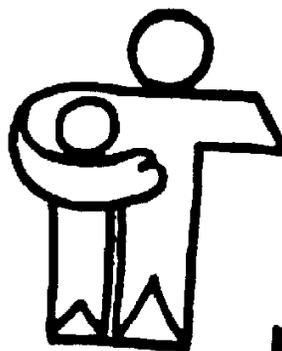


*“Together We Learn”*

**School District No. 23 (Central Okanagan)**

**Partnerships in Education and the  
Volunteer Program**

# **VOLUNTEER HANDBOOK**



*help a child.*

**“Building the Future Together”**

*Office of the Assistant Superintendent – June 2008*

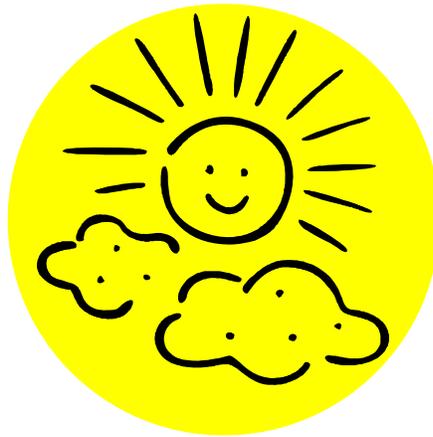


***“Volunteers are paid***

***in six figures.....***

***S-M-I-L-E-S”***

***-- Gayla LeMaire***



Thank you to the following members of the ‘Lending a Hand’ Committee for their work in developing this handbook:

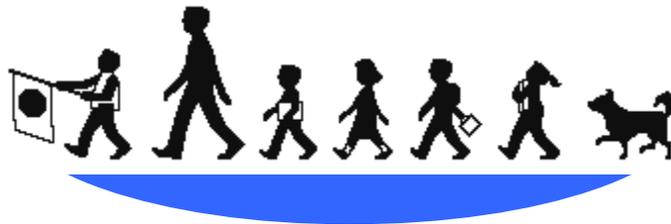
- ❖ Juleen McElgunn, Assistant Superintendent (Committee Chairperson)
- ❖ Karen Bernath, COTA Representative
- ❖ Sharlene Drohomereski, President - COPAC
- ❖ Louise Elliott, Coordinator – Volunteer Kelowna
- ❖ Des Sjoquist, Principal - George Elliot Secondary School
- ❖ Doreen Stevenson, Principal – Ellison Elementary School
- ❖ Bill Zeman, President - CUPE
  
- ❖ Thanks to Barb Bertram for her role in preparation/formatting of the document

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# SCHOOL DISTRICT No. 23 (Central Okanagan)



Dear Volunteer:

Welcome to School District No. 23 (Central Okanagan). On behalf of the Board of Education, the students, teachers and administrative staff, we would like to thank you for your willingness to share your time and talents. The support you provide to students will have a direct and positive influence on the quality of education for our students.



Each year hundreds of volunteers bring educational enrichment to classrooms and schools. School volunteers are no longer only parents; they include business people, high school and college students and senior citizens.

Your participation in our schools should provide a rewarding experience for you. Volunteer opportunities include:

- volunteering with small groups or individual students;
- assisting students with special projects;
- providing a positive adult contact for a student;
- making visual aids and materials; and
- assisting staff with organizational tasks.

It is hoped that your experience as a volunteer will be personally challenging and gratifying. You now have the opportunity to contribute your knowledge and skills to many students and to better understand the schools and the ways students learn. If you have any questions or comments regarding the volunteer program, please contact the office of the Assistant Superintendent at the school district office, 860-8888.

Sincerely,

The Board of Education  
School District No. 23 (Central Okanagan)

### **Volunteer Activities:**

- must focus on improving the academic skills of young students, such as helping in the classroom, mentoring, reading with children at school and helping with homework;
- may include coordinating volunteers who will provide a direct benefit, and/or coordinating parent involvement projects;
- may not take the place of the assigned roles and responsibilities of employees.

### **School District No. 23 Volunteer Characteristics:**

- have genuine interest in students;
- recognize that well-educated children are our greatest natural resource;
- have talents that enrich school programs;
- have a positive attitude and be neatly attired;
- may not promote/recruit any ideology;
- accept supervision and responsibility; and
- understand and appreciate the school staff.

### **School District No. 23 (Central Okanagan) Mission and Vision Statement**

*"Our mission is to educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy, productive member of our global society."*

*Our Vision: We are a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed.*



*Your role as a volunteer supports our mission.*

## *Expectations*

### **As a Volunteer in School District No. 23 You Can Expect To:**

- Be recruited without discrimination as outlined by the Human Rights Act;
- Know as much about the school and/or district as you need to be effective as a volunteer;
- Have information on the availability of insurance coverage and liability;
- Be given opportunities to support students which fit your skills;
- Receive the necessary training and support;
- Be heard and recognized for your efforts.



### **To Assist School District No. 23 in its Mission, Volunteers Have Certain Responsibilities:**

- To be sincere in the offer of service and believe in the value of the work being done;
- To respect the confidentiality, philosophy and ethical standards of the school district and its staff and students;
- To uphold and implement school district policies to the best of your ability;
- To carry out duties promptly and reliably, including notifying the staff person if you are unable to complete your duties;
- To accept the guidance and decisions of the staff person;
- To be willing to participate and learn;
- To understand the function of the paid staff, maintain a smooth working relationship with them and stay within the bounds of the volunteer position description;
- To honour the commitment you have made to the school and/or district.

## *The Volunteer Process*

A **decision** is made by a volunteer to make a commitment to public education.

All volunteers will be given a copy of the “Volunteer Code of Conduct” (see sample on page 21). Volunteers are asked to sign the “Volunteer Code of Conduct” page to declare that they have read and agreed to follow this Code of Conduct.

A Criminal Record Check and completion of an application/questionnaire are required where you will be asked to provide your:

- reasons for volunteering.
- special skills in language, art, or other subjects.
- additional areas of expertise.
- previous experience.
- choice of student age group.
- times and days available.



When volunteering in a classroom, an assignment will be made for you to help a teacher who has requested volunteer assistance. At this point you and the teacher will collaboratively plan ways in which your skills can best be utilized. If you are volunteering to participate in a specific program, please speak with the school Principal or the volunteer coordinator of the program. A **tour of the school** and **knowledge of school procedures** will put you at ease.



**It is important that you request a name badge to be worn on school grounds at all times. Volunteers are required to sign in at the main office.**

**Communication** with your assigned staff person and/or the volunteer program coordinator is important in order to:

- understand classroom/school policies.
- discuss feelings about the ways in which you are performing tasks.
- discuss possible changes in your tasks.
- inform them if you cannot be at school on a given day.
- clarify what your responsibilities will be each time you volunteer.

Contact your staff person if you have concerns regarding your assignment or need additional assistance.

## *The Methods for Success*

### **Learn Names**

A student's name or nickname is your first contact point. Be sure that you pronounce and spell it right. Make sure the student knows your name as well. (Refer to "Working with Cultural Diversity," page 10.)

### **Set the Climate**

By being alert and listening, you will develop sensitivity to the needs of the student. Your working relationship with each individual student will be your best tutoring tool.

Find a way to show the person you are working with that you are interested in them. Always leave the student with a word of praise. (Refer to "Words of Encouragement," page 13.)

### **Allow the Students to be Themselves**

Every student is unique. Make each one feel that he or she is an important, special person. Avoid comparing students with others in their schools or in their families.

### **Allow Discovery**

Allow students time to think about answers. Guide them by asking questions which will lead to correct responses. Remind the student that everyone makes mistakes . . . even you. Making mistakes and learning how to correct them is an important part of learning.

### **Follow the Teacher's Lead**

Keep the students headed in the direction set by the teacher. Hold the students to the same class standards of behavior and work. Talk openly and often with the teacher to determine what is expected of you and the students.

Remember that **the teacher has the final responsibility** for all planning and activities that occur in the classroom. Discuss specific student concerns with the teacher or principal, but keep all confidential information about students within the school.



### **Be a Positive Role Model**

Your conduct, dress, personal hygiene, and dependability will set an example for what is expected of students. Being on time and being reliable give tremendous support to the teacher. In case of an unavoidable absence, a call in advance will allow the teacher to make other plans and to reassure the students that you care.

Students believe and remember everything you say. **If you make a promise to a student, be sure to keep it.**

## Students' Learning Styles

**“The secret of education lies in respecting the pupil.”**

*- Ralph Waldo Emerson*

Every person has a tendency to acquire skills or learn in a certain way. Within a family, parents often learn differently from each other and from their children; brothers and sisters also have different learning styles and degrees of success in school.

Tutors can be much more effective if they are aware of students' individual learning styles. When a student does not understand a concept through one learning style, another can be used. As an example, if a student is unable to understand material written on the board or in a book, then oral presentation may be more effective. Development of many learning styles gives students a better chance to learn.

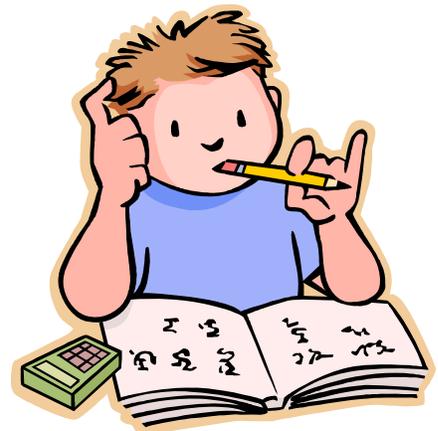
Research has shown that approximately 30% of elementary school-age children learn best through seeing, 25% learn best by hearing, and 15% learn best by touching and doing. The remaining 30% learn equally well by each method. It is estimated that 80% of material presented to school-age children is visual. In later grades, more students are able to learn visually. Over 75% of adults learn efficiently through visual means.

**Auditory learners** learn best by **hearing** the information. Questions and directions should be given orally. Discussion of material is best for these students. The more they hear the material, the more recall is possible. The use of auditory equipment greatly benefits auditory learners.

**Visual learners** learn best by **seeing** information. Directions and assignments should be written. Visual presentations of materials through the use of graphs, charts, outlines, and notes are most effective for these students. If oral instructions are given, they should be presented in short, clear sentences. Recall, for the students, is strengthened through the practice of writing and outlining the subject material.

**Tactile learners** learn best through **hands-on** activities. Task cards, computers, and math manipulatives provide effective methods.

**Kinesthetic learners** learn best by **experiencing** the information. Methods of presentation include acting, building, interviewing, role-playing, and observing.



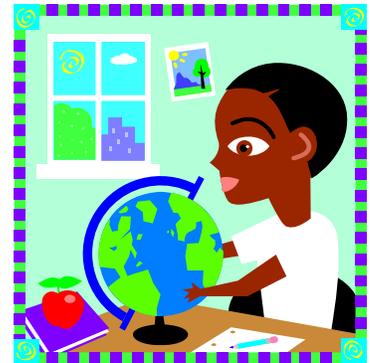
## *Students' Special Needs*

Some of the students you may work with will have special needs.

**The English Language Learner** is a student who is learning English in addition to his or her native language. Tutors of English language learners help students acquire English skills while studying specific subject areas.

When supporting the English language students, you will be given materials developed for the appropriate level of the individual student. Remember that you are supporting the student in his/her second language. When helping the student use the following guidelines:

- speak clearly and naturally
- avoid talking too quickly
- focus on communication, not on grammar
- use gestures, facial expressions, and a variety of visual aids
- avoid the use of idioms and slang
- be patient and help the student to be patient



**The Special Education Program** serves students between birth and 19 years of age who have exceptional needs and whose disabilities may limit them educationally. As a result, an Individualized Education Plan (IEP) is written for each Special Education student. Handicapping conditions range from the very mild, requiring only the occasional involvement of a resource teacher, to the student who is severely impaired and needs constant attention and care. In addition, some students may have behavioural needs with special considerations.



School District No. 23 schools have Special Education programs within regular school programs in addition to sites dedicated specifically to Special Education programs. Volunteers in Special Education classes support teachers in providing one-to-one attention.

**Gifted Education** programs provide identification, motivation, and challenge to exceptionally bright and capable students. Identification categories include intellectual ability, creative ability, specific academic ability, leadership ability, high achievement, and visual and performing arts talent.

## *Opportunities for Volunteers at the Elementary Level*

- Parent Advisory Council
- School Planning Council
- Put together books/duotangs to send home in such programs as ‘Great Leaps in Reading and Math’
- Put together ‘baggies’ of phonics and/or math activities/games that can be signed out in evenings for homework.
- Organize kits in any subject area (e.g. math, science, etc.) as directed by a teacher
- Assist with homework club/catch-up at lunch time
- Track and encourage students to complete Scholastic Reading tests on the computer
- Collect and organize order for Scholastic Books
- Parent ambassadors – meet and greet new parents; spread the good word about events or progress on goals at the school
- Run intra-mural games under the supervision of a staff member
- Coach sports under the supervision of a teacher
- Read with a single student or a small group of students
- Assist one student or a small group with a task as designated by the teacher
- Assist teachers in tracking home reading – calculate minutes or organize kits
- Fundraising – organize and track progress
- Hot Lunch Sales
- Baking/Refreshments
- Music Performance Support
- Assist teachers with extra-curricular clubs – e.g. – gardening, chess, art, etc.
- Assist in organizing events – e.g. track and field stations, play day, etc.
- Organize/supervise playground games under the direction of a teacher
- Drive/supervise for fieldtrips
- Uniform sales – new and used
- Assist with planning and running of special events – teas, community breakfasts, cakewalks, fun nights, etc.
- Organize or tidy centres in primary classes (sharpen pencils, tidy area and replenish supplies as needed)
- Judge speech contests
- Assist in looking after class pets
- Participate on committees as requested by the school and/or district
- Room parents – contacts that are part of a ‘phoning tree’ or who help organize other volunteers
- Assist with concerts – props., backdrops, costumes, ticket sales
- Assist teachers to organize displays of student work – bulletin boards or display cases



## *Opportunities for Volunteers at the Middle/Secondary Level*

- Parent Advisory Council
- School Planning Council
- Coaching Teams or Clubs
- Managing Teams or Clubs
- Field Trip Supervisors/Chaperones
- Dance Supervisors/Chaperones
- Music Program PAC
- Music Performance Support (*piano accompanist*)
- Hockey Academy PAC
- Portfolio Evaluators
- Spotlight Presenters (Career Prep.)
- Grad Council – Parent Executive
- Dry Grad Organizer/Supervisor
- Special Event Organizer/Supervisor
- Reading Support
- School Store Assistants
- Mentoring Students
- Completing Inventories/Organizing of Shops and Labs
- Drama Performance Support
- English as a Second Language Helper



**“If you want to build a ship, don’t drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.”**

*Antoine de Saint-Exupery, The Wisdom of the Sands*

## *Cultural Diversity*

As a volunteer in School District No. 23 schools, it is important to develop a respect for and an appreciation of the diverse cultures and backgrounds of the students. You will notice a declaration poster signed and displayed in every School District facility created by our District Human Rights Committee as part of an initiative to promote a racism-free message in all schools and work sites in School District #23. Here are some important points for you to know.

### **In School District No. 23, we believe in:**

1. Treating people of every race, creed and colour with respect.
2. Feeling safe and cared for in our school community.
3. Recognizing freedom of expression that does not hurt others.
4. Celebrating diversity.
5. Preventing the use of statements or symbols of discrimination.
6. Ensuring that the Code of Conduct promotes a racism-free environment.



### **Racism may involve:**

- verbal abuse or unwelcome remarks
- insulting jokes
- blackmail or coercion
- name-calling
- racial or other slurs through photos, signs, drawings, pictures, messages or e-mail
- leering or constant staring
- physical assault
- comments, displays or contact of a sexual nature which create an uncomfortable work environment
- abuse of power or intimidation
- objectionable conduct or gestures

### **RESPECT—A Core Value**

The Board of Education Policies 350 & 450 state “discrimination is unlawful, unacceptable and offensive”. The Board believes that employees, applicants for employment, students, parents and individuals who do business with the district have the right to an environment free from discrimination. Further, the Board believes that “discrimination demeans, belittles and humiliates individuals and has a detrimental effect on the operation of our schools, school-sponsored activities and the business of school in our community”.

No matter what your position or that of the people with whom you interact & work, showing mutual respect and consideration will make our business a positive experience for all of us.

***"Together We Create a Racism-Free Community"***

## *General Volunteer Tips for Success*

### **BE YOURSELF**

1. Relax and enjoy yourself. Don't be afraid to laugh – it's contagious.
2. Personal concern for your student is your greatest asset as a volunteer. Effective volunteering is based more on rapport between the volunteer and the student than upon expertise in a subject area. Work to build a relationship of mutual confidence with your student. Keep in mind that what you **do** is as much a language as what you say.

### **BE AWARE**

1. Respond to the cues which the child gives you about interests, strengths, and weaknesses. Sensitivity to the child's needs is all-important.
2. Be sure that your student really knows and understands what is being learned before you move on. Lesson plans may have to be changed to include more review and less new material.
3. Watch and listen to the child. Children give us many clues about how they are thinking or reacting. If a child does not give an immediate response to a question, the wheels may still be turning inside the brain.
4. Make a note of the activities your student likes to do and then do more of them. If your student is impatient, try to figure out why, and change what you are doing. Ask the teacher for suggestions how to make the lesson more successful next time.

### **BE ACCEPTING**

1. When you have discovered your student's interests, talk about them. Encourage the child to express these interests, ideas, or concerns verbally, but do not interrupt to correct errors in pronunciation or grammar, or you will discourage the student from talking freely. A better way to improve the child's speech is by your example.

### **BE DEPENDABLE**

1. Follow through on all of your promises. If you say you are going to bring a picture of a whale to the next session, make sure you do. If you agree to read three more pages, stop at three. If you promise to play a game before the session ends, make sure that you leave enough time.
2. Always be on time. Make sure you contact the school or teacher to let them know if you will be absent from your volunteer assignment.

## BE POSITIVE

1. Make your student feel that success is possible. Try to find some way to offer praise each meeting. If the praise is not for the child's performance, it may be for attention or effort. However, a child quickly loses respect for the giver of undeserved praise. Where "Oh, that's great!" is not earned, an honest "I know you can do better, let's try that again" is a more appropriate form of praise.
2. Children who have no confidence in themselves create barriers which make learning difficult. Make the best of every opportunity to foster in each child a strong sense of personal worth. Helping a child to create a better self-image may be as valuable as any skills you can teach.
3. Your student will learn more if you provide opportunities for self-correction. It is more helpful if you say, "Let's look again at that question," rather than, "No, you're wrong." Mistakes are signals that the student **has not** learned something, not that the student **cannot** learn something.

## BE PATIENT

1. Great patience on your part may be required as you explain the same thing over and over. You will have to review and repeat the basic skills the child needs to know until these skills become a part of the child's thinking.
2. Be reasonable with what you expect to accomplish as a volunteer. No one expects miracles from you. Some children will show dramatic improvement in academic skills; others will not. Improved report cards are not the only way to measure your effect. Perhaps you will see little changes in the child's feelings toward school or in the child's self-image. The student may find more enjoyment in reading or math, develop a greater awareness of surroundings, and improve the ability to listen, or want to try harder.

## BE FLEXIBLE

1. Do not be afraid to admit your lack of understanding or your mistakes. No one is perfect or knows everything, and students are delighted at this honesty.
2. Whenever possible, reverse your roles of "student" and "teacher." Students enjoy this role reversal and learn a great deal as a consequence. If the child can teach something, he knows it.
3. Volunteering with a small group of students (three to five) can sometimes be more successful than with one individual. Children learn from each other and motivate each other.



## Words of Encouragement

1. I knew you could do it.
2. You've just about got it.
3. You did it that time.
4. You're doing fine.
5. I'm very proud of you.
6. You're learning fast.
7. Well done!
8. You're doing a good job.
9. You're working hard today.
10. You figured that out fast.
11. It's a pleasure to help you.
12. You did a lot of work.
13. I think you've got it.
14. You are learning a lot.
15. That's the way to do it.
16. You make it look easy.
17. That's better than ever.
18. Good remembering.
19. You've been practicing.
20. Now you've got it.
21. Congratulations!
22. I've never seen it done better.
23. Be proud of your good work.
24. Once more and you'll have it.
25. I couldn't have done it better.
26. Excellent!
27. Outstanding!
28. Good for you.
29. That's great!
30. Much better.
31. That's better.
32. That's the way.
33. Fine!
34. That's it!
35. You're right.
36. Keep trying.
37. Way to go.
38. Tremendous!
39. Perfect!
40. Nice going.
41. Good work.
42. Terrific!
43. I like that.
44. Marvelous!
45. Good going.
46. Fine job.
47. Clever!
48. Keep it up.
49. Fantastic!
50. Very good!

A+



Notes

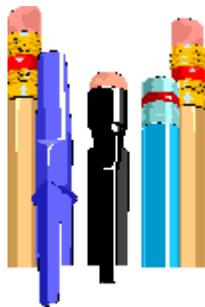


Staff Contact	
<b>Name:</b>	
<b>Phone #:</b>	
<b>Principal:</b>	
<b>After Hours Contact:</b>	



***“Children must have at least one person who believes in them.  
It could be a counsellor, a teacher, a preacher or a friend.  
It could be you.  
You never know when a little love, a little support will plant  
a small seed of hope.”***

*- Marian Wright Eldman “The Measure of Our Success”*



# APPENDIX I

## Policy

**“To the world you may be one person, but to one person you may be the world”.**

*-- Anonymous*



## **Section Seven: Community Partnerships**

### **720 – VOLUNTEERS**

#### **Introduction**

The Board of School Trustees supports parents and interested members of the community offering volunteer support on behalf of school programs. It is the Board’s belief that volunteers can be of great benefit to both schools and students.

#### **Policy**

1. The Board encourages volunteers, subject to necessary administrative regulations, collective agreements and individual school requirements.
2. The Board, in endorsing volunteer involvement, also recognizes that procedures are needed to provide for the safety of students and staff.
3. Volunteers operate under the general supervision of the principal.



## **Section Seven: Community Partnerships**

### **720R – VOLUNTEERS (REGULATIONS)**

#### **1. Definition**

For the purpose of this policy, the term “volunteers” shall be persons other than employees who:

- 1.1 willingly provide services to schools without expectation of compensation;
- 1.2 may attend at the school one time only, occasionally, or on a regularly scheduled basis;
- 1.3 may have an assigned role or responsibility in a school, classroom, or during a school activity.

#### **2. Recruitment**

*Inviting, accepting, assigning and training volunteers are carried out at the school level. Individuals interested in serving as volunteers must contact the school principal. District-wide protocols and volunteer application forms shall be used.*

#### **3. Role of the Principal**

It is the responsibility of the school principal to:

- 3.1 ensure that all volunteers are advised that they will be required to submit to a criminal record check;
- 3.2 provide for the safety of students in the care of volunteers;
- 3.3 monitor the activities of the volunteers;
- 3.4 implement the appropriate provisions of the collective agreements.

#### **4. Liability**

Volunteers selected by these regulations will be covered by the district’s liability insurance plan.

Date Agreed: November 13, 2002

Date Amended: N/A

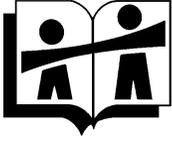
Related Documents:

# APPENDIX II

## Forms

**“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”**

*Dr. Felice Leonardo Buscaglia*



# SCHOOL DISTRICT No. 23 (Central Okanagan)



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## VOLUNTEER CODE OF CONDUCT

(This document defines the district's expectations for all school volunteers.)

**As a volunteer, I agree to abide by the following code of volunteer conduct:**

1. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.
2. I will maintain confidentiality outside of school and will share with teachers and/or school administrators **any** concerns that I may have related to student welfare and/or safety.
3. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.
4. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange home directory information only with parental and administrative approval.
5. I will not contact students outside of school hours without permission from the students' parents and the principal.
6. I agree to never be alone with individual students who are not under the supervision of teachers or school authorities.
7. I agree to not transport students without the written permission of parents or guardians or without the expressed permission of the school or district and will abide by District Policy 525 (*Field Trips – Transportation of S.D. #23 Students: Vehicle Use and Authorized Driver's Statements*) when transporting students.
8. Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
9. I will wear or show volunteer identification whenever required by the school to do so.
10. I will use only adult bathroom facilities.
11. I will not promote or recruit students or staff for any specific ideology.

---

**I agree to follow the Volunteer Code of Conduct at all times.**

---

*Name (please print)*

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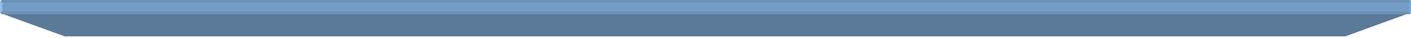
*Date*

---

*Signature*



**The Volunteer Disclosure Statement on the following page must be completed, signed and returned to the school principal. Once the principal has completed the form it should be sent to the Human Resources Department at the school board office. Principals will be advised once the criminal record check is completed.**





# VOLUNTEER DISCLOSURE STATEMENT

I understand that my volunteer position with School District No. 23 (Central Okanagan) is contingent upon a review and approval of a truthfully completed and signed Volunteer Disclosure Statement. I also understand that the information which I have provided on this form is subject to verification, which will include completion of a criminal record check. I further understand that if I am permitted to volunteer, that permission may be revoked for any misrepresentation or omission on this Disclosure Statement.

Last Name: \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

\*Have you lived in Richmond, BC? \_\_\_\_\_ (\* separate database we are required to check)  
Please print YES or NO

*Do you have any outstanding charges or have you ever been convicted of an offence under the Criminal Code of Canada, the Controlled Drugs and Substances Act, or any other Federal Statute?*

\_\_\_\_\_

Please print YES or NO

If you answered YES, please provide particulars on a separate sheet and place in a sealed envelope marked "Confidential" and attach it to this form.

I understand that:

- (a) In answering YES to the above question, I will not necessarily be disqualified from volunteering for School District No. 23 (Central Okanagan) but further inquiries may be required before I will be permitted to volunteer.
- (b) In applying for a volunteer position, the information which I have provided on this form is subject to verification in the completion of a Consent for Disclosure of Criminal Record Information.
- (c) Should any of the information provided in this form be determined to be incorrect, I may consequently be denied the opportunity to volunteer with students by School District No. 23 (Central Okanagan).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

### TO BE COMPLETED BY PRINCIPAL ONLY

Attach photocopy of two pieces of acceptable identification (listed below), **at least one of which must be picture identification:**

- |  |                          |                                 |                          |
|--|--------------------------|---------------------------------|--------------------------|
| British Columbia Driver's Licence (with picture) | <input type="checkbox"/> | Birth Certificate               | <input type="checkbox"/> |
| Driver's Licence (with picture)                  | <input type="checkbox"/> | Health Care Card                | <input type="checkbox"/> |
| Passport (with picture)                          | <input type="checkbox"/> | Social Insurance Card           | <input type="checkbox"/> |
| Native Status Card (with picture)                | <input type="checkbox"/> | Citizenship Card (with picture) | <input type="checkbox"/> |

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Signature: \_\_\_\_\_

School: \_\_\_\_\_



help a child.

**“Volunteers are not paid -- not because they are worthless, but because they are priceless.”**

*Author Unknown*

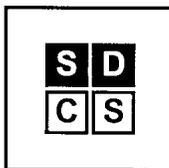
**SCHOOL DISTRICT No. 23  
(Central Okanagan)**



*“Together We Learn”*

*“Our mission is to educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy, productive member of our global society.”*

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**San Diego City Schools  
Community Relations Department**

- Partnerships in Education, Volunteer Program, Service Learning

*School District No. 23 (Central Okanagan) gratefully acknowledges the San Diego City Schools Community Relations Department for inclusion of their Volunteer Handbook information in this booklet.*

**School District No. 23  
(Central Okanagan)**

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# **VOLUNTEER HANDBOOK**

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*For further information, contact:  
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Kelowna, BC V1X 5X7  
Phone: (250) 860-8888  
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[www.sd23.bc.ca](http://www.sd23.bc.ca) *(this document is available on our website)*

**Assistant Superintendent's Office**