

# **VOLUNTEER Chairman's Guide**

**Texas  
PTA<sup>®</sup>**

*everychild.one voice.<sup>®</sup>*

Texas PTA  
408 West 11th Street  
Austin, Texas 78701-2113  
512/476.6769 or 1.800.TALK.PTA  
FAX: 512/476.8152  
[www.txpta.org](http://www.txpta.org)

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*This item is for PTA use only.*

*Note: This guide contains information previously found in the publication "Working With Volunteers: A Teacher's Handbook." The two publications were combined June 2002.*

# VOLUNTEER CHAIRMAN'S GUIDE

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# **ROLE OF THE SCHOOL VOLUNTEER CHAIRPERSON**

The campus volunteer chairman works with the principal, the teachers, the volunteers, and the ISD Volunteer Coordinator. This role includes:

- Promoting good relations between school and community
- Attending volunteer workshops or training sessions
- Determining and implementing the best methods for recruiting volunteers
- Surveying potential volunteers in order to meet the needs of the school
- Arranging for general orientation of all volunteers and routines for record keeping
- Helping the volunteer become familiar with the school policies, people, programs, and the building itself
- Explaining the volunteer program to the teachers in faculty meetings and individually
- Surveying the teachers to determine their need for volunteer help
- Correlating the needs of teachers with the interests and abilities of volunteers in making assignments
- Providing a variety of experiences for the volunteer
- Challenging the volunteer with assignments of increasing responsibility
- Keeping volunteer files current and in order
- Completing necessary volunteer service reports and submitting reports to the Central Volunteer office
- Supervising and evaluating the ongoing program

**REMEMBER PEOPLE DO NOT VOLUNTEER BECAUSE THEY HAVE  
TO--  
THEY DO IT BECAUSE THEY WANT TO!**

***SAY THANK YOU OFTEN!!!***

# PTA Plan of Work

## (Plan de Trabajo)

Officer/Chairman Name: \_\_\_\_\_  
 (Nombre de Oficial/Presidente de Junta)

Position: \_\_\_\_\_ Year: \_\_\_\_\_  
 (Posición) (Año)

*Reproduce as needed for the appropriate number of goals.*  
 (Se puede reproducir para metas adicionales.)

<b>Responsibilities/Duties:</b> (Responsabilidades)			
<b>Goal:</b> (Meta)			
	<b>Specific Action Steps</b> (Proceso Especifico de Acción)	<b>Start Date</b> (Fecha de Empiezo)	<b>Completion Date</b> (Fecha de Terminación)
<b>Budget:</b> (Presupuesto)			
<b>Resources:</b> (Recursos)			
<b>Evaluation Process:</b> (Proceso de Evaluación)			
<b>Committee Members:</b> (Miembros del Comité)			

# PROCEDURE BOOK

## A PROCEDURE BOOK:

- is vital to the effectiveness of an on-going chairmanship,
- is a record of a year's plans and activities, and
- makes easier the task of those who follow you.

## HOW TO COMPILE A PROCEDURE BOOK:

- Use a loose-leaf folder or notebook.
- Separate sections with tabbed dividers.
- Include Suggested Table of Contents (see below).

**Note:** Be sure to turn over the procedure book to the new chairman at the completion of your term in office.

# SUGGESTED TABLE OF CONTENTS

## DIRECTORY

- Your name, address, telephone number and year served
- Address of Texas PTA Office and telephone number
- Address of National PTA Office and telephone number
- Name, address and telephone number of unit president
- Names, addresses and telephone numbers of council, district and state chairmen with comparable responsibilities
- Names, addresses and telephone numbers of committee members
- Resource people, related agencies and organizations in the community

## GOALS

- List overall goal of chairmanship (see *Texas PTA Handbook*).
- List specific goals for your term of service.

## PLAN OF WORK

## EVENTS, PROJECTS, PROGRAMS

- List on separate pages each event, project and/or programs including dates, responsibilities, expenses and an evaluation form.

## MATERIALS

- Materials received from Texas PTA
- Notes from workshops, district and state events
- Correspondence
- Materials distributed from your office, such as: news releases, calendar of events, etc.

## **REPORTS**

- **Reports** - include reports given by your office (list each title separately).
- **Forms** - include all forms sent by your office for awards at council, district, state or national levels.

## **EVALUATIONS**

- What were your successes? Why?
- What projects failed? Why?
- What persons, groups, materials were most helpful?

## **RECOMMENDATIONS FOR FUTURE COMMITTEES**

# INTRODUCTION

National PTA introduced the Six National Standards for Parent and Family Involvement. The Standards are research based and grounded in both sound philosophy and practical experience. Standard IV: Volunteering states that parents are welcome in the school, and their support and assistance are sought. “Parents” are interpreted broadly to include any adult who plays an important role in a child’s family life, since other adults – grandparents, aunts, uncles, step-parents, guardians – may carry the primary responsibility for a child’s education, development, and well-being.

The purpose of a school volunteer program is to provide support for the school and classroom teachers to better meet the individual needs of students. For school involvement to be effective, programs must be carefully planned and organized with clear guidelines. Volunteer programs today need to be sensitive to the barriers of volunteer involvement, to the make-up of the volunteer population at the school, and to workforce and societal trends affecting the volunteer base.

Marian Wright Edelman, founder of the Children’s Defense Fund, describes parent involvement and volunteer service as “...the rent we pay for living. It is the very purpose of life and not something you do in your spare time. “ As supporters of education, parents can enrich the school environment by contributing their knowledge and skills, and providing service and support to students and teachers. Parents and other adults provide literally millions of dollars worth of volunteer service each year in public schools.

This guide contains program information, forms and ideas for establishing a new school volunteer program and/or strengthening programs already in operation. Careful planning and evaluating help ensure successful programs.

This guide has been expanded to include the “Working With Volunteers: A Teacher’s Handbook” guide. It also incorporates some of the workshop information previously presented by past Texas PTA board member, Delores Fincher, on “Grandparents Raising Grandkids” and “Big and Little Ways to Say Thank You”. We thank Delores for her priceless contributions in these areas. We encourage you to share your successes and learning experiences with Texas PTA for future editions of this and other guides.



# VOLUNTEER SERVICES

## (Texas PTA Handbook)

### PURPOSE

The role of the volunteer has been in our society for many years. School districts throughout the state are realizing the need for volunteers in public education today. By using volunteers in schools there is a better concept of cooperation between the home and school. And, bottom line, Parent Involvement increases student achievement.

The list of needs a volunteer can fill is endless. That special talent cannot be purchased. Every community has available talent and resources that will benefit the public school. People will be more supportive of public education when asked to share some of their time as volunteers. The volunteer does not have to be a college graduate. He can be a young or a retired person. A volunteer can be many things--a role model for the student, an extra pair of hands to help the teacher or staff and a liaison between school and community.

### GOALS

Volunteer programs are organized by the public schools and PTAs to provide the best learning experiences for children. Since many school districts around the state have paid professionals that serve as volunteer coordinators, the person who is chosen to be the local PTA unit Volunteer chairman must be prepared to work hand-in-hand with the paid staff. The PTA Volunteer chairman must be well informed on school policies and the volunteer program, accept the responsibility to coordinate volunteers and display a positive attitude toward parental involvement and the community. This chairman should be a person who is willing to give countless hours to the program and they **must** be able to get along with people. It is vital that this chairman works to see that each essential link is in place connecting the students, the community, the school staff and administration and the volunteers. When these steps are achieved, the volunteer program will be a success for everyone involved.

### DUTIES OF CHAIRMAN

- I. Check to see if your school district has a volunteer coordinator or someone who performs these duties. For schools/school districts that have school volunteer programs, it is vital these programs remain active.
  1. Contact the school districts' volunteer coordinator and explain your PTAs role in wanting to be a part of the volunteer effort in your school. Be enthusiastic about the job and let them know how much of a role you, as chairman, and your PTA in general are willing to take in this effort.
  2. For ideas on how other PTAs and organized volunteer programs have worked together contact Texas PTA program department or other schools in your area that have active programs.
  3. The school district volunteer coordinator, the campus PTA Volunteer chairman and the principal or his representative will serve as the nucleus for a resource group for training volunteers in various aspects of their responsibilities.

II. If your school district does not have a district-wide coordinator for volunteers use the following guidelines:

1. The next step is to acquaint the superintendent, principal, teachers and school board with the volunteer program. Find out what your school district's requirements are for a volunteer program.
2. Contact Texas PTA Program Department or your PTA District Volunteer chairman, or schools in your area for additional information.
3. Arrange a meeting with superintendent/principal to discuss the possibilities of a volunteer program and send out a needs assessment survey.
4. Inform parents and interested individuals in the community--through personal contact, newspapers and school newsletters--that by making available their talents, resources and time they can help enrich the school program through volunteering.
5. Encourage the school system to show interest and concern for the volunteer's talent and time as they assist in the school.
6. Keep a procedure book. Keep school, volunteers and community informed about the program through newspaper, personal contacts and school newsletters.
7. Share your ideas and suggestions with the PTA district and Texas PTA.
8. Have a special appreciation item to thank the volunteers for their dedication to the program and encourage their continued participation. A volunteer's only reward is a pat on the back--tell them thank you often.
9. The PTA Volunteer chairman and principal may serve as a nucleus for a resource group for training volunteers in various aspects of their responsibilities.
10. Participate in Texas Association of Secondary School Principals (TASSP), Texas PTA, and Texas Elementary Principals and Supervisors Association (TEPSA) parent involvement awards competitions. (See "Special Recognition/Honors and Awards" in the *Texas PTA Handbook*.)

## RESOURCES

### OTHER RESOURCES

National Association of Partners in Education (NAPE)  
901 N. Pitt Street #320  
Alexandria, VA 22314-1536  
703/836-6941 FAX 703/836-6941  
1-800-992-6787  
[www.partnersineducation.org](http://www.partnersineducation.org)

Texas Association of Partners in Education (TAPE)  
400 W. 15th St., Suite 404  
Austin, Texas 78701-1654  
512/473-8377; FAX 512/480-8055  
e-mail: [tape\\_78701@yahoo.com](mailto:tape_78701@yahoo.com)

Regional Education Service Centers

Texas Education Agency  
1701 N. Congress Ave.  
Austin, Texas 78701  
512/463-9734

### WEBSITES

[www.pointsoflight.org](http://www.pointsoflight.org)  
[www.nutsbolts.com](http://www.nutsbolts.com)  
[www.serviceleader.org](http://www.serviceleader.org)  
[www.energizeinc.com](http://www.energizeinc.com)  
[www.volunteertoday.com](http://www.volunteertoday.com)

### TEXAS PTA RESOURCES

*Volunteer Chairman's Guide*  
*Texas PTA Communicator*  
*Volunteers Flash Fact*  
*Developing Family/School Partnerships*

## **NATIONAL PTA RESOURCES**

National PTA provides advocacy support, training opportunities, and resources for its PTA units and members. Each year, PTA units receive an annual 250-page resource called the *Annual Resources for PTAs*. This resource contains information on bylaws and unit operations, financial management, membership and program development, leadership skills, as well as marketing and communications (see list of main sections and information below). National PTA produces this loose-leaf manual in black and white for easy reproduction. The *Annual Resources for PTAs* manual is shipped to local unit presidents each spring. The resource often is sent to the outgoing president, who is responsible for passing this resource on to the new officers for planning purposes.

Other information is sent to PTA units from National PTA throughout the year. Each PTA unit receives a subscription to National PTA's *Our Children* magazine, which is issued six times per year. In addition, National PTA maintains an award-winning website—[www.pta.org](http://www.pta.org)—as well as a special password-protected website designed exclusively for PTA members. To access the PTA members' website, use the URL printed on the back of your 2002-2003 membership card and follow the instructions to receive your user name and password.

Listed below are the main sections and information included in the *Annual Resources for PTAs* manual:

### **ORGANIZATIONAL MATERIALS**

Your National PTA  
Governance and Operations  
National PTA Bylaws

### **LEADERSHIP AND COMMUNICATIONS**

Leadership in the Local PTA  
Guidelines for Local PTA Leadership  
How to Develop Leaders For Your PTA  
Coalitions: Joining Them, Building Them, and Making Them Work  
Fast Facts

### **MEMBERSHIP DEVELOPMENT**

The Value of Your PTA Membership  
Membership Services and Resources  
Guidelines for the Membership Chair  
Create Your Membership Development Calendar  
The Membership Campaign  
Why Members Join  
How to Reach Individuals In Your School Community  
Keep PTA Members Committed  
Retaining Members  
When Someone Says No  
Celebrating Diversity  
Involving Members With Disabilities  
Involving Students in PTA  
Using Electronic Media in Membership Development  
Membership Development Resources

### **MARKETING & PUBLIC RELATIONS PLANNER**

Marketing Planner  
National PTA Image Campaign  
Marketing Plans for PTAs  
Sample Marketing Plan  
Public Relations Planner – A Practical Guide for PTA Leaders  
Publishing Tips for PTAs – Newsletters and Websites  
How to Use the PTA Logo and Tagline  
Reproducible Ads and Artwork

### **PROGRAM PLANNING**

**Program Planning**  
8 Steps to Planning and Implementing a PTA Program  
Programs to Go Make Program Planning Easy  
**Parent Involvement Resources**  
Building Successful Partners Program  
How to Help Your Child Succeed  
PTA Guide to the National Standards for Parent/Family Involvement Programs  
National Standards for Parent/Family Involvement Programs  
National PTA Certificate of Excellence in Parent/Family Involvement  
Parent Involvement Best Practices  
Overcoming Barriers to Parent/Family Involvement

## **Education, Health and Safety Resources**

Components of an Effective School  
Making Parent-Teacher Conferences Work for Your Student  
Helping Your Student Get the Most Out of Homework  
Talking to Your Child About Sex – Tips for Parents  
Healthy Children, Successful Students:  
Comprehensive School Health Programs  
Technology & Internet Safety  
Taking Charge of Your TV  
Respecting Differences  
Resources, Videos, and Internet Materials  
**National PTA Program Observances**  
Calendar of Events & Observances 2002-2003  
Founders Day  
National PTA Milestones  
Teacher Appreciation Week Planner  
**National PTA Awards and Reflections Program**  
Mary Lou Anderson Reflections Grant  
How to Conduct a Reflections Program  
National PTA Reflections Program  
Reproducible Brochure  
Reflections Program Reproducible Fliers  
National PTA Life Achievement Reproducible Brochure

## **LEGISLATIVE ACTIVITIES**

National PTA Legislative Activity  
National PTA Legislative Program  
Advocacy for Children and Youth  
The Federal Legislative Process  
Where We Stand

## **MONEY MATTERS**

The PTA Treasurer  
The Budget  
Banking  
The PTA Audit  
General Information  
Federal Requirements  
Funds for PTAs  
Lobbying  
Substantiation Requirements for Charitable Contributions  
Sample IRS Forms

## ***Connect for Success: Building a Teacher, Parent, Teen Alliance. A Toolkit for Middle and High School Teachers*** from Recruiting New Teachers, Inc.

This 90-page toolkit includes research, tips, tools, and tried-and-true strategies to help educators break down barriers and answer key questions about why family involvement is important. In addition, it explains how teachers can work with families to help students accomplish more. The toolkit also shows how this alliance can help parents improve their children's academic future while improving teachers' day-to-day practice and job satisfaction.

Access the entire toolkit for free or purchase a copy for \$29.95 at [www.recruitingteachers.org](http://www.recruitingteachers.org). Other interesting resources are also available at this site.

# VOLUNTEERS (Flash Fact)

## VOLUNTEERS AT THEIR FINEST... PTA

It has been said that the world's best recruiters are satisfied volunteers. This statement exemplifies the excitement and dedication of PTA members who are just that--satisfied volunteers.

Since 1909, when Texas PTA was established as the Texas Congress of Mothers, that founding spirit of volunteerism has blossomed into an organization with more than 760,000 members and consists of all ethnic, gender and socio-economic-status individuals.

Texas PTA is affiliated with National PTA and is, therefore, a part of the largest child advocacy organization in this nation.

Linked by the common goal-to provide better environments for **all** children--PTA members have built their organization from the grassroots.

It is only with such enthusiasm and the testimony of PTA members that the Texas PTA volunteer spirit will continue to grow.

## BENEFITS OF VOLUNTEER PROGRAMS

The purpose of a volunteer program is to provide support within the school so that the individual needs of students are better met. In a well-developed volunteer program, volunteers are welcome in the school, and their support and assistance are sought.

Volunteers may participate on a regular basis, others for short periods of time or only for special events.

It is important to note that many schools allow volunteers to participate through various programs. An individual may volunteer independently, as a member of a school volunteer program, or through PTA.

Although the procedures for volunteer participation may vary from school to school, one thing is the same--all benefit from volunteer programs.

### I. BENEFITS FOR THE STUDENTS

- Positive adult role models
- Enriched learning experiences
- Opportunities for exploration
- Additional individualized and personalized attention
- Learning reinforcement
- Increased motivation and improved self-concept
- Gain a variety of skills and knowledge taught by volunteers
- Learn skills for communicating with adults
- Appreciation for the talents and contributions of parents and community volunteers

## **II. BENEFITS FOR THE VOLUNTEERS**

- Involvement in the school and community
- Providing active support for quality education
- Assisting students to achieve
- Learning new skills
- Boost in self-esteem
- Sharing knowledge and talents
- Experience for student volunteers who wish to enter the career field of education
- Feel welcomed and valued at school
- Gain self-confidence in their ability to be role models for children
- Better Understand the teacher's role and responsibilities

## **III. BENEFITS FOR THE TEACHER**

- Added enthusiasm to classroom by having an assistant provide extra programs, reports, decorations that correspond with lessons
- Lessened objective homework grading, etc.
- Relief from clerical duties
- Gain an awareness of and appreciation for volunteer's talents and interests
- Learn how to organize, train, and effectively use volunteers
- Can devote individual attention to students because of volunteers' assistance

## **IV. BENEFITS FOR THE SCHOOL**

- Parent understanding and cooperation
- Positive public relations and community attitude toward the educational system
- Develop skills for working with business partners, community volunteers, and mentors
- Gain knowledge and use of community resources to enrich classroom instruction
- Community support
- Released teacher time to provide additional instructional time

## **V. BENEFITS FOR THE COMMUNITY**

- Added pride and confidence in the educational system
- A more responsive school system
- Better educated students

- Growing sense of collaboration
- Sense of ownership in the educational system
- Improved attitude and expectations of the educational system
- Better quality education
- Gain greater sense of purpose by contributing their wisdom to students

## **BARRIERS to SUCCESSFUL SCHOOL VOLUNTEERING**

There are many false assumptions that interfere with providing successful volunteer opportunities. This is in spite of the fact that parents, teachers and principals agree that volunteer programs are effective, beneficial and bring increased resources to the school.

Confidentiality – Principals and teachers are concerned with a volunteer’s ability to maintain confidentiality. On the other hand, volunteers express a need to be better informed and trained on school policies in order to feel more confident in their roles.

Discipline – Parents often feel that little or no direction is provided about their authority in this area or the type of discipline that is expected. This results in teachers and principals feeling disappointed with a volunteer’s unwillingness to appropriately discipline students while volunteering. Discipline guidelines and expectations need to be thoroughly covered in volunteer training.

Assignments – Parents may feel limited in their assignments or not valued or needed in other areas of the school, if their assignments are limited to their own child’s classroom. Working parents feel particularly limited if arrangements are not made to fit a working parent’s schedule. Working parents have talents to contribute that could be arranged outside their working hours.

Recruitment – Many teachers and principals believe that if parents were interested in volunteering they would come forward on their own. Parents often believe that more effort should be made to recruit volunteers for jobs that match their skills and interests.

PTAs can work with principals and teachers to overcome these barriers and assumptions to create meaningful and valuable volunteer programs. Adequate training, recruitment, retention and recognition will help establish a well-rounded volunteer program.

## **SEVEN STEPS TO A SUCCESSFUL VOLUNTEER PROGRAM**

(As defined by National PTA’s Building Successful Partnerships Program)

### **1. Assessing Volunteer Needs at School**

- Volunteer chairman should meet with the principal to plan ahead for the needs of the school, determine priorities, and set target dates for recruitment.
- Volunteer chairmen and their committee need to meet regularly and work with the teachers, staff and principal, or those who will work closest with the volunteers. Teacher and staff commitment and involvement is crucial to the inception and long-term success of any volunteer program.
- Once teachers and staff have been surveyed to find out what they need, parents should also be surveyed to learn about their talents, interests, and skills. Surveying both provides the most accurate way for developing relevant and meaningful opportunities for parents to volunteer.

## **2. Working With and Training Principals, Teachers, and School Staff on Effectively Using and Supervising Volunteers**

Principals can serve as the overall supervisor of a school's volunteer program. PTAs can work with principals to encourage them to"

- Inform staff and teachers about the mission of the program
- Make space available to volunteers
- Hold meetings with volunteers and staff
- Assist in providing training to teachers and staff

Many teachers may be reluctant to take on volunteers if they perceive them as an extra burden rather than as a help. Teachers may also feel their competency or capacity to maintain control over their classroom may be challenged by a volunteer's presence.

Providing adequate training to principals and working with teachers to inform them of appropriate roles, uses, and supervision of volunteers is essential for a successful volunteer program.

## **3. Setting Goals and Objectives for Volunteer Assignments**

It is important that assignments are carefully selected and are productive, meaningful, and closely matched to the volunteers' interests, skills, and motivation for volunteering, in order to ensure long-term involvement on the volunteers' part and a successful program. Volunteers want to feel that they are making a real contribution, that they are needed, and that their jobs are valued and important. PTA volunteer coordinators, teachers, and school staff must work with each other to develop creative and specific job descriptions for volunteers.

A job description gives a volunteer a clear definition of the job, as well as expectations. It also clarifies the job for the faculty and staff that will train, work with, and supervise the volunteer.

## **4. Recruiting Volunteers**

Recruitment is one of the most challenging steps in the process. Everyone is a potential volunteer regardless of race, creed, religion, experience, education, income, age or disposition, and will most often volunteer in some way, if asked. Promotion of the need for one's service is the key to recruitment. Recruitment should be creative and far-reaching. It should take place throughout the year to replace volunteers as well as to enlist additional assistance for new programs.

### **Who Can Be A Volunteer?**

- Schools and PTAs have depended too long on the stay-at-home parents as their primary source for volunteers. Although many parents now work full time, there are still vast reservoirs of talent and potential that often remain untapped because schools do not approach this perceived barrier in creative ways.
- Working 9-to-5 is not the norm for many people. Schools often overlook the large population of adults who work second and third shifts (which are predominantly evening hours), weekends, or flexible schedules as potential daytime volunteers. Parents who do work a traditional 9-to-5 schedule can volunteer their time in the evenings, on weekends, or at home.
- It is strongly suggested in today's times that all volunteers are cleared through a security background check. This is strictly for the safety and security of all students. If your volunteer program is coordinated at the district level, work with your personnel department to establish procedures for clearing volunteers. It is not unreasonable in today's times that a district policy be put in place that requires ALL volunteers to fill out an application or renewal form every year, authorizing a criminal background check. The application/form should contain a release, signed

by the volunteer, giving the district/school permission to obtain criminal history record information. With the internet, these checks can now be done quickly and cost efficiently.

### **Identify Your Resources:**

- Parents
- Shift workers
- Civic groups
- Women's clubs
- Fraternal organizations
- Retired teachers
- Senior citizens
- College students
- High school students
- Former students
- Neighborhood residents
- General public
- Anyone

### **How Do You Recruit Volunteers?**

Be creative in arranging your recruitment meetings. Consider holding them:

- In the evenings
- At local work sites
- At senior citizen centers
- At retirement communities
- In apartment complex community rooms
- At the student union building of the local college
- Ask to speak at the retired teachers association meeting
- Ask to speak to other fraternal organizations, civic groups, women's clubs
- Set up a recruitment display at a Chamber of Commerce luncheon
- Talk to a high school class, club or organization

At these meetings, volunteer coordinators or teams can talk with prospective volunteers about the importance of, as well as the need for, their involvement with the school.

### **Get the Word Out:**

- Use marquees in the community.
- Place fliers in grocery sacks.
- Attach flier to report cards.
- Place announcement in church newsletters.
- Place banner across a busy street in town.
- Make a slide to be used at movie theaters before the feature begins.
- Speak at civic clubs, social organizations.
- Provide volunteers with T-shirts that advertise them as PTA volunteers.
- Place ads in school-event programs.

## **5. Training and Orienting Volunteers**

Once you have new volunteers, training and orientation are crucial. They can ease anxiety and confusion, alleviate fears, and increase the chances that volunteers will have a long-term relationship with the school.

Orientation and training sessions set a welcoming tone and create support for volunteers. Orientation sessions should familiarize volunteers with:

- School facilities
- School staff and teachers
- Philosophy and mission of the school and the volunteer program
- Operating policies and procedures of the school
- Security
- Overall plan, purpose and vision of a district-wide volunteer program, if there is one

## **6. Retaining and Recognizing Volunteers**

While volunteers may choose to become involved for many reasons, their continued commitment and motivation does not come from a paycheck, but rather from a deeper kind of gratification. To develop and sustain a feeling of belonging and satisfaction among volunteers, it is important to do the following:

- Provide ongoing training for volunteers
- Train continually and monitor teachers and staff in their work with volunteers
- Treat volunteers as colleagues
- Provide regular activities that show appreciation of volunteer efforts

## **7. Evaluating Volunteer Performance and Program Success**

As with any successful program, there needs to be continual evaluation that results in improvements. Through surveys, questionnaires, observations, and personal interviews, the program's general success at meeting the needs of children, teachers, staff, and volunteers can be assessed. These methods also can be used to assess the individual performance of each volunteer, the effectiveness of orientation and training sessions, and the volunteer program's procedures and recruitment strategies.

# ROLES AND RESPONSIBILITIES SCHOOL VOLUNTEER PROGRAM

These are the human resources necessary for the implementation of an effective volunteer program.

## PRINCIPAL

**Is the key to a successful volunteer program by:**

- demonstrating support for the school program;
- actively promoting the concept of a coordinated volunteer program;
- providing opportunities for communication between teachers, parents and volunteers;
- selecting a qualified school volunteer chairman;
- welcoming volunteers to the school; and
- encouraging and supporting teachers who wish to utilize volunteers.

## VOLUNTEER CHAIRMAN

**Is the liaison between the school and the community by:**

- working under the direction of the school principal;
- assessing teacher and school needs for volunteers;
- recruiting, interviewing, placing volunteers to fit needs;
- supervising and maintaining the school volunteer program;
- attending chairman training workshops; and
- following prescribed volunteer practices described in handbook.

## TEACHER LIAISON

**Is the liaison between the school staff and the school volunteer chairman by:**

- serving as a resource person to other staff members wishing to learn more about the school volunteer program;
- providing feedback to both staff members and the volunteer chairman regarding volunteers in the public schools; and
- meeting once a month with the volunteer chairman and the school principal to discuss program, needs, successes and concerns.

## TEACHER

**Provides meaningful tasks for volunteers by:**

- giving volunteers orientation to classroom procedures;
- including the volunteer in planning where appropriate;
- making an effort to get to know the volunteer; and
- demonstrating appreciation and providing recognition to volunteers.

## VOLUNTEERS

**Perform volunteer duties in a professional manner by:**

- working under the direction of school staff;
- being dependable and responsible;
- understanding and respecting confidentiality;
- following directions and asking questions; and
- understanding that the teacher is responsible for the direction of learning, decision-making and discipline.

## SCHOOL DISTRICT COORDINATOR

**Helps coordinate program district-wide by:**

- coordinating campus volunteer chairmen
- providing leadership, training, forms, guidelines, resources, district-wide coordination of information
- organizing district-wide criminal background checks for multi-campus volunteers, and maintaining database
- communicating with key players on district-wide issues, programs and projects
- providing recognition of campus volunteer chairmen, and
- working with district personnel on volunteer program

# TEXAS PTA VOLUNTEER INTEREST FINDER

One of the finest ways to get acquainted is through activity in the PTA. There are so many ways, however, in which your talents might be buried that we want to make certain they are unearthed. Therefore, we have compiled this questionnaire to find out a bit more about you and the things that interest you. Please check this list and if there are items we have omitted, please add them. This questionnaire in no way commits you to any specific task but is intended only as an interest finder. If you would like to contribute your time and talent, check your areas of interest and return this sheet to your child's teacher.

I can type\_\_\_\_\_ I can use the mimeograph/copier\_\_\_\_\_ I can do telephoning\_\_\_\_\_ I can sew\_\_\_\_\_

I can do posters\_\_\_\_\_ I can work in the library\_\_\_\_\_ I have music talents to offer\_\_\_\_\_

I can work with field trips\_\_\_\_\_ I can help in reading programs\_\_\_\_\_ I can be a classroom helper\_\_\_\_\_

I have a hobby that I could share with students\_\_\_\_\_ I would like to be a school volunteer\_\_\_\_\_

I have held the following offices (list) \_\_\_\_\_

I would be interested in serving on the following PTA committees:

Hospitality\_\_\_\_\_ Publicity\_\_\_\_\_ Decorations\_\_\_\_\_ Newsletter\_\_\_\_\_ Budget and Finance\_\_\_\_\_

Room Representative\_\_\_\_\_ Cultural Arts\_\_\_\_\_ Membership\_\_\_\_\_ Parent Education\_\_\_\_\_

Program\_\_\_\_\_ Health\_\_\_\_\_ Fund Raising\_\_\_\_\_ PTA Services\_\_\_\_\_ Telephone\_\_\_\_\_

Other\_\_\_\_\_

Do you have a job or an association with a local business or industry that would be of interest to children?

If so, explain: \_\_\_\_\_

\_\_\_\_\_

Day(s) I can help (check): Monday\_\_ Tuesday\_\_ Wednesday\_\_ Thursday\_\_ Friday\_\_ Saturday\_\_

Hours I can help (indicate time): \_\_\_\_\_ at home \_\_\_\_\_ at school

We will contact you to let you know when we will need your help. Please fill in the information requested below:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: (\_\_\_\_\_) \_\_\_\_\_ Work Telephone: (\_\_\_\_\_) \_\_\_\_\_

Homeroom Teacher's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

# WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL

- Telephone parents concerning field trips
- Answer phones in the office
- Tell stories to children
- Listen to children read
- Conduct flash card drills
- Provide individual help
- Assist in learning centers
- Help contact parents
- Reproduce materials
- Work in clinic or library
- Check out audio-visual equipment
- Practice vocabulary with non-English speaking students
- Make instructional games
- Play instructional games
- Play games at recess
- Assist with visual tests
- Prepare visual materials
- Check papers against answer key
- Prepare bulletin boards
- Help with book fairs
- Make props for plays
- Set up or run bookstore or book exchange
- Gather resource materials
- Help children learn to type or use computers
- Teach children to sew or knit
- Check out books from public library
- Set up experiments
- Take attendance
- Collect lunch money
- Escort children to bathroom, library or cafeteria
- Work on perceptual activities
- Do clerical work
- Check papers against answer keys
- Make lists of library resources
- Work with a child who is handicapped
- Prepare teaching materials
- Record grades
- Supervise groups taking tests
- Discuss careers or hobbies
- Secure speakers for special school activities
- Show a filmstrip to a group
- Help young children with walking on a balance beam, jumping rope or skipping
- Reinforce learning of alphabet
- Reinforce recognition of numerals
- Drill recognition of color words
- Talk to children...be a friend
- Help children learn a foreign language
- Play a musical instrument
- Help students who play instruments
- Make puppets
- Dramatize a story
- Help with handwriting practice
- Set up a "grocery store" to practice math skills
- Drill spelling words
- Make reading carrels from boxes
- Tell stories with puppets or with a flannel board
- Assist with sing-alongs
- Show slides about a particular topic
- Discuss care and training of pets
- Demonstrate different artistic abilities
- Discuss the importance of understanding others
- Discuss attitudes, feelings or emotions
- Share ethnic backgrounds and experiences
- Discuss farm life and farm animals
- Demonstrate gardening
- Help prepare assemblies or programs
- Discuss holidays or special occasions
- Discuss aspects of safety
- Share information about local history
- Discuss different handicaps
- Demonstrate pioneer crafts such as weaving, candle making or soap making
- Assist in preparing mini-courses in photography, creative dramatics, knitting or square-dancing

# WAYS VOLUNTEERS CAN HELP AT THE SECONDARY SCHOOL LEVEL

- Volunteers can help answer phones or perform clerical duties (copying papers).
- Volunteers who are native speakers from other countries, and people who speak foreign languages fluently can give language students extra practice in conversation.
- Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selection.
- Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience or expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombing in London during World War II, the Nazi holocaust, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems
- Volunteers can help students use library sources and assist with research projects.
- Volunteers can assist teachers in gathering resources for units of study.
- Volunteer nurses may extend the work of the school nurse. For example, they might help teach cardiopulmonary resuscitation (CPR) to health classes.
- Volunteers can prepare tactile materials for visually impaired students, using large print typewriters, Braille machines, etc.
- Volunteers can tape record textbooks so that students who have reading problems may listen to a cassette as they read their assignments.
- Volunteers can assist in science and math laboratories.
- Volunteers can help organize college fairs or a career exploration day.
- Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts or construction trades.
- Volunteers can accompany the school chorus and help build sets for the school play.
- Volunteer artists and performers, including musicians and dancers, can assist and encourage students who aspire to careers and fine arts.
- Volunteers can arrange meaningful field trips into the community to augment class learning.
- Volunteers can share collections, discuss careers, travels, hobbies and other areas of special knowledge.
- Volunteers can sponsor school clubs and interest groups.
- Volunteers can assist with setting up audio-visual equipment.
- Volunteers can assist the staffs of student publications such as yearbooks, literary magazines and newspapers.
- Volunteers can work with PTA officers to produce a parent-teacher newsletter to inform parents of student and school achievements and activities.
- Volunteers can assist teachers in academic subject matter areas.
- Volunteers can assist special education teachers, giving students extra drills and reinforcement of concepts.
- Volunteers can assist English teachers in many ways, such as helping students identify possible essay topics or outline ideas for writing compositions.
- Volunteers can share slides or artifacts from other cultures and countries or from different sections of the U.S.
- Volunteers can demonstrate a variety of artistic abilities such as drawing, painting, calligraphy or illustrating.
- Volunteers from different ethnic backgrounds can share their differing life experiences.
- Volunteers who are actively involved in booster organizations can become actively involved in the PTSA and serve as a liaison to the booster.
- Serve as a volunteer coordinator in a booster organization, clearing volunteers and coordinating their hours and activities with the PTSA volunteer chairman.
- Volunteer nurse might accompany a field trip or competition trip as an on-site nurse.

# SEVEN STEPS TO A SUCCESSFUL VOLUNTEER PROGRAM

A Volunteer Service Program in the public schools provides an opportunity for the volunteer and the teacher to work hand-in-hand to achieve the goal of providing the best learning experiences for children in public schools. With educational costs soaring and financing uncertain, there is a very real need for schools and PTA memberships to work together. The Volunteer Program is an effective solution to many school concerns.

Webster defines a volunteer, as "one who offers himself for a service of his own free will." Being a volunteer is much more, of course. It means doing things for other people, working with PTA friends on a worthwhile project, and receiving a personal satisfaction that cannot be compared to monetary rewards.

One of the greatest things about doing volunteer work is that no matter what your talents might be, there is always a place for everyone.

## STEP 1 – ASSESSING VOLUNTEER NEEDS AT SCHOOL

- Define needs assessment.
- Identify individuals/groups who need to be a part of a needs assessment.
- List ways of getting information.
- Determine content and questions of assessment instrument.
- Determine outcomes.

Needs assessment consists of gathering and interpreting information to formulate goals and objectives. A needs assessment can help prevent school volunteer programs from becoming superficial. It helps ensure that the program really benefits the school and the community. Its purpose is to document the program concerns to be addressed. Needs assessment provides information about recruiting and assigning volunteers according to skill, knowledge, interests and other factors.

Volunteer coordinators or teams need to meet regularly and work with the principal, teachers and staff who will help oversee the program and work closest with the volunteers. Surveying all those who will be involved with the program works well to establish an action plan.

## DEVELOP A PLAN OF ACTION

### 1. Set Your Goal

This is the general purpose of your program. An example of a general goal would be "to improve children's reading performance by involving parents in the classroom." Another example might be "to recruit senior citizens to aid teachers in the classroom." You might have one, two or three goals, but keep it simple.

## **2. Set Objectives**

These will be specific steps towards your goal. For example, if your goal is to involve senior citizens in one-to-one work with children, your objectives might be:

- Assess school's needs for one-to-one help with children.
- Recruit enough volunteers to fill those needs, or enough volunteers to start a small pilot project.
- Orient, place and train your volunteers. Give them a time-limited assignment, one or two months, until you can assess the successes and failures of your program.
- Provide ongoing training, recognition and communication opportunities for volunteers.
- Provide ongoing evaluation of the project by all involved--staff, parents, volunteers, children.

## **3. Decide on Activities to Fulfill Objectives**

For example, if you wanted to recruit senior citizens for one-to-one help with children:

- Survey teachers, including librarian, school nurse, etc. to assess children's needs for one-to-one help.
- Develop volunteer job descriptions for senior citizens that meet needs of school staff.
- Survey your neighborhood for senior citizens' groups and agencies.
- Develop ties with senior groups and agencies serving seniors.
- Hold reception and orientation for interested seniors and survey potential volunteers on their interests, experience and abilities.
- Match seniors with teachers needing help.
- Plan to retain volunteers--set up another meeting for two weeks after most placements are made--volunteer chairman makes personal or telephone contact with each volunteer placed, and with each teacher working with a volunteer, immediately after placement of volunteer.
- Chairman provides for ongoing recognition, evaluation and communication opportunities through personal contact, telephone calls, coffee klatches, and rap group for volunteers.

## **4. Consolidate Your Plans**

Make an overall list of activities to take place during the time limit set for your program, whether it's a couple of months, a semester, or the entire year. The different activities should make it possible to accomplish the program in the time allotted. Otherwise, the plan needs to be revamped or priorities need to be set and cutbacks made. There's always next time. For example, review your activities list and set priorities (e.g., A, B, C priorities). Start with your "A's" and establish a time line.

## **5. Establish a Time Line**

This is the timing of activities in relationship to each other, and the assignment of activities to specific persons with specific times they are to be done. If this is done well, with enough people taking responsibility for the various jobs, and the time of jobs well coordinated, your program should operate smoothly. Again, recruit senior citizens and place your "A" priorities only on the time line.

Reference: *Handbook for Leaders of School Volunteer Programs*, Tucson Unified School District, School Community Services Dept., Tucson, Arizona.

# SCHOOL NEEDS SURVEY

School \_\_\_\_\_  
Grade \_\_\_\_\_

Teacher \_\_\_\_\_  
Subjects \_\_\_\_\_

**Please place a check in the appropriate space. Check more than one if necessary.**

1. What do you feel are high priority needs for your school?

- Enhance curriculum
- Increase parent/community involvement
- Improve public/community relations
- Improve staff morale
- Improve school facility

2. What volunteers are you presently using in your classroom?

- Tutors
- Teacher's helpers
- Special helpers (speakers, presentations, demonstrations)
- Other \_\_\_\_\_
- Mentors
- Room parent activities

3. What additional needs could a volunteer provide?

- Tutors
- Mentors
- Student recognition
- Clean-up
- Mini-courses
- Other \_\_\_\_\_
- Teacher's Helpers
- Clerical help
- Transportation
- Playground helper
- Speaker

4. What kind of training or expertise would you like to have shared with your class in the form of mini-courses or presentations?

- Computers/Math
- Athletics
- Public Speaking
- Law
- Government
- Other \_\_\_\_\_
- Clothes & Grooming
- Crafts & Hobbies
- Health & Safety
- Graphic Arts
- Creative Writing/Journalism

Comments:

## A LETTER TO TEACHERS

Welcome to the Volunteer Program. You are one of the many teachers who may utilize a volunteer in the classroom!

Your principal, with the help and cooperation of the PTA volunteer chairman and interested community members, has organized a school volunteer program for your school.

Your principal is the administrative and instructional leader of the school. Under his/her guidance, the school staff, including volunteers, works to meet the needs of the students.

Your PTA has a volunteer chairperson who works to recruit, train, and place volunteers. The volunteer chairperson also provides a link between your school, PTA, and other school volunteer programs. Anytime you wish to have a volunteer, you should request one from your school volunteer chairperson or your principal.

Our school believes in the value of the volunteer program to:

- Provide more individualized attention to students
- Enrich the students' curriculum and, in turn, broaden their awareness and experience
- Provide reinforcements for lesson skills
- Relieve the teacher of some non-instructional tasks and duties
- Relieve the school staff of some non-classroom tasks and duties
- Provide an opportunity for interested community members to become directly involved with education
- Bring the resources of the community into the school.

You, as a teacher, are the final but most important link in the community involvement chain. Your task is to identify the tasks and jobs you have in your classroom, so your volunteer chair can match an available volunteer to meet your needs. You will plan the activities your volunteer is to perform, provide training in the classroom, evaluate the program, and above all, provide praise for the job they are doing. Reinforcement of a job well done is necessary to retain the service of your volunteer.

Your PTA Volunteer Chairman is here to help you with your volunteer needs. They will assist you with finding meaningful work assignments and training for your volunteer. We are sure you and your students will benefit from this worthwhile program.

## TEACHER'S REQUEST FOR VOLUNTEER HELP

Volunteers will soon be recruited for a wide variety of services. Among these are classroom assistants who may be of special help to you. Your cooperation in determining the needs of our teachers will be appreciated. **Please complete this form and return it to the principal's office by \_\_\_\_\_.**

Name \_\_\_\_\_ Subject, Grade \_\_\_\_\_ Room \_\_\_\_\_

I will need a volunteer in the area listed below (please number requests in order of priority):

- \_\_\_\_\_ Small group assistance in the classroom
- \_\_\_\_\_ Classroom clerical--filing, record keeping, checking papers
- \_\_\_\_\_ Office clerical--duplicating worksheets, laminating
- \_\_\_\_\_ Preparation of materials for bulletin boards, crafts, etc.
- \_\_\_\_\_ Assistance with special class projects--arts, music, drama
- \_\_\_\_\_ Storytelling or book reviews in the classroom or library
- \_\_\_\_\_ Chaperon for field trips
- \_\_\_\_\_ Other \_\_\_\_\_

Day(s) of week \_\_\_\_\_

a.m. or p.m.? \_\_\_\_\_ Approximate amount of time required \_\_\_\_\_

- \_\_\_\_\_ I would prefer that my volunteer not be the parent of one of my students.
- \_\_\_\_\_ I would prefer that my volunteer be the parent of one of my students.
- \_\_\_\_\_ I do not have a preference in this matter.
- \_\_\_\_\_ I will accept a working parent who offers to do work in the home.

Volunteers will be assigned to teachers according to how well the description of the activity with which you desire assistance fits the volunteer's preference for assignment.

\_\_\_\_\_ I do not need volunteer help this year.

# **STEP 2 – WORKING WITH AND TRAINING PRINCIPALS, TEACHERS, AND SCHOOL STAFF ON EFFECTIVELY USING AND SUPERVISING VOLUNTEERS**

Principals can serve as the overall supervisor of a school's volunteer program. PTAs then can work with principals and encourage them to do the following:

- Inform staff and teachers about the mission of the volunteer program and enlist their support.
- Make space available to volunteers, such as a restroom or a lounge, and foster a receptive and warm climate for them.
- Provide a consistent place and process for volunteers to sign in and list the hours served.
- Provide a place for volunteers, teachers and staff to anonymously offer suggestions.
- Hold meetings with volunteers and staff to create team spirit.
- Assist in providing training to teachers and staff on the appropriate roles of working with and supervising volunteers.
- Offer a staff development session on the value of Parent Involvement in the School, Building Successful Partnerships, or the National Standards for Parent/Family Involvement.
- Work with a team to put a parent involvement policy in place that includes the volunteer program.
- Periodically evaluate the program by performing a checklist of current practices to be sure the needs of the students, teachers, parents and school are being met.
- Help put together a Volunteer Information Packet for teachers, staff and volunteers.

All teachers and staff who intend to utilize volunteers should also go through an orientation with the principal and volunteer chairman, covering such things as:

- School goals and objectives of the program
- Campus rules and guidelines
- Clarification of the roles of the teacher and the volunteer
- Sign-in and record-keeping procedures
- Security background checks and the need to coordinate all volunteers through the PTA chairman
- Reasons for respecting confidentiality
- How a volunteer should be expected to handle discipline in the classroom
- How to handle problems with a volunteer
- Realistic expectations of a volunteer
- Emphasis on professional commitment and non-judgmental attitude
- Question and answer time

Teachers will want the volunteer to use their own standards of acceptable classroom behavior and performance; therefore specific training in those areas will be left up to the teacher. However, the volunteer chairman is there to help with specific training needs, when necessary. In addition, all volunteers should also receive training from the volunteer chairman before entering the classroom.

## TEACHER PREPARATION FOR VOLUNTEERS

Once you have been assigned a volunteer, your work is not finished. There are many things you need to do to prepare. You need to set your goals and expectations for the volunteer.

- ◆ What kind of assistance do you need?
- ◆ Do you want clerical or instructional aid?
- ◆ Will the volunteer work with an individual or a small group of students?
- ◆ What subjects will be covered?
- ◆ Do you have some assignments that working volunteers can help with at home?

List your needs and ways the volunteer could help you meet these needs. Set up a tentative schedule. See the appropriate list entitled “Ways Volunteers can Help at the Elementary School Level” or “...Secondary School Level” for suggestions.

Here are some of the preparatory activities teachers may undertake to get ready for an active volunteer program:

- Determine the most beneficial way volunteers may be of help in your classroom and make a request to the school volunteer chairman or your principal.
- Once a volunteer is assigned to your classroom, meet with each volunteer, outside the classroom, to agree on the types of duties the volunteer will perform.
- Offer the volunteer a chance to observe the class in action.
- Give appropriate training for classroom situations – with clear and specific directions.
- Prepare students in the class for the volunteer(s).
- Plan the work the volunteer is to do before he/she arrives.
- Provide materials for the volunteer(s) to use, if necessary.
- Share ideas with other teachers on volunteer involvement.
- Remind the volunteer of any confidentiality.

## YOUR RESPONSIBILITIES

As the teacher, have certain responsibilities. No matter how much volunteer assistance you have, it is important to remember that the classroom teacher is solely responsible for:

- Diagnosing a student’s needs and progress
- Prescribing instructional programs
- Contacting parents
- Evaluating a student’s work on a formal basis
- Selecting appropriate materials
- Providing initial instruction
- Writing comments on papers that go home
- Disciplining students
- Counseling students
- Initiating and/or determining the why, the how, the where, and the when

Also remember that you hold the legal responsibility for your students’ well being. Therefore, the volunteer should not be left in charge of a class. Volunteers may supplement, but not replace, paid staff.

## **MEETING YOUR VOLUNTEER - A Suggested Personal Orientation**

When you first meet your volunteer, plan to spend some time making him/her feel comfortable. Get to know one another. A good time for this initial meeting would be after the students go home. *You need time for orientation.*

Your volunteer orientation could include:

1. General philosophy of the classroom where the volunteer will be working.
2. School policies and guidelines including dress code and discipline techniques for in and out of the classroom.
3. Your individual classroom policies, rules, and procedures including fire drills or emergency procedures.
4. The physical plant and classroom arrangements. (You might offer the volunteer a chance to observe the class in action.)
5. Designated volunteer work area.
6. Schedule of days, times, and areas for the volunteer's work. Include a procedure to follow if the volunteer cannot be there at the designated time or if you have a change in plans and do not need the volunteer on a particular day.
7. Pertinent background information about the students to be tutored (e.g., learning style, reinforcement techniques). Include special strengths and needs of the students to be tutored and skills to be developed.
8. Techniques, materials, strategies and games that can be used.
9. Location of a folder with a description of assignment for the day.
10. Methods of summoning the student (i.e., exiting and entering guidelines).
11. Procedures for keeping in touch with the volunteer (regular conferences, phone conferences, informal meetings).
12. Expressing appreciation of the volunteer's service.

It is important to keep in mind that you should treat your volunteer the way you would like to be treated if you were donating your time. Volunteers appreciate the same considerations you do. As in many other areas of education, the teacher is the key to a successful volunteer program. You should be aware of the volunteer's needs. Some of the following might be helpful to consider:

- Provide a regular time each week to talk with the volunteer. The volunteer needs to receive feedback on how effective he/she is. Provide regular assessment to be sure the volunteer is neither overworked nor under worked.
- Give directions and explanations in non-technical terms, avoiding acronyms. Use "We" not "I". Guide and direct patiently and thoughtfully.

- Always speak with respect to volunteers, accepting him/her as an official member of the instructional support team.
- Increase your volunteer's responsibility when appropriate. Assign suitable and challenging jobs that take advantage of any special talents and skills.
- Give credit when it is due, and provide positive feedback and encouragement to volunteers for their contributions and progress. Be careful not to criticize volunteers in front of the children.
- Prepare and inform other people about what volunteers will be doing. Reinforce their importance and accept them as legitimate coworkers.
- Introduce volunteers to the school staff or students with whom they will be working.
- Discuss any concerns regarding a volunteer's punctuality or performance as they occur. Request the principal or volunteer coordinator's help in resolving concerns only after you have attempted to resolve the problem with the volunteer.

**REMEMBER, PEOPLE DO NOT VOLUNTEER BECAUSE THEY HAVE TO –  
THEY DO IT BECAUSE THEY WANT TO!**

### **PROBLEMS WITH A VOLUNTEER?**

Volunteers, like teachers, are individuals with their own personality, interests, and needs. If a situation arises where you become uncomfortable with a volunteer's work in your classroom, notify your principal. These problems can usually be easily solved, but neither you nor the volunteer has failed if a reassignment needs to be made. Careful planning and clear understanding of expectations will usually prevent such problems.

### **EVALUATING YOUR VOLUNTEER**

Evaluation by both you and the volunteer is an important part of the Volunteer Program. If, at any time, it becomes apparent that the program is not working smoothly, go immediately to your volunteer chairman or the principal and explain the situation. The Volunteer Program is designed to be a help, not a hassle.

### **A FEW DO'S AND DON'TS**

**DO** make volunteers feel welcome.

**DO** be generous in offering praise, encouragement and support.

**DO** plan enjoyable experiences through which volunteers can establish good relationships with children.

**DO** make instructions clear with adequate time allotted.

**DO** provide guides, keys or corrected papers for explanation.

**DO** be honest and open about your concerns.

**DO** give volunteers proper notice of schedule changes.

**DON'T** leave volunteers in charge of the class.

**DON'T** give volunteers more than they can handle in the allotted time.

**DON'T** expect volunteers to do things they are not trained or prepared to do.

**DON'T** expect volunteers to change their schedules without proper notice.

**DON'T** expect volunteers to be disciplinarians.

**DON'T** expect volunteers to be just housekeepers.

**DON'T** assign duties that belong to the teacher.

# STEP 3 – SETTING GOALS AND OBJECTIVES FOR VOLUNTEER ASSIGNMENTS

## GOAL

A program **goal** is a broad statement of purpose in which the program builds specific objectives. A goal is not measurable and plays no part in program evaluation. A few examples of program goals are:

- (1) to improve academic achievement,
- (2) to improve the school image in the community, and
- (3) to stimulate an informed community through active involvement in the school.

## OBJECTIVE

An objective is a statement of specific intent -- what it is the program will accomplish. It must be measurable. Objectives should tell who, what and when. A few examples of objectives are:

- (1) the school volunteer coordinator will recruit at least 10 volunteers, by Oct. 1, to...;
- (2) the principal and the volunteer coordinator will meet to discuss plans for the program, by Sept. 15; and
- (3) the volunteer coordinator will do a program needs assessment survey by Sept. 30.

To ensure a successful volunteer program and long-term involvement on the volunteers' part, it is important that assignments are carefully selected and are productive, meaningful, and closely matched to volunteers' interests, skills, and motivation for volunteering.

## DEVELOPING JOB DESCRIPTIONS

PTA volunteer coordinators, teachers, and school staff must work with each other to develop creative and specific job descriptions for volunteers. The descriptions should include the following:

- A title that describes the volunteer's responsibilities
- The position's importance to the school and the benefits the volunteer gains from the experience (This is an important, yet seldom used, part of a job description.)
- The qualifications needed to successfully do the job.
- The person(s) to whom the volunteer is responsible.
- Detailed descriptions of the volunteer's tasks.
- How a volunteer will be trained to prepare for an assignment.
- The length of time required for the position, such as, how many hours per week for how many weeks.

# SUGGESTIONS FOR VOLUNTEER PLACEMENT

“The success of volunteer service depends on fitting the right person to the right job” *ABC’s - A Handbook for Educational Volunteers*

- Screen applicants
- Have a personal interview with new applicants if possible
- The proper placement of volunteers can be accomplished successfully only after determining the needs of all concerned. It is important to screen all volunteers, and to match talents with assignments.
- The first job a volunteer gets should not only be simple enough to insure success, but should contain elements of satisfaction and pride for the volunteer. Frustration or failure at the onset is deadly and sometimes impels even a good volunteer to change his mind about volunteering.
- Volunteers often shy away from jobs similar to their regular work. (An office worker might not want to do office work as a volunteer.) A volunteer job should be different, challenging, interesting, meaningful and maybe even call for a new skill.
- Realistically outline the time and skills needed for the job.
- Assign the volunteer to a task as soon as possible while the enthusiasm is still high.
  - Some prefer a job with a definite terminal date. This gives the volunteer a chance to retire gracefully. Some are reluctant to commit themselves for an indefinite period.
  - Sometimes the volunteer isn’t sure that it is the right job for them. Let them try it for a week and observe their work and attitude closely. Another idea would be to put them on the job for a very definite short period that you have stated in advance. This would make it easy for you to transfer them to some other job or release them entirely.
  - If possible, give them a choice of two or more jobs, and let them choose.
- Clearly communicate established lines of supervision so that the volunteer knows to whom he is responsible.
- It must always be remembered that personal, home, and regular job duties come first in a volunteer’s life. Be sure to consider this not only in placement, but also while on the job and especially in evaluating their work.
- When you have placed everyone, run it by the principal. The principal has final approval of each assignment.

## VOLUNTEER PROTECTION ACT

PTA as a volunteer organization would not exist if it were not for the devoted individuals who volunteer to carry out the work and mission of the association. Many volunteer associations and other types of volunteer organizations have been adversely affected by the potential of liability actions against volunteers. Because the Federal Government realizes the importance and need for volunteers, it has passed the **Volunteer Protection Act of 1997** to reform laws that provide certain protections from liability abuses related to volunteers serving nonprofit organizations and governmental entities.

On June 18, 1997 President Clinton signed into law this legislation to protect volunteers from lawsuits. Under the new law, volunteers, but not the organizations they serve, cannot be held liable for negligent acts or omissions that occur during the course of their duties. However, if someone were injured because of a volunteer's willful and wanton misconduct, including the influence of drugs or alcohol, this protection would not apply.

In order for a volunteer to take advantage of this protection, four criteria must be met:

1. The volunteer must have been acting within the scope of his or her responsibilities in the non-profit organization.
2. If required by law, the volunteer must have been properly licensed, certified, or authorized by the appropriate authority in the State in which the harm occurred.
3. The harm caused by the volunteer must not have been due to willful or criminal misconduct, gross negligence, reckless conduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer.
4. The harm caused by the volunteer must not have been due to the operation by the volunteer of a motor vehicle, vessel, aircraft, or other similar vehicle.

For example, a PTA holds a catered event and uses PTA volunteers to help serve the food. If people were to come down with food poisoning from the catered food, the volunteer food servers could not be held liable for it. While people could still sue the PTA or the caterer, the individual volunteers and their personal assets would be protected.

This Act does not preclude a state from enacting provisions that are even more protective of either volunteers or non-profit organizations

## TEXAS VOLUNTEER IMMUNITY

*Government Code 2109.004(b)* A volunteer who is serving as a direct service volunteer in the [school] District is immune from civil liability to the same extent as a District employee under Education Code 22.051. A "volunteer" is a person rendering services for or on behalf of the District on District premises or at a school-sponsored or school-related activity on or off school property who does not receive compensation in excess of reimbursement for expenses. *Education Code 22.053*

## WHY THESE ACTS ARE IMPORTANT

Volunteers need to understand these acts and how they are protected under them. These acts lend credibility to every PTA volunteer program. The Texas act protects volunteers who are "rendering services" in a recognized capacity. This law can add strength and validity to your program by:

- Requiring all volunteers to go through a criminal background check in order to be recognized as a volunteer.
- Requiring volunteers to sign in according to school procedures, in order to be recognized as "rendering service...at a school-sponsored or school-related activity".
- Requiring volunteers to keep track of the date, time and duration of service.

These laws are for the protection of the volunteer, but they also work to protect the children in our schools. This keeps volunteers who have not gone through the volunteer system from walking in and performing unrecognized volunteer acts. **This information should be included in your volunteer orientations.**

# WHY PEOPLE VOLUNTEER

- To feel needed
- To learn something new
- To explore a career
- To get to know a community
- To help someone
- To gain a skill
- To test themselves
- To become an “insider”
- To earn academic credit
- To repay a debt
- To keep busy
- Because there is no one else to do it
- As an alternative to giving money
- To feel good
- To have an impact
- To be part of a team
- To make new friends
- To share a skill/talent
- To gain status
- To demonstrate commitment to a cause
- Because they ask
- Because they were pressured
- For fun
- To do one’s duty
- To keep skills alive
- Guilt
- To fill a gap
- To have an excuse to do something you love
- To see that resources are well allocated
- For recognition
- To be a watchdog
- To feel good

Add your own reasons you volunteer \_\_\_\_\_

Now, can you think of reasons why people don’t volunteer?

# VOLUNTEER VIEWPOINT\*

If you want my loyalty, interest and best efforts, remember that...

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.
2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.
3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.
4. I need to feel that what I'm doing has real purpose or contributes to human welfare--that its value extends even beyond my personal gain or hours.
5. I need to share in making the rules by which, together, we shall live and work toward our goals.
6. I need to know in some clear detail just what is expected of me--not only my detailed task but where I have opportunity to make personal and final decisions.
7. I need to have some responsibilities that challenge, that are within range of my abilities and interests, and that contribute toward reaching my assigned goal and that cover all goals.
8. I need to see that progress is being made toward the goals we have set.
9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)
10. I need to have confidence in my superiors--confidence based upon assurance of consistent, fair treatment, or recognition when it is due and trust that loyalty will bring increased security.

In brief, it really does not matter how much sense my part in this organization makes to you-- I must feel that the whole deal makes sense to me!

\* By J. Donald Phillips, President of Hillsdale College, Hillsdale, Michigan.

## VOLUNTEER NEEDS

Remember, it is important that you establish and maintain a good relationship with your volunteer. To do this, it is necessary to understand the needs of the volunteer and how these needs can be met.

1. **Volunteers need encouragement.** They often feel very insecure in their new role as a tutor. They may have doubts about their abilities to relate to the child or children assigned to them. They will be frightened and nervous just as a teacher is frightened and nervous the first day of school when everything and everyone is new. Encourage them to relax. Try to put them at ease.
2. **Volunteers need to be treated with respect.** They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help and for their special abilities.
3. **Volunteers need to feel wanted and needed.** You need to let volunteers know they are wanted because of the assistance they give you with certain tasks.
4. **Volunteers need help and direction.** Even though there is a tutor-training program, tutors still need a lot of help. Some will need more help than others. Volunteers need to know what is expected of them. If you intend to help your volunteer a great deal in the beginning and then expect him/her to carry on alone, that should be clear from the beginning. Don't let the volunteer wonder whether to wait for teacher direction or to use his/her own initiative.
5. **Volunteers need praise.** When the volunteers' efforts are successful, let them know. Let a tutor know that you noticed that a student finally can tell the difference between a short "e" and short "I" sounds. Let the tutor know that another student took home a library book for the first time this year after the student's interest in dinosaurs was aroused during a tutoring session. Praise from the teacher and actual success in the tutoring session are often the only rewards a volunteer receives.
6. **Volunteers need meaningful assignments.** Volunteers who feel their time and talents are being well used are dependable and reliable.

## EXPECTATIONS

What does the teacher expect of the volunteer?

- ◆ Promptness
- ◆ Love of children
- ◆ Enthusiasm
- ◆ Flexibility
- ◆ Dependability
- ◆ Patience
- ◆ Loyalty
- ◆ Businesslike Attitude
- ◆ Imagination and creativity
- ◆ Tact
- ◆ Sense of Humor
- ◆ Initiative
- ◆ Interest in helping for the benefit of the community
- ◆ Be discreet and trustworthy with confidential matters relating to classroom and students
- ◆ Be pleasant and friendly
- ◆ Dress appropriately for the activity
- ◆ Be sensitive to children's needs
- ◆ Know that the teacher is the authority
- ◆ Be sensitive to teacher's time needs
- ◆ Avoid trying to be amateur psychologist
- ◆ Be capable of maintaining firm but kind control when working with small groups of children
- ◆ Remember...no children will be allowed to accompany the volunteer while on duty
- ◆ Has a warm and positive attitude
- ◆ Willingness to help

What does the volunteer expect of the teacher?

- ◆ Consideration and patience
- ◆ Appreciation
- ◆ Respect and courtesy
- ◆ Explains policies of the classroom
- ◆ Willingness to help volunteer to be successful
- ◆ Sincerity
- ◆ Gives clear instructions
- ◆ Loves children
- ◆ Cooperative attitude
- ◆ Controls class
- ◆ Shows how to use machines, when applicable
- ◆ Organization and good planning
- ◆ Explains specific expectations for volunteer
- ◆ Explains policies and procedures of school and classroom
- ◆ Gives feedback on student's progress and attitude
- ◆ Is willing to help volunteer as needed
- ◆ Assigns tasks volunteers are capable of doing
- ◆ Treats volunteers as professional assistants
- ◆ Has children prepared to work with volunteer
- ◆ Has friendly and welcoming attitude
- ◆ Remains in charge of classroom
- ◆ Tells volunteer about schedule changes
- ◆ Matches personality of volunteer with students
- ◆ Prepares for volunteer and provides materials needed for assigned tasks in advance
- ◆ Offers constructive criticism or correction but NOT in front of students
- ◆ Accepts creative ideas and suggestions of volunteer whenever possible
- ◆ Gives volunteer relevant information about students that will help volunteer work with them

# STEP 4 – RECRUITING VOLUNTEERS

Recruitment is the process of engaging volunteers for service. It is often the most challenging part of the program. It should take place throughout the year to replace volunteers as well as to enlist additional assistance for new programs. No matter how well a school volunteer program is planned, it will fail without a strong recruitment strategy. Two recruiting issues need to be addressed: (1) Who can be a volunteer (2) How to reach out and find volunteers.

**WHO:** Although many parents now work full time, there are still vast reservoirs of talent and potential that often remain untapped because schools do not approach this perceived barrier in creative ways.

- Working 9-to-5 is not the norm for many people. Schools often overlook the large population of adults who work second and third shifts – predominantly late afternoon and evening hours – weekends, or flexible schedules as potential daytime volunteers.
- Parents who do work a traditional 9-to-5 schedule can volunteer their time in the evenings, on weekends, or at home.
- Teachers and administrators should consider the range of skills available from adults who hold jobs in hospitals, fire and police departments, television and radio stations, and so forth that can be applied to day or evening school programs.
- Adults who work in the evenings for computer services, newspapers, and restaurants are good prospective afternoon volunteers.
- Adults who work on the weekends in places such as parks, museums, libraries, and churches possess a wealth of talents to contribute to schools and usually have one or two full days off during the week.
- Self-employed adults, such as consultants, artists, or musicians, may have flexible schedules that can accommodate daytime or evening volunteering.
- Senior citizens are another underused, yet highly talented, pool of knowledgeable adults with unlimited skills that are easily adapted to school curriculum and programs. Furthermore, by volunteering at school, seniors can provide meaningful contact that helps build understanding between and appreciation for other generations.

## POTENTIAL RESOURCES

Potential resources are the people and materials you hope to draw from to assist in the planning and implementation of your program. Where do you find this support? What resources are available inside and outside your school/community that can help expand and enrich your program?

Now that the program has direction, getting it going requires people resources. Try not to lock yourself into what has happened in the past. Brainstorm, explore, be creative and let yourself go.

Believe it or not, your resources are unlimited. However, in order to reap the benefits, you must be open to exploring what resources are inside the school in your local community and in the community-at-large. Once you discover what resources are there, you will be in a better position to determine who can help you to accomplish your program goals.

Use the following list as a start:

WHO	HOW
<ul style="list-style-type: none"> <li>• PTA</li> <li>• Civic organizations</li> <li>• Senior citizens</li> <li>• Church groups</li> <li>• Businesses</li> <li>• Neighbors</li> <li>• VIPs staff</li> <li>• Teachers</li> <li>• Parents</li> <li>• Advisory committees</li> <li>• Women's clubs</li> <li>• Fraternal organizations</li> <li>• Retired teachers</li> <li>• College students</li> <li>• High school students</li> <li>• People on off-shifts</li> <li>• Former students</li> <li>• Neighborhood residents</li> <li>• General public</li> <li>• ANYONE</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a volunteer sign-up table at a meeting</li> <li>• Offer to be a guest speaker at their meeting</li> <li>• Visit the senior rec centers to recruit</li> <li>• Put ads in church bulletins</li> <li>• Put flyers in businesses</li> <li>• Door-to-door, word of mouth</li> <li>• ...</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

**HOW:** It is important to arrange meetings at local work sites, senior centers, or retirement communities. At these meetings, volunteer coordinators or teams can talk with prospective candidates about the importance of, as well as the need for, their involvement with the school. Other methods of delivering this message can include the following:

- Posters, pamphlets/fliers, and brochures posted or given out at community supermarkets, banks, churches, and so forth.
- Notices on community bulletin boards or in newsletters, newspapers, bills, bank statements, payroll checks, coupon booklets, and so forth.
- Booths or exhibits at local stores, malls, community fairs, and so forth.

### **AWARENESS ACTIVITIES**

Awareness activities will vary by target population and the message you want to convey. Following is a list of common awareness activities:

- Breakfast meetings with business groups and chambers of commerce to outline partnership elements such as advocacy, staff development, curriculum development, instructional support, etc.
- Newsletters, brochures, other printed materials
- Presentations to the local chamber of commerce board of directors
- Presentations to local corporate volunteer councils
- Meetings between representatives of a successful partnership and a potential partner
- Video presentations, computer bulletin boards
- Guest appearances on television and radio talk shows
- Advertisements in local press
- Editorial and feature articles in journals, periodicals and newspapers

# **GRANDPARENTS RAISING GRANDCHILDREN How Can PTA Help?**

According to the 2000 U.S. Census, there are currently 6 million children in the United States today who are living in grandparent – or other relative – maintained households, with or without parents present. Texas ranks 8<sup>th</sup>, with 7.6% of all children under age 18 living in grandparent-headed households. Texas ranks 2<sup>nd</sup> in the nation, with almost 450,000 of the six million children under 18 living in grandparent-headed households. In the last ten years, Texas has seen a 44.1% increase in this number. This very much affects the volunteer base in our schools today. PTAs need to be sensitive to this issue and work with this special population of grandparents raising grandchildren.

While the relationship between grandparents and grandchildren is often very special, it is also very challenging for a grandparent to take on the full-time responsibility at this point in their lives. The obstacles can be even greater if the relative caregiver lacks a legal relationship, such as custody or guardianship, with the child. They may lack support and services, affordable housing, and/or access to medical services and coverage of medical expenses. They may also have inadequate financial resources to care for their grandchildren. They may find themselves under extreme stress causing physical and mental health problems such as exhaustion or depression. These problems are exacerbated by the demands of becoming a parent again, coupled with a more violent environment in which the present generation of children is coming of age.

Grandparents are raising their grandchildren today because of:

- Substance abuse
- Teenage pregnancy
- Death
- Divorce
- Parental joblessness/Poverty
- Mental Health Problems
- Neglect
- Incarceration
- Child abuse
- Abandonment
- Family Violence
- AIDS

Many grandparents do not want a legal relationship with the children they are raising. Although they may be resigned to a permanent arrangement, they hope that their biological parents at some point will raise the children. To establish a legal relationship means they must bring legal proceedings against the parents, one of who is their relative. The proceedings are usually lengthy, emotional and costly.

Throughout history, grandparents and other relatives are the last line of defense in keeping children from entering the foster care system. The foster care system would be overwhelmed if it weren't for these relatives taking on this responsibility. While these caregivers are willing to step in, they are seldom equipped to provide all the care and services that the children require. We must support grandparents and other relatives who raise children and keep families together.

## **What Can We Do To Help?**

- Offer programs specifically geared toward this special group.
- Provide resource information for help with special problems.
- Start a support group for networking with others in similar situations.
- Establish a time when family service agencies will visit the school to schedule appointments to meet with these families.

- Work with the school counselor to provide counseling.
- Invite local clergy to speak or counsel.
- Work with the Special Services department of your school district.
- Provide extra information on immunizations, health screenings, dental check-up, and general nutrition.
- Provide information specific to this special population in your parenting resource center.
- Provide brochures on the new government welfare reform.
- Educate grandparents to the change from AFDC (Aid to Families with Dependent Children) to TANF (Temporary Assistance for Needy Families), and whom their state representative or senator is to contact for help in understanding the changes.
- Provide a directory of social service resources in the area.
- Provide computer training and access to look up information and resources over the Internet.
- Provide internet access time for grandparents to look up some of the following resources for help:

#### **Generations Unlimited**

A national coalition dedicated to intergenerational policy, programs and issues

<http://www.gu.org>

#### **AARP, American Association of Retired Persons**

601 E St., NW  
Washington, DC 20049  
Phone: 1-800-424-3410

<http://www.aarp.org/grandparents>

A wealth of printed materials, host of “The Grandparent Information Center”, support, and counseling

#### **Grand Parent Again**

Web site offering information about education, legal support, support groups, and other organizations for grandparents raising grandchildren.

<http://www.grandparentagain.com>

#### **GrandsPlace**

Web site dedicated to supporting grandparents and other relatives raising others' children. It provides opportunities for grandparents to provide comments and to gather information.

<http://www.grandsplace.com>

#### **National Council on Aging BenefitsCheckup**

A free service to help older Americans and their families identify state and federal assistance programs. The service is confidential, and takes only a few minutes to complete.

<http://www.benefitscheckup.org>

# **STUDENTS MAKE THE DIFFERENCE**

## **Involving Students in Your PTSA**

Students, as active and equal members of PTAs and PTSAs can provide valuable suggestions and opinions regarding youth-oriented programs. They will bring a new burst of energy and enthusiasm to your unit and its projects. In return, you will be developing the leaders of the future. They will also broaden your volunteer base.

### **Assessment**

1. Does your PTSA feel student involvement is valuable?
2. Do PTSA meetings conflict with students' classes or other activities?
3. Does your school's staff support student involvement?
4. Does your PTSA offer programs and activities that interest students and encourage their participation?
5. Does your PTSA allow students to hold elected offices?
6. Does your PTSA's leadership development program address student involvement and participation?

### **Benefits to Your PTSA**

- To provide new perspectives on your PTA's ideas and programs
- To give students the opportunity to participate in the planning and execution of PTA programs. Young people's viewpoints and ideas are essential because all PTA programs focus on youth.
- To put the PTA Objects into action.
- To give students a better understanding of adults, and adults a better understanding of students.
- To teach students useful skills, such as parliamentary procedure, public speaking and conflict resolution.
- To introduce students to the legislative process through your PTA's involvement in legislative activities.
- To provide your unit with information on student interests and problems. This will make your programs more effective.
- To encourage students' personal growth and development.
- To increase the number of skilled volunteers in your PTSA so you can conduct more programs.

## Benefits to Students

- You provide an important student perspective for PTSA ideas and programs because you know what's happening in your school.
- PTSA will provide you with an open forum for discussing students' needs in your school. You'll be expressing your views to people who share your concerns about education, including teachers and administrators who make the final decisions.
- You can speak for yourself, instead of being spoken for.
- You can make a difference in your community and school through involvement in programs that address issues you are interested in.
- Membership in your local PTSA is your direct connection to your state PTA and National PTA, which gives you a voice at both the state and national level.
- Learning means doing in PTSA. You can participate in meetings and forums with your PTA officers that are important to you.
- You will gain leadership skills, learn how to run a meeting, strengthen your decision-making skills and become comfortable with public speaking.
- You'll gain a deeper understanding of public education and how it works.
- You will have equal opportunity, equal responsibility and an equal vote.
- You have the same rights and privileges as adult members.
- Many of the contacts that you will make during your PTSA work may prove useful after you graduate.
- PTA is a good way to meet people and to get involved in your school and your education. You can make an impact on school policy or have a voice in determining the direction of your education.

## 7 Steps to Student Involvement

- #1. Discuss student involvement with your PTA's board.
- #2. Once your board has agreed to actively recruit student members, have them make a formal commitment to youth involvement. This should be in the form of a motion or an action item. Consider whether a change in your bylaws is necessary.
- #3. Promote student membership. Advertise PTSA, PTSA activities, the advantages of student participation, etc. to students, parents, teachers, and the community.
- #4. Include students on PTSA committees
- #5. Develop and implement programs that involve both students and adults. Make sure students are included in the initial planning stages as well as in the execution of the project.
- #6. Allow students to have an active voice in your PTSA. Listen and give consideration to what students have to say, even if their ideas seem unorthodox or impossible to implement.
- #7. Elect students as officers.

## Recruitment and Retention of Students

### Recruiting Hints:

- Ask for help. Most students are willing to help if asked.
- Stress PTSA results. They want to know "What's in it for me?"
- Publicize all PTA achievements, benefits and upcoming activities through surveys, newsletters, forums or social events.
- Set up a bulleting board with pictures and notices of PTSA programs in a high-traffic area of the school or community.
- Keep people who make referrals informed of PTSA programs for students.
- Telephone parents to explain what their child will be doing or make a home visit to meet parents personally.
- Make a presentation before the student council, stressing the advantage of PTSA membership for students. Enlist the council's support and listen to members' ideas for involving students.
- Use current student members as a recruitment/public relations team.
- Have a student be membership chairperson or help with your membership drive.

- Emphasize that PTA can be fun, using logos, T-shirts, music and drama.
- Hold recruitment drives in which every student member agrees to bring another student into PTSA.
- Make students realize that their membership is an integral part of your PTSA, not just a temporary goal. Students should be part of the recruitment process as well as its result.
- Conduct programs, projects and activities geared toward students.
- Concentrate on attracting students who might not ordinarily participate.
- Involve students in the reflections and EPA contests, so they see how PTSA activities relate to special interests.
- Stress how they will feel good about helping the school and the community, enjoy being with friends and learn new skills.

#### **Retaining Hints:**

- Provide students with the means to evaluate their PTA experiences.
- Avoid segregating student members. Students should be full members, enjoying full privileges, paying full dues and accepting full membership and responsibility.
- Everyone must have the attitude that student involvement is going to work. Students, parents and teachers MUST be willing to work together.
- Practice effective communication. Be understanding, patient and sensitive. Just as youth have much to learn from adults, adults have a great deal to learn from youth. Create a supportive atmosphere in which students and adults listen to one another, express their views openly and share their expertise.
- Implement a student recognition and award system. Students deserve to be recognized and rewarded for their contributions to PTSA. Fair criteria must be developed. For example, students should be rewarded for leadership, vision, and dedication, instead of for “token” activities such as selling candy or working a booth.
- Implement a “student support system” in which veteran student and adult members provide new recruits with motivation and encouragement, direction and foundation for student growth and development, a sounding board for stress and frustrations.

# STEP 5 – TRAINING AND ORIENTING VOLUNTEERS

Orientation and training sessions set a welcoming tone and create support for volunteers. The sessions should be relevant, hands on, and geared toward the specific skills and responsibilities of each volunteer.

**TRAINING** – instruction for specialized proficiency. The training sessions should be held at varying times to accommodate everyone’s schedules. The supervising teachers or staff should give input into or, better yet, be a part of the training sessions along with the PTA coordinator or team. They may be done one-on-one, in a small group or a large group. Trainings are focused, short-term, specific and practical. The purpose of the training provided and its expected outcomes should be made clear to the participants. They should never feel that the training is a perfunctory repetition of orientation. The purpose of training volunteers is primarily to provide skill development in order to assist teachers and students. Training also includes opportunities to define the volunteer role more clearly through numerous activities. It gives the volunteer time and assistance in self-growth and development. This in turn provides motivation, greater self-confidence and improved performance. Poorly prepared volunteers are more likely to be undependable, require excessive teacher supervision and will probably not remain in the program. Volunteers who are well trained, on the other hand, are highly regarded by teachers who transmit the message to volunteers that they are valued members of the educational team.

**ORIENTATION** – a way to help volunteers become familiar with your program and your school. Orientation can be done one-on-one, in a small group or a large group. Plan at least a 1 ½ - 2-hour orientation. Orientation sessions should familiarize volunteers with the following:

*School facilities* – Provide a map and tour of the building and grounds. Point out important places such as the restroom, lounge, and bookroom.

*School staff and teachers* – Introduce volunteers to the principal, teachers, and office and custodial staff. An individual visit with the staff member or teacher with whom the volunteer will work to discuss specific responsibilities and a schedule is recommended.

*Philosophy and mission of the school and the volunteer program and the school’s operating policies and procedures* – Provide a job description and information on confidentiality, ethics for working with students and staff, student discipline, dependability, attendance expectations of volunteers, and recording volunteer hours. Provide a handbook for volunteers to keep. During orientation, provide a time for questions, discussion, and filling out forms.

*Security* – Before any volunteer begins service at a school, school administrators or staff should run a routine background check on each potential volunteer, just as they do with other school personnel. PTAs also can use state police programs to run potential volunteers’ names through a database that will notify PTAs regarding any child sex offense convictions.

*Sign-in/Sign-Out Procedures* – Designate a place for volunteers to sign in and out. This may be the principal’s office, the volunteer coordinator’s office, the school office, or the volunteer workroom. It is important that the principal and/or volunteer office know where the volunteer is working in case they need to be contacted. Nametags, parking, hours and record keeping and other logistics should also be covered.

*Additional Opportunities for Training:* Encourage volunteers to attend Texas PTA Summer Leadership Seminar, State Convention, District Spring Conferences, and Council Training opportunities.

# SAMPLE ORIENTATION AGENDA FOR VOLUNTEERS

## I. Welcome and Introductions

- A. Volunteer personnel
- B. School personnel

## II. Philosophy and goals of volunteer program

## III. Administration

- A. Guidelines
- B. School policies
  - 1. State or local policy matters relating to volunteers
  - 2. Local school policies:
    - a. dress code
    - b. place to work
    - c. taking children from the classroom
    - d. sending things home--notes, books, child's work
    - e. disciplining students
    - f. parking
    - g. checking-out procedures:  
audiovisual, library, textbooks,  
supplies, materials for lesson
    - h. teacher's lounge
    - i. eating and smoking in building
    - j. sign-in procederes
    - k. identification
    - l. absence procedures
    - m. traffic patterns
    - n. use of custodial services
    - o. use of telephone
    - p. rewards and gifts
    - q. placement in child's classroom
- C. Emergency procedures

## IV. A. Responsibilities

- 1. Points to ponder as you take off in your volunteer role
- 2. Your Three R's: responsibilities, respect for confidence, reassurance
- 3. Code for volunteers

## B. Rights

- 1. To be treated as a co-worker
- 2. To have a suitable assignment - with consideration for personal preference, experience, and education
- 3. To know as much about the program and the school as possible
- 4. To be trained for a specific job, when training is necessary
- 5. To continue to receive training on the job
- 6. To receive sound guidance and direction

## V. Additional Related Topics

- A. Do I know how to work with people?
- B. Getting along with the student

## VI. Tour of Plant

- A. Classroom observations or demonstrations
- B. Facilities
  - 1. cafeteria
  - 2. library
  - 3. lounge
  - 4. restrooms
  - 5. workrooms
  - 6. office
  - 7. audiovisual room
  - 8. bookroom
  - 9. parking areas
  - 8. supply room
  - 11. other

# STEP 6 - RETAINING AND RECOGNIZING VOLUNTEERS

## RETENTION

Retention is the art of keeping volunteers in your program and encouraging their annual re-enlistment. From their first contact with your program, volunteers should develop a motivational feeling of belonging. A major strength of your program is a core group of satisfied volunteers who return year after year.

### Recommendations to Ensure the Retention of Volunteers

- Provide on-going in-service training. Many volunteers want to learn new skills that they can market when seeking new jobs or career advancement.
- Allow flexibility within the program. Many volunteers look forward to the opportunity to try new assignments and to work with different people.
- Train teachers to work with volunteers. Teachers who are trained to work with volunteers are prepared for the volunteer and appreciate the contributions made to the instructional program. Many problems can be avoided when teachers are willing and knowledgeable about volunteer services. (See *Working with Texas PTA Volunteers -- A Teacher's Handbook*)
- Share documentation of volunteer contributions with volunteers whenever possible. Include before and after pictures of special art or school beautification projects and other concrete evidence that volunteer services do make a difference.
- Provide feedback about performance and recommended changes when necessary. Keep a notebook for the volunteer with articles and suggestions about teaching, discipline and human relations techniques. Volunteers want to do the best job possible and appreciate the supervision and the fact that you care.
- Develop informal and formal recognition activities throughout the year that will demonstrate to volunteers that their efforts are appreciated.
- Train continually, and monitor teachers and staff to ensure that they are effectively working with volunteers.
- Treat volunteers like colleagues.
- Regularly show appreciation to the volunteer for his efforts.
- Include the volunteer in planning activities.
- Maximize the volunteer's time. He should know what you want him to do before class begins.
- Show interest in the volunteers, and they will show an interest in the school and the volunteer program.
- Assign jobs that will keep them busy and interested.
- Always have a job for the volunteer.
- Assign tasks that will increase skills and knowledge.

- Maintain high standards of training and education for volunteers.
- Operate with as much flexibility as possible.
- Evaluate the job of the volunteer often so that it does not become stale.
- Incorporate the ideas, suggestions and experience of the volunteers when possible.
- Should a volunteer begin to show lack of interest, change his assignment and add more responsibility.
- Evaluate the reasons for previous volunteer departures.
- Enter the Outstanding Parent Involvement Award, sponsored by Texas PTA, Texas Elementary Principals and Supervisors Association (TEPSA) and Texas Association of Secondary School Principals (TASSP)

## **RECOGNITION**

Recognition is the extension of appreciation for service rendered. Keep in mind that recognition is a very personal thing, and it is important that each volunteer be recognized in a way that he or she feels is appropriate and rewarding. Some individuals desire public recognition; others prefer recognition from their peers. But everyone wants some kind of acknowledgment of a job well done. We all need to know what impact our service has had on the issue or concern that prompted our involvement.

Volunteers work at schools for many reasons. However, they do not get a paycheck. For most, their reward is a high degree of satisfaction from the volunteer performance. The volunteer's "pay" is often the welcoming smile of a student and the warm day-to-day relationship with staff members and other volunteers. This satisfaction comes from within the person. But a "thank you" from students, teachers, administrators and the volunteer coordinator will provide great motivation and satisfaction.

Give public recognition for the contributions of school volunteers. This allows the community to recognize the importance of volunteer service and reinforces the positive aspects of the volunteer program as a whole.

## **Suggested Activities**

- Give the school board an annual report summarizing the number of hours volunteers have contributed in various categories: hours of training, types of service given, excerpts from evaluations by program participants, budget and a few human interest stories.
- Share your school volunteer newsletter with the community and send copies of it to the mayor and city council, school board, civic associations, other community leaders and organizations.
- Give your local newspaper frequent feature articles describing the work individual volunteers do in exceptional situations.
- Nominate exceptional volunteers for community awards. Reward outstanding volunteers with "scholarships" to seminars and conferences.
- Schedule annual volunteer recognition events. They are excellent public relations events and provide an official way to say thank you.

- Send short notes of appreciation throughout the year. These are especially appreciated when the student sends them. Personal recognition of each volunteer's unique contribution is just as important as public recognition--in some cases, more important.

## Volunteer Recognition Tips

Volunteer recognition starts with knowing your volunteers, continues as you strive to meet your organizational goals and keeps going while you have fun together. With your volunteers and staff, take a look at the present mission, dream about the future and wrap that into your recognition program.

Here are some ideas to ask yourself as you plan volunteer recognition:

- Do you know why volunteers support your organization?
- Do you build long-term relationships?
- Will this recognition involve, educate and nurture your volunteers?
- Does this recognition relate to the organization's purpose?
- Are you always looking for new recognition ideas?
- Are you able to offer different types of recognition for different types of volunteers?
- Do you involve volunteers in developing the recognition?
- Are you creating operational nightmares and unnecessary cost?
- Are you having fun???

Your recognition will be ineffective if it does not say, "thank you" that a volunteer can hear. No two people are alike in their motivations. Here are some tips on what "paycheck" is appropriate for each motivator. But remember, the volunteer himself will be the best source of information on what satisfies him or her.

### If the Volunteer's Motivator Is...

Praise

### Reward him/her with...

Thank you's, small gifts, praise for their work especially in front of others, public recognition, reference letter, letter thanking their boss or family.

Affiliation

Social get-togethers, name badges, team projects, have a special t-shirt made for special events, post a list of all volunteers in public areas, put up their photo, say "we" and "us", not "you".

Accomplishment

Certificates of accomplishments at stages, such as 5, 10, 15, hours, years, steps reached, projects completed, people served, meals delivered, etc. concrete, perhaps physical projects with a recognizable and reachable end, a place to put or mark completed projects.

Influence

Leadership roles, titles/rank insignia, opportunities to talk to others about the cause, photos with the superintendent or principal, "\_\_\_" of the Year" award, ask for advice, listen and be open to their ideas, and use some of them.

# VOLUNTEER RECOGNITION

## A YEAR-ROUND RESPONSIBILITY

*A volunteer's pay is recognition and assurance that he is an equal partner in your program. Recognition, therefore, should be an integral part of the management process so that people feel valued and good about themselves and their organization.*

*(Choose those which are appropriate for your situation.)*

1. Greet the volunteer by name; encourage students to use volunteer's name.
2. Thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.
4. Celebrate the volunteer's birthday, and encourage students to write occasional thank-you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest--on child development, learning styles or the content area in which a volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and in-service training when appropriate.
10. Send a letter of appreciation.
11. Take the volunteer to lunch.
12. Call or write when a volunteer is absent or ill.
13. Invite experienced volunteers to train newer volunteers.
14. Seek training opportunities for the volunteer, perhaps by providing a PTA scholarship to a volunteer conference or workshop.
15. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.
16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or television station.
17. Nominate your volunteer for a volunteer award.
18. Celebrate outstanding contributions or achievements.
19. Commend the volunteer to supervisory staff.
20. Ask volunteers to help evaluate the program and suggest improvements.
21. Ask volunteers to evaluate the performance of volunteers; share their comments with the volunteers.
22. Help plan a recognition event--an assembly, reception or luncheon; invite the superintendent, school board, administrators, parents and community leaders.
23. Accommodate the volunteer's personal needs and problems.
24. Enable the volunteer to grow on the job.
25. Write a letter of recommendation when the volunteer requests it.
26. "Volunteer of the Year" for each campus.
27. "Love Your Volunteer" week--teachers and staff show appreciation.
28. After school socials--have door prizes.
29. "End of Year Dinner"--awards and slide show of volunteers.
30. Covered dish supper with teachers.
31. Say "thank you" often.
32. Gifts at Christmas or any appropriate holiday.
33. Take time to have a little chitchat from time to time.
34. Smile--be creative!

# RESOURCES FOR RECOGNITION

American Lapel Pins & Emblems  
807 E Sul Ross Ave  
Alpine, TX 79830  
1-800-826-8469  
Fax 915-837-7183

Ameropean Corporation  
1 Corporate Drive #109B  
North Haven CT 06473  
203-239-0448

Baudville  
5380 52<sup>nd</sup> Street, SE  
Grand Rapids MI 49512  
1-800-728-0888  
Fax 616-698-0554  
[www.baudville.com](http://www.baudville.com)

Cabam – Volunteer Recognition Gifts  
3 Hunterwoods Cres  
London, ONT N6J 2A9  
888-359-7386  
Fax 519-473-0843  
[www.cabam.net](http://www.cabam.net)

C.D.& M., Inc.  
P.O. Box 970115  
Boca Raton, FL 33497  
561-487-5684  
[www.volunteergifts.com](http://www.volunteergifts.com)

California Assoc of Hospitals & Health Systems  
Volunteer Sales Center  
P.O. Box 340100  
Sacramento, CA 95834-0100  
916-928-3950  
Fax 916-928-1733  
[www.gratitudes.org](http://www.gratitudes.org)

Canada Lapel Pins & Emblems  
528 Meloche Road  
Amherstburg, ONT N9V 2Y8  
519-736-6335  
Fax 519-736-6023

Competitive Edge  
3500 109<sup>th</sup> Street  
Des Moines IA 50322  
1-800-458-3343  
Fax 515-288-3343  
[www.compet.com](http://www.compet.com)

The Education People, Inc.  
The Courtyard #10  
223 Katonah Ave  
Katonah, NY 10536  
1-800-624-1634  
Fax 914-232-3611

Great Events publishing  
135 Dupont Street  
P.O. Box 760  
Plainview NY 11803-0760  
888-433-8368  
Fax 516-349-5521  
[greatevent@aol.com](mailto:greatevent@aol.com)

Harrison Promotions, Inc.  
7926 Queen Street  
Wyndmoor, PA 19038-8037  
1-800-929-2271  
Fax 888-826-9926  
[harsnpromo@aol.com](mailto:harsnpromo@aol.com)

National Custom Insignia  
P.O. Box 1190  
Oldsmar, FL 34677  
1-800-781-8806  
Fax 800-649-3893

The Pin Man  
P.O. Box 52528  
Tulsa, OK 74152  
915-587-2405  
Fax 915-745-2162

Points of Light Foundation  
Catalog Services  
P.O. Box 79110  
Baltimore, MD 21279-0110  
1-800-272-8306  
Fax 703-803-9291  
[www.pointsoflight.org](http://www.pointsoflight.org)

Positive Promotions  
40-01 168<sup>th</sup> Street  
Flushing NY 11358  
1-800-635-2666  
Fax 800-635-2329  
[www.positivepromotions.com](http://www.positivepromotions.com)

Successful Events  
P.O. Box 64784  
St. Paul, MN 55164-0784  
1-800-896-9221  
Fax 800-352-9501

The Thanks Company  
P.O. Box 220  
Cherryville, NC 28021-0220  
704-435-3088  
888-875-0903  
[www.thankscountry.com](http://www.thankscountry.com)

Tracy Hamilton, Inc  
20 Maple Place  
P.O. Box 210  
Freeport, NY 11520  
516-223-2534  
Fax 516-546-4746  
[www.tracyhamilton.com](http://www.tracyhamilton.com)

The Merit Group  
1156 West 103<sup>rd</sup> St, Suite 108  
Kansas City, MO 64114  
1-800-746-7205  
Fax 913-789-9465

Volunteer Canada  
1 Nicholas Street, Suite 532  
Ottawa, ONT K1N 7B7  
1-800-670-0401

Idea Art 1-800-433-2278

Advertising Concepts 318-688-6692

Affluence Unlimited 1-800-558-8246

Really Good Stuff 1-800-366-1920

Master Teacher 1-800-669-9633

Love A Teacher 1-800-624-1634

CyberVPM.com

Oriental Trading Co 1-800-875-8480  
[www.OrientalTrading.com](http://www.OrientalTrading.com)

It's Elementary 1-800-848-0283  
[www.itselementary.com](http://www.itselementary.com)

Pin Gallery 1-800-896-9219

Homeroom 1-800-222-8270

Current 1-800-525-7170  
[www.currentcatalog.com](http://www.currentcatalog.com)

HR Direct 1-800-346-1231

Energize [www.energizeinc.com](http://www.energizeinc.com)

# STEP 7 – EVALUATING VOLUNTEER PERFORMANCE AND PROGRAM SUCCESS

As with any successful program, there needs to be continual evaluation that result in improvements. Some of the methods of evaluation include:

- Surveys
- Questionnaires
- Observations
- Personal interviews, and
- Record keeping of statistics

The program's general success of meeting the needs of children, teachers, staff, and volunteers can be assessed through these methods. They can also be used to assess the individual performance of each volunteer, the effectiveness of orientation and training sessions, and the volunteer program's procedures and recruitment strategies.

Evaluation is the process of collecting and interpreting data to determine accomplishments, strengths and weaknesses of your program.

Evaluation is conducted at two levels:

- 1) to determine the effectiveness of the program as a whole.
- 2) to determine the effectiveness of the individual components of the program.

Too often program developers avoid the evaluation process. They see it as intimidating, time consuming, or as unnecessary paperwork. But a properly conducted evaluation may be the most effective evidence you can use to convince persons of the value of your program.

## Evaluation Uses

- gain additional support
- demonstrate effectiveness
- identify weaknesses and strengths
- improve services
- determine future planning
- tract statistical data
- apply for grants
- apply for Blue Ribbon
- report Parent Involvement to TEA

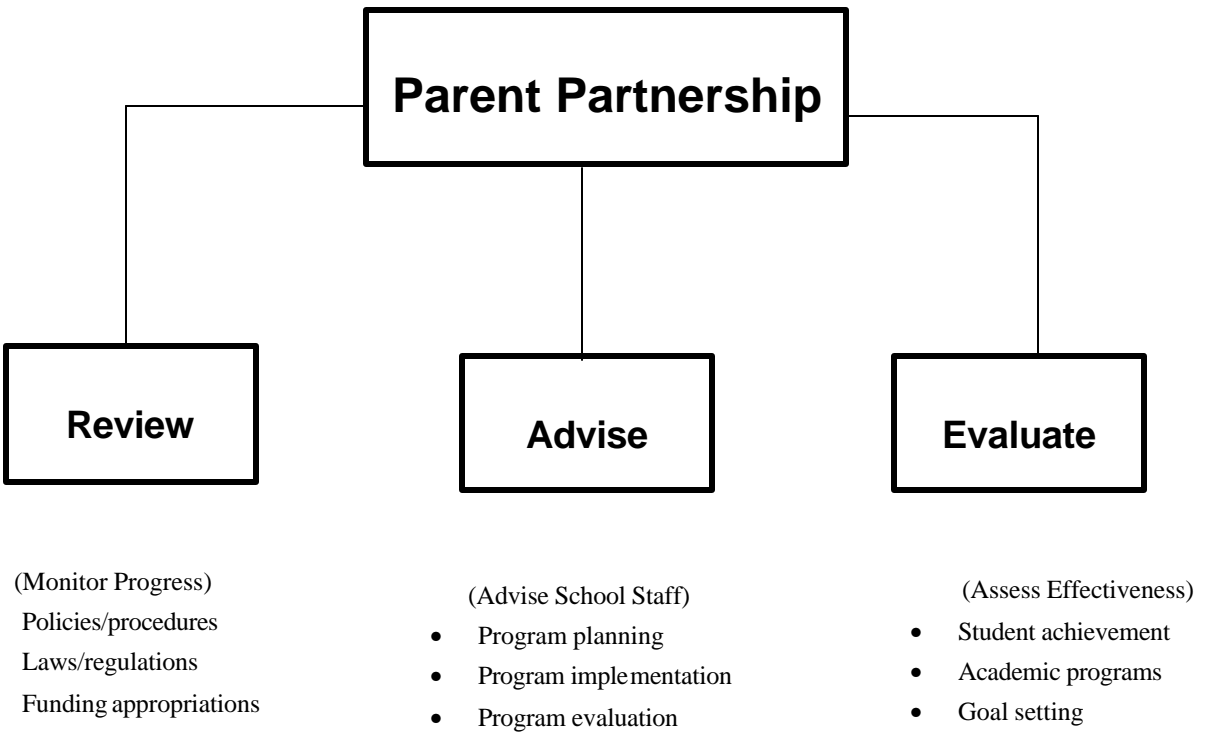
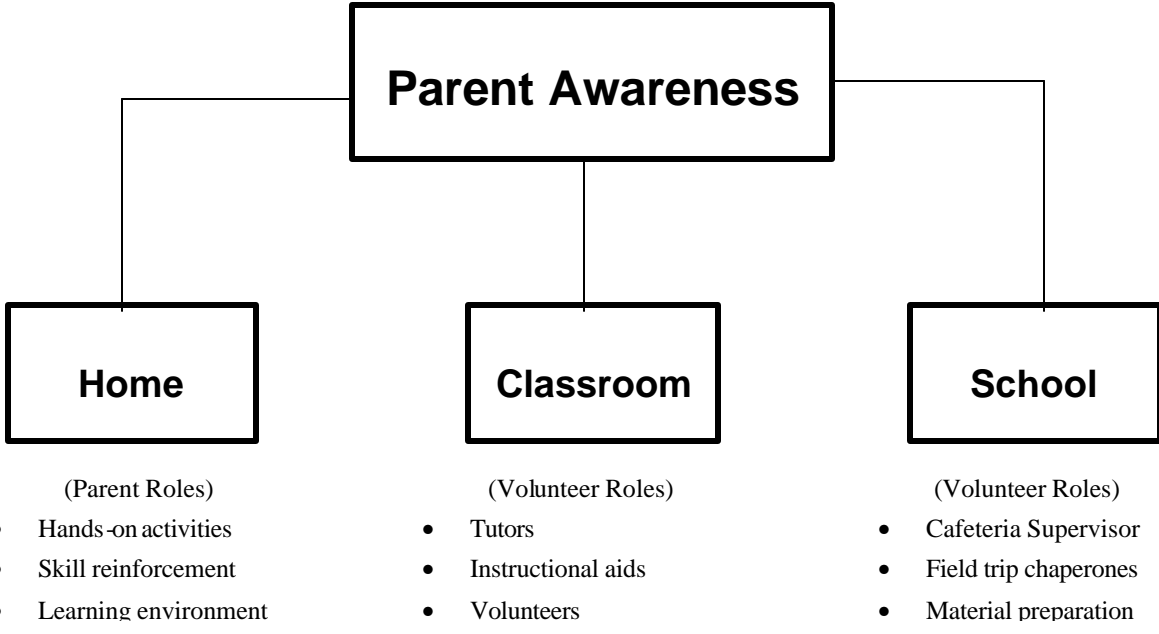
Evaluation does not take place only at the end of the school year. It is an ongoing process from the very beginning of your program planning. When program objectives are determined, the process of preparing for evaluation design is begun. Well-written objectives will provide the standards you can use to measure accomplishments. At the end of the school year, compile the information collected with the objectives developed at the beginning of the year.

All participants in the school volunteer program need the opportunity to evaluate the program.



# **APPENDIX**

## **VISUALS and FORMS**



# School PTA Volunteer Registration Form

## Partners in Education Program

Thanks for your interest in serving as a school volunteer. We need you and are excited to have you join us as a "partner in education." Please complete the following form and return to your child's teacher as soon as possible. We look forward to working with you in educating children.

Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Phone (h): \_\_\_\_\_ (w): \_\_\_\_\_  
Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

Do you work outside the home? No  Yes  If Yes, what is the best time to call? \_\_\_\_\_  
Do you have small children at home? No  Yes

Preferences/Areas of Interest:

Working with Individual Children  Working with Groups

Grade Level Preferred: \_\_\_\_\_

Volunteer Time Available: Daily  Weekly  Monthly

Preferred Time of Day: Morning  Afternoon  Evening

Number of Hours (Morning): \_\_\_\_\_ (Afternoon) \_\_\_\_\_

Preferred Days of Week: Mon  Tues  Wed  Thurs  Fri  Any Day

Special Skills, Interests and Hobbies to share with children: \_\_\_\_\_

Previous Volunteer Experience (type of service, location, length of service): \_\_\_\_\_

Vocational or Special Training: \_\_\_\_\_

Foreign Languages (speak) \_\_\_\_\_ (write): \_\_\_\_\_

*It is understood that I am offering my services to my child's school without compensation and without any rights to health benefits in case of injury. I will be contacted and attend volunteer training sessions provided. I will check in at the school office and sign in and out on each visit.*

\_\_\_\_\_  
Signature of Volunteer

\* In case of emergency, contact: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**PARENTS:** Please complete the following information to help with our records.

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Home Room No.: \_\_\_\_\_

## AREAS OF INTEREST

The Volunteers in Public Schools program is a very important part of your school. Without it many of the programs and activities offered to our students would not be possible. Please take a few moments to complete the form below.

Please indicate the areas in which you are interested:

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom assistant<br><input type="checkbox"/> Clerical<br><input type="checkbox"/> Music<br><input type="checkbox"/> Computers<br><input type="checkbox"/> At home<br><input type="checkbox"/> Art projects | <input type="checkbox"/> Preparing materials (duplicating, etc.)<br><input type="checkbox"/> Work with individual children<br><input type="checkbox"/> Special presentations (Explain below)<br><input type="checkbox"/> Library<br><input type="checkbox"/> Tutoring<br><input type="checkbox"/> Other: _____ |
|--|--|

Three Personal References (persons not related to you)

1. Name \_\_\_\_\_  
Address \_\_\_\_\_ ZIP \_\_\_\_\_  
Phone \_\_\_\_\_ How do you know this person? \_\_\_\_\_  
\_\_\_\_\_
2. Name \_\_\_\_\_  
Address \_\_\_\_\_ ZIP \_\_\_\_\_  
Phone \_\_\_\_\_ How do you know this person? \_\_\_\_\_  
\_\_\_\_\_
3. Name \_\_\_\_\_  
Address \_\_\_\_\_ ZIP \_\_\_\_\_  
Phone \_\_\_\_\_ How do you know this person? \_\_\_\_\_  
\_\_\_\_\_

**PLEASE READ CAREFULLY BEFORE SIGNING BELOW**

I, \_\_\_\_\_ (please print name), have not been convicted or nor admitted committing, nor am I under indictment for any felony or misdemeanor involving drugs, child abuse, sexual aberration or moral turpitude.

I authorize any law enforcement agency release arrest information about me to the School District. I understand that this information shall be limited to type, date, and disposition of the offense, if any. I further agree to indemnify and hold harmless the law enforcement agency for and from any liability arising from the release of this information.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Parents--Please return this form to school with your child.**

**Community Volunteers --Please mail this form to:**

# PARENT VOLUNTEER RECRUITMENT FORM ELEMENTARY SCHOOLS

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone *home* (        ) \_\_\_\_\_ *business* (        ) \_\_\_\_\_

Student's Name \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Orientation and training for all volunteers will be \_\_\_\_\_  
Please mark your calendar to attend.

## CHECK YOUR PREFERENCE(S)

**1. Library**

- \_\_\_ Assist librarian with returning books to shelves, etc.
- \_\_\_ Assist librarian and teacher during class visits to library.

**2. Classroom**

- \_\_\_ Assist teacher by working with small groups of students.
- \_\_\_ Assist teacher with filing, record keeping, checking papers, etc.
- \_\_\_ Prepare materials to be used for bulletin boards or crafts.

**3. Art, Music, Drama**

- \_\_\_ Assist with special class projects such as art, music or dramatic presentations.
- \_\_\_ Accompanist for music programs.

**4. School Office**

- \_\_\_ Clerical -- type or operate copying machines for teachers.
- \_\_\_ Assist school secretary.
- \_\_\_ Parent contact -- call parents of absentee students.

**5. Supervisory**

- \_\_\_ Accompany teacher with class on field trips.
- \_\_\_ Assist teachers and principal with field day trips.
- \_\_\_ Assist in clinic - health screening.

**6. Special Projects**

- \_\_\_ Assist with one-time special projects such as book fair, sales, mailings, student contest, student awards or school beautification.
- \_\_\_ Assist with hospitality such as Teacher Appreciation day, luncheons, receptions or hosting special meetings.

*(OVER)*

7. **Storytelling**  
\_\_\_\_ Tell stories and give book reviews on a regular basis or for special occasions.

8. **Reading**  
\_\_\_\_ Read with children, two hours each week.

9. **Other Areas** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ I am interested in working as a volunteer in a school other than the one my child attends. School preferred \_\_\_\_\_

\_\_\_\_ I am interested in serving on a PTA board or committee **next** year. School preferred \_\_\_\_\_

\_\_\_\_ I am filling out another recruitment form for my other child in this school.  
Grade \_\_\_\_\_ Teacher \_\_\_\_\_

\_\_\_\_ We have in-town grandparents willing to volunteer.  
Name \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

**Please return this form to school as soon as possible.**

# PARENT VOLUNTEER RECRUITMENT FORM SECONDARY SCHOOLS

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone *home* (        ) \_\_\_\_\_ *business* (        ) \_\_\_\_\_

Student's Name \_\_\_\_\_

Teacher (first period) \_\_\_\_\_ Grade \_\_\_\_\_

## PLEASE CHECK AREAS OF INTEREST

1.  Assist in library.
2.  Help monitor a class or special testing as needed.
3.  Accompany teacher with class on field trip.
4.  Assist in principal's or counselor's offices as needed.
5.  Assist teacher with clerical work such as filing, duplicating or typing.  
\_\_\_\_\_ at school \_\_\_\_\_ at home
6.  Assist teacher by working with small groups of students.
7.  Serve as a judge, timekeeper or scorekeeper for student contests.
8.  Help with bulletin boards.
9.  Assist with school parties.  planning  refreshments  chaperon
10.  Hospitality - teacher appreciation, school activities.
11.  Assist with one-time special projects such as student awards, activities, athletics parties, sales. \_\_\_\_\_ Fall \_\_\_\_\_ Spring
12.  Mailing as needed -- folding, stuffing envelopes, labeling for progress reports, report cards, newsletters, parent information, etc.

We have in-town grandparents willing to volunteer.

Name \_\_\_\_\_ Telephone (\_\_\_\_\_) \_\_\_\_\_

I am interested in serving on a PTA board or committee **next** year. School preferred  
\_\_\_\_\_

13. Other Areas  
\_\_\_\_\_  
\_\_\_\_\_

**Please return this form to school as soon as possible.**

# Volunteer Interest Form

YES, I WANT TO GROW STRONG TOGETHER!

First-time volunteer

Returning volunteer



Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Business phone: \_\_\_\_\_

Student's name(s)	Grade	Homeroom / Advisory Teacher

**Type of volunteer service preferred:**

- |   |  |
|---|--|
| <p><input type="checkbox"/> Tutoring &amp; small groups</p> <p><input type="checkbox"/> Assisting teachers — classroom clerical</p> <p><input type="checkbox"/> School office assistance</p> <p><input type="checkbox"/> Library assistance</p> <p><input type="checkbox"/> PTA Committee</p> | <p><input type="checkbox"/> Classroom enrichment — special projects, bulletin boards, etc.</p> <p><input type="checkbox"/> Student supervision — cafeteria, crosswalk, testing, etc.</p> <p><input type="checkbox"/> Chaperone for field trips / activities</p> <p><input type="checkbox"/> Computer Lab</p> <p><input type="checkbox"/> Other school activities</p> |
|---|--|

Personal interests, special skills, hobbies, etc.: \_\_\_\_\_

Do you have under school-age children? \_\_\_\_\_

**I would like to volunteer:**

- Weekly
- Monthly
- As Needed
- Special Events Only

**I am available to serve: (Mark all that apply)**

	M	T	W	Th	F
Mornings Only					
Afternoons Only					
As Needed					

**Volunteer Coordinator Use Only:**  
 Attended & Completed Orientation  Yes  No      Comments: \_\_\_\_\_

# SAMPLE

## TEACHER/VOLUNTEER PLANNING SHEET

NAME OF VOLUNTEER \_\_\_\_\_

NAME OF TEACHER \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_

NAME(S) OF STUDENT(S) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TIME BLOCK \_\_\_\_\_

MATERIALS TO BE USED \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

LOCATION OF MATERIALS \_\_\_\_\_

PROCEDURES \_\_\_\_\_

COMMENTS BY VOLUNTEER ON LESSON \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Days Volunteers are Requested \_\_\_\_\_

Time of Day Volunteers are Needed \_\_\_\_\_

**I WOULD LIKE HELP IN THE FOLLOWING AREAS:**

\_\_\_\_\_ Classroom Volunteer

\_\_\_\_\_ Clerical Volunteer

\_\_\_\_\_ Language Arts/Reading Volunteer

\_\_\_\_\_ Mathematics Tutor Volunteer

\_\_\_\_\_ Library Volunteer

\_\_\_\_\_ Computer Volunteer

\_\_\_\_\_ Counselor Volunteer

\_\_\_\_\_ Physical Education Volunteer

\_\_\_\_\_ Nurse Assistant Volunteer

\_\_\_\_\_ Resource Volunteer

\_\_\_\_\_ Other  
\_\_\_\_\_

NOTE: This form can be used when a teacher or school staff person would like a volunteer to help in certain areas on a regular basis.

The Volunteer Chairman uses this form to recruit volunteers for the teacher or staff person.



# Growing Strong Together!



**V**olunteers will soon be recruited for a variety of services. Among these are classroom assistants who may be of special help to you. Your cooperation in determining the needs of our teachers will be appreciated.

## Teachers request form

**Teacher's name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Room:** \_\_\_\_\_

### I will need a volunteer in the area listed below:

(please number requests in order of priority)

- \_\_\_\_\_ Small group assistance in the classroom
- \_\_\_\_\_ Classroom clerical — filing, record keeping, checking papers
- \_\_\_\_\_ Office clerical — duplicating worksheets, laminating
- \_\_\_\_\_ Preparation of materials for bulletin boards, crafts, etc.
- \_\_\_\_\_ Assistance with special projects — arts, music, drama
- \_\_\_\_\_ Storytelling or book reviews in classroom or library
- \_\_\_\_\_ Chaperone for field trips
- \_\_\_\_\_ Other \_\_\_\_\_

Day(s) of week needed: \_\_\_\_\_

a.m. or p.m. \_\_\_\_\_ Approximate amount of time required \_\_\_\_\_

I would prefer that ...

- \_\_\_\_\_ ... my volunteer not be the parent of one of my students.
- \_\_\_\_\_ ... my volunteer be the parent of one of my students.
- \_\_\_\_\_ I will accept a working parent who offers to do work in the home.
- \_\_\_\_\_ No preference.

Your Volunteer Chairman will do his/her best to match teachers' volunteer needs with volunteers' preferences for assignment. Please provide as much information as possible about the activity/activities you would like volunteer assistance with in your classroom.

Please complete this form and return it to the school office by \_\_\_\_\_

# CODE FOR VOLUNTEERS

- ✓ “As a volunteer, I realize that I am subject to the same code of ethics as the professional. I, like them, in assuming certain responsibilities, expect to be accountable for those responsibilities. I will sign the Code for Volunteers.”
- ✓ “As a volunteer, I agree to serve without pay, but with the same high standards as the paid staff expects to do their work.”
- ✓ I promise to take to my work an attitude of open mindedness; to be willing to be trained for it; to bring to it an interest and attention.”
- ✓ “I believe that my attitude toward volunteer work should be professional. I believe that I have an obligation to my work, to those who direct it, to my colleagues, to those for whom it is done, and to the community.”
- ✓ “I will keep confidential matter confidential.”
- ✓ “Being eager to contribute all that I can to human betterment, I accept this Code for the Volunteer as my code to be followed carefully and cheerfully.”

-----  
---  
**DETACH**

I have read and understand the Code for Volunteers and as a Volunteer, I pledge to uphold these principles.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





# SERVICE RECORD

School \_\_\_\_\_

For the month of \_\_\_\_\_ 20\_\_\_\_

Volunteer Name	Address and ZIP Code	Telephone	Date	Time		Total Hours Served	Teacher/Grade	Type of Service Performed*
				In	Out			
TOTAL HOURS								

\* Be specific (i.e., tutor, classroom assistant, clerical, LRC, health clinic, fund raising, speaker, etc.)

Volunteer Chairman \_\_\_\_\_

**On the last school day of each month please send this document to:**

Contact your District President for entry deadline

# Outstanding Parent Involvement Award

Sponsored by Texas PTA  
Texas Elementary Principals and Supervisors Association (TEPSA)  
Texas Association of Secondary School Principals (TASSP)

## PURPOSE OF AWARD

The Texas PTA, TASSP and TEPSA have established the Outstanding Parent Involvement Award to encourage participation of local units in parent involvement.

## CRITERIA FOR SELECTION OF WINNERS

1. Local unit must be in good standing with Texas PTA.
2. The Parent Involvement Project must be in operation in any of the grade levels Early Childhood, Elementary, Middle/Junior High or Senior High.
3. The Parent Involvement Project must have been in operation during the current school year.
4. The Parent Involvement Project must have been in conjunction with a state affiliated PTA local unit.
5. Last years winners are not eligible.

## GUIDELINES FOR PRESENTATION OF ENTRY

1. Complete the entry form. This form is **not** counted as a page in the page limit, but it **must** be included with the application.
2. Submit the following information in the order listed:
  - Primary purpose of the Parent Involvement Project. If the project was designed to solve a specific problem, please briefly explain the problem.
  - How the Parent Involvement events/activities relate to the campus's goals or helped solve a problem.
  - Examples of effective events/activities that encouraged parent involvement, such as:
    - Innovative ways that the site-based decision making group make parents feel a part of the team.
    - How your campus welcomes parents and the community.
    - Projects such as mentoring, Title I Advisory groups, tutoring, literacy projects, speakers bureau.
  - Innovative ways used to motivate parents to become involved in their child's education such as:
    - Translating newsletters and other communications for multi-lingual families.
    - Consideration of child care, transportation and parents' working schedules when planning meetings, parent conferences and parent involvement activities.
  - If your school's volunteer program or business partnerships (adopt-a-school) played a role, please explain.
  - Any unanticipated problems encountered and how they were handled.
  - Description of publicity.
  - Narrative of results or potential impact this program may have.
3. Limit the number of pages, including any supplementary materials, to **10** 8½" x 11" sheets of paper (five pages, if front and back are used). If typed, the text should be double-spaced. Please do not reduce the entry on a copier. Materials must be in a report cover.
4. Supplementary materials may include photographs, programs, brochures, handbooks, etc. (videotapes are not accepted).
5. The cost of your presentation will not be considered in the judging.
6. Write a summary of your entry on a separate sheet of paper, in 100 words or less, that may be used for public relations purposes such as in newsletters, *Texas PTA Communicator*, awards finalist program, etc. This summary will not to be included in the page limit.
7. Submit the entire entry (form, supplemental pages, and summary) to your district president by the district's required deadline.

**All entries submitted to the state level become the property of Texas PTA and will not be returned.**

## STATE AWARDS TO BE PRESENTED

TEPSA and TASSP will present plaques to the four overall award recipients, one for each grade level.

## DEADLINE FOR APPLYING

**All entries must be submitted for judging at the district level. The district will forward the winning entries to Texas PTA. Contact your district president for the deadline for this award.**

# OUTSTANDING PARENT INVOLVEMENT AWARD

**ENTRY DEADLINE**

District \_\_\_\_\_

LOCAL PTA ENTRY Name of PTA: \_\_\_\_\_ Unit # \_\_\_\_\_  
LEVEL: \_\_Early Childhood \_\_Elementary \_\_Middle/Junior High \_\_High School  
School District \_\_\_\_\_ City \_\_\_\_\_  
PTA Unit President \_\_\_\_\_  
Telephone (\_\_\_\_) \_\_\_\_\_ E-mail Address \_\_\_\_\_  
Street Address \_\_\_\_\_ City \_\_\_\_\_  
Zip \_\_\_\_\_  
Family Involvement Chairman \_\_\_\_\_  
Telephone (\_\_\_\_) \_\_\_\_\_ E-mail Address \_\_\_\_\_  
Street Address \_\_\_\_\_ City \_\_\_\_\_  
Zip \_\_\_\_\_  
PTA Council Name: \_\_\_\_\_ Council No. \_\_\_\_\_ District No. \_\_\_\_\_  
Contact Person for this Award: Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
E-mail Address \_\_\_\_\_

## DISTRICT INFORMATION

**All awards should be submitted to the district for judging.** The district will then forward the winning entries to Texas PTA. Complete the following information for your use before copying forms for distribution.

District Awards Contact: \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
E-mail Address \_\_\_\_\_

## STATE INFORMATION

State Awards Contact: Programs Department \_\_\_\_\_ Telephone (800) TALKPTA  
Texas PTA \_\_\_\_\_ 408 West 11<sup>th</sup> Street \_\_\_\_\_ Austin, Texas 78701-2199

## REQUIRED INFORMATION

For criteria and guidelines, please refer to the cover page for this award.

All entries submitted to the state level become the property of Texas PTA and will not be returned.

Combination PTAs should select the grade level with the highest enrollment.