



VOLUNTEERS IN
PUBLIC SCHOOLS

HEB ISD
Campus Coordinator
& Volunteer Coordinator

VIPS Training Handbook

The Difference Is You

VIPS Handbook

Volunteer and business partnership programs are a function of public relations, which is the process of building mutually beneficial relationships between an organization and its stakeholders. The purpose of a school volunteer or adopter program is to provide support for the school and classroom teachers to benefit student achievement. The relationships between partners and schools can result in future support for school initiatives. For school involvement to be effective, programs must be carefully planned and organized with clear guidelines. This handbook is designed to help individual campuses develop or enhance their existing volunteer and adopter programs. Effective programs provide benefits for the students, the school, the community, and for the volunteers.

The Hurst-Eules-Bedford ISD Volunteers In Public Schools (VIPS) and Adopt-A-School programs are administered by the Public Relations and Marketing Department in partnership with the individual HEB campuses, the HEB ISD Council of PTAs, the local PTA, and other school sponsored organizations. For questions regarding these programs contact the following:

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The Hurst-Eules-Bedford Independent School District is 44.3 square miles and serves the residents of Hurst, Eules, and Bedford as well as portions of North Richland Hills, Colleyville, Fort Worth, and Arlington. The district operates two high schools, five junior high schools, and 20 elementary schools. In addition, HEB ISD offers a nontraditional high school and technical education academy. The Administration Building is located at 1849 A Central Drive in Bedford.

Vision Statement – **Empowering Today to Excel Tomorrow**

Mission Statement – **The mission of the Hurst-Eules-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.**

The VIPS and Adopt-A-School programs directly support this vision and mission. They specifically support District Goal 5.1A, “Volunteers and business partners increasing.” The Public Relations and Marketing Department reports data on these programs to the HEB ISD Board of Trustees each quarter.

The Public Relations and Marketing Department, in partnership with the HEB ISD Council of PTAs, has prepared this handbook to assist in the development and enhancement of these programs at the campus level. To increase the safety of HEB ISD students, the District requires that volunteers complete an application and agree to a background check, in compliance with HEB ISD Board policy. This is a commitment on the part of HEB ISD to help each campus reach its maximum potential, while protecting our students to every extent possible.

The State of Texas requires each district to report on the level of parent and community involvement in our schools. HEB ISD has been fortunate to have many active parent and community volunteers, but these hours must be recorded and totaled to get an accurate picture of the degree of participation for both district and state requirements.

The District has adopted five goals. These goals target student achievement; effective and efficient operations; quality staff; safe, healthy, and nurturing schools; and enduring relationships with stakeholders. Volunteering in schools and securing adopters can help the District reach these goals. Your help in organizing campus VIPS and Adopt-A-School programs and accumulating volunteer hours is an integral part of “Empowering Today to Excel Tomorrow.”

Thank you for your commitment to the Hurst-Eules-Bedford ISD schools and to these programs.



VOLUNTEERS IN
PUBLIC SCHOOLS

HEB ISD Volunteers in Public Schools (VIPs) Overview

The purpose of a volunteer program is to create relationships with parents and community members so they will provide support within the school to enhance student achievement. A volunteer program benefits everyone involved. For example, students benefit by having adults as positive role models, experiencing enriched learning, receiving additional individualized and personalized attention, practicing learning reinforcement and acquiring awareness that adults value their school and the students. The objective of any volunteer program is to positively impact student achievement, whether directly or indirectly.

Volunteers also benefit by becoming involved in the school and community. They may learn new skills and share existing knowledge and talents. They also receive the satisfaction of helping others.

Schools benefit from positive public relations and increased community support. Parent understanding and cooperation increases as more parents become involved in school. Teachers are released from clerical and other duties to provide additional enriched instruction. This all contributes to the ultimate rewards of added pride in the educational system, a more responsive school system, better educated students, a better quality education, and a better community.

The VIPs program is designed to achieve these goals through a process of recruiting, training, and recognizing volunteers. The District will assist in recognizing the volunteers each year with an awards luncheon each spring. Every volunteer who logs hours into the VIPs HourTracker database will be invited to this event, and volunteers who have worked more than 100 hours during the year will receive a name badge or insignia to designate their level of commitment. The VIPs HourTracker database is used for determining all credit and recognition.

Silver Service Badges: The first year a volunteer logs 100 hours or more they will receive a name badge. The year a volunteer earns a badge they are not eligible for pins. The badge is their recognition for the year.

Pins: Once a volunteer has earned a badge, they can earn pins in the next VIPs year:

Red Apple: 100-499 hours

Silver Apple: 500-999 hours

Gold Apple: 1000+ hours

Volunteers who have filled their badge with pins will be eligible for a new volunteer service bar in lieu of a pin.

Schools also track total volunteer hours in order to win the Golden Apple Award, a traveling trophy awarded to one elementary, junior high, and high school each year. The award is presented at the annual awards luncheon. The campus with the greatest percentage increase in volunteer hours over the previous year will also receive an award to recognize their hard work, as will the campus with the greatest percentage increase in the number of active volunteers over the previous year.

KEY ROLES

Of Persons Involved in Volunteers in Public Schools (VIPS)

VIPS - Campus Coordinator is responsible for:

- ✓ actively promoting the volunteer program
- ✓ welcoming volunteers to the school
- ✓ providing support to all persons involved in the program
- ✓ assessing the school's needs
- ✓ determining guidelines such as PTA involvement, volunteers in child's classroom, use of lounge, etc.
- ✓ liaison between campus VIPS, principal, and Public Relations and Marketing Department
- ✓ providing school personnel with requested lists of approved volunteers, as well as running reports

VIPS - PTA Chair/Volunteer Coordinator is responsible for:

- ✓ working under the direction of the VIPS coordinator
- ✓ recruiting volunteers
- ✓ assessing the school's needs in cooperation with the VIPS coordinator
- ✓ assist in orienting, training and placing volunteers within the school
- ✓ assist in monitoring the program under direction of VIPS coordinator
- ✓ assist in evaluating the program
- ✓ attending chairman meetings and workshop
- ✓ training/encouraging volunteers to use the online system
- ✓ following school and district guidelines

Teacher is responsible for:

- ✓ communicating needs to the VIPS coordinator
- ✓ getting to know the volunteer
- ✓ providing meaningful tasks
- ✓ planning and providing directions for the volunteer
- ✓ showing appreciation

Volunteer is responsible for:

- ✓ obtaining district approval and completing required background check process
- ✓ attending orientation
- ✓ following the teacher's directions
- ✓ asking questions when needed for clarification
- ✓ understanding and respecting confidentiality
- ✓ being prompt and dependable
- ✓ following school and district guidelines
- ✓ logging in hours online with the VIPS HourTracker database

Guidelines for District Volunteers

1. Volunteers in Public Schools is a program administered by the Public Relations and Marketing Department in cooperation with the HEB ISD Council of PTAs. All volunteers are members of VIPS, not just PTA volunteers, and can qualify for VIPS awards and recognition.
2. The local campus PTA Volunteer Chairman, under the direction of the VIPS Campus Coordinator and in cooperation with the Public Relations and Marketing Department and the Council of PTAs, is responsible for the administration and maintenance of the program at the local school.
3. No person shall be able to volunteer until clearing the district required background check. The background check is now conducted online at www.hebisd.edu. From the homepage, click “Community”, then click on “VIPS”, then on “New Volunteer” to begin.
4. Volunteers must maintain their own record in the database so mailing labels and email generated from the database are accurate.
5. All volunteers must sign in/out at the designated place upon arrival and departure from campus using Positive Proof at the elementary and junior high schools. VIPS Campus Coordinators for the high schools will designate a manner and place to sign in/out.
6. Dress code for volunteers should be consistent with the current dress code for staff and appropriate for the designated activities. VIPS Coordinators may provide guidelines.
7. Preschool children should not accompany volunteers to school unless specifically approved by the VIPS Campus Coordinator.
8. Volunteers must refer student disciplinary problems immediately to the classroom teacher or appropriate staff member.
9. Any medical problem or injury must be referred to the school nurse, principal or designee.
10. Every volunteer must attend orientation as designated by campus VIPS Coordinators before working in a school. This includes a building-wide orientation as well as individual instruction by the teacher, coach, administrator, or other professional staff as deemed appropriate by the VIPS Campus Coordinator or PTA Volunteer Chairman.
11. Volunteers must have logged hours into their VIPS database account in order to attend the annual awards luncheon. Hours maintained in databases other than VIPS HourTracker will not count toward credit or recognition.
12. When a campus VIPS Coordinator sends an email to two or more volunteers, do not reveal everyone’s email address in the “TO” section. Send the email to yourself and then BC (blind copy) everyone else, so that emails are kept private.

Student Volunteers

Students have so much talent to offer, and many of our youth are committed to making the world a better place through volunteer service. There are many opportunities for students of any age to volunteer in our schools:

- Older students can tutor younger students in the same school
- Secondary students can tutor elementary students
- Students can assist with Christmas Providers or collect clothing for the PTA Clothes Closet

In order for schools to track student volunteer hours for VIPS credit, we ask that they follow these guidelines:

- The school **receiving** the volunteer assistance counts the hours for their annual school total
- If students volunteer for a non-school organization or event, such as a church or nursing home, the student cannot count those hours as VIPS hours. They can, however, count those hours for IB, National Honor Society, or other school requirement.
- Student volunteers do not require background checks.
- Students will not be issued individual volunteer ID numbers for online recording of their hours. The VIPS Campus Coordinator will record student hours online using bulk accounts which have been created for each school. One ID number can be assigned to a group called “students,” or the campus may create its own method of recording student volunteer hours.

Student volunteers do not receive district-issued VIPS badges or pins, nor do they attend the annual awards luncheon. Student recognition is arranged at each campus.

Volunteering For Outside Organizations

Many of our students are involved in extracurricular activities not associated with HEB ISD, and many parents volunteer for those organizations. While this volunteer service is admirable, and many times necessary for the success of the organization, these volunteer hours cannot count toward a volunteer’s VIPS hours. Examples of volunteer hours that *will not* count toward an individual’s or a school’s VIPS hours are:

- Boy Scouts and Girl Scouts
- Church or church-affiliated youth groups
- Sports associations not part of the HEB ISD athletic program
- YMCA
- Other youth organizations not affiliated with HEB ISD

HEB ISD

Volunteers in Public Schools

Steps to Organize or Improve Your Volunteer Program

1. Assess Needs at Your Campus
2. Set Goals
3. Recruit Volunteers
4. Approve Volunteers
5. Provide Orientation and Training
6. Monitor Program and Evaluate Volunteer Positions/Program
7. Recognition of Volunteers

1. Assess Needs at Your Campus

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 that the program addresses a real concern. Needs assessment provides information about recruiting and assigning volunteers according to skill, knowledge, interests and other factors.

- Discuss needs with principal, VIPS coordinator, teachers, office personnel, parents, or anyone you think should have input.
- Assess current volunteer usage. What is working and what is no longer useful?
- Develop new volunteer positions. Persuade teachers that volunteers can become part of the educational experience. Survey teachers with a form such as the one on the next page.
- Prioritize the needs of your campus.
- Determine the skill and knowledge level for each volunteer position.
- Remember that a successful volunteer program has a positive effect on student achievement.

SCHOOL NEEDS SURVEY

School _____ Teacher _____
Grade _____ Subjects _____

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

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

- | | |
|--|--|
| <input type="checkbox"/> Enhance curriculum | <input type="checkbox"/> Improve staff morale |
| <input type="checkbox"/> Increase parent/community involvement | <input type="checkbox"/> Improve school facility |
| <input type="checkbox"/> Improve public/community relations | |

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

- | | |
|--|---|
| <input type="checkbox"/> Tutors | <input type="checkbox"/> Mentors |
| <input type="checkbox"/> Teacher's helpers | <input type="checkbox"/> Room parent activities |
| <input type="checkbox"/> Special helpers (speakers, presentations, demonstrations) | |
| <input type="checkbox"/> Other _____ | |

3. What additional needs could a volunteer provide?

- | | |
|--|--|
| <input type="checkbox"/> Tutors | <input type="checkbox"/> Teacher's helpers |
| <input type="checkbox"/> Mentors | <input type="checkbox"/> Clerical help |
| <input type="checkbox"/> Student recognition | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Clean-up | <input type="checkbox"/> Playground helper |
| <input type="checkbox"/> Mini-courses | <input type="checkbox"/> Speaker |
| <input type="checkbox"/> Other _____ | |

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

- | | |
|--|---|
| <input type="checkbox"/> Computers/math | <input type="checkbox"/> Clothes and grooming |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Crafts and hobbies |
| <input type="checkbox"/> Public speaking | <input type="checkbox"/> Health and safety |
| <input type="checkbox"/> Law | <input type="checkbox"/> Graphic arts |
| <input type="checkbox"/> Creative writing/journalism | <input type="checkbox"/> Government |
| <input type="checkbox"/> Other _____ | |

Day(s) of week needed: _____

a.m. ____ 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.

VOLUNTEER ACTIVITIES

These are a few ways that volunteers may assist our schools. Volunteer hours are counted as the actual time spent on an activity including travel time to and from the activity. Donation of purchased items (cookies, office supplies, etc.) should be recorded and reported along with volunteer hours. For donated items, \$5 will be equal to one hour of volunteering, so a volunteer who donates an item can be given credit hours based on the dollar value of the donation.

Work at Home

- Telephone parents regarding school or PTA activities
- Secure speakers for special school activities
- Prepare class displays
- Make bulletin board materials
- Design communication fliers
- Make costumes for plays; build sets
- Bake or purchase items sent to school for special occasions
- Cut out materials to be laminated

Work directly with Students

- Tutor or mentor individuals
- Mentor a group of students through TEAMS at L.D. Bell High School or Trojan Talk at Trinity High School
- Read aloud to students or listen to them practice reading
- Present cultural programs
- Represent colleges on career day
- Share slide presentations from educational vacations
- Help in computer lab
- Present information on vocational/professional roles in community
- Be a school crossing guard

Do Clerical Work

- Check homework with objective answers
- Translate materials for parents/students
- Type materials for the classroom
- Collate, laminate and duplicate materials

Do Special Events or Projects

- Help with carnivals or other events
- Help with school improvement projects
- Work in the school book fair
- Help with special art projects for cultural arts
- Chaperone a field trip or fundraising activity
- Serve as a judge for special competitions

Work in the Library

- Reshelf returned books
- Assist students in locating books and resources
- Give book reviews to classes

Work in the School Office

- Assist school secretary

Work with PTA

- Committee member
- Help with fundraiser
- Write articles for newsletter
- Attend PTA meetings and trainings
- Attend school board meetings
- Assist with District Clothes Closet and/or School Supply Closet

ADDITIONAL WAYS VOLUNTEERS CAN HELP THE ELEMENTARY SCHOOL LEVEL

- 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 knot
- 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
- 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
- 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 ready carrels from boxes
- Tell stories with puppets or with a flannel board
- Assist with sing-a-longs
- 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

ADDITIONAL WAYS VOLUNTEERS CAN HELP 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, Brailing machines, etc.
- Volunteers can tape record textbooks so that students who have reading problems may listen a cassettes 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.

Guidelines and Tips for Mentoring Students

Mentor: Greek origin, meaning trusted counselor or guide; Mentor was a friend of Odysseus who was entrusted with the education of Odysseus' son Telemachus

What is a mentor in today's public schools? A mentor is a positive role model who serves as a guide and friend to a designated student. A mentor cares about today's youth and the quality of their education.

What can mentors do to help guide their student? Many mentors like to have lunch with their student. They talk, but mostly, they listen. They can provide support and illustrate the value of dependability, goal setting, and the importance of an education.

Helpful Tips to Remember

Be on time. Your student looks forward to your visits.

Call the school before you show up to be sure your student is in attendance that day.

Keep all promises and be at your mentoring sessions. If you can't be there, call the school in advance to inform them of your absence.

Be enthusiastic about learning and about the importance of an education. Talk about yourself and your job or hobbies.

Give your student a chance to tell you about personal events that may have happened since your last session – family events, sports, movies, accomplishments, concerns, etc.

Read together at the library or in a designated area.

Praise and encourage your student frequently.

Ask questions that require more than a “yes” or “no” answer.

It may take weeks or months to build trust. Be patient and build your relationship a little with each session.

Confidentiality is important. Do not discuss with anyone else sensitive issues your student may share with you. However, if your student tells you about abuse, hunger, or other serious problems, give that information to the teacher, counselor, or other staff member.

Stay on campus at all times during your mentoring session.

Do not give your student presents or other material items.

A mentor listens, encourages, builds on the positive, teaches, and models positive behavior.

2. Set Goals

The Hurst-Eules-Bedford ISD sets a goal for hours of volunteer service to the District for each school year. In order to achieve this goal, every campus needs to record and submit the number of volunteer hours donated by your volunteers, using the VIPS HourTracker database. Hours will be accumulated from April 1 through the following March 31 each year. A final report will be printed the beginning of April, in order to determine campus and district totals. Hours entered after the designated deadline will not count toward the current VIPS year.

HEB ISD has adopted five goals, which address student achievement; effective and efficient operations; quality staff; safe, healthy, nurturing schools; and enduring relationships with stakeholders. Volunteers can help us meet many of these goals, which requires documentation and data collection, by tracking their volunteer hours.

- Set a campus goal that will help the District achieve its annual goal.
- Set specific goals such as “every 1st grader will read with a volunteer once a month,” and “we will recruit 10 more volunteers than we had last year”.
- Determine how you can achieve your goal by asking questions such as:
 - Do we need more hours per volunteer?
 - Do we need more volunteers to achieve the hourly goals?
 - Does our campus need to be more volunteer-friendly?
 - Do we need to improve volunteer training?
 - Do we need a better way of encouraging the reporting of hours?
 - Do we need better volunteer support throughout the year?
 - Do we need to improve recognition throughout the year?
- Write a plan of action to achieve your goals. 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 need 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, rap group for volunteers.

3. Recruit Volunteers

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 services is the key to recruitment.

I. Identify Your Resources

- Civic Groups
- College Students
- Current Teachers and Staff
- Former Students
- Fraternal Organizations
- General Public
- High School Students
- Neighborhood Residents
- Parents
- Retired Teachers, Senior Citizens
- Women's Clubs

II. Publicize the benefits of volunteering (Detailed earlier in handbook)

III. Publicize volunteer activities (Refer to lists of possible volunteer activities included earlier in handbook)

IV. Get the word out

- Class orientations – teachers can help recruit for positions in their classes
- Newsletter or bulletin board advertising volunteer openings
- Adopt-A-School partners should be made aware of campus needs for volunteers
- Put up a flyer or send someone to talk to a group at a senior citizens center
- Contact senior groups at churches, even if they are not formal Adopt-A-School partners
- Put a notice in the newspaper under "Volunteer Opportunities"

V. Sell the volunteer positions

What's in it for me? Why should I volunteer? How do my children benefit?

- Think about what might motivate a specific volunteer. Different things motivate different people
- Point out the positives of the position. Sample ads for positions:
 - Brighten the day and share a smile in Mrs. Smith's music class, with our wonderful first graders. Help Mrs. Smith sing songs, clap hands and give out stickers for 30 minutes, one day a week. To receive more information, call _____, volunteer chairman at _____.
 - Do you want to help create a better environment for our junior high students? We're looking for volunteers with "green thumbs" and/or strong backs to join the junior high garden club in front of the school at 8am, Saturday, October 27, to kick off "Junior High Beautification 2004." Please, bring your hoes, trowels, garden gloves and smiles. Any questions, call _____, volunteer chairman at _____.
- Don't use the word desperate! It sends a red flag, saying no one else wants this job.

VI. Provide customer service

- Respond in a timely manner to all interested volunteers. Notify the person through a phone call or a note if you are not placing the person immediately in a volunteer position. A person who has shown interest and is not contacted concludes that they are not wanted and/or needed. It will be more difficult to recruit them at a later date.
- Match jobs with volunteer positions
 - Jobs should be interesting and challenging to the volunteer
 - If possible, present two or more jobs and let the volunteer choose
 - Two volunteers "job-sharing" = half the time commitment
 - A volunteer can work outside their own child's grade level
 - Make it easy for the volunteer to say "Yes"

4. Approve Volunteers

In an effort to further protect the students of our district, it is mandatory that all volunteers complete the volunteer application/background check before engaging in volunteer activity. This process is now conducted online at www.hebisd.edu. This requirement applies to everyone assisting the schools, PTA, or school groups in any capacity. This application includes a background check, which is conducted by HEB ISD Human Resources. The information is confidential and used only by HR. No paper applications will be accepted. HR will send forms back to the campus.

Please note:

- ❖ Applicants must indicate at which school(s) they want to volunteer, or their database record will be called “Not specified,” and they will not show up in any school database.
- ❖ The background check takes approximately 10 minutes, and in most cases applicants will know right away if they have cleared or not (but notification could take up to 72 hours).

NOTE – The HR Department staff handles applications that result in an unresolved issue. Applicants will need to provide the reference number so HR can manually investigate whether or not an applicant can still volunteer. Unresolved issues can take two weeks or more to resolve, so volunteer applicants should not wait until the last minute to run their background check if they want to begin volunteering.

I've Filled Out My Background Check Form – What Happens Now?

Background checks are required by HEB ISD School Board policy for all volunteers, to ensure the safety of our students.

Background checks must be conducted annually. They are good for 12 months from the date the volunteer clears the check.

Background checks are done online. As soon as your online form clears, you will be assigned a volunteer ID number (if you are a new volunteer). This number will enable you to log your volunteer hours online so the District can document hours for records.

Volunteers cannot begin volunteering until they have passed the background check!

It's that simple, and it's also that important to document your hours. Our schools need this documentation when applying for grants, awards, or in order to comply with state and federal requirements, such as No Child Left Behind. Our schools have used this data when nominating volunteers or programs for the Texas Association of Partners in Education (TAPE) awards. The VIPS HourTracker database is the official method of tracking volunteer hours for the District.

HEB ISD has also adopted five goals, which address: student achievement; effective and efficient operations; quality staff; safe, healthy, nurturing schools; and enduring relationships with stakeholders. Volunteers can help us meet many of these goals, which requires documentation and data collection, by tracking their volunteer hours.

5. Provide Orientation and Training

In order for your volunteer program to be successful, every volunteer must receive orientation at least once. Volunteers must be made aware of District and campus guidelines for volunteers. People who receive organized, formal orientation will be more committed and satisfied with their volunteer position.

- Discuss campus-specific guidelines with VIPS coordinator and principal (examples: volunteering in their own child's classroom, use of lounge, dress code, etc.)
- Conduct a formal orientation (sample agenda included). Publicize the orientation with posters, school marquee, notes home, etc. Coordinate with principal, VIPS coordinator and PTA volunteer chairman for best date and time.
- Demonstrate VIPS HourTracker online database system
- Consider having a volunteer fair highlighting volunteer opportunities

Training for Specific Positions

- The better informed and prepared the volunteer is, the more successful the experience will be
- Decide whether the training will be conducted by the volunteer chairman, experienced volunteer or teacher/staff member
- Give clear instructions on duties and responsibilities
- If a volunteer has questions and/or problems, whom do they talk to? Provide channels of authority

Sample Orientation Agenda for Volunteers

- I. Welcome
 - A. Volunteer Personnel
 - B. School Personnel
- II. Philosophy and Goals of Volunteer Program
- III. Administration
 - A. Guidelines
 - B. School Policies
 - 1. District Guidelines:
 - a. Background checks
 - b. Younger siblings
 - c. Reporting of discipline and health problems
 - d. Confidentiality
 - e. Recording of hours
 - 2. Local School Policies:
 - a. Dress code
 - b. Place to work
 - c. Recording volunteer hours
 - d. Taking children from the classroom
 - e. Sending things home – notes, books, child’s work
 - f. Discipline students
 - g. Parking
 - h. Checking-out procedures: audiovisual, library, textbooks, supplies, materials for lesson
 - i. Teachers’ lounge
 - j. Eating and smoking in building
 - k. Sign-in procedures
 - l. Identification
 - m. Absence procedures
 - n. Traffic patterns
 - o. Use of custodial services
 - p. Use of telephone
 - q. Rewards and gifts
 - r. 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 confidentiality, 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
 - a. Background checks
 - b. Younger siblings
- V. Additional Related Topics
 - A. Do I know how to work with people?
- VI. Tour Facility
 - A. Classroom observations or demonstrations
 - B. Facilities
 - 1. cafeteria
 - 2. library
 - 3. lounge
 - 4. restrooms
 - 5. office
 - 6. workrooms

6. Monitoring and Evaluating Volunteer Positions/Program

Evaluating Volunteer Positions

- Check with volunteers to see if everything is going well with their position.
- Keeping volunteers motivated
- Check periodically with teachers to make sure that volunteers are fulfilling their commitments.

___ Is more training needed?

___ Is an additional volunteer needed?

___ Has the volunteer's situation changed so that the time commitment is too much?

Problems with Volunteers

- If a teacher is unable to resolve a problem with a volunteer, refer to VIPS Campus Coordinator
- VIPS Campus Coordinator or principal should speak with volunteer
- Remember, it's not a failure; it's just not a match of volunteer with job

Recording Hours

- All volunteer hours will be monitored using the VIPS HourTracker online database system. Volunteers log in using a Volunteer ID and a password, which they obtain when they complete the online background check process.
- Coordinators can run various reports to check on cleared volunteers, when background checks expire, and other information.
- Volunteers are responsible for checking their database record, to ensure that their name and mailing address are accurate.
- Hours are tracked from April 1 through the following March 31, so that hours may be totaled in time for the Volunteer Awards Luncheon in April or May.
- Volunteers will have additional time after March 31 to enter hours. The final volunteer hours report will be run after the deadline set by the VIPS Program Liaison. Any hours not logged in by the designated deadline will not count toward the VIPS year.
- All volunteers must have at least one hour logged into their account to be invited to the annual awards luncheon.



VOLUNTEERS IN
PUBLIC SCHOOLS

What Can I Count as VIPS Hours? Non-Employees of Hurst-Euless-Bedford ISD

Not Eligible

Spirit Wear
Fees
Fundraisers
Booster Club Dues
Any other Item Purchased
(banquet tickets, photography, etc)
Lunch with your child
Business/Adopter Donations – now counted in AAS
Parents attending parent/teacher conferences

Eligible

Donation of Time Performing Volunteer Duties
Attending PTA, booster club, and other meetings
Chaperone costs
Monetary/food items donated by an individual volunteer
who has a VIPS Volunteer ID number and password:
\$5.00 = 1 Hour Credit

What *Will NOT* Count Toward VIPS Hours for Campus or Individual Volunteers:

Spirit Wear...uniforms, letter jackets, t-shirts, or any other apparel. - Since the child gets to wear and keep the uniform, and it is not donated, this is a direct purchase, not a donation.

Fees...camp fees, competition fees, travel or food expenses at camp/competition. The parent receives something in return for these fees. They get to compete or attend camp. They are not donating the fees to the school.

Fundraisers (wrapping paper, candles, etc...) - This is a direct purchase, unless the person making the purchase turns around and donates the item to the school. Otherwise, the person received an item for the money, which is the end of the transaction.

Banquet tickets - Since the person purchasing the tickets attends the banquet and eats the food, again, this is a direct purchase in which there is a beginning and end of the transaction.

Booster Club dues - Dues from a person to a club DO NOT count. **However**, if a club turns around and donates dues to a school, then the campus may receive VIPS hours in a bulk account, but the VIPS credit would not belong to a particular individual.

Pictures/Photography - Since the person making the purchase gets to keep the photos and is not making a donation, but making a direct purchase, this will not count.

Lunch with Child – Having lunch with your child does not count as VIPS hours.

Business/Adopter Donation – Donations may not be counted because donation converted to cash value must belong to a VIPS volunteer who has passed a background check and who has received a VIPS User ID and password. These business/adopter donations cannot be converted and entered into campus bulk accounts either.

What *WILL* Count Toward VIPS Hours for Campus or Individual Volunteers:

Donations of Time – Time spent performing volunteer duties for the school or group.

Meetings – Booster meetings, parent meetings, etc...

Monetary/Food Donations – Donations of food for activities or direct monetary donations to the group where nothing is personally received in return (food for goodie bags, breakfast, or money donated to purchase these items, etc.)

Chaperone Costs - Hotel expenses, food costs, and travel expenses while performing duties as a chaperone.

What Can I Count as VIPS Hours?

Teachers and Other Employees of Hurst-Euless-Bedford ISD

*NOTE – Teachers are the least likely of all people in the HEB community to qualify for VIPS hours credit. Most of what they do, whether during the school day or after hours, is still a requirement of their position and cannot be counted as volunteer work. This also applies to parent facilitators and other employees.

Not Eligible:

Required work inside the classroom including, but not limited to:

- decorating classroom
- cleaning a classroom
- setting up science labs
- setting up any kind of classroom
- parent conferences, regardless of time of day or night
- grading papers
- Suzuki Strings lessons
- Suzuki workshops for which the teacher receives ANY district compensation

Required teacher work outside the classroom, including, but not limited to:

- grading papers
- attending team or goal meetings
- attending meetings or events required by principal

Organizing parent meetings as parent liaison/facilitator staff on campus

Eligible:

-Private Suzuki Strings lessons, free of charge, above and beyond regular Suzuki lessons of any kind

-Suzuki Strings teacher pays their own way, completely, for a workshop (not one penny of compensation)

-Attending meetings outside requirements from principal (i.e., if principal requires teachers to attend two PTA meetings, the first two would not count, but the third one, and subsequent meetings, would count)

-Attending school board meetings, if not required by principal or to fulfill requirements for HEB ISD Leadership Development Program.

-Money, food, supplies, etc. purchased by an employee and then donated to the school or students, which are not reimbursed. However the employee must have a Volunteer ID and password, and donations may not be logged in the bulk account.

7. Recognition of Volunteers

A volunteer's pay is recognition and assurance that they are 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.

From PTA/Volunteer Chairman

- President recognizes at executive board meeting and/or association meeting
- Newsletter
- Monthly incentives for volunteering 5 or more hours and turning them in
- Send an email from www.epraise.com
- Check out inexpensive gifts for volunteers online

From Teacher/Class

- Thank you every time
- Specific mention of how the volunteer has helped students
- Invitation to class events
- Notes/Artwork from students

From School

- Principal/staff/teachers should acknowledge to the volunteer their value to the school and the education of students.
- End of year recognition

From District

- District-wide Award Celebration in April/May
- Golden Apple Award traveling trophy for elementary, junior high, and high school with most volunteer hours for the year
- First year volunteer logs 100 hours, they receive a Silver Service Badge, subsequent years receive apple for badge
- Distinguishing recognition for individual years with 500+ or 1,000+ volunteer hours worked

KEEPING VOLUNTEERS MOTIVATED

- Regularly show appreciation to the volunteer for their efforts.
- Include the volunteer in planning activities.
- Maximize the volunteer's time. The volunteer should know what you want them 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 the assignment and add more responsibility.
- Evaluate the reasons for previous volunteer departures.
- Recognize volunteers for their work publicly.

Volunteer Recognition...

a year-round responsibility

(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 chit-chat from time to time.
34. Smile – be creative!

Resources

The Rotary Club of HEB has a group of members, called Rotary Readers, who read to children in our elementary schools. If you would like a Rotary Reader to be assigned to your school, contact Jim Dunning, 817-355-9523.

The cities of Euless and Hurst sponsor a youth volunteer awards program. For more information, contact the City of Euless, 817-685-1422 or visit <http://www.ci.euless.tx.us/default.htm>, or City of Hurst, 817-788-7027 or visit <http://www.ci.hurst.tx.us/>.