

**CDA4Kids**  
Volunteer Handbook  
And  
Volunteer Training Tidbits

**WELCOME VOLUNTEERS!**

Dear Volunteer:

Welcome to CDA4Kids! We have prepared this Handbook to create a better understanding between staff, volunteers, and students in our school. We ask you to join us in the commitment to provide “your student” with a rewarding tutoring, mentoring, testing, and/or other classroom help experience.

Please take the time to read this Handbook and keep it in a convenient spot so that you may refer to it as the school year moves along. Once again, we are happy to have you join the CDA4Kids enrichment family as a volunteer, a person who can make a real difference the life of a child.

Sincerely,  
CDA4Kids Staff

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## **VOLUNTEERISM MEANS PROFESSIONALISM AND RESPONSIBILITIES**

### **Expectations**

1. Confidentiality –You might have access to information regarding students that is private and confidential. Therefore, we ask that you not discuss any information regarding students with people outside the program.
2. Punctuality – We depend on you to be on time. If you have an emergency, if you are sick, or if you will be late for any reason, inform the staff as soon as possible in order to get the proper message to the proper teacher.
3. Dress – Your dress attire should reflect your professionalism.
4. Professionalism—Please silence your cell phone and no earbuds.

### **Safety Requirements**

5. Do not take children outside or away from school.
6. Read in view of other adults.
7. Sign in on Sign-In Sheet on small desk near the front of the Office; and before proceeding down the hallways, place your name tag on your person.

### **Record Keeping**

8. Keep documentation on the student/s with whom you are working.
9. Fill out your enrollment forms (from which the background check proceeds).

### **Some Do's and Don'ts**

10. Insist that children stay on task, behave, and engage themselves constructively in the learning activities provided.
11. Always provide for the highest degree of health, safety, and well-being of students.
12. Always check with supervisors when in doubt on issues that may result in negative consequences.
13. Have students refer to you by proper name (Mr. Miss Mrs.).
14. Wear your name tag and school identification at all times when in building; and leave in basket when you sign out.
15. Leave the building in a timely manner.
16. Be the adult in charge, and be sure your actions reflect this fact.
17. Do not offer gifts or treats to students for behaviors or special events.
18. Do provide encouragement, support and consistency in expectations.
19. DO NOT leave any student unsupervised.

### **Hallway Etiquette**

20. Use a quiet voice.
21. Keep hands and feet quiet and away from lockers.
22. Walk on the right side of the hallway.

### **When Meeting the Child**

23. Exchange names
24. Get to know the child.
25. Choose (you or teacher) and read a short, good book.
26. Set expectations.
27. Make a schedule.
28. Talk about how you will notify the child if you are not able to come in.

## **VOLUNTEER JOB DESCRIPTIONS:**

### **TUTOR – A CHILD’S READING PARTNER**

- Come prepared to read to your kids without distractions.
- Read for a full 20 minutes (or whatever teacher directs)
- Listen as your child tells you what he/she read.
- Use Before Reading, During Reading, and After Reading strategies.

### ***BUILDING BLOCKS FOR TEACHING CHILDREN TO READ – K-3***

**Phonemic Awareness** is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken word.

**Phonics Instruction** is helping children learn the relationships between the letters of written language and the sounds of spoken language.

**Fluency Instruction** is helping children be able to read a text accurately and quickly.

**Vocabulary** refers to the words we must know in order to communicate effectively.

**Text Comprehension** is purposeful and active and is important because comprehension is the reason for reading.

### ***HELPFUL TIDBITS TO HELP CHILDREN READ***

- Sit beside the child.
- Be sure you can see the words.
- Let the child handle the book.
- Encourage pointing when appropriate; otherwise, don't.
- Support reading only when needed; let the child figure out the words.
- Don't correct too much.
- Praise good tries and accurate reading.

#### **Before You Read**

- Look at the picture clues.
- Think about the clues in the title and the pictures.

#### **During Reading (at a tricky word)**

- Reread from the beginning of the sentence.
- Picture what is happening in the story.
- Predict a word that starts with the sound of the first letter of the tricky word. (Give them the sound if they don't know.)
- Reread and check...does the word make sense? Does it sound right and look right? (Slide finger under word.)
- Read on to check meaning, silently or out loud.
- Reread to check to see if it all sounds right.
- Give the word if they are still stuck.

#### **After You Read**

- Discuss the main characters.
- Tell about the setting.
- What was the problem?
- How was it solved?
- What did you like best in the story?

### **MENTOR – A CHILD’S FRIEND**

- Talk with and to your child often.
- Build a caring relationship with your child.
- Listen intently to your child.
- Let your child learn by example.
- Encourage your child to speak distinctly.
- Come prepared to give full attention your student without distractions (no phones or preoccupations).

### **PRESENT AN ENRICHMENT EXPERIENCE**

- Talk with classroom teacher/supervisor prior to your day of presenting so the teacher is aware of your topic.
- Come early to set up your presentation.
- Ask for help, if needed, for your presentation.
- Be sure to leave time for questions following your presentation.

### **CLASSROOM HELPER**

- Be on time, or let your teacher know any changes in your plans.
- Follow the teacher’s lead in all that you do in the classroom.
- You may take home projects to do for the teacher, if needed. Be sure to bring them back in a timely manner.
- Report to teacher any information you may have learned about a student. Do not solve problems on your own.

### **MENTORING BOUNDARIES**

- Do not remain alone with a student on school property after the regular school day.
- Do not remain alone with a student behind a closed door. Stay where others can see you.
- Do not make it a habit of meeting students outside of school for any reason. I know we are not invisible, but avoid contact unless the parents are there.
- Do not counsel students in nonacademic matters. If the Educator/Mentor believes the student to be in some sort of trouble, the student should be referred to the school counselor. Suggestion; This sounds serious, why don’t **we** report this to someone?
- Do not transport students in your private vehicle, allow them access to your vehicle, or entertain them in your home.
- Do not engage students in conversations regarding sexual/romantic areas.
- Do not make sexual comments about their bodies, tell sexual jokes, or share sexually oriented material with students!
- Do not touch students in a manner that a reasonable person **could** interpret as inappropriate.

### **DISCIPLINE PROBLEMS**

Every child is likely to misbehave eventually. Here are some steps that you can take to be clear and fair about discipline. Remember, the only one you can discipline is yourself!

If you are in a classroom situation, the teacher is the disciplinarian.

***If not, refer to the following suggestions:***

- Describe the specific inappropriate behavior and its potential consequences.
- Outline choices and consequences with positive ones first. (Be sure that you are able to accept any of the choices you propose)
- Allow a reasonable length of time for the choice to be made.
- Enforce limits, if negative choices are chosen.
- You do not have to put up with bad behavior.

## **CHILD ABUSE AND SUICIDE**

**If a mentee leads you to believe that he/she is in an abusive situation, or is having suicidal thoughts, you must share this information with a school professional or the Police. DO NOT WAIT. You should tell the child that this is a serious problem. Ask them if they have a trusted parent, teacher, or adult friend they would feel comfortable talking to about this. Most importantly, offer to go with them. Failure to report is against the law. DO NOT BREAK THE LAW!!!**