

# HOMEWORK CLUB

# FACILITATOR'S

# HANDBOOK

Revised October 2014



## **ABOUT THIS HANDBOOK**

As a part-time contractual employee or volunteer, you are an integral part of the Western Ottawa Community Resource Centre, which allows us to offer services to children and parents in the Homework Club. Although you may not be able to participate in many Centre events or meetings due to time constraints and obligations elsewhere, it is vital that you know that your enthusiasm and devotion to the clients is an invaluable source of support to the Centre and its community.

To this end, the Policies and Procedures as outlined in this Homework Club Facilitators Handbook are a statement of agreement between the Board and staff and volunteers which enable the Centre to function smoothly, to support morale, motivation and job satisfaction while meeting the Mission and Goals of the Centre.

## **WELCOME**

We would like to take this opportunity to welcome you to the Western Ottawa Community Resource Centre. For more information on the Centre, please visit the website [www.wocrc.ca](http://www.wocrc.ca) .

This handbook will provide you with some important information about the Community Resource Centre and the Homework Club.

We want you to know that your work is greatly appreciated by our clients, our Board of Directors and our staff. Your assistance can help us work together to provide better quality programs and services to the community.

The Coordinator and your contact person is Colleen Taylor, RECE, Children's Community Developer: 613-591-3686 x 228 or [taylor@wocrc.ca](mailto:taylor@wocrc.ca)

# INTRODUCTION TO THE WESTERN OTTAWA COMMUNITY RESOURCE AND THE HOMEWORK CLUB

## *VISION*

We envision a future in which Western Ottawa is comprised of vibrant, safe, healthy communities in which everyone has access to the services and resources they require for their health and wellbeing.

## *MISSION*

WOCRC partners with others to develop, provide and coordinate accessible community, health and social services for all members of our diverse communities.

We are committed to ensuring access to permanent and quality French Language Services in our designated programs and services.

## *OUR GUIDING BELIEFS*

These are the deeply held beliefs within the Western Ottawa Community Resource Centre and are demonstrated through our day-to-day interactions with clients, partners, volunteers, members, and staff.

### **Empowerment:**

We believe that people have the right to make their own choices, and take control, individually and collectively, of their lives.

Therefore, we are committed to providing information and resources which will enable people to make informed decisions. We are dedicated to creating an environment where people participate in activities that promote social change.

### **Equity:**

We believe that dignity, respect and justice are rights of all people regardless of age, language, ethnicity, culture, religion, ability, gender, income, geographical location or sexual orientation.

We acknowledge that there are systemic, social and cultural barriers that prevent people from having equal access to resources and opportunities.

Therefore, we are committed to recognizing and addressing barriers such as violence, poverty, isolation, exclusion, oppression and discrimination, so as to enable people to reach their full potential.

## **Partnership:**

We believe that by working together we can achieve more than we can on our own.

Therefore, we are committed to creating partnerships with individuals and groups that build on equality, respect, integrity, accountability and responsibility. We will engage with others in a supportive, non-judgmental environment where everyone can share knowledge, experience, strengths and skills.

## **Innovation:**

We believe that we will transform our vision into reality by developing innovative solutions to the complex and diverse issues facing our community.

Therefore, we are committed to creating a learning culture that is flexible, dynamic, embraces change, and encourages evolutionary thinking. We are dedicated to sharing our learning, knowledge and best practices for the benefit of the people with whom we interact.

## ***What Are Community Health and Resource Centres?***

There are fourteen Community Health and Resource Centres – serving the entire Ottawa region. The centres offer a range of health, community support and social services based on people's needs and community issues.

Among these services are:

- Ways to keep healthy
- Supports for children, youth and families
- Support for women and children experiencing violence
- Neighbourhood and family activities
- Help with housing and food security
- Social services
- Employment support
- Seniors' services
- Services to persons with disabilities
- Services to members of the lesbian, gay, bisexual and transgendered community
- Medical services (at six Community Health Centres)

## The Western Ottawa CRC:

## Location and Hours



Address: 2 MacNeil Court  
Kanata, Ontario  
K2L 4H7

Phone: (613) 591-3686

Fax: (613) 591-2501

Parking is free.

Bus routes: 96 & 118

Hours of Operation:

8:30-4:30, M-F (Sept. to end May)

8:30-4:00, M-F (June to end Aug.)

### ***ORIENTATION AND TRAINING***

Each new employee will be required to attend the Centre's **Guiding Beliefs Training**. Volunteers are encouraged to attend as well. This training session provides new staff with information about the Centre, our mission and the beliefs that guide our work. Training is provided on a regular basis including an evening session. Other trainings may include WHIMIS and accessibility. You will be notified if any training is required.

### ***EXPENSE REIMBURSEMENT***

All purchases must be pre-approved by the Coordinator, with the exception of obtaining small amounts of petty cash for special snacks. Receipts must be handed in to obtain reimbursement.

### ***USE OF CENTRE EQUIPMENT***

Tutors may need to use Centre equipment (telephone, fax, photocopier, TV/DVD, computer, etc.) during their contract. Arrangements for training and permission to use this equipment will be made through the Administration Coordinator.

### ***USE OF PERSONAL CELL PHONES, IPHONES, ETC***

While you are in the presence of clients, you are not to be on your personal cell phone, iPhone, Blackberry etc. It should be kept in a safe place (backpack, purse, cupboard) away from the clients. Cell phones will be made available to the clients at each club. It

is your responsibility to make sure that the client uses the phone in an appropriate manner. Clients should not be using your personal phones.

### **COMMUNICATION**

Please contact your Coordinator when you:

- Are sick or unable to work;
- Have vacation plans;
- Change your address, email or telephone number, banking information;
- Have any concerns about your contract;
- Would like your name removed from the roster of available tutors.
- Have concerns about students in the program or fellow tutors.

Email will be used primarily for correspondence. It is your responsibility to monitor your email account for updates and information pertaining to the clubs and potential trainings.

### **USE OF GENDER TERMS**

The Centre endorses and implements usage of non-sexist language in all Centre documentation, correspondence and visual aids.

Usage of non-sexist language is implemented in all Centre documentation and correspondence to reference the position held at the Centre rather than the gender of the person holding that position.

- a) Chair is used to refer to the head of a committee.
- b) 'He/she', 's/he', or 'her/his' used to include either gender when referring to a person or position at the Centre and not a specific individual.
- c) Gender specific terms are appropriate in certain circumstances, such as in referring to groups set up for one gender only or in situations specific to one gender.

### **PERFUMES AND SCENTS: *Scent-free Workplace***

*Please remind clients of this policy at the first group session and subsequent sessions as required.*

The WOCRC wishes to ensure that its facilities are accessible to employees, volunteers, clients, and members of the general public who have environmental sensitivities by establishing a No Scents Policy. It is acknowledged that a growing segment of the population experiences a variety of adverse reactions to environmental agents at levels well below those that are deemed to affect

average persons. This Centre is committed to minimizing the impact of such environmental sensitivities, by taking deliberate steps to reduce the number of agents in premises under our control.

## **CLIENT RELATED POLICIES AND PROCEDURES**

### ***Privacy and Confidentiality***

The Western Ottawa Community Resource Centre (WOCRC) is committed to maintaining the confidentiality of the personal information of its clients, volunteers, employees, student placements, donors, members and any other stakeholders. Personal information is given in trust and must remain confidential. It is important that personal information does not circulate outside of the WOCRC in an unauthorized manner, or within the WOCRC among staff for reasons other than appropriate consultations in the normal course of business. You must ensure that any personal information you receive on the children is kept in a secure location and not shared or visible to others.

### ***REPORTING TO THE CHILDREN'S AID SOCIETY (CAS)***

#### Policy

The WOCRC promotes the best interest, protection, and the well-being of children by upholding the regulations stated in the Child and Family Services Act (CFSA).

#### Procedure

- All clients of the WOCRC, adult and child, are informed about the WOCRC policy on confidentiality, and limitations of such, at the onset of service delivery.
- If a WOCRC worker has reasonable grounds to suspect that a child is or may be in need of protection, the person must promptly report the suspicion and the information upon which it is based to the Children's Aid Society (CFSA s. 72(1)). This includes a disclosure by an individual over the age of 16 where younger siblings are at risk.
- If you know or suspect that a child is being or has been abused and you fail to report immediately then you may be charged with failing to report.
- The WOCRC requires that the worker inform their direct supervisor of their suspicion.

- Internal procedures (i.e., consultation with supervisor) must not delay timely reporting to the CAS.
- If the worker is unsure as to whether a matter is reportable, the worker is to consult with a CAS Intake Worker. If the Intake Worker determines that the matter is reportable, you will be asked to supply the information for making a report.

## ***CAS Reporting Protocol***

### **The Child Discloses**

- If the source of the disclosure is a child, either in an individual or group context (see Special Circumstances for Group Setting), the worker will talk to the child privately. This includes a disclosure by an individual over the age of 16 where younger siblings are at risk.
- At this time, the worker will explain that what s/he (the child) has disclosed must be shared with CAS. The worker could refer back to and explain reasons for the limitations of confidentiality. It would be important to talk about the role of CAS as a helpful and supportive agency.
- Also, the worker may ask some questions of the child to seek clarity about the situation disclosed. It is understood that it is the role of the CAS worker to conduct the investigation, however it is acceptable for the worker hearing the disclosure to explore the situation further for purposes of clarifying the circumstances of the incident.
- It is of the utmost importance that the workers choose only the words that the child used to describe the incident so as to reduce the risk that we give the child words that are not her/his own or suggest different interpretations of the incident.

The type of clarification you might need is:

- When did the incident occur?
- Did s/he tell anyone else?
- Did anyone else know about it?
- If the person identified to be the alleged abuser is someone other than the child's parent or legal guardian, the worker will explain to the child that her/his parent must also be told about the suspected abuse.

### ***The Worker's Report to CAS***

The CAS social worker will ask the person reporting to provide the following information:

- A complete description of the situation or incident as you know it.
- The nature of your suspicion and grounds for your suspicion.
- The whereabouts of the child and siblings, if known.
- The alleged perpetrator's name and relationship to the child, if known.
- The full names and birth dates of child, parents/guardians, siblings, if known.
- Your name.
- If the child's parent is known to be and/or is seeking support services for being in an abusive relationship, report the circumstances around this which require special attention to ensure safety for both the child and the parent who is being abused.

Determine the name of the CAS worker you are speaking with and determine what the child and parent can expect. Request information such as when and where a CAS worker will visit, what should the parent and/or child do or do not do while waiting for this visit, and/or who else needs to be notified.

*If the alleged abuser is not the child's parent(s) engage the parent/guardian to participate in the report to CAS:*

- If the alleged abuser is not one of the child's parents, the worker will speak to the parent who has had contact with the worker, or the parent/guardian who is waiting to collect the child. At this time the worker explains to the parent what has been disclosed and explains that s/he is obligated to report to the CAS.
- Again, it is important to explain the role of the CAS as a support agency for parents in their role to protect children.
- At this time, this parent is offered the opportunity to engage in the process of reporting. It is explained that the experience for the child and the parent is enhanced when the parent is a participant in seeking the support and assistance of the CAS.
- If the parent is in the office, the worker may suggest that the parent may be in attendance while the worker is reporting the incident to CAS. Once the worker is through giving information the parent may choose to speak to the CAS worker.
- If the parent is being informed over the telephone then we would provide the parent with the name and number of the CAS worker who has received the report and suggest the parent call her/him. Suggest s/he might call you to let you know how this contact transpired.

*If the alleged abuser is the child's parent:*

- If the parent waiting to collect the child is the alleged abuser, proceed with the child as described above and consult with WOCRC supervisor and contact CAS immediately.
- In a group context: Co-facilitator X can stay with the child while Co-facilitator Y advises the waiting parent that the child is with Co-facilitator X and will be a little later than the other children. Immediately advise the CAS worker that the alleged abusive parent and the child who disclosed are presently in the office and consult as to what they would recommend. It may be suggested that the CAS worker would speak with the parent at this time.
- In individual counseling seek the assistance of a co-worker so that the child is not left alone.

*Alleged abuser is not parent/guardian and is waiting for the child and parent:*

- If the alleged abuser is the parent's partner but is not the child's parent and s/he is waiting for the parent and child, the worker will consult with the parent about safety issues. The parent will be advised that s/he cannot make the decision to expose the child to the alleged abuser until the CAS is involved and can advise the parent how to proceed. Again the worker would advise CAS of the safety concerns in this situation and may consult about how to proceed.
- If the parent refuses to comply and the worker understands that the alleged abuser will have access to the child then the police and CAS must be notified of this development.

*Alleged abuser is not parent/guardian and is waiting for the child:*

- If the alleged abuser is waiting for the child, and the parent is not present, then the worker would leave this person in the waiting area and attempt to contact the parent and explain the situation and the plan to report. Determine with the parent how the child will be collected. Inform CAS of the details.
- If unable to reach a parent, call CAS to report and consult with CAS worker about how to proceed.

*Special circumstances for a group setting:*

- If the child is in a group when a disclosure is made, the worker(s) will address what has been shared. This will be done to the extent that is needed to communicate to the other group members that what has happened to the child is not OK, but not to single out the child in a manner

which may communicate to the others that it is not safe to disclose abuse in the group. The group would then continue.

- At an appropriate time during the group, as determined by the co-facilitators, the child will be asked to speak with a facilitator in private, to discuss the disclosure and what needs to happen. The child will return to the group upon completion of discussion and the facilitator will proceed accordingly. It is best to see the child during group rather than at the end, to minimize the waiting time of the parent and to develop the plan to proceed.
- At the end of the group, the co-facilitators will plan how to proceed. Suggested protocol is co-facilitator X will take the child who disclosed to a private place to explain what happens now.
- Co-facilitator Y will see the other children out, explain to the parent of the child who is being detained that the child is with the other co-facilitator and s/he will speak to the parent once the others have left.

## **Lockdown and Shelter in Place Procedures**

The following protocols are for Lockdown and Shelter in Place procedures (OCDSB) that occur in the school (Bridlewood) during homework club hours. These protocols will be initiated by the school and it is your responsibility to adhere to them and to following instructions that may be outlined by the school or other authorities (police, etc).

In addition to these protocols:

- Take the cell phone with you. Put it on “silent”.
- Take the sign in book with you.

As you will see, these documents were written for school personnel; simply follow the instructions for “teachers”.

### **Lockdown:**

#### **Priorities**

- If you see a threat - call 911 from the closest phone and then inform the office to call for a lockdown.
- Remove you and your students as targets
- Get small and get out of sight
- Remain quiet and still
- Do not come out of room unless instructed by a Police Officer

## What will happen?

- An announcement will state “teachers/students this is a lockdown, I repeat lockdown”.
- Students in **halls, washrooms, common areas** will go to the **closest classroom**.
- Students in the **library** will go into the **literacy room with a staff member**.
- Students in the **gym** will go into the **changing rooms**.
- Students in the **community room** will go into the storage room.
- Students **outside** will walk to **Roch Carrier Elementary School** (unless otherwise instructed).
- Students in the classroom, will line up and sit quietly and out of site of windows and classroom door as best possible.
- Teachers must not look into the halls.
- Teacher close door (lock if possible), close curtains.
- Do not send attendance by computer or phone.
- Do not use the phone/cell phones unless an emergency.
- Do not let students use cell phones.

Remain in silence in your classroom until your class is released from the Lockdown by a Police Office and Principal or Vice-Principal.

An announcement is made. A second announcement will state “*end of lockdown resume teaching*” or “*you may resume your teaching however; no one is to leave their classroom.*”

## Secure Your Classroom

If you hear the announcement “teachers please secure your classroom”. This will mean all students and teachers are to be in a classroom and continue teaching. No one is to be in halls. This announcement would indicate that we need halls cleared.

## Outside?

If students are outside at recess or with a class and we have a threat **within** the school building we would inform staff outside through walkie-talkies/P.A. system. The teacher(s) on duty/supervising a class would get all students out of site as quick as possible and walk them to Roch Carrier Elementary School (**See evacuation map**). The announcement would still say lockdown for those students and staff inside.

## SECTION 7: “SHELTER IN PLACE” PROCEDURES

**When Used?** : Occurs when there is a threat to safety such as threatening situation outside of the school, extreme weather, potentially dangerous wildlife, an environmental situation, or any other situation that the Administrative team deems appropriate to ensure safety from an external threat or source.

**Cue for Staff:** P.A. System will announce “**Shelter in Place**” over the P.A. system

Once the need for the Shelter in Place is no longer required, there will be a P.A. announcement stating “**return to normal school routines**”.

### **School-Wide Procedure:**

- No person – student, staff, parent, visitor - is to leave the school building because of the safety concern presented by external circumstances
- Any available staff may be placed at school entrances/exits to ensure that no one leaves the school building
- The Principal and/or Vice-Principal and Office staff will decide if any involvement with community emergency services is required given the circumstances

### **Classroom Procedures:**

- During instructional times, regular teaching and classroom activities continue as normal
- Students may leave the classroom for use of the washroom or water fountains
- Any outdoor class activities or events would have to be postponed or rescheduled

### **Recess Times:**

- Should the “Shelter in Place” procedure overlap into a scheduled recess time , we will have an Indoor Recess under the Inclement/Indoor Recess Supervision schedule

- If deemed appropriate for the circumstances, students may remain in the classrooms or homerooms rather than transitioning to the Gym or Community Centre in order to minimize movement within the school

## **WELCOME TO THE HOMEWORK CLUB**

- ✚ The WOCRC welcomes you as a tutor for the Homework Club. We hope that your experience will be rewarding and fun.
- ✚ The clubs commence in September/October and finish at the end of May. The South March Club at 1032 Klondike Road will run on Monday and Wednesday from 3:45-5:15. The Bridlewood Community Elementary School Club at 63 Bluegrass Drive runs on Tuesday and Thursday from 2:30-4:00. Students from other schools are also welcome to attend. Your shift will commence 15 minutes prior to these times and end 15 minutes after these times.
- ✚ Each location will have 2 paid tutors and 1-2 volunteer tutors.
- ✚ Volunteers are never to work on their own; a paid staff member must be on the premises with them.

**Rules and Expectations for students to follow while participating in the Homework Club:** the students and parents will be made aware of these expectations.

1. All forms must be completed before the student is allowed to participate in the club.
2. Students often arrive without their parent but with their completed forms. You may wish to call their parent to verify that they are permitted to stay for the club.
3. Students must arrive with homework and, once homework is completed, students are expected to return home. Students will be picked up at a designated time or will walk home on their own (permission form must be completed). Parents are to come into the club to pick up their child. Tutors are not responsible for finding work for the students to do. The Homework Club operates to help students with their homework and is not to be used as a child care service.
4. Parent/guardian is asked to check in with the tutor, when dropping off and picking up their child, regarding the student's homework. Parents may send a note in with the students to advise the tutors of what to work on.

5. Students are to respect the environment, equipment, the tutors/volunteers and other students participating in the Homework Club. Failure to act appropriately may result in the loss of the privilege of attending the club. Access to the Internet is strictly for school work purposes. Students are not allowed on YouTube. Printing will be supervised and kept to a minimum.
6. Parent/guardian **must** leave a number where they can be reached during the Homework Club so that the child can contact their parent/guardian for pick-up, in the event of an emergency or for other concerns.
7. Students are responsible for bringing their own pencils, pens, paper and any other supplies required to complete their homework, this includes resource books and school text books. The library books and resources are out of bounds as is returning to their classroom to retrieve items. There can some flexibility with this. A limited amount of supplies will be available.

## GUIDELINES AND EXPECTATIONS FOR STAFF & VOLUNTEERS

### DUTIES:

- ✚ Provide assistance to students with their homework.
- ✚ Maintain student attendance logs and stats.
- ✚ Maintain confidentiality/privacy regarding student information.
- ✚ Provide students with a snack and be aware of allergies.
- ✚ To communicate any concerns to the Coordinator.
- ✚ Be aware of how many students are present at all times and account for their whereabouts.
- ✚ Monitor student's computer and internet activity. Internet access is strictly for school related work. No YouTube.
- ✚ Communicate with parents on progress and concerns of the student.
- ✚ Ensure that the room is tidy and clean before you leave.
- ✚ Maintain your own time sheets. Submit bi-weekly (paid staff).
- ✚ Attend the Guiding Beliefs training, once. Offered monthly.
- ✚ "Overtime" may occur when one tutor must remain with a late student. Payment is at straight time.
- ✚ Contact the Coordinator as soon as possible when you cannot make a shift. Find a replacement if you can.

### PREPARATION TIME:

- ✚ 15 minutes is allotted for set up and clean up.
- ✚ Set up tables and chairs, set out resources.
- ✚ Put up signs.

- ✚ Turn on cell phone and check the charge.
- ✚ Decide who will supervise the computer room/snack room.
- ✚ Make sure that all paperwork is up to date and complete (i.e. Signatures, permission forms, pre and post questionnaires).
- ✚ Prepare snack.
- ✚ Set out sign in book.
- ✚ All prep work is to be done during your regular shift. "Overtime" must be authorized by the Coordinator.

## **GUIDELINES:**

It is imperative that we provide a safe, quiet and supportive environment for the students. It is expected that you will be responsible and reliable and that you will be respectful of each child's differences in respect to their learning abilities, family situations and cultures.

Name tags must be worn by tutors and volunteers at the school. This will allow you to move around the school freely and identifies you as a tutor/employee.

Students will have access to the Club's cell phone. This is to be used only during the Club's hours, for emergencies, for students to call home for a pickup or for parents to call in with concerns or to authorize alternative arrangements for the child to go home. Parents will be given the cell phone number. You are not to be on your own cell phone during your shift. Do not allow the children to use your personal phone or have access to your email address.

Please try to keep talking amongst the tutors at a quiet level. We also have to be respectful of the partnership we have with the schools by respecting their space, staff and resources. Although older students have permission to leave the homework club on their own (ages 10 and up, with a signed permission form) they must inform you that they are leaving and sign out. Parents must come into the school to pick up their child.

Monitor where the students are, especially those who have gone to the washroom or to get a drink of water.

Students waiting for their ride home may use the Crossword and Word Search books or read/draw while they wait.

You may read or do your own homework if all of the students are busy themselves. You may also use the computers for school related work only. Your first priority is always the supervision and support of the students.

Volunteers are not to be left alone to run the clubs. If both of the paid tutors are unable to make a session, then the club will need to be cancelled. Occasionally the coordinator will fill in.

The club will be cancelled on days when the school buses have been cancelled; generally due to bad weather. Radio stations and the school's website ([www.ocdsb.ca](http://www.ocdsb.ca)) will make announcements.

**When you can't make a shift:**

1. Call/email Colleen and let her know. Give as much notice as possible.
2. Call the other people from your afternoon to let them know you are unable to make your shift.
3. Look for a backup person to fill in for you.
4. If for some reason the Club needs to be cancelled (lack of staff) you must call Colleen first to let her know. You may also have to call the school to let them know that you are canceling the Club if you can't get in touch with Colleen. Do not rely on Colleen to contact the school with a cancellation, she is often out of the office at external meetings and will not receive your message until the next day. In an emergency you can contact the program manager or ask reception for help (they only answer the phones until 4:30).
5. Indicate your absence on your timesheet.

