

## VOLUNTEER GUIDELINES

### Background

Guidelines are required to provide school administrators and staff members with an appropriate means by which to select, train, monitor and evaluate regular volunteer help. It is imperative that an appropriate screening mechanism be instituted to safeguard our students and maintain quality contact within our schools.

### Definitions

Volunteer is identified as an individual who offers to assist school personnel and programs, supplementing employee responsibilities, without expectation of remuneration. At no point is a volunteer required to undertake work normally the responsibility of an employee.

Sponsor is the VSB employee working with the volunteer. The sponsor is responsible for safety of students, contact with parents/guardians, awareness of and adherence to Board policy, and liaising with the administrator responsible for overall supervision of volunteers.

Evaluate is used in the sense only of considering the volunteer's contributions and following up, where appropriate, with the administrator if a concern exists. There is no expectation that staff sponsors will engage in any formal or informal evaluative process with respect to volunteers.

### Procedure

A volunteer program is established to support teachers in completing tasks that are not directly related to teaching. It provides a means of enabling teachers to benefit from the skills, talents and abilities of non-certified members of the community. The school principal or designate is ultimately responsible for monitoring and supervising volunteers. All school related volunteers must be approved in advance by the school principal or designate in consultation with staff involved. In no way should it be construed that teachers are required to utilize volunteers.

The following procedures in the screening, orientation, monitoring and appraisal of individuals who volunteer in schools on more than a casual basis are designed to assist school administrators.

#### 1. Volunteer Screening Process for Principals or Vice Principals

- 1.1 The principal or vice principal will only approve volunteers who possess qualities and skills appropriate to assisting within a school setting. The volunteer screening process provides an opportunity for an ongoing matching function between school needs and the demonstrated skills, interests and talents of the volunteer.

- 1.2 The procedures for screening a volunteer will include the following steps:
- 1.2.1 Review the Volunteer Screening Process Guidelines and ensure the volunteer meets the requirements.
  - 1.2.2 If the volunteer does not have children at the school, or is not already well known to the school administrator, use the following processes as needed to learn more:
    - 1.2.2.1 have the volunteer complete a School Volunteer Application Form.
    - 1.2.2.2 conduct an interview that includes pertinent background information and reasons for volunteering and record responses. Specific questions will depend on the nature of the activity, the extent of the supervision undertaken by the potential volunteer, and the extent to which the volunteer is known by the principal. Arrange to have a multicultural worker or translator present as needed.
    - 1.2.2.3 depending on the role of the volunteer and the duration of their volunteer time, review the School Code of Conduct, the *Volunteer Conduct Agreement* (AP 490 – Appendix B) and the *Guidelines for Adults Interacting with Youth* (AP 490 – Appendix C) with the volunteer and obtain the volunteer’s signature on the Volunteer Conduct Agreement.
    - 1.2.2.4 for any volunteer whose work will not (or might not) always be under the direct supervision of a teacher or administrator, or who will have ongoing involvement with students, request the volunteer provide a Criminal Record Check (CRC). A Criminal Record Check must be completed not less than every five years and may be requested at any time. Volunteers who are coming in for a particular event or field trip may choose to obtain a CRC through the Ministry of Justice.  
  
Volunteer Community coaches must complete a Police Record Check through the Vancouver Police Department (or the RCMP if they live outside of Vancouver). See AP 490B Guidelines for Community Coaches.
  - 1.2.2.5 inform volunteers that they will not be required at any time to undertake the work that is normally the responsibility of an employee.
  - 1.2.2.6 document all information received.

## 2. Orientation of Volunteers

- 2.1 It is recognized that each school will have unique procedures and features that the Principal and/or Vice-Principal will want to present to volunteers through an

orientation process. All or some of these procedures may be delegated to another staff member with that person's agreement.

2.2 The orientation of volunteers should include the following:

2.2.1 Acquaint volunteer with school building, practices and procedures, including all emergency procedures.

2.2.2 Advise volunteers of school and Board policies on Non-discrimination, Board and District Respectful Workplace Policy, Smoke in the Workplace, Reporting Child Abuse and Teaching About Religion (see Appendix A: *Volunteer Conduct Agreement*).

2.2.3 Advise volunteers of what constitutes appropriate and inappropriate behavior when interacting with students. For consistency of practice, it is important to use the document *VSB Guidelines for Adults Interacting with Students*, and provide each volunteer with a copy of this document for reference (see *Guidelines for Adults Interacting with Students*).

2.2.4 Ask volunteer to sign *VSB Volunteer Conduct Agreement* (see *Volunteer Conduct Agreement*) and provide them with a copy of *VSB Guidelines for Adults Interacting with Students*. Keep signed copy of agreement in school office.

### 3. Orientation of Staff

3.1 The Principal shall advise staff that volunteers should not have access to confidential information either written or verbal. It is imperative that volunteers understand that the fact that a student is receiving a specialized programming or service is also considered confidential.

3.2 The principal shall make it clear that it is the choice of the individual staff member as to whether they wish to sponsor or work with volunteers.

### 4. Volunteer Entry to the School

4.1 Routine sign in and sign out procedures provide an opportunity for the Principal and Vice Principal(s) to know who will be in the school building at any given time working with students.

### 5. Duties and Responsibilities related to Volunteers in Schools

5.1 School volunteers will:

5.1.1 Not be under the influence of and/or in possession of illicit drugs or Alcohol, nor to smoke tobacco, marijuana or vaporizers while in the role of volunteer;

5.1.2 Maintain confidentiality of students and of school matters;

- 5.1.3 Comply with all applicable school and District policies and procedures;
  - 5.1.4 Accept and respect the exercise of professional judgment, supervision and decision making by staff members and school administrators;
  - 5.1.5 Review, agree and sign the Vancouver Board of Education Volunteer Conduct Agreement;
  - 5.1.6 Meet all the criteria of conduct and deportment required by Vancouver School Board.
- 5.2 Individual staff members will:
- 5.2.1 Provide any necessary direction or specific instruction related to the volunteer's assignment, with particular attention to procedures related to student safety, risk management and emergency procedures.
  - 5.2.2 Inform parents/guardians if their child is working exclusively with a volunteer on a regular basis.
  - 5.2.3 Be responsible for the general supervision of volunteers and provide feedback concerning the activities undertaken by the volunteers, recognizing that different levels of supervision of the volunteer may be necessary depending upon the nature of the activity being undertaken, and the age, experience and maturity of the volunteer. The individual staff member must be aware that younger volunteers or volunteers who supervise higher risk activities may require a heightened degree of supervision. It is the responsibility of the individual staff member to ensure an appropriate level of supervision of the volunteer in all the circumstances.
  - 5.2.4 Ensure that the school principal is notified of the services of school volunteers and that all pertinent information is provided to the principal by the staff sponsor.
- 5.3 Principals or Vice-Principals will:
- 5.3.1 Develop and implement an office sign-in system for volunteers.
  - 5.3.2 Issue identification badges to be worn by volunteers while in the building and returned when volunteers sign out of the building.
  - 5.3.3 Ensure that volunteers work under the direction and supervision of a staff sponsor. *It is recognized that varying degrees of supervision will exist depending on the nature of the volunteer activity, but ultimately all volunteers must be supervised by a staff sponsor.*

## 6 Monitoring, Appraisal and Support of Volunteers

- 6.1 Administrators and staff are encouraged to be approachable for volunteers wishing to engage in conversation about their work.

- 6.2 Administrators are also encouraged to be open to staff wishing to speak to them about questions or concerns relating to a volunteer in the school.
- 6.3 To assist with the growth of volunteer skills and foster the development of positive relationships between school staff and the volunteer:
  - 6.3.1 Principals are required to inform their Director of Instruction of any significant breaches by a volunteer of expectations or policy listed on the *Volunteer Conduct* sheet.
  - 6.3.2 Observe the volunteer, either casually or more formally, throughout the volunteer period, and provide feedback as needed.
- 6.4 School Club teacher sponsors will attend all events alongside volunteers sponsors or will find another VSB employee / teacher to attend in their place.
- 6.5 Schools will consider holding a volunteer reception to show appreciation for volunteer contributions to the school.

Reference: Section 7.1, 17, 20, 22, 26.1, 65, 85 School Act  
Freedom of Information and Protection of Privacy Act

Adopted: April 10, 2019

Revised: September 12, 2022



## Vancouver Board of Education Volunteer Conduct Agreement

Dear Volunteer,

Thank you for agreeing to be a volunteer. We appreciate that you are willing to share your time and expertise in our school system. To ensure the safety of all students in our school, we ask that each volunteer review the following Board policies and Administrative Procedures as well as the attached document entitled *Guidelines for Adults Interacting with Students*. These guidelines apply to all employees and volunteers within the Vancouver School District and are intended to help ensure that your volunteer experience with us will be rewarding and successful for all involved.

### **Administrative Procedure 170: Non-discrimination**

[https://www.vsb.bc.ca/District/Departments/Office\\_of\\_the\\_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20100/AP\\_170\\_Non\\_Discrimination.pdf](https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20100/AP_170_Non_Discrimination.pdf)

The District believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, sexual orientation, physical or mental ability, or political beliefs. The letter and spirit of the Canadian Human Rights Act and the B. C. Human Rights Code shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of respect and tolerance for individual differences.

### **Policy 17: Sexual Orientation and Gender Identities**

[https://www.vsb.bc.ca/District/Board-of-Education/Policy\\_Manual/Documents/sbfile/180928/17-Policy17-Sexual-Orientation-and-Gender-Identities.pdf](https://www.vsb.bc.ca/District/Board-of-Education/Policy_Manual/Documents/sbfile/180928/17-Policy17-Sexual-Orientation-and-Gender-Identities.pdf)

*The Board of Education (the “Board”) is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and working environment for all members of the school community, regardless of real or perceived sexual orientations, gender identities, and gender expressions, which includes lesbian, gay, bisexual, trans\*, Two-Spirit, queer, and those who are questioning (LGBTQ+).*

*The Board believes that all LGBTQ+ students, staff and families have the right to have:*

- *their confidentiality protected and respected;*
- *self-identification and determination; and*
- *their unique identities, families, cultures, and communities included, represented, valued, and respected within all aspects of the school environment.*

*The Board will promote pro-active strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported in every school and worksite.*

### **Administrative Procedure 172: District Respectful Workplace**

[https://www.vsb.bc.ca/District/Departments/Office\\_of\\_the\\_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20100/AP\\_172\\_District\\_Respectful\\_Workplace.pdf](https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20100/AP_172_District_Respectful_Workplace.pdf)

The District is committed to providing a respectful work and learning environment in which all individuals who work for the District, are treated with respect and in a manner which is free from discriminatory harassment, bullying and harassment, and retaliation.

The District Respectful Workplace Administrative Procedure promotes clear behavioural expectations of respectful conduct that lead to a culture of mutual respect and cooperation among everyone who works for our District. It applies to the interactions of these individuals with one another and with parents, students, and members of the public with whom they engage on behalf of the District. It applies to all functions and activities whether or not they occur within the District or on the property of the District, where there is an impact on the District working environment.

### **Administrative Procedure 325: Reporting Child Abuse**

[https://www.vsb.bc.ca/District/Departments/Office\\_of\\_the\\_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20300/AP\\_325\\_Reporting\\_Child\\_Abuse.pdf](https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20300/AP_325_Reporting_Child_Abuse.pdf)

Every person who has reason to believe that a child needs protection under Section 13 of the *Child, Family and Community Services Act* must promptly report to a child protection social worker.

### **Administrative Procedure 207: Conduct Related to Secular and Non-Sectarian Principles**

[https://www.vsb.bc.ca/District/Departments/Office\\_of\\_the\\_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20200/AP\\_207\\_Conduct\\_Related\\_to\\_Secular\\_and\\_Non-Sectarian\\_Principles.pdf](https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20200/AP_207_Conduct_Related_to_Secular_and_Non-Sectarian_Principles.pdf)

The *School Act* states that schools "must be conducted on strictly secular and non-sectarian principles. The highest morality must be inculcated, but no religious dogma or creed is to be taught." However, the District believes it must not prevent teachers from exploring with students the contribution that religious values and beliefs have made to the social, cultural and historical development of civilizations.

While religious writings provided by outside groups shall neither be advertised nor distributed to students, objective discussion of world religions as they relate to aspects of prescribed, authorized and locally-developed curriculum are permitted in District schools.

I have read, understand and agree to abide by the Board policies listed above, as well as the expectations contained within the *VSB Guidelines for Adults Interacting with Students* document provided to me. In addition, I agree to keep confidential any information relating to individual students that I become privy to during my work as a volunteer. If, at any time, I make a decision that contravenes these expectations, I understand that I may be asked to cease volunteering within the Vancouver School District.

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

Volunteer Name \_\_\_\_\_ School/Site: \_\_\_\_\_



## Vancouver Board of Education Guidelines for Adults Interacting with Students

### **Statement of Purpose**

The Vancouver Board of Education is committed to creating a safe and respectful learning environment for students. The purpose of these Guidelines is to clarify and affirm the Vancouver Board of Education's expectations of all adults in interactions with students of the Vancouver school district. For the purpose of this document, "adult" refers to any person working, volunteering or otherwise interacting with students on school grounds or at school activities.

It is expressly recognized that all employee groups are subject to collective agreements, terms and conditions of employment, professional and/or union codes as well as legislation. For example, teachers are regulated by the *School Act*, their Collective Agreement, the BC College of Teachers' Professional Standards and the BC Teachers' Federation Code of Ethics. These Guidelines do not supersede nor replace such codes/documents and statutory requirements, but rather provide a set of common expectations for adult-student interactions applicable to all employee groups and other adults (i.e. parents/guardians and volunteers) who interact and engage with Vancouver school district students.

This document does not address every possible situation or provide an exhaustive review of acceptable and unacceptable conduct. It provides a framework within which the Board expects adults to exercise common sense and good judgment when interacting with students. It endeavours to find a balance between encouraging positive and appropriate interactions between adults and students, and discouraging inappropriate and harmful interactions.

Awareness and understanding of these Guidelines will strengthen a working culture in the Vancouver school district which is already deeply committed to student safety, security and well-being.

### **Rationale**

Students have the right to a safe, caring, orderly school environment, free from discrimination and harm. Students also have the right to a learning environment in which clear expectations of acceptable adult behaviour are held and met.

The "Guidelines for Adults Interacting with Students" seek to establish an environment where anyone in the school community feels safe to come forward with concerns of adult misconduct towards students. Strong well-publicized Guidelines will discourage the formation of a code of silence that can become entrenched in school culture, and inform adults, volunteers, parents/guardians and students of the behavioural expectations for all adults within the Vancouver school district.



## **The Adult's Position of Trust and Authority**

An adult is not a peer of the students. Adults are in a position of trust and authority in relationship to students and therefore their interactions with students must focus on meeting the needs of the student.

In working with students, adults must take great care that their actions and motivations will not be misinterpreted. The burden of responsibility and accountability rests with the adult. The onus is on the adult to remove him/herself from any physical or verbal contact with students that could lead to the initiation or perception of any form of abuse or harassment.

## **Personal and Professional Boundaries**

Adults must respect each student's right to personal boundaries in all interactions. Some students may be able to tell the adult if they are uncomfortable with the comments or conduct of the adult. Other students may be reluctant to communicate their discomfort due to the adult's position of authority over them. It is the responsibility of the adult to be sensitive to, and respectful of, the personal boundaries of all students whether or not the student communicates discomfort with the interaction.

When interacting with a student, an adult is advised to consider the appropriateness of her/his conduct in relation to such factors as the student's age, developmental level, cultural and educational background.

If a student's behaviour toward an adult is, or appears to be, of a sexual nature, the adult must let the student know the behaviour is inappropriate and not allow it to continue. If an adult has an interaction with a student which is cause for concern he/she should discuss the situation immediately with an administrator, his/her supervisor or associate superintendent. Adults are expected to refer matters beyond their expertise or role to the appropriate district or community resource person.

## **Acceptable and Unacceptable Behaviour**

Adults are expected to behave in a manner that maintains and enhances public trust in the school district and models appropriate behaviours to students. The following examples are not exhaustive but illustrative.

### **Examples of Acceptable Behaviour are:**

- Respectful language, tone and attitude towards students;
- Respect for students' personal/physical boundaries;
- Age-appropriate forms of touching such as comforting a hurt or upset child with a side by side hug or pats on the shoulder or back as positive reinforcement;
- School-related communication with students through the use of VSB email with a copy to the student's parent/guardian, or by telephone through the student's family phone;
- Supporting diversity within the school population (e.g. ethnic groups, gay and lesbian students/families).

### **Examples of Unacceptable Behaviour are:**

- Humiliation of students (e.g. demeaning comments, intimidation);
- Inappropriate touching of students (e.g. massaging, stroking, caressing);
- Physical or corporal discipline of students (e.g. shoving, hitting);

- Discrimination or harassment prohibited under the B.C. *Human Rights Code* including that based on race, colour, ancestry, place of origin, religion, family status, socio-economic status, physical or mental disability, sex or sexual orientation;
- Being under the influence of recreational drugs and alcohol while supervising or interacting with students;
- Disrespectful language towards students;
- Sharing or soliciting overly personal/private information;
- Texting or online communication with students on the adult's personal email, or being "friends" on a social networking site;
- Engaging in any sexual behaviour with a student, with or without consent;
- Exposing students to, or involving students in, any activities involving staff, volunteer or student nudity;
- Inappropriately disclosing confidential student-related information (beyond a "need-to-know" basis);
- Asking students to keep secrets.

### **Off-Campus Supervision**

An adult must inform an administrator or supervisor of any off-campus outing with an individual or group of students. Volunteers shall be advised of expectations for their roles as supervisors and should understand the regulations outlined in VSB policy.

An adult must be particularly aware of maintaining professional boundaries with students when in more informal settings, such as on field trips. Social activities with students should be confined to school-related activities.

### **Considerations when Working with Very Young or Special Needs Students**

Students with disabilities and very young students are particularly dependent on adults for their safety and well-being. Where possible, an adult should inform a staff member when he/she is going to be alone with a student.

In the course of their work with students who are dependently disabled or physically challenged, adults may be involved in lifting, toileting, assisting in physiotherapy programs, and taking care of students' personal hygiene needs. These activities should be carried out with the utmost respect for the dignity of the student.

### **Concerns**

The "Guidelines for Adults Interacting with Students" are intended to support students, staff, parents/guardians and volunteers to safely inform supervisory staff if they have concerns about the safety or security of students and/or witness adult behaviour contrary to these Guidelines. Where there is concern about adult behaviour or conduct that is inconsistent with these Guidelines, this should be reported to an administrator or associate superintendent. Such reports shall be treated in a confidential manner (with information restricted to a need-to-know basis).

Every adult has a legal responsibility to report suspected or disclosed cases of sexual, physical, emotional abuse or neglect of a student following the VSB Protocols and Procedures.



## Vancouver Board of Education Criminal Records Check / Police Information Check

It is expected that volunteers who may be supervising students alone without a Board employee present, or who may be volunteering on an ongoing basis, will undergo either a Ministry of Justice Criminal Record Review (CRC), or a Vancouver Police Department Police Information Check – Vulnerable Sector (PIC-VS).\*

If a volunteer will not be alone with students and will be under the supervision of a Board employee, it is not necessary for the volunteer to undergo a CRC or PIC - VS. Volunteers supporting day to day learning, such as helping to supervise overnight field trips or assisting with literacy programs, may provide either a Ministry of Justice Criminal Record Review Clearance or a VPD Criminal Information Check (Vulnerable Sector) Report.

**Community Coaches must provide a VPD Criminal Information Check – Vulnerable Sector Report. Administrators are asked to check with their Director of Instruction if they are unsure as to whether a CRC or a PIC-SV is necessary in a given circumstance.**

\*Volunteer drivers are not expected to undergo a Police Records Check.

### **MINISTRY OF JUSTICE CRIMINAL RECORD CHECK (CRC):**

**On-line Application** - Criminal Records Review can be obtained on-line application through the Ministry of Justice.

#### **Process:**

1. Each individual school must be registered with the Ministry of Justice Criminal Records Review Program (as a volunteer organization). If the host school is not registered, the principal can register online here: <https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check/volunteer-organizations>
2. Upon registration with the Ministry of Justice Criminal Records Review Program (as a volunteer organization), the school will be sent a link and a code. The school will send this link and code to prospective volunteers who will follow the online process.
3. The on-line service is free of charge unless fingerprints are required. Finger prints are required when an applicant has the same date of birth as someone who has a criminal conviction in an area of concern (for example, sexual assault, assault, etc.). For information about obtaining fingerprints, look here: <https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check/fingerprinting>

## **Timelines:**

The online CRC application process takes 15-30 minutes to complete. **However, the processing time can take anywhere from a few weeks to a few months, and it is therefore recommended to get the application submitted with as much lead time as possible.** Results will be shared directly with the administrator in charge in the form of letter indicating “cleared” or “not cleared”.

## **VPD POLICE INFORMATION CHECK – Vulnerable Sector (PIC - VS):**

**Location** - Police Records Checks can be obtained from the Vancouver Police Department (VPD) at 2120 Cambie St., Vancouver. Service is available from 8:00 a.m. to 5:00 p.m. seven days per week.

### **Requirements:**

Individuals who require a PIC - VS for volunteer work must be a resident of Vancouver. The applicant is required to attend the Police Detachment at 2120 Cambie in person. If the applicant is not a Vancouver resident, they can instead apply through the RCMP:

<http://www.rcmp-grc.gc.ca/en/steps-getting-a-certified-criminal-record-check>

### **Process:**

1. Complete the VPD Police Information Check Form (available at <http://vancouver.ca/police/assets/pdf/forms/vpd-form-request-for-records-check.pdf>)
2. Obtain Letter from Requesting Organization from school or district site\* (see template below)
3. Bring the following to Police Detachment at 2120 Cambie St:
  - Letter from Requesting Organization
  - Proof of Vancouver residency
  - Two pieces of identification, including one with a photo
  - Completed *VPD Police Information Check Form* (see link above)
  - \$25.00 processing fee (cash, debit, credit accepted)
  - A standard size envelope pre-addressed with name and mailing address
4. Once you receive your completed PIC -VS, please provide a copy to the school administrator.

**\*Letter from Requesting Organization:** Volunteers will pay a reduced fee for the PIC-VS (\$25 instead of the standard \$75 for non-volunteers). School administrators are asked to provide volunteer applicants with a short letter on school letterhead that includes:

- Applicants name
- Statement that the volunteer will be working with children
- Verification that the applicant is volunteering a service
- Name and title of the school administrator responsible for volunteers



**SCHOOL LETTERHEAD HERE**  
**Sample Letter Template for PIC Requests**

Date here

Dear volunteer's name,

This letter is to confirm that volunteer's name will be working in a volunteer capacity at School Name beginning insert date. Their role at the school involves working with children in an ongoing capacity and they may not be directly supervised by VSB staff at all times. In order to volunteer in Vancouver Schools, the VSB requires volunteers to share the results of a Police Information Check – Vulnerable Sector. Should you have any questions about Volunteer's Name's role at School Name, please contact Administrator's Name, Administrator's Title.

Sincerely,

Administrator's Name,  
Administrator's Title,  
School Name.



Vancouver Board of Education  
Volunteer Application Form

Dear Volunteer,

**In order to be eligible to volunteer at a VSB school, you must complete the following steps in order:**

1. Have a **teacher who is interested** in having you work with their classes, group, or club. If you do not yet have this teacher contact, please email the Vice Principal, with a brief bio identifying your areas of expertise and interest, as well as any relevant training and certification. The Vice Principal will forward your email to staff. Interested staff will contact you directly via email.

**DO NOT COMPLETE THE FOLLOWING STEPS UNTIL YOU HAVE A TEACHER CONTACT**

2. **Once you have a teacher contact: Request a criminal record check if applicable to volunteer context/role.** Each individual VSB school is enrolled with the Criminal Records Review Program (CRRP) with the Ministry of Justice. This is an online system. When completed, the results will go directly to the Vice Principal. *By completing the online form, you acknowledge and give consent for the results of your criminal record check to be shared with the school administration.*

To access the form go to: <https://justice.gov.bc.ca/eCRC/>

Access code: **Will be provided by the school at which applicant will volunteer**

3. Complete the **volunteer form** on reverse. This form needs to be completed and handed in to the office once you have requested your criminal record check online.
4. **Secondary School Community Coach Volunteers:** please note, there is a separate application process for including a VPD Police Information Check – Vulnerable Sector. Please ask the athletic director or school administrator for appropriate guidelines.

Once we have received the results of your record check and all your completed paperwork, our office will notify your teacher contact. Your teacher contact will notify you of your start date to volunteer at the school.

**Thank you for your interest in volunteering!**



Vancouver Board of Education

Volunteer Application Form

Thank you for your interest in volunteering. Please complete this form and an online Criminal Record Check. Please also provide two pieces of ID for the school to copy and keep on file. As per VSB procedure, you cannot volunteer in our school until all completed paperwork has been handed into our office and you have received a confirmation through your teacher contact.

Date: \_\_\_\_\_ First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ City, Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

School Based Teacher Contact: \_\_\_\_\_

Areas of interest/expertise (E.g.: literacy, science, sports, arts, languages spoken, first aid, etc.): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for Volunteering:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Days and hours that you will be volunteering at the school:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reference #1**  
Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Relationship: \_\_\_\_\_

**Reference #2**  
Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Relationship: \_\_\_\_\_

**For School Staff Use Only:**

Criminal Record Check Approved (Date): \_\_\_\_\_ Volunteer # \_\_\_\_\_

Signature of Vice Principal: \_\_\_\_\_ Blocks Available: \_\_\_\_\_

Start Date: \_\_\_\_\_ Days Available: \_\_\_\_\_