

***“THE GREATEST
GOOD
IS WHAT WE DO
FOR ONE
ANOTHER.”***

Mother Teresa

School Volunteers Make a Difference!

Across the nation, mothers, fathers, grandparents, business people, and senior citizens are finding that their involvement as school volunteers is having a positive influence not only in the students' lives but their own lives as well.

Volunteers do make a difference at St. A's ☺

What must I have to be a volunteer in school?

Any parent who has weekly contact with our students must have on file at school the follow three documents:

1. Child Abuse Clearance (no more than five years old)
2. Criminal History Check (no more than five years old)
3. Sign off sheet for compliance with Standards for Ministerial Behavior and Boundaries following participation in the Safe Environment Training Seminar sponsored by the Archdiocese of Philadelphia.

REMEMBER TO BE

- Honest in your approach and attitude, which will aid in developing trust.
- Patient when working with students because they are having difficulty with a subject, outside at recess or in the lunchroom, they do not need additional pressure.
- Flexible in responding to the needs of the students.
- Friendly because with a smile and a thank you, you can accomplish miracles.
- Respectful by treating individuals in the same manner you wish to be treated.
- Confidential because it is very important that what is observed in school remains confidential and student performance or behavior is not to be discussed with other parents.

THE THREE R'S FOR SCHOOL VOLUNTEERS

RESPONSIBILITY – The effective volunteer is

- Dependable and recognizes the importance of faithful attendance
- Appreciative of the efforts of the school to educate all children and to provide maximum learning opportunities for each
- Supportive of the administration and teaching staff
- Sincerely concerned about the students
- Able to generate enthusiasm about each child
- Willing to be discreet, dedicated, and punctual
- Professional in his or her commitment, dress, and manner.

RAPPORT – The understanding volunteer

- Recognizes the child's need to improve self-image and independent study habits
- Supports the child by offering genuine friendship
- Recognizes the individuality of each student
- Provides a relaxed, friendly and caring atmosphere with students
- Respects the teacher and school's ultimate responsibility for the health, welfare, and education of each student
- Provides opportunities for each child to be successful
- Cooperates, coordinates, and communicates continually with teachers, school administrators, and staff
- Is comfortable asking for clarification is willing to express concerns and questions with school staff
- Recognizes the essential need for confidentiality and will not comment or gossip about individual students, staff, or the school.

REWARDS – The successful volunteer

- Shares with the child the warm personal satisfactions that result from successful human relationships
- Provides the teacher or staff member with the satisfaction of knowing that the students' needs are being met and that quality education is being promoted, extended, and enriched
- Receives the sincere gratitude of the school community
- Celebrates in the knowledge that he or she has made a difference in a child's life.

HOW CHILDREN LEARN

Children learn by doing, not by observing. Children learn by asking questions and by searching for answers to their questions. They learn by discovering and experimenting. They learn by using all their senses when possible. They learn by sorting and combining objects and ideas. They learn by repeating experiences. They learn by building confidence in themselves. Children learn behavior by observing people they respect.

How You Can Help Children Learn

1. Let children participate in activities as frequently as possible.
2. Ask children questions that may lead them to the correct answer instead of telling them directly.
3. Let children explore and discover by themselves.
4. Encourage children to feel, smell taste and listen, as well as look at objects.
5. Let children try new methods of doing things even though you already know an easier way. Avoid making models for children when they use art media.
6. Let children sort and combine according to their own ideas.
7. Let children observe you as a model for appropriate behavior (sharing, showing respect, talking quietly, taking turns, etc.)
8. When speaking to children
 - a. Praise their good efforts
 - b. Use a tone of voice that will encourage them and make them feel confident
 - c. Avoid comparing children and their work.
 - d. Give children a choice only when you intend to abide by the choice
 - e. State directions in a positive form ("We use blocks for building" rather than "Don't throw the blocks")

CODE OF ETHICS FOR VOLUNTEERS

1. Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher..
2. Try not to compare children within the classroom.
3. Since there are as many different methods as there are teachers, please do not compare different methods of teaching. There is no one best way to do anything.
4. Work positively for the good of the school. Constructive criticism should be directed only to the teachers or administrator.

TIPS ON DISCIPLINE STRATEGIES

1. Call each child by name. The best techniques are preventative. Know the standards. Set them before every lesson. "Today we will walk slowly to the back play area." "You will raise your hand when you finish with your work." Then work with the children as though you expect them to comply.
2. Give positive, specific praise—"I like the way Suzy is working quietly." "What good math workers. You are doing a great job of working cooperatively." State positive actions—"Walk quietly" instead of "Don't run."
3. Give sufficient warnings and time. Here are some examples:
 - a. Morgan, in 5 minutes you'll need to stop painting and put your apron away, wash your hands, and then come sit on the rug.
 - b. Chantelle, I asked you not to play with the headsets. Now you need to leave the listening center and go to the book corner. Tomorrow you can work with the listening center again, but you'll need to remember the rules.
4. Keep your voice as low as possible. The children will get louder as your voice gets louder. Have an unhurried attitude. Enjoy them and they will enjoy you.
5. Offer each child a chance to participate. Quiet children are sometimes ignored.
6. Count slowly from 1 to 5 when you want clean-up to occur.
7. Keep lowering your voice to a whisper to be heard and to quiet the group. If students don't respond to a soft voice use group body action. Handclap a signal for quiet. "I'll know you're listening if your hands are on your shoulders" ...
8. Be sure a child understands what you are saying. We sometimes use words that children do not know. Ask them to repeat directions to check for understanding.
9. Excuse child from the group to encourage listening ... "If you are wearing blue, have blond hair, two dogs, and so forth."

WHAT VOLUNTEER DOES...

- praises and encourages
- tells the child good things about him or herself
- tries to understand how the child feels
- commits to regular attendance and arranges own parent substitute
- builds caring and supportive rapport
- speaks directly to the teacher about any concerns
- is considerate of the teacher's time
- makes a difference in a child's life!

EFFECTIVE WAYS TO WORK WITH CHILDREN

1. Be warm and friendly—learn the children’s names and show interest in what they are doing and telling you; you are very important as a listener. With younger children, you will need to give each child a chance to tell and monitor the time!!
2. When working with children, encourage them to do their own thinking. Give them plenty of time to answer. Silence often means they are thinking and organizing what they want to say or write.
3. If you don’t know an answer or are unsure of what to do, admit it to the children and work it out together—feel free to ask the teacher for help when you need it.
4. Use tact and positive comments. Encourage children and seek something worthy to compliment, especially when children are having difficulties.
5. Accept each child as he or she is—you do not need to feel responsible for judging a child’s abilities, progress, or behavior.
6. If a child is upset, use your best judgment. If it is outside or in the lunchroom, listen...you need not solve the problem, but by listening and talking you help the child feel you care. If the child is upset in the classroom, bring it to the teacher’s attention.
7. Respect a child’s privacy—if a child or teacher reveals personal information, keep it confidential.
8. Maintain a sense of humor.
9. Be consistent with the rules and schedules.
10. Wear comfortable clothes and don’t hesitate to get down to a child’s level.
11. If parents and friends ask about what you do at school, tell them you enjoy working with children and discuss the activities you do rather than specific information about a child, teacher, or the school.
12. Keep your commitment. The children expect you and look forward to you coming. If you know you will be gone, give advance warning.

LUNCHROOM HELPERS

- more hands are needed at the first lunch with Kindergarten, First and Second Grades (11:30 – Noon)
- Grades 3 to 6 eat at the second lunch (Noon – 12:22ish)

How you can help:

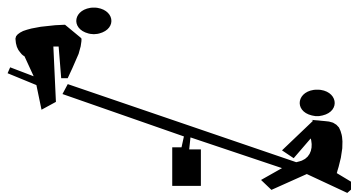
1. Usually there are two to four helpers so it is best if you can spread yourselves out and focus on one area.
2. Children raise their hands when help is needed (to open something, clean up a spill, etc.). Children also raise hands to use the restrooms.
3. Use of the restrooms ... please monitor the number you send ... best for each adult present to allow one student to use the restroom so it doesn't get over crowded.
4. Every child cleans his/her table space and is asked to pick up papers dropped, etc. Half way through the lunch, please place one cloth on each table.
5. Encourage children to eat and focus on eating ... often the little ones get lost in talk and forget to eat.
6. At the first lunch and even the second, begin to collect trays.
7. When prayers are said, do a check of each section for clean tables and floors. Gently ask students to clean again, etc. If you do not get cooperation, inform the faculty member present as soon as it occurs.
8. After the first lunch, you may be asked to help move a line of children upstairs.
9. Second lunch is a full house so many eyes are needed. Procedure is the same as first lunch; however, students are expected to leave their space clean.
10. Once students are dismissed, please give the tables a thorough cleaning. It is not necessary to sweep the floor because the cleaning company takes care of this.

YARD DUTY

Sign in at the office by 11:50 a.m. There you will receive a walkie talkie and an assigned area.

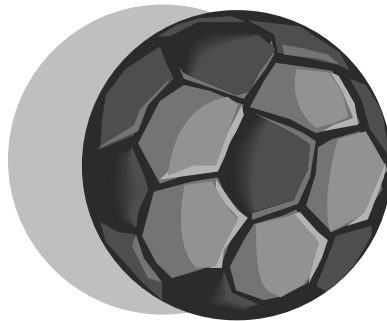
PLAY YARD AREA

- There is a bin with some balls, etc. that can be used out back. The office has this bin in their area. Please ask for it or send 2 students inside to bring it out.
- Report to the lunchroom. There will be one classroom assigned to the back play area. You may lead the children out the back door
- The doors to the hallway by the gym should be unlocked at Noon. Students may enter there to use the restrooms.
- If you send a child to the nurse, please do so with two other children. Use the walkie talkie so the office knows a child is on the way.
- Children are to line up by 12:18. You can lead them in through the gym hallway doors and down the corridor. Instruct students to wait at the water fountain for their teacher. Please do not leave children unsupervised.
- There will be another group assigned to the play area in the back for the 12:20 – 12:45 recess.
- These children will wait for you by the back door from the lunchroom. It is easiest to go back outside and to the door. Just knock and someone will let you in.
- Follow the same procedure as above. At the end of this recess, please bring students to the same spot by the water fountain to wait for their teacher.
- **Ask a student to return the playground items to the office for the next day.



FIELD AREA

- Meet the first group for the field at the center doors of school (for Grades 7 and 8) or downstairs for Grades 2-1-K.
- There is a bin of equipment for the field. It is downstairs in the closet to the left of the boys restroom. Please be sure that this bin is returned to the closet at the end of the second recess.
- Students have been instructed to remain in a line, on the sidewalk and leave lunches by the Holy Family statue.
- It is imperative that everyone stay in line and use the marked walkway as they move across the lot.
- If a student asks to use the restroom, especially a younger one, ask if it could wait. If not, Grades 7 and 8 may walk to school with a partner or use the Narthex restroom. Students in the younger grades **MAY NOT** cross the parking lot without an adult. Use the walkie talkie to request another yard duty parent on the field. One adult accompany the child with a buddy to the Narthex to use the restroom.
- Bring students back to the blacktop by 12:18.
- The next class for the field will be lined up at the door on the rectory side of the school hall. You can enter by the kitchen door (ring the bell).
- Follow the same procedure as above. Please bring children to the blacktop by 12:42 along with the bin of equipment.



BLACK TOP AREA

- As students exit the building, stand by the door and on sidewalk. No one is expected to run and lunchboxes are to be in a line where student line up.
- Two parents will be on the black top area. Be sure to move about and be watchful.
- Students may play ball but need to be mindful of space and others. Do not hesitate to remind students about this. SAFETY is our aim.
- No children should be in the bushes, digging in dirt, or hiding behind the shed.

RAINY DAY RECESS

Students remain in classrooms on rainy days. NO student is permitted to be on a computer unless the teacher is present.

AREAS TO BE COVERED:

12:00 – 12:20

1. Grades 8 and 7 / Rooms 207 to 210
2. Kindergarten 101 and 102
3. Kindergarten 105; Room 106
4. Rooms 107-108-110

12:20 – 12:45

1. Grade 3 / Rooms 111 and 112
2. Grades 4 / Rooms 212, 218 and Grade 6 / Room 219
3. Grade 6 / Rooms 213 and 214
4. Grade 5 / Rooms 216 and 217