

A304.1 ^ VOLUNTEER CODE OF CONDUCT

Parkland Immanuel Christian School Volunteer Code of Conduct

Those who volunteer for all services to the school have a duty to support the Vision, Mission, and Mandate of the School. Honouring the spirit of this Code of Conduct will help to fulfill the Vision of the school while also providing essential support to all aspects of school life.

Outlined below are six core values that are expected of volunteers:

Responsibility:

Carry out all designated services with a sense of pride and responsibility. Be aware of all aspects of assigned duties, communicating all concerns to the Volunteer Coordinator in order to provide solid grounding to current and future activities.

Respect:

Consistently treat all people with respect, and require the same of all fellow-workers. Accept the authority of the school administration and Board of Directors in all volunteer matters.

Trustworthiness:

Volunteers are expected to show total trustworthiness in their service. Any information obtained in the course of providing service to the school is to be considered strictly confidential and not divulged to any other party. By demonstrating this trait in all aspects of your service, you will also encourage others in this area, and inspire confidence in school management and staff.

Caring:

Consistently demonstrate concern for both the school and the supporting community. Encourage others to be involved; best results are achieved when the work is shared and also understood by as many as possible. Display an objective attitude in discussions and avoid conflict by referring difficult situations to the Volunteer Coordinator.

Leadership:

Be a worthy role model; be mindful of the visibility and influence you carry as a volunteer. Consider the opportunities to provide leadership in assisting the school with your talents. Show impartiality and fairness in all activities.

Citizenship:

As a citizen of the kingdom of Christ, approach all activities with a Christian attitude and ethic. Be aware of the 'big picture' and contribute to the spiritual and material growth of the school by also providing advice and information to the Volunteer Coordinator, Principal, and the School Board as opportunities arise.

Board Decision: May 13, 2010

A304.2 ^ VOLUNTEER APPLICATION FORM PARKLAND IMMANUEL CHRISTIAN SCHOOL

Name:	
Date of Birth:	
Address:	
Phone:	
Cell:	
Preferred areas of service:	

Additional information relevant to working for the school:

Acknowledgement:

- I, _____, have read and understood the Volunteer's Code of Conduct, as well as the Abuse Policy and Protocols under Section 507 of the Board Governance Guide, and agree to follow all the requirements listed therein, as well as any amendments to this Code of Conduct and Abuse Policy and Protocols as may be advised from time to time.
- I agree to participate in volunteer orientation and/or additional training upon request
- I also agree to obtain for the school a police check if such is requested by the Volunteer Coordinator.
- I also agree that in the event that a police check or other source reveals information that, in the view of the Volunteer Coordinator, constitutes a hazard to the school in any way, my services may be terminated without notice.
- I have not been convicted of a criminal offense.

DATED this _____ day of _____, 20____ at Edmonton in the Province of Alberta.

Volunteer Signature

Witness Signature

Witness Name

Volunteer Coordinator Notes:

APPROVED FOR (X): REGULAR CONTACT: [] CASUAL: []

Administration

Date (year/month/day)

303 ^ VOLUNTEER POLICY

A. Overview and Purpose

In order to support the Vision of Parkland Immanuel Christian School, the school encourages voluntarism as part of its caring community. This provides many benefits to the students, the staff, the broader school community, and the volunteer.

The intent of this policy is as follows:

- Provide a framework for registering and monitoring volunteers.
- Guide, support, and encourage the use of volunteers in school and school-related activities.
- Ensure a quality experience and maximum benefit for all involved.
- Maintain an adequate level of safety and security in all school and school-related activities.

B. Definitions

Volunteer: A person from within the school community who provides unpaid time, expertise, and other contributions for the benefit of the school and its students.

Regular Contact Volunteer: A volunteer who is registered with the school and is involved in providing support, guidance, and supervision directly to students, either with or without the assistance or supervision of school faculty members.

Casual Volunteer: A volunteer who provides support and services to the school community without any direct contact with students during their volunteering activities, or who is assisting on a casual basis under the direct supervision of staff members or regular contact volunteers.

C. Roles and Responsibilities

Board of Directors

- Ensure that the Volunteer Policy is maintained and periodically reviewed by the Education Committee, to guide and support the effective use of volunteers.
- Approve the appointment of a volunteer coordinator as proposed by the Education Committee.

Education Committee

- Review and approve proposals from the Volunteer Coordinator for volunteer involvement.
- Review and approve volunteer job descriptions.
- Review and evaluate volunteer programs annually.
- Share evaluations with the Board of Directors and committees as appropriate.
- Maintain the Volunteer Code of Conduct (Appendix [A304.1](#)).
- Recommend persons for the position of the Volunteer Coordinator to the Board of Directors.
- Ensure that all legal and government requirements, if any, are met.
- will organize recognition of volunteers

Promotion Committee

- Ensure that volunteers receive appropriate recognition for their efforts (annually).

Principal

- Supervise the duties of the Volunteer Coordinator.

- Recommend personnel for the position of Volunteer Coordinator to the Education Committee.
- Together with the Volunteer Coordinator, review applications for Regular Contact Volunteers.
- Periodically review the volunteer registry to ensure all volunteers are properly screened and documented.
- Provide direction to faculty to ensure the Volunteer Policy is maintained.

Volunteer Coordinator

- Develop proposals for volunteer involvement and clear with principal.
- Initiate recruitment of required volunteers.
- Ensure that all regular contact volunteers complete and sign a volunteer application form (Appendix [A304.2](#)) and receive a copy of the Code of Conduct.
- Ensure that volunteer drivers complete “Volunteer Driver Declaration” form (Appendix 304.4)
- Collect and review signed volunteer applications; interview applicants as necessary.
- Ensure that all Regular Contact Volunteers obtain a Police Check unless an exemption is granted by the Principal.
- Work with the Athletic Director to ensure that all coaches review and sign the Coaches Code of Conduct. (Appendix [A304.3](#))
- Act as advisor in placing volunteers in appropriate positions.
- Coordinate volunteer orientation and training.
- Liaise between volunteers and principal.
- Maintain a volunteer roster naming all current volunteers and assignments.
- Together with the Principal, develop and maintain a routine to be followed by all volunteers attending school functions.

Faculty and Others Requiring Volunteer Support

- Ensure that all new regular volunteers have proper screening and approval by the volunteer coordinator.
- Provide appropriate support and supervision to volunteer activities.
- Provide feedback to the volunteer coordinator.

Volunteer

- Complete a volunteer application and sign the Volunteer Code of Conduct.
- Provide a Police Check if serving as a Regular Contact Volunteer.
- Complete relevant volunteer training
- Be made aware of relevant Board policies and procedures
- Volunteer drivers will submit a completed “Volunteer Driver Declaration” to the office
- Provide feedback to the Volunteer Coordinator regarding the effectiveness of the assigned program(s).

Appendix [A304.1](#): Volunteer Code of Conduct

Appendix [A304.2](#): Volunteer Application Form

Appendix [A304.3](#): Coaches Code of Conduct

Appendix [A304.4](#): Volunteer Driver Declaration

Adopted by Board:

Last revision: Nov. 4, 2010

Definition of Child Abuse:

The term “child abuse” refers to the violence, mistreatment or neglect that a child or adolescent may experience while in the care of someone they either trust or depend on, such as a parent, sibling, other relative, caregiver or guardian. Abuse may take place anywhere and may occur, for example, within the child’s home or that of someone known to the child. There are many different forms of abuse and a child may be subjected to more than one form:

- Physical abuse may consist of just one incident or it may happen repeatedly. It involves a deliberately using force against a child in such a way that the child is either injured or is at risk of being injured. Physical abuse includes beating, hitting, shaking, pushing, choking, biting, burning, kicking or assaulting a child with a weapon. It also includes holding a child under water, or any other dangerous or harmful use of force or restraint.
- Sexual abuse and exploitation involves using a child for sexual purposes. Examples of child sexual abuse include fondling, inviting a child to touch or be touched sexually, intercourse, rape, incest, sodomy, exhibitionism, or involving a child in prostitution or pornography.
- Neglect is often chronic, and it usually involves repeated incidents. It involves failing to provide what a child needs for his or her physical, psychological or emotional development and well being. For example, neglect includes failing to provide a dependent child with food, clothing, shelter, cleanliness, medical care or protection from harm.
- Emotional abuse involves harming a child’s sense of self-worth. It includes acts (or omissions) that result in, or place a child at risk of, serious behavioral, cognitive, emotional, or mental health problems. For example, emotional abuse may include aggressive verbal threats, social isolation, intimidation, exploitation, or routinely making unreasonable demands. It also includes terrorizing a child, or exposing them to family violence.

In the context of Parkland Immanuel Christian School’s Abuse Prevention Policy the terms Child, Youth, or Student will be understood to mean a child between the ages 4-19 who has been registered as a student of the school, and been placed under the care and supervision of any staff members or approved volunteers.

Background

Educators play an important role in protecting God’s young image bearers from potential abuse. Because teachers have regular contact with children, they are often the first adults to be aware of child abuse. Christian school communities may perceive themselves to be immune to abuse in families, but it has also affected Christians in this way. Therefore, educators must be alert to the possibility of an abused child in the school and be prepared to help the student in need.

The Government of Alberta, *Child, Youth and Family Enhancement Act*, requires that any individual who has reasonable and probable grounds to believe that a child is in need of intervention should report that information to a director. Any person that fails to report a child in need of intervention is guilty of an offence.

Protocol

1. Recommended Procedures for Reporting Suspected Cases of Child Abuse.

Step One: When school personnel suspects that a child has been abused, that teacher should note the following:

- The name, age, grade, address and telephone number of the child.
- The names of the parents and/or guardians.
- The reasons for concern and any relevant statements made by the child.

Step Two: The teacher should then immediately inform the school administration (principal and vice-principal). All school personnel are reminded that no investigation should be carried out by school personnel at this time or any other time.

Step Three: The school principal should then contact Alberta Human Services. A note should be made at this time of the following:

- The name of the person making the call.
- The name of the intake Social Worker receiving the call.
- The time and date the call was made.
- The action proposed by Alberta Human Services.

Step Four: A social worker from Alberta Human Services (and a police officer in cases of sexual abuse or serious physical abuse) will interview the child, usually on the same day the complaint is made.

Step Five: Alberta Human Services (or the police) will then interview the alleged abuser and other family members. A decision concerning the safety of the child will be made by Alberta Human Services at this time.

Step Six: The principal should be prepared to follow the case by contacting Alberta Human Services to learn the results of the investigation as these results pertain to the school.

Step Seven: At the end of the investigation and disposition of the case, the teacher, principal and vice-principal should meet together to discuss the steps the school could take to assist the child if and when it has been determined that abuse has occurred.

2. Recommendations

- No school personnel should notify the child's parents or guardians before contact with the family has been made by Social Services.
- If Social Services social workers appear at the school to interview a child concerning abuse, the school administrator should cooperate, provided the proper identification has been produced by the social worker.
- School personnel should not insist on being present during the interview although the social worker may ask that some person be present in order to support the child.
- School personnel are not responsible for gathering evidence of abuse, only to inform Social Services of a reasonable suspicion of abuse. School personnel should not, therefore, actively seek a disclosure of abuse from the child as the number of interviews undergone by the child should be kept to a minimum.
- The principal should call the insurance company when a suspected case of abuse is reported. The information conveyed should be of a general nature, and may not contravene the Personal Information Protection Act.
- All staff and regular volunteers will sign a document stating they have read and understood the Abuse Policies and Protocols.

(Adapted from *Recommended Procedures for Reporting Cases of Child Abuse* produced by the Sexual Assault Centre in Edmonton, Alberta).

If the Principal fails to contact Alberta Human Services in a suspected case of child abuse, the teacher must assume responsibility for directly contacting Alberta Human Services. Under the *Child Welfare Act*, teachers who have reasonable grounds to believe that a child has been abused and needs help MUST report to Alberta Human Services. Anyone failing to report is guilty of an offense and could face a fine up to \$2,000 and imprisonment up to six months. Any suspicion of a child at risk must be kept confidential.

If teachers are unsure about how to detect possible child abuse situations, they should consult a social worker for input and advice.

Alberta Human Services wants to keep families affected by child abuse intact if at all possible and is willing to expend a great deal of effort and money in order to treat those families. Families and/or teachers may specify what treatment facilities they believe are most appropriate. If preference is not stated, the social worker will refer them to a treatment facility of his/her choice. This policy allows schools to refer cases of child abuse to a Christian treatment centre. One such organization is the Cornerstone Counseling Centre in Edmonton.

Details on protocol procedures for reporting child abuse may be obtained from the *Child Welfare Act* of Alberta and a booklet entitled *Responding to Child Abuse, A Handbook*. These documents may be obtained through Alberta Human Services and are available in the principal's office.

Board Decision: Mar. 25, 2000

507.1 ^ Suggested List of Appropriate Contact for Volunteers and School Personnel

Physical Contact

It is essential to be careful regarding behavior, language and physical contact when working with children / youth / vulnerable adults:

- Do not show favoritism when dealing with children / youth / vulnerable adults. Show a similar level of affection and kindness to all.
- Do not engage in or allow the telling of sexual jokes or behave in a way that promotes the sexual exploitation of others.
- Provide clearly stated consequences for inappropriate behavior. Stop inappropriate behavior early. Be fair, consistent and reasonable, matching consequences to the age and ability to the child / youth.
- Do not use corporal punishment such as hitting, spanking or strapping. Appropriate and inappropriate touching.

A touch can convey a multitude of positive messages and communicate care, comfort and love; however, it is important to distinguish between appropriate and inappropriate touching. It is also important to be aware of, and sensitive to, differences in interpretation to touching based on sex, culture or personal experience.

Some examples of appropriate touch:

Love and care can usually be expressed in the following common sense ways:

- Holding or rocking an infant who is crying
- Affirming a participant with a pat on the hand, shoulder, or back
- Bending down to the child's eye level and placing a hand gently on the child's hand or forearm
- Putting your arm around the shoulder of a person who needs comfort
- Taking a child's hand and leading him / her to an activity
- Holding hands for safety when changing locations
- Shaking a person's hand in greeting
- Holding a child gently by the hand or shoulder to keep his / her attention as you redirect behavior
- Providing comfort with a wet, warm cloth.

Some examples of inappropriate touch:

- Kissing a student or coaxing them into kissing you
- Extended cuddling
- Tickling
- Piggy-back rides
- Having others sit on your lap (except for babies / young toddlers)
- Touching anyone in any area normally covered by a bathing suit (except changing an infant's diapers)
- Hand holding, except for the examples listed above
- Stroking a child / youth's hair
- Hugging, where an adult knows or ought to have known that hugging is inappropriate.

Dealing with a student's inappropriate behavior

The best approach to dealing with inappropriate behavior is thoughtful prevention. If a leader has been adequately prepared for teaching/leading, makes clear statements about expectations, and provides an engaging program, inappropriate behavior will be avoided or reduced. If, however, a student's behavior is unacceptable, these practices must be followed:

- Tell or remind the student what is expected.
- If it is necessary to speak to a student in private, move to a quiet place in view of others. Seek supervisory help if needed and if available.
- Keep students from harming themselves or others.
- If necessary, engage another adult to help you remove the student from the situation, in order to calm down.
- Discipline with children and youth must be limited to the specifics as stated in the Parkland Immanuel Christian School Discipline Policy 505. Do not use corporal punishment (such as hitting, spanking or strapping) under any circumstances.

Board Decision: June 2015