



VOLUNTEER HANDBOOK

2014-2015



Dr. Jane L. Westerhold,
Superintendent of Schools

Office of Volunteer and Community Relations

Mindy Ward, Director of Community Relations
Community Consolidated School District 62
777 East Algonquin Road
Des Plaines, IL 60016
(847) 824-8070
wardm@d62.org
d62.org/communications/volunteering

My Personal School Directory

School Information

School Name _____ Phone Number _____

School Address _____

Principal _____

School Office Staff _____

Assistant Principal (If Applicable) _____

Social Worker _____

Parent Organization President _____

Committee Chairperson _____

School Procedures

Fire Drills _____

Dress Code _____

Opening and Closing Times _____

Location of Sign-In Book, Volunteer/Visitor Badges/Copying Proxy Card _____

Parking _____

Personal Belongings: _____

Volunteers are cautioned not to bring valuables into the building. School District 62 cannot be responsible for loss of personal property.

Who to call when you are absent _____

Eating at the School _____

Use of Telephone and Fax _____

Volunteer Coordinator

Volunteer Coordinator _____

Phone _____

Email _____

Your Volunteer Assignment

Teacher or Staff Member Supervisor _____

Room _____

Start Date _____

Work Schedule: _____

Day(s) _____ Time _____

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10-Month School Calendar August 2014—June 2015

August 21 (Thursday)	Institute Day (no classes K-8)
August 22 (Friday)	Institute Day (no classes K-8)
August 25 (Monday)	Classes Begin (Grades 1-8)
August 27 (Wednesday)	Classes Begin for Kindergarten
September 1 (Monday)	Labor Day (no classes K-8)
September 9 (Tuesday)	Inservice Half Day (no Kindergarten classes)
October 13 (Monday)	Columbus Day (no classes K-8)
October 31 (Friday)	School Improvement Half Day Day (no Kindergarten classes)
November 10 (Monday)	Institute Day (no classes K-8)
November 11 (Tuesday)	Veterans Day (no classes K-8)
November 24 (Monday)	Parent-Teacher Conferences (no classes K-8)
November 25 (Tuesday)	Parent-Teacher Conferences (no classes K-8)
November 26 (Wednesday)	Non-Attendance Day (no classes K-8)
November 27 (Thursday)	Thanksgiving Day (no classes K-8)
November 28 (Friday)	Non-Attendance Day (no classes K-8)
December 19 (Friday) Early Dismissal	(Grades: 6-7-8, 2:45 p.m. & Grades: 1-5 and afternoon kindergarten 3:15 p.m.)
December 22 – January 2	Winter Recess
January 5 (Monday)	Classes Resume (K-8)
January 19 (Monday)	Martin Luther King’s Birthday (no classes K-8)
February 16 (Monday)	Presidents’ Day (no classes K-8)
February 17 (Tuesday)	Institute Day (no classes K-8)
March 27 (Friday) Early Dismissal	(Grades: 6-7-8, 2:45 p.m. & Grades: 1-5 and afternoon kindergarten 3:15 p.m.)
March 30 – April 3	Spring Recess
April 6 (Monday)	Non-Attendance Day
April 7 (Tuesday)	Classes Resume (K-8)
April 24 (Friday)	Staff Development Day (tentative) (no classes K-8)
May 22 (Friday)	Records Day (no classes K-8)
May 25 (Monday)	Memorial Day (no classes K-8)
June 8 (Monday)	Staff Development Day (tentative) (no classes)
June 9 (Tuesday)	Staff Development Day (tentative) (no classes)
June 10 (Wednesday) Last Day of School (tentative)	Early Dismissal (Grades: 6-7-8, 2:45 p.m. & Grades: 1-5 and afternoon kindergarten 3:15 p.m.)

Half Days: Grades: 6-7-8, 11:15 a.m. & Grades: 1-5, 12:00 p.m.
No School for Kindergarten on Half Days

ICS School Calendar August 2014—June 2015

July 14 (Monday)	Institute Day (no classes K-8)
July 15 (Tuesday)	Classes Begin (K-8)
August 22 (Friday)	Institute Day (no classes K-8)
September 1 (Monday)	Labor Day (no classes K-8)
September 9 (Tuesday)	Inservice Half Day (no Kindergarten classes)
September 15 (Monday)	Parent-Teacher Conferences (no classes K-8)
September 16 (Tuesday)	Parent-Teacher Conferences (no classes K-8)
September 17 – October 3	Intercession
October 6 (Monday)	Classes Resume (K-8)
October 13 (Monday)	Columbus Day (no classes)
October 31 (Friday)	School Improvement Half Day (no Kindergarten classes)
November 10 (Monday)	Institute Day (no classes K-8)
November 11 (Tuesday)	Veterans Day (no classes K-8)
November 26 (Wednesday)	Non-Attendance Day (K-8)
November 27 (Thursday)	Thanksgiving Day (no classes K-8)
November 28 (Friday)	Non-Attendance Day (K-8)
December 15 – December 19	Intercession
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January 19 (Monday)	Martin Luther King’s Birthday (no classes K-8)
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March 16 - March 27	Intercession
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April 6 (Monday)	Non-Attendance Day
April 7 (Tuesday)	Classes Resume (K-8)
April 24 (Friday)	Staff Development Day (tentative) (no classes K-8)
May 22 (Friday)	Records Day (no classes K-8)
May 25 (Monday)	Memorial Day (no classes)
June 8 (Monday)	Staff Development Day (tentative) (no classes)
June 9 (Tuesday)	Staff Development Day (tentative) (no classes K-8)
June 10 (Wednesday)	Last Day of School (tentative) Early Dismissal (Grades 1-8 2:30 and afternoon kindergarten)

Half Days: Grades: 1-8, 11:00 a.m.
No School for Kindergarten on Half Days

Community Consolidated School District 62

BOARD OF EDUCATION GOALS



JULY 1, 2013-JUNE 30, 2016

GOAL 1. Every student, every day, will be provided challenging, interesting, satisfying, and engaging academic work that will lead to academic growth and achievement, and preparation for success in high school, career, college, and life.

GOAL 2. Every school will offer safe, caring, healthy, and secure learning environments for all students.

GOAL 3. All administrators, teachers, and staff will possess the skills to lead, teach, assess, and support students for success in the 21st Century and beyond.

GOAL 4. District financial resources will be efficiently and effectively used to support the mission of the district.

School Addresses

**Leon Smaage
Administration Center**
777 East Algonquin Road
Des Plaines, IL 60016
847-824-1136
FAX: 847-824-0612
d62.org

**Algonquin Middle
School**
767 East Algonquin Road
Des Plaines, IL 60016
John Swanson, *Principal*
Dr. Jennifer Rosenzweig,
Assistant Principal
847-824-1205
FAX: 847-824-1270
d62.org/algonquin

Central School
1526 East Thacker Street
Des Plaines, IL 60016
Kelly Krueger, *Principal*
847-824-1575
FAX: 847-824-1656
d62.org/central

**Chippewa Middle
School**
123 North Eighth Avenue
Des Plaines, IL 60016
Dr. Leah Kimmelman,
Principal
Denise Fernandez,
Assistant Principal
847-824-1503
FAX: 847-824-1514
d62.org/chippewa

Cumberland School
700 East Golf Road
Des Plaines, IL 60016
Colleen White, *Principal*
847-824-1451
FAX: 847-824-0724
d62.org/cumberland

Forest School
1375 South Fifth Avenue
Des Plaines, IL 60018
Dr. Julie Fogarty, *Principal*
847-824-1380
FAX: 847-824-1732
d62.org/forest

**Iroquois Community
School**
1836 East Touhy Avenue
Des Plaines, IL 60018
Michael Amadei, *Principal*
847-824-1308
FAX: 847-824-1310
d62.org/iroquois

North School
1789 Rand Road
Des Plaines, IL 60016
Dr. Howard Coleman,
Principal
847-824-1399
FAX: 847-824-1768
d62.org/north

Orchard Place School
2727 Maple Street
Des Plaines, IL 60018
Julio Lopez, *Principal*
847-824-1255
FAX: 847-824-1752
d62.org/orchardplace

Plainfield School
1850 Plainfield Drive
Des Plaines, IL 60018
Guillermo Heredia, *Principal*
847-824-1301
FAX: 847-824-1547
d62.org/plainfield

South School
1535 Everett Avenue
Des Plaines, IL 60018
Amy Cengel, *Principal*
847-824-1566
FAX: 847-824-1759
d62.org/south

Terrace School
735 South Westgate Road
Des Plaines, IL 60016
Dr. Bradley Stein, *Principal*
847-824-1501
FAX: 847-824-1764
d62.org/terrace

Early Learning Center
1375 South Fifth Avenue
Des Plaines, IL 60018
Margarite Beniaris, *Director
of Early Learning Programs*
847-824-1065
FAX: 847-824-8225
d62.org/elc

Maintenance Building
525 South River Road
Des Plaines, IL 60016
John Pahlman, *Director*
847-824-1606
FAX: 847-824-1612

Community Consolidated School District 62 revises this Volunteer Handbook annually; however, changes in School Board Policy may occur throughout the year. The most current District board policies are available online. To access these searchable policies, please go to d62.org/schoolboard and click the School Board Policies link on the left side.

Welcome

Welcome to the volunteer program of School District 62. As a volunteer, your help and dedicated support enables the district to reach a diverse population of students. Our students need and the school district need you.

The information in this handbook will help explain the background and purpose of our program, answer some frequently asked questions, and describe what you might encounter as a volunteer. Also included are the responsibilities that go beyond volunteering. Feel free to discuss program concerns with staff. We hope that you will benefit from your volunteer experience. We welcome you as a member of the growing community of individuals whose lives have been enriched by their efforts to help others.

District 62 Mission Statement

The mission of the Des Plaines Community Education System is to equip our students with the skills necessary for their success as responsible citizens, productive workers, and lifelong learners by providing the best possible educational climate, curriculum, resources, and staff.

Guiding Principles for Teaching and Learning

Skills students need to succeed in work, school, and life in the Twenty-First Century include:

- Core subjects as defined by the Illinois Learning Standards based on the Common Core State Standards (CCSS)
- Global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, environmental literacy, and health and wellness awareness
- Learning and thinking skills: critical thinking and problem solving skills, communications skills, creativity and innovation skills, collaborations skills, contextual learning skills and information and media literacy skills
- Information and communications technology literacy
- Life skills: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility

Students will demonstrate competency in the following areas:

Digital-Age Literacies

- Basic Literacy
- Scientific Literacy
- Economic Literacy
- Technological Literacy
- Visual Literacy
- Information Literacy
- Multicultural Literacy
- Global Awareness
- Environmental Awareness

Inventive Thinking

- Adaptability and Managing complexity
- Self-Direction
- Curiosity
- Creativity
- Risk-Taking
- Higher-Order Thinking and Sound Reasoning

Effective Communication

- Teaming and Collaboration
- Interpersonal Skills
- Personal Responsibility
- Social and Civic Responsibility
- Interactive Communication

High Productivity

- Prioritizing, Planning, and Managing for Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

Volunteer Program Goals

- Enrich the curriculum
- Improve students' self-worth by increasing the opportunity for educational achievement
- Assist the teacher with non-instructional tasks and duties
- Stimulate business and community interest, concern, and support for School District 62
- Maximize citizen volunteerism
- Establish a school-community partnership for education
- Enhance all aspects of the educational process

The Role of a Volunteer in Education

Benefits

As a volunteer you will:

- Receive assistance in finding the ideal spot for you.
- Share your knowledge, wisdom and experience with others.
- Enjoy the pleasures that come with helping those in need.
- Remain an active and vital member of the school community.
- Meet new people, develop new skills, and discover new experiences.
- Receive recognition for your services to the community.

As members of a group seeking to improve and enrich the lives of children, volunteers have a challenging role to play. Volunteers may work directly or indirectly with students. The main thing to remember is: Volunteers never replace the teacher. Volunteers offer supplementary services and are there to support the work of our staff and to motivate and encourage students. School staff and teachers will decide the specific tasks to perform and the information and materials a volunteer will need.

Love and respect for each student are the most important aspects of working effectively as a volunteer. Self-esteem and self-confidence are basic to learning.

Teachers are in charge of the instruction and the discipline of each student. The volunteer's job is to guide and encourage the student along the path the teacher has selected. The personal interest volunteers show students may be the catalyst that helps them recognize their own worth and their ability to achieve. Volunteers will consider any information about the students privileged and will hold such information in the strictest confidence.

Volunteers support education by:

- Maintaining consistent and regular attendance
- Following all regulations and procedures of the school and the district
- Discussing school problems with staff members at appropriate times
- Observing discretion in commenting on school matters

The commitment volunteers make to students and staff is a significant one. As they participate in school activities, volunteers are looked to as role models. It is imperative that volunteers conduct themselves in a correct and responsible manner. This manner of conduct highlights the importance of volunteers in our schools and adds to the success of the District 62 Volunteer Program.

Volunteer Rights

A volunteer can expect a supervising staff member to:

- Decide the tasks to be completed and the amount of time needed.
- Determine the materials required and the work place.
- Inform the volunteer of changes that may affect his/her assignment.
- Introduce the volunteer to the school personnel and explain the volunteer's role.
- Provide meaningful tasks.
- Create an atmosphere in which the volunteer feels comfortable about asking questions.

Volunteers are viewed as the most valuable resource of this school district, its staff, and its students. Volunteers have the right to be given meaningful assignments, the right to be treated as equal co-workers, and the right to effective supervision. Volunteers have the right to full involvement and participation, and the right to recognition for work done. In return, volunteers shall agree to perform their duties to the best of their abilities. They will remain loyal to the goals of the district and operate according to its procedures.

Recognition

Each year a recognition event is provided for all active volunteers. All volunteers who have volunteered for School District 62 for the current school year, September-April are invited. This is a special time for the District 62 Board of Education to show its appreciation and support to volunteers for their time and service throughout the school year.

School Volunteer Categories

Instructional Volunteers: Provide services to students and staff on a regular basis

Resource Volunteers: Provide curriculum enrichment for students on an occasional basis. Discuss careers; demonstrate crafts, share collections or hobbies with classes, etc.

Organization Volunteers: Comprise the school community organizations (PTO, PTA, Parent Leader Groups, Community Advisory Committees, Civic Groups, etc.)

Students Succeed: Community Relations will serve as a clearinghouse for school corporate community partnerships.

General Volunteer Procedures

1. All volunteers and business partners are required to complete an application prior to, or on their first day of duty by visiting the district's website under Communications/Volunteering/How You Can Volunteer. Contact information changes are done here as well. When students are promoted or transfer to another school, parent volunteers must update their information.
2. Volunteers must always work under direct supervision of a district employee and are never to meet a child alone.
3. Volunteers must wear an identification badge each time they volunteer in the school or district office.
4. If a volunteer is going to be absent for a scheduled activity, or is unable to speak at the agreed upon time, the volunteer should call the school or office and ask that the teacher and/or student be informed of his or her absence.
5. Volunteers should be prompt. Due to scheduling requirements, it is important to make every minute count.
6. Volunteers are asked to commit to only the time that they can realistically expect to fulfill. Teachers plan for them, and students are dependent upon them.
7. Once the volunteer receives his/her assignment from the school volunteer coordinator or principal, the volunteer should meet with the teacher they have been assigned to when the teacher does not have students in the classroom. This will provide an opportunity to discuss the volunteer assignment, learn about procedures, etc. Volunteers should be encouraged to set up additional meetings, if necessary, to receive further instructions, discuss a problem, and learn about materials.
8. The teacher is in charge of the classroom at all times and the teacher will provide any discipline that is required.
9. While performing their duties volunteers are expected to maintain strict confidentiality with any information they have access to.

10. When questions arise about policies and procedures, volunteers should follow the proper channels within the school, and ask the appropriate staff member—the teacher, the principal, or the school volunteer coordinator.
11. Small children and animals should not accompany volunteers during their work shift unless the teacher or principal has given permission.

Volunteer Activities

The volunteer coordinator/principal will determine the activity that is best suited to each volunteer's skills, interests, schedule, and the needs of the school. The following list is only a sampling of the areas in our schools where volunteers may be needed:

After-School Activities—Supervises, under the direction of a teacher, any after-school activities

Business Partner—Provides expertise and resources to enhance educational perspectives. Activities include participation in advisory committee functions, opportunities for career-related field trips and activities, and special events and programs

Career/Technical Skills Volunteer—Assists individual students in areas of applied technology and career development activities

Chaperone—Chaperones school-sponsored trips (i.e. field trips, competitions, sporting events, band and chorus performances, etc.), school dances, and other school-sponsored events

Classroom Assistant Volunteer—Performs clerical, monitorial, and reinforcement tasks under direct teacher supervision in a classroom setting

Clerical Assistant Volunteer—Works with a particular school department or office performing designated departmental tasks such as—record keeping, inventories, attendance, supplies, marking objective tests, types, duplicates and collates materials. Can compile catalog materials, prepare teaching aids and learning materials, and record written work for teacher

Clinic Volunteer—Works in the health office to provide services to students who are ill or unable to attend class due to health reasons. May also help with health screening activities such as visual and hearing screenings

Community Resource Volunteer—Provides special demonstrations, tasks or instruction on a variety of topics including careers, hobbies, travel or interests that enrich and extend student awareness and knowledge

Library/Media Volunteer—Works under the direct supervision of the media specialist-shelving, filing, clipping, circulating, and book processing

Tutor—Works with a student or groups of students on an individual or small group basis on a weekly basis providing academic reinforcement, assistance in goal development, and serve as role model to students who may have been identified as at-risk

Sexual Offender Registry

As of July 2007, all volunteers are checked against the Illinois Sexual Offender Registry prior to being placed in any volunteer position.

Volunteer coordinators will input and document the required data.

Questions or concerns regarding Sexual Offender checks where a criminal history is found should be directed to the Director of Community Relations.

Volunteer Responsibilities

- To be open and honest regarding intent, goals and skills.
- To accept only realistic assignments and have a clear understanding of the job.
- To carry out duties promptly and reliably.
- To accept the guidance and direction of the support person and volunteers.
- To participate in any training required by the school district.
- To respect confidentiality.
- To discuss satisfactions, dissatisfactions, and suggestions for upgrading or changing of volunteer assignments with the support person of volunteers.
- To be punctual, and notify your support person of absences as much in advance as possible.
- To be alert, sober and drug free while volunteering.

Starting Out

Every time a volunteer arrives to work he/she must declare his/her presence. They must sign an attendance sheet, showing the time to the nearest 15 minutes and the date. Support staff will know where to find you in an emergency. Individuals engaged in approved volunteer

projects are covered by Community Consolidated School District 62 insurance. When the volunteer leaves the worksite he/she will record the time to the nearest 15 minutes and list area of service.

Non-Discrimination Policy

It is the policy of this agency that there will be no discrimination or harassment in its programs, activities or employment based on race, color, sex, sexual preference, marital or parental status, religion, national origin, age, mental or physical disability, Vietnam era or veteran status. Questions or concerns related to affirmative action, nondiscrimination or equal opportunity should be directed to the volunteer coordinator.

Disability Policy

School District 62 welcomes volunteers with disabilities. The District complies with the Americans with Disabilities Act. Please contact your support person if you have special requirements so we may accommodate your needs.

Support

You will be assigned to work with a staff member who will provide support and supervision. The staff member will provide on-the-job training and serve as a direct link between the volunteer and the rest of the staff. The number of hours volunteers work is based on their assignments. Most volunteers work an average of 2-4 hours per week.

Volunteers as Volunteer Supervisors

A volunteer may act as a support person for other volunteers after appropriate training for the position has been completed.

Volunteer/Staff Relationships

Volunteers and staff are partners in fulfilling the mission and programs of School District 62. Each has an equal but complementary role to play.

Volunteer Coordination

Staff will maintain records on your volunteer service. The volunteer coordinator will be informed immediately of any substantial change in the work or status of a volunteer. The support person shall inform the volunteer coordinator of any changes in your volunteer status.

Limitations on Volunteer Service

Volunteers serve School District 62 students and staff at the sole discretion of the District. Volunteers may leave School District 62 at any time.

Recruitment of Minors

Volunteers under the age of 18 must have the written consent of a parent or guardian before volunteering. The volunteer duties assigned to a minor will comply with all appropriate laws and regulations on child labor.

Employee Volunteers

School District 62 does/does not accept paid staff as volunteers. Volunteering must be done outside normal work hours and must not be done as a requirement of employment. Family of staff may volunteer with School District 62. If family members of a staff person volunteer, they must not be placed under the supervision of the employee.

Length of Service

Volunteers are assigned for a set period of time. Volunteers are neither expected nor required to accept a position at the end of this time, although they are welcome to do so. Volunteers may instead seek a different volunteer assignment within the program, or may retire from volunteer service.

Interviewing

The volunteer coordinator before any volunteer service should interview all volunteers. The interview will determine volunteer interests and skills, and appraise volunteers of agency needs. The interview may include the support person or volunteer coordinator who will work with the volunteer.

Orientation

All volunteers are invited to an orientation. It will include information about School District 62, its policies and procedures for volunteers, and requirements for the position they are accepting.

Placement

Volunteer interests and desires, and agency needs must be weighed in the interview process to insure the best match possible. When possible, the volunteer will have the final say in determining which volunteer position best fits his/her needs.

Position Description

You may receive a written position description before you begin your volunteer assignment. Your position description includes a description of the purpose and duties of the position, a designated support person and work site. Also included is a time frame for the completion of the job, a listing of job qualifications, and a description

of job benefits. Every effort is made to place you in an assignment matching your abilities and interests. This position description will be used in evaluation efforts.

Volunteer Position Acceptance

The volunteer will be notified in writing/in person/ by telephone of their acceptance as a School District 62 volunteer within three weeks of their interview. Before starting your volunteer duties all forms and paperwork given to you at the interview must be completed and returned to the volunteer coordinator. Upon receipt of the paperwork you will receive the equipment needed to fulfill your volunteer duties.

Assignment

You are considered on an official assignment when the volunteer coordinator has requested that you provide a service. It is important to remember that only the volunteer coordinator or other volunteer program staff can make official assignments. Other staff, students, or organizations cannot authorize an assignment.

On-the-Job Training

Volunteers receive on-the-job training to help them with information and tools to perform their duties. On-the-job training may be provided by your support person, a qualified volunteer or volunteer coordinator as appropriate.

Transfers

The volunteer department will consider the amount of staff time involved in training a volunteer for a specific assignment. Therefore, a volunteer will be required to remain in an assigned position for six months unless a transfer is approved by the volunteer coordinator.

Be on Time

Be on time and arrive when expected. If you are unable to arrive for your regular time, please let us know as soon as possible.

Absenteeism

Volunteers must inform their support person 24 hours before any absences other than illness or emergency. Please inform your support person of an emergency or illness as soon as possible. Continued absenteeism with or without notice may lead to reassignment or termination.

Leaves of Absence

The volunteer coordinator must be notified two weeks before a leave of absence.

Illness

Do not come to work if you are ill. Call in as soon as possible, preferably 24 hours in advance, so that we can find a substitute for your position.

Substitutions

Volunteers are encouraged to find a qualified substitute to cover an upcoming absence. Please inform your support person before making arrangements to ensure a qualified “fit” for the position.

Program Evaluation

The volunteer program will be evaluated annually by the volunteer coordinator. The number of volunteers used in the program, and the quality of services rendered through the volunteer program will be evaluated. By May 1, the volunteer coordinator will prepare an annual report to the director, which will review the volunteer program. The report will be presented to the Board of Education in June as part of the Annual Monitoring of the Long-Term Community Relations Plan.

Mediation

Mediation is a means of facilitating healthy resolution of conflicts. If direct communication fails to resolve an interpersonal conflict between any two staff members or volunteers, the conflict may be submitted to the director for mediation. The parties in conflict will meet with the director. Parties involved in mediation have the right to request an alternate mediator. In such cases, the director will choose another mediator agreeable to both parties.

Paid and volunteer staff members should attempt to reach a solution at the appropriate level. This should involve a minimal number of fellow staff members. You will not be subject to reprisal for filing a grievance or for participation in the grievance procedure. If, after exhausting other means to address your concerns you wish to file a grievance, please contact our volunteer coordinator for details and procedures.

Performance Problems

When a volunteer’s performance is below the standards required by School District 62, or when client rules are violated, the volunteer coordinator may issue a verbal warning outlining the problem. School District 62 has identified two categories of inappropriate behaviors and their consequences—performance problems and serious violations. Examples cannot be listed to cover every situation. The director may deal with problems and violations not specifically mentioned here.

The following are considered performance problems and are not acceptable:

- Conducting personal business during your shift.
- Excessive personal telephone use.
- Littering or otherwise creating unsanitary conditions.
- Safety violations.
- Tardiness for your shift.
- Unauthorized operation of equipment.
- Unfriendly or uncooperative attitude in dealing with students, staff members, or volunteers.
- Unsatisfactory work performance.
- Waste, misuse or damage of property.

Consequences:

1. First Incident: The volunteer will be notified of the problem and the changes required.
2. Second Incident: The volunteer will be issued a second warning.
3. Third Incident: The volunteer will be placed on probation for a period of four weeks. During that time an evaluation will be done to determine if continued volunteering will benefit the volunteer. The volunteer will be provided goals that must be accomplished to resolve the situation. The volunteer coordinator may meet with the volunteer to provide feedback. If the problem is not corrected following this process, a dismissal notice will be given.
4. Cancellation of volunteer status.

For serious problems, steps 3 or 4 may be carried out immediately.

Note: It may be found that the performance problems of a volunteer are the result of the inappropriate placement. Every attempt will be made to help him or her find and train for another volunteer position.

Serious Violations

The following are considered to be serious violations and are grounds for cancellation of volunteer status:

- Sharing confidential staff or student information with anyone except for direct supervisor, volunteer coordinator, director or principal.
- Falsifying reports, records or expenses.
- Physical or sexual harassment.
- Negligent or willful damage of property.
- Theft.
- Unlawful discrimination.

- Willfully endangering the safety of others.
- Working under the influence of intoxicants.

Consequences:

Anything considered a serious violation might be cause for immediate action.

Resignation

Volunteers are requested to notify their support person two weeks before leaving when at all possible. The staff appreciates your time, talents and interests, and knows that changes occur.

Dismissal of a Volunteer

Volunteers may be dismissed for failure to comply with policies and procedures of School District 62. Volunteers may discuss reasons for dismissal with support person or volunteer coordinator. Prior to the dismissal the support person and volunteer coordinator must agree to the dismissal. Instead of dismissal the volunteer coordinator may recommend a probationary period to develop corrective methods.

Exit Interviews

An exit interview will be conducted with volunteers leaving volunteer service. Included in the interview will be questions about reasons for leaving, suggestions for improving School District 62, and possibilities for future involvement.

Confidentiality

Volunteers are responsible for maintaining the confidentiality of information relating to a staff person, volunteer, client, or other person or program business. Failure to maintain confidentiality may result in termination of the volunteer's relationship with the agency, or other corrective action. Violations of this policy also may result in personal liability.

Identification

Volunteers receive a volunteer identification badge when signing in. You should wear this badge on all volunteer assignments and show it when appropriate. Please return it when signing out at the end of your shift.

Solicitation

Volunteers may not solicit or distribute literature during work hours.

Smoking

To help ensure a healthy environment for students, visitors, volunteers, employees and staff, School District 62 is a "smoke-free" site.

Drug and Alcohol Use

Volunteers are subject to immediate dismissal if they are under the influence of drugs or alcohol while performing their volunteer duties. Volunteers may not bring drugs or alcohol into any School District 62 facility under any circumstances.

Student Names

Call each student by name. Provide each student with the opportunity to participate. Develop an unhurried attitude. Allow each student to be independent by letting him or her do as much as possible on his or her own. Use a pleasant tone of voice. Be cooperative, courteous, attentive, alert and cordial but not chatty.

Children

You may not bring a child with you for your shift, unless approved by the school principal. If approved, children must remain under your supervision at all times and are not allowed to roam during your shift or affect our student service. They must abide by the same standards that we have for volunteers.

Theft

Theft or pilferage of cash or merchandise by a student, volunteer or paid staff member is a serious offense and should be reported to the director. Losses of this type affect us. Theft negatively affects not only our ability to deliver services, but also the trust upon which our staff structure is based. Theft is cause for immediate dismissal.

Access to Program Property and Materials

As appropriate, volunteers shall have access to district property and materials necessary to fulfill their duties, and shall receive training in the operation of any equipment. Property and materials shall be used only when directly required for agency purposes.

Phone Etiquette

Paid staff are responsible for answering the telephone. If it's necessary for you to answer the phone, a good greeting is: "Hello, this is School District 62 or the name of the school, Jane speaking. May I help you?" Phones are an essential part of our business interaction with parents and staff. They should be answered quickly, politely and

proficiently. If you cannot answer the parent's question, refer them to someone who can provide an answer. If they are unavailable, take the parent's number and question and route it to someone who will respond.

When you put a caller on hold, please take care that the person is not left on hold for a long period of time. It is discourteous and ties up the telephone. If you notice a phone off the hook or a hold light flashing for more than a couple of minutes, check to see if the person has been helped.

Note: Do not give out the home phone numbers of staff members unless they have specifically given their approval. The list of staff phone numbers is for School District 62'S business use. If callers insist it is an emergency, refer them to a paid staff member. Do not unnecessarily disturb staff members by calling them at home with business that could be taken care of during work hours.

Telephone Usage

Telephone usage shall be limited to business purposes. Personal phone calls, except in cases of emergencies, are discouraged.

Make-Work

Volunteers shall not be assigned to make-work tasks nor shall they be given a volunteer position they do not wish or for which they are not qualified.

Background Checks

A sexual offender background check is required for volunteer assignments. A volunteer must pass this check to be given an assignment.

Professional Services

Volunteers shall not complete duties requiring certification or licensing unless currently certified. A copy of certification or licensing must be maintained by the volunteer coordinator.

Child Abuse, Sexual Abuse, Physical, Mental, or Sexual Harassment

Volunteers witnessing child abuse, sexual abuse, physical, mental, or sexual harassment must report it immediately to their support person or the volunteer coordinator. School District 62 does not condone and will vigorously prosecute any such incidents. If you have questions regarding what constitutes abuse or harassment, please contact the volunteer coordinator.

Conference Attendance

Volunteers are encouraged to attend workshops and conferences pertaining to their volunteer position. Prior approval must be received from our volunteer coordinator or director thirty days before the event.

Reimbursement - Mileage/Meals

Some mileage and meal reimbursement may be available to you depending on your volunteer assignment. The volunteer coordinator will explain what reimbursement is available and the requirements to receive the reimbursement. For those who do not wish to claim reimbursement the volunteer program will put in writing the number of volunteer miles driven and other allowable expenses. This may be a tax-deductible expense according to Internal Revenue rules.

References

Many employers recognize volunteer work as valid job experience. Your volunteer employment also provides you with current personal references regarding your skills. This can be very useful in obtaining paid employment. References will be given to prospective employers upon request. It is not a standard practice of the School District 62 to provide written letters of recommendation for terminating volunteers.

Insurance Coverage

All accidents are to be reported immediately. Registered volunteers have an accident/medical policy for injuries due to an accident while performing volunteer duties.

Safety

Know about:

- The program's safety regulations.
- Client check-in and check-out policies.
- Emergency plan procedures including serious accidents, bomb threats, power outage.

Volunteers are responsible for:

- Knowing and following the safety rules as explained by the volunteer coordinator or support person.
- Supporting efforts to promote safe working conditions and habits.
- Making full use of safety equipment and safeguards provided for assigned tasks.
- Reporting immediately all unsafe work conditions to the volunteer coordinator or director.

Safety Rules for Volunteers:

- *Accident Reporting:* Volunteers must report immediately all personal injuries, vehicle accidents and incidents to the volunteer coordinator or support person. They should maintain contact with their work site and provide updates on their condition when off due to injury or accident.
- *In Case of Injury:* All human blood and body fluids are to be treated as if they were infectious for HIV, Hepatitis B and other blood-borne pathogens. Volunteers should immediately inform the volunteer coordinator and support person if they believe they have been exposed to infection.
- *First Aid:* Have first aid kits in offices and state vehicles. Volunteers should know their location. We encourage volunteers to have kits in their vehicles. A prompt first aid response can keep most injuries and medical situations from growing worse. Every worksite has an emergency medical plan.
- *Fire Plan:* Your support person will show you where the fire plan is for your work area. Be sure you know your nearest exit in case of fire.
- *Maintenance:* Safety in the workplace requires keeping the environment free of hazards that arise from lack of regular maintenance and servicing. Volunteers should report any work conditions that are potential safety hazards.
- *Office Safety:* Office work is not hazardous, but accidents do happen! Most are preventable if we identify common hazards and preventive measures. Your support person will go over common hazards and ways to avoid them.
- *Lifting:* Most back injuries result from improper lifting. The support person will provide you with information on how to lift properly to protect your back against injury.

Injury Prevention

The following guidelines must be followed by all volunteers to prevent injury to participants and yourself:

- Do not attempt to physically assist a participant without proper training from a staff member.
- Always obtain adequate help with a task.
- Always help supervise. Keep your eyes open for potentially dangerous situations.
- Keep walkers, canes, etc., within reach but out of the line of traffic.
- Check floors often and remove obstacles, spills, etc.
- Make sure furniture is stationary.
- Try to anticipate needs and allow adequate time to avoid hurrying participants.

Injuries

If you cut your finger or bump your head or need other emergency assistance, please report your accident to your school's health clerk for treatment. An accident form will be filled out and you will be treated or referred to a medical facility, if needed.

First Aid Kit

There is a first aid kit located in the office. An accident may require the immediate use of its contents. The health clerk will help you with your injury.

Accident Reports

If a volunteer is injured at work, the accident should be reported at once to your support person or the volunteer coordinator. An accident report must be completed within 24 hours. If you have an accident or are injured, notify your support person and the volunteer coordinator. An accident report will be completed to record necessary information. Medical assistance or treatment will be given if necessary.

Report any unsafe conditions or defective equipment you observe to your support person or the volunteer coordinator.

Hazard Communication Program

Volunteers need to be aware of the potential danger of the chemicals in their work areas and be trained to use proper safeguards. Each department has a list of known hazardous chemicals to which volunteers may be exposed through their work in that department.

Emergencies

In a life-threatening emergency or with any accident tell your support person immediately. Remain calm and if necessary, call 911. Follow their instructions precisely while you await their arrival. Be prepared to give the school's name, address, and phone number, your name, and the nature of the emergency.

In the event of a fire or other emergency requiring the evacuation of the building, remain calm. Assist other staff to direct students out of the building safely and quickly. Make sure your work area is secure if time and safety allow.

Cleanliness

It is the intent of School District 62 to maintain high standards of quality and cleanliness. Volunteers, while on duty, are expected to be clean and to dress neatly. This type

of appearance presents to customers our concern about the sanitary handling of their food. We want customers to have the utmost confidence that our staff is clean and professional.

Personal Hygiene:

- All volunteers handling food must wash their hands before starting their shift.
- Always wash hands before leaving the restroom. Wash hands again for at least 15 seconds using the kitchen sink.
- Keep hands clean while working.
- Always use disposable gloves to handle food.
- Keep head and facial hair clean and well-groomed. Men without beards should be clean shaven unless growing a beard. Hair restraint may be required for food handling.
- Bodies should be clean. Be aware of strong odors such as tobacco smoke, strong perfumes, etc.

All volunteers and employees must wear shoes and shirts. All clothing should be clean and appropriate for the work required.

Disease Control

Hand washing is the single most important preventive measure! Volunteers should wash their hands:

- Before preparing food or assisting with lunch and snacks.
- After toileting.
- After handling “contaminated” articles (Kleenex, handkerchiefs, etc.).
- Volunteers should help participants wash their hands before lunch and snacks.

Volunteers should avoid coming to School District 62 when ill with a contagious cold or flu.

RSVP Connection

All volunteers age fifty-five and older should sign up as Retired and Senior Volunteer Program (RSVP) volunteers. RSVP is a support organization for senior volunteers. RSVP volunteers receive the following benefits:

- A monthly newsletter containing pertinent information about the program and about issues important to seniors.
- Consultation on volunteers opportunities.
- Placement services for volunteers.
- Volunteer training.
- Volunteer recognition.

- Accident, liability and excess automobile insurance while volunteering.
- Mileage reimbursement for low-income volunteers.

For more information on RSVP services to volunteers, contact the RSVP office at 847-228-1006.

Eligibility of Volunteers for RSVP

Any person age 55 or older, retired or semi-retired, is eligible to become a Retired and Senior Volunteer Program (RSVP) volunteer. There are no requirements placed on education, income, or experience, and there are no fees or dues to be paid. All that is needed is a willingness to volunteer and a desire to serve the community. After you complete a registration form, an RSVP volunteer specialist will attempt to find additional assignments suitable to your interests and capabilities. RSVP's primary concern is your enrichment and fulfillment. RSVP there to listen, and to find activities appropriate for you.

RSVP offers a variety of volunteer opportunities. If at any time you would like to change your assignment and take on a new challenge, please let them know. They will be happy to find a new position for you.

Other Agencies

School District 62 cooperates with various volunteer agencies in the area that serve as recruitment and placement centers.

Volunteer Standards

Productivity Tips

Your ideas and energy give life to your organization and enable it to function at its best. The more you realize your potential, the more you and School District 62 benefit. When you contribute to something worthwhile, you feel good about yourself. There's no substitute for feeling important. Your state of mind, attitudes and morale affect the quality of the work you produce. Feeling good about yourself and your performance helps you to produce work of which you and School District 62 can be proud. You count as an employee. You make a significant difference to the organization. When volunteers and salaried staff alike keep that in mind, both succeed.

Work Standards

Working

School District 62 expects every staff member to be a cooperative worker by contributing intelligent, enthusiastic, and productive work. The following are some ideas to help us do this:

Getting the Job Done:

Volunteers work independently and under direct supervision of a staff member. Providing good service to our clients and keeping School District 62 a strong and viable organization is dependent upon an efficient, productive work force. Maintaining a cooperative approach to running our organization also requires that staff members take initiative and become actively involved in problem solving. The District's success is the result of many people taking responsibility for their work. They use skills and creativity for the benefit of the organization, our members and our workers. We expect and encourage you to become a productive part of our work force. Following are some expectations:

- Be punctual and ready for work.
- Learn all you can about School District 62's operations, goals, and objectives. Make your shift a learning experience so you can be better informed when responding to stakeholder questions.
- See yourself as part of a team, recognizing that your efforts contribute to the work of your teammates.
- Ask yourself, "How can I do it better?" Strive for excellence.
- Contribute your ideas and knowledge. Look for opportunities to problem solve creatively.

Working Cooperatively

- Focus on producing results, not putting in time. Develop a comfortable but efficient work speed. Don't just stay busy, stay effective.
- When you refer a student or fellow staff member to another person to answer a question, wait to hear the response. Use this as an opportunity to broaden your knowledge.
- Feel free to give and receive constructive criticism to and from fellow workers. We work as a team and need to support each other with useful feedback.
- Always use the proper tools and work in the safest manner possible. Ask for assistance when needed.
- Follow through on your volunteer commitments. When you can't, be sure to let those affected know.

Working Together

School District 62 supports and fosters a positive, constructive, creative outlook. You will work better if you:

- Accept change as natural and welcome the opportunity for the growth it brings. Think of problems as challenges and accept personal responsibility for improvement.
- Remember the value of humor and joyousness; be serious about what you do without being solemn.
- Work with the spirit of interdependence among the individuals and departments of the organization. Help

others. We are all working to keep the office clean, put things back where they belong, help meet client's needs, etc. We cooperate. We are a team.

Recommendations for an Enthusiastic Team

- Help each other be right, not wrong.
- Look for ways to make new ideas work, not for reasons they won't.
- If in doubt, check it out! Don't make negative assumptions about each other.
- Help each other win and take pride in each other's victories.
- Speak positively about each other and about your organization at every opportunity.
- Maintain a positive mental attitude no matter what the circumstances.
- Act with initiative and courage, as if it all depends on you.
- Do everything with enthusiasm. It's contagious.
- Whatever you want, give it away.
- Don't lose faith, never give up.
- Have fun!

The Volunteer's Role

As a volunteer, you are here to help. You are a paraprofessional. You are not a teacher, and the people you serve will not want you to be. You are not here to solve student personal problems. You are a person who can listen with empathy. You are a person who knows community resources and can act as a referral source. You are ready to supply information when others decide what they must do. You are hearing about people with troubles, but the message they are giving demands not just concrete help but a response to their emotions. You listen to people and create an atmosphere of safety, or total acceptance of them, so they can talk and work out their problems.

Code of Ethics

As a volunteer, believing that the organization has a real need of my services, I realize that I am subject to a code of ethics similar to that which binds the professionals in the fields in which I work. To accomplish this service I will:

- Be punctual and conscientious in the fulfillment of my duties and accept supervision graciously.
- Conduct myself with dignity, courtesy, and consideration.
- Consider as confidential all information that I may hear directly or indirectly concerning a client.
- Interpret volunteer to mean that I have agreed to work without pay. I will try to make my work of the highest quality, just as the paid staff are expected to do their work.

- Promise to bring to my work an attitude of open-mindedness. I will be non-judgmental. I am willing to receive training and will show interest and attention. I will take any problems or suggestions to my support person.
- Realize I may have assets that my co-workers do not have. I should use my assets to enrich the project at which we are working together.
- Realize I may lack assets that my co-workers have. I will not feel inadequate but will help in developing good teamwork.
- Find out how I can best serve the activity for which I have volunteered. I will offer only as much as I am sure I can give.
- Realize that I must live up to my word. Therefore, I will be careful that my agreement is simple and clear and it cannot be misunderstood.
- Believe that my attitude toward volunteer work should be professional. I believe that I have an obligation to my work, to those who supervise me, to my fellow workers, to those who benefit. I will uphold the traditions and standards of SCHOOL DISTRICT 62 and will interpret them to the community at large.
- Notify my support person if I want to end my assignment.

Interpersonal Skills

Communication

Volunteers communicate their needs to the volunteer coordinator or their support person. You should talk over mutual expectations with the support person before starting your assigned tasks and when clarification is needed. When problems occur talk to your support person or the volunteer coordinator. Whenever possible attend training sessions for volunteers. These are designed to help you become a more capable volunteer.

Tips on Active Listening

- Want to listen. Almost all problems in listening can be overcome by having the right attitude. Listen to the client as you would listen to any friend. Remember, there is no such thing as an uninteresting person...only uninterested listeners.
- Act like a good listener. Be alert, sit or stand up straight. Lean forward and let your face radiate interest.
- Listen to understand. Do not just listen for the sake of listening; listen to gain a real understanding of what the client is saying.
- Ask questions when you don't understand, or when you need further clarification. Ask questions when you want the other person to like you, or when you want to show you are listening. Don't ask questions that will embarrass or "put down" the other person.

- Concentrate on what the other person is saying. Actively focus your attention on the words, the ideas and the feelings related to the subject.
- Look at the other person. Face, mouth, eyes and hands will all help the other person communicate with you. These will help you concentrate and show that you are listening.
- Smile appropriately but don't overdo it!
- Get rid of distractions. Put down any papers, pencils, etc. you have in your hands; they may distract your attention.
- Share responsibility for communication. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand, and if you don't, ask for clarification.
- Remember, listening is fun! Work at developing this constructive attitude. Make a game of seeing how well you can listen and really understand the client's needs.

Effective listening is an art. It can only be developed by conscientiously applied practice on a daily basis!

Tips on Giving Good Information

- Provide only correct information. The only thing worse than not knowing an answer is giving the wrong answer! Never be too proud to say, "I don't know, but I'll find out for you." If you don't know an answer, say so. Then do your utmost to find the correct information!
- Don't assume anything. Ideas that may be clear and easy for you may not be to a visitor.
- Be specific.
- Speak slowly and distinctively.
- Reinforce your instructions with something visual.
- Give added information when it will help. Be careful not to confuse when giving added information.
- Recheck. Let the student repeat the information back to you if they want to and listen for points of possible confusion.
- Be patient. Be patient and considerate, especially with people who have speech and language difficulty. Think how you would like to be treated if the situation were reversed.
- Maintain a helpful attitude. Be friendly and courteous. You should try not to rush the client. Don't let the client leave until you both feel you have a clear understanding.
- Speak with confidence. True professionals provide their information and answers with quiet certainty, because they know their material. They know they are doing their job well. Learn to be a true professional in everything you do. Your confidence also will help put the visitor at ease.

Tips on Handling Complaints

A few simple procedures can help anyone who has to deal with client complaints. Good client relations don't depend on the innate ability of getting along with people. You can learn to handle complaints by following the simple procedures outlined below:

- Listen to the entire complaint. How else will you find out what the student or parent wants? Don't interrupt. People who complain about a product or service are feeling a need to tell you something.
- Accept the feelings of the student. Let the student know it is all right to feel upset. The student's need to "tell you something" is often complicated by the feeling of frustration, or even embarrassment about complaining. The best way to deal with feelings is to accept them.
- Don't take the student's complaint as a personal offense. Chances are it is not really directed at you. Don't defend yourself or your organization either. If you oppose the feelings, they will continue; if you accept them as valid for the client they tend to diminish.
- You may feel like disagreeing with many things the person is saying. The key is to look for that feeling with which you can agree and then tell them that you understand. Manage to filter through the stakeholder's feelings by accepting them, then move into solving the specific problem.
- Clarify the complaint. Now filter out the feelings to find out exactly what it is the client wants you to do. Simply ask, "How can I help you?"
- Take action immediately when possible. Don't just stand there, do something! The complaining client wants action! Even if the complaint isn't in your department show some interest.
- Follow through on anything you say you are going to do. Don't ever promise something you don't intend to do. If you are authorized to handle the matter then take care of it without delay, preferably in front of the student. That student wants action not just words.
- Remain cheerful and helpful. Your attitude can ease the situation greatly if you handle it correctly. Smile! Be courteous and gracious; try to be really helpful.
- When you are dealing with an unhappy student you have an unparalleled opportunity to create a positive impression of yourself and your organization. This is the time to be at your very best.
- Refer matters that you can't handle to someone who can. If you can't take immediate action on the student's complaint yourself, refer them to someone who can.

Crisis Theory

A person in crisis has temporarily lost, or cannot use, his/her regular coping devices. He/she cannot see the problem as one that is familiar. The reason for this may be:

- Too much stress.
- Too unfamiliar a stress.
- Too unexpected a stress.

A crisis is of limited duration. A person in crisis is anxious and fearful, feels helpless, hopeless and overwhelmed. The Chinese definition of crisis has two meanings:

- Danger
- Opportunity

Thus, a person can grow from the experience or find less useful ways of behaving (drinking, sleeping, ignoring, etc.). Your job is to help him/her find a way of pulling his or her problems into the familiar range of his or her coping devices. Help them see they can solve their problems. Find out how they have coped before. Pick up all positive behaviors and accent them. There is no use criticizing the ineffective behavior. Help the person see what real alternatives are open to him or her. Help the person see what new coping methods are available to him/her as an individual. Only they can decide. Be familiar with the community resources so you can offer some alternatives.

Remember, a crisis is a natural process. If it were extended over time, it would be called maturing. In maturing, a person tests and develops ways of meeting daily challenges. A crisis is this process compressed into a short period of time.

Helping Others

Barriers to Helping Others

- Assuming: Thinking you know what other people think, what they will do and how they will respond.
- Rescuing/explaining: Stepping in to explain what happened rather than asking the kind of questions that will help a person discover what happened. Rescuing a person keeps him/her from the consequences of his/her choices.
- Directing: Giving instructions on each step to make sure it's done your way. This attitude controls others.
- Expecting: Setting high standards and then pointing out the person's failure to reach those standards.
- Mind Reading: Requiring other people in relationships to read our minds and to think as we do.

Builders for Helping Others

- Checking: Ask other people what they think, what they plan to do. Try to understand why they chose to respond the way they did.
- Exploring: Ask the "What? Why? and How?" questions to help a person become aware of his/her perceptions and the consequences of his/her behavior.
- Encouraging/inviting: See people as assets rather than objects or recipients. Allow people to make mistakes and have different ways of doing things.

- Celebrating: Recognize people's progress and encourage any step in that direction.
- Respect: Be willing to "get into the world" of another person. The language of respect is, "What is your understanding? Let me be sure I understand what you think or feel."

To be helpful in working with people I must show:

- Awareness of my attitudes, feelings and prejudices so that they do not interfere as I begin to offer help to others.
- Understanding that people usually react to situations with feeling rather than intellect.
- Appreciation that people are different in physical and emotional makeup, family background, education, and life's experiences. They are alike in their basic needs to be loved, have security, be adequate, achieve and be recognized.
- Insight that people form attitudes based on how they see a situation. They may read meanings into situations that are not there. They may hear only what they want to hear.
- Realization that people want to control their lives and make their decisions. Help is seldom acceptable unless it is sought, and the individual has the right to reject it.
- Recognition that behavior has meaning only to the individual and may not appear to be sensible or logical.
- Appreciation that each person has needs and reacts in ways that attempt to meet them.
- Understanding that a person's responses usually have little to do with me as a person. He/she may be reflecting worries and concerns that have no bearing on the current problem presented.
- Acceptance of people as they are and where they are with their problems.
- Understanding and ability to reassure the person that I recognize his/her problem and wish to work with him/her on it.

Working with Children

Children who feel accepted and liked will learn and be successful in school. Here are some ways that school volunteers can to help students have that feeling:

- Greet children in a warm, friendly fashion each time you see them. Treat them as equals.
- Learn the children's names and use them often. Let them know that they are important.
- Praise children for every success, but always be sincere and honest. Too much praise won't mean as much.
- Listen carefully to what the children want to tell you. Remember what is important to them. Show genuine interest in them.

- Accept children as individuals and get to know them and their points of view. Don't classify children you meet as poor, slow or small.
- Use a tone of voice that will encourage children and make them feel confident.
- State directions in a positive manner. Keep explanations short.
- Refer disciplinary problems to supervising staff.
- Be comfortable with silences. Give the children time to think and organize what they want to say. Be patient and wait.
- When introducing something, demonstrate it so that the child knows what you expect.
- Be absolutely honest with the children. It is all right to say "I don't know." Then try to find the answer.
- Smile! A relaxed, friendly attitude creates the best atmosphere for learning.

Giving Good Instructions

To avoid negative reactions from the children:

- Instruct the child as though you expect him/her to comply.
- Give sufficient time and "warnings" if necessary.
- Use words that the child understands. Check for understanding.
- Keep your voice low. As your voice gets louder so will the child's voice.
- Your rules should match the child's ability to understand them.
- Reward good behavior with a smile or compliment.

Safety at School

Know about:

- The school's playground regulations.
- Student check-in and check-out policies.
- Emergency plan procedures (serious accidents, bomb threats, power outages).
- Do not allow a child to use hazardous equipment (paper cutter, handle hot dishes, etc.).

Tutoring

A child who has been absent or who is having difficulty with a particular problem will benefit greatly from your special help. Try the following suggestions in a one-to-one tutoring situation:

- Don't be hesitant about refusing the assignment if you feel that you don't understand the material well enough to help the child.
- Get specific directions from the teacher.
- Find a quiet place where the two of you can work without disturbing the rest of the class.
- Establish a one-to-one relationship with the child by first talking about a pet, hobby, etc.

- Let the child work independently as much as possible.
- Direct thinking so the child can discover the answer. For example, the question might be, “When did State become a state?” You could direct the student to the index of the social studies book.

Developmentally Appropriate Practices (DAP)

While in the classroom you will observe teachers as facilitators of learning. They will help a child plan learning experiences that are of interest to the child and that promote thinking, problem solving, and self-reliance. Developmentally appropriate practices focus on the individual child and the teaching of ideas that are age appropriate. The teacher has knowledge of the child and understands the various stages of the child’s growth and development. The child learns through experience, experiments, and social interaction when developmentally ready.

Learning is considered a life-long process. Learning is something the child does; it is not done to the child. The curriculum and instruction are designed to develop the child’s self-esteem, sense of competence, and positive feelings toward learning. The child is allowed to determine the pace needed to acquire skills in reading, math, science, writing, and other areas of instruction. For example, it is accepted that not every child will learn to read by age six. Most will learn to read by seven but some will need intensive exposure to literacy to learn to read by age eight or nine.

Elements of Developmentally Appropriate Practices:

- Instruction is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness.
- Curriculum is designed to promote maximum student involvement in integrated learning that meets the students’ developmental needs.
- Teacher observation of student progress is a primary focus of assessment. Progress reporting is narrative in form and individual rather than comparative.
- Children are provided a nurturing and challenging environment that maximizes ease of transition from home to school and from group to group.
- The school provides guidance for the social and emotional development of students.
- The school encourages family involvement in the educational process.
- The school organization is flexible and responsive to the needs of children within the school community.
- Ongoing staff development is provided to support professional growth for all staff members.

Board of Education Policies

1:30 School District Philosophy

District 62 recognizes that each child is a unique human being, possessing the right to develop his/her human potential to the fullest extent. We strive to provide a climate conducive to learning and growth, one that takes full cognizance of the emotional, physical, and social development of each individual child such that he/she may make positive contributions to society.

Adopted: March 20, 1995

Amended: June 19, 2006

4:100 Insurance Management

The Superintendent shall annually recommend an insurance program that provides the broadest and most complete coverage reasonably available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include:

1. Liability coverage to insure against any loss or liability of the School District and the listed individuals against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board’s direction or related to any mentoring services provided to the District’s certified staff members; School Board members; employees; volunteer personnel authorized by and; mentors of certified staff members authorized in. (new superintendents); and student teachers.
2. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
3. Workers’ Compensation to compensate individual employees for losses related to a work-related injury, certain types of disease, or death incurred in an employee-related situation.

LEGAL REF.:

Consolidated Omnibus Budget Reconciliation Act, P. L. 99-272, ¶ 1001, 100 Stat. 222, 4980B(f) of the I.R.S. Code, http://caselaw.lp.findlaw.com/cascode/uscodes/42/chapters/6a/subchapters/xx/sections/section_300bb-1.html 42 U.S.C. §300bb-1 et seq. 215 ILCS 5/.

820 ILCS 305/.

Adopted: March 20, 1995

Amended: February 22, 2005, January 19, 2010

4:170 Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During each academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act, 105 ILCS 128/:

1. Four evacuation drills,
2. Two bus evacuation drills,
3. Two severe weather and shelter-in-place drills, and
4. Two law enforcement drills.

Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act. The plan shall provide for an automated external defibrillator (AED) to be available according to State law requirements. This policy does not create an obligation to use an AED nor is it intended to create any expectation that an AED will be present or a trained person will be present and/or able to use an AED.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the Illinois Department of Public Health. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage and any contract is between the parents/guardians and the company. Students participating in athletics or cheerleading must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

Annual Review

The School Board or its designee will annually review each school building's safety and security plans, protocols, and procedures, as well as each building's compliance with the school safety drill plan.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/18-12, 5/18-12.5, and 128/.

210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications), 4:180 (Pandemic Preparedness), 5:30 (Hiring Process and Criteria), 8:50 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: November 7, 2005

Amended: December 18, 2006, November 18, 2013, December 15, 2014

C.C.S.D. 62, Des Plaines, IL

4:175 Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications

Persons Prohibited on School Property without Prior Permission
State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Superintendent's designee shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent or designee shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

Criminal Background Check and/or Screen

The Superintendent or designee shall perform the criminal background check and/or screen required by State law or Board policy for employees; student teachers; students doing field or clinical experience other than student teaching; and contractors' employees who have direct, daily contact with one or more children. He or she shall take appropriate action based on the result of any criminal background check and/or screen.

Notification to Parents/Guardians

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

LEGAL REF.: 20 ILCS 2635/, Uniform Conviction Information Act.

720 ILCS 5/11-9.3.

730 ILCS 152/, Sex Offender Community Notification Law.

730 ILCS 154/75-105, Murderer and Violent Offender Against Youth Community Notification Law.

CROSS REF.: 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:50 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: December 15, 2014

C.C.S.D. 62, Des Plaines, IL

5:21 Abuse Of School District Employees

District 62 employees are required to report every instance of serious harassment, threat of or act of physical or mental abuse from or by students, parents, guardians or other employees. The report is to be made to the building principal as soon as is practical. A written report is to be filed by the principal to the Superintendent of Schools. The principal, and if appropriate, a central office administrator, shall investigate each allegation and shall file with the Superintendent of Schools the findings of the investigation.

In accordance with Illinois law, the Superintendent of Schools will notify the Department of Law Enforcement and Illinois State Board of Education, and the President of the Board of Education.

LEGAL REF.:

105 ILCS 5/10-21.7.

Adopted: March 20, 1995

5:90 Abuse of Students

District 62 employees, students, and parents are required to report to the building principal any instance of serious harassment, threats of or acts of physical, mental or sexual abuse occurring on school property. As soon as is practical, a written report shall be prepared and a copy forwarded to the office of the Superintendent of Schools.

The principal, and if appropriate, a central office administrator, must investigate each allegation as soon as is practical and determine an appropriate course of action. A written report shall be filed with the superintendent.

LEGAL REF.:

325 ILCS 5/1 and 5/4 et seq.

CROSS REF.: 5:91-R

Adopted: November 3, 1997

6:250 Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study sessions, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a licensed teacher's immediate supervision;
4. As a guest lecturer or resource person under a licensed teacher's direction and with the administration's approval; or
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:91, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

720 ILCS 5/12C-50.1.

730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:91 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:50 (Visitors to and Conduct on School Property)

Adopted: March 20, 1995

Amended: August 18, 2003, December 18, 2006, April 21, 2014

6:251 School Volunteers

The Board's Governance Compact recognizes that the best education of our children is a collaborative responsibility of students, their families, the school system and the community.

The Board of Education of School District 62 recognizes that volunteers can make valuable contributions to the schools. The Board endorses the utilization of volunteers in the schools, subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made annually.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-22.34 b.

CROSS REF.: 6:251-R

Adopted: March 20, 1995

Amended: August 18, 2003

8:50 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property—District and school buildings, grounds, and parking area; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored event.

Visitor—Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents and friends are invited onto school property, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State Law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Consume, possess, distribute, or be under the influence of an alcoholic beverage or illegal drug.
9. Use or possess medical cannabis.
10. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
11. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.

12. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
13. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
14. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
15. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Authorized agents of an exclusive bargaining representative, upon notifying the Building Principal's office, may meet with a school employee (or group of employees) in the school building during free-times of such employees.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.: *Nuding v. Cerro Gordo Community Unit School Dist.*, 730 N.E.2d 96 (Ill.App.4, 2000).
Pro-Children Act of 1994, 20 U.S.C. §7181 et seq.
105 ILCS 5/10-20.5b, 5/24-24, and 5/24-25.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
430 ILCS 66/, Firearm Concealed Carry Act.
720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; Tobacco Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Discipline), 8:20 (Community Use of School Facilities)

ADOPTED: March 20, 1995

AMENDED: November 7, 2005, December 18, 2006, July 21, 2008, September 20, 2010, April 21, 2014

