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## **A Model School Volunteer Program for Daniel Elementary School, Kent, Washington, School District**

Scott Wells Abernathy

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A MODEL SCHOOL VOLUNTEER PROGRAM FOR  
DANIEL ELEMENTARY SCHOOL  
KENT, WASHINGTON, SCHOOL DISTRICT

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree of  
Master of Education

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by  
Scott Wells Abernathy

May, 1996

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The purpose of this project was to develop a volunteer work force model for an elementary school serving preschool through sixth grade students. To accomplish this purpose, a review of current literature and research regarding school volunteer programs was examined; information and materials from selected existing elementary school volunteer programs was obtained and analyzed; additionally school staff, administrators, parents, and community members were polled regarding volunteerism. The model was designed for implementation at George T. Daniel Elementary in the Kent, Washington, School District.

## ACKNOWLEDGMENTS

The writer wishes to dedicate this project to his wife, Kerry S. Abernathy, for her continued support, inspiration, encouragement, and patience.

The writer also wishes to acknowledge the sacrifices made by his sons, Macon and Talon Abernathy, as well as their unconditional love and unbounded exuberance.

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# CHAPTER 1

## BACKGROUND OF THE PROJECT

### Introduction

Although staff is the backbone of any institution's development program, volunteers contribute much of the heart and soul. They are the personal link between campus and community; they offer talents, loyalty, and effort that staff alone simply can't provide. Staff members and volunteers are inextricable and, with proper coordination, can achieve remarkable results (Simpson, 1992).

As illustrated by Simpson in the above statement, volunteerism in today's institutions of learning has been as vital as a strong, caring paid staff. Volunteers have and should continue to serve as one link between schools and communities. They have provided resources, knowledge, and energy that are vital in this era of shrinking budgets and greater demands on paid staff.

According to Tedesco (1990), volunteers have donated untold time and energy to provide support services for staff and to help teachers in the classroom. Kompf and Dworet (1992) have noted that "literature suggests that volunteers, retired or otherwise, are an integral part of many school programs." If schools are to continue to meet the needs of our diverse society, volunteers will continue to be needed in all aspects of a school's duty.

## Purpose of the Project

The purpose of this project was to develop a volunteer work force model for an elementary school serving preschool through sixth grade students. To accomplish this purpose, a review of literature and current research on volunteer programs was conducted. Information from selected existing elementary school volunteer programs was obtained and analyzed. Additionally, school staff, administrators, parents, and community members were polled regarding school volunteerism. This model was designed for implementation in Daniel Elementary of the Kent, Washington, School District.

## Limitations of the Study

For purposes of this study, it was necessary to set the following limitations:

1. Scope: The model volunteer work force program was designed to be implemented at Daniel Elementary in the Kent, Washington, School District.
2. Research: The preponderance of research and literature reviewed for the purpose of this study was limited to the past 5 years. Additionally, selected elementary schools in the Kent School District were contacted and invited to submit a copy of their current volunteer program, as well as respond to a questionnaire. These institutions were:

Carriage Crest: 18235 140th Ave. SE, Renton, WA 98058  
Cedar Valley: 26500 Timberlane Way SE, Kent, WA 98042  
Covington: 17070 SE Wax Road, Kent, WA 98042  
Crestwood: 25225 180th SE, Kent, WA 98042  
East Hill: 9825 South 240th, Kent, WA 98031  
Fairwood: 16600 148th SE, Renton, WA 98058  
Grass Lake: 28700 191st Place SE, Kent, WA 98042  
Horizon: 27641 144th Ave. SE, Kent, WA 98042  
Jenkins Creek: 26915 186th SE, Kent, WA 98042



Kent: 317 4th Ave. S, Kent, WA 98032  
Lake Youngs: 19660 142nd SE, Kent, WA 98042  
Martin Sortun: 12711 SE 248th, Kent, WA 98031  
Meadow Ridge: 27710 108th Ave. SE, Kent, WA 98031  
Meridian: 25621 140th SE, Kent, WA 98042  
Neely-O'Brien: 6300 S 236th Street, Kent, WA 98032  
Panther Lake: 20831 108th SE, Kent, WA 98031  
Park Orchard: 11010 SE 232nd, Kent, WA 98031  
Pine Tree: 27825 118th SE, Kent, WA 98031  
Ridgewood: 18030 162nd Place SE, Renton, WA 98058  
Sawyer Woods: 31135 228th Ave. SE, Kent, WA 98042  
Scenic Hill: 26025 Woodland Way S, Kent, WA 98031  
Soos Creek: 12651 SE 218th Place, Kent, WA 98031  
Spring Glen: 2607 Jones Ave. S, Renton, WA 98055  
Springbrook: 20035 100th SE, Kent, WA 98031  
Sunrise: 22300 132nd Ave. SE, Kent, WA 98042

### Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Coordinator: A person who is a part of the school staff, whether volunteer or paid, who is responsible to make a volunteer program happen (Rauner, 1985).
2. Donor: A person who is an important supporter in the school community (Tedesco, 1990).
3. Learning Improvement Team: A school's site-based management team, consisting of certificated and classified staff, parents, and community members whose purpose is to assist in developing a student learning plan (Morton, 1995).
4. Paraprofessional: Any person assisting teachers (Kompf & Dworet, 1992).
5. Volunteer: Someone who is willing to share time, to hold a positive attitude towards the young, and is willing to make education more effective (Kompf & Dworet, 1993).
6. Volunteer Program in Education: An organization of concerned and dedicated persons who work regularly in the schools under the direction of a school person such as a principal, teacher, librarian, counselor, nurse, or others (Bird, 1995).

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. Current research regarding volunteer programs
  - a. The benefits of volunteers in public schools
  - b. Volunteer program models
2. Daniel Elementary Learning Improvement Team Survey Results
3. Kent School District Elementary Principals' Survey Results
4. Summary

#### Current Research Regarding Volunteer Programs

##### The Benefits of Volunteers in Public Schools

Michael (1990) reported that about one million people volunteered in the nation's public schools during the 1987-1988 school year, and about 60% of the nation's elementary and secondary schools used volunteers. The reason for this use of unpaid paraprofessionals was addressed by Brock (1976) and cited by Zajdel (1993) as threefold. First, students can receive more individual, one-on-one assistance in

the classroom and in the school. Second, once adults as donors of time and effort are actively involved with the school system, it is difficult for students to continue to feel alienated or isolated. Third, the dollar value to the school district of school volunteers is tremendous.

In support of the first point, Courson and Heward (1989) have tied the consistent finding of recent research that student learning is strongly correlated with active student response with one-to-one instruction provided by volunteers. They noted that if a classroom teacher was to provide this individual attention the remainder of the students would receive reduced opportunities to make academic responses.

An example of how a volunteer program made it difficult for students to feel alienated and isolated was illustrated in a storybook reading program at an elementary school in Utah. Because Utah had the highest birthrate in the nation and one of the lowest per capita spending on education this volunteer program was a prime example of utilizing volunteers to meet the needs of students (Lancy & Nattiv, 1992). Lancy and Nattiv noted that when it came time to meet with their adult volunteer, students "gave up their time at games or parties to climb on the couch and listen to stories."

Stone (1990) illustrated the third point of dollar value to schools when she related that trained volunteer readers spent an average of 42 hours a week critiquing student compositions. Stone's high school volunteer readers spent more than 1,352 hours reading and responding

to student writing. Her school district used 362 community volunteers, saving 144 participating teachers over 20,000 hours. This was an example of just one program within Stone's school district which utilized volunteers for a task that would otherwise require paid staff members.

A fourth benefit of a volunteer program was noted by Covert, Hoopfer, Keith, and Nelson (1966). They discovered some interesting outcomes of a volunteer interviewing corps. The authors reported findings of their study that showed the volunteers experienced feelings of accomplishment, increased self-esteem, and increased positive feelings about early adolescents. They saw their experience as enjoyable and a valuable use of their time.

Decker, Decker, and Gregg (1994) listed further positive outcomes as adapted from Epstein (1992). These included parent outcomes consisting of understanding the teacher's job and the school program, becoming familiar with teachers and school personnel, and increasing their comfort in interactions at school. The authors listed the student outcomes as increased learning skills from receiving individual attention, and greater ease of communication with adults. They then stated three teacher outcomes. These were an awareness of parent interest in school and children, and parent willingness to help. Also listed as teacher outcomes were a readiness to try programs that involve parents in many ways, and feeling parent support of programs. The benefits of a successful volunteer program are far reaching.

Volunteers can be a positive influence in all aspects of the school community.

### Volunteer Program Models

There were a variety of model volunteer programs which had been published. Many of them share common components. A volunteer program model designed by Zajdel (1993) has eight components commonly contained in other models. These eight components are: form a committee of teachers, parents, and administrators who are willing to give much time and effort to the program; determine your needs; decide on the goals and objectives; recruit and select the volunteers; train and orient the volunteers; monitor the program continuously; show that you appreciate the volunteers; and, evaluate the success of the program.

Penrod (1991) designed a volunteer model identified as L-O-O-P, which is an acronym for locating, orienting, operating, and perpetuating. The author stated that all phases of this model should be blended together. In the locating phase selection and recruitment were undertaken. In the orienting phase the leader/coordinator ensured that each volunteer knew about the organization and specific project. Both formal and informal orientation would occur. The operating phase dealt with the education process where the volunteers learned new knowledge and skills. This phase also dealt with the accomplishment process where attention is brought to specific achievements as

measured by the established goals. In the perpetuating phase the author includes the evaluation process and the recognition process. The evaluation process is the specific feedback of the volunteer's performance. The recognition process is most meaningful if the volunteers are recognized according to their unique motivational patterns.

A model which had 11 phases identified as crucial to a volunteer program was developed by Rauner (1985). The first phase was to develop a volunteer policy. This step is followed by the need to develop a plan. Job development was identified as the initial assessment of needs to be met by a volunteer corps. A coordinator should be identified. The recruitment of volunteers was the next focus. This step was followed by interviews and placement of the volunteers. The volunteer coordinator then orientated/trained the volunteers. The coordinator offered in-service and support to all of the participants during the supervision phase. Record keeping was another part of Rauner's plan. This included volunteers signing in. Evaluation of the program was another phase identified by the author. Finally, recognition of the participants was held.

All three plans stressed that the volunteer program be well planned. Goals and processes needed to be identified in this process. While Zajdel (1993) stressed this be done by a committee, Penrod (1991) and Rauner (1985) stated this can be done by a volunteer coordinator with the input of an advisory committee. Hoagland (1984) stresses the

importance of a coordinator when it is stated that "perhaps the greatest need of all the volunteers, after they have become part of the program, is a contact person who can answer the questions that crop up during the school year. If there is a Director at the head of the program the need is met."

Once the goals and process are determined, all three plans identified recruitment/selection as the next phase. In order to do an effective job of recruitment there must be an understanding of barriers which keep people from donating their time and effort. Ellis (1994) identified five such barriers. Economic barriers were the first to be identified. Due to more two-income families, less time and money are available to volunteers. The author stressed the need to provide volunteers with the required supplies and equipment so that there was little or no out-of-pocket expenses for the volunteers. The second barrier was identified as time and distance. Allowing volunteers to work at home may diminish this barrier. Language and cultural barriers were the third to be identified. The author encouraged the printing of material in languages other than English. Ellis advocated putting forth the effort to establish a multicultural volunteer corps. Environmental barriers were the fourth to be listed. Ensuring equal access was vital. The author stated that, "Our events, our communications, and our volunteer work must be broadly accessible to everyone." Finally, Ellis identified the fifth barrier as the competitive barrier. Many

organizations utilize volunteers. To attract the volunteers needed, meaningful work and good training are vital.

Fredericks and Rasinski (1990) noted that recruitment, rather than just being introduced in September, needs to be extended throughout the school year. This recruitment, according to the authors, involved three stages. These stages were identified as inviting all individuals, determining what services each volunteer can contribute, and matching those services with teacher needs.

Fredericks and Rasinski (1990) encouraged the use of students in soliciting parent participation. The authors state, "Volunteer efforts will be more effective when students become chief recruiters."

Once the recruitment of volunteers is underway, Rauner (1985), Penrod (1991), and Zajdel (1993) stated that orientation/training is a vital piece of every successful volunteer program. Fredericks and Rasinski (1990) encourage scheduling orientation sessions throughout the year. The volunteers must be trained for their specific tasks. They must also be supplied with a support system in case questions and concerns arise.

The monitoring of the operation is the fourth phase of a successful program that Penrod (1991), Rauner (1985), and Zajdel (1993) have identified. This includes ensuring that parents feel free to contribute according to their individual family schedules, and different terms of service are made available (Fredericks & Rasinski, 1990). The



successful operation requires making the required adjustments as they are needed (Zajdel).

The recognition of volunteers is an equally critical phase. The contributions of volunteers cannot be measured in dollars and cents. Fredericks and Rasinski (1990) noted that the recognition should be periodic and can be achieved in a variety of formats. These formats could include certificates, plaques, a special bulletin board with pictures and biographies of classroom assistants, a Volunteer Recognition Day, or a special luncheon. The authors encouraged the involvement of students in the recognition of the volunteers. Fredericks and Rasinski asserted, "Whatever methods are used to recognize volunteers, they must be frequent, meaningful, and sincere."

Finally, the evaluation of the program is necessary. Fredericks and Rasinski (1990) tell their readers that the success of any volunteer program should be gauged with an assessment of whether the goals and objectives of the program were achieved.

Fredericks and Rasinski (1990) have specified that if these six phases of a volunteer program are addressed then the program will be more likely to have a greater impact on the learning of the children.

#### Daniel Elementary Learning Improvement Team Survey Results

A questionnaire (Appendix A) concerning the topic of volunteers was administered to Daniel Elementary School's Learning Improvement Team (LIT). This group of teachers, classified staff, building and

central office administrators, parents, and community members use collaborative decision making to make site-based management decisions. The purpose of the LIT is to assist in the development of a student learning improvement plan for Daniel Elementary that is within budget restraints, and is consistent with both state guidelines and the Kent School District Strategic Plan.

As summarized in Table 1, 17 members of Daniel's LIT received a questionnaire designed and distributed by the author, Scott W. Abernathy. The completed questionnaire was returned by 16 members, 94%.

As noted in Table 1, 16 respondents (i.e., 100%) noted there is a need for volunteer workers at Daniel Elementary School, and these volunteers should be actively sought. The LIT responded to the request for the identification of sources of potential volunteers by listing a total of 25. These included sources which could be categorized as family, service groups, students, individuals who are retired, community members, and business members.

When asked to identify responsibilities that volunteers should be given at Daniel Elementary School, those deemed most important by respondents included: assisting in the nurturing of students, as well as providing academic assistance. While the LIT did not see large group supervision as a responsibility Daniel volunteers should assume, they did see assistance with whole classes and small groups, as well as working with students one on one. A clear majority of respondents

Table 1

Summary of Learning Improvement Team (LIT) Responses to Survey  
Concerning School Volunteers, by Frequency (f) and Percentage (%)

Question	Response	f	%
1. Is there a need for volunteer workers at Daniel Elementary?	Yes	16	100%
	No	0	0%
2. Check all the reasons which influence your answer of "No" to question #1. (As all 16 respondents answered "Yes" to question #1, there were no responses to question #2.)	NA	NA	NA
3. Should volunteers be actively sought?	Yes	16	100%
4. List any source of potential volunteers below. (Responses were grouped categorically.)	Business Members	7	44%
	Community Members	11	69%
	Family	5	31%
	Retirees	11	69%
	Service Groups	7	44%
	Students	12	75%
5. Check all responsibilities that volunteers should be given at Daniel Elementary.	Typing	12	75%
	Copying	13	81%
	Record Keeping	8	50%
	Material Preparation	14	88%
	Correcting Student Work	9	56%
	Large Group Supervision	5	31%
	Whole Class Assistance	12	75%
	Small Group Assistance	14	88%
	One-on-One Assistance	13	81%
	Academic Assistance	11	69%
	Nurturing Assistance	16	100%
	Fund Raising	14	88%
	Evening Programs	14	88%
Designing Projects	13	81%	
Implementing Programs	8	50%	

Table 1. Continued

Question	Response	f	%
6. Check information that should be included in a volunteer's initial orientation.	Daniel Mission Plan	11	69%
	Daniel Guidelines	15	94%
	Explanation of Duties	16	100%
	Explanation of Responsibilities	15	94%
	Appropriate Language	14	88%
	Appropriate Touching	14	88%
	Appropriate Discipline	14	88%
	Need for Volunteers	11	69%
	Community Demographics	10	63%
	Special Need Students	6	38%
Available Resources	11	69%	
7. Should there be a formal evaluation process for volunteers?	Yes	7	44%
	No	8	50%
8. Check any recognition options you feel would be appropriate for Daniel Elementary volunteers.	Evening Tea	12	75%
	Children's Program	11	69%
	Certificate Presentations	12	75%
	Thank You Cards	16	100%
	Publish Names	13	81%
9. Should Daniel Elementary volunteers be given gifts as a recognition of their work?	Yes	9	56%
	No	7	44%
If yes, then check any gifts you feel appropriate.	Certificates	9	56%
	Lapel Pins	3	19%
	Pens/Pencils	3	19%
	Donated Gifts	2	13%
10. List any additional views, ideas, and suggestions concerning a volunteer program at Daniel Elementary. (Listed in Appendix)	NA	NA	NA

(i.e., 75-88%) believed that the clerical duties of typing, copying, and material preparation are important duties. Only about half of the LIT saw record keeping and correcting student work as being responsibilities that volunteers should be given. From 81 to 88% of the LIT believed that fund raising, evening programs, and designing projects as necessary. Only half of the LIT believed that volunteers should have the responsibility of implementing programs. Other responsibilities listed by the LIT were health room duties, assisting in the library, after-school activities facilitator, disaster preparedness implementation, and sharing special talents.

When asked to identify information which should be included in a volunteer's initial orientation, all members believed that an explanation of the volunteer's duties or job description should be given. Fifteen members, 94% of the LIT, believed that the Daniel Guidelines, which is a list of student expectations, and an explanation of the volunteer's responsibilities or commitments should be included. Fourteen LIT members (i.e., 88%) believed that a volunteer's personal conduct should be addressed. Eleven members (i.e., 69%) noted that the Daniel Mission Plan, an explanation of the need for volunteers, and a list of resource people and materials should be included. Only 10 (i.e., 63%) responded that an overview of Daniel Elementary community demographics should be included. Six said they believed that identification of students with special needs should be given at an initial orientation. Other material noted by those who responded included

Daniel Elementary's Annual Performance Report, explanation of confidentiality, information on communication skills, and information on student management skills. Other information members wished to have included are supply information, phone operation, building schedule, and the need to keep instruction uninterrupted. Input also included the comments that it was important not to overwhelm the volunteers, and that student discipline is not a task for volunteers.

The LIT was divided on the issue of a formal evaluation process for volunteers with seven seeing the need for such a process, eight seeing no need, and one not responding to the question.

Concerning the issue of volunteer recognition, the 81 to 100% of LIT members believed that the informal recognition of thank you cards and the publication of volunteers' names in school correspondence were a positive approach. Sixty-nine percent agreed that formal recognition in the form of a tea, children's program, and certificate presentations should be utilized. Concerning the giving of gifts to volunteers, nine respondents believed that certificates could be given. Seven members believed that no gifts should be given.

Comments included:

I would like to see volunteers actively sought to teach large groups all other activities other than the 3 R's. This would free up teachers to teach small groups of 10 students for 2 hours a day. A class could be divided in three parts for time with teacher then go to large group for art, science, health, music (paid teachers), etc. Volunteers would become a separate administration because of the complicated assignments for each class. Specialists in their field could be utilized. The beauty of this plan is that teachers wouldn't have to do all the required classes, i.e., AID training and children

will have more individual attention to learn to read, write, and do math.

Need to address issue of fingerprinting and WSP check. Especially with what is on the news lately. Plus need to communicate to all community members how DE is ensuring the safety of all students--mentally, emotionally, and physically.

I believe that we need to encourage all parents/guardians to join us in an educational partnership. Parents can volunteer at home as well as at school.

Frankly - I have worked with volunteers at Daniel that are outstanding - most parents volunteering want to be there and are genuinely concerned and interested in all the children. There has been once in a "wild hare" type of situation when I have witnessed loud inappropriate behavior from an adult volunteer - somehow this seems very difficult to deal appropriately with without being unfair to one who may want to lend support, but doesn't quite understand positive input given to the children. It may be an opportune time to tactfully bring a new, more supportive way to that parent by a staff member intervening.

3rd generation adults are especially effective in K - 3.

Community awareness is what is really needed. Many do not respond because of no clear expectations.

There may be volunteers out there who lack transportation - Be sure to call on people if they do volunteer. Have a wide variety of vol. jobs/tasks available - e.g. 1 - time clerical assistance, regular classroom or tutorial help, etc.

Ask staff for names of people who might be willing to volunteer or share this sheet.

Have the school and PTA work together to create a larger base of volunteers.

The only problem is - who can manage and maintain this program. It requires a lot of work and energy.

Teachers or IA staff from each spiral could give short recruitment info. talk to service groups; run ad in local paper each fall, Jan. Feb. etc.

If a screening process is available, I think it may be wise - criminal checks.

### Kent School District Elementary Principals' Survey Results

For the purpose of this project a questionnaire (Appendix B) concerning volunteerism was mailed to 25 of the 26 elementary schools in the Kent School District. Daniel Elementary was excluded. The elementary schools contacted included:

Carriage Crest: 18235 140th Ave. SE, Renton, WA 98058  
 Cedar Valley: 26500 Timberlane Way SE, Kent, WA 98042  
 Covington: 17070 SE Wax Road, Kent, WA 98042  
 Crestwood: 25225 180th SE, Kent, WA 98042  
 East Hill: 9825 South 240th, Kent, WA 98031  
 Fairwood: 16600 148th SE, Renton, WA 98058  
 Grass Lake: 28700 191st Place SE, Kent, WA 98042  
 Horizon: 27641 144th Ave. SE, Kent, WA 98042  
 Jenkins Creek: 26915 186th SE, Kent, WA 98042  
 Kent: 317 4th Ave. S, Kent, WA 98032  
 Lake Youngs: 19660 142nd SE, Kent, WA 98042  
 Martin Sortun: 12711 SE 248th, Kent, WA 98031  
 Meadow Ridge: 27710 108th Ave. SE, Kent, WA 98031  
 Meridian: 25621 140th SE, Kent, WA 98042  
 Neely-O'Brien: 6300 S 236th Street, Kent, WA 98032  
 Panther Lake: 20831 108th SE, Kent, WA 98031  
 Park Orchard: 11010 SE 232nd, Kent, WA 98031  
 Pine Tree: 27825 118th SE, Kent, WA 98031  
 Ridgewood: 18030 162nd Place SE, Renton, WA 98058  
 Sawyer Woods: 31135 228th Ave. SE, Kent, WA 98042  
 Scenic Hill: 26025 Woodland Way S, Kent, WA 98031  
 Soos Creek: 12651 SE 218th Place, Kent, WA 98031  
 Spring Glen: 2607 Jones Ave. S, Renton, WA 98055  
 Springbrook: 20035 100th SE, Kent, WA 98031  
 Sunrise: 22300 132nd Ave. SE, Kent, WA 98042

The questionnaire was addressed to each school's principal and/or volunteer coordinator. Seventeen surveys (i.e., 68%) were returned completed.



As presented in Table 2, 15 schools (i.e., 88%) responded that they actively sought volunteers. One school did not actively seek volunteers. One school did not respond to the question.

The respondents listed potential sources of volunteers. These included service groups, community services, relatives, students, community members, retirees, business and corporation workers, and senior citizens.

The types of duties which volunteers perform at the 17 schools varied. Only one-to-one student assistance is performed by volunteers at all 17 schools (i.e., 100%). Volunteers at 16 schools are used to prepare materials, while at 15 schools (88% of the respondents) volunteers correct student work. Fourteen schools (i.e., 82%) responded affirmatively that they used volunteers for copying material, small group assistance, academic assistance, fund raising, and/or in the health room. Twelve schools (i.e., 71%) indicated that they utilize volunteers in their disaster preparedness program. Eleven schools (65% of the respondents) use volunteers for evening programs, typing material, and/or to assist in the nurturing of students. Volunteers in nine schools (i.e., 53%) are used to implement programs, and/or perform record keeping duties. Less than half of the responding schools used volunteers to design projects, or to help supervise whole classes or large groups of students.

Individual schools indicated that they use volunteers in their schools to perform the following duties: laminate materials, bind books,

Table 2

Summary of Kent School District Elementary Principals' Responses to Survey Concerning School Volunteers, by Frequency (f) and Percentage (%)

Question	Response	f	%
1. Does your school actively seek volunteers?	Yes	15	88%
	No	1	6%
2. List any source of potential volunteers you solicit. (Responses were grouped categorically.)	Business Members	3	18%
	Community Members	6	35%
	Family	12	71%
	Service Groups	1	6%
	Students	7	41%
3. Briefly explain why you believe there is a need for a volunteer staff work force at your school. (Listed in the Appendix.)	NA	NA	NA
4. Check all responsibilities that volunteers are given at your school.	Typing	11	65%
	Copying	14	82%
	Record Keeping	9	53%
	Material Preparation	12	71%
	Correcting Student Work	12	71%
	Large Group Supervision	3	18%
	Whole Class Assistance	7	41%
	Small Group Assistance	14	82%
	One-on-One Assistance	17	100%
	Academic Assistance	14	82%
	Nurturing Assistance	11	65%
	Fund Raising	14	82%
	Evening Programs	11	65%
	Designing Projects	8	47%
	Implementing Programs	9	53%
	Health Room	14	82%
	Disaster Preparedness Programs	12	71%
	Math Club	1	6%
	Laminating	1	6%
	Book Binding	1	6%
Playground	1	6%	
LIT	1	6%	
Parent Advisory Council	1	6%	
Computer Lab Classes	1	6%	
Budget Review Committee	1	6%	

Table 2. Continued

Question	Response	f	%
4. Continued	Educational Program Review Committee	1	6%
	LEAP	1	6%
5. Check information that your school includes in a volunteer's initial orientation.	School's Mission Plan	4	24%
	School's Discipline Plan	7	41%
	Explanation of Duties	13	76%
	Explanation of Responsibilities	12	71%
	Appropriate Language	8	47%
	Appropriate Touching	9	53%
	Appropriate Discipline	8	47%
	Need for Volunteers	9	53%
	Community Demographics	3	18%
	Special Need Students	3	18%
	Available Resources	6	35%
6. Does your school have a formal evaluation process for volunteers?	Yes	0	0%
	No	12	71%
7. Check any recognition options for volunteers you use at your school.	Evening Tea	4	24%
	Children's Program	6	35%
	Certificate Presentations	10	59%
	Thank You Cards	14	82%
	Publish Names	12	71%
	Afternoon Tea	6	35%
	Afternoon Dessert/Luncheon	1	6%
	Day Tea	1	6%
	End of Year Recognition	1	6%
	After School Tea	1	6%
	Flower Given	1	6%
	Photo Bulletin Board	1	6%
	Luncheon/Program	1	6%
End of Year Luncheon	1	6%	
8. List any additional views, ideas, and suggestions concerning the volunteer program at your school. (Responses listed in Appendix)	NA	NA	NA

supervise the playground, assist with the math club, participate on the Learning Improvement Team, participate on the Parent Advisory Council, participate on the Budget Review Committee, participate on the Educational Program Review Committee, participate in the Learning Enrichment Activity Program, and assist with the computer lab classes.

Over half of the schools, 71 to 76% of the respondents, pointed out that the initial orientation included an explanation of the duties to be performed by the volunteer, as well as an explanation of the commitment the volunteer was making in regards to time and expectations. An explanation of why volunteers were needed at the school, and information regarding the appropriate touching of students also received a majority of responses (i.e., 53%).

Less than half of the schools included the following as part of their initial orientation: the school's discipline plan, appropriate discipline of students, information on appropriate language, a list of resource people and materials available at school, the school's mission plan, an overview of the school's community demographics, and identification of students with special needs.

None of the schools utilized a formal evaluation process for their volunteers.

Recognition of volunteers by schools varied. The most common form of recognition (i.e., 59-82%) were thank you cards, publishing the name of the volunteers in school correspondence, and presenting certificates to the volunteers. Eleven schools (i.e., 65%) hosted a tea

or luncheon. Six schools (i.e., 35%) also incorporated a children's program as part of the recognition celebration. One school used a bulletin board to display photographs of the volunteers. Another school gave their volunteers flowers to show their appreciation.

In response to the request for other information explaining why they believed there was a need for a volunteer staff work force at their school the principals and/or volunteer coordinators provided additional pieces of information. Those responses have been paraphrased below:

Volunteers provide individual/small group contact with students and assist with some types of classroom clerical tasks. This allows more one to one contact between children and adults.

Volunteers assist students in their learning. Volunteers become supporters of schools.

Volunteering helps people understand what schools are like. Volunteering gains greater support of schools. Volunteering helps students.

Number one in importance is the modeling of adult to child (appropriate) relationships. Volunteers aid in the practice and instruction of academics. Volunteers build relationships. Volunteers perform a task they request to do.

It is very meaningful for kids to see their parents and other volunteers involved in their education. The talents and strengths of volunteers compliment and enrich those of school staff.

There is a need for volunteers to provide academic assistance, and to provide for special events - fund raising, etc.

Volunteers help us with daily work, tutoring, and are good P.R.

With many of the tasks that need to be done - it is more important for the teacher to spend instructional time and student assistance, rather than trying to do all the paperwork, copying, etc.

Volunteerism builds community support of schools. It provides one to one and small group tutoring. It assists teachers in meeting diverse needs.

Volunteers provide additional tutoring, possibly one-on-one assistance to students. They provide additional assistance in the health room. Volunteers are an excellent bridge between school and community.

In order to provide a rich and creative learning experience for the students, it requires many more talents and hours than our staff alone can provide. Our volunteers help bridge the gap.

Volunteers provide more adults to work with kids. Volunteers relieve teachers of "busy" work so they can focus more on teaching.

Our students need to work in small groups or one on one to reinforce the skills that have been taught.

Volunteers help with the growing needs of students, workload on staff, building positive bonds between school and home. Volunteers help school and home to work together to support one another.

Volunteers provide assistance for activities and projects, enabling our staff to provide enrichment, remedial, and informational activities and projects.

Volunteers meet student needs, release staff to get more done within the student day, raise money to provide for special programs, and provide enrichment materials.

Finally, when asked to list additional views concerning volunteer programs at their school, respondents stated:

We log 700 hours a month.

It is best when you contact them with a specific job in mind.

A lot of time is spent sending notices requesting help, then reminders to turn in - then when you get a list and the event comes about, less than half of the original volunteers can help. Then sometimes you have a lack of volunteers and until you threaten to cancel the event you don't get any. Then it's always the same people.

As an at-risk school, we are always trying to get more volunteers. Our LIT is working to find more ways to increase parent involvement, not just volunteering in the school.

We attempted to have a volunteer fair this year where people could come and learn about the variety of volunteer needs; did some fingerprinting for state security clearance; completed volunteer information resume. Tables were set up in the gym where people could come and talk with knowledgeable individuals. The volunteer information sheets were compiled and published to school staff. We are hoping to get better attendance next fall.

The sky is the limit on this one. A volunteer coordinator is always helpful.

We are very fortunate to have a very caring volunteer force. The most important thing for a volunteer is to feel needed. I try to let them know this every time I see someone in the hallway.

Name tags have stamps for fingerprinting, training completed, first aid, CPR.

Send out formal request for volunteers in the first-day packet. Include with all new kids' first-day packet during the year. Keep saying thank you. Publicize what goes on in the monthly bulletins. Encourage teachers to do the same.

It is a challenge to find volunteers willing to commit and follow through on a consistent basis with schedules established for them. When staff and students are expecting a volunteer and he/she fails to show, students are disappointed and staff need to make adjustments. We do need to find meaningful ways to recognize and thank our volunteers more than once a year!

Our volunteers are wonderful. They provide an overworked staff with valuable assistance. Many activities, such as our after-school activity clubs, would not be possible without their help.

### Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Volunteerism benefits students, teachers, the school district, and the volunteers.

2. Model volunteer programs, cited in the review of literature, have identified planning, recruiting, training/orienting, monitoring, recognition, and evaluation as six common phases of a volunteer program.
3. Both the Daniel Learning Improvement Team, and Kent School District principals who responded to questionnaire surveys indicated: they believed volunteers needed to be actively sought; volunteers should serve a nurturing role, as well as an academic assistance role; volunteers should not formally evaluate volunteers; and, volunteers should be recognized for their service.



## CHAPTER 3 PROCEDURES OF THE STUDY

The purpose of this project was to develop a volunteer work force model for an elementary school serving preschool through sixth grade students. To accomplish this purpose, a review of current literature and research regarding school volunteer programs was examine;d information and materials from selected existing elementary school volunteer programs was obtained and analyzed; additionally school staff, administrators, parents, and community members were polled regarding volunteerism. The model was designed for implementation at George T. Daniel Elementary in the Kent, Washington, School District.

Chapter 3 contains background information detailing:

1. Need for the project
2. Development of support for the project
3. Survey instruments
4. Planned implementation of the project

### Need for the Project

The need for this project was influenced by the following considerations:

1. The Kent School District has recognized the need for an increased volunteer work force, and has made it a district-wide goal that each building will increase parent and community volunteer participation.
2. It has been a Daniel Elementary School building goal to increase adult volunteer involvement by establishing a formal building volunteer program.
3. The writer of this project (Scott W. Abernathy) was invited to coordinate the volunteer program at Daniel Elementary.
4. The review of related research, summarized in Chapter 2, considered that by making better use of human potential and resources, specifically through parent volunteers, we can find possible solutions to our society's problems (Brock, as cited in Zajdel, 1993).
5. The National Education Goals dictate that by the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting social, emotional, and academic growth of children.
6. Kent School District's Strategic Plan states as an Issue J goal that there will be an increase in each student's performance through greater parent and volunteer involvement.
7. Kent School District School Board Policy 2180 had directed the superintendent to provide volunteer opportunities for parents to participate in either at school or at home.
8. Kent School District school board adopted as policy, Board Policy 2179, which in part states that parents have a responsibility to encourage their children's performance in school through volunteering at least 10 hours annually on behalf of schools.

#### Development of Support for the Study

At the beginning of the 1995-1996 school year, Del Morton, principal of Daniel Elementary, shared with Daniel Elementary's faculty and staff the Kent School District's goal of increasing parent and community volunteer participation. At the time of Mr. Morton's

announcement there was no formalized volunteer program at Daniel Elementary. Following subsequent conversations with Mr. Morton and the Kent School District community outreach volunteer coordinator, Linda Lee, concerning the role of volunteers in our school district it was decided that a formal volunteer plan of recruitment, training, utilization, evaluation, and recognition be developed for Daniel Elementary. This ideas was then presented to and approved by the Daniel Elementary Learning Improvement Team.

Through their recommendation, a volunteer program was developed for Daniel Elementary. This program has been presented to Mr. Morton, Linda Lee, the Kent School District Community Outreach Department, the Daniel Elementary Learning Improvement Team, and other Kent School District staff members.

### Survey Instruments

For the purpose of this study, two survey instruments were designed and administered. One survey (Appendix A) was designed for use by the Daniel Elementary School Learning Improvement Team (LIT). This survey was administered to 14 LIT members during a one-hour after-school meeting. Three were mailed to members not in attendance. Of the 17 surveys administered to LIT members, 16 were completed and used for data collection and analysis. This represented a 94% return rate. Consisting of 10 questions, this survey instrument

sought to obtain the generalized perceptions of LIT personnel regarding the need, sources, responsibilities, and orientation of school volunteers.

The second survey (Appendix B) was designed for and mailed to the principals of 25 elementary schools in the Kent School District. Of the 25 surveys mailed to the elementary schools 17 were returned to the author,

Scott W. Abernathy. This represented a 68% return rate. Consisting of eight questions, this survey instrument sought to obtain the generalized perceptions of elementary principals regarding the need for, sources of, responsibilities given to, orientation of, evaluation of, and recognition of volunteers.

#### Planned Implementation of the Project

The four-part model developed for the purpose of this project will be presented, implemented, and adopted for use during the 1996-1997 school year at Daniel Elementary School in the Kent, Washington, School District. It will be evaluated by participating administration, staff, and volunteers. Recommendations for improvement will be considered at that time. The volunteer program developed for Daniel Elementary will be provided to other interested elementary schools upon their request.

## CHAPTER 4

### The Project

The Model Elementary School Volunteer Program designed for purposes of this project has been presented on the following pages in seven sections, which include:

Section 1: Introduction

Section 2: Planning/Goals

Section 3: Recruitment

Section 4: Orientation

Section 5: Monitoring

Section 6: Recognition

Section 7: Evaluation

**A MODEL SCHOOL VOLUNTEER PROGRAM  
FOR DANIEL ELEMENTARY SCHOOL,  
KENT, WASHINGTON, SCHOOL DISTRICT**

Scott W. Abernathy

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## SECTION ONE: INTRODUCTION

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## INTRODUCTION

### The Need for Volunteers

Although staff is the backbone of any institution's development program, volunteers contribute much of the heart and soul. They are the personal link between campus and community; they offer talents, loyalty, and effort that staff alone simply can't provide. Staff members and volunteers are inextricable and, with proper coordination, can achieve remarkable results (Simpson, 1992).

As illustrated by Simpson in the above statement, volunteerism in today's institutions of learning has been as vital as a strong, caring paid staff. Volunteers have and should continue to serve as one link between schools and communities. They have provided resources, knowledge, and energy that are vital in this era of shrinking budgets and greater demands on paid staff.

According to Tedesco (1990), volunteers have donated untold time and energy to provide support services for staff and to help teachers in the classroom. Kompf and Dworet (1992) have noted that "literature suggests that volunteers, retired or otherwise, are an integral part of many school programs." If schools are to continue to meet the needs of our diverse society, volunteers will continue to be needed in all aspects of a school's duty.

This is especially evident at Daniel Elementary School. With a student turn over rate of over 70%, it is vital to reach each student while they are at Daniel Elementary School. The only way to maximize their education process is to utilize volunteers. The more people available to interact with the students, the more effective the efforts to prepare all of Daniel's members for successful lifelong learning in a safe, nurturing, caring environment.

## SECTION TWO: PLANNING/GOALS

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## PLANNING/GOALS

### Planning Timetable

<u>Date</u>	<u>Event</u>
September 11th	Staff establishes goals, philosophies, and identifies coordinator for the following school year
September-June	Recruit volunteers: mail brochures, arrange radio announcement to be broadcast, request speaking opportunities, call and solicit sources
September 10th, January 14th, March 11th	After-school volunteer orientation programs
September-June	Monitor volunteer program: contact volunteers, staff and students to determine if adjustments are needed
May 20th	Volunteer recognition celebration
May 27th	Volunteer program evaluation
June 9th	Report volunteer program evaluation results to Daniel Elementary School Learning Improvement Team

**MISSION STATEMENT  
OF THE  
DANIEL ELEMENTARY EXPLORERS**

The Daniel Galaxy Program is a community school dedicated to preparing all of its members for successful lifelong learning in a safe, nurturing, caring environment.

## **DANIEL ELEMENTARY VOLUNTEER PROGRAM GOAL**

To enrich the learning experience of the Daniel Elementary School students through utilization of the talents, skills, and abilities of a volunteer work force.

## **DANIEL ELEMENTARY SCHOOL VOLUNTEER PROGRAM PHILOSOPHY STATEMENTS**

The Daniel Elementary School volunteer program is designed to provide students, staff, and volunteers a system of organized support.

The Daniel Elementary School volunteer program was established as a system of support in order to more effectively promote the mission of Daniel Elementary School.

The Daniel Elementary School volunteer program believes everyone has talents, skills, and abilities which can be used to enhance the preparation of successful lifelong learners.

The Daniel Elementary School volunteer program was established as a result of the belief that volunteers are an integral part of our school community.

Daniel Elementary School volunteers are valued paraprofessionals who should be afforded every opportunity to be successful in the school setting.

## ISSUE J: PARENT/VOLUNTEER INVOLVEMENT

*"How do we increase parent and volunteer involvement in schools?"*

### Implications

Increased involvement of parents and volunteers in schools will build a stronger sense of community.

Greater involvement of parents will increase student learning.

Interaction of staff members, parents, and volunteers will convey to district staff members community priorities and expectations.

School staff members must make efforts to develop a sense of community with parents and community members.

Parents from all ethnic/socioeconomic backgrounds will feel empowered to participate in the educational system.

### Goal

Increase each student's performance through greater parent and volunteer involvement.

### Performance Indicators

Documentation of increased student performance.

Documentation of an increased number of volunteers involved in school activities.

Documentation of perception of a welcoming climate for volunteers at each school.

Establishment of a visible school-community partnership involving students, parents, community, and staff in each school.

Implementation of a communication plan to encourage volunteerism in schools.

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## SOURCES OF VOLUNTEERS

The following sources of volunteers were contributed by the Daniel Elementary Learning Improvement Team, the Kent School District Elementary principals, and other authorities. When approaching a source of volunteers for the first time, identify yourself, your school, and your need. Ask to be directed to the appropriate contact person. When contacting that person for the first time, establish a time when that person is available to talk (make an appointment). Do not assume they are free to discuss your need at that time. Make sure to thank the contact person for their assistance. Follow up with a letter letting them know who is volunteering and how these volunteers are helping.

Kent School District Community Outreach, Melvin Tate, Director 12033 SE 256th St, Kent, WA 98031	813-7419
Kent Meridian High School, Career Center, Early Childhood Class 10020 SE 256th, Kent, WA 98031	813-7477
Kent Senior Activity Center 600 E Smith, Kent, WA 98031	859-3342
Kent Chamber of Commerce 524 W Meeker, Kent, WA 98032	854-1770
Kent United Methodist Church 11010 SE 248th St, Kent, WA 98031	852-3900
First Baptist Church of Kent 11420 SE 248th St, Kent, WA 98031	852-5970
Renton Technical College 3000 NE 4th, Renton, WA 98056	235-2352
Green River Community College 12401 SE 320th, Auburn, WA 98092	833-9111
Highline Community College S 240th & Pacific Highway S, Des Moines, WA 98198	878-3710
The Boeing Company, Speakers Bureau 7755 E Marginal Way S, Tukwila, WA 98108	655-2121

## DANIEL ELEMENTARY COMMUNITY SNAPSHOT

Daniel Elementary opened in September 1992 on the East Hill of Kent. When our doors opened, almost all of our students lived in apartment complexes, and over two-thirds of our students qualified for free or reduced lunches. As few as two out of ten students stayed at Daniel Elementary the whole school year. This rate of children moving in and out of our school has made it difficult for the students to learn, as well as feel a part of our school. The school district has recently made some adjustments to address these issues, but the majority of our students still must overcome obstacles to their learning.

Daniel's highly trained professional staff use an integrated curriculum approach in the areas of language arts, reading, speaking, listening, and writing. Integrated whole language teaching understands that words, sounds, letters, clauses, sentences, and paragraphs fit together, much like the pieces of a puzzle, to create a whole. Curriculum is organized around main themes. These themes feature skills, such as responsibility and critical thinking.

Daniel Elementary serves students from early childhood through grade six, and students are assigned to the same teacher for two years after kindergarten. Daniel Elementary has many special programs to support our diverse student body. Special instructional support areas include Title 1 Reading, Math Learning Assistance Program (LAP), Special Education Early Childhood for children ages 3-5 who qualify for

state funding, English as a Second Language (ESL) for students with special language needs, special education for specific learning needs, and a special program for students who need school adjustment support. A class of Head Start students was added at Daniel Elementary at the beginning of the 1995-96 school year. All of these programs are available through the student's classroom. The students may be pulled out of their classroom for individual or small group work, based upon their needs. These programs make Daniel Elementary one of the elementary schools most impacted by special programs in the Kent School District.

## HOW CAN YOU HELP US?

### Tasks to be Done

- One-on-one tutoring in reading, math, and other subject areas
- Facilitate small-group instructional activities
- Prepare and/or organize art activities
- Take down and put up bulletin boards
- Prepare instructional materials as provided by the teacher
- Assist students who need support
- Organize teacher files and resources as needed by the teacher
- Accompany students during transition
- Provide support for special need students
- Provide emotional support
- Correcting student work
- Listening to oral reading
- Sharing your special talents or area of interest
- Helping with drama and musical productions

**DANIEL ELEMENTARY VOLUNTEER INVENTORY**

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

Address: \_\_\_\_\_ Tel. # \_\_\_\_\_ home: \_\_\_\_\_

\_\_\_\_\_ work: \_\_\_\_\_

\*\*\*\*\*

Please circle the days of the week you would like to volunteer.

Mon. Tues. Wed. Thurs. Fri. Sp. Day

Please list the time of day you would be willing to volunteer.

\_\_\_\_\_ a.m. or p.m. (circle one)

Please circle the age level of students you would like to work with as listed below:

3-5      6-7      8-9      10-12      All Ages

Please identify any special interests and/or talents you would like to share with students in the space below.

1.

2.

3.

Return to: Daniel Elementary, 11310 SE 248th St, Kent, WA 98031  
Or call: Daniel Elementary (206) 813-7615

Daniel Elementary  
11310 SE 248th Street  
Kent, Washington 98031  
(206) 813-7615

### School Description

Daniel Elementary opened in September of 1992 on the East Hill of Kent. About 85% of our students live in multiple family dwellings, and approximately 60% of our students qualify for subsidized lunches. In the past Daniel has had a student turnover rate of 80%.

Daniel serves students from early childhood through sixth grade. We have many special programs to support our diverse student body. Special instructional support areas include Title 1 Reading, Math Learning Assistance Program, Special Education Early Childhood for children ages 3-5, English as a Second Language, special education for specific learning needs, a special program for students who need school adjustment support, and a class of Head Start students.

Many of the students who qualify for special services are included as part of the regular education classroom.

Other programs at Daniel Elementary include a student choir entitled *The Galaxy Voices*, and an extended learning option for an hour after school Monday through Thursday.

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## VOLUNTEER AT DANIEL ELEMENTARY

Here is a chance for

**YOU**

to make a  
difference  
in the



life of a child

**Orientation**\_\_\_\_\_

September 20, 1996  
7:00 pm  
Daniel Elementary  
Library

### Volunteer Opportunities

Volunteers can choose to help in a variety of duties and places. Help is needed in the classroom, health room, library and almost any part of Daniel Elementary. Volunteers can work independently or with others; at school or at home.

**Volunteers are needed to:**

- \* assist in health screenings
- \* assist in the computer room
- \* assist teachers in preparing materials
- \* assist in physical fitness testing
- \* chaperone on field trips and after school programs
- \* prepare and supervise student work areas
- \* provide clerical support: typing, photocopying
- \* share their special skills and hobbies
- \* share knowledge and experience
- \* work with individual students and small groups of students
- \* listen to and support children
- \* help in most anyway

### Orientation Agenda

- \* Welcome and Introductions
- \* Purpose of the Orientation
- \* Daniel Elementary's Mission
- \* What is it like to volunteer?
- \* Types of Volunteer Work that are Needed
- \* Daniel Elementary Policies
- \* Tips on Working with Students
- \* Responsibilities of Volunteers
- \* Closing
- \* Fingerprinting, Building Tours, Sign up for duties



## Volunteer Orientation Registration

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone: (home) \_\_\_\_\_

(business) \_\_\_\_\_

Please check one:

I can attend the orientation

I cannot attend the orientation but would like to volunteer. Please contact me.

I would like more information. Please contact me.

I am interested in performing the following volunteer duties.

\_\_\_\_\_

\_\_\_\_\_

Please return to:  
 Daniel Elementary  
 11310 SE Street  
 Kent, WA 98031

## **RADIO: PUBLIC SERVICE ANNOUNCEMENT**

The two cassettes contain 30-second radio announcements soliciting volunteers. Both cassettes contain the same musical performance. One cassette requests volunteers for the Kent School District, the other requests volunteers specifically for Daniel Elementary.

The choral performance was by the Daniel Elementary School Galaxy Voices, a student choir composed of fourth, fifth, and sixth graders. This student choir is directed by Barbara Irish and accompanied by Barbara Stephens. The voice over was narrated by Jim Kleinbeck, a staff member at Daniel Elementary School.

### **Script**

Please, share your time and talents with the students of the Kent School District. Be someone's hero. Call 813-7615 today and offer to volunteer. That's 813-7615. Thank you.

Please, share your time and talents with the students of Daniel Elementary School. Be someone's hero. Call 813-7615 today and offer to volunteer. That's 813-7615. Thank you.



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## ORIENTATION DATES

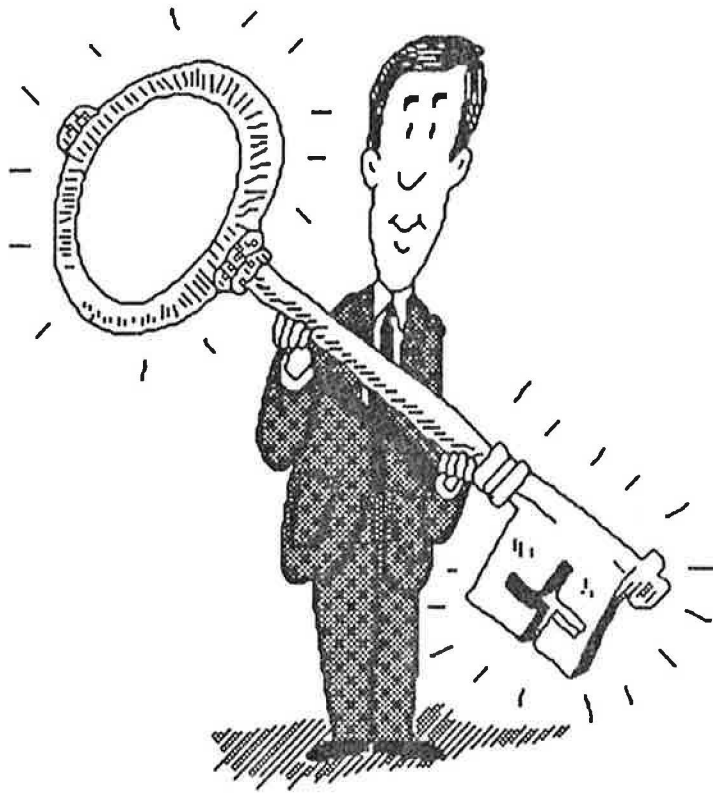
1996/1997 School Year

<u>Date</u>	<u>Location</u>
September 10, 1996	Daniel Elementary Multi-Purpose Room
January 14, 1997	Daniel Elementary Multi-Purpose Room
March 11, 1997	Daniel Elementary Multi-Purpose Room

## ORIENTATION PROGRAM ORDER

<u>Time Schedule</u>	<u>Speaker</u>
7:00 Welcome and Introductions	Principal
7:05 Purpose of the Orientation	Coordinator
7:10 Daniel Elementary School's Mission	Principal
7:13 What is it Like to Volunteer?	Past volunteer
7:18 Types of Volunteer Work That are Needed	Coordinator
7:25 Daniel Elementary School Policies	Principal
7:35 Tips on Working with Students	Staff
7:45 Responsibilities of Volunteers	Coordinator
7:50 Closing Remarks	Principal
7:55 Sign Up for Duties, Fingerprinting, Tours	Staff

# VOLUNTEER PROGRAM HANDBOOK



*"You're KEY to our success!"*

## DANIEL ELEMENTARY SCHOOL

Dear Daniel Elementary School Volunteer,

Thank you for volunteering. You are about to provide support vital to the success of the students and staff of Daniel Elementary in realizing the mission of becoming successful, lifelong learners.

This handbook is designed to help you be successful at the tasks ahead. It contains information which will help you work effectively with the students and staff at Daniel Elementary School. It provides the goal and philosophy of the volunteer program, as well as policies, guidelines, and responsibilities. It suggests some helpful tips and supplies you with a diagram of the school.

Volunteers contribute to the success of our school. Regardless if your contributions are putting up bulletin boards or tutoring a child, what you do makes a positive difference. We hope that your involvement with Daniel Elementary School is rewarding. Thank you for your help.

Sincerely,

The Daniel Elementary School Staff and Students

**MISSION STATEMENT  
OF THE  
DANIEL ELEMENTARY EXPLORERS**

The Daniel Galaxy Program is a community school dedicated to preparing all of its members for successful lifelong learning in a safe, nurturing, caring environment.

**DANIEL ELEMENTARY SCHOOL  
GUIDELINES**

**All members of Daniel Elementary  
are expected to follow these  
simple guidelines.**

**Safety First**

**Be Responsible**

**Always Try**

**Do Your Best**

**Cooperate With Others**

**Treat People and Property With Respect**

## **DANIEL ELEMENTARY VOLUNTEER PROGRAM GOAL**

To enrich the learning experience of the Daniel Elementary School students through utilization of the talents, skills, and abilities of a volunteer work force.

### **DANIEL ELEMENTARY SCHOOL VOLUNTEER PROGRAM PHILOSOPHY STATEMENTS**

The Daniel Elementary School volunteer program is designed to provide students, staff, and volunteers a system of organized support.

The Daniel Elementary School volunteer program was established as a system of support in order to more effectively promote the mission of Daniel Elementary School.

The Daniel Elementary School volunteer program believes everyone has talents, skills, and abilities which can be used to enhance the preparation of successful lifelong learners.

The Daniel Elementary School volunteer program was established as a result of the belief that volunteers are an integral part of our school community.

Daniel Elementary School volunteers are valued paraprofessionals who should be afforded every opportunity to be successful in the school setting.



## BEING A SUCCESSFUL VOLUNTEER

Successful volunteers should show the following qualities:

### An Interest in Young People

The ideal volunteer . . .

- \* Believes in each child's ability to learn and grow
- \* Accepts children of all ages, abilities, backgrounds, and personalities
- \* Recognizes that well-educated children are our greatest natural resource

### A Desire to Teach, to Learn, and to Help

The ideal volunteer . . .

- \* Has the time and willingness to serve
- \* Has or is willing to acquire the skills and talents that can enrich the educational process
- \* Is supportive of the school's efforts to educate each student to his or her potential

### Commitment, Dependability, Flexibility

The ideal volunteer . . .

- \* Is reliable and prompt, and realizes that the teacher and students count on him or her to be there
- \* Is capable of adjusting to the teacher's way of doing things and following his or her directions
- \* Is friendly, enthusiastic, and positive
- \* Understands and appreciates the work of the school, staff, and the volunteer program

### Confidentiality

The ideal volunteer . . .

- \* Respects the confidentiality of his or her relationship to the school
- \* Is careful to ensure that a child's work and behavior in school are held in confidence

## TIPS ON WORKING WITH CHILDREN

Developing a positive relationship with students will make your volunteer experience more enjoyable, as well as more beneficial to the children. Here are some tips.

### Getting to Know Students

- \* Get to know the students by name.
- \* Be sure that the students know your name.
- \* Get to know each other by first talking about things students like. Then share something you like with them.
- \* Let students take their time warming up to you.
- \* Make yourself accessible to students, and be kind. Students gravitate toward these qualities.
- \* Respect students' privacy, but be willing to listen.

### Working with Students in the Classroom

- \* Earn respect by avoiding the "Do as I say, not as I do" syndrome.
- \* Arrive at school on time, follow directions, and be a good role model.
- \* Emphasize what the student does well before talking about his/her weaknesses.
- \* Don't criticize students in front of their peers.
- \* Encourage students who struggle academically and give them hints, but do not give them answers.
- \* Don't compare one student to another.
- \* Give attention to all students. Be careful not to favor one or two children more than others.

## **VOLUNTEER JOB RESPONSIBILITIES**

### **Be Dependable**

Reliability is one of the most important requirements of a volunteer. It is important to arrive at the appointed time on your scheduled day. Staff members have prepared for you. More importantly, the students look forward to seeing you. If you can't come as scheduled, please call the school as soon as possible. The staff and students understand that people get sick and emergencies arise. The office staff can let the staff and students know that you will not be there. If you find that your schedule has changed, please consider a change in your commitment. Short term and event volunteers are just as vital as long-term volunteers to our schools. We can use any help you are willing to give.

### **Be Confidential**

Probably no other area of volunteer assistance is as much a potential problem as confidentiality. It is very important that you keep information about children confidential. Please do not discuss children or their progress with others, not even with their parents. You may have to remind a parent that it is only the teacher's responsibility to discuss their child's progress. Suggest in a friendly manner that the parent contact the teacher. Never mention a child's abilities in front of other children. You should only discuss a child's work with that child's teacher. You may be asked to discuss your observations with other staff. Remember, confidentiality includes information you might overhear. Please keep this information confidential. Wrong conclusions can be made based on partial information.

### **Be Professional**

Just as you are asked to respect the confidentiality of the child's progress, you are asked to be respectful of the staff you work with. Please do not publicly question or criticize the teacher or methods

used. If you have questions about methods or programs, privately ask the teacher about them. The teacher should be able to provide answers. Usually the explanation will give you the understanding and help you gain confidence in the program.

If, after talking to the teacher you still have unanswered questions or reservations about a particular method or school policy, please contact the principal. This effort to maintain open and honest communication will build trust and rapport between you and the school staff.

Teachers are not required to participate in the volunteer program. Be assured, teachers have requested your assistance. They are committed to working together with family and community to aid our students. Open communication is essential, especially on points of concern.

#### Be Flexible

There will be occasions when schedule changes, absences of particular children, condition of equipment, or availability of materials make adjustments necessary. Being able to change plans, alter programs, and shift assignments is an advantage to you, the teacher, and the students. Be flexible so that you can adjust to changes that are necessary.

#### Enjoy the School and Know That You Are Appreciated

Most of all, as you volunteer your time and talents please know that you are appreciated. You cannot be told often enough how much your assistance is appreciated. What you do to promote our students' learning is vital to their growth and our success. We hope that you find it rewarding.

Thank you from the bottom of our heart.

## VOLUNTEER POSITIONS AVAILABLE

Volunteers can work in a variety of places. Whether it is the classroom, health room, library, gym, or as a tutor, it is important to match your talents and interests with the jobs available to the best of our ability. Some of the most common jobs available are listed below. Let us know what you would like to do:

- \* arranging bulletin board displays
- \* assisting children with assignments
- \* assisting in the computer room
- \* assisting in the health room
- \* assisting with art projects
- \* assisting with health screenings
- \* binding books
- \* chaperoning on field trips
- \* collating, copying, sorting, stapling instructional materials
- \* correcting student work
- \* cutting out letters
- \* cutting out paper for art projects
- \* disaster preparedness program organization
- \* distributing books and supplies to children
- \* helping in the office
- \* helping with drama and musical productions
- \* helping with parties
- \* listening to student's oral reading
- \* physical education testing
- \* preparing and supervising work areas, such as mixing paints, etc.
- \* preparing instructional materials developed by the teacher
- \* reading and story telling
- \* sharing your special talents or area of interest
- \* structuring and/or supervising after-school activities
- \* tutoring students individually and in small groups
- \* typing and duplicating children's writings and other work
- \* most anything

## VOLUNTEER FINGERPRINTING POLICY

- \* Volunteers that work with children in areas outside of sight of staff must be fingerprinted.
- \* Volunteers who work in the classroom with the teacher and are not unsupervised when with children do not need to be fingerprinted.
- \* Volunteers that drive students on field trips need to be fingerprinted.
- \* Volunteers that are in charge of groups of students on field trips, and will potentially be out of the teacher's sight, need to be fingerprinted.
- \* Volunteers that work in the health room need to be fingerprinted.
- \* Fingerprinting needs to take place at least six weeks in advance of the event. This allows time for the Washington State Patrol to run a check through their files.
- \* Fingerprints are valid as long as a person continues to volunteer within the district. Should someone leave the district for a period of time and return, they would need to be fingerprinted again.

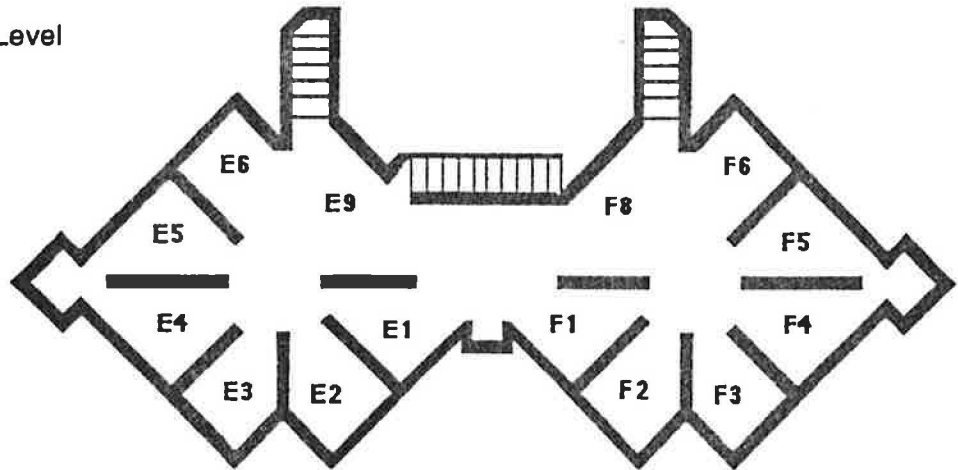
Check with our school secretary if you would like to be fingerprinted. She will have the necessary forms and information.

## OTHER BUILDING AND DISTRICT POLICIES

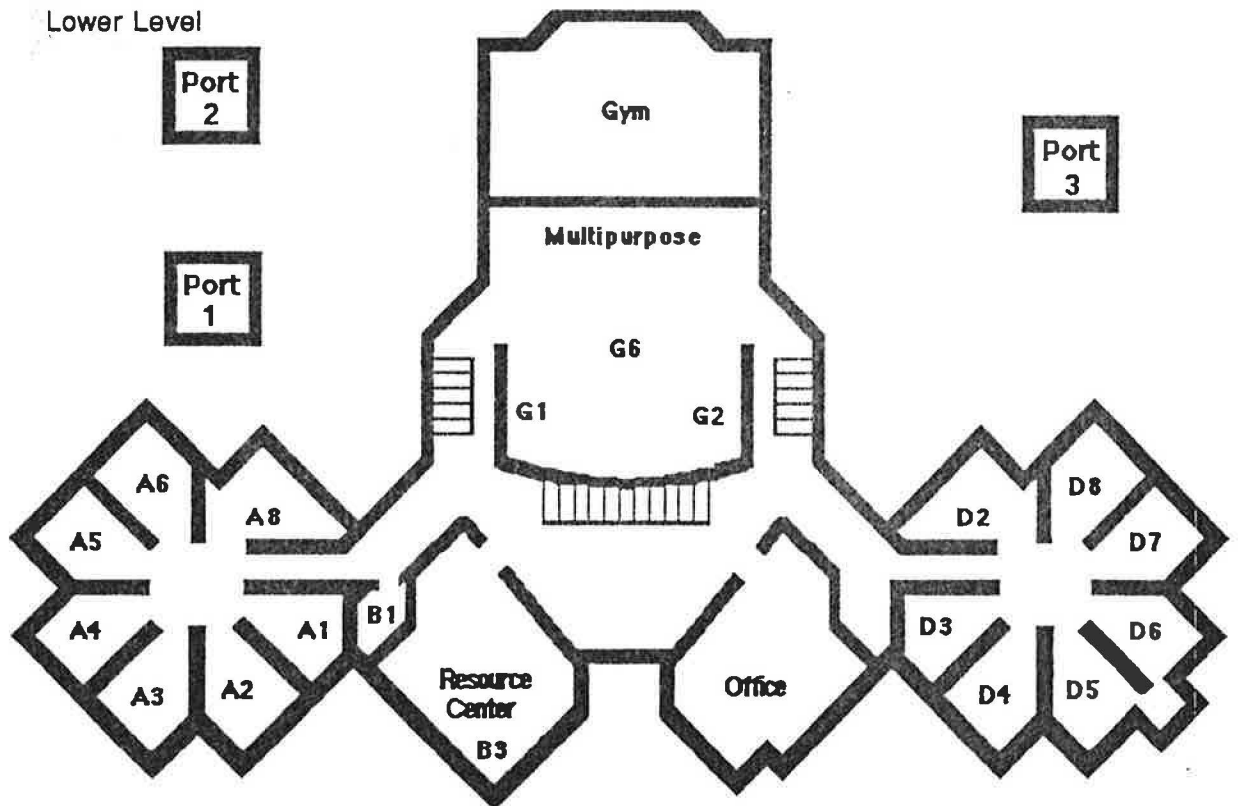
- \* Upon entering the school, volunteers need to sign in the volunteer log book located on the counter in the main office. After signing in, please take your volunteer badge from the basket by the log book. This badge must be worn while working at Daniel Elementary School. This will enable the staff to know who is working in the building, offers the children greater security, and provides essential information in case of an emergency. Remember to sign out, and leave your badge when you leave.
- \* In the event of an emergency drill, volunteers are to follow our building procedures and exit the building. Please refer to the exit information diagram posted in each room for the closest exit. After leaving the classroom, please walk away from the building with the students and stand facing away from the building. In case of an earthquake drill, volunteers need to "drop, cover, and hold." This means to find the nearest piece of furniture and crouch underneath it, making sure to face away from any windows and glass. Please remember to stay calm and quiet during all drills so that the teacher's instructions may be heard.
- \* Smoking or using any kind of tobacco product is prohibited on all Kent School District property including athletic fields and district vehicles.
- \* Daniel is in a designated Drug Free Zone. Drugs and alcohol are not permitted on or near school property.
- \* No weapons of any kind are permitted on Kent School District property.
- \* Any volunteer who is injured at school should report to the office staff and administrators immediately.
- \* Only emergency telephone calls should be made. Personal calls while volunteering are discouraged.

# George T. Daniel Elementary School

Upper Level



Lower Level





**SECTION FIVE: MONITORING**

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Techniques to Monitor Volunteer Program . . . . .	37

## MONITORING THE VOLUNTEER PROGRAM

### Philosophy

A successful volunteer program is an ongoing process. It is essential to continually monitor the program. This involves keeping in touch with the volunteers, staff, and children, and making adjustments as needs arise. It must be recognized that as the school year progresses needs change and all parties must remain flexible and willing to adjust.

### Techniques

- \* One of the most effective means to monitor the volunteer program is to ask the volunteers, students, and staff informally as you travel about the school. Questions you might wish to include: "How are you enjoying volunteering?" "What is the greatest challenge you face?" "What would you change about your experience?" "What do you enjoy most about your experience?" "Are your needs being met?" "Do you enjoy working with \_\_\_\_\_?"
- \* Provide forum which allows those involved with the volunteer program a chance to speak to the volunteer coordinator in depth.
- \* Honor requests for change. Usually if a change is requested, it is best for all involved if the change is made. Find out the reasoning behind the request, make adjustments if necessary.

## SECTION SIX: RECOGNITION

Contents	Page
Philosophy of Recognizing Volunteer Contributors .....	39
Simple Suggestions for Volunteer Recognition .....	39
Schedule of Formal Recognition .....	39

## RECOGNITION OF VOLUNTEER'S CONTRIBUTIONS

### Philosophy

The contributions of volunteers cannot be measured in dollars and cents. The efforts of the volunteers should be acknowledged. Recognition should be periodic and can be achieved in a variety of formats.

### Simple Suggestions for Volunteer Recognition

- \* Public funds cannot be used to recognize volunteers, so solicitation of donated items from area businesses is an option.
- \* A volunteer bulletin board with photos, names, and contributions can be established.
- \* Volunteer of the month recognition. Name on reader board, special parking space, photo and name in a prominent location, certificate from the principal.
- \* Names printed in school correspondence.
- \* Volunteer Day, or Week. Treats provided by staff. Pictures/thank you cards from the children.

### Schedule of Formal Recognition

Dessert/tea with choir performance to be held on the second to the last Thursday in May, starting at 7:00 p.m.

7:00	Welcome	Principal
7:05	Students serve refreshments	ASB Members
7:15	Recognition of service, presentation of certificates	Coordinator
7:30	Choir performance	Galaxy Voices
7:50	Thank you and farewell	Principal

## SECTION SEVEN: EVALUATION

Contents	Page
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Evaluation Procedures .....	41
Quality Indicators .....	41
Evaluation Form .....	42

## EVALUATION OF THE VOLUNTEER PROGRAM

### Evaluation Philosophy

Evaluation of the volunteer program is a necessary component of a successful system. The evaluation process must include input from all participants. The degree of success must be measured by the achievement of the program's goal, the satisfaction of the participants, and the number of participants. The evaluation must be used to make the changes necessary for the success of the program the following year.

### Quality Indicators

A successful volunteer program will show:

- \* The higher the involvement of volunteers, the greater the improvement of student standardized test scores and grade point average.
- \* The higher the involvement of volunteers, the lower the numbers of students referred to the office for discipline reasons.
- \* The percentage of participants satisfied or very satisfied is significantly greater than the percentage of participants dissatisfied or very dissatisfied.
- \* An increase in number of people who wish to participate in the volunteer program.

### Procedures

- \* Participant feedback forms utilizing a Likert scale format will be completed and analyzed annually. This will be completed before the last week of May.
- \* Information gleaned from the monitoring system will be analyzed.
- \* A report of the analysis will be presented to the Learning Improvement Team during the June LIT meeting. Input from the LIT concerning the volunteer program will be requested.



## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this project was to develop a volunteer work force model for an elementary school serving preschool through sixth grade students. To accomplish this purpose, a review of current literature and research regarding school volunteer programs was examined; information and materials from selected existing elementary school volunteer programs was obtained and analyzed; additionally school staff, administrators, parents, and community members were polled regarding volunteerism. The model was designed for implementation at George T. Daniel Elementary in the Kent, Washington, School District.

#### Conclusions

Conclusions reached as a result of this project were:

1. Volunteers serve a vital role as unpaid paraprofessionals in American schools.
2. Volunteer programs utilizing preplanning, recruitment, orientation, monitoring, recognition, and evaluation as components are effective in achieving the program's goals of meeting the needs of staff and students.
3. A well-planned school volunteer program serves as a valuable resource for initiating and maintaining sound school/community relationships.



## Recommendations

As a result of this project, the following recommendations have been suggested:

1. School districts need to train staff to view and utilize volunteers as education paraprofessionals who enhance schools' programs.
2. A model elementary school volunteer program should utilize planning, recruitment, orientation, monitoring, recognition, and evaluation.
3. To promote sound school/community relations, elementary schools should establish a volunteer workforce.
4. Other schools and school districts seeking to establish a volunteer workforce may wish to adopt and/or utilize the model volunteer program developed for this project or undertake further research on this subject to meet their unique needs.

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APPENDIX A

LEARNING IMPROVEMENT TEAM VOLUNTEER SURVEY  
AND RESULTS

DANIEL ELEMENTARY  
LEARNING IMPROVEMENT TEAM  
SURVEY TOPIC: VOLUNTEERS

1. Is there a need for volunteer workers at Daniel Elementary? (circle one choice)

Yes (please answer questions 3 - 10)

No (please answer questions 2 and 10)

2. Check all the reasons which influence your answer of NO to question #1.

the public is not trained to work in schools

the public should not be asked to do for no pay what school staff are paid to do

a volunteer program may expose students to people who are not appropriate role models

school staff members should not be expected to manage a volunteer program

volunteers are never fully utilized

volunteers are never monitored closely

volunteers are never shown due appreciation

there is no work for volunteers to do at Daniel Elementary

other (please list) \_\_\_\_\_

\_\_\_\_\_

3. Should volunteers be actively sought? (circle one choice)

Yes (please answer question 4)

No (please skip question 4)

4. List any source of potential volunteers below. (examples: retirement groups, service organizations, corporations, high schools)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Check all responsibilities that volunteers should be given at Daniel Elementary.

Clerical

typing

copying

record keeping

material preparation

correcting student

work

Student Contact

large group supervision

whole class assistance

small group assistance

one on one assistance

academic assistance

nurturing assistance

Special Duties

fund raising

evening programs

designing projects

implementing

programs

list other duties or comments: \_\_\_\_\_

\_\_\_\_\_

6. Check information that should be included in a volunteer's initial orientation.
- Daniel Mission Plan  explanation of duties (job description)
  - Daniel Guidelines  explanation of responsibilities (commitments)
  - personal conduct: appropriate language
  - personal conduct: appropriate touching of students
  - personal conduct: appropriate discipline of students
  - explanation of the need for volunteers at Daniel Elementary
  - overview of Daniel Elementary community demographics
  - identification of students with special needs
  - list of resource people and materials available
  - list other information that should be included: \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

7. Should there be a formal evaluation process for volunteers? (circle one choice)
- Yes  
No

8. Check any recognition options you feel would be appropriate for Daniel Elementary volunteers.

Formal Recognition

Informal Recognition

- evening tea  thank you cards
- children's program  names published in school correspondence
- certificate presentations
- other recognition options (please list) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9. Should Daniel Elementary volunteers be given gifts as a recognition of their work? (circle one choice)

Yes                      No

If yes, then check any gifts you feel appropriate

- certificates  lapel pins  pens/pencils
- gifts donated by area businesses
- other gift options (please list) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. List any additional views, ideas, and suggestions concerning a volunteer program at Daniel Elementary. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DANIEL ELEMENTARY  
LEARNING IMPROVEMENT TEAM  
SURVEY TOPIC: VOLUNTEERS

1. Is there a need for volunteer workers at Daniel Elementary? (circle one choice)
  - 16 Yes (please answer questions 3 - 10)
  - 0 No (please answer questions 2 and 10)
  
2. Check all the reasons which influence your answer of NO to question #1.
  - the public is not trained to work in schools
  - the public should not be asked to do for no pay what school staff are paid to do
  - a volunteer program may expose students to people who are not appropriate role models
  - school staff members should not be expected to manage a volunteer program
  - volunteers are never fully utilized
  - volunteers are never monitored closely
  - volunteers are never shown due appreciation
  - there is no work for volunteers to do at Daniel Elementary
  - other (please list) \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
3. Should volunteers be actively sought? (circle one choice)
  - 16 Yes (please answer question 4)
  - 0 No (please skip question 4)
  
4. List any source of potential volunteers below. (examples: retirement groups, service organizations, corporations, high schools)
 

parents, friends, high school students, retirement groups, churches, senior citizen center, businesses that offer employees release time, PTA, grandparents, youth service groups, retired teachers, foster grandparents, telephone company retirees (pioneers), Boeing, parents from other schools, community non-parents, community colleges, service clubs, Kent Chamber of Commerce, Kent Parks, Police Union, Firemen Union, Kent Mayor, school board members, vocational technology schools
  
5. Check all responsibilities that volunteers should be given at Daniel Elementary.
 

<u>Clerical</u>	<u>Student Contact</u>	<u>Special Duties</u>
12 typing	5 large group supervision	14 fund raising
13 copying	12 whole class assistance	14 evening programs
8 record keeping	14 small group assistance	13 designing projects
14 material preparation	13 one on one assistance	8 implementing programs
9 correcting student work	11 academic assistance	
	16 nurturing assistance	

list other duties or comments: supervise center activities (preschool), read one-on-one with students, play with students, talk to students, help clean up, disaster preparedness, share special talents (art, music, etc.), health room, library, bulletin boards, mentoring program (Positive Choices Program at Sequoia Jr. High), library assistants, after-school program facilitators, field trip assistant

All the above but especially student contact

All the above are appropriate as found by staff to be a need for, I would also ask specifically for what is needed that most - that way you can maximize use of volunteer time, rather than having volunteers creating roles that may take more staff time to supervise or such

6. Check information that should be included in a volunteer's initial orientation.
- 11 Daniel Mission Plan 16 explanation of duties (job description)
  - 15 Daniel Guidelines 15 explanation of responsibilities (commitments)
  - 14 personal conduct: appropriate language
  - 14 personal conduct: appropriate touching of students
  - 14 personal conduct: appropriate discipline of students
  - 11 explanation of the need for volunteers at Daniel Elementary
  - 10 overview of Daniel Elementary community demographics
  - 6 identification of students with special needs
  - 11 list of resource people and materials available
  - list other information that should be included: Daniel's Report Card, confidentiality, don't overwhelm, communication skills, student management skills, supply location, phone operation, building schedule, not interrupting instruction, discipline is not a task for volunteers
7. Should there be a formal evaluation process for volunteers? (circle one choice)
- 7 Yes
  - 8 No
  - 1 No response
8. Check any recognition options you feel would be appropriate for Daniel Elementary volunteers.
- | <u>Formal Recognition</u>                  | <u>Informal Recognition</u>                 |
|--|---|
| 12 evening tea                             | 16 thank you cards                          |
| 11 children's program                      | 13 names published in school correspondence |
| 12 certificate presentations               |   |
| — other recognition options (please list)  |   |
| <u>combine with PTA appreciation night</u> |   |
9. Should Daniel Elementary volunteers be given gifts as a recognition of their work? (circle one choice)
- 9 Yes
  - 7 No
  - 1 Maybe



If yes, then check any gifts you feel appropriate

9 certificates                      3 lapel pins 3pens/pencils

2 gifts donated by area businesses

— other gift options (please list)

public funds cannot be used, who pays for it, something produced by children . . . artwork, certificates, lapel pins for years of service (2, 5, 10 years

10. List any additional views, ideas, and suggestions concerning a volunteer program at Daniel Elementary.

I would like to see volunteers actively sought to teach large groups all other activities other than the 3 R's. This would free up teachers to teach small groups of 10 students for 2 hours a day. A class could be divided in three parts for time with teacher then go to large group for art, science, health, music (pd. teachers) etc. Volunteers would become a separate administration because of the complicated assignments for each class. Specialists in their field could be utilized. The beauty of this plan is that teachers wouldn't have to do all the required classes, i.e., AID training and children will have more individual attention to learn to read, write, and do math.

Need to address issue of fingerprinting and WSP check. Especially with what is on the news lately. Plus need to communicate to all community members how DE is ensuring the safety of all students - mentally, emotionally, and physically.

I believe that we need to encourage all parents/guardians to join us in an educational partnership. Parents can volunteer t home as well as at school.

Frankly, I have worked with volunteers at Daniel that are outstanding, most parents volunteering want to be there and are genuinely concerned and interested in all the children. There has been once in a "wild hare" type of situation when I have witnessed loud inappropriate behavior from an adult volunteer. Somehow this seems very difficult to deal appropriately with without being unfair to one who may want to lend support, but doesn't quite understand positive input given to the children. It may be an opportune time to tactfully bring a new, more supportive way to that parent by a staff member intervening.

3rd generation adults are especially effective in K - 3.

Community awareness is what is really needed. Many do not respond because of no clear expectations.

There may be volunteers out there who lack transportation. Be sure to call on people if they do volunteer. Have a wide variety of vol. jobs/tasks

available - e.g. 1 - time clerical assistance, regular classroom or tutorial help, etc.

Ask staff for names of people who might be willing to volunteer or share this sheet.

Have the school and PTA work together to create a larger base of volunteers.

The only problem is - who can manage and maintain this program. It requires a lot of work and energy.

Teachers or IA staff from each spiral could give short recruitment info. talk to service groups; run ad in local paper each fall, Jan, Feb. etc.

If a screening process is available, I think it may be wise - criminal checks.

APPENDIX B

ELEMENTARY PRINCIPAL'S VOLUNTEER SURVEY  
AND RESULTS

Attention: Principal and/or Building Volunteer Coordinator

From: Scott Abernathy, Daniel Elementary

Dear Principal and/or Volunteer Coordinator:

This survey will be used as input for my master's project and to create a formal volunteer program at Daniel Elementary. I appreciate the extra time you will take to complete this eight-question survey. If you have any questions you may reach me at Daniel Elementary, ext. 7615 or at home, [redacted]. Please return this survey and any additional information you wish to share concerning your volunteer program by Friday, February 9, to:

Scott Abernathy  
Daniel Elementary

Thank you for your help,

Scott Abernathy

## ELEMENTARY SCHOOL SURVEY

## TOPIC: VOLUNTEERS

1. Does your school actively seek volunteers?  
     Yes (please answer question 2)  
     No (please skip question 2)
  
2. List any source of potential volunteers you solicit (examples: retirement groups, service organizations, corporations, high schools)  
     \_\_\_\_\_  
     \_\_\_\_\_  
     \_\_\_\_\_
  
3. Briefly explain why you believe there is a need for a volunteer staff work force at your school. Continue on the back if needed.  
     \_\_\_\_\_  
     \_\_\_\_\_  
     \_\_\_\_\_
  
4. Check all responsibilities that volunteers are given at your school.
 

<u>Clerical</u>	<u>Student Contact</u>	<u>Special Duties</u>
<input type="checkbox"/> typing	<input type="checkbox"/> large group supervision	<input type="checkbox"/> fund raising
<input type="checkbox"/> copying	<input type="checkbox"/> whole class assistance	<input type="checkbox"/> evening programs
<input type="checkbox"/> record keeping	<input type="checkbox"/> small group assistance	<input type="checkbox"/> designing projects
<input type="checkbox"/> material preparation	<input type="checkbox"/> one-on-one assistance	<input type="checkbox"/> implementing programs
<input type="checkbox"/> correcting student work	<input type="checkbox"/> academic assistance	<input type="checkbox"/> health room
	<input type="checkbox"/> nurturing assistance	<input type="checkbox"/> disaster preparedness program

List other duties or comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
5. Check information that your school includes in a volunteer's initial orientation.
 

<input type="checkbox"/> school's mission plan	<input type="checkbox"/> explanation of duties (job description)
<input type="checkbox"/> school's discipline plan	<input type="checkbox"/> explanation of responsibilities (commitments)
<input type="checkbox"/> personal conduct: appropriate language	
<input type="checkbox"/> personal conduct: appropriate touching of students	
<input type="checkbox"/> personal conduct: appropriate discipline of students	
<input type="checkbox"/> explanation of the need for volunteers at your school	
<input type="checkbox"/> overview of your school's community demographics	
<input type="checkbox"/> identification of students with special needs	
<input type="checkbox"/> list of resource people and materials available	
<input type="checkbox"/> list other information that should be included: _____	

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

6. Does your school have a formal evaluation process for volunteers?

- Yes
- No

7. Check any recognition options for volunteers you use at your school.

Formal Recognition

Informal Recognition

- evening tea
  - children's program
  - certificate presentations
  - other recognition options (please list) \_\_\_\_\_
- thank you cards
  - names published in school correspondence

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---

8. List any additional views, ideas, and suggestions concerning the volunteer program at your school. \_\_\_\_\_

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Thank you for your time,

Scott Abernathy  
Daniel Elementary

## ELEMENTARY SCHOOL SURVEY

## TOPIC: VOLUNTEERS

## RESPONSES

1. Does your school actively seek volunteers?
 

Yes (please answer question 2)	15	88%
No (please skip question 2)	1	6%
  
2. List any source of potential volunteers you solicit (examples: retirement groups, service organizations, corporations, high schools)
 

Parents, community members, corporations (Boeing Co.), high school peer tutors, grandparents, Valley Medical Center, senior citizens, PTA, business people, junior high students, service organizations, community services, local churches
  
3. Briefly explain why you believe there is a need for a volunteer staff work force at your school. Continue on the back if needed.
 

Volunteers provide assistance for activities and projects, enabling our staff to provide enrichment, remedial, and informational activities and projects.

Helps people understand what schools are like. Gain greater support for schools. Help students.

Number one in importance is the modeling of adult to child (appropriate) relationships. Aiding in the practice and instruction of academics. Building relationships. Performing tasks as requested by the volunteer.

It is very meaningful for kids to see their parents and other volunteers involved in their education. The talents and strengths of volunteers compliment and enrich those of school staff.

To provide academic assistance. To provide for special events - fund raising, etc.

Helps us with daily work, tutoring, good P.R.

Builds community support of schools. Provides one to one and small group tutoring. Assists teachers in meeting diverse needs.

Provide additional tutoring, possibly one on one, assistance to students. Provide additional assistance in Health Room. Excellent bridge between school and community.

In order to provide a rich and creative learning experience for the student, it requires many more hours and talents than our staff alone can provide. Our volunteers help bridge the gap.

Our students need to work in small groups or one on one to reinforce the skills that have been taught.

Provide more adults to work with kids. Relieve teachers of "busy" work so they can focus more on teaching.

Meet student needs, release staff to get more done within the student day. Raise money, to provide for special programs. Provide enrichment materials.

Provide individuals/small group contact with students and assist with some types of classroom clerical tasks. This allows more one to one contact between children and adults.

Growing needs of students, workload on staff, building positive bonds between school and home. Working together to support one another.

Volunteers assist student in their learning. Volunteers become supporters of schools.

4. Check all responsibilities that volunteers are given at your school.

<u>Clerical</u>	<u>Student Contact</u>	<u>Special Duties</u>
11, 65% typing	3, 18% large group supervision	14, 82% fund raising
14, 82% copying	7, 41% whole class assistance	11, 65% evening programs
9, 53% record keeping	13, 82% small group assistance	8, 47% designing projects
12, 71% material preparation	17, 100% one on one assistance	9, 53% implementing programs
12, 71% correcting student work	14, 82% academic assistance	14, 82% health room
	11, 65% nurturing assistance	12, 71% disaster preparedness program

List other duties or comments: laminating (1.6%), book binding (1.6%), playground (1.6%), math club (1.6%), LIT (1.6%), Parent Advisory Council (1.6%), computer lab classes (1.6%), Budget Review Committee (1.6%), Educational Program Review Committee (1.6%), LEAP (1.6%)

5. Check information that your school includes in a volunteer's initial orientation.
- 4, 24% school's mission plan
  - 7, 41% school's discipline plan
  - 13, 76% explanation of duties (job description)
  - 12, 71% explanation of responsibilities (commitments)
  - 8, 47% personal conduct: appropriate language
  - 9, 53% personal conduct: appropriate touching of students
  - 8, 47% personal conduct: appropriate discipline of students
  - 9, 53% explanation of the need for volunteers at your school
  - 3, 18% overview of your school's community demographics



- 3, 18% identification of students with special needs  
 6, 35% list of resource people and materials available  
 — list other information that should be included:  
Really emphasize how we count on volunteers, students really look forward to their special time.

Orientation varies, as individual classroom teachers train their own volunteers.

Confidentiality is discussed. We provide parent orientation each October.

How to run machines. Confidentiality.

Building map/staff list

Importance of professionalism and confidentiality

Each teacher provides his/her own orientation which includes how to operate the office machines and correcting methods used by the teacher, i.e., acceptance of inventive spelling, how to correct a reading error.

Tips on working with students. Tour of building. Training on office machines/copy equipment. Computer training.

Gratitude. Teachers orient as needed. Office orients on machine use. All are given an ID button.

Individual teachers/nurse provide orientations as new volunteers are added throughout the year.

Teachers provide areas not checked.

6. Does your school have a formal evaluation process for volunteers?

Yes 0 0%

No 12 71%

7. Check any recognition options for volunteers you use at your school.

Formal Recognition

4, 24% evening tea

6, 35% children's program

10, 59% certificate presentations

— other recognition options (please list)

afternoon tea (6, 35%), afternoon desert/program (1.6%), end of year recognition (1.6%), after school tea (1.6%), day tea (1.6%), photo bulletin board (1.6%), flower given (1.6%), luncheon/program (1.6%), end of year luncheon (2.12%)

Informal Recognition

14, 82% thank you cards

12, 71% names published in school

correspondence

8. List any additional views, ideas, and suggestions concerning the volunteer program at your school.

We log 700 hours a month.

It is best when you contact them with a specific job in mind.

As an at-risk school, we are always trying to get more volunteers. Our LIT is working to find more ways to increase parent involvement, not just volunteering in the school.

We attempted to have a volunteer fair this year where people could come and learn about the variety of volunteer needs; did some fingerprinting for state security clearance; completed volunteer information resume. Tables were set up in the gym where people could come and talk with knowledgeable individuals. The volunteer information sheets were compiled and published to school staff. We are hoping to get better attendance next fall.

The sky is the limit on this one! A volunteer coordinator is always helpful.

We are very fortunate to have a very caring volunteer force. The most important thing for a volunteer is to feel needed. I try to let them know this every time I see someone in the hallway.

Name tags have stamps for fingerprinting, training completed, first aid/CPR

It is a challenge to find volunteers willing to commit and follow through on a consistent basis with schedules established for them. When staff and students are expecting a volunteer and he/she fails to show, students are disappointed and staff need to make adjustments. We do need to find meaningful ways to recognize and thank our volunteers more than once a year!

Send out formal request for volunteers in first-day packet. Include with all new kids' first day packet during the year. Keep saying thank you. Publicize what goes on in monthly bulletins. Encourage teachers to do same.

Our volunteers are wonderful. They provide an overworked staff with valuable assistance. Many activities, such as, our after-school activity clubs, would not be possible without their help.

APPENDIX C

AUDIO RECORDING: RADIO PUBLIC  
SERVICE ANNOUNCEMENT



R Public Service Announcement: Volunteers for  
Kent School District and Daniel Elementary

60 minutes

Hi-Fi

SONY

TYPE I  
Normal Bias