

Center Point-Urbana Community School District

PO Box 296
Center Point, IA 52213

2020-21 Elementary Volunteer Handbook

Thank you for your commitment to our schools!

It is the policy of the Center Point-Urbana Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Mr. Jon Hasleiet, 202 West Main St, Urbana, Iowa, 319-849-1102, jhasleiet@cpuschools.org. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Volunteers are a vital part of the district's success! We hope your association with Center Point-Urbana students and staff is rewarding. The following information and guidelines will help familiarize you with the Center Point-Urbana Community School District's Volunteer Program.

Visitor, Vendor, Volunteer Check In

To ensure safety for our students and staff, ALL CPU buildings will require a driver's license ID, for any visitor, vendor or volunteer, to enter any building beyond the office. **To be a volunteer for ANY event, you will need to register ahead of time.** Log into the CPU website and click on the Volunteer Handbook/ Registration. In the Volunteer Handbook This will take you to our online form. Please allow at least a week for approval. To register as a volunteer now, click here:
<https://cpuschools.keepntrack.com/apply/index.html?db=cpuschools>

Philosophy of the Volunteer Program

- Expand the current partnerships between parents, community and the school in order to increase involvement and student achievement.
- Reach out to the vast pool of volunteers that exist within the school community whose expertise can greatly enhance student achievement.

Goals of the Volunteer Program

- Provide additional individual instruction to students.
- Provide assistance to the professional staff with non-instructional duties.
- Enrich school programs by making available the talents and resources of the community.
- Increase support for the public school system.

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Policy Concerning Confidentiality

For those of us working with children and in schools, the importance of maintaining a student's privacy cannot be stressed enough. As you work in the school, you may be entrusted with student education records and personally identifiable information about students. As an education community, we must be committed to keeping what we see and hear to ourselves.

Students deserve the assurance and certainty that their private information will remain confidential. Because of this, all volunteers working in the schools are required to adhere to an agreement of confidentiality. By filling out the *Volunteer Registration Form*, you agree to maintain the confidentiality of all student records that you generate or have access to.

Code of Ethics for Volunteers

- **Dependability:** Be dependable. The teachers and staff have planned activities for you and the students. If something comes up, please be considerate of those depending on you, and notify the appropriate school office as early as possible.
- **Support:** As a school volunteer, you will be in a support position. Your role is to support the classroom teacher and the principal of the building since they are responsible for the education of the students. When attending field trips, your responsibility is to provide reinforcement for the classroom teacher, so bringing younger children is not allowed as it will distract from being a support person for the teacher.
- **Communication:** Your volunteer work should be a learning experience for you. When you have questions about policies and procedures, ask the appropriate person-the teacher or the principal.
- **Confidentiality:** You may have access to confidential information. Remember that all information pertaining to a child must remain in the school. A breach of a school confidence may be cause for termination from the volunteer position.
- **Attitude:** Come to school with a positive attitude, one that will say to the students, "You are special. I'm glad that I have an opportunity to work with you."

Volunteers Should Not

- Supervise a class or discipline students.
- Establish instructional objectives.
- Make comments regarding the relevancy of activities or procedures.
- Make comments regarding the appropriateness of teaching materials.
- Contact parents regarding the performance of students.

General Information

- **Arrival Information:** Please check in with the building secretary when you arrive.
- **Identification:** For the safety of our students, we ask that you always report to the school office before you begin your day. Obtain and wear an identification badge.
- **Sign In:** You must check in and out in the school office. Please have your driver's license ready to be scanned when you come in. Your license will be scanned through KeepnTrack to generate a volunteer badge.
- **Volunteer Hours:** Each building principal reports the number of hours volunteered at each school each month. These hours are used to develop volunteer history, evaluate effectiveness, document achievements, apply for grants, and recognize our volunteers! The KeepnTrack system will keep track of your hours.
- **Volunteer Hours Off-Site:** Those volunteers who complete work at home should also keep a record of their volunteer hours. This information should be communicated directly to the building secretary by telephone or by email.
- **Attendance and Punctuality:** Teachers and staff plan for volunteer assistance. Students depend on you. Please volunteer for only the time you can realistically expect to fulfill. If you need to be absent, call the teacher you are working with and/or the school office as early as possible to inform them of your absence.
- **Dress Code:** Please dress according to school guidelines. Remember that you are a role model for our students.
- **Field trips:** No younger siblings are allowed on field trips

CHARACTERISTICS OF CHILDREN AT DIFFERENT AGES

A five year old...

Helpful around the house.
Needs some assistance with coats, etc.
Is close-mouthed at home about school activities.
Has short bursts of energy.
Changes from one activity to another with relative ease.
Has vague concepts of time.
Is not fearful.
Asks many questions about how things work.
Enjoys cutting, pasting.
Loves to play dress-up.

A six year old...

Handles and attempts to use tools and materials.
Is self-centered, domineering, stubborn and aggressive.
Wants and needs to be first, to be loved best, to be praised most and to win.
Is usually better behaved away from home.
Does a good deal of tattling.
Is very domineering and bossy.
Is interested in simple games.
Carries on long conversations.

Is restless, overactive, exuberant.

Usually likes his/her teacher.

A seven year old...

Does not respond promptly.

May forget easily.

Fights with playmates.

Plays in pairs or in groups.

Is interested in magic, puzzles, collecting, and exchanging baseball cards, etc.

Likes dress-up, paper dolls, jump rope.

Is concerned about being good.

Is easier to discipline, sensitive to praise.

Complains and sulks.

Teacher is really paramount in school.

An eight year old...

Enjoys jokes and riddles.

Is money mad.

Makes fewer complaints about teacher.

Is expansive and speedy.

Attention span is improving.

Is alert, friendly and interested in people but sometimes careless, noisy and argumentative.

Feelings easily hurt by careless remarks.

Understands time and money concepts.

Likes team games.

Is critical of brothers and sisters.

Needs frequent reminders about responsibilities.

Is demanding of mother.

Is sensitive to criticism.

Needs adult praise and encouragement.

A nine year old...

Has increased independence.

Has increased self-motivation.

Resents interruptions.

Likes secret codes and languages.

Has strong sense of right and wrong.

Is easily discouraged.

Is competitive in work and in play, and is afraid of failure.

Cries only when emotions are overtaxed.

Is a great worrier.

Is anxious to please.

Makes fewer demands on parents.

Is a loyal and devoted friend.

Is more interested in talking and listening than in working.

A ten year old...

Is relaxed, casual, and alert.

Is in one of the happiest ages.

Has a strong sense of justice.

Truly enjoys friends.

Needs schedules.

Loves the
outdoors.

Is a hero worshipper.

Begins critical analysis of teacher.

Wants teacher to be fair.

Pre-adolescents...

Awkward, lazy, and restless because of rapid and uneven growth.

Very antagonistic and teasing toward the opposite sex.

Often over-critical, rebellious, and uncooperative.

In need of warm affection and a sense of humor from adults.

Turned off by nagging, condemnation, and being talked down to.

In need of a feeling of belonging and acceptance.

Adolescents...

Often going to extremes, emotional instability, and know-it-alls. Very interested in philosophical, ethical and religious problems. Showing a step toward adulthood by asserting independence.

In need of acceptance by peer group.

In need of adult guidance that is kind and does not threaten freedom.

Seeking both dependence and independence.

Needs constructive recreation.