related

- Conducting selected prescribed drill exercises with individuals or small groups
- Assisting individuals or small groups to follow instructions given by the teacher
- Preparing instructional materials, e.g. flash cards, cutouts, alphabet cards, business forms, chemical reagents, etc., under the direction of the teacher
- Overseeing students in the proper and safe use of tools and equipment
- Participating in the encouragement and promotion of etiquette and good manners
- Telling or reading selected stories to groups or classes
- Assisting the teacher in conducting group discussions

General Non-Instructional

- Obtaining films, filmstrips, supplementary books, pictures, etc and related equipment such as projectors, record players, etc.
- Assembling/storing resource collections, (e.g. artifacts, minerals, maps, etc.)
- Organizing resource material, (e.g. picture file, filmstrips etc.)
- Assisting the teacher with the arranging and supervising of games
- Assisting with routine health tasks
- Assisting in organizing programs, assemblies, etc.
- Assisting in the supervision of a regularly-scheduled study hall
- Assisting in making arrangements for student tours and field trips
- Assisting in general supervision duties on the playground and in the school, (e.g. washrooms, corridors, cafeterias, etc.)
- Coaching (See Halton Interschool Physical Education Health Safety Guidelines)

Classroom Maintenance

- Working with the teacher in supervising student work areas
- Arranging materials for lessons
- Distributing and clearing away equipment
- Assisting with clean-up time
- Assisting young students with outdoor clothing
- Keeping bulletin boards neat and current
- Arranging interesting activity centres, (e.g. reading area, science corner, etc.)

Audio – Visual Assistance

- Reproducing sound tapes
- Setting up, operating and removing audio-visual equipment

Other

- Duplicating, preparing stencils and transparencies, etc.
- Filing resource materials

RIGHTS & RESPONSIBILITIES

Volunteering is no longer a casual activity for those with leisure time, but rather an acceptance of the fact that community service is an essential component that contributes to the growth and success of students, our schools and the community. Therefore, as a volunteer performing an important and vital role with students and in our school, you are granted a number of rights and charged with a number of responsibilities.

| You have a right to | You have a responsibility to |
|---|--|
| 1. sufficient knowledge, training, orientation, information, and Board Rules & Regulations regarding activities in which you are involved | ask related questions, seek as required, help and clarification, and respect the defined boundaries of activities. |
| 2. express your individual opinions and ideas and to have these considered by your supervisor. | the principal but work directly with the professional Teaching staff. |
| 3. understand and accept the students in terms of their own background & values. | maintain confidentiality of all information acquired about students, family and staff as this is strictly confidential. |
| 4. provide input into the nature of Activities you choose to undertake. | ensure that you feel comfortable with the type and amount of activities you perform. |
| 5. request general and specific information from the principal, teacher, (or other person) who directly supervises you. | follow through with directions and discuss with your supervisor any issues that may arise. |
| 6. be treated with respect and dignity (by staff, students and others) and in accordance with related Board policies and practices. | treat others (students, staff, and others) with respect and dignity and in accordance with Board policies and practices. |
| 7. express your creativity and share your personality and skills as well as time. | do so in a manner which allows the same for students and others. |
| 8. feel that you belong and that your contributions matter. | perform your activities in a manner consistent with the expectations and norms of school. |
| 9. terminate your volunteer activities at any time. | provide reasonable advance notice when terminating your volunteer activities. |

Legal and Liability Issues

Legal Issues

1. CAN THE BOARD BE HELD LEGALLY RESPONSIBLE FOR THE WRONGFUL ACTS OF A VOLUNTEER TO A STUDENT?

Yes. The Board has a duty to ensure that volunteers who interact with students have adequate knowledge or training. The volunteer, in turn, has a duty to provide a reasonable standard of service in performing volunteer activities. No task should be undertaken without the authorization of the volunteer's supervisor.

2. ARE VOLUNTEERS BOUND BY LEGISLATION GOVERNING THE INSTITUTION?

Yes. All those working within an institution whether on a paid or voluntary basis are governed to varying degrees by relevant legislation and regulations, as well as any policies and practices.

3. SHOULD VOLUNTEERS BE PERMITTED TO SEE STUDENT ACADEMIC RECORDS?

No. Volunteers may be provided information related to student records depending on the activities being performed; however, access to written student records would be a breach of confidentiality.

4. SHOULD VOLUNTEERS REPORT INCIDENTS AND ACCIDENTS?

Yes. The failure to report an incident or accident with injury to a person or damage to property (or the potential of same) could have legal implications for the Board.

5. WILL I BE PROTECTED FROM UNFOUNDED OR MALICIOUS COMPLAINTS OR ACCUSATIONS?

Yes. The Board will take all reasonable measures to investigate and resolve such issues. To do so is in everyone's best interests.

6. ARE VOLUNTEERS PROTECTED AGAINST ACCIDENT, AND INJURY?

Yes. As required under the Education Act, volunteers are insured under certain circumstances by the Board's Group Accident Insurance Policy providing you are acting in good faith and a reasonable manner. See Section 4.8.

The above questions and answers should be considered seriously by all volunteers. Basically you should be aware of the fact that you are not to perform any duties unless you have received proper training and know the scope of your duty, or unless in an unusual situation, you have been instructed by a staff person. Never do anything of which you are not sure.....always ask.

STANDARD HEALTH & SAFETY REQUIREMENTS

The Board is committed to the prevention of illness, injury and property damage through the provision and maintenance of a healthy and safe workplace environment for all employees, students, volunteers, visitors and contractors. To fulfill this commitment, the board shall comply with and enforce legislative requirements including the Ontario Occupational Health and Safety Act, Environmental Protection Act, and other federal and provincial statutes, local by-laws, plus all policies, rules or procedures issued by the Board.

In consideration of the above policy it is essential that all employees and volunteers must:

1. work in compliance with the provisions of the Occupational health and Safety Act, Environmental Protection Act, and Regulations, and the Board's environmental, health and safety policies and procedures.
2. use or wear protective equipment, devices and clothing that the supervisor requires to be worn.
3. report to their supervisor the absence of, or a defect in any protective device of which they are aware, that may endanger themselves or another person.
4. not remove or make ineffective any protective device required by the regulations or by the supervisor.
5. report to their supervisor any contravention of the Occupational Health and Safety Act, Environmental Protection and Regulations or the existence of any hazard of which they are aware.
6. not use or operate any equipment, machine, device or thing or work in a manner that may endanger themselves or any other person
7. not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct.
8. report to their supervisor all accidents and incidents.

SCHOOL VOLUNTEER AGREEMENT

SCHOOL: _____

Class (or Location): _____

Volunteer Directly Responsible to: _____

1. DUTIES AND RESPONSIBILITIES: _____

2. TIME COMMITMENT:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|-----------|----------|--------|
| Morning | | | | | |
| Afternoon | | | | | |
| Other | | | | | |

3. STARTING DATE: _____ ENDING DATE: _____

4. ABSENCE: Procedure for reporting absence: _____

5. THE VOLUNTEER AGREES TO:

(c) respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer.

(d) Notify the appropriate person at school as soon as possible when circumstances necessitates their absence (either planned holidays, illness, etc.)

6. THE SCHOOL AGREES TO:

(c) show respect and appreciation by giving the volunteer a suitable assignment in line with areas of interest and skills.

(d) Inform the volunteer in advance of all schedule changes (holidays, special events etc.)

SIGNED:

Volunteer

School Staff

Date

Please provide one copy for the volunteer and return a further copy to: Principal or Designate

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