

**Cape Elizabeth School Volunteer Services  
1992-2011  
19 years**

**Annual Report 2010-2011**

Submitted by Gail Schmader, Director



*"Never doubt that a small group of thoughtful,  
committed citizens can change the world;  
indeed it's the only thing that ever has."*

Margaret Mead

Over **900\*** **volunteers** - parents, grandparents, students, community members - provided academic, enrichment and social/emotional support for Cape Elizabeth's 1,700 students. These volunteers gave the school system approximately **\$312,000\*\*** through a minimum of **21,600** hours of service. The number of volunteers remained consistent with the numbers of the last few years.

*\* These figures do not include the many hours of volunteer support from parents' associations, extracurricular and booster club activities at all three schools.*

*\*\*Average of minimum wage and National Points of Light figure for volunteer service hours*

**Tangible Resources**

The community supported the education of all students with a wide range of donated tangible resources, valued at over **\$12,000**. This figure does not include the many classroom supplies donated on a weekly basis throughout the year.

Four TV's ranging in size from 19"-32" filled voids in the high school Phys. Ed., Instructional Support and Science Programs. Other high school programs received a UPS (computer hardware) for Technology Support, garden tools and a shed for Functional Life Skills, 2 treadmills for Physical Therapy and a monetary donation from a grandparent to purchase 2 replacement foam rollers for the tennis courts.

Technology Support at the middle school received a three-year-old eMac computer and the 7<sup>th</sup> grade Science program received a full-size replacement refrigerator.

The Instructional Support, English Language Learners, and 1<sup>st</sup> grade programs at Pond Cove School were the recipients of 12 portable DVD, CD and PS2 players. The Functional Life Skills Program and a 3<sup>rd</sup> grade classroom enriched their programs with 2 large fish tanks and necessary equipment. The Art and Reading Recovery Programs received many reams of card stock and construction and drawing paper. Reading Recovery uses card stock for flash cards.

Requests for resources were made through the local newspapers, CETV, the Cape web site, school email newsletters, and posted fliers. Many resources were offered "at will" to the school by community members. They were placed where needed by the Director of Volunteer Services.

### **Volunteer Projects**

The Copy Cats, a program started last year at Pond Cove School, continued successfully. A group of reliable parent volunteers volunteered weekly to photocopy academic materials for classrooms.

The program was expanded to the middle school this year. Parent volunteers cleaned, organized, and provided basic supplies and staffing for copy centers in each grade level area.

A group of 15 committed volunteers supported the Pond Cove Media Center. They helped with shelving, processing and repairing materials, and assisting students with book selections and circulation. The volunteers were especially helpful on Tuesdays and Fridays to help with 1<sup>st</sup> and 2<sup>nd</sup> grade classes since there is no Ed. Tech. scheduled in the library on those days.

Two skilled volunteers supported the high school library every week. Three volunteers staffed the circulation desk in the middle school library for 30 minutes at the end of each day while the librarian assisted students in her assigned study period.

A high school parent who enjoys putting things in order organized years of magazines for the Social Studies Department. Another parent reorganized the English Department's book room after it's most recent move to new quarters.

A middle school volunteer updated the large World Language bulletin board monthly with student work.

A group of volunteers at Pond Cove School prepped, matted and hung student artwork throughout the year. Volunteers were also on hand during the integrated art, music, and World Language Fiesta performance on May 4.

### **Community Volunteers**

Over 75 community members supported all facets of student learning. These volunteers allow the students to see that education matters not only to them and their parents, but to other members of the community as well. Betsy Moir (volunteer for 19 yrs.), Jessie and Rip Haskell (7 yrs.) and Caroline Carroll (7 yrs.) worked in the Pond Cove Media Center helping students with book selections and shelving and processing materials. Kathy Fabish (15 yrs.), along with parent Wendy Seltzer, offered the same services in the high school library.



"The students are very cheerful, eager and respectful.  
It's a pleasure knowing the youth of our nation is doing great things."

Jessie and Rip Haskell, Pond Cove School Media Center

Susan Macvicar (16 yrs.) helped 6<sup>th</sup> grade students hone their literacy skills by conducting individual reading and writing conferences. Casey Crampton (1 yr.), as well as parent, Trish Brigham, taught an eight-week Junior Achievement economics unit to each eighth grade class.

Ann Waecker (16 yrs.) supported all aspects of Besty Nilsen's computer classes, often providing outside research and program materials. Eric Jensen (7yrs.), Tim Jones (2 yrs.) and Henry Steinberg (1yr.) worked with the high school robotics and engineering programs.

Karen Johnson (13 yrs.), Beth Webster (4 yrs.), Mary Stephen (1 yr.), and Lauren

Pelzer (1 yr.) helped with the Functional Life Skills Swim Program every Friday afternoon. Isabelle Johnson, a parent, also helped with the program.

Roz Gerst (1 yr.) provided reading support for 1<sup>st</sup> grade students one afternoon each week. Priscilla Mageles (2 yrs.) provided reading support for the English Language Learners Program.

Jeffrey Leighton (1 yr.) and Rose Kenneally (1 yr.) tutored high school students in Chemistry and Bill Gross (3 yrs.) tutored in Physics. Twenty-six high school students acted as tutors for a variety of subjects. This support was offered as part of the Achievement Center's program.

Dr. William Heinz from Orthopedic Associates worked closely with the high school to develop a protocol to reintegrate students academically following a concussion. He also held a training session for staff members.

### **School Mentor Program**

High school mentors provided one-on-one support for Pond Cove and middle school students, focusing on their social/emotional and academic needs. Some mentors acted as classroom helpers, supporting students as needed. They were especially helpful in some of the large kindergarten classes.

Many of the 36 mentors, who met with their mentees 40 minutes once a week, provided reinforcement for math and literacy skills. Mentors played math games and practiced number facts. They helped with comprehension, oral fluency and decoding skills in reading development, and helped organize the students' thoughts so they could put them into sentences and paragraphs.

Mentors gained as much as their mentees as Catie Macdonald's mother, Cynthia, comments:

"Catie has thoroughly enjoyed mentoring. It boosts her self-esteem and challenges her to develop her people skills. She grins from ear-to-ear when she comes home after mentoring."

Mentor Emmy Ham comments:

"I learned that kids have really interesting things to say if you will listen. Mentoring was a great experience."

Mentor Tori Brigham comments:

"I learned how much potential one child can have. Sometimes all you need to do is direct them just a little bit so they can tap into it themselves. In return, my mentee taught me a new way of looking at school assignments. -- a little more relaxed than I normally would approach it."

Matt Oberholtzer helped his mentee to middle school:

"My mentoring experience was great. While I talked with my mentee, I remembered a lot about 5<sup>th</sup> grade life, and how much different it was from elementary school. I think I even convinced him to stay in the band program - one of the highlights of my mentoring experience."

Sasha Lennon and Sophie Moore participated in a very effective pilot project supervised by Pond Cove School Guidance Counselor, Bri Gallagher. These mentors joined 1<sup>st</sup> and 2<sup>nd</sup> graders on the playground during recess. They role-modeled how to play together cooperatively by joining established games or teaching the students new, inclusive games. Bri comments:

"When the mentors were present, the playground was a friendlier place. Students stated: 'It was the best recess ever!!' When the mentors were involved in the games, students knew it was safe to join in -- that they wouldn't be excluded. I could then follow up in the classroom to discuss what made the recess so much fun and what changes the students could make when the mentors weren't there. I will definitely continue with this program next year."

Mentors learn to make good choices and to become caring, responsible adults. They increase their self-confidence, their ability to take risks, and their resiliency. They learn to set boundaries and to embrace diversity. Being a mentor encourages the high school students to stretch and challenge themselves through the unique opportunity to do meaningful service.

Mentor relationships are low-key interventions for mentees. The caring, committed high school mentors make measurable differences in the lives of kids who need support.

### **Rights and Safety of Students**

As a safeguard to uphold the rights and safety of students, all volunteers are required to attend one Volunteer Awareness Session. Sessions are offered many times during the year. They focus on confidentiality, building evacuation, behavior concerns, and sensitivity to students with learning challenges. Special attention is given to the volunteer's role in health emergencies, particularly for any student with a life-threatening allergy. Volunteers are also required to sign a Criminal Record Check Request Form if they have not attended a Volunteer Awareness Session prior to July 1, 2011 and sign a confidentiality statement and provide confidential background information on the Annual Registration Form. Presenters/performers who work with a staff member present are exempt from these volunteer requirements.

Criminal Record Checks are completed using names and birthdates. There is no cost to the Town of Cape Elizabeth. Fingerprints are not required. This is a new requirement this year. One hundred and fifty-three Criminal Record Checks were completed. The process was smooth and efficient.

In addition, Community members (volunteers who have no children in the Cape Elizabeth Schools) must complete a Volunteer Application, which includes two requests for references.

Eighty-two percent of the students in Pond Cove School, eighty-three percent at the middle school, and seventy-six percent at the high school have at least one parent who has attended an Awareness Session. There continued to be an increase in the number of dads and grandparents who attended these sessions.

All volunteer forms are available on the Cape Elizabeth school web site and Gail Schmader's google web site. In the fall parents will be able to complete the forms on-line through a PowerSchool portal for each of their children.

Parent data is recorded on their child's PowerSchool record. Teachers can access a PowerSchool report, which gives the status of each parent's volunteer requirements.

The Volunteer Guidelines were rewritten this year to include updates to the volunteer procedures. Please contact Gail Schmader to request a copy.

### **Conclusion**

Volunteers are one of the multi-faceted strengths of the Cape Elizabeth School System. They strongly support the staff and students in a wide variety of student-centered programs.

*"Education is a shared responsibility among students,  
teachers, staff, parents, and the community."*

Cape Elizabeth School Belief Statement