

**WELLINGTON**  
**Christian School**

**VOLUNTEERS**

**IN**

**PRACTICAL SERVICE**



**HANDBOOK**

**Whatever you do,  
work at it with  
all your heart, as  
working for the  
LORD, not for  
men, since you  
know that you will  
receive an  
inheritance from  
the LORD as a  
reward.**

**It is the LORD  
CHRIST you are  
serving.**

Col. 3:23-24

## Table of Contents

Mission Statement, Philosophy, Volunteer Program Goal .....	1
Introduction, WCS Volunteer Policy .....	2
General Information.....	3
Questions and Answers .....	4
Volunteer Job Descriptions.....	6
Tutoring Tips.....	7
Giving Individual Attention.....	9
Characteristics of Children.....	10
Signature Page .....	13



# Wellington Christian School

## **Mission Statement**

The Mission of Wellington Christian School is to impact the world by educating students in a Christ-centered, loving atmosphere that pursues spiritual and academic excellence.

## **Philosophy**

Our approach to education requires that God and His Word be the focal point through which all learning and living are experienced.

Our aim is to make provisions for the individual differences of development and experience, then to challenge each child to his/her fullest God-given potential.

Our responsibility is to provide a Christ-centered education, which develops the spiritual, social, intellectual, emotional, and physical areas of the child's life. We endeavor to act as an extension of the home and church to provide training for the child, which will stimulate further learning.

## **Volunteer Program Goal**

Increase involvement by parents, business and other community interests through partnerships designed to enhance academic excellence and continuous school improvement.

## **Introduction**

Wellington Christian School supports an aggressive, well-organized volunteer program under the direction of the Volunteer Coordinator. The Coordinator organizes the time and talents of all volunteers with the schools activities, events, and programs. By serving as a WCS volunteer, you will 1) keep tuition costs down; 2) give individualized attention to students; 3) serve teachers and staff; and 4) receive many untold rewards for your efforts.

Our volunteers are part of the WCS extended family. You are volunteering to assist the PTF, Fine Arts, Athletics, classroom field trips, office services, and the classroom teaching-learning experience. Volunteers are dependable family and community members who, in addition to providing a service to our teachers and students, are learning about our educational program. They are realizing the importance of education and how time-consuming teaching can be!

We wish each of our volunteers a successful, rewarding, and satisfying experience. Should you have any additional questions, wish to consult with the teacher to whom you are assigned, or need further information, please feel free to contact your Volunteer Coordinator.

## **WCS Volunteer Policy**

Wellington Christian School desires to include all parents as volunteers. The volunteer program at WCS partners parents with the teachers and staff to provide a quality education for the students. WCS teachers and staff serve families, as family partners.

## General Information

**Registration** — All volunteers must complete a Volunteer Packet prior to volunteering in the school. A background check will be conducted on all volunteers.

**Attendance** — Because each job is important and has to be done, please notify the person for whom you are working or the Volunteer Coordinator when you are unable to be there at the assigned time.

**Records** — WCS requires that records be kept of all volunteer hours. Please be sure to sign in and out each time you volunteer.

**Nametags** — Volunteers must sign in at either the elementary or secondary reception desk and wear a name badge at all times. These badges are to be left at the desk when signing out.

**Dress Code** — All adults that are on campus are asked to dress modestly as an example to the students. Please, no halter tops, bare backs or midriff, or plunging necklines. All dresses, skirts, and shorts must be of modest length and reflect WCS values.

**Conduct** — Your conduct should provide for and reinforce the safety and well being of all students. You are a role model for the students and should act appropriately.

**Medication** — Volunteers are not permitted to give medication (including over the counter medication) to students.

**Releasing Students** — Students are to be released to no one except the supervising teacher.

**Discipline** — It is the teacher's responsibility to discipline the students. Please support the teacher. If you have something to contribute please meet privately with the teacher.

**Confidentiality** — Classroom work with students is always confidential. Please keep your observations on a professional level. A volunteer will not divulge information to which he or she may have access (for example, grades or discipline issues).

**Accidents** — All accidents that occur when a student is under your supervision should be reported to the supervising teacher immediately.

## Questions and Answers

**1. How do I become a volunteer?**

Any person interested in volunteering may do so by first completing the Volunteer Survey which is included in the Registration Packet. Once the Volunteer Coordinator receives the survey, a Volunteer Packet and handbook are mailed home for completion. Extra packets may be picked up at the reception desks of the elementary and secondary office.

**2. When can I begin volunteering?**

All required forms of the Volunteering Packet must be filled out completely, notarized and returned to the Volunteer Coordinator for processing before volunteering can begin. This can take up to four weeks from date of submission, so please plan accordingly. The volunteer Coordinator will contact you via e-mail, unless otherwise stated, when all your paperwork has been processed. You may begin volunteering after notification.

**3. Why does my attire matter, I am not a student at WCS?**

The way adults dress is an example to our students. The Christian lifestyle of modesty should be modeled by all WCS employees and volunteers. We have an incredible opportunity to be different than what the world promotes.

**4. What are the qualifications to become a school volunteer?**

The qualifications needed to be a school volunteer are a personal desire to help, a sincere interest in students, an ability to follow school procedures and policies, and a willingness to make a definite time commitment. The teacher or the Volunteer Coordinator will provide any training that is needed. A teaching background is not required, as volunteers work under the direction of the school's professional staff.

**5. May I bring my pre-school child with me?**

No, bringing pre-school children with you presents a liability problem for the school. In addition, having a very young child in a classroom interrupts class procedures, disrupts the students and prevents the volunteer from giving full attention to the work the teacher has prepared. Many school volunteers with pre-school children have formed a cooperative babysitting service among themselves.

- 6. When friends and neighbors ask me about WCS, what may I tell them?**  
You may direct them to our Director of Admissions, a school Principal or Headmaster. The Headmaster is also available to thoroughly answer school questions. This process will provide direct and authoritative information.

Volunteers can be a big help in representing the school to the community. We want you to talk about your school and your involvement. You may have access to “privileged information” which, naturally, should be treated as such. “Privileged information” is defined as personal records, grades, test scores, behavior and attitude of students. This is important school business and should never be discussed outside of the school.

Criticizing school personnel and practices is not acceptable. Your job in school is as a professional working with other professionals.

- 7. May I choose the teacher with whom I wish to work?**  
Volunteers are only placed in classrooms where teachers have specifically requested their assistance. The Volunteer Coordinator and the Principals at the school make the decisions about placement of classroom volunteers.
- 8. What if I am not happy with the job assigned to me?**  
Feel free to say so. Communicate with the Volunteer Coordinator. Every effort is made to place volunteers in a situation that matches the needs of both the volunteer and the job. There are enough different jobs for everyone to feel comfortable. Teachers also have the opportunity to ask for a different assignment for a volunteer.
- 9. What do I do about discipline?**  
Disciplinary action is the legal responsibility of teachers. Volunteers should never be put in a position of having to enforce discipline. If you are having a problem, immediately inform the teacher.
- 10. What should I do if I am unable to be at the school at my assigned time?**  
As soon as you are aware of conflict, call the school to let them know. The teacher has planned his/her schedule according to the time that you have agreed to help. If possible, please keep your assigned schedule.
- 11. Why is it important for me to sign-in and out each time I volunteer at school?**  
There are many reasons this requirement is necessary such as maintaining school security; verification of volunteer service which can be used on a resume; liability purposes, in the event you receive an emergency telephone call, you can be found; so that individuals can be recognized for their dedication and service.

## Volunteer Job Description

**CLASSROOM ASSISTANTS** perform clerical, tutorial, and teacher reinforcement tasks under the direction of the classroom teacher. This allows teachers more professional time to spend with their classes and individual students.

**ARTS AND CRAFTS ASSISTANTS** work with art and classroom teachers to help students develop their creativity by providing them with opportunities to discover and develop their abilities. Volunteers may assist teachers with presentation of materials for art instruction or assist students with art projects.

**MEDIA CENTER AIDES** shelve books, catalog materials, check out books when needed, take inventory, perform simple maintenance tasks, operate equipment, assist during book fairs, and work with the media specialist on other tasks as needed.

**TUTORS** work one-on-one with a student or with small groups of students who need remedial help in academic subjects to reinforce basic skills. Placements are made with students from kindergarten to high school.

**PHYSICAL EDUCATION ASSISTANTS** assist the classroom or physical education teacher in providing a wider variety of experiences for students through physical education. Volunteers serve as educational materials assistants who prepare materials for instruction, assist in demonstrating skills, or help individual students.

**READERS** read stories to primary grade students to help them learn the value of reading at an early age.

**SPECIAL ACTIVITIES VOLUNTEERS** give important support as needed for a special project. This may include serving on committees, PTF Board, assisting with fine arts, athletics, field trips, fundraising, and/or school sponsored activities.

**EXCEPTIONAL SERVICES ASSISTANTS** work with the teacher to assist in meeting the individual needs of exceptional education students.

**SPECIAL ENRICHMENT VOLUNTEERS** speak to classes or groups on topics related to occupations or community interests. These volunteers may be professional business people or retirees who, based on their careers, hobbies or interests, may provide enriching experiences for students.

**GENERAL SCHOOL AIDES** perform a variety of school duties assigned by staff members such as working in the office, assisting in the media center, clinic or classroom. General school aides are not assigned to a single station.

**HOT LUNCH HELPERS** prepare and serve hot lunch to students every Wednesday.

**PARENT — TEACHER FELLOWSHIP (PTF)** assign members to represent a cross section of the school's student population on the PTF Board. All parents are members of the PTF by virtue of their child's enrollment. Volunteers can express a desire to serve on many PTF committees.

## TUTORING TIPS

Set a positive, warm learning environment when working with students. It takes time and patience for you and the student to feel comfortable and friendly. Take the first step toward building the desired relationship by simply being you. The following points may also help as you begin working with students.

A student's name is very important. Make sure you say the student's name the way the student wants it said. Learn to spell the name correctly.

Make sure the student knows and can pronounce your name. Writing it down on a card for him/her may be helpful.

Be a careful listener. Show that you are interested in the student as a person. Listen carefully to what the student has to say. Ask questions about favorite activities, family members, good friends, and personal hopes and dreams. By your words and actions, let the student know that you care. Don't talk about his/her home life, unless he/she brings it up; it may be uncomfortable for him/her.

Make it your first goal to become friendly with the student. The student will benefit from this personal relationship. The student will be more willing to learn from someone he/she likes.

Relax and be yourself. Maintain a sense of humor.

Build your relationship slowly; and it will continue to grow by your acceptance of the student, your faith in his/her ability, your honesty, your sensitivity, and your trustworthiness. Never promise something with which you cannot follow through or produce.

Meet the unexpected needs of your student by using your creativity.

Students make mistakes. Let them know that making mistakes is a part of learning. Do not be afraid of making mistakes yourself.

Build the student's self-confidence. Praise your student honestly and frequently. Attentiveness and effort can be as important as performance. Accentuate the positive; minimize the negative.

Be patient. Students learn at different rates and in different ways. Any sign of progress, as little as it might be, will be your greatest reward. Many underachievers work more slowly on academic problems because they are less secure.

Repetition is important. Devise different ways of doing things so the student can repeat what is being learned.

Be sincere and praise any honest effort on his/her part. Look at failures as an opportunity for another try at the same task. He/she should never see failures as negative. A student quickly loses respect for the giver of undeserved praise.

Be reliable. If you must be absent, call the school and ask that the student be told you cannot come that day. The student will be disappointed that you cannot come, but will be reassured that you care enough to call.

When speaking to students:

- Avoid comparing students and their work.
- Give students a choice only when you intend to abide by that choice.
- State directions in a positive form. Example: "Use the blocks for building," rather than, "Don't throw the blocks."
- Your goal should be success for each student.

## Giving Individual Attention

You may be asked to help a student who needs individual attention. A student who has been absent or who is having difficulty with a particular problem will benefit greatly from your special help. Students need this kind of help most often in reading and math, but it could be in any subject. The following guidelines may help you in your first tutoring situation.

- Don't be hesitant about declining the assignment if you feel you don't understand the materials well enough to help the student. The teacher will understand and will find another area in which you can help.
- Get specific directions from the teacher about the assignment.
- Find a quiet place in or out of the room where the student and you can talk quietly without disturbing the rest of the class.
- Establish a one-to-one relationship with the student by talking first for a minute about the student or the student's personal interests.
- Find out exactly where the student is in his/her work by asking for an explanation of the work that has preceded this assignment.
- Let the student work out as much as he/she can. Provide encouragement, but don't step in too soon.
- Rather than giving the answer when a student asks a question, direct their thinking so he/she can discover the answer independently.

Example:

(Student asks, "How can I subtract 82 cents from just \$1 .00?" Volunteer replies, "Well, how many cents are in one dollar?" In another assignment, the student might ask, "Who made the first American flag?" Volunteer replies, "Does your social studies book have an index? Perhaps you could find the information if you look under flags.")

## **Characteristics of Children Kindergarten Through Adolescence**

### **All students...**

- ✓ Need Christ as their Lord and Savior and to know the Bible as God's Word
- ✓ Need to understand the relationship between the Christian faith, learning, and creation
- ✓ Need adult praise and encouragement
- ✓ Are sensitive to criticism
- ✓ Need friends and peer support
- ✓ Are developing their understanding of God's moral code for right and wrong
- ✓ Are anxious to serve or please
- ✓ Need love and compassion
- ✓ Need respect and dignity

### **A five-year-old...**

- ✓ Is helpful around the house
- ✓ Prefers mother as parent
- ✓ Needs some assistance with coats, etc.
- ✓ Is closed-mouthed at home about school activities
- ✓ Has short bursts of energy
- ✓ Has vague concepts of time
- ✓ Is not fearful
- ✓ Asks many questions about how things work
- ✓ Enjoys cutting, pasting
- ✓ Loves to play dress-up

### **A six-year-old...**

- ✓ Handles and attempts to use tools and materials
- ✓ May be self-centered, domineering, bossy, stubborn, and aggressive
- ✓ Wants and needs to be first, to be loved best, to be praised most, and to win
- ✓ Is usually better-behaved away from home
- ✓ Is interested in simple games
- ✓ Carries on long conversations
- ✓ Enjoys father
- ✓ Is restless, overactive, exuberant
- ✓ Usually likes the teacher

### **A seven-year-old...**

- ✓ Does not respond promptly
- ✓ May forget easily
- ✓ Fights with playmates
- ✓ Plays in pairs or in groups
- ✓ Is interested in magic, puzzles, collecting and exchanging baseball cards, etc.
- ✓ Girls like dress-up, paper dolls, jump rope
- ✓ Is concerned about being good
- ✓ Is easier to discipline, sensitive to praise
- ✓ Complains and sulks
- ✓ Thinks the teacher is really paramount in school

### **An eight-year-old...**

- ✓ Is aware of financial matters
- ✓ Makes fewer complaints about the teacher
- ✓ Is expansive and speedy
- ✓ Has a longer attention span
- ✓ Is alert, friendly, and interested in people—but sometimes careless, noisy, and argumentative
- ✓ Has feelings easily hurt by careless remarks
- ✓ Understands time and money concepts
- ✓ Likes team games
- ✓ Is critical of brothers and sisters
- ✓ Needs frequent reminders about responsibilities
- ✓ Is demanding of mother
- ✓ Is sensitive to criticism
- ✓ Needs adult praise and encouragement

### **A nine-year-old...**

- ✓ Has new forms of self-independence
- ✓ Has increasing self-motivation
- ✓ Resents interruptions
- ✓ Likes secret codes and languages
- ✓ Has a strong sense of right and wrong
- ✓ Is easily discouraged
- ✓ Is competitive in work and in play and is afraid of failure
- ✓ Cries only when emotions are overtaxed
- ✓ Is a great worrier
- ✓ Is anxious to please
- ✓ Makes fewer demands on parents
- ✓ Is a loyal and devoted friend
- ✓ Is more interested in talking and listening than in working

### **A ten-year-old...**

- ✓ Is relaxed, casual, and alert
- ✓ Is in one of the happiest ages
- ✓ Has a strong sense of justice
- ✓ Truly enjoys friends
- ✓ Needs schedules
- ✓ Loves the outdoors
- ✓ Is a hero worshipper
- ✓ Is critical of teachers
- ✓ Wants the teacher to be fair

### **Pre-adolescents (eleven and twelve-year-olds)...**

- ✓ In need of a feeling of belonging and acceptance
- ✓ In need of increasing opportunities for independence
- ✓ In need of warm affection and a sense of humor from adults
- ✓ Turned off by nagging, condemnation, and being talked down to
- ✓ Antagonistic and teasing toward the opposite sex
- ✓ Over-critical, rebellious, and uncooperative
- ✓ Awkward, lazy and restless because of rapid and uneven growth

### **Adolescents (thirteen-year-olds and over)...**

- ✓ Having tremendous variations in attainment of physical maturity
- ✓ Acquiring adult capacity for abstract thinking
- ✓ Using aggressiveness in seeking independence
- ✓ Resenting conditions that make him dependent on adults
- ✓ Having difficulty adjusting to the inconsistencies and hypocrisies of adult society
- ✓ Oversensitive; indulging in self-pity and having intense fear of ridicule, concerned about popularity
- ✓ Going to extremes in activities, thinking and emotional reactions
- ✓ Becoming attached to worthy causes, and are idealistic in value judgments
- ✓ Showing an acute sense of injustice
- ✓ Tending to oversimplify
- ✓ Very interested in philosophical, ethical, and religious problems
- ✓ A step toward adulthood by asserting independence
- ✓ In need of acceptance by peer group
- ✓ In need of adult guidance that is kindly, and does not threaten freedom
- ✓ Seeking both dependence and independence
- ✓ In need of provision of constructive recreation, possible a "worthy cause"

**Notes**

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I have read the Wellington Christian School Volunteer Handbook.

Name \_\_\_\_\_

Date \_\_\_\_\_

Please clip and return to the Volunteer Coordinator





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