



Waynedale
LOCAL SCHOOL DISTRICT

School Volunteer Handbook



Mr. James J. Ritchie, Superintendent
Mrs. Holly Mastrine, Assistant Superintendent
www.waynedale.us

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This Parent Volunteer Handbook is based in significant part on policies adopted by the Board of Education and school administrators. Those policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to documents reviewed in this handbook since it was last printed. If you have questions or would like more information about a specific issue or document, contact your school principal.



DISTRICT & PROGRAM OVERVIEW

DISTRICT MISSION [\(BACK TO TABLE OF CONTENTS\)](#)

The Waynedale community is united in our commitment to developing lifelong learners by meeting each student's social, emotional, and academic needs.

DISTRICT STAFF [\(BACK TO TABLE OF CONTENTS\)](#)

Superintendent	Mr. James J. Ritchie
Assistant Superintendent	Mrs. Holly Mastrine
Parent Involvement Coordinators	Mrs. Sam Miglich Mrs. Shawn Snyder

PHILOSOPHY [\(BACK TO TABLE OF CONTENTS\)](#)

Waynedale Local School District holds firmly to the belief that the existence of our volunteer program promotes an understanding that the education of our children is a community responsibility. It has been established to strengthen and expand the educational programs already in place in our district. It enables us to provide the best possible education for our students by encouraging teamwork between staff and volunteers. The program promotes the ability to extend the limits of time, availability of staff, and additional resources creating an enriching school environment for all students.

School volunteers contribute their unique talents, skills, and knowledge enabling teachers to concentrate on instruction. It also promotes greater individualized attention, by both staff and adult role models, to students. Volunteers are one of the greatest ways this district has of promoting the positive public relations we strive for regarding our school and its mission.

GOALS [\(BACK TO TABLE OF CONTENTS\)](#)

The primary goal of this volunteer program is to enable the school district to offer its students an increasingly rich educational experience, despite ever increasing obstacles that must be overcome. In addition, it's been designed to increase parent and community involvement in the education of children. By opening the "door" between school and community it will ultimately provide the best possible conditions for both students and staff.



OBJECTIVES [\(BACK TO TABLE OF CONTENTS\)](#)

The objectives of a well trained, well organized volunteer program are far reaching. To the students – it allows the chance for more individualized attention, creating a larger pool of positive role models and a greater extension of their learning experiences. To staff – it provides the needed addition of planning and teaching time helping them to accomplish the goals and visions they have set for their classroom's perspective on parenting, a sense of comfort with the school environment, and a greater understanding of one's own abilities. And to the community – it creates the needed strengthening of school-community relations and increases the public support for education.

VOLUNTEER INFORMATION

COMMUNICATION [\(BACK TO TABLE OF CONTENTS\)](#)

Only school personnel are authorized to send notes or letters home about a student. Your contact should remain with the child and teacher concerning a child's work or behavior. If parents and friends ask about your work, tell them you enjoy working with the children and discuss the activities you do rather than specific information about the child, the teacher or the school.

CONFIDENTIALITY [\(BACK TO TABLE OF CONTENTS\)](#)

The problems and confidence of your students, their parents, and the school staff should never be discussed with anyone who does not have a professional right or need to know them. Just as doctors, teachers, lawyers and other professionals make it a practice to respect the privacy of their clients, this practice should also be strictly maintained by you as a volunteer. As you can imagine, gossip about students and staff can be very damaging. Ohio has laws which protect students against invasion of privacy which could result in court action.

You need not be afraid to share your difficulties and uncertainties with those who are trained to help you handle them in a professional manner. As a district we believe that your primary goal as a volunteer is the same as ours – doing what is best for the kids.

DISCIPLINE [\(BACK TO TABLE OF CONTENTS\)](#)

All disciplinary action should be left to the staff's discretion. It is important, however, that you inform them of any inappropriate behavior by a student while under your supervision.



EMERGENCIES & DRILLS [\(BACK TO TABLE OF CONTENTS\)](#)

Don't wait for an emergency situation to come about before learning what must be done. Find out what steps are to be taken when a student becomes ill, is injured, becomes a discipline problem or runs away, as well as fire, safety, and tornado drill procedures. Instructions for these are to be posted in each classroom. Keep in mind they are required by law. Assist where needed and always participate - it may not be a drill!

If someone needs to contact you during your volunteer time, they may leave a message with the office and you can return their call at a later time. If it is an emergency situation, the office will notify you immediately.

EVALUATION [\(BACK TO TABLE OF CONTENTS\)](#)

It has been proven that volunteers can make a significant contribution to a child's education. Often, their involvement increases a student's academic achievement and improves their self-esteem by allowing them to connect with adults who have time for them and an interest in them.

An evaluation is a valuable administrative tool. It allows us to determine how a program is progressing and how each volunteer is contributing to the educational team. In this process it is important to discover whether all involved were satisfied with their experiences and if their expectations were met. Honest, sincere responses on the evaluation form will allow for greater impact in program improvement. It is not considered on a personal basis, but on the program's effectiveness as a whole.

FIRST AID [\(BACK TO TABLE OF CONTENTS\)](#)

Under the law, school medical aid is available for first aid only. Notify the teacher or school office of any accident involving a student. Do not apply disinfectants, bandages, etc.; let the office or staff handle the case.

LUNCH [\(BACK TO TABLE OF CONTENTS\)](#)

If you are working during lunch, you may purchase your lunch in the cafeteria. Please contact the school office before 9:00 am to reserve a lunch.



PROHIBITED ITEMS [\(BACK TO TABLE OF CONTENTS\)](#)

Tobacco us, of any kind, is strictly prohibited on school property by state law! Alcohol and illegal drugs are also prohibited. The use or possession of these items on school property may result in removal from school property, removal from the volunteer program, and/or legal action.

RELEASE [\(BACK TO TABLE OF CONTENTS\)](#)

School staff are the only people authorized to release a child to any adult.

RESPONSIBILITIES [\(BACK TO TABLE OF CONTENTS\)](#)

- Be a positive role model with your actions, words and interaction with children. Understand that because volunteers, like staff, are role models for students, we ask that you follow the same dress code as they are required to follow.
- Discuss with the teacher any incentives, gifts, or rewards that you would like to provide in advance.
- Realize that working relationships are very close, and compatibility is essential. In schoolwork there is often an atmosphere of pressure which produces emotional fatigue. Learn to adjust to these situations without upsetting a compatible working relationship.
- Learn the names of the people, students, and staff, with whom you work.
- Watch carefully how the teacher deals with students. They know what works best.
- Recognize that each student comes with different attitudes, interests, skills, habits and behaviors. This individuality is a very precious thing!
- Your "job" affects many people; therefore, the need for prompt and regular attendance is very important. If you cannot attend, please notify the building coordinator as soon as possible to allow time for adjustments to be made.
- Maintaining the confidentiality of children, staff and school records is regarded as top priority. Your work is confidential and information is privileged.
- No judgmental statements regarding a child's family or home situation should be made. Allow a child to talk about those things which concern them, but please do not pry into their life.
- It is important to respect the professional judgment of staff. Please feel free to discuss any question or concern you may have with them in a rational manner. Go to those staff members who are directly involved before consulting others. If after using this method you still feel there is a problem, notify the principal to discuss your concerns.

- Don't put the teacher "on the spot" by discussing your child during your work time or theirs. If you have a concern, please schedule a conference time that is convenient for both of you.

SKILLS [\(BACK TO TABLE OF CONTENTS\)](#)

- Don't be afraid to ask questions, request clarification, and volunteer for anything you feel you can do.
- Work WITH students.
- Enforce general rules and expectations, especially those that relate to common courtesies, without being partial.
- Show understanding of the needs of "problem students".
- Listen carefully when students tell you something obviously important to them.
- Show sensitivity to students by never saying anything to others about them in their presence, unless it is sincere praise.
- Keep your promise.
- Don't expect to be appreciated until the students have come to accept and trust you.

TRIAL PERIOD [\(BACK TO TABLE OF CONTENTS\)](#)

Keep in mind that the first two or three weeks of your assignment are considered as a trial period to find out whether it seems to be a good match. If, for some reason, it isn't, you are encouraged to let the building coordinator know in order that another assignment can be discussed. The staff is also encouraged to let the building coordinator know if the match doesn't seem to be a good fit.

HAZING AND BULLYING DISTRICT POLICY [\(BACK TO TABLE OF CONTENTS\)](#)

File: JFCF

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy. The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence.

If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence



incidents are reported immediately to the principal/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date: October 19, 1998]
[Re-adoption date: December 27, 2007]
[Re-adoption date: April 19, 2010]
[Re-adoption date: September 17, 2012]
[Re-adoption date: January 9, 2017]
[Re-adoption date: February 25, 2019]

LEGAL REFS.: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 117.53
2307.44 2903.31 3301.22 3301.68 3313.666; 3313.667
3319.073; 3319.321

CROSS REFS.: AC Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
EDE, Computer/Online Services (Acceptable Use and Internet Safety) IGAE, Health Education



IIBH, District Websites
JFC Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCK, Use of Electronic Communications Equipment by Students
JG, Student Discipline
JHG, Reporting Child Abuse
WI, Student Records
Student Handbooks



SCHOOL VOLUNTEERS DISTRICT POLICY [\(BACK TO TABLE OF CONTENTS\)](#)

Book	Policy Manual
Section	Issue 3 of 2021 August READY FOR OSBA
Title	Copy of School Volunteers
Code	IICC
Status	
Adopted	October 19, 1998

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide for individuals who have expertise in various areas to be used as resource persons.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building Principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

In accordance with State law, the District may require additional background checks for any prospective volunteer.

CROSS REFS.: Volunteer Handbook

NOTES House Bill 110 (2021) enacted RC 3319.393, allowing districts to further discern the background of an applicant or prospective volunteer through additional criminal records checks.

Legal

- ORC 3319.393
- ORC 2305.23
- ORC 2305.231
- ORC Chapter 2744



ORC 3319.311
ORC 3319.39

Cross References

GBQ - Criminal Records Check



VOLUNTEER'S SELF-EVALUATION

Good
Satisfactory
Needs Improvement

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make myself helpful by offering my services to the teacher when there is an obvious need for help. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give the teacher adequate notice of absences by reporting them to the office before the day begins. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Realize that my purpose for being in the classroom is to assist the teacher in order that the students might reach their full potential. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Avoid criticism of the students, teachers or school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have good communication with the teachers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Try to maintain a friendly attitude toward all. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Accept suggestions without becoming emotionally upset. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Emphasize the times when students behave well and minimize the times when they fail to do so. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Observe closely so as to know the individual student's likes, dislikes, preferences, enthusiasm, aversions, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Find opportunities for giving students choices or do I tell them what to do at all times. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Really listen to what students have to say. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give too much help to students rather than allowing them time to think. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ask questions when I don't understand my assignment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluate myself at intervals. |

TUTOR SELF-EVALUATION

Yes

No

- I was on time for the tutoring session.
- I sat beside the student rather than in front of them.
- I greeted the student pleasantly to begin the session and talked with them about something in which they were interested.
- I discussed with the student what would be studied or practiced.
- I maintained eye contact with the student when either of us spoke.
- I kept directions simple; spoke slowly and clearly; and used good speech as a model.
- I waited for the student to respond to each question asked or to complete each exercise given.
- For every correct and complete answer, I told the student his response was correct.
- I used positive reinforcement by praising the student when he/she gave correct responses; and by praising the student for trying.
- I checked frequently for understanding by having the child explain concepts and repeat directions in their own words.
- I corrected the student's inaccurate or incomplete responses and did not pass over them
- Near the end of the session I reviewed with the student what they had learned during the session and praised them for having worked hard and learned.

VOLUNTEER AGREEMENT FORM

CODE OF ETHICS FOR WAYNEDEALE LOCAL SCHOOL DISTRICT

Making the commitment to be a volunteer, I realize that I am subject to a code of ethics and assume certain responsibilities and accountability for my actions. I will keep confidential matters confidential. I recognize that the teacher is the person in charge and the one to whom the students own their primary attention. I interpret "volunteer" to mean that I have agreed to work without compensation in money, but having been accepted as a worker, I expect to do my work according to the standards set by the district.

As a volunteer, I...

- ... will keep the confidence of students and staff, and conduct myself in a professional manner and refrain from all discussions concerning a child with anyone other than a teacher.
- ... will be neat in appearance and strive to set a good example for the students, doing my best to demonstrate patience and personal concern for those students with whom I work.
- ... realize my purpose is to help the children by widening their horizons through my concern, helpfulness and friendliness.
- ... promise to bring an attitude of open-mindedness and willingness to learn.
- ... will try my best to determine how I can best serve the students and offer as much time, energy and effort as I am sure I can give.
- ... believe my attitude should be professional, and that I have an obligation to my work and to those who direct it.
- ... am eager to contribute, and willing to learn.
- ... follow all district and school policies.

I accept this code for volunteers as my personal code to be followed.

VOLUNTEER SIGNATURE

DATE

VOLUNTEER COORDINATOR SIGNATURE

DATE

