**NRHEG Public School**



 Independent School District No. 2168

High School Elementary School

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**Handbook for Volunteers**

NRHEG Community Education

Empowering Students with Knowledge and Skills to Succeed.

New Richland – Hartland – Ellendale - Geneva

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Welcome!

We want to thank you for donating your time, talent, and efforts to NRHEG Community Education. Your involvement in our program strengthens the education of our students. You extend the capacity of our staff in multiple ways and bring invaluable skills and talents in the process. You also serve as a connector of our greater community to our school district, and the value you bring to our work is much greater than the hours you will serve.

This handbook contains information that will help you perform the services at your school that may be required of you. We hope you will find it helpful.

You are strongly encouraged to attend the Orientation offered by Community Education personnel and/or the school. It is designed to help you feel more comfortable in your volunteer position and provide you with the tools necessary for your placement.

We appreciate your willingness to share your time and talents to increase educational opportunities for students. Your service will help students achieve academic success, provide an “extra pair of hands” for busy teachers, and will contribute to the general welfare of the schools.

We wish for each of you a successful, rewarding, and satisfying experience. Should you have any additional questions or need other information, please feel free to call the teacher to whom you are assigned, or the Community Education office.

Community Education

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*The NRHEG Public School District is an Equal Opportunity/Affirmative Action Educator and Employer.*

What Can I Give as a Volunteer?

*You can…*

 Give a child time – precious time

 Give a child a chance to compete only with himself

 Help a child feel accepted

 Bring a child new experiences and “know how”

 Expand a child’s world of adult friendships

 Offer a child a listening ear

 Be a good friend

 Reinforce skills taught in the classroom

 Strengthen school-community relations through direct and positive

 participation in the school

What Will Be Expected from Me?

*If you will be working with individual students or small groups of students, you are a Tier II volunteer. All Tier II volunteers are required to complete an application and background check, which includes past volunteer experience and your preference as to areas in which you are interested in volunteering. This information is used to find a suitable volunteer position for you.*

Although there are no education requirements for school volunteers, there are certain human qualities that enhance a volunteer’s efforts, such as:

 Desire to motivate children and help them succeed in school/activities

 Genuineness

 A warm and understanding personality

 Ability to get along with others

 Patience

 A sense of humor

 A positive attitude

What Will Be Expected from Me? (Continued)

***The following are expected from good volunteers:***

 Respect for the dignity and uniqueness of all human beings

 Ability to be flexible

 Confidentiality

 Conform to school policies; know importance of volunteer’s role as a good

 example of behavior, speech, and dress

 Support the teacher/instructor/lead in all situations

 Follow the classroom’s plan completely

 Ask, if they do not understand the assignment

 Dependability and punctuality

 Good health

 Willingness to accept supervision

 Remember the teacher/instructor/lead is in charge of the classroom

 Acceptance that the teacher/instructor/lead is a professional educator and the

 volunteer is there to supplement

 Advance notice of future absence

 Neat appearance

What do Tier I Volunteers Do for Community Education?

*This includes volunteer activities that occur in a group, on or off site, with staff supervision.*

**Field Trip Chaperone**

These individuals will supply “extra hands” to assist teachers and other staff to help make a field trip the safest, most educational and enjoyable experience possible for students. They are usually parents or grandparents of students on the trip.

**Other Helper**

There may be times when volunteers assist with classroom parties, office tasks, and other jobs around the school.

What Do Tier II Volunteers Do for Community Education?

*This includes volunteer activities in a group or one-to-one setting, on or off site, with minimal supervision.*

**Basic Skills Tutor**

*Basic Skills Tutors* serve as a critical link in the learning process by providing helpful, one-on-one attention to a student outside the classroom. Reading, writing, and mathematics are the most frequently requested subject areas. Basic skills tutors reinforce academic learning, review homework assignments, and help develop study and organizational skills.

English Language (EL) Volunteers

*EL Volunteers work with students who need assistance with verbal and written English. Knowledge of a foreign language is not required. Volunteer activities may include: listening to students read, reviewing grammar and spelling assignments, reinforcing classroom learning, or building the young learner’s English language confidence.*

**Classroom Assistant**

*Classroom Assistants* serve as role models to help students increase academic performance, confidence, and self-esteem. Classroom assistants work with a small group or an individual student under the direction of a classroom teacher. Volunteers give extra attention and help provide skill reinforcement.

**Enrichment Tutor**

*Enrichment Tutors* enrich the lives of students who are performing above grade level by introducing activities that stimulate and challenge. Enrichment tutors work in a variety of subject areas including mathematics, science, writing, and computers.

Routine Procedures to Follow

 Always remember to sign in at the office when you arrive, and sign out when you leave.

 Be sure to wear your NRHEG Community Education Volunteer badge for identification.

 Be reliable. If you must be absent, call the school and ask that the teacher be told you

 cannot come that day. The student will be disappointed that you cannot come, but will

 be reassured that you cared enough to call.

 Once you receive your assignment, meet with the teacher sometime when she does not

 have students in his/her classroom. This will give you an opportunity to discuss your

 volunteer assignment, learn about classroom procedures, etc. Do not hesitate to set up

 additional meetings, if necessary, to get further instructions, discuss a problem, or

 learn about materials.

 Do not accept this responsibility lightly. Teachers/instructors/leads will have planned

 on you; your student is dependent upon you. Volunteer for only the time you can

 realistically expect to give.

 Remember that you are acting as a role model for your student and you should dress

 and act appropriately.

 Wear clothes that are comfortable for sitting on the floor and small chairs. Hats are not

 allowed in a classroom.

 Share any problems you encounter with the teacher/instructor/lead with whom you

 work or the community education director.

 Never share your telephone number, email address, home address information or

 accept this information from students. Do not interact with students on social media.

The Students Need…

 To think you are working with them, rather than talking at them. Patronizing can do

 more harm than good.

 To know you will handle minor behavior problems fairly, firmly, and in a friendly

 manner. Disruptive behavior must be dealt with by the classroom teacher.

 To talk about their problems now and then. When this happens, just listen and refrain

 from prying. Avoid taking sides; you may not know the “whole story.”

 To be accepted as they are, rather than to have our personal standards imposed upon

 them.

 To find success in their school work each session. Praise and acceptance will speed their

 progress. Ridicule and sarcasm do not increase success.

 To succeed in learning by working with others and sharing ideas. “Lecturing” turns

 most students off.

 To have your complete attention during the tutoring sessions. Interruptions may cause

 a student to lose his train of thought.

A Bill of Rights for Volunteers

***A Volunteer has:***

 The right to be treated as a co-worker, not as free help or a once-in-awhile convenience.

 The right to be treated with respect by students and staff. If students are unmanageable

 or disrespectful, alert the teacher immediately.

 The right to a suitable assignment, with consideration for personal preference,

 temperament, life experience, education, and employment background.

 The right to know as much about the organizations policies, its people, and programs.

 The right to training for the job, offered through Community Education.

 The right to continued information and new developments affecting your assignment.

 The right to a convenient place to work, conductive to learning, and worthy of the job to

 be done.

 The right to be heard; have a part in planning, freedom to make suggestions, ask

 questions, and get answers.

 The right to recognition in the form of awards and through day-to-day expressions of

 appreciation.

Giving Individual Attention

*You may be asked to help a student who needs some individual attention. A student who has been absent or who is having difficulty with a particular problem will benefit greatly from your special help. Students need this kind of help most often in reading and math, but it could be any subject. The following guidelines may help you in your first tutoring situation.*

 First, don’t be hesitant about refusing the assignment if you feel you don’t understand

 the materials well enough to help the student. The teacher will understand and will find

 another area in which you can help.

 Get specific directions about the assignment from the teacher.

 Find a quiet place in or out of the classroom where the two of you can talk quietly

 without disturbing the rest of the class.

 Establish a one-to-one relationship with the student by talking first for a minute about

 the student.

 Find out exactly where the student is in his work by asking the student to explain to you

 some of the work which has preceded this assignment.

 Let the student work out as much as she can on her own. Provide encouragement, but

 don’t step in too soon.

 Rather than giving the student the answer when he asks, direct the student’s thinking

 so he can discover the answer himself.

***Examples …***

Student: “How can I subtract $.82 from $1.00?”

Volunteer: “Well, how many cents are there in one dollar?”

Student: “Who made the first American flag?”

Volunteer: “Does your social studies book have an index? Perhaps you could

 find the information if you look under ‘flag.’”

Tutoring Tips

*Set a positive, warm learning opportunity when working with students. It will take time and patience for you and the student to feel comfortable working together. You will be taking the first step toward building the desired relationship by simply being yourself. Remembering some of the following points may also help in working with students:*

 A student’s name is very important. Make sure you say the student’s name the way the

 student wants it said. Learn to spell the name correctly.

 Make sure the student knows and can pronounce your name. Your volunteer name tag

 will help the student remember.

 Be a careful listener. Show that you are interested in the student as a person. Listen

 carefully to what the student has to say. Ask questions about favorite activities, family

 members, good friends, and personal hopes and dreams. By your words and actions, let

 the student know that you care. Don’t talk about his home life, unless the student

 brings it up. It may be embarrassing to them.

 Make it your first goal to become friends with the student. If nothing else is gained in

 the tutorial sessions, the student will benefit from this personal relationship. The

 student will be more willing to learn from someone s/he likes.

 Relax, be yourself, and keep a sense of humor.

 Build your relationship slowly and keep it growing by your acceptance of the student,

 faith in his ability, honesty, sensitivity, and trustworthiness. Never promise something

 to him that you cannot follow through or produce.

 Students make mistakes. Let them know that making mistakes is part of learning. Do

 not be afraid of making mistakes yourself.

 Build the student’s self-confidence. Praise your student honestly and frequently.

 Remember attentiveness and effort can be as important as performance. Accentuate the

 positive, minimize the negative.

 Be patient. Student’s learn at different rates and in different ways. Any sign of progress,

 as little as it might be, will be your greatest reward. Most underachievers work more

 slowly on academic problems often because they are less secure.

 Repetition is important. As many different ways as you can devise to get the student to

 repeat what is being learned, the better it will be.

 Be sincere, and praise any honest effort. Look at failures as opportunities for another

 try at the same task. The student should never see failure as negative. A student quickly

 loses respect for the giver of undeserved praise.

 If the student starts to digress from the work assignment, focus her back on the subject

 by saying, “How does this apply to what we started talking about?”

 Make all tasks appear challenging. Do not tell students, “this is easy” or they will feel

 defeated if they fail in the task.

 Avoid scolding a student for an incorrect answer. Instead, reply to the response with a

 statement such as: “Let’s think about this.” You can then review a few facts and help her

 discover the correct conclusion.

 Avoid “don’t” and “no.” Try to be positive. If you view the student as capable of

 listening, he will also perceive himself as capable and worthy.

 Praise the student when they succeed at the activity you have been doing together. Let

 the student know you expect their success by saying, “I knew you could do it.”

 The volunteer’s interest and enthusiasm may be the single and most important part of

 the student’s success!!

What Can I Expect?

|  |  |
| --- | --- |
| **From an infant?****Baby Development: 1 to 6 Months**Able to smileRaise head and chest when lying on stomachTract objects with eyesWill start rolling overBabble and laughSit up with support and has great head control. **Baby Development: 7 to 12 Months**Able to sit without support and may be crawlingResponding to name and the word ‘no’Learning to pull up to a standing position. Is able to feed themselvesWalk while holding onto furnitureSay one or two wordsPoint at desired objects | **From a one year old?*** Shy/ nervous with strangers, cries when mom leaves
* Repeats sounds or actions to get attention
* Responds to simple spoken requests
* Uses simple gestures, like shaking head “no” or waving “bye-bye”
* Explores things in different ways, like shaking, banging, throwing
* Starts to use things correctly; for example, drinks from a cup, brushes hair
* Puts things in & takes things out of containers
* Follows simple directions like “pick up the toy”
* Gets to a sitting position without help
* Pulls up to stand, walks holding on to furniture
* May take a few steps without holding on
* May stand alone
 |
| **From a two year old?*** Shows more and more independence
* Shows defiant behavior
* Plays mainly beside other children
* Points to things or pictures when they are named
* Says sentences with 2 to 4 words
* Follows simple instructions
* Repeats words overheard in conversation
* Points to things in a book
* Begins to sort shapes and colors
* Plays simple make-believe games
* Builds towers of 4 or more blocks
* Follows two-step instructions
* Kicks a ball, throws a ball overhand
* Begins to run
* Walks up and down stairs holding on
 | **From a three year old?*** Takes turns in games
* Shows concern for crying friend
* Separates easily from mom and dad
* May get upset with major changes in routine
* Follows instructions with 2 or 3 steps
* Says first name, age, and sex
* Carries on a conversation using 2 to 3 sentences
* Can work toys with buttons, levers, and moving parts
* Plays make-believe with dolls, animals, and people
* Does puzzles with 3 or 4 pieces
* Copies a circle with pencil or crayon
* Builds towers of more than 6 blocks
* Screws and unscrews jar lids or turns door handle
* Climbs & runs well
* Pedals a tricycle
 |
| **From a four year old?*** Is more and more creative with make-believe play
* Would rather play with other children than by himself
* Cooperates with other children
* Often can’t tell what’s real and what’s make-believe
* Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
* Tells stories
* Can say first and last name
* Names some colors and some numbers
* Understands the idea of counting
* Uses scissors
* Plays board or card games
* Hops and stands on one foot up to 2 seconds
* Catches a bounced ball most of the time
* Pours, cuts with supervision, and mashes own food
 | **From a five year old?*** Wants to please & be like friends
* More likely to agree with rules
* Likes to sing, dance, and act
* Shows concern and sympathy for others
* Can tell what’s real and what’s make-believe
* Shows more independence
* Tells a simple story using full sentences
* Says name and address
* Counts 10 or more things
* Can print some letters or numbers
* Stands on one foot for 10 seconds or longer
* Hops; may be able to skip
* Can do a somersault
* Uses a fork and spoon and sometimes a table knife
* Can use the toilet on her own
* Swings and climbs
 |

*The benefits of the school volunteer program are more obvious to the student, the teacher, and the school than they are to the volunteer. To the volunteer, the rewards are deeply personal and virtually impossible to measure, such as:*

 There is the satisfaction of seeing the student come up to grade level.

 A former teacher may want to “keep in practice” so she can return to teaching.

 A volunteer may have a special talent or resource and derive satisfaction from sharing it with

 students.

 The volunteer may want to feel needed and useful.

 Volunteer experience can be used on job applications.

 Some volunteers have a desire to be recognized.

 Volunteers may want to use the experience to help get ready to move out of the home and back

 to work, using the program as a stepping stone to accomplish this.

 And perhaps the most common reward is the satisfaction in helping to fill an explicit need in

 the school.

Please Note

**We are not responsible for:**

 A child’s hug or kiss.

 A teacher’s comment, “You’ll never know how much you being here means to me!”

 A teenager saying, “Gee, thanks for your time.”

 A director giving you a hearty welcome and sincere thanks for a job well done.

 Anyone saying, “Thanks so much for caring!”

**You are responsible for that!**

**Thank you for your willingness to share your time with our students. You can help make a difference in the lives of NRHEG youth!**