

---

# Morongo Unified School District Volunteer Handbook

---

**MISSION STATEMENT:** Morongo Unified School District is dedicated to providing ALL students optimal educational opportunities in a safe environment through a shared commitment to excellence by students, parents, staff, and the community.

## Parents as Partners

The Morongo Unified School District Board of Education believes that every child's education is a joint responsibility of school, family, and student. Student achievement and conduct improve when parents/guardians are involved in the education of their children. Parents are encouraged to participate with their children in learning experiences – at home, in school, and in the community – that promote academic success, reinforce the curriculum, and develop social responsibility. The Morongo Unified School Board encourages parents/ guardians to serve on committees formed to plan, implement, and evaluate programs, to volunteer in the schools, to participate in conferences concerning their child's progress, to observe their child's instructional program, and to attend student performances, parent meetings, and meetings of the Board of Education.



Note: Schools determine their volunteer needs and recruit and place volunteers accordingly. A site principal has the right to refuse any volunteer at his/her school; the teacher may exclude a volunteer from his/her classroom; the Superintendent may exclude a volunteer from the District.

## Volunteers

A volunteer is an individual who performs hours of service for a public agency without promise, expectation, or receipt of compensation for services rendered.

## Visitors

A visitor is an individual who spends time at a school on sporadic occasions and for small increments of time. For instance, a visitor may visit a school to meet with staff, pick up students during the school day, attend programs, attend awards presentations, or read to or make a presentation to a class.



## Goals of the Volunteer Program

The mission of our volunteer program is to increase student achievement and fulfill our students' school experiences through meaningful parent and community involvement. As a school volunteer, you will:

- Enrich the school program by sharing your experiences and talents with students and staff;
- Promote a school-home-community partnership for quality education;
- Enhance student learning through reinforcing specific skills and providing enrichment experiences;
- Assist teachers and other school staff in meeting the needs of all students;
- Provide extra support needed to plan and run special school-related activities and events;
- Increase your own sensitivity to the challenges of today's youth and model the importance of giving back to the community.

# What are the requirements?

## Volunteering in the Elementary Schools:

If you want to be a physical presence in the classroom or on campus as a volunteer, you must adhere to the following procedure. First talk to the principal and teacher for whom you wish to volunteer. It is the teacher's discretion whether she/he prefers to have a volunteer and what the volunteer's responsibilities will be.

**To ensure the safety, health, and welfare of our students, volunteers are required to obtain a freedom from TB test and have clear "Live Scan" fingerprints.**

1. Forms for the live scan can be obtained from your child's school.
2. An official document from your physician to indicate you are free from TB is to be submitted to your child's school.
3. When your live scan and TB test are cleared and submitted, you may begin to volunteer in the classroom or on campus.
4. After 20 hours of volunteer time has been documented and signed by the supervising party and you submit the **original documents** for the "Live Scan" and TB test, you will be reimbursed by the Educational Services Department.



## Can I volunteer from home?

If you have small children and do not have child care or a work schedule that prevents you from volunteering on the school campus, you may work on projects at home. Examples of volunteer opportunities may include, but are not limited to, cutting out materials for a class, decorating a class display, tracing repetitive patterns, providing feedback on classroom worksheets, (all grading for grade books to be completed by the teacher) and other inventive ways to assist. Forms for volunteering from home may be obtained from your local school or online at <http://www.morongo.k12.ca.us>. Click on the Family Involvement page.

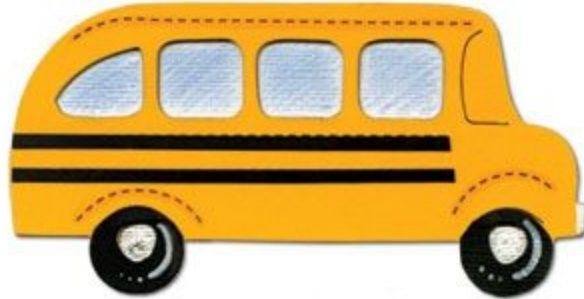
### Directions:

1. Fill out the school name.
2. Have the teacher or principal fill out the date and the name of the project they are asking you to do.
3. Work from home on the appointed task.
4. Bring back the task with the number of hours spent on the assigned project.
5. The teacher and parent signatures are needed to show you indeed spent that number of hours.
6. It is recommended that you keep the chart until the required number of hours has been met. You can assist in multiple classrooms and keep track on one sheet. This places the responsibility on you the volunteer, rather than the school, while you are in the process of acquiring the 20 hours needed for a volunteer reimbursement.
7. After completing the twenty hours, you obtain your live scan and TB test.
8. The record can then be submitted for the reimbursement with the other receipts as originally requested.
9. The District cannot give you the reimbursement "up-front" to get your fingerprints and TB. We need the receipts for the Accounting Department to be able to process the request before the reimbursement can be made. Questions? Call Educational Services.

If you wish **only** to volunteer from home, you do not need the live scan or TB test.



# field trip



## Chaperoning in the Elementary School

In the Elementary School, there may be a need for volunteers to chaperone a field trip. This is at the discretion of the teacher, and the number of chaperones per trip varies. The chaperones must have fingerprint and TB test clearance.

- Remain with and supervise your assigned students at all times.
- Notify the teacher immediately of any problems, including discipline.
- Notify the teacher at least one day ahead of time if you are not going to ride on the bus with the class.
- You may transport your own child **only**. Please check with your child's school for a form to be completed prior to the field trip.
- Siblings, of any age, may not attend the field trip.



## Routine Volunteer Procedures and Tips

- Sign in at the office at your arrival and departure. Signing in allows us to know who is on campus in case of an emergency. Remember to sign out when leaving the school, so we know we do not need to look for you if there is an emergency.
- Wear your volunteer nametag so the staff members and students know who you are and can show appreciation for your volunteer service. . Cleanliness and neatness are expected.
- All volunteers are expected to practice professionalism: arrive on time, turn off your cell phone, and dress appropriately.
- If you must be absent for a scheduled time, call the school's office and ask that the staff member with whom you work be informed so that the students and teachers will not be disappointed.
- In order to ensure safety and minimize distractions to the learning environment, please do not bring infants or non-school age children to school with you when you are volunteering in the classroom.



- In the presence of children, always refer to the staff members by their last name. Also, decide how you wish to be addressed by the students (first name, Mr., Mrs. Ms.).
- Volunteer for the time that you can realistically expect to give and to be of service to others.
- Check with the school personnel whether you are allowed to eat lunch in the staff room. Often teachers hold informal meetings with their colleagues during their lunch time that may focus on confidential issues. At some schools in the District, a parent room has been set up for your use.
- Check with the school personnel where you should work on projects such as cutting, pasting, collating, etc.
- Please refrain from using the student restrooms.
- Please report any accident or injury you might sustain while volunteering to the school principal as soon as possible.
- Volunteers are required to participate in emergency drills.
- Volunteers may purchase hot lunch at the adult price when they are working at the school. Check with the school office for menu and price information.

# Code of Conduct for our Volunteers

- **Maintain Confidentiality:** It is our expectation that volunteers will never share confidential information about a student or staff member with others. Confidentiality of information obtained through your volunteer efforts must be maintained.
- **Be a role model:** Conduct yourself with dignity, courtesy and consideration at all times. Model the use of **Please** and **Thank you**. Model the best English possible. Avoid slang, vulgarity, and profanity. Do not use “put down” phrases such as “shut up” or “that was stupid”.
- **Be flexible:** You will be most helpful to the teacher if you are willing to do whatever needs doing. Determination of the need for and roles of the classroom volunteers rests with the teacher or supervisor.
- **Discipline:** Never touch another child, even in play. If a situation occurs between two students at school, please notify the school staff so school officials can take care of the discipline.
- **For the safety of all:** At no time should you be left alone in a room with students without school staff present.
- **Health:** If you are not feeling well, do not try to keep up your volunteer duties. Please call the school and notify the teacher you will not be able carry out your volunteer duties.
- **Observe safety rules** at all times and use common sense in operating any type of equipment.
- **Please remember** MUSD is an alcohol, tobacco, and drug free school district.
- **Refrain from** advocating any personal beliefs in regard to religion or politics.
- **Child Abuse:** If you suspect a student has been abused or neglected, report the abuse to the school administrator or teacher.
- **Dismissal of Students:** Volunteers may never dismiss a student from school. Under no circumstances may a volunteer take a student off campus, walk or drive students to their homes.
- **Contacting Students:** Volunteers may not telephone students or visit them off campus or at their homes. Students may not be invited to the volunteer’s home. Volunteer assignments are in the school, during school hours, under supervision.
- **Gift Giving:** Please limit gift giving for a job well done to small rewards such as stickers or pencils. It is best to check with the teacher before giving out rewards.

- **Medications:** Volunteers may not dispense medications to students. This is the responsibility of the school nurse or authorized personnel. If a child becomes ill, notify the teacher.
- **Photographs:** Parental permission is needed if you wish to take a picture of a student. Discuss the procedure with the teacher.



## **Office Machines**

- Volunteers should be trained on the correct usage of all office equipment, such as the photo copiers and laminators.
- As a volunteer, please step aside and allow teachers or office staff to use the machines during recess, the teacher's preparation time, or when the need arises for the staff members.
- District equipment is only to be used for educational and school purposes. They are not for personal use.
- Adhere to the federal copyright law and maintain the highest ethical standards in using copyrighted materials.
- If you have access to the school computers, please adhere to MUSD's computer usage policy. The Governing Board intends that technology resources provided by the district be used in a responsible manner in support of the instructional program and for the advancement of student learning.



## 99 Ways to Show Kids You Care

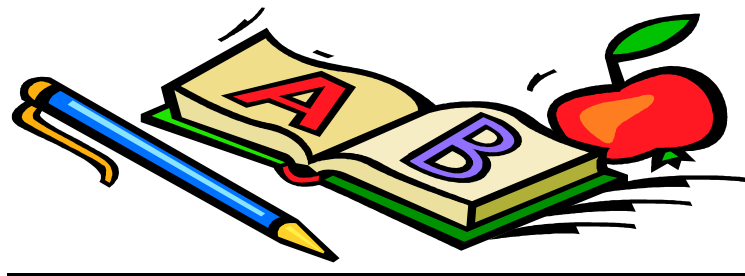
1. Notice and acknowledge them
2. Smile a lot
3. Learn their names
4. Ask them about themselves
5. Look in their eyes when you talk to them
6. Listen to them
7. Read aloud together
8. Be nice
9. Say yes a lot
10. Tell them their feelings are okay
11. Set boundaries that keep them safe
12. Be honest
13. Be yourself
14. Listen to their stories
15. Notice when they are acting differently
16. Present options when they seek your counsel
17. Play outside together
18. Suggest better behaviors when they act out
19. Delight in their discoveries
20. Share their excitements
21. Follow them when they lead
22. Notice when they're absent
23. Give them space when they need it
24. Laugh at their jokes
25. Be relaxed
26. Kneel, squat, or sit so you're at their eye level
27. Answer their questions
28. Tell them how terrific they are
29. Learn what they have to teach
30. Use your eyes more than your mouth
31. Show up at their concerts, games & events
32. Find a common interest
33. Apologize when you've done something wrong
34. Keep the promises you make
35. Wave & smile when you part
36. Thank them
37. Point out what you like about them
38. Clip magazine pictures or articles that interest them
39. Give them lots of compliments
40. Catch them doing something right
41. Encourage win-win solutions
42. Give them your undivided attention
43. Ask for their opinion
44. Be curious with them
45. Tell them how much you like being with them
46. Let them solve most of their own problems
47. Help them become an expert at something
48. Be excited when you see them
49. Let them act their age
50. Praise more; criticize less
51. Be consistent
52. Admit when you make a mistake
53. Enjoy your time together
54. Marvel at what they can do
55. Tell them how proud you are of them
56. Be happy
57. Ask them to help you
58. Support them
59. Applaud their successes

60. Deal with problems & conflicts while they're still small
61. Chaperone a dance
62. Tell them stories in which they are the hero
63. Believe in them
64. Nurture them with good words, & good fun
65. Be flexible
66. Delight in their uniqueness
67. Let them make mistakes
68. Notice when they grow
69. Wave & honk when you drive by them
70. Give them immediate feedback
71. Include them in conversations
72. Respect them
73. Help them learn something new
74. Be understanding when they have a difficult day
75. Give them good choices
76. Respect the choices they make
77. Inspire their creativity
78. Accept them as they are
79. Appreciate their individuality
80. Tolerate their interruptions
81. Trust them
82. Create a safe, open environment
83. Cheer their accomplishments
84. Encourage them to help others
85. Tackle new tasks together
86. Believe what they say
87. Make decisions together
88. Magnify their magnificence
89. Encourage them to think big
90. Celebrate their firsts & lasts such as the first school day
91. Welcome their suggestions
92. Help them learn from mistakes
93. Be sincere
94. Introduce them to people of excellence
95. Empower them to help & be themselves
96. Talk directly together
97. Expect from them their best; don't expect perfection
98. Find ways to make each child feel they belong
99. Accept the backgrounds and values of each student

## Volunteer Opportunities at the Elementary School Sites

- Classroom volunteer tutors
- Copy papers for teachers
- Read to students and listen while students read out loud
- Reinforces basic math skills
- Assists students with written assignment
- Put up bulletin boards
- Cut out letters and shapes for bulletin boards
- File papers
- Supervise small groups while teacher is instructing other students.
- Chaperone Field Trips
- Become a member of the school's parent organization
- Help with the Book Fairs
- Serve on the Site Based Management team
- Assist with Assembly programs
- Prepare school-home communication packets
- Assist students with start-up and finish of lessons or monitor use of computers
- Assist with fund-raising events, fall festivals, or carnivals
- Be a room parent to assist with classroom parties

See staff for additional volunteer opportunities. Not **all** activities will require a live scan for fingerprints and a TB test. Check with the school administrator or administrative assistant.



## Tips for working with children

- Be warm and friendly
- Learn the student's names and let them know how to address you
- Be a good listener
- Use positive comments to encourage the student
- Let the student know it is ok to make a mistake because it is part of learning
- If you don't know the answer, admit it. The child will respect you more if he/she knows that you are honest.
- Build a student's confidence through praise. Recognize specific actions and accomplishments. Praise their attention, achievement, and effort honestly and frequently.
- Maintain a sense of humor
- Encourage the student to do their own thinking and give them time to respond
- Communicate with the teacher. Take cues from him/her on how to interact with the students.



# Learning Styles

Not all students learn in the same way. One learning style may dominate over another by the way children learn.

## **Auditory Learners:**

Some students learn best by hearing or listening. They learn best through verbal demonstrations and hearing instructions read aloud. They prefer to talk about a situation.

## **Visual Learners:**

Visual learners learn best by seeing. They prefer watching demonstrations and having intense concentration and ability to visualize information. Generally, visual learners like to write, doodle and study their environment.

## **Tactile Learners:**

This learner learns best by doing. They remember best by what is done and learn through the use of manipulates. They may need frequent breaks when studying and may be easily distracted if they are not allowed to move.



## **Child Development**

According to the California Department of Education, the stages of child development affect children's learning of all ages. The following is adapted from the information in CDE.

(<http://www.cde.ca.gov/sp/cd/re/caqdevelopment.asp>)

### **Five years**

#### **What I'm Like:**

- I am slowing in growth.
- I have developed good motor control.
- My small muscles aren't as developed as the large muscles.
- I have a high level of activity.
- I like writing my name, drawing pictures, making projects, and going to the library.
- I like doing group activities, sharing things and feelings.
- I like quiet time away from the other kids from time to time.
- I may be sensitive to criticism.

#### **What I'm Like:**

- I need an opportunity for plenty of active play.
- I do things for myself.
- I want choices in how I learn new things.
- I need assurance that I'm important.
- I need time, patience, understanding, and genuine attention.
- I understand more about things and how they work
- Give me a more detailed answer.
- I have a big imagination and pretend a lot.

### **Six years**

#### **What I'm Like:**

- I am affectionate and excited over school.
- I am self-centered and can be quite demanding

- I think of myself as a big kid now.
- I can be impatient, wanting my demands to be met NOW.
- I may take forever to do ordinary things.
- I like to be with older children more than with younger ones.
- I often have one close friend, and sometimes we will exclude a third child.

**What I Need:**

- Routines and consistency are important.
- Don't accept my behavior one day and correct me for the same behavior tomorrow.
- Set up and explain rules about daily routines.
- I need your praise for what I am doing well

## Seven years

**What I'm Like:**

- I am often more quiet and sensitive to others.
- Sometimes I can be mean to others my age and younger.
- I may hurt their feelings, but I really don't mean to.
- I tend to be more polite and agreeable to adult suggestions.
- I am conscious of my schoolwork and am beginning to compare my work and myself with others.
- I want my schoolwork to look "right." If I make mistakes, I can easily become frustrated.

**What I Need:**

- I need to tell you about my experiences.
- I need the attention of other adult listeners.
- I really want you to listen to me and understand my feelings.
- Please don't put me down or tell me I can't do it—help me to learn in a positive way.

## Eight years

### **What I'm Like:**

- My curiosity and eagerness to explore new things continues to grow.
- Friends are more important.
- I enjoy playing and being with peers.
- Recess may be my favorite "subject" in school.
- I am also beginning to be aware of adults as individuals and am curious about what they do at work

### **What I Need:**

- My concept of an independent self has been developing.
- I assert my individuality, and there are bound to be conflicts.
- I am expected to learn and read and to get along with others.
- I need support in my efforts so that I will have a desire for achievement.
- Your expectations will have a big impact on me.
- If I am not doing well in school, explain to me that everyone learns at a different pace, and that tiny improvements make a difference.
- Tell me that the most important thing is to do my best.

## Nine through eleven years:

### **What I'm Like:**

- I have lots of energy, and physical activities are important to me.
- I like to take part in sports and group activities. Girls are often taller and heavier than the boys.
- I can think for myself and want to be independent.
- I may be eager to become an adult.

### **What I Need:**

- I need you to keep communication lines open by setting rules and giving reasons for them, by being a good listener, and by planning ahead for changes in the schedule.
- Remember, I am still a child so don't expect me to act like an adult.



- I like to help plan activities, and to be a part of the decision-making.
- Girls are more aware of fashion and peer approval.
- Boys are interested in sports and recreation.

## **Twelve year olds:**

### **What I'm Like:**

- I'm more independent than I used to be, but I'm quite self-conscious.
- I think more like an adult, but there's no simple answer.
- I like to talk about issues in the adult world.
- I like to think for myself, and though I often feel confused, my opinions are important to me, and I want others to respect them.
- Friends are more important than ever.
- I sometimes act in ways that adults disapprove of.
- I still need reasonable rules set by adults.
- I'm more understanding and cooperative.

### **What I Need:**

- I need to laugh and play a lot to lighten up and keep my balance.
- I need you to understand that I'm doing my best
- Encourage me to see my mistakes as learning experiences.
- Please don't tease me about my clothes, hair, boy/girlfriends.
- I also need privacy with my own space and things.





## **MUSD Board encourages parents/ guardians to serve on committees formed to plan, implement, and evaluate programs**

- **Parent Involvement at Title I Schools:** The parents/guardians of students enrolled in Title I programs shall be involved in planning and implementing these programs in a systematic and informed fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. (Board Policy 6171) The Superintendent or designee shall develop procedures that help participating schools to plan, implement and expand effective parental involvement. At each of these schools, a written policy shall be developed with the participation of parents/guardians and distributed to them, describing how program requirements specified in law will be carried out. The policy shall be updated yearly to meet the changing needs of parents/guardians and the school. (20USC 6319) In consultation with parents/guardians, the Superintendent or designee shall annually assess the effectiveness of the district's Title I parental involvement policy and programs and revise them if necessary. He/she shall identify barriers to greater involvement and determine what action, if any, needs to be taken to increase parental participation.
- **Budget Development Committee:** Two parents work with certificated, classified, and administrative staff members to develop the annual budget. This group sets priorities for funding programs and addressing special needs. It meets as needed throughout the year, and biweekly during the annual budget development process. Contact: Secretary to Assistant Superintendent, Business Services.
- **Community Advisory Committee (CAC):** This special education committee is mandated by the California Education Code. Concerned persons, including parents, educators, and community members, actively promote the well-being of students with disabilities within the community through participation in communication, advocacy, education, and support services. The CAC provides educational programs for parents and advises the Board of Education on issues of concern. Contact: Heidi Burgett, Special Education.

**District Advisory Committee for Categorical Programs:** Parents, teachers, and administrators study, plan, and advise the District regarding programs to improve student performance. Contact: Assistant Superintendent, Educational Services.

**District English Learner Advisory Committee:** Parents and teachers who represent the language groups served by MUSD meet with the Categorical Programs Advisory Committee to advise on current programs, improvements, and concerns. Contact: Assistant Superintendent, Educational Services.

**GATE Advisory Committee:** Parents and teachers who represent the Gifted and Talented groups served by MUSD meet to advise the GATE program.

**School Site Council:** Schools that receive special state funding are required to have a council composed of equal numbers of elected parents, teachers, and staff members. This group oversees specific programs. At some schools, the School Site Council and the School Based Management Council are the same body and serve dual roles. Contact your school principal.

**School Based Management Council:** Elected parents, teachers, and staff members meet monthly to develop programs to meet Board of Education goals at the school level. Most council members also work on subcommittees in specific areas. Contact your school principal.

## *Thank you for volunteering*

---

**I dreamed I stood in a studio**

**And watched two sculptors there.**

**The clay they used was a young child's mind,**

**And they fashioned it with care.**

**One was a teacher;**

**The tools she used were books and music and art.**

**One was a parent with a guiding hand**

**And a gentle loving heart.**

**And when at last their work was done**

**They were proud of what they had wrought,**

**For the things they had worked into the child**

**Could never be sold or bought.**

**And each agreed she would have failed**

**If she had worked alone,**

**For behind the parent stood the school,**

**And behind the teacher stood the home.**

**Author Unknown**



**I hereby acknowledge that I have received a copy of the Morongo Unified School District Volunteer Handbook and that I have read and will abide by its contents and all other applicable Morongo Unified School District policies and procedures.**

**I understand that, as a volunteer, I am not compensated for any services, including wages and insurance. I further understand that I have the right to terminate my arrangement at any time with or without cause, and the Morongo Unified School District has a similar right.**

-

---

**PRINT:**

**Last name**

**First name**

**Middle initial**

---

**Signature**

**Date**