



Volunteer resource guide

Calgary Board of Education • Calgary Catholic School District • Rocky View School Division of:
First Calgary Savings • Volunteer Calgary • Xerox & the Calgary Educational Partnership Foundation

In This Together

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We're in this together
not to win
not to compete
not to conquer

But to educate
to nurture
to help

We are each other's keeper

Let us celebrate the power within us
to make the difference
to change the world.

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an introduction to school volunteer programs

What is a volunteer program? A volunteer program is established to recruit, train and place volunteers within a school. Ideally managed by a coordinator of volunteers, the program provides a school with qualified volunteers who can assist staff, supplement or enhance existing programs and services provided by the school, develop and spearhead new initiatives under staff supervision, and lend a helping hand where required.

This handbook is a guide for implementing or upgrading a school volunteer program at your school. Identifying, motivating, recruiting, managing and retaining volunteers is a constant challenge for many schools. However, a well-organized volunteer program can utilize community expertise and enthusiasm to enrich the curriculum and student learning.

goals of a volunteer program

The goals of a volunteer program may vary depending on the needs of the school but there are several

universal goals that every volunteer program should work toward. It should:

- benefit students, school staff, parents, the community and the volunteers themselves.
- continually provide new and meaningful opportunities for volunteers within the context of day-to-day school operations and student learning.
- encourage open communication among all parties involved and ensure that if problems arise, there is a process in place to constructively deal with them.
- ensure that confidentiality and issues regarding the ***Freedom of Information and Protection of Privacy Act*** are dealt with pragmatically.

Set ***broad goals*** for your school's program such as to enhance the education and well-being of students by increasing the adult-to-student ratios. Once goals are identified, list specific steps that can be taken to achieve each goal. These specific steps are the program's ***objectives***; they are the means by which the program will achieve its goals.

To ensure that the goals and objectives of the program relate directly to the needs of the staff and students, it may be a good idea to have the school staff members fill out a ***Volunteer Request Form*** (Appendix A). This will help you identify duties that a volunteer could assist with.

2 preparing the school for volunteers

If your school is creating a volunteer program for the first time, expect the planning and recruiting aspects of the program to take the longest. Belvedere-Parkway school in Calgary estimated that it took six to eight months to set up their volunteer program. Of course, each school will be unique depending on the size of the school and the resources available.

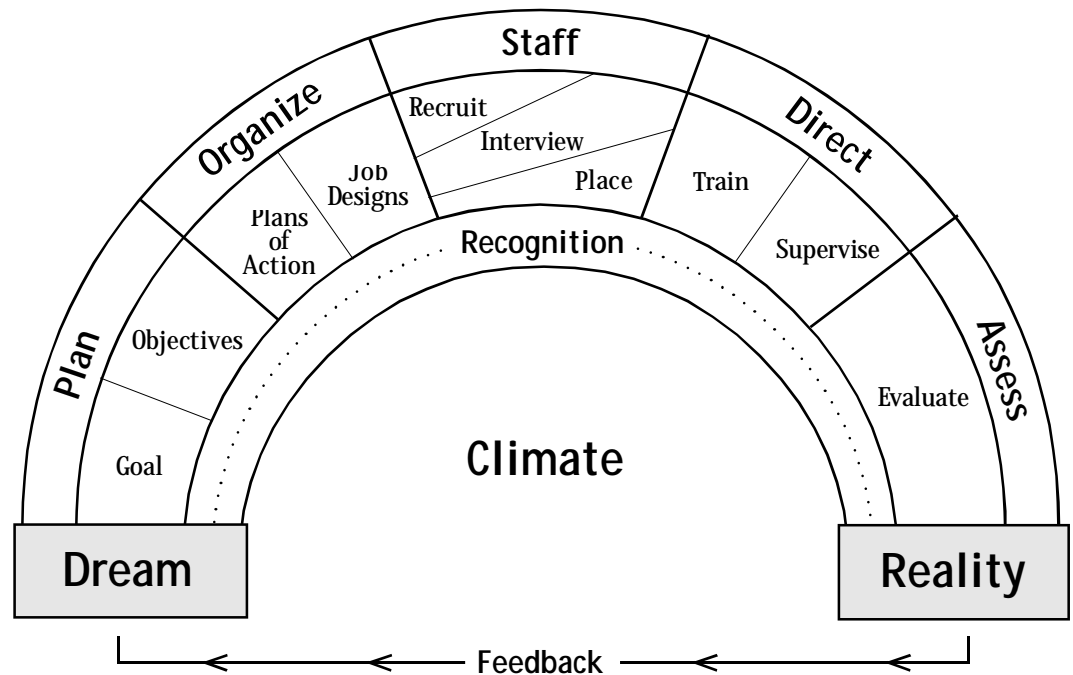
conducting a “needs assessment”

The best way to implement a program from scratch is to have the school staff participate in a *needs-assessment*. This will give a sense of how many volunteers are needed, the number of staff interested in participating in the program and the number of days per week volunteers will be required. Once the volunteer program is established, it will only be a matter of evaluating the program on an annual basis to ensure it’s meeting the needs of the school and the volunteers.

Alternatively, if your school already has a volunteer program in place but it needs updating, this book can suggest changes you may want to make. The best way to approach updating an existing school volunteer program is to survey the steps outlined in this chapter and apply the most relevant tactics. The “Building a Bridge from Dream to Reality” model is a useful tool that helps outline the process of establishing or updating a volunteer program.

“Building a Bridge from Dream to Reality”

First you *plan*—set goals and objectives and outline a plan of action on how the school will recruit new volunteers from the community. Once a plan is in place, it’s time to *organize* this plan of action through task descriptions (ie., think of what tasks volunteers could do). This stage should also be the step where proactive problem solving policies and procedures are established.



“Building a Bridge from Dream to Reality” model

Include ideas and suggestions for the needs assessment as you and the school staff target specific needs in the school and begin to motivate program participants (both existing and potential). Matching the right people with the right tasks, equipping people with the right learning techniques, and communication are all essential before moving into the third step, **directing**.

Step three, directing, is the skill of empowering others so that all those affected—volunteers, staff members, students, and the community—believe that the volunteer program is benefiting them. Ensure that two-way communication between volunteers and staff is flowing and that if there are problems, they will be dealt with swiftly and in a productive way.

Although **assess** is the last step on the bridge model for making your dream a reality, it's really also the first step all over again. Evaluation is an on-going process where feedback from participants should be considered and used to improve the volunteer program. What things would participants like to see become a reality as the program

evolves? Then the whole process begins again, working toward making new dreams become reality.

During this entire process there are two areas that touch everything—**recognition** and **climate**. Recognition is the key ingredient to a volunteer program's success. Volunteers want to know that they are contributing and valued for their contribution.

Furthermore, when inviting volunteers into the school, ensure the climate (or atmosphere) they will be entering is welcoming and harmonious. If tasks and responsibilities are clearly identified and outlined, then it's a matter of ensuring they are followed through. Volunteers are there to help improve — not hinder — the school's learning environment.

3 administration of volunteer programs

The best way to ensure the success of a volunteer program is to appoint a **Program Coordinator** who develops, organizes and manages the school's volunteer program. Having one or two coordinators is an option that depends on your local school situation. Regardless of whether one individual holds the position or it's shared, the coordinator is an important link between the school and the community it serves.

Volunteer involvement is a great asset to schools where staff and students alike can benefit from the talents and skills of volunteers. Although the Principal is responsible for overall volunteer activity in the school, it's important that the roles and responsibilities of the Principal, Program Coordinator(s) and school staff are known and understood by all.

role of the Principal

The role of the Principal is to:

- foster an open-door policy in the school
- set the tone for effective community relations among staff
- make an effort to meet volunteers and introduce them to staff
- assist the Program Coordinator with introducing and promoting the volunteer program to school staff
- maintain regular contact with the Program Coordinator, and
- deal promptly with any issues or problems as they arise
- be ultimately responsible for the program - could be overall coordinator if so desires

role of the Program Coordinator

The role of the Program Coordinator is to:

- identify program needs
- develop recruitment and orientation procedures for volunteers
- conduct ongoing monitoring of volunteer and staff satisfaction
- encourage appropriate formal and informal recognition of volunteers

Specific duties of the Program Coordinator could include:

- recognize new volunteer opportunities and recruit new volunteers
- ensure people in the community are aware of volunteer opportunities within the school
- ensure current volunteers feel welcome in their positions
- encourage school staff to use volunteer time and capabilities in the most effective way

role of staff members

The role of staff members is to:

- identify classroom needs that could be met by a volunteer
- clearly outline volunteer responsibilities
- be available if volunteers have questions
- welcome volunteers into the classroom and introduce them to students
- remember that information on students' home life and/or academic record is confidential
- give feedback regarding the volunteer's performance to the Program Coordinator

role of students

Students:

- should appreciate and respect volunteers as they would every other staff member
- are encouraged to be welcoming and friendly towards volunteers

involving everyone

Before a volunteer program is initiated, or changes are made to an existing one, be sure to involve school staff. Teachers and support staff should be aware of the positive effect of volunteer programs and how they can enhance the school's learning environment. All volunteer work is done under the direction of a teacher or school staff member. Every staff member has the option of utilizing the services of volunteers and each volunteer has the right to refuse doing a task.

A mailbox or folder for the Program Coordinator's mail should be set aside in the school office for important notices about meetings and other relevant information. Program Coordinators are encouraged to keep the lines of communication open and share information, questions and/or concerns regularly with their school Principal. Once the school's program is established, time can be spent on the implementation of the program.

Usually, Program Coordinators will spend approximately two hours per week setting up volunteer schedules, filling out paperwork and performing other miscellaneous duties. Priority

should be given to tasks that recognize the work of volunteers. Recognition is the most important part of the volunteer program because it demonstrates that the school values volunteer help.

Effective and appropriate recognition ensures volunteers will continue to be a part of the program and make it attractive to prospective volunteers in the community. The secret is to be creative! Hold potluck lunches or dinners, use childrens' artwork as gifts or utilize the school's computer system to create recognition certificates, banners or cards. It may be useful to brainstorm with other Program Coordinators or school staff members and share ideas.

FOIP and confidentiality

A student's personal information is confidential. Volunteers whose tasks require them to have access to such information must not divulge it. Discretion is also advised on the part of the school and it's the responsibility of the Program Coordinator(s) and Principal to be aware of any volunteers who have access to such information. Subject matter such as a student's health, home life, aca-

demographic records, and psychological assessments are considered private and confidential.

The ***Freedom of Information and Protection of Privacy Act (FOIP)*** is provincial legislation that applies to all school districts within Alberta. The basic objectives of the Act are to make public bodies more accountable to the public by providing access to records and by protecting the personal privacy of individuals. When it comes to the privacy side of the legislation, the FOIP Act establishes conditions and obligations that school districts must meet in protecting the privacy of individuals whose personal information is in their custody and control.

School volunteers may, in the course of carrying out their volunteer tasks, have access to personal information about students. As a result, volunteers need to have a general understanding of how the FOIP Act obligates schools in the area of the protection of personal privacy. The FOIP Office of Alberta Learning along with Municipal Affairs and the Alberta School Boards Association have published the following answers to some of the most commonly asked questions concerning FOIP and volunteers:

Does the role of volunteers in the school need to change?

- Schools can continue to welcome volunteers into the school, but should inform them of the need to protect student privacy.
- The Alberta School Boards Association recommends that volunteers who work closely with students sign a confidentiality undertaking under which volunteers agree to protect personal information that they may learn of in the course of fulfilling their duties. This is a way for school boards to demonstrate that they are taking steps to protect privacy.

Can parent volunteers take part in the marking of student tests and quizzes?

- Schools should require volunteers to protect the privacy of the personal information they have access to in the course of performing their volunteer duties. This does not prevent parents from assisting with marking. When considering what tests and quizzes to have volunteers mark, it is important to bear in mind that volunteers should not be placed in situations where the professional judgement and skill of a teacher is necessary.

4 planning, recruitment, training & kick off

Planning allows everyone involved to share a common understanding of the purposes, goals, and objectives of the program. It is important to ensure the program is appropriate in relation to the needs and resources of the school and community. There are many avenues through which volunteers can be welcomed into schools:

- **In-School Volunteers** - Volunteers engaged in a wide variety of school and classroom-related tasks
- **Visiting Resource Volunteers** - volunteers with specialized skills and experience who visit schools as speakers or demonstrators
- **Parent-School Organizations** - to provide leadership to enhance communications and productive work between the school and community
- **Key Contacts** - to share information, ideas and concerns with other volunteers and program coordinators in the division
- **Partnership Programs** - pairing of individual schools with community businesses and/or organizations in a mutually beneficial relationship aimed at enriching student learning
- **School Councils** - to contribute their resources

recruitment

Recruiting is the process of actively reaching out to the community and motivating them to volunteer.

Successful recruitment strategies will provide a strong base of volunteers to fulfill school needs, motivate new parents and others to come on board as volunteers, raise awareness of volunteer opportunities in the school, and familiarize the community about the school's needs and activities.

The changing nature of volunteering makes recruiting a special challenge in today's environment. Traditionally, parents have been the greatest source of volunteers for schools and this remains so today. In the last decade, however, most school communities have faced changes in their parent population. There are more single parent families, families where both parents work full-time, and parents whose first language is not English. Although these changes may be considered hurdles to establishing a volunteer program, they are surmountable. Schools more than ever need to reach out to community members of all ages and encourage volunteer involvement.

There are many ways to communicate the message of volunteer opportunities within the community. Personal notes, phone calls and visits are traditionally the best methods of recruiting but other methods include:

- posters around the school and community
- an advertisement in the school newspaper(s)
- an open house at the school
- contacts with local community associations, service clubs or churches
- contacts with seniors' clubs and residences
- contacts with the volunteer centres at Mount Royal College, SAIT and/ or the University of Calgary
- recruiting teams with current volunteers (word of mouth)
- announcements explaining the need for volunteers at school concerts, school council meetings or other school-related social gatherings

There are an infinite number of reasons why people want to volunteer. Volunteer Calgary 1997 statistics report that Alberta has one of the highest rates of volunteers in Canada - with 7 out of every 10 Calgarians over the age of 15 taking part in some form of volunteer activity! In particular, the percentage of volunteers who are male, have a disability, or are over the age of fifty has significantly increased.

For some parents, volunteering is a way to become involved in their child's school. Others are looking for personal growth or to broaden their experiences. When recruiting, include all possible avenues for new volunteers. Special programs such as the Grandparent Volunteer Program are excellent examples of opportunities for recruiting new volunteers. Furthermore, people with developmental disabilities are an untapped source of skilled and willing individuals who can be great volunteers.

For example, Susan Ryan is developmentally disabled and volunteers three mornings a week at Bowcroft Elementary School. This is how she describes her volunteer experience:

“Not only do I thoroughly enjoy and look forward to my mornings at the school, but also everyone at the school has come to appreciate my lifestyle and commitment to being with the staff and children.”

This is only one example of how broadening the scope of recruiting

volunteers can increase the chances of finding talented, enthusiastic and committed individuals who will enhance the school's learning environment.

Many volunteers have skills and abilities that can be utilized for the benefit of the school. In developing a list of possible volunteer tasks, do a careful needs assessment of your school to investigate where your school could benefit most from the time and expertise of volunteers. Some of the duties you list may include certain aspects of the staffs' paid positions, but in no way is it suggested that volunteers should or could replace a staff person. A volunteer may augment some aspects, but volunteers can't replace the school's valued staff members.

Ensure Recruitment Forms (Appendix B) are readily available for anyone who wants one. It is also a good idea to promptly phone individuals who have completed recruitment forms or inquired about volunteering at the school.

training & annual kick-off

Both staff and volunteers need orientation and training before the Volunteer Program begins. Preferably at a staff meeting, the Principal and Program Coordinator should explore the general expectations of the program, the response to the recruiting campaign and the plans for orientation, training, and placement of volunteers. Every staff member

should be familiar with the program whether or not they will be participating.

You may wish to prepare a handout for staff members outlining the goals, objectives and guidelines for the program so that everyone is informed. For example, the handout might encourage staff to:

- welcome volunteers to the school and get to know them by name
- explain new tasks to volunteers and answer any questions they may have
- check with volunteers periodically to ensure they understand their tasks
- show appreciation and recognition often for volunteers' efforts
- create a friendly working environment

The annual Volunteer Kick-Off should take place as soon as possible following the recruitment campaign. The Kick-Off should have a friendly, sociable atmosphere with refreshments and nametags available. An icebreaker activity to begin the event is an easy way to encourage people to get to know each other and feel more at ease.

The Principal, staff and Program Coordinator should all attend the Kick-Off. Make recruitment forms available and ensure that all volunteers who have not done so complete one. The annual Kick-Off should cover:

- welcome and staff introductions
- brief overviews of the volunteer program (goals & objectives)
- review guidelines for working in the school (roles, professional responsibilities, codes of ethics, reliability, confidentiality, communication, scheduling and replacement procedure, school routines, and safety issues like fire or injuries)
- housekeeping (washrooms, parking, smoking, coffee, room, coat racks)
- distribute and review the school's handbook for volunteers (that specifically pertains to your school)
- question and answer period
- tour of the school
- thank you & conclusion

Some volunteer activities require specific training. As the program grows and staff wishes to use volunteers for more exacting pupil-related activities, you may want to give special attention to the appropriate training. Components of such training may include tours, conferences, workshops, publications, videos or demonstrations.

Most of the placements of new recruits should occur before the Kick-Off, but last-minute applicants may appear. The Program Coordinator should be prepared to place volunteers at all times throughout the school year. When placing volunteers you may want to consider these points:

- Volunteers may have indicated where they want to be involved and the Program Coordinator should be prepared to suggest appropriate alternatives if necessary.
- Volunteers may have special skills and experience that can be utilized by staff and students. Ensure that not only are the tasks being met, but also that volunteers have the opportunity to exercise their skills if it's appropriate.
- Volunteers may be ready for change when they have mastered their initial tasks, and the Program Coordinator should be prepared with suggestions incorporating different skills.

It may sometimes be useful to assign volunteers in pairs. A buddy system gives security to new volunteers, builds their confidence and provides backup in the event of absence.

Volunteer assignments should be for specific periods - a month, term, or semester with the understanding that an evaluation at the end of the period will help identify satisfaction levels and rotations will be available.

Volunteer duties will vary depending on the particular school situation. Therefore, if the reality is that volunteers are needed to conduct simple tasks (i.e. photocopying or carving pumpkins), the school's volunteer coordinator may want to communicate clearly that this is what is required before the volunteer comes to the school. This will dispel incorrect expectations held by the volun-

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Do not forget about the occasional short-term or home-based volunteers. Be sure to include them in training programs, meetings, evaluations and socials. Their situation may change enabling them to participate in longer-term activities and they should feel part of the team.

5 implementation, monitoring & evaluation

implementation

The program coordinator is in charge of developing the volunteer schedules (in reference to the school calendar) with the affected school staff and volunteers. A handy suggestion for communicating with all volunteers in the school is to post a Volunteer Bulletin Board where name tags, schedules, sign-in sheets or memos can be posted. Moreover, the Program Coordinator may want to consider posting a copy of the relevant volunteer schedule in the staff room and school office. Volunteers should be required to sign in and sign out and to wear a nametag while at the school.

Volunteers should sign-in each time they arrive to volunteer and sign out when they finish for the day. By having volunteers sign in and out, it will be easier to ascertain which individuals are reliable in carrying out their assignments. It is recommended that a clean volunteer sign-in sheet be used every day (Appendix C).

monitoring

An elaborate record-keeping system is not needed, but it is recommended that volunteer applications be filed alphabetically by the volunteer's last name. This record-keeping can allow the program coordinator to file evaluation forms, feedback forms, changes in the volunteer's tasks and a record of the volunteer's attendance. Sign-in sheets and a record-keeping system are ways for the Program Coordinator to easily monitor volunteers and the program.

Monitoring is required to keep the volunteer program healthy. Monitoring uncovers communication problems, uncertainties, scheduling difficulties, task expansion ideas, satisfaction levels and new ideas. It should be a positive process, not a negative one. An example of a monitoring checklist is attached at the end of this handbook (Appendix D).

dealing with difficult volunteers

One of the recurrent issues of any Program Coordinator is encountering a situation where consideration must be given to dismissing a volunteer. Steve McCurley wrote in the Jan./Feb. '93 issue of Grapevine that the philosophical decision by an organization to dismiss volunteers should be addressed prior to any incident. It should be discussed and ratified by staff and then codified as part of an overall policy statement on volunteer utilization and included as part of the school's volunteer policies.

Before addressing the development of a system for dismissal of volunteers, it is important to note that the decision to terminate should always be, in practice, a reluctant last resort.

It is crucial to remember that many situations that appear to warrant a dismissal may actually be remedied by less stringent methods. Before contemplating dismissing a volunteer, see if any of the following approaches are more appropriate and less painful:

- **Re-Supervise.** You may have a volunteer who doesn't understand the rules of your school have to be followed. Reinforcement may end a problem.
- **Re-Assign.** Transfer the volunteer to a new position. You may, on the basis of a short interview, have misunderstood skills or inclinations.
- **Re-Train.** Send them back for a second education. Some people take longer than others to learn new techniques. Some may require a different training approach, such as one-on-one mentoring. If the problem is lack of knowledge rather than lack of motivation, then work to provide the knowledge.
- **Re-Vitalize.** Volunteers may just need a rest. This is particularly true with volunteers who have intense jobs, such as one-to-one work with troubled students. Give them a rest and let them re-charge or transfer them temporarily to something that is less draining.
- **Refer.** Maybe the volunteer just needs a new outlook on life, one that can only be obtained by volunteering in an entirely different situation.
- **Retire.** Recognize that some volunteers may simply reach a diminished capacity in which they

can no longer do the work they once did and may be a danger to themselves and others. Give them the honour they deserve and ensure that they don't end their volunteer careers in a way they will regret. Assist them in departing with dignity before the situation becomes a tragic crisis.

All these alternatives are both easier to implement and managerially smarter than making a decision to terminate a volunteer. They recognize that there are many reasons why a person is behaving inappropriately and that some of these reasons have answers other than separating that person from the program. It is strongly advised that all these alternatives are considered before deciding to dismiss a volunteer.

It's advisable to have in place a system for dealing with problem volunteers and let potential school volunteers know about this policy. Some organizations have been sued by dismissed volunteers and many agencies have encountered political and community relations problems.

The system that follows is designed to help the Program Coordinator both in making and justifying the decision to dismiss a volunteer. Essentially, it has three parts: forewarning/notice; investigation/determination, and application.

1. forewarning/notice

The first stage of the system is developing clear policies and information about the prospect of firing volunteers. To actualize these, the school needs to develop the following:

- a set of official policies regarding volunteer personnel issues. It is especially important to have policies on probation, suspension, and termination.
- a system for informing volunteers in advance about the policies. This would include a planned orientation system which discusses the policies and provides examples of requirements and unacceptable behaviour.
- a way of relating the policies to each volunteer job. This means having a job description for the volunteer that explains the requirements of the job for which the volunteer has been accepted, and has some measurable objectives for determining the work was accomplished.

2. investigation/determination

The second part of the system involves developing a process for determining whether the volunteer has actually broken the rules. This implies having a fair investigator take the time to examine the situation and reach a determination that something has been done wrongly. A volunteer should never be dismissed

“on the spot”. A suspension policy is important. Essentially, in this part of the system the Program Coordinator needs to establish a process for reviewing the behavior of volunteers and recording problems. Those volunteers whose performance is unsatisfactory are told of their deficiency, counseled on improving their work, and then re-evaluated. Failure to conform to the quality standards over time becomes grounds for dismissal.

3. application

This final part of the system requires that the Program Coordinator do a fair job of enforcing the system. It requires equal and fair application of the rules, appropriate penalties and, if possible, a review process, so that the decision does not look like a personal one.

The advantages of this system are two-fold. First, they assist in making the right decision, and in feeling comfortable about the decision. The system is fair to both the volunteer and the school if properly followed and tends to produce “correct answers”. It also allows the Program Coordinator to divert to a less drastic solution as appropriate. Second, the system helps a case for dismissal that can be utilized to explain the decision to others, whether internally or externally.

evaluation

Evaluation is reviewing the overall performance of the school's volunteer program as it relates directly to the goals and objectives outlined in the planning phase of the volunteer program. Evaluation of the school volunteer program should take place on a regular basis to allow for adjustments and improvements to occur where needed. Both volunteers and school staff should play a role in assessing what has occurred in the program.

Evaluation methods could include holding discussion groups with teachers and volunteers, distributing questionnaires or surveys, and reviewing logs and records. Written summaries can be done annually and might relay highlights and main trends to staff and school council. A suggestion is to share the results of the evaluation through an article in the school newsletter or a memo to staff and parents. Mention what changes (if any) will be implemented in the upcoming year as a result of feedback received.

Furthermore, it's a good idea to keep the evaluation results from previous years for reference and to track the success of the school's volunteer program. (Sample questionnaires and surveys are in Appendices D, F, and G.)

6

recognition of volunteers

The foundation for any school volunteer program is a group of satisfied, well-motivated individuals who want to continue volunteering year after year. Recognition can help volunteers feel that their contribution is worthwhile, leading them to continue their service and recruit other volunteers. There are many creative ways in which a school can recognize the work of volunteers. Most importantly, remember that recognition is an ongoing process that involves more than an invitation to the year end party. Some creative ways to recognize volunteers include:

- participation awards in the form of school pins, badges, certificates, etc.
- thank you letters or notes written by students and/or staff
- certificates recognizing the length of time worked
- create a volunteer yearbook (perhaps as a class project)
- post a volunteer honor role on the school bulletin board
- plan annual ceremonial occasions such as a volunteer appreciation lunch

- recognize your volunteers through the school newsletter, in a letter to parents or at school assemblies
- send humorous or encouraging cards during hectic times
- create a volunteer suggestion box
- let volunteers know they are welcome in the staff room or designate another spot where they can sit and have coffee
- give a piece of a child's artwork as a thank you gift
- call or write when a volunteer is ill
- plan activities during volunteer week

If your school is looking for new ideas and suggestions for volunteer recognition songs, sayings or activities ask other teachers or staff members in Calgary. Sharing information is the best opportunity to give and get new ideas that may work at your school. It is important to remember to search for appropriate ways to recognize the individuals who volunteer in your school.

The greatest strength in fortifying the success of a school volunteer program is to make sure the appropriate recognition is given. Appropriate recognition is a process - not isolated events given out like Band-Aids without any regard to timeliness or relevance. Good recognition is creative, fun, and communicates to volunteers that they are valued!

Volunteer Request Form

Name:

Date:

Class or grade (if applicable):

Type of volunteer assistance required (i.e. supervision, clerical, curriculum, etc.)

Days preferred:

Time of day:

Number of volunteers required: 1 2 More than 2: _____

Would you prefer parents of your students? Yes No Don't Care

Job description of volunteer's tasks:

Are you available to meet with your volunteer? Yes No

If yes, when?

VOLUNTEER SIGN-IN SHEET

Remember to wear your Volunteer Name Tag!!

Date	Name	Room #	Time In	Time Out	Activity

Monitoring Checklist

Volunteer Program Coordinators may wish to consider the following when monitoring the performance of volunteers and the success of the program:

Does the volunteer have a clear understanding of tasks and duties?

Does the volunteer communicate all questions or concerns regarding the volunteer program to the coordinator?

Are school staff questioned regularly to learn how volunteer work and personal relationships are progressing?

Is there an 'open door' policy to keep the lines of communication open?

Is there a volunteer bulletin board or newsletter for announcements sharing of information and commending efforts?

Is the monitoring process designed to be a shared process, which encourages two-way communication? Is feedback from this process shared with all the people involved?

Is there a procedure for receiving and acting on staff requests for volunteer help?

Are regular meetings held for all volunteers to attend? Are meetings held at a time convenient for most people?

Survey For Parents

1. Did you know there are volunteers working regularly in the school?
Yes No
2. Are you supportive of volunteers working in the school?
Very Much Some Very Little Not At All
3. Are you concerned about the presence of volunteers in the school?
Yes No If yes, please explain why:
4. How does your child feel about the presence of volunteers in the school?
Very Positive Positive Neutral Negative Very Negative
5. Are there volunteers in your child's classroom?
Yes No Don't Know
6. Are you concerned about the presence of volunteers in your child's classroom?
Yes No If yes, please explain why:

7. Would you like to see more adults involved as volunteers at the school?
Yes No Don't Know Why?

8. What type of activities do you suggest volunteers be involved with?
9. Are you presently a volunteer at your child's school?
Yes No I was, but am not anymore No, but would like to
10. Please provide any other comments you may have on the volunteer program at our school:
11. This is optional:

Your Name: _____ Phone (day) : _____

Survey For Staff

1. What do you think about the volunteer program at your school?
Very Effective Effective Not Effective Don't Know
 2. What benefits have occurred as a result of the school's volunteer program?
 3. What problems have arisen as a result of the school's volunteer program?
 3. What changes would you recommend be made to the existing volunteer program?
 4. Do you think the volunteers' abilities are being used to a maximum in their present tasks?
-

6. In general, how do you feel about volunteers in the school?

Very Positive Positive Neutral Negative Very Negative

7. Do you think our volunteers enjoy their tasks and being a part of the school's volunteer program?

8. What activities do you think volunteers should not be involved with?

9. What suggestions do you have for improvement of the volunteer program?

10. Please write any other comments you have regarding the school's volunteer program:

11. Optional:

Your Name: _____ Day Phone: _____

Survey For Volunteers

1. In general, how do you feel about your volunteer experience at the school so far?
Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

 2. What would make your volunteer experience better?

 3. How would you describe your relationship with your supervising staff member?
Very Good Good Ok Poor Very Poor

 4. Do you think your time and skills are being used effectively?
Yes No Don't Know

 - 4b. If No, please explain why:

 5. In your opinion, what other duties could a volunteer assist with?

 6. Do you feel welcomed and accepted by the school staff?
Yes No If No, please explain why:
-

7. What suggestions do you have for improving the school's volunteer program?

8. Please write any other comments or concerns you have about the school's volunteer program:

9. Optional:

Your Name: _____ Day Phone: _____

Contact Information

If you have any questions or feedback about volunteering or this handbook, each school board has volunteer experts. Please call the main switchboard of your school board and they will be able to direct you to the most appropriate contact.

Calgary Board of Education

515 Macleod Trail S.E.
Calgary, AB
Tel: (403) 294-8211
Fax: (403) 294-8172
www.cbe.ab.ca

Calgary Catholic School District

1000 5th Avenue S.W.
Calgary, AB
Tel: (403) 298-1411
Fax: (403) 237-9694
www.crcssd1.calgary.ab.ca

Rocky View School Division

Information
2616 18th Street N.E.
Calgary, AB
Tel: (403) 250-1504
Fax: (403) 250-3281
www.rockyview.ab.ca

Grandparent Volunteer Program

First Calgary Savings Administration Office
Contact: Brenda Poole
#200 510 16th Avenue N.E.
Calgary, AB
Tel: (403) 230-2783
Fax: (403) 230-2970
www.1stcalgary.com

Volunteer Calgary

9th Floor, 640 – 8th Avenue S.W.
Calgary, AB T2P 1G7
Tel: (403) 265-5633
Fax: (403) 265-8981
www.volunteercalgary.ab.ca

Volunteer Alberta

411 Silverthorn Way, N.W.
Calgary, AB T3B 4E8
Tel: (403) 286-7042
Fax: (403) 286-7042
www.volunteeralberta.ab.ca

Related Web Sites

The following list includes web sites that offer information related to volunteer management. The Internet is today's fastest vehicle for finding information. Check out these sites, or do a search of your own and see what you find!

www.cybervpm.com

This web site offers resources for volunteer program managers and volunteers. Sign up for a free monthly e-mail newsletter dealing with volunteer program management issues!

www.energizeinc.com

A web site on volunteer management offering monthly "hot topics", an online bookstore, and new volunteer recognition ideas.

www.genie.org

This web site is designed for volunteers in the non-profit sector and has great information available on fundraising, related links, and lists frequently asked management questions.

www.volunteernow.com

Information on volunteer networking, resources and motivational search quotes.

www.volunteer.ca

Volunteer Canada web site.

www.volunteeralberta.ab.ca

Volunteer Alberta web site.

www.volunteercalgary.ab.ca

Volunteer Calgary web site.

www.1stcalgary.com

First Calgary Savings web site (info on the Grandparent Volunteer Program)

www.cbe.ab.ca

The Calgary School Board web site.

www.crcssd1.calgary.ab.ca

The Calgary Catholic School Board web site

www.rockyview.ab.ca

The Rocky View School Board web site
