



ADMINISTRATIVE GUIDELINE

Title: Volunteers

Effective Date: Revised November 2003 **Responsibility:** Superintendent of Business

1.0 Rationale

A school is only as strong as the link it forms with its community. Successful schools involve the community so there is a collective sense of ownership in the educational process. They make creative use of material resources found locally and benefit from the skills, knowledge and creativity of volunteers and other people resources. The schools with active volunteer programs recognize the need to actively pursue recruitment, training and deployment of volunteers.

Volunteers enrich the lives of students and assist teachers who accept their help with an endless variety of tasks. The volunteers are responsible to the principal of the school and engage in activities that complement the work of staff members but never assume the teacher's responsibility for decision making in the areas of pupil assessment, prescription of learning expectations, or evaluation of school personnel, pupils or programs.

The purpose of this guideline is to encourage the use of volunteers in schools, to outline parameters for effective volunteer programs, and to provide pertinent information on the use and supervision of volunteers.

2.0 Creating an Environment for Volunteers

The entire school staff forms the cornerstone of a successful volunteer program. Staff commitment arises from the recognition of the effectiveness of using volunteers and from involvement in the design of a school's volunteer program. Such programs create positive environments for volunteers so they feel needed and welcome. Some schools have a coordinator of volunteers and a handbook for new volunteers to enhance the volunteer's understanding of the school's history and policies.

3.0 Identifying Needs for Volunteer Assistance

The next step is to identify specifically and in writing areas where volunteer support can enrich the school programs. These areas might include: long term needs; special needs for the current school year (e.g., school trips, musicals or drama productions, field days); the needs of specific classes; the needs of the library resource centre; the needs of individual students; and unique needs of the particular school.

4.0 Recruitment of Volunteers

Recruitment usually begins with the most accessible group of potential volunteers, the parents. Beyond that valued group is usually a rich resource of people in the community. They might be senior citizens, young retirees, part-time workers, coop students and students completing the requirement of 40 hours of community service to meet their secondary school graduation requirements, church members, and service club members along with businesses who may have the potential for generating volunteers (e.g., adoption of the school). There will be at least three groups of volunteers: who can offer their services on a regular basis, those who volunteer for specific events, and those who offer training in a specific skill for a specified time.

General methods of recruiting include personal, indirect, and organizational.

- i. The response to personal recruitment will come from parents, friends of parents and/or teachers, and neighbors. Personal contacts can be made at an open house, through the school newsletter, or by telephone. Volunteers will respond also to the suggestion of “bringing a buddy/friend” to increase their comfort levels.
- ii. Indirect recruitment may involve a form letter, posters in strategic places in the community, newspaper ads, church bulletin ads, public service announcements in newspapers or on radio, cable television ads, or presentations to local groups.
- iii. Organizational recruitment involves approaches to organizations who provide service to the community. The first step is to generate an inventory of community groups who have people or formal programs that will meet the school’s needs. These will include the police, firefighters, health units and others.

Those who respond to recruitment efforts will appreciate knowing that the school needs and times for involvement by volunteers are varied. Volunteers also need to know that every effort will be made to match the skills of the volunteer to the specific needs of students and programs. The more specific the descriptors of needs, the higher will be the comfort levels of potential volunteers and the greater the chances of them making a commitment to the school. Placement decisions should also consider the personal compatibility of those who will be working together (i.e., student, teacher, volunteer).

5.0 Reference Checks for the Safety of Staff and Students

i Criminal Reference Checks

Refer to Appendix 1, 4.7 - Screening and Risk Management and 4.8 - Screening Procedures to determine volunteer activities that require a criminal reference check. Schools may wish to cover the cost of the criminal reference check for the volunteers. Criminal reference check forms may be obtained from the local or provincial police departments. The criminal reference checks will provide some assurance to parents, staff, students and the Board that our volunteers are worthy of the trust placed in them during the time they work in the schools. In rare cases where the potential volunteer has a criminal record, the principal in consultation with the Superintendent of Program and Schools will determine whether a positive finding of a criminal record disqualifies the individual from being a volunteer. The principal and superintendent will consider factors like the nature of the offence, the

time elapsed since the conviction, rehabilitation efforts and behavior since the offense was committed. (These are the same factors used by the Ontario College of Teachers for applicants to the teaching profession.) A criminal reference check for one school is valid at other schools.

ii **Personal Reference Checks**

Volunteers will be asked to provide the names of at least two people who will provide personal references. These references will be checked and documented before the volunteer assumes any duties at the school.

iii **Exemptions**

Coop students and the volunteers who accept them into their organizations are exempted from criminal reference checks. The students are already in the school system and are directly supervised by the coop teachers.

iv **Security**

Criminal reference checks will be filed in a secure location within the school.

6.0 Orientation for Volunteers

Teachers, parents and students should be given the opportunity to understand what a volunteer program will mean for each of them. Orientation procedures need not be extensive but shall include the following components:

- i. **Safety**: Volunteers need to receive orientation on safety factors within the school. They need to know school routines, rules for student behaviour, the source(s) of first aid assistance, and the supervision/monitoring that will be in place for them. There may be other safety factors within the individual school that should be part of the volunteer's orientation, and these will be addressed by the staff.
- ii. **Clarity**: Address program expectations and/or the specifics of the volunteer assignment, and ensure that staff members fully utilize the volunteers while they are available to honor their commitment to the school;
- iii. **Confidentiality**: Volunteers will be asked to complete and sign the Board's "Confidentiality Form" (attached);
- iv. **Reliability**: Volunteers are expected to adhere to commitments of time unless there are extenuating circumstances; and
- v. **Communications**: Volunteers must know to whom they communicate directly and be aware of the school protocols.

7.0 Recognition of Volunteers

The school should consider various means of recognizing volunteers for their support of students and programs. Such recognition might be for specific achievements or might take the form of an annual appreciation event.

8.0 Liability and Insurance Issues

The school has the responsibility to screen and train volunteers. Criminal reference checks will be completed. Training should include playground rules, policies of acceptable discipline, issues of confidentiality, and emergency procedures. Volunteers shall be provided with a copy of this guideline and/or a school handbook. Volunteers who have not been trained may endanger the safety of students and be liabilities for the staff. They may also be at risk of injury to themselves; therefore, training is essential. Good training will ensure the safety of volunteers as well as the safety of the students under the supervision of the volunteers. Volunteers are protected by the Board's liability insurance against lawsuits arising out of their duties for the Board. Coverage only applies when the volunteer is carrying out duties assigned by the school authorities (i.e., staff members). Volunteers are not covered by accident insurance nor by the Workplace Safety and Insurance Act through the Board.



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_____, Chair

_____, Director of Education

CONFIDENTIALITY FORM
for
VOLUNTEERS/SCHOOL COUNCILS

In the course of your activities with the Near North District School Board schools, you may learn personal facts about students, their families and staff members.

Because the privacy of students, their families and staff members must be respected, confidentiality is of prime importance.

Protection of Confidential Information

I, _____, have been made aware of the confidential nature of information when working with students and staff in the Near North District School Board's schools. Whether or not such confidential information may be available to me in the normal performance of my duties, occasionally or inadvertently, the confidentiality will be respected.

I understand that confidential information which shall be disclosed to me, or which may come to my knowledge, may not be divulged within or outside the school unless authorized in writing by the school principal, the staff member or the parent/guardian of a student. In the event that confidentiality is breached, I may be required by the principal to relinquish my duties.

Date

Signature

Effective Date:

Responsibility:

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PROCEDURES FOR SELECTION OF VOLUNTEERS

1.0 OBJECTIVES

- a) To clarify issues set out in the Near North District School Board's Volunteers administrative guideline.
- b) To manage effectively the use of volunteers under the direction and supervision of Board staff in order to ensure the safety and security of students, staff and volunteers.

2.0 DEFINITIONS

- 2.1 A parent volunteer in a school is a parent or guardian who currently has a child enrolled in and attending that school, or is a member of the community who continues as a volunteer in a school without interruption after the child has left the school.
- 2.2 A community volunteer is a member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task that supports a classroom, school or Board-sponsored activity.

When not specifically stated, the word volunteer refers to both parent and community volunteers. Co-op students are not defined as volunteers.

- 2.3 Management of volunteers includes procedures for screening, orienting/training, supervising, evaluating and recognizing volunteers.
- 2.4 Supervision is the overseeing of an activity for regulation or direction. The Ontario Physical and Health Education Association (OPHEA) has produced *Physical Education Safety* Guidelines to assist school boards in formulating site-specific safety guidelines for physical education, intramural sports programs, and inter-school athletics at the elementary and secondary levels. The Guidelines designate three categories of supervision: constant visual supervision; on-site supervision; and in the area supervision.
- 2.5 Constant visual supervision means that a supervisor is physically present, watching the activity in question. Only one activity requiring constant visual supervision may take place while other activities are going on. On-site supervision entails teacher presence but not necessarily constantly viewing one specific activity. In the area supervision means that the teacher could be in the gymnasium while another activity is taking place nearby to the gymnasium.

3.0 RESPONSIBILITY:

The school Principal in conjunction with the Superintendent of Program and Schools.

4.0 PROCEDURES

- 4.1 Scope and Interrelationship of this Procedure with Other Board Administrative Guidelines and Procedures:
 - 4.1.1 This procedure is intended to address the use of non-salaried staff in all capacities in any school-sponsored activity and includes both parent and community volunteers.

4.1.2 The use of parent and/or community volunteers is encouraged but remains optional.

4.1.3 Within a school, volunteers are assigned at the discretion of the school principal and in accordance with the restrictions and requirements outlined in this and other Board Administrative Guidelines and procedures.

4.1.4 All provisions of Board Administrative Guidelines and procedures and of negotiated collective agreements supersede any statements regarding the use of volunteers unless specifically noted herein.

4.2 **Role of Volunteers**

4.2.1 Volunteers serving in any capacity are to be assigned appropriately in order to augment and supplement staff supervising school activities or programs.

4.2.2 Volunteers enhance and support student and school activities at the request of and under the supervision of Board staff, and the principal in particular.

4.2.3 Volunteers cannot assume any responsibility for the diagnosis of learning strengths or difficulties, the assignment of learning experiences, or the evaluation of pupil progress.

4.3 **Responsibility for Volunteers**

Subject to the guidelines of the Board and barring direction or intervention by the Superintendent of Program and Schools or designate to the contrary, the principal of the school in which a volunteer is serving will be responsible for determining that any activity to which the volunteer is assigned is a school-sponsored activity.

4.4 **School-Sponsored Activities:**

4.4.1 It is the responsibility of the principal to ensure that:

- a) prior to any assignments, all volunteers have been screened in keeping with Board Administrative Guidelines for parent and community volunteers;
- b) references have been requested and verified;
- c) all volunteers are given an orientation to the school as appropriate; to relevant school and Board Administrative Guidelines and procedures; and to the role, responsibilities and expectations for volunteers;
- d) all aspects of volunteer management are being carried out once the volunteer is placed; and
- e) appropriate in-service for Board staff who have supervisory responsibilities for volunteers is provided to ensure the effective management of all volunteers.

- 4.4.2 The principal and all staff of the school will ensure that volunteers:
- a) are not assigned responsibility for the sole supervision of pupils or the delivery of programs without the direction of a teacher except in the circumstances described in 4.5.2;
 - b) are normally utilized to assist the staff members in the fulfillment of their roles;
 - c) are not involved in any evaluation of students, school personnel or program or made a party to personal information regarding students, their families or staff unless it is critical to the performance of their duties as a volunteer and specifically released under the provision of the *Municipal Freedom of Information and Protection of Privacy Act* and Board policies;
 - d) treat as confidential all personal information which they may acquire in the course of their involvement in the school.

4.5 **Supervision of Students in Physical Education/Sports Activities**

- 4.5.1 Volunteer coaches may, at the discretion of the principal and under the direct supervision of a regular staff member, participate in extra-curricular physical education activities.
- 4.5.2 Under exceptional circumstances, with the approval of the principal of the school and the Superintendent of Program and Schools, teams may be coached by volunteers without teacher supervision. These volunteers must be at least 22 years of age. Community volunteers will be subject to the high-risk screening process described in 4.8 below. All non-employee volunteer coaches must be qualified under the National Coaching Certification Program (NCCP) level 1 theory and practical in this related sport or be willing to become qualified (or have experience as a coach for the sport and age group in question), be present at every practice and game, and be authorized through completion of a School/Volunteer Agreement. Parents of those students involved must sign a consent form acknowledging that they understand that there may be no staff member involvement. A sample consent form is provided in Attachment 1.
- 4.5.3 The level of supervision required and specific directives for each physical education sport or activity is specified in the Ontario Association for the Supervision of Physical and Health Education (OPHEA) *Physical Education Safety Guidelines* (Elementary) and (*Secondary*). These Guidelines are available in each school. A summary of supervision guidelines by category of supervision as defined in this document is provided in Attachment 5.
- 4.5.4 Where possible a regular staff member should be present on the bench or directly involved in the activity to facilitate and maintain educational direction. Regular staff member means a person who is on the teaching or support staff of the participating school. This does not include a daily occasional teacher.
- 4.5.5 A volunteer of the same sex as the athletes must be present and on site for games, tournaments and trips.
- 4.6 **Liability**
In any school-sponsored activity that is undertaken by a volunteer, the Board's liability insurance regarding negligence will apply. Volunteers should be aware that the Board's insurance does not include a loss-of-income provision should the volunteer sustain an injury that prevents him/her from resuming his/her normal employment.

4.7 **Screening and Risk Management**

- 4.7.1 Recognizing that the welfare of students is at all times of paramount importance, all Board

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employees are required to exercise their full responsibility for the care, welfare and supervision of pupils. In this regard, all volunteers must be assessed as to their suitability for placement within a school or program setting.

4.7.2 The process of screening for volunteers begins at the very moment a person applies or is recruited to the time he/she terminates this commitment. The degree of screening is dependent upon the volunteer activity, the extent of interaction with, and responsibility for, students, and the degree of direct supervision of the volunteer. Levels of risk are outlined below:

LEVEL OF RISK	
low risk	<ul style="list-style-type: none"> • in classroom under direct supervision of staff
o	<ul style="list-style-type: none"> • in open, common area (for example, hallways, library, gym) with intermittent observation
medium risk	<ul style="list-style-type: none"> • in isolated area working with group of students
o	<ul style="list-style-type: none"> • in isolated area working with one or two students
high risk	<ul style="list-style-type: none"> • coaching or other group activity off-site
o	

4.7.3 Initial screening tools include but are not limited to:

- a) volunteer intake interview;
- b) reference checks;
- c) police/criminal record checks;

4.8 **Screening Procedures**

4.8.1 Most volunteer activities in the school are considered low risk; for example, if the parent volunteer is working in the classroom or an open, common area with a group of students under direct supervision. Where the principal deems the volunteer activity to be of low risk, the principal or designate may allow a parent to volunteer without screening as outlined in 4.8.2 below, provided the principal or designate has verified that the parent volunteer has the necessary skills and/or experience.

4.8.2 Where the principal deems the volunteer activity to be of medium to high risk and for all community volunteers, the principal or designate will complete the screening procedure that follows:

- a) Before the parent (medium to high risk activity) or community volunteer begins placement:
 - i) complete and file a Volunteer Interview Form (Attachment 1);
 - ii) complete and file Reference Check (Attachment 2). If possible, two different types of references are required (professional, personal/character or family). The applicant should provide written permission to contact referees;
 - iii) verify and file a Police Reference Check if applicable. A police record check is advisable when the proposed volunteer position is determined as high risk;
 - iv) complete and file School/Volunteer Agreement Form (Attachment 3);
 - v) conduct orientation to the school/Board and provide information regarding school/Board policies concerning volunteers such as discipline, confidentiality, and disclosure of abuse;

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- vi) provide training for the specific volunteer position,
- vii) the Principal will provide a detailed package of information for each volunteer specific to the role the volunteer will take on. This package will include such things as budget and fund-raising, uniforms and equipment inventory, eligibility, first aid, safety guidelines, school policies, code of conduct, facility access and other needed information.

b) **After the volunteer begins the placement, the principal is responsible for:**

- i) ongoing supervision and evaluation of the volunteer If a volunteer's performance is deemed unsatisfactory, the supervising staff member will inform the volunteer, review performance, retrain or reassign or advise the volunteer that his/her services are no longer desired;
 - ii) immediately reporting and appropriately dealing with concerns or doubts regarding the volunteer's character or actions, in accordance with Board requirements.
- iii) If the degree of risk assigned to a volunteer's task significantly changes, or if a volunteer is assigned a new task with a higher risk level, the screening process should be reviewed.

4.9 **Review of Related Board Policies**

The principal or designate will review the utilization of volunteers as they relate to other Board Administrative Guidelines. For example, procedures for safe schools, for identifying visitors to the school, for field trips and for transportation of students should be examined by the principal or designate to ensure that they are consistent with procedures for volunteers.

4.10 **Retention of Volunteers**

4.10.1 Recognizing that the availability of parent or community volunteers changes regularly, it is advised that the principal or designate regularly undertake to ensure that the volunteers are:

- a) comfortable and effective in the roles that they are currently fulfilling;
- b) feeling satisfied with their contribution to the school program; and
- c) recognized for their contribution to the school/Board.

4.10.2 Once a school year or semester is under way, it is advisable to contact former volunteers to determine whether they are returning. This is a confirmation and encouragement of their value and offers an opportunity to review placements and role satisfaction, and to re-open dialogue.

5.0 **APPENDICES**

- Attachment 1: Parental Consent Form
- Attachment 2(a): Volunteer Interview Form
- Attachment 2(b): Volunteer Coaching Application
- Attachment 3: Volunteer Reference Check
- Attachment 4: Student/Volunteer Agreement
- Attachment 5: Summary of Supervision Guidelines



PARENTAL CONSENT FORM

We recognize the level of interest and commitment of some students in organizing a _____ team, but we are not able to meet school requirements of a teacher-advisor for this team/club.

There will be a qualified coach/leader, _____ and _____ other parents volunteers who will assume all responsibility for: team selection, registration, fee collection, administration, conduct, transportation, practices and final games/events. This team/club will be subject to a mid-season review by the Principal which will consider team/player/participant conduct and commitment to the program.

_____ has met all of the requirements set out in the policies of the Near North District School Board to supervise students in activities. This person is recommended for the position by the Principal and Superintendent of Program and Schools.

By signing this waiver, you as a parent understand fully that no staff member will be present at or responsible for any practice or game of this team/club. You understand that the team may not be able to compete at local, regional or provincial events.

By consenting to your child's involvement in this activity, as parents you must also understand that this activity has, at any time, inherent risks associated with it.

I GIVE MY CONSENT FOR MY CHILD TO BE INVOLVED IN THE _____
_____ SCHOOL _____ TEAM/CLUB.

Please Print:

_____ Grade _____ Home Form _____

(Student's Name)

Please Print:

Please Sign:

(Parent/Guardian's name)

(Parent/Guardian's signature)



VOLUNTEER INTERVIEW FORM

General Data

Date:		
First Name:	Last Name:	
Address:		
City:	Province:	Postal Code:
Home Telephone:	Bus. Telephone:	email:
Emergency Contact:		
Home Telephone:	Bus. Telephone:	

You must provide a recent criminal record check.

Volunteer Classification:

Parent of Child in School (if activity is considered medium or high risk) _____
 Senior/Retired _____ University Student _____ Community Volunteer _____

Languages:

Spoken: English _____ French: _____ Other _____ Specify: _____
 Written: English _____ French: _____ Other _____ Specify: _____

Skills/Interests:

- | | | | |
|-----------------|-------------------|---------------|---------------|
| _____ Arts | _____ English | _____ History | _____ Office |
| _____ Athletics | _____ French | _____ Library | _____ Science |
| _____ Computers | _____ Geography | _____ Math | _____ Writing |
| _____ Drama | _____ Handicrafts | _____ Music | _____ Other |

Specify if other:

Program Activity Area:

<input type="checkbox"/>	Clubs/Hobbies	<input type="checkbox"/>	Early Literacy	<input type="checkbox"/>	Library Assistant	<input type="checkbox"/>	Computers
<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Enrichment	<input type="checkbox"/>	Mentoring
<input type="checkbox"/>	Tutoring	<input type="checkbox"/>	Languages	<input type="checkbox"/>	ESL/FSL	<input type="checkbox"/>	Office Assistant
<input type="checkbox"/>	Sports/Coach (See Appendix 2b)	<input type="checkbox"/>	Big Brother/ Big Sister	<input type="checkbox"/>	Remedial Education	<input type="checkbox"/>	Other

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Please specify activities you are interested in volunteering for:

Specify if Other: _____

Grade Level

Preferred: ___ K ___ 1-3 ___ 4-6 ___ 7-8 ___ HS ___ N/A

Availability:

___ Mon AM ___ Tue AM ___ Wed AM ___ Thu AM ___ Fri AM ___ Flexible
___ Mon PM ___ Tue PM ___ Wed PM ___ Thu PM ___ Fri PM ___ Flexible

Mode of Transportation: _____

How did you learn about the program?

___ Friend ___ Radio/TV ___ Volunteer Centre ___ Other
___ Newspaper ___ School or Board ___ Volunteer Fair

References:

#g1 Name: _____ Relationship: _____

Home Telephone: _____ Business Telephone: _____ Checked: ___ Yes ___ No

#2 Name: _____ Relationship: _____

Home Telephone _____ Business Telephone: _____ Checked: ___ Yes ___ No

Personal History:

Education and/or work experience:

Volunteer experience:

Permission to Conduct References:

I _____, hereby authorize the school principal, to solicit a personal reference from the referees whose names were provided in connection with my application for a placement as a school volunteer.

Date

Signature

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Attachment 2(b)

VOLUNTEER COACHING APPLICATION

1. Please describe your previous coaching experience in _____
(specific Sport) as well as coaching experience in any other sport. Include number of years you have coached, age range of players, competitive nature of league and any other details you think are pertinent _____

- 2(a) Describe current certification and/or qualifications you hold which would be relevant to coaching. _____

- 2(b) Describe other coaching professional development sessions you hold which would be relevant to coaching _____

- 2(c) Do you have St. John Ambulance Emergency/Standard First Aid certification or equivalent? _____ Expiry date of certificate _____.

3. What are the three primary goals that you are trying to achieve as a coach?
1. _____

2. _____

3. _____

4. Have you ever been convicted of any offense under the Criminal Code of Canada for which a pardon has not been granted? Yes () No ()
If yes, please explain _____

5. Do you understand/support the principles of the “fair play” philosophy in athletics?
Yes () No ()
Explain how you would apply these principles to your coaching rule. _____



Appendix 3

VOLUNTEER REFERENCE CHECK

Note: Freedom of Information and Protection of Privacy Release is required before any references may be contacted. Please address each area, noting areas of strength but also of concern, discrepancies and inconsistencies in relation to application/resume and other information gathered. Use follow-up questions as required.

Candidate:

First Name: _____ Last Name: _____

Position Applied For:

Name of Reference: _____ Phone Number: _____

Request by person providing the reference for confidentiality: ____ Yes ____ No

1. How long have you known the candidate?

2. Were you aware of your name being given as a reference?

3. Why would you have been chosen as a reference?

4. If you are the candidate's supervisor (in a paid or unpaid position) please comment on the following: (otherwise proceed to number 5)

Duties/Responsibilities:

Punctuality/Attendance:

Please comment on the candidate's:

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Strengths: _____

Interpersonal skills:

Ability to understand and follow directions:

Initiative and self-direction:

5. Would you feel comfortable with this individual working with students?

6. Do you know of any reason why _____ should not be working in close proximity to students:

7. Is there anything you would like to add?

Signature	Date
------------------	-------------



Attachment 4

SCHOOL/VOLUNTEER AGREEMENT

School: _____

Class (or Activity): _____

Volunteer directly responsible to: _____

1 (a) Volunteer Position: _____

1 (b) Duties and responsibilities: (Key items include the following but others may be added.)

(i) Supervisory Responsibilities: _____

(ii) Use and Maintenance of Equipment: _____

(iii) Schedules: _____

(iv) Transportation Arrangements: _____

(v) Budget/Fund-raising _____

2. Police Records Check: Required and completed _____
Not required for position _____

3. Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

4. Starting Date: _____

5. Absence: Procedure for reporting absence: _____

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6. The Volunteer agrees to:
- a) respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer;
 - b) notify the appropriate person at school as soon as possible when circumstances necessitate his/her absence (either planned holidays, illness, etc.);
 - c) act in accordance with the norms and expectations of the school as provided in the orientation to the school.
 - d) hold the Near North District School Board harmless from injuries which may be sustained while undertaking volunteer duties for the Board.

The school agrees to:

- a) provide both initial orientation and ongoing training and support for the volunteer;
- b) show respect and appreciation by giving the volunteer a suitable assignment in line with his/her area of interest and skills;
- c) inform the volunteer in advance of all schedule changes (holidays, special events, etc.).

Signed:

Date

Volunteer

Attachment 5

Summary of Supervision Guidelines

Note: The information in this chart is taken from the OPHEA *Physical Education and Safety Guidelines* (elementary and secondary). Please refer to this publication for detailed information on equipment, clothing/footwear, facilities, special rules/instruction, and detailed guidelines for supervision.

Activity	Supervision Level - Elementary	Supervision Level – Secondary
Aquatics	On site (refer to Guidelines)	
Archery	On site	Constant visual (see Guidelines)
Badminton		On site (see Guidelines)
Baseball/Fastball	Not appropriate	On site
Basketball	On site	On site
Bench and Chair Activities	On site	
Bowling	On site	In the area
Broomball	On site	On site (see Guidelines)
Cheerleading (Acrobatic)		Constant visual (see Guidelines)
Cheerleading (Spirit, Dance)		On site (see Guidelines)
Cricket	On site	On site
Cross Country Running	In the area	In the area
Cross Country Skiing	In the area (see Guidelines)	In the area (see Guidelines)
Curling	On site	On site
Cycling	In the area (see Guidelines)	In the area (see Guidelines)
Dance/Rhythmic Activities	On site for rhythmic activities In the area for dance	
Diving (Springboard or Tower)		Constant visual (see Guidelines)
Dodge Ball Games/Tag	Constant visual supervision	
Fencing		On site (see Guidelines)
Field Hockey	On site	On site (see Guidelines)
Fitness Activities (Aerobics, Chinning Bar, Peg Board, Circuit Training, Aerobic Steps, Slides, Tubing, etc.)	On site	
Floor Hockey	On site	
Football (Flag, Touch)	On site	On site
Football (Tackle)	Not appropriate	Constant visual (see Guidelines)
Golf	On site	On site (see Guidelines)
Gymnastics	Constant visual supervision (see Guidelines)	On site (see Guidelines)
Handball (Wall)		On site (see Guidelines)
Horseback Riding	Not recommended	
Ice Hockey	Not appropriate	Constant visual (see Guidelines)
In-line Skating	On site (see Guidelines)	
Kinball	On site	
Lacrosse	On site	On site (see Guidelines)
Martial Arts	On site (see Guidelines)	

Outdoor Education	On site (see Guidelines)	
Outdoor Education- Rock Climbing	Not recommended	
Outdoor Education — Sailing	Not recommended	
Outdoor Education — Winter tent camping	Not recommended	
Parachute	Constant visual (see Guidelines)	
Racquet Sports	On site (see Guidelines)	
Racquet Sports — Squash	Not recommended	On site (see Guidelines)
Tennis	On site (see Guidelines)	
Ringette	Not recommended	On site (see Guidelines)
Rugby (non-contact)	On site	
Rugby (tackle)	Not appropriate	Constant visual (see Guidelines)
Scoopball	On site	
Scooter Boards	On site	
Skating (Ice)	On site	
Skiing (Alpine)/Snowboarding	In the area (see Guidelines)	In the area (see Guidelines)
Skipping	In the area	
Soccer	On site	On site
Softball	On site	In the area
Swimming/Synchronized Swimming		On site (see Guidelines)
Table Tennis	On site (see Guidelines)	In the area
Team Handball	On site	On site
Tennis		On site (see Guidelines)
Tetherball	In the area (see Guidelines)	
Tobogganing	On site (see Guidelines)	
Track and Field (Discus)	Not appropriate	Constant visual (see Guidelines)
Track and Field (High Jump)	Constant Visual	Constant visual (see Guidelines)
Track and Field (Hurdling)	Not recommended	Constant visual (see Guidelines)
Track and Field (Javelin)		Constant visual (see Guidelines)
Track and Field (Pole Vault)	Not appropriate	Constant visual (see Guidelines)
Track and Field (Shot Put)	Constant visual	Constant visual (see Guidelines)
Track and Field (Sprints)	On site (See Guidelines)	In the area
Track and Field (Triple Jump)	Constant visual (see Guidelines)	On site
Triathlon (Swimming, Cycling, Running)		In the area (see Guidelines)
Ultimate Frisbee	On site (see Guidelines)	
Volleyball, Newcombe Ball, Beachball volleyball	On site (see Guidelines)	On site (see Guidelines)
Wall Climbing	On site (see Guidelines)	
Water Polo		Constant visual (see Guidelines)
Weightlifting		On site (see Guidelines)
Wrestling	On site	On site (see Guidelines)

Note: If there is no level of supervision specified (indicated by “-“ in the chart above), then the activity is not included in the appropriate Elementary or Secondary OPHEA Guidelines.

Our mission is to educate learners to their fullest potential in preparation for life-long learning.