

# Morongo Unified School District Secondary Schools Volunteer Handbook

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**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, or attend awards presentations.

## **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.



*We make a living by what we get. We make a life by what we give.*

*Winston Churchill*



## Volunteering in the Secondary Schools

To ensure the safety, health, and welfare of our students, volunteers are required to obtain a freedom from TB test and cleared “Live Scan” fingerprints.

1. **Obtain a packet for fingerprints and TB tests.**

To obtain a packet to begin volunteering on **a regular** basis, the volunteer must have the Principal’s permission to obtain a packet for the Live Scan fingerprints and TB test.

2. After obtaining an official document from your physician to indicate you are free from TB and your live scan has cleared, submit the documents to the principal, and you may request to begin to volunteer on campus on a regular basis.

4. To receive reimbursement for the Live Scan and TB test, the volunteer must do **no less than** 20 hours of volunteer service on a **regular** basis at your child’s school.

5. The principal verifies the hours.

6. After 20 hours of volunteer time has been documented and signed by the supervising party, you submit the original documents for the “Live Scan” and TB test to Educational Services Department to request fee reimbursement.

The volunteers must submit the **original** receipts for the fingerprints and TB test. The volunteer hours **must be verified at the site.**

**Important:** The 20 hours, fingerprints, and TB test are needed when a person volunteers on a **regular** basis.

## Chaperoning in the Secondary Schools

In the Secondary Schools, there may be a need for volunteers to chaperone a field trip. This is at the discretion of the supervising teacher, and the number of chaperones per trip varies. If this is a one-time volunteering experience, and you are not directly in charge of a group of students but rather you are along to assist supervision in general, you do not need the Live Scan and TB test.

- One-time Chaperones without a fingerprint clearance **may not** be alone with students, supervise restrooms, or be with students in any capacity without another adult employee of MUSD.
- Chaperones are to be used at the discretion of the principal.



# 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.



## General Tips

- 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 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.

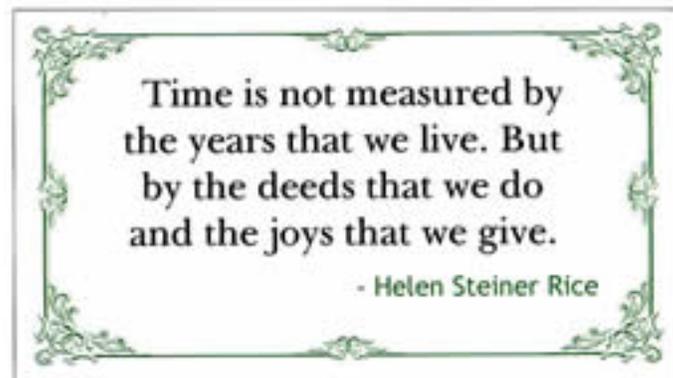


## **Volunteer Opportunities at the Secondary Sites**

- Classroom volunteer tutors
- Copy papers for teachers
- 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
- 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
- Help develop or assist in presenting workshops for parents on teen development and parenting
- Assist with the presentation on health, nutrition, discipline, and peer pressure
- Assist with college planning and career preparation
- Record announcements for the School Messenger in Spanish or another language.

- Use your expertise to enrich students' classes with information
- Serve as a language translator
- Volunteer to be a morning greeter to increase school safety
- Serve as supporters of extracurricular clubs
- Organize such activities as uniform exchanges, school stores, fairs, and other activities
- Develop a parent room or family center at the school where parents obtain information, conduct volunteer work, and meet with other parents.
- Help students, especially in the Middle Schools, prepare for tests.

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.



Fifty years from now, it will not matter what kind of car you drove,  
what kind of house you lived in,  
how much you had in your bank account,  
or what your clothes looked like,  
But the world may be a little better  
because you were important in the life of a child.

*Anonymous*

## **Tips for working with Students**

- 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.

## **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>)

### **Twelve-Thirteen Year Olds: Middle School Students**

#### **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.
- I have a short attention span and often go back and forth between child-like behavior and young adult behavior.

#### **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.

*Everyone can be great because anyone can serve.  
You don't have to have a college degree to serve.  
You don't even have to make your subject and your verbs agree to serve...  
You only need a heart full of grace.  
A soul generated by love...  
— Dr. Martin Luther King, Jr.*



## **Fourteen-Eighteen Year Olds: High School**

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

- I have spurts of boundless energy and periods of dreamy lethargy
- I vary greatly in strength, dexterity, and size
- My mind and body change rapidly
- I enjoy exploring and experiencing new things
- I am self-conscious about myself and attitudes of others toward me
- I have an over whelming desire to do something well and to receive admiration for the achievement.

### **What I Need:**

- I need to hear what is valued by those I respect
- I need relationships with adults who are willing to share their experiences , views, values and feelings
- I am increasing my abilities to participate with adults in framing my own rules and limits
- I want to be included in planning events



## **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.



## **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 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 addresses 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.
- **Career Technical Education Advisory Committee:** Community members representing varied occupational fields meet quarterly to advise on possible new programs. When a new program is proposed, possible employers in that field meet to ensure that the course content will meet the needs of the community. Contact: Tom Baumgarten, Assistant Superintendent, Educational Services.
- **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.
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# *Thank you for volunteering*

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**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.**

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<b>PRINTED Last name</b>	<b>First name</b>	<b>Middle initial</b>
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<b>Signature</b>	<b>Date</b>
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