Pinellas County Schools

**Office of Strategic Partnerships**

***Family & Community Relations***

**Program Manual**

Pinellas County Schools

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**Table of Contents**

|  |  |
| --- | --- |
| **Chapter 1: Introduction** |  |
| Introduction Letter | | 5 |
| Office of Strategic Partnerships Organizational Chart | | 6 |
| Family & Community Liaison School Protocol | | 7 |
| Family & Community Liaison Job Responsibilities | | 8-9 |
| District Vision & Mission | | 10 |
| Office of Strategic Partnerships *Family & Community Relations Mission & Goals* | | 11 |
| Framework of the Office of Strategic Partnerships *Family & Community Relations* Program | | 12-13 |
|  | |  |
| **Chapter 2: Policies & Procedures** | |  |
| Florida State Law | | 14 |
| School Board Policy | | 15 |
| School volunteer Program | | 16 |
| Criminal Background Investigations | | 17-18 |
| Field Trips | | 19 |
| General Guidelines for Field trips | | 20-22 |
| Field trips Flowchart Process | | 23 |
| Transportation by Private Vehicle | | 24 |
| Mentoring Program Policy | | 24-25 |
| Special Programs by Community Volunteers | | 26 |
| Florida’s Bright Futures Scholarship Program | | 26-27 |
| Gifts to the School District | | 27-28 |
| Advertising and Commercial Activities | | 28-29 |
| Distribution of Materials and Literature to Students | | 29-30 |
| Announcement of Non-School Events | | 30-31 |
|  | |  |
| **Chapter 3: Management & Organization** | |  |
| Guidelines for Processing and Screening Volunteers | | 32 |
| Confidentiality Video & Forms Approval | | 33 |
| Off-Site Tutoring Programs | | 34-35 |
| College Student Procedure | | 36 |
| Community Service In-Schools | | 37 |
| Volunteer Registration Process | | 38-39 |
| Volunteer Registration Process Flowchart | | 40 |
| Report Volunteer Hours | | 41-42 |
| Family & Community Liaison Management Calendar | | 43 |
| Services and Materials Available | | 44-46 |
| Structuring the 5000 Role Model Program | | 47-48 |
| Planning a Budget | | 49 |
| Volunteer Bill of Rights | | 50 |

**Table of Contents**

|  |  |
| --- | --- |
|  |  |
| **Chapter 4: Preparing Teachers & Staff** |  |
| Teachers Working with Volunteers | 51 |
| Do’s & Don’t for Working with Volunteers | 52-53 |
| Teachers Training | 54 |
| In the Classroom | 55-57 |
| Secondary School Communication Procedure | 58 |
|  |  |
| **Chapter 5: Recruitment** |  |
| A Case Study | 59 |
| Publicity Ideas | 60 |
| Outreach | 61-64 |
| Critical Needs Request Process | 65 |
| Special Recruiting Events | 66 |
| A Systematic Approach to Recruitment | 67-68 |
| New Releases for School Newsletter | 69 |
| Tips for Volunteer Newsletter | 70 |
|  |  |
| **Chapter 6: Volunteers: Mentors/Tutors** |  |
| Florida Statues | 71-72 |
| Job Descriptions | 73-76 |
| Interviewing a Volunteer | 77 |
| Keys to a Successful Placement | 78 |
| Retention of Volunteers | 79 |
| Volunteer & Business Partner Orientation Suggestions | 80-81 |
| District Offered Workshops | 82 |
| Guidelines for Instructional Volunteers | 83 |
| Guidelines & Checklist for Tutors | 84-85 |
| Frequently Asked Questions from Students | 85 |
| Making the Most of the Student Tutor Relationship | 86 |
| Volunteer Mentor/Tutor Flowchart Placement | 87 |
| Student Contract | 88 |
| Checklist for Placing Mentors | 89 |
| Message to Mentored Students | 90-91 |
| Screening and Selecting Mentors | 92 |
| Mentor Recruitment & Placement Flowchart | 93 |
| Pinellas County School Mentor Policy | 94 |
| Assigning Mentors to Take Stock in Children Students | 95-96 |
| Take Stock in Children Student Screen Instructions | 97 |
| A Message to Mentors | 98 |
| Mentor/Student Activities | 99-100 |
| Ten Strategies for Successful Mentoring | 101 |
| Peer Tutor and Mentor Programs | 102-103 |

**Table of Contents**

|  |  |  |
| --- | --- | --- |
| **Chapter 7: Partnerships** |  |  |
| Business and Community | 104 |  |
| Why Partnerships? | 105 |  |
| Definition of Partners | 106 |  |
| Roles in a Partnership: Who does What? | 107-108 |  |
| Six Steps to Successful Partnerships | 109-112 |  |
| Classroom Partnership Guidelines | 113-114 |  |
| How to Partners With Schools | 115-116 |  |
| How Schools can Benefit Businesses | 117 |  |
| Recruiting Techniques | 118-119 |  |
| Establishing Partnerships Flowchart | 120 |  |
| Contacting New Partnerships Flowchart | 121 |  |
| Partnership Tracking Sheet | 122 |  |
| Instructional Partnership Program Ideas | 123-124 |  |
| 20 Ways to Promote a Partnership | 125 |  |
| Partnership Pitfalls to Avoid | 126 |  |
| About Classroom Partnerships | 127 |  |
| Program Process | 128 |  |
| Evaluating the Partnership | 129 |  |
|  |  |  |
| **Chapter 8: Family Involvement** |  |  |
| The Keys to Successful School & Community Partnerships | 130-131 |  |
| Family Friendly Checklist | 132-133 |  |
| School Advisory Council (SAC) | 134 |  |
| Parent Teacher Association (PTA) | 135-136 |  |
|  |  |  |
| **Chapter 9: Program Recognition** |  |  |
| School Level - Recognition Ideas | 137-138 |  |
| Recognitions Ideas for Principals | 139 |  |
| Ideas for School-wide Recognition | 140-143 |  |
| Recognizing Business Partners | 144 |  |
| Teacher Honoring Volunteers | 145 |  |
| Volunteer Recognition Ideas | 146-147 |  |
| Bulletin Board & Reception Ideas | 148-150 |  |
| Thank you Ideas | 151-152 |  |
| Volunteer Appreciation Ideas | 153 |  |
| Planning a Recognition Event | 154-155 |  |
| Recognition Event Agenda | 156 |  |
| Protocol for Year-End Recognition Event | 157-158 |  |
| *State Level* |  |  |
| Outstanding School Volunteer (OSV) Frequently Asked Questions | 160-162 |  |
| OSV Process | 163 |  |
| OSV Checklist | 164 |  |
| State Level Volunteer and Partnership Recognition | 165-166 |  |
| Five Star Award Tip Sheet and Checklist | 167-168 | ` |

**Chapter 1: Introduction**

**Introduction Letter**

Pinellas County Schools is proud of the volunteers and partnerships involvement in schools throughout the district. Meaningful engagement of families, business leaders and community members in the classroom extends the effectiveness of teachers and staff. Volunteers also help the district provides services to students and schools that would not be possible without the support of the community.

During the school year, more than 20,000 school volunteers donate over 500,000 hours of service to benefit students. What cannot be measured is the intrinsic value of the services volunteers and partners bring to schools. The encouragement, the patience, and the boost in self-esteem are immeasurable and critically important to students.

Key to the success of our volunteer programs is the leadership of the Family & Community Liaison. They act as the school’s intermediary, bridging home, community, and school.

This manual is designed to be a hands-on tool. There are camera-ready letters, flyers, brochures, evaluations and other information for school use. It is important that this manual be used routinely to enhance school-based programs.

***Specifically, the manual provides you with:***

• District standards, policies and procedures regarding volunteers

• Strategies for recruiting, recognizing, and retaining volunteers and partners

• Guidelines for individual, school, district and state awards

• Suggested volunteer orientation outline

• Guidelines for managing a quality tutor/mentor program

• Best practices from other schools

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**Office of Strategic Partnerships**

***Family & Community Relations***

**Office of Strategic Partnerships**

***Family & Community Relations***

**Organizational Chart**

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**Family & Community Liaison**

**School Protocol**

Operational

Process & Procedures

Operational

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**Family & Community Liaison**

**Job Responsibilities**

The Family & Community liaison is responsible for the recruitment, interviewing, placement, monitoring, tracking volunteer hours, management of volunteer database and recognition of school volunteers and business/community partnerships. The liaison assists principals and teachers by performing the following functions:

**Job Description:**

***Volunteers***

* Assists in the development of specific objectives for volunteer activities based on the school needs assessment.
* Recruits volunteers, mentors and tutors, register, confirm background approval, track volunteer hours, run reports and maintain database on volunteer activities.
* Assists in the coordination of training for school staff on the use of volunteers; periodically updates school personnel on the program's policies and best practices.
* Interviews, places, and schedules volunteers
* Provides an orientation and training for volunteers and partnerships
* Monitors volunteer placement.
* Arranges for materials and workspace for volunteers.
* Maintains a central location for volunteers to sign-in and to receive notices about training, special events, and new volunteer opportunities.
* Organizes a publicity/marketing plan to keep school and volunteers informed about the volunteer program and volunteer opportunities.
* Provides the communication link between principal, teachers, parents, students, office staff, aides and volunteers. Liaison provides resources for the school and families.
* Organizes volunteer recognition.
* Evaluates volunteer program mid-year and end-of-year.
* Maintains records on volunteer activities.
* Provides reports for state and district volunteer and community program.
* Manages and promotes the Great American Teach-In
* Recruit speakers
* Manage speaker times
* Provides refreshments and recognition of speakers
* Document hours and the number of speakers
* Assist in organizing family and community workshops.
* Recruits, trains, and ensure background approval and track students and mentors for the all Mentor programs.
* Assists in setting goals in the School Improvement Plans Family Engagement section.

**Family & Community Liaison**

**Job Responsibilities**

***Community & Business Partnerships***

* Recruits community and business partnerships.
* Maintains community and business partnerships program in spreadsheet/database.
* Assists in the development of specific objectives for business/community involvement partnerships based on school needs assessment.
* Assists in organizing a publicity/marketing plan to keep schools and community informed about the partnership program: through flyers, newsletters and letters.
* Provide community or business orientation and training for partnerships.
* Evaluates community and business partnership program at the end of each semester.
* Maintains database of business/community partnership program.
* Recognizes community and business partnership.
* Performs other duties as required

Family Engagement REeseponsibiltiy

* Create/Disseminate flyers
* Organize Materials
* Secure donations (food, etc.)
* Keep track of attendance/sign in sheets
* Keep track of evaluations/feedback
* Arrange for speakers if there is a need
* Help to organize committees for program/event development, participate as practicable.
* Insure that documents are available and replenished regularly in the front office (Parent Guide, Newsletter Notification, Plans, Policies, etc.)

**Pinellas County Schools**

**District Vision Mission and Goals**

**Vision 100% Student Success**

**Mission:** Educate and prepare each student for success in college/career and life.

**Core Values:** Building a quality climate and strong community through:

* Commitment to children, families and the community
* Respectful and caring relationships
* Cultural competence
* Integrity
* Responsibility
* Connectedness

**District Goals**

**5 Goals:**

1. Increase student achievement resulting in improvements in every school, learning gains, higher promotional and graduation rates.
2. Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.
3. Develop and sustain a healthy, respectful, caring safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.
4. Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.
5. Provide quality technology and business services to optimize operations, communicates and academic results.

The Office of Strategic Partnerships seeks to establish ongoing relationships between the families, district, schools and the community while empowering all stakeholders to support 100% student success.

***Goals:***

* To mobilize and channel resources into the school system, based on targeted strategic goals;
* To engage stakeholders by fostering a greater understanding of the school system and its programs;
* To provide volunteers, mentors and tutors for students;
* To assist in communication between Pinellas County Schools and the community.

**Office of Strategic Partnerships**

**Department Structure**

# AT THE DISTRICT LEVEL

The District Volunteer Coordinator, Office of Strategic Partnerships, *Family & Community Relations,* the school manager (Administrator), provide support and coordination for school & district-based programs.

***Responsibilities include:***

* Interpreting and implementing state law, board policy and department procedures
* Developing and disseminating program forms and materials
* Recruiting volunteers from the community At large
* Designing and delivering training programs
* Working with school-based Family & Community Liaisons to maintain quality programs
* Networking with the community to establish new referrals to schools
* Sponsoring district-wide recognition events
* Maintaining database on all volunteers
* Providing Local/National & Level II Background Checks
* Develop and maintain volunteer system management database

# AT THE SCHOOL LEVEL

## Family & Community Relations Program Manager

The Family & Community Relations manager is an administrative assignment that includes responsibility for the overall management of the school volunteer program and partnership program.

***Specific functions include:***

* Review of the Family & Community Relations program as it relates to the School Improvement Plan
* Arrange for the annual faculty training/orientation for qualification of the Golden School Award and Five Star School designation
* Monitor the program on a regular basis and report statistics twice a year
* Supervise and support the Family & Community Liaisons/and or Parent Helpers, who assist with the day-to-day activities of managing the Family & Community Relations program***.***

## Family & Community Liaison

The majority of schools in the county have a funded, part-time family & community liaison position to assist with the day-to-day coordination of the school’s volunteer and partnership programs, with a major emphasis on the placement of tutors and mentors for students. The district office provides training and support for these positions. Direct supervision is provided by the school-based family & community manager. This person will act as the primary contact for families coming into our schools

**Office of Strategic Partnerships**

**Program Framework**

**Parent Volunteer Helpers**

In schools without a paid liaison position, a parent volunteer or team of parents assist the manager with day-to-day coordination of the volunteer program. The district office provides training and support for the parent volunteer helpers. Direct supervision and overall responsibility remains with the Family & Community Manager.

# SCHOOL BASED MANAGEMENT FUNCTIONS

In cooperation with the principal, school-based Family & Community Liaisons coordinate and direct their program to meet the needs of the students and teachers. A list of functions critical to program success includes:

* Surveying needs of teachers and staff for volunteer and partner assistance
* Recruit, register, place and monitor volunteers in specific volunteer job descriptions
* Facilitate orientation and training for staff, family and community volunteers
* Serve as a resource and as an advocate for volunteers, families and partners
* Maintain and report accurate volunteer and community data
* Coordinate recognition events
* Evaluate program effectiveness and implement improvements

This list of functions forms the framework for the manual. The manual provides detailed instructions and best practices regarding these basic functions in addition to the broader activities related to managing a comprehensive Family & Community Relations Volunteer program.

6A-1.70. Florida Administrative Code. Teacher aides and volunteers. The following standards and procedures shall apply to teacher aides and volunteers as defined in Section 228.041(23), (24), Florida Statutes.

**1.**  **Requirements**

(a) **Health** Each teacher aide shall meet the health requirements established for certificated personnel. A district may require a volunteer to meet these requirements.

(b) **Age- A**ny teacher aide or volunteer who is assigned the responsibility for supervising the safety and welfare of pupils, such as during the loading and unloading of buses or during lunch periods, shall meet the same age requirements as those established for certificated personnel.

(c) **Knowledge of procedures and regulations** The school board shall adopt a procedure for assuring that each teacher aide or volunteer who at any time is expected to assume responsibility for the health, safety and welfare of pupils possesses a clear understanding of state and district rules, policies, and regulations relevant to teacher aide or volunteer responsibilities. When a teacher aide or volunteer is assigned duties requiring knowledge of rules, regulations or policies of a special nature, it is the responsibility of the staff member whom he or she is assisting to ascertain in advance that the teacher aide or volunteer possesses the necessary knowledge to perform such duties in a proper and reasonable manner.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

(d) **Knowledge of instructional practices and policies**  The school board shall adopt a procedure for assuring that each teacher aide or volunteer who at any time is expected to assume responsibility for assisting a teacher in promoting pupil learning possesses a clear understanding of all state and district instructional practices and policies relevant to teacher aide or volunteer responsibilities. When a teacher aide or volunteer is assigned duties requiring knowledge of instructional practices and policies of a specialized nature, it is the responsibility of the instructional staff member whom he or she is assisting to ascertain in advance that the teacher aide or volunteer possesses the necessary knowledge.

(e) **Supervised practice** - Each time a teacher aide or volunteer is assigned to assist a staff member whom he or she has not assisted before and each time he or she is assigned a type of duty which he or she has not satisfactorily performed in earlier assignments, he or she shall complete a period of supervised practice. During the period of supervised practice, the professional staff member whom he or she is assisting shall be available continuously to provide immediate assistance to the aide or volunteer at any time he or she is working directly with pupils. The length of the supervised practice may vary depending upon the capability and prior experience of the teacher aide or volunteer. Personnel records for each teacher aide shall show the length, nature, and inclusive dates of each supervised practice assignment. The personnel record shall also include the signature of the professional staff member supervising the practice certifying its satisfactory completion. Although personnel records are not required for volunteers, accurate records of hours of service, duties and training shall be maintained.

(f) **Knowledge and understanding expected of instructional staff** The school board shall adopt procedures to assure that each instructional staff member who is assisted by a teacher aide or volunteer possesses a clear understanding of all rules, policies and regulations which the teacher aide or volunteer is expected to understand.

(g) **Knowledge of immediate objectives.** When a teacher aide or volunteer is assigned to work directly with pupils, the instructional staff member whom he or she is assisting must ascertain that the teacher aide or volunteer can state clearly the type of performance or behavior which the pupils are expected to demonstrate during the time when the teacher aide or volunteer is working with pupils.

(h) **Maintaining professional responsibility.**  On request of the principal or other authorized persons, an instructional staff member who is being assisted by a teacher aide shall describe in writing the knowledge and skills which the aide is expected to possess for any assigned responsibility. Such description shall also include procedures through which the person making the request can determine whether the aide actually possesses the requisite knowledge or skills.

2. **Restrictions limiting the duties which teacher aides or volunteers may perform Teacher** aides or volunteers shall not perform any of the following:

(a) Establish instructional objectives.

(b) Make decisions regarding the relevancy of certain activities or procedures to the attainment of instructional objectives.

(c) Make decisions regarding the appropriateness of certain teaching materials for accomplishing instructional objectives.

(d) Make judgments regarding the attainment of instructional objectives unless these judgments are based upon clear and objective criteria (such as specific achievement standards on a true-false test).

# 3. Responsibility for the appropriate use of teacher aides or volunteers. It is the responsibility of the head of a school and of each instructional staff member in that school who is assisted by a teacher aide or volunteer to see that those duties assigned to each teacher aide or volunteer are consistent with Florida Statutes, rules of the State Board, and policies of the district school board.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy Policy 9180 Volunteers**

**Purpose**

The purpose of this policy is to promote and encourage school volunteers in order to expand and enhance parental, community, and civic involvement within schools while maintaining an adequate level of school safety and security. This policy establishes the framework for volunteer service in schools through the Office of Strategic Partnerships.

**Applicability and Scope**

This policy applies to all volunteers and volunteer applicants in the District.

This policy shall not apply to a person who visits a school for a one (1) time special event, such as guest speakers; celebrity readers; persons attending student performances; parent or family members who have lunch with their own child; career day special guests; and attendance at parent conferences. These people are considered school visitors. They must sign in as visitors in the main office and school staff should provide them with appropriate direction.

The use of volunteers in schools of the District enhances the educational process for students and promotes community involvement in education. The School Board encourages volunteer participation by individuals and groups in Board sponsored programs in local schools, in District and area offices, and for Board sponsored and supervised off-school campus activities before, during, and after regular school hours.

A volunteer is a non-paid person functioning under the sponsorship of the District. The Board authorizes the Superintendent to approve volunteers to assist in organized school programs following the submission of an application, completion of a background check as provided herein, and upon successful completion of a volunteer orientation and training program, in accordance with State Board of Education rules and laws of the State of Florida.

**Enrollment Procedures for Volunteers**

Prospective volunteers must complete all registration forms and a volunteer release as provided by the Office of Strategic Partnerships. False or misleading statements/answers or omissions made by an applicant may result in denial or, if discovered after appointment, may result in discontinuance of services.

**Status of Volunteers**

Volunteers may be used to assist District personnel in local schools and District programs. However, instructional personnel retain responsibility for supervising, diagnosing, prescribing, instructing, and evaluating students.

**Additional Policies**

9150 – School Visitors

9160 – Public Attendance at School Events

9210 – Parent Organizations

9211– Parent Organizations, Boosters Clubs, and Other Fundraising Activities

9701 – Distribution of Materials and Literature to Students

9701.1 – Announcements of Non-School Events

2111.02 – Family & School Partnership for Student Achievement

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

**Criminal Background Investigation**

In order to protect the safety and security of students and staff, volunteers must submit to a background screening consisting of answering of arrest and criminal history questions on the application form, a search of that person's name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under F.S. 943.043, as amended from time to time, as well as a local criminal history background check. No volunteer shall be allowed unsupervised contact with students unless approved in advance by the site administrator. Volunteers who are allowed unsupervised contact with students shall first successfully complete level 2 background screening pursuant to the procedures described for Jessica Lunsford Act level 2 screening set forth at http://www.pcsb.org/jlahome.html. "Unsupervised contact" shall not include unanticipated unsupervised contact that is infrequent and incidental.

**Qualifications**

To be eligible to serve as a school volunteer, an individual must be of good moral character. A person who is found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education shall not be appointed to the position of school volunteer. The term conviction means a conviction by a jury or by a court and shall also include the forfeiture of any bail, bond, or other security deposited to secure appearance by a person charged with having committed a felony or misdemeanor, the payment of a fine, a plea of nolo contendere (no contest), the imposition of a deferred or suspended sentence by the court, adjudication withheld, finding of guilt, or the date of entry into a pre-trial intervention, pre-trial diversion, or similar program, so long as such PTI/PTD program is completed by the end of the relevant waiting period.

Additionally, the following guidelines shall apply:

1. **Category One**  
   Felony sexual related crimes, felony lewd and lascivious crimes, felony child abuse crimes, and any other crime involving moral turpitude.

May not volunteer if convicted of Category One offenses.

1. **Category Two**  
   Other felony crimes (except those designated under Category One and excluding worthless checks)), any misdemeanor crimes of a sexual nature, and misdemeanor crimes related to children.

May not volunteer if the conviction for a Category Two offense was within the last ten (10) years. The District will consider and carefully review if the conviction for a Category Two offense was beyond ten (10) years.

1. **Category Three**  
   Misdemeanor drugs, misdemeanor crimes of violence, and misdemeanor crimes involving weapons.

May not volunteer if the conviction for a Category Three offense was within the last five (5) years. The District will consider and carefully review if the conviction for a Category Four offense was committed beyond five (5) years.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

1. **Category Four**Other misdemeanors (crimes involving worthless checks, whether felony or misdemeanor, will not be considered as a disqualifying offense)

The District will consider the convictions in Category Four offense on a case‑by-case basis.

1. **Other Restrictions**

May not drive students if DUI conviction within the past five (5) years, or ten (10) years if volunteer has two (2) DUI convictions. Cannot drive students with three (3) or more DUI convictions. Crimes involving worthless checks committed within the last five (5) years will disqualify a volunteer from handling money.

All volunteers must self-report any arrest, conviction, finding of guilt, withholding of adjudication, commitment to a pre-trial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours to the Office of Professional Standards and the Director of the Office of Strategic Partnerships.

An applicant whose application has been rejected due to conviction of a disqualifying criminal offense may appeal to the Criminal History Appeal Committee. The Committee shall be made up of the Staff Attorney, or designee, an administrator from the Office of Professional Standards, and the Assistant Superintendent for Human Resources. Applicants appealing to the Committee shall have the burden of setting forth the circumstances surrounding the criminal incident for which an exemption is sought, and sufficient evidence of rehabilitation including, but not necessarily limited to, the time period that has elapsed since the incident, the nature of the harm caused to the victim, the history of the applicant since the incident, and any other evidence or circumstances indicating that the applicant will not present a danger if the appeal is granted. In the case of rejection due to an adjudication of guilt for an offense listed in F.S. 1012.315, the only basis for appeal to the Committee shall be mistaken identity. The decision of the Committee is final.

**APPEAL PROCESS**

Applicants appealing their ineligible status must provide an appeal letter that includes the circumstances surrounding any/or all criminal offense(s) for which the exemption is sought. The appeal letter and all supporting materials, e.g. police report, and letters of recommendations, are to be sent to the Office of Strategic Partnerships, District Volunteer Coordinator. For all questions please call 727-588-5050.

**Responsibility**

Principals and administrators are responsible for coordination and supervision of volunteers. Principals and administrators are responsible for identifying appropriate tasks for volunteers. The Office of Strategic Partnerships is responsible for coordinating the background checks on volunteers.

The Superintendent shall issue directives concerning school volunteers included but not limited to more stringent guidelines for background screening as deemed necessary.

F.S. 110.504, 440.02, 768.28, 943.04351, 1001.41, 1001.42, 1001.43, 1012.01  
F.A.C. 6A-1.070 and 6A-1.0502

Adopted 12/9/09; Revised 6/29/10, 12/7/10

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy/Guidelines**

**2340 - FIELD TRIPS AND OTHER DISTRICT**

SPONSORED TRIPS REGULAR FIELD TRIPS

Field trips are those school related events for which school staff arranges transportation and ensures an appropriate number of chaperones as stated within this policy. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the District and the school. Every effort should be made to schedule field trips without interrupting other school functions.

**APPROVAL REQUIREMENTS**

**A.** Day trips to sites listed on the School Board - approved field trip list must be approved by the principal at least two (2) weeks prior to the activity.

**B.** Trips to sites not listed on the above - mentioned list, or any trip lasting more than one (1) day even if on the list, require that the “Application For Field Trip Not On the approved List” form and a “Field Trip Information Sheet” with a detailed itinerary be approved by the principal and the Director of School Operations at least four (4) weeks before the trip. The approval for trips must be secured before the teacher makes plans with students or parents. Overnight trips should be scheduled on weekends or non-school days if possible.

**C.** Trips of more than one (1) day must be approved by the subject supervisor before submission to the Director of School Operations.

**D.** All necessary approvals must be secured before any trip - related fundraising occurs.

**E.** Florida High School Activities Association (FHSAA) and Florida School Music Association (FSMA) events are governed by the rules and regulations of those organizations. For FHSAA athletic competitions and FSMA evaluation festivals the field trip forms referred to above are not required.

**GENERAL GUIDELINES FOR FIELD TRIPS**

**A.** All field trips must be conducted under the supervision of a certificated Board employee.

**B**. A chaperone who is not a Board employee must be registered in the online Volunteer System as an approved volunteer before the field trip. As part of the volunteer registration process, a background check will be completed. The background check process requires a two (2) week prior notification. A student may not be a chaperone.

**C.** All students participating in school - sponsored field trips shall be counted as present (computer code 2) for attendance purposes.

**D.** No student may be excluded from a field trip because of an inability to pay the cost of admission or other related expense.

**E.** All monies collected in connection with a field trip must be processed by prescribed internal auditing procedures and Board policy.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy/Guidelines**

**FIELD TRIPS continued**

**F.** If a special invitation is extended to a group, the letter of invitation should be attached to the required form(s) for field trip approval. Letters of invitation from travel agencies are not acceptable.

**G.** Chaperone ratio shall be one (1) for every ten (10) students unless the field trip is such that the principal or Director of School Operations require more chaperones.

**H.** Field trips should be made by bus whenever possible. If using a commercial carrier, only companies on the Authorized Carriers List published by risk management shall be used. Table of Contents Page 178 of 751

**I.** Amusement rides are not approved on a school day during school hours except as approved by the Superintendent or designee.

**J.** No student drivers are allowed for out-of-county trips except as authorized by the school administrator, and with parental consent and release of liability.

**K.** No drivers under eighteen (18) years of age are permitted when transportation is provided or arranged by the School District with the following exception: Students who have a valid Florida license and are at least seventeen (17) years of age may transport other students to school events on a case-by-case basis with the prior approval of the school administrator. The parents or guardians of students being transported in this manner must be notified that a student will be driving and must give written permission.

**L.** No recreational trips to beaches or other bodies of water are permitted.

**M.** Personnel attending field trips must log out at the school and submit Temporary Duty Elsewhere form if payment of substitute teachers is involved.

**N.** No children may attend a field trip unless they are part of the group for whom the trip was arranged unless approval is given in advance, in writing, by the principal. Any costs incurred will be paid by the parent/guardian. **This inclusion is discouraged**.

**O.** Refer to risk management’s “Field Trips, Sporting Trips, and School Activities Guide” which includes guidelines regarding use of private vehicles.

**P.** If an overnight trip includes boys and girls, there must be sufficient male and female chaperones.

**Q.** Students are responsible for making up any class work missed during a field trip.

**R.** A list of all participating students and chaperones shall be on file with the principal.

**S.** Detailed itinerary for trips of more than one (1) day must include time leaving, all stops for meals, all activities, returning time, lodging addresses and phone numbers. The principal, Director of School Operations, each parent, and each student is to receive a copy of the itinerary.

**T**.The District “Field Trip Permission” form signed by the parent or guardian must be on file before a student may participate in a field trip.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy/Guidelines**

The [*Athletic Policy and Guidebook*](http://pcsb.schoolwires.net/cms/lib8/FL01903687/Centricity/Domain/166/AthleticPolicyandGuidebook.pdf)*,* as amended September 10, 2013, provides additional policies pertaining to athletics and is incorporated herein as a rule.

1. Insurance documentation for all drivers must be on file before the trip, as required by the risk management department. This includes name of driver, name of insurance company, and/or copy of driver’s current insurance card.
2. The school shall verify insurance coverage for students when required by Policy 2431.
3. Personnel designated by the principal to assist students in the administration of prescribed medications when on field trips shall be trained by the school nurse.

# 8640 - TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS

It shall be the policy of the School Board to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips.

The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the Superintendent.

The District shall assume transportation costs for approved field trips as specified in the Superintendent's administrative procedures.

Transportation may be limited by the availability of vehicles, drivers, and scheduling.

All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, the ratio of one (1) chaperone to ten (10) students is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home.

All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception.

District students not affiliated with the trip activity, non-district students, and/or children of preschool age shall not be permitted to ride on the trip vehicle without prior approval of the principal.

Unless an exception is made by the principal on an individual basis provided the student has written parental permission, and meets all other transportation criteria for field trips as described in the [*Safety and Loss Prevention Guide*](http://pcsb.org/cms/lib8/FL01903687/Centricity/domain/170/board%20policy%20stuff/Field%20Trip%20Guide%20-%20revised%20March%202014.pdf), no student is allowed to drive on any trip.

**Policy 8660 – TRANPORTING STUDENTS BY PRIVATE VEHICLE**

**(1)** The School Board shall use school buses, as defined in Florida statutes, for all regular transportation of students, pre-kindergarten through grade 12.

**(2)** For purposes of this policy, "regular transportation" or "regular use" means transportation to and from school or school-related activities which are part of a scheduled series or sequence of events to the same location. “Private vehicle” means a motor vehicle

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

owned, leased, or rented by a person or entity other than the School Board. The District shall not reimburse a person or entity for the purchase price, lease or rental payment associated with the use of a private vehicle.

**(3)** Regular transportation of students in motor vehicles other than school buses may occur only under the following conditions:

(a) when transportation is for a physically handicapped or isolated student and the Board has entered into a written agreement for the transportation of the student;

(b) when the transportation is part of a comprehensive contract for a specialized educational program between the Board and a service provider for instruction, transportation, and other services;

(c) when the transportation is provided through a public transit system;

(d) when the transportation of students is necessary or practical in a Board owned or commercially leased passenger car not to exceed seven (7) students in designated seating positions.

**(4)** Except as provided above, the transportation of students in private vehicles may be authorized by the principal on a case-by-case basis only under the following conditions:

1. When a student is ill or injured and must be taken home or to a medical treatment facility under non-emergency circumstances and
2. the school has been unable to contact the student's parent or guardian, or such parent, guardian, or responsible adult

designated by the parent or guardian is not available to provide the transportation; and

2. proper adult supervision of the student is available at the location to which the student is being transported; and

the transportation is approved by the school principal or designee; and

4. if the school had been unable to contact the parent or guardian prior to the transportation, the school continues to attempt to contact the parent or guardian until the school is able to notify the parent or guardian of the transportation and the circumstances.

(b) When the transportation is in connection with a school function or event in which the school has undertaken to participate and

1. the function is a single event which is not part of a scheduled series or sequence of events to the same location; such as, but not limited to, a field trip, recreational outing, a competitive or cooperative event, or an event connected to an

educational program; and

2. transportation is not available, as a practical matter, using a school bus or Board passenger car; and

3. each student's parent or guardian is notified in writing about the transportation arrangement and gives written consent

before a student is transported in a private vehicle.

1. When Board employees are required to use their own vehicle to perform duties of employment and such duties include the

occasional transportation of students.

**(5)** Any private vehicle used to transport students under this policy shall be currently registered in the State of Florida, be insured for personal injury protection and property damage liability in at least the minimum amounts required by law, and be in good working order. A Board employee, parent, or other adult wishing to transport students in a private vehicle will request approval by submitting his/her driver's license, vehicle registration, and insurance ID card along with any necessary documentation to the principal in a reasonable amount of time before the planned travel. The principal will follow the established procedure to determine whether approval of the request to transport students in a private vehicle is appropriate.

**(6)** Student transportation in private vehicles may only be authorized for trips within the State of Florida. When transportation is authorized in a private vehicle, students may only be required to use the occupant crash protection system provided by the vehicle manufacturer. A student who is transported to an activity in a private vehicle approved under this policy shall return from the activity in the same vehicle, unless the student is released to his/her parent.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

**(7)** Board employees will be covered by the Board's liability program when they are transporting students as part of their assigned or related duties. Benefits due from private vehicle insurance will be primary, except for workers' compensation, in accordance with State law.

**(8)** Parents or other adults are not covered by the Board's liability program when they are transporting students and, therefore, must have adequate insurance during the time that the vehicle is being used to transport students.

**(9)** Notwithstanding any other provision of this policy, in an emergency situation which constitutes an imminent threat to student health or safety, school personnel may take whatever action is necessary under the circumstances to protect students.

F.S. 1006.22 Adopted 12/9/09; Revised 7/26/11

# 2430.03 - MENTORING PROGRAM

The School Board believes that a mentoring program, whereby a caring adult provides guidance for an individual student, is an effective strategy to help students perform better in school. Therefore, principals or their designee are authorized to contact local businesses and governmental agencies to recruit mentors. Furthermore, employees of the District are encouraged to volunteer as a mentor.

Individuals who volunteer to serve as a mentor will receive training in that role which is approved or conducted by the Office of Strategic Partnerships. All community mentors are subject to a background check by the District prior to their commitment.

Any staff member who volunteers to serve as a mentor may be released from his/her duties for up to one (1) hour per week to mentor a student to whom she/he has been assigned. Released time for mentoring shall be approved by the employee's supervisor and shall be scheduled at a time that does not prevent the employee from performing the essential functions of his/her assignment.

# 3120.09 - MENTORING PROGRAM VOLUNTEERS

The School Board believes that a mentoring program, whereby a caring adult provides guidance for an individual student, is an effective strategy to help at risk students perform better in school. Therefore, principals or their designee are authorized to contact local businesses and governmental agencies to recruit mentors. Furthermore, employees of the District are encouraged to volunteer as a mentor.

Individuals who volunteer to serve as a mentor will follow these guidelines:

**A.** All mentors must be a registered and background checked volunteer prior to volunteering.

**B.** All must attend a two (2) hour Mentor Strategies Workshop prior to mentoring.

**C.** A commitment of at least one (1) school year is required.

**D.** All mentoring activities are limited to school grounds, during school time or school-sponsored activities.

**E.** There is to be **NO** exchanges of phone numbers or E-mail addresses information including social media.

**F.** No contact with the student's family members.

**G.** All mentors are to log in and out of the school's front office each visit and to log their volunteer hours in the computer system.

Any staff member who volunteers to serve as a mentor may be released from his/her duties for up to one (1) hour per week to mentor a student to whom she/he has been assigned. Released time for mentoring shall be approved by the employee's supervisor and shall be scheduled at a time that does not prevent the employee from performing the essential functions of his/her assignment.

If there are any questions, please contact the Office of Strategic Partnership 727-588-5050.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

# 2430.01 - SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

The School Board believes in providing opportunities for students to enhance their education through a variety of appropriate co-curricular and extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the District's program.

In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with District philosophy and will help students better accomplish the learning goals of the District's program, the Superintendent shall establish procedures for the approval of any activity involving community volunteers. All volunteers are subject to a background check by the District.

# 5455 - FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

Florida's Bright Futures Scholarship program is administered through the Financial Aid Department.

**Community Service Work Experience for Florida Academic Scholars Award**

**A. Policy**This policy addresses only community service work experience required for students to be eligible to receive the Florida Academic Scholars Award and does not address any community service that may be required in a course or other programs such as the Creativity, Action, and Service (CAS) requirement of the IB program. This policy does not intend to restrict a student from using these hours to fulfill other requirements, if appropriate. (Note: community service work experience is not required for the Florida Medallion Scholars Award or Florida Gold Seal Vocational Scholars Award)

**B.** **Requirements**

**1.** To be eligible to receive the Florida Academic Scholars Award a student must complete a program of community service work that includes a "minimum of seventy-five (75) hours of community service."

**2.** The student will identify a social problem that interests him/her, develop a plan of personal involvement in addressing the problem and evaluate and reflect upon the experience.

**3.** The community service work shall address a social problem in the State of Florida with preference to benefiting Pinellas County.

**4.** All hours must address the same social problem. The service may be performed at more than one (1) agency if the same social problem is being addressed; however, each agency needs to be approved by the high school's community service designee.

**5.** The high school's community service designee must approve the student's plan prior to the beginning of the experience.

**6.** The student must be a high school student enrolled in grades 9-12.

# 7230 - GIFTS TO THE SCHOOL DISTRICT

The Superintendent is authorized to accept gifts or donations to the School District, on behalf of the School Board, of money, equipment, supplies, and materials. The Superintendent or designee may accept the terms and conditions of any such gift or donation, as deemed appropriate, and shall have the discretion to accept or deny the gift or donation on the basis of those terms and conditions. Lists of such gifts or donations shall be compiled semi-annually.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

Any equipment donated to the District may not be repaired or maintained until it has been formally accepted.

Any gift conveying title shall be submitted to the Board for individual acceptance.

The principal or director of a school or center is authorized to accept individual gifts or donations of money for field trips, student donations, and spontaneous donations of up to $500 for each such gift. If an individual gift or donation exceeds $500, its acceptance shall be in accordance with the paragraph above.

Gifts or donations from such groups or organizations as classes, affiliated clubs, and booster groups shall be accepted and handled in accordance with this policy.

If a donor does not specify how the gift or donation is to be used, the use shall then be at the discretion of the principal or director.

Any monetary gift or donation shall be properly receipted and processed in accordance with applicable District procedures.

At the Superintendent’s discretion, a gift or donation may be presented to or recognized by the Board.

Procedures governing the acceptance and handling of gifts and donations shall be set forth in the [*Manual of Internal Fund Accounting*](http://www.pinellas.k12.fl.us/Auditing/files/884B30F6323245C18C85DBBFC141722C.pdf) dated December 8, 2009, which is incorporated herein by reference, and the [*Manual of Property Equipment Accounting and Control*](http://www.pinellas.k12.fl.us/Auditing/files/706878D50D9D45DCADA812E97914FECE.pdf) dated December 8, 2009, which is incorporated herein by reference.

Articles of equipment donated to the schools by individuals, groups, or organizations may be accepted if they contribute to the operation of the school program. Donors shall be notified that the title of this gift shall be in the name of the Board.

Permanent structures shall have utilitarian value in the operation of the school or be erected in memory of a person who has been associated with the school either as a student or employee, or an organization which has made some outstanding contribution to the school or District.

# 9700.01 - ADVERTISING AND COMMERCIAL ACTIVITIES

School Board property shall not be used for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency or individual organization; nor shall Board employees or students be employed in such a manner. The following are exceptions:

**A.** School officials, with the Superintendent's approval, may cooperate with any governmental agency in promoting activities in the general public's interest or may cooperate in furthering the work of any non‑profit community-wide social service agency; provided that such cooperation does not restrict or interfere with the educational program of the school and is non-partisan and non‑controversial.

**B.** A school may use film or other educational materials which contain advertising. The film or material shall be carefully evaluated by the school principal for classroom use to determine whether the film or material has educational value.

**C.** The Superintendent may announce or authorize to be announced any lecture or community activity of particular educational merit.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

**D.** Demonstrations of educational materials and equipment shall be permitted with the principal's approval.

**E.** School publications may contain appropriate advertising to defray the costs of publications.

**F.** School groups may appear for school activities, civic programs, and community benefit programs.

**G.** To promote the recruitment and retention of teachers and other employees, information about special offers and discounts available to District staff for goods and services may be provided on the District's web site, with procedures established by the Superintendent.

**H.** Schools and the District may utilize sports facilities for commercial advertising to support school programs. The principal or the District's Athletic Director, as appropriate, shall maintain approval rights on the content and form of such advertising. Money collected from these commercial advertisements shall be deposited into the proper internal account.

1. Commercial activities may occur pursuant to lease of Board facilities under the terms of individual lease agreements and pursuant to [Policy 7511](#z7511).

# 9701 - DISTRIBUTION OF MATERIALS AND LITERATURE TO STUDENTS

The following policy applies to publications other than student and non-academic publications: non-school related literature from organizations or individuals must be approved by the Superintendent and such publications shall be made accessible only as provided in the following procedures.

When an organization or individual wishes to make publications accessible through the public schools, such publications must be submitted to the Superintendent for approval and shall be made accessible only as provided herein. Grounds for denial of such approval to distribute non-school related publications shall include, but not be limited to, violation of School Board policy (i.e., advertising), obscenity and gross profanity and vulgarity which are incompatible with the normal activity associated with a public education institution as well as other forms of unprotected expression.

1. Following the Superintendent's or designee's approval, the Director of School Operations will issue a letter authorizing the organization or individual to approach school principals in order to request permission to distribute non-school related publications in the school.
2. The school principal shall make the decision of whether the publication should be distributed in the school. Grounds for the principal to deny such permission to distribute non-school related publications shall include, but not be limited to, handling and dissemination concerns, staff availability, and conflicts with established individual school events calendars.
3. Following the principal's approval, copies of the publication should be delivered to the school by the organization or individual and left with the principal for dissemination.
4. Copies should then be placed in an accessible area and a simple announcement of their availability made to the students.

**Chapter 2: Policies & Procedures**

**Pinellas County School Board Policy**

# 9701.01 -ANNOUNCEMENT OF NON-SCHOOL EVENTS

The Superintendent may approve the advertisement or announcement of non-school events for non-profit organizations or organizations working in partnership with the School Districtthroughthe Education Foundationwhen such events are deemed to be consistent with the fundamental values of the School District (i.e., the District's vision, mission, strategic directions and core values).  Once approved, schools shall distribute the advertisement or make the announcement as provided in this rule. For the purpose of this policy, advertisement is defined as written communication and announcement is defined as oral communication.

Such advertisement or announcement of events shall be subject to the following restrictions:

**A.** The advertisement or announcement shall be for the sole purpose of making students aware of before or after-school activities, educational opportunities or services, or non-profit community events.

**B.** The content of the advertisement or announcement shall be limited to providing information about the activity or series of related activities and the time, date and place of the event, as well as a contact person and telephone number.

**C.** The advertisement or announcement shall include the name of the sponsoring organization.

**D.** The written advertisement shall contain the following disclaimer in at least twelve (12) point type in bold letters (an announcement shall contain the same statement):

**The school is neither endorsing nor sponsoring this event nor approving or endorsing the** **views of the organization sponsoring the activity.**

The Superintendent (or designee) may waive this requirement when appropriate with the approval of the General Counsel.

**E.** Distribution of such advertisement by students or the announcement by students to other students shall be subject to reasonable time, place and method restrictions as determined by the principal or designee. Such distribution or announcement shall not interfere with the normal operation of the school.

**F.** At the discretion of the principal or designee, distribution of advertisements may be made through placement or posting of the advertisement at a specified point or points as determined by the principal or designee. If there is an announcement about the availability of such advertisement, the announcement shall contain the disclaimer notice required in item "D" above. Such distribution or posting points shall prominently display the disclaimer notice required in item "D" above.

**G.** At the discretion of the principal or designee, distribution of advertisements may be made by school employees or volunteers, provided the employee or volunteer gives the disclaimer notice required in item "D" above prior to the distribution.

**H.** This rule shall become effective for the 2001-2002 school year and thereafter.

Advertisement or announcement of non-school events sponsored by governmental entities are governed by [Policy 9700.01](#z9700_01).

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers**

**The Pinellas County School Board will not authorize the following**:

* volunteers taking students off-campus during the day unless approved by the principal and accompanied by a faculty/staff member
* volunteers working with students before or after the school day unless part of an authorized School Board volunteer program
* volunteers taking students on an approved field trip unless registered approved and accompanied by a faculty or staff member
* volunteers taking students on a field trip not included on the approved list unless special permission is granted by the Director of School Operations.
* Court Ordered Community Service does not fall under Family & Community Relations guidelines and will not be allowed to volunteer

**Equal Opportunity**

It is the policy of the School Board of Pinellas County that there be no discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age or disability.

**Insurance**

By School Board policy, volunteers registered with the Office of Family & Community Relations are covered by Pinellas County Schools’ general liability insurance program. In case of accident, notify your principal; the principal will report the accident following the same procedure as for a staff member.

**Sexual Harassment**

Sexual harassment on the job is defined as any unwelcome, sexually oriented behavior, demand, comment, or physical contact, initiated by an individual at the workplace, that is a term or condition of employment, a basis for employment decisions, or that interferes with the employee’s work or creates a hostile or offensive working environment.

**Dress Code**

Each volunteer is expected to dress appropriately for the job. Supervisors will offer guidelines as to proper attire. Supervisors may also establish requirements for reasons of safety. Volunteers who fail to use safety devices may be subject to dismissal. As with students, attire which advertises drugs or alcoholic beverages, or which is vulgar or obscene in nature is not permitted.

**Volunteers and Pre-School Children**

Volunteers should never bring pre-school children or children not registered in school when tutoring or volunteering at schools or on field trips. *\*Exceptions:* SAC members, as they are covered by School Board insurance when attending SAC functions; parent/booster clubs and PTA activities when liability is transferred to PTA insurance or an insurance carrier approved by the school.

**Pre-K Programs**

Parents of Pre-K students are required to participate in school activities, consequently, they are not necessarily considered school volunteers. When Pre-K parents extend their involvement beyond their required participation, they should be registered as school volunteers.

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers** *cont.*

**Access to Student Records – Confidentiality Video & Form Approval**

By School Board policy, the volunteer must first view the confidentiality video, available from the Office of Strategic Partnerships, which must be requested by your principal. The volunteer will keep information learned about students between themselves and their assigned supervisor. A misplaced comment can be devastating to a student, a family and the volunteer program. The volunteer should discuss questions or concerns with the school Family & Community liaison or principal, or call the district volunteer coordinator of the Office of Strategic Partnerships *Family & Community Relations*. Volunteers who breach confidentiality will be dismissed.

**Reporting Suspected Child Abuse and Neglect**

Any volunteer who has reason to believe that a child has been subject to abuse or maltreatment must report it to Department of Children & Families. It is recommended that volunteers inform their suspicions to the principal or other school official. However, it is recommended that the call be made in the presence of the administrator or other school official. The following circumstances should be reported: neglect, malnutrition, sexual abuse, physical injury, mental injury and/or failure to provide sustenance, clothing, shelter or medical attention. Failure to report is a misdemeanor of the second degree and is punishable by law. Persons reporting are guaranteed immunity from any civil or criminal liability. The number to call is 1-800-962-2873.

In cases of suspected institutional abuse (abuse by a Pinellas County School Board employee) the school administration or the Office of Professional Standards (727) 588-6472 must be notified.

**Parental Notification of Volunteers Working with Students**

When a student will be working with a volunteer mentor in Pinellas County Schools’ Office of Family & Community Relations, the school notifies the parents by sending a letter informing them of the potential match of their child with a mentor and reminding them of the necessity of a joint commitment from the student, teacher, school, family and volunteer. A sample form letter is in the form section of this book.

**Off-Site Tutoring Projects - Teacher-supervised programs**

**1.** Any Pinellas County teacher instructing in a School Board-sponsored program on or off a school site or before, during or after the school day will abide by the School Board’s Office of Family & Community Relations policies and procedures.

**2.** Volunteers working in a teacher-supervised program as defined above will abide by the program guidelines as specified in the agreement.

**Inter-agency volunteers**

**1.** Any Pinellas County teacher working in an agency which has its own volunteer program will register the volunteers with both the School Board and the agency. The teacher will abide by the School Board’s Office of Family & Community Relations policies and procedures.

**2.** Any agency using a Pinellas County teacher as an instructional staff member in a School Board sponsored program before, after or during the school day and uses volunteers with the instructional program will abide by the School Board’s Office of Family & Community Relations policies and procedures.

*Departments supervising such programs will notify both the agency and teachers of this information and register any volunteers already working with them. All new programs will include in the inter-agency agreement the clause: “We agree to abide by the School Board’s Office of Family & Community Relations’ policies and procedures.”*

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers** *cont.*

Registering school volunteers and logging their hours is required by school board policy. Pinellas County Schools has approximately 20,000 active registered volunteers and more than one million hours of service which enables us to extend the programs and services we offer to students. **All volunteer activity must take place on the school grounds, or during a school-sponsored activity and under direct or indirect supervision of a faculty/staff member.** Exceptions can include chaperoned field trips and “at-home” volunteer projects such as creating newsletters or helping classroom teachers. Completing the registration form in its entirety is expected from the people who work with our students. Per the Office of Professional Standards, all volunteers plus staff mentors/volunteers (including school system personnel donating time “off the clock”) must complete a registration form. This include field coaches, assistants for the band and choral groups and all people receiving a stipend/payment from other organizations including booster clubs. If in doubt, have them complete a form and process it. The objective is to have everyone working with students to have completed some basic information and background screening. Just as we have employment standards, we have standards for the school volunteer program. In lieu of fingerprinting school volunteers, having volunteer registration information is a critical component to the safe schools initiative. When situations with inappropriate volunteers arise, district staff works with the school principal for resolution. The information provided on the volunteer registration form is an essential source of data.

**The following steps outline this area of the volunteer registration process.**

**1.** New Volunteers must complete the registration form and provide a copy of their legal/government issued photo ID (driver’s license, FL ID card, passport, military ID). The information is input into the volunteer system. The Office of Strategic Partnerships *Family & Community Relations* will process level one background screenings on all volunteer applicants prior their volunteering.

**2.** Returning volunteers can reactivate themselves in the volunteer system. They do not need to fill out another registration form.

**3.** Volunteers must be approved background checked before they begin volunteering in any capacity (i.e., Mentors, tutors, field trip chaperones). Volunteer background screenings are conducted every five years.

**4.** If the volunteer marks **“yes,”** they must complete the **Criminal Offense** information on the back of the registration form they are entered into the volunteer system **and are placed “On Hold.”** A background check is processed and their eligibility status is determined based on policy. All ineligible volunteer applicants will be notified by the Principal. Criminal Offenses are never listed in the Comment Box in the volunteer applicant’s profile.

**5.** If the volunteer applicant has one of the following, the volunteer can never be placed and the **principal** communicates this immediately to the volunteer:

• Arrest for felony child abuse

• Arrest for felony child abuse, child-related offenses or confirmed child abuser

• Arrest for lewd or lascivious, or other felony sex-related offenses

**6.** If it is discovered that a volunteer falsified information on any portion of the volunteer registration process, they can and should be dismissed.

**7.** Persons with an open case (including community service) may not be approved to volunteer.

**8.** If it is determined that the person does not meet our guidelines an E-mail will be sent to the Principal (F&C Liaison will be copied) from the district office to notify the volunteer applicant. It is the Principals responsibility to contact the ineligible applicant.

**See Chapter 2 for Pinellas County School Board Volunteer Eligibility Policy.**

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers** *cont.*

**Community Service (criminal-court sanctioned volunteer) in schools -** There is no legal obligation on the part of the district/schools to allow individuals to perform their community service hours in schools. The volunteer registration protocol is to be used in registering all applicants, if the applicant registration is approved or has restrictions; it is within each principal’s discretion upon approval/restriction of the districts background procedures as to whether to allow community service to take place at a school.

**Notes**

Pinellas County Schools has a responsibility to its students, staff and visitors. In this regard, all individuals desiring volunteer assignments on our facilities are asked to provide their social security numbers. Disclosure of social security numbers is required,

as well as providing a copy of a legal photo ID, in order to volunteer in Pinellas County Schools. Pinellas County Schools’ reserves

the right to refuse volunteer assignments to individuals convicted of offenses pursuant to 112.011, Florida Statutes. The social security number is used to verify the information provided on the Criminal Arrest section of the Volunteer Registration form.

**Parent Involvement**

The District strongly encourages parental involvement at all levels. It is imperative that we are vigilant to assure the safety of all children. With this as our primary goal, some parents do not meet the District’s requirement to be approved as volunteers. However, a parent’s non-volunteer status does not prevent them from functioning as an involved parent.

The question as to whether or not these parents are allowed to attend a field trip organized by the school can be viewed through two scenarios:

**A)** First, if this is a field trip arranged by the school system to a place that is exclusively for Pinellas County Schools’ students and no other members of the public are present, we are not obligated to include parents who have not met Pinellas County Schools’ guidelines for volunteering. Examples: a private arrangement to see a play at Mahaffey Theater or a museum that is reserved for schools exclusively on a specific day, student days at a specific event, etc. If there are no other members from the community present other than employees, we are not obligated to include an individual who does not meet the requirements to volunteer, not even as a parent.

**B)** Second, if the trip is to a public facility and we are there in conjunction with the regular daily operation of that facility and the general public is present; we cannot prohibit parents from driving their car and taking their child, or meeting the group at that location to be present during the event. For example, a trip to Busch Gardens or to the zoo would require the same diligence for the staff to keep children safe in the presence of the general public. Your staff should be careful in this instance not to treat this parent as if he/she was a chaperone, simply because the parent is there.

The measure for this issue is if the general public is present we cannot keep parents from attending that event. However, if it is an event exclusively for schools, in this situation, we can prohibit a parent who has not met Pinellas County Schools’ guidelines from attending the event.

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers** *cont.*

* Guidelines for student participation

***Suggestions:***

* + - * Be sure the student is in need of help and is willing to make the necessary commitment to the program
      * Decide how to deal with discipline problems
      * Be cautious of selecting students with serious emotional problems -- selected students who will benefit from working with a tutor
* Procedures for volunteer registration, background screening and sign-in to record hours
* Preparation for orientation, supervision and scheduling of volunteers

**College Student Procedure**

All College students who need college credit for a class must receive a Level II approved background check from Personnel Department. When the intern application is completed and the back ground check is done the level II approved applicants can be verified in the Volunteers System.

The Personnel Department at the Administration Building (727-588-6391) **facilitates the fingerprinting process for College Students and will enter the registration form into Volunteer System**.  They don’t place or assist with the placement of lower level college students at schools other than the **final internship (**as referred by the colleges/universities).

* + College student must contact personnel for any questions regarding their profile
  + College Students must wear their college badge at all times

*\* This does not apply to college students who are doing community service projects as part of their degree –such as Eckerd College Students*

The Office of Strategic Partnerships *Family & Community Relations* **counts college student hours** in the volunteer system.

Principals have the right to refuse access of CUM files and other student information to student interns.  Access to student records is a legal issue, not a school board policy.  School board policy talks about maintaining confidentiality but it doesn’t address interns having access to them.

Any additional requests or needs a college student may have should be handled by the Principal at your school.

The **nursing school student interns** who are only observing and not engaged in any clinical or practical experiences in our schools, and who are always in the presence of a Board employee, do not need to undergo a full level 2 (fingerprinting) background screening, but should register as volunteers and undergo a volunteer background check.  The law treats these interns differently than education college students seeking to become teachers, who may also only be observing and are always in the presence of a Board employee.  Under section 1012.32(2) (d), F.S., these education college student interns training to be teachers must undergo a level 2 background screening.  This law only applies to education college students, and not nursing school student interns or student interns in other (non-teaching) fields.  Do not count the nursing students hours, they aren’t volunteering.

Note, however, that Policy 9180 (“Volunteers”) states that any volunteer, including nursing student interns, who is allowed unsupervised contact with students must undergo a level 2 background screening.  Under the policy, “unsupervised contact” does not include unanticipated unsupervised contact that is “infrequent and incidental.”

**Chapter 3: Management & Organization**

**Guidelines for Processing and Screening Volunteers** *cont.*

**The Difference between Family Involvement and Volunteering**

Parents are strongly encouraged to take an active role in the education of their children. If a parent does not meet the criteria to volunteer, it becomes a delicate issue. Parents can be “involved” with schools as invited guests without becoming an official school volunteer. Examples include parents who eat lunch with their children occasionally or participate in federally funded programs such as Pre-K and Title I that require parental involvement. Parents ineligible to volunteer may also accompany *their own* child on field trips, at public facilities which are open to the public that day, but may not chaperone other children.

**Youth Volunteers (ages 5-20)**

Although there is no age limit set for school volunteers, the youth must be able to work for the assigned faculty/staff member with minimal supervision. The youth must have the skills necessary to do the job requested and not interrupt the supervising teacher. All students must fill out a volunteer registration form, provide a copy of their student ID and two letters of recommendation from counselors or teachers and any other documentation the receiving school requires before volunteering can take place. Teachers may not bring their own younger children into school and refer them to the volunteer program as a baby-sitting service.

**Off-Site Tutoring or Mentoring Programs**

**In establishing off-site tutoring or mentoring programs, the following suggestions should be considered when designing program parameters:**

* A student recruitment process should be developed and students should have parent approval to participate.
* All off-site tutoring programs should have a copy of Pinellas County Schools’ Student ***Expectations***
* The sponsoring center should outline the following details:

Parameters of project (i.e. grades/ages served, volunteers’ job description, curriculum subject areas, number of students per volunteer, materials and supplies to be used; supplied by whom.)

Recruitment, training and recognition of volunteers and a parent approval process.

**Dealing with Difficult Volunteers -- dismissal of a volunteer**

Completing a volunteer registration form does not guarantee placement; volunteers are placed with administrative approval. Consequently, if a volunteer cause’s conflict within the school, disrupts the learning environment for students or teachers, or does not conform to the guidelines outlined in the volunteer handbook, the administrator may suggest alternative actions or assignments to solve the problem. If this does not meet with success, the administrator has the option to terminate the volunteer’s placement. Please remember to keep records if you do dismiss a volunteer or have an issue with one. Accurate written accounts of a volunteer “situation” will prove helpful if there is a disagreement about the events leading up to the dismissal. **Dismissal is to be done by an administrator, not the school liaison.** A copy of the dismissal letter should be sent to the District Office to be filed with the volunteer’s profile.

**In Conclusion...** The purpose of the screening procedures is not to discourage involvement in our schools, but ensuring its continued success while keeping our campuses and students as safe as possible. The staff of Strategic Partnership, *Family & Community Relations* is available to assist you at any time.

**Registration & Background Screening**

Volunteer Process & Definition Guide

**New Volunteers**

All new volunteers must complete a volunteer registration form and provide a government issued ID ***– Volunteer applicants cannot start volunteering until the background check has been completed and approved in the volunteer’s profile.***

* School Liaison/and or District Staff input volunteer registration forms into the volunteer system.
* Only registration forms that are check YES to criminal offenses are sent to the Office of Strategic Partnerships. A copy of the form is to be kept at the school and the original form and legal ID sent to the Office of Strategic Partnerships.
* Background screenings are completed within 10 to 15 business days.
* Volunteer profile will be updated when the background check is completed.
* **Do not** put the applicant’s offense in the “Comments Box” of the profile.

**Level 1 Volunteers are to be supervised by PCSB employees –** Background check designation is Approved Background, National Background or Limited Checked (limited designations can volunteer – may not be able to drive or handle money). Check Profile for designation status. All volunteers are background screened every 5 years.

**Returning Volunteers - Must activate their volunteer status in the Volunteer System in Focus -** [**https://focus.pcsb.org**](https://focus.pcsb.org)

* Volunteers must activate their accounts prior to volunteering. Volunteers are to self-report any new/current offenses. (see criminal offense policy)

**School Procedures**

* Volunteer’s sign in at the front desk and are checked through Badge Pass or FDLE Sexual Predator Site. If the school is not using Badge Pass the school liaison or designee is to check the volunteer through the Sexual Predator site at least one time during the year. <http://offender.fdle.state.fl.us/offender/homepage>

Volunteer’s log hours in the Volunteer System/Focus – Volunteers can access the volunteer system on any computer using the browser Firefox or Google Chrome (DO NOT USE INTERNET EXPLORER).

* Volunteers must wear a volunteer or visitor badge on school campus at all times.
* Volunteer(s) will be supervised unless Level 2 screened.
* All volunteers are given a User ID and Password to enter their volunteer hours in the Volunteer System.

**Level 2 Volunteers**

Level 2 – Is a fingerprint screening that is sent to the FBI and FDLE for screenings results. Level 2 status permits volunteers to supervise students during a school sponsored event or activity i.e. driving students on a field trip…

* Volunteers must be locally/nationally background screened approved prior to getting a Level 2 screening.
* Level 2 screenings results takes approximately 5 business days to complete. Level 2 status is good for 5 years from the date of the results. Level 2 results and expiration date are updated in the volunteer’s profile.
* Level 2 Volunteers will receive a Photo ID Badge – The district office pays for this badge.
  + Schools will use the district authorization form for the Level 2 photo ID badge.
  + Level 2 Photo ID must be worn on campus, at after school activities or events and on field trips at all times.
* Teachers are Level 2 approved by PCS, they must wear their PCS badge when volunteering…i.e., field trip. They do not need a volunteer level 2 badge

**Registration & Background Screening**

Process & Definition Guide

**Misc., volunteer background screenings**

* **Vendors** – Must be Level 2 approved – Vendors paid and processed though School Police at 727-547-7279. Vendors are not volunteers. Must wear vendor badge at all times.
* **PCSB Employees** who are volunteering must register, provide a government issued ID.
* **Level 2 PCS Employees** 
  + - The school secretary can provide Level 2 screening date from Terms on screen B04.
    - Send to the District Volunteer Coordinator and the employee volunteer profile will be updated.
  + PCS employees must wear their PCSB badge at all times when volunteering.
  + Volunteer insurance only covers those that are registered, background checked and logging hours.
* **All Speakers** – They must be registered and State/National Background screened prior to presenting and approved in the Volunteer System/Focus before coming on campus – this includes one-time speakers – including Pinellas County Sheriff’s office, FBI, Judges Etc…. If you have a speaker who has concerns regarding their identity please have them contact the District Volunteer Coordinator.
  + Speakers log hours in Focus in their volunteer profile.
  + Great America Teach-In and Large Speaking Events i.e.: Career Day do not have to register speakers individually
    - Log hours in batches in the Volunteer System/Focus under the GATI Volunteer profile.
  + PTA Sponsored Event Speakers – Do not need to be approved by PCS.
* **Assistant Coaches -** who are volunteers, log hours and if they are unsupervised they must be Level 2 approved**.**
* **Paid Assistant Coaches -** are not volunteers, they do not log hours and should not be in the volunteer system. Call 727-588-6000 x6334 to get their Level 2 Status.
* **Foster Grandparents – AARP**
  + They must be registered and background check approved prior to volunteering. Log volunteer hours in the Volunteer System/Focus.

**Registration & Background Screening**

Registration and Appeal Process Flow Chart

Volunteer Applicant

Volunteer Status Updated in the Volunteer System in Focus

Process Background Screening

Volunteer Applicant Approved

Principal is notified (Liaison is Copied) Applicant of ineligible status

Applicant writes an Appeal

Applicant Status Updated in the Volunteer System in Focus

Applicant denied based on Ineligibility Policy

Appeal is sent to the Office of Strategic Partnerships

Packet is sent to the Appeals Committee for review

Appeals Committee sends a letter to the applicant on their status, copies OSP

**\*Please note:** The Principal will inform the Applicant of the appeals process and their parental rights.

**Registration & Background Screening**

Volunteer System Profile (Focus) Definition Guide

* **Checking Background** – The volunteer registration is being processed for a background check. Cannot volunteer until background check has been completed. – Status Active
* **Approved Background Check** – A local background check has been completed (Pinellas County Only). The person can begin volunteering in the school *–* Supervised Status – Status Active
* **Approved-National Background** – National background check – Supervised Status Active
* **Approved-Level 2** – The volunteer has been fingerprinted. Results came from the FBI/FDLE. Unsupervised Volunteer Status – Status Active
* **Approved – Level 2 Limited** - The volunteer is approved and limited in their volunteer capacity. *Example: No handling money, no driving or unable to do both -* Results came from the FBI/FDLE Unsupervised Volunteer Status – Status Active
* **Duplicate –** There are two profiles in the system.Do not use the profile that is marked duplicate. It will be removed from the system. - Status In-Active
* **Hold Background Pending** – Cannot volunteer in a Pinellas County School due to incomplete information on registration form or a criminal history has been indicated and the background check needs to be completed before the applicant can begin volunteering. Profile may be missing social or driver’s license information. See comment box in Volunteer Profile Screen. – Status In-Active
* **Hold-Conditional Rehire** – Cannot Volunteer in a Pinellas County School until employment history has been reviewed and eligibility status has been determined. – Status In-Active
* **Limited Volunteer –** The volunteer is approved and limited in their volunteer capacity. *Example: no handling money, no driving or volunteer has no social. If they have a social, call with the number; do not send in an email.–* Status Active
* **Not Eligible Due to No Rehire -** Cannot Volunteer in a Pinellas County School until employment history has been reviewed and eligibility status has been updated. Contact the Office of Strategic Partnerships for eligible review and eligibility status has been determined. – Status In-Active
* **Not Eligible to Volunteer** – Cannot Volunteer in a Pinellas County School due to Criminal Conviction Status. This decision is based on PCS policy. Volunteers can appeal their ineligible status by writing an appeal letter and attaching letters of recommendation to the Office of Strategic Partnerships. A packet will be given to the appeals committee for review and volunteer status – Status In-Active
* **Ok while PCS Student –** Students under the age of 18 are not background checked. Home school and children from another county are approved to volunteer. – Status Active

**Profile Fields in the Volunteer System**

* **Active –** Indicates the volunteer status is active in the current school year. This does NOT mean the applicant can volunteer. The profile is pending background check approval.
* **In-Active** – Indicates not active. Cannot volunteer until status is activated. Volunteer must answer the questions in the Volunteer System/Focus to activate status. This enables the volunteer applicant to activate profile and start volunteering.
* **Volunteer Status –** Indicates background check level.
* **Comment Box** – OSP – Comments regarding volunteer’s profile, such as more information is needed on the back of the registration form or driver’s license information is needed.
* **Entry Date** – Is the date the registration was entered into the Volunteer System/Focus.
* **Priority Request** – Indicates the type/priority level of background check that is needed to be done. Volunteer type
* **Priority Request Comments** – Misc. Information. Criminal Offense **are never** to be posted in the volunteer’s profile.

**Florida Rules and Regulations**

Volunteers

**Florida Statutes** mandate that all volunteers are expected to assume responsibility for the health, safety, and welfare of pupils or to assist a teacher in promoting student achievement. Therefore, volunteers must possess a clear understanding of state and district rules, regulations and policies relevant to their responsibilities. This is the reason why each volunteer must be given a volunteer handbook and training. Volunteers should feel comfortable in their volunteer job and as part of the school team. Proper orientation equates to improved retention of as much as 70% of current volunteers.

Before a volunteer begins to work directly with a teacher or other staff member, the school Family & Community Liaison or Manager needs to provide an orientation to the volunteer on the school and its volunteer program and policies. This can be done in a group setting or individually.

**The volunteer handbook is the guide for the volunteer orientation and is designed to be a ready-made orientation handout (provided by the district office.)**

Topics to be covered in the orientation should include the following:

Review of volunteer handbook (Each volunteer must receive an updated version)

* Policies and procedures
* Job descriptions
* Training

Role of volunteers

* Complete registration form and provide copy of government issued photo I.D.
* Work under the direction and supervision of teacher or other staff member.
* Maintain strict confidentiality (watch confidentiality video and sign confidentially form. Video can be found in the Public. Folders in Outlook under Family & Community Relations Folder).
* Notify teacher or school if they will be absent.
* Log hours in the **Volunteer System** when volunteering.
* Log in and out of the front office volunteer or/visitor binder.
* Always wear your volunteer badge or visitor’s sticker while on campus.

**Chapter 3: Management & Organization**

**Program Management-School Opening Check List**

**Family & Community Task: Deadline Dates:**

|  |  |
| --- | --- |
| Review District & School Calendar for Events – *Set up calendar in Outlook* |  |
| Review School & Program Goals with Manager |  |
| Send out *Welcome Back* E-mail to all staff & teachers |  |
| Send out *Welcome Back* E-mail to volunteers & business partners |  |
| Write article for School Newsletter *- Recruit* |  |
| Staff Mtg. - Prepare Orientation – Face-to Face and/or E-mail – Review Policy & Process *Must be completed by the end of November.* |  |
| Recruit Volunteers for first two weeks of school *(if needed)* |  |
| Set-up meetings with current partners |  |
| Develop a list of new partners and next steps |  |
| Set volunteer/business orientation date |  |
| Prepare for Open House |  |
| Attend District Meeting & Workshop |  |
| Post Mentor Workshop Flyers*- Recruit new mentors* |  |
| Start Outstanding School Volunteer Nominating Process |  |
| Prepare packets/interest forms for NEW volunteers |  |
| Call Mentors & Tutors to discuss their schedules |  |
| Meet with students to review schedule with mentor |  |
| Follow-up with any volunteer referral from the district office |  |
| Set-up Meetings with SAC |  |
| Set-up Meetings with PTA |  |
| Set-up Meetings with Booster Clubs & School Organizations |  |
| Set Date for End-of-Year Recognition |  |
| Start planning For Guest Speakers for GATI *(November)* |  |
| Set date with district coordinator for School Visit |  |
| Email volunteers and partners regarding needs and events |  |
| Email reminders to log hours |  |
| Make sure that mentors/tutors are associated to student(s) in the volunteer system |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Throughout the year always thank volunteers |  |

***Add additional tasks…continue to be organized and communicate throughout the school year.***

**Chapter 3: Management & Organization**

**Program Management Reporting Volunteer Hours**

This is a guide to assist schools in reporting hours in the volunteer system, and on Family & Community Relations reports. Keep in mind that these forms/reports are for multi-level use: elementary, middle, high and exceptional schools. This guide includes examples of commonly asked questions only. Please call the district office volunteer coordinator for clarification or situations not described in the following information.

**Instructional Hours**

These hours reflect the time volunteers have spent with student to reinforce curriculum and instruction. This typically includes tutor and mentor hours. When possible please associate the student to the mentor or tutor in the “Student Association” tab.

**REMEMBER to include these volunteer hours:**

* Guest Speakers - All speakers are to be registered and background approved prior to speaking. Speakers must log hours in their profile. (Don’t forget to check visitor log book to capture all hours).
* Great American Teach-In Speakers - Hours can be logged in the GATI profile as “block” hours in the volunteers system.
* Pinellas County School students (includes all students i.e. Home Schooling, students from another district) who volunteer before/after school (Peer Connectors, National Honor Society, etc.) if they are tutoring/mentoring students on your campus they should be logging hours.
* Enterprise Village and Finance Park volunteers from your school are counted under the “Social Studies/Gus Stavros Institute” category. You will get a report from the liaison at Stavros listing all the hours earned by your volunteers for that project. School liaisons will need to enter those volunteer hours.
* Tutors should be listing the subject matter when logging hours.
* Mentors should be listing the programing they are mentoring in and the student association should appear in the profile. *Example:* General Mentors, Peer to Peer, Take Stock in Children or 5000 Role Model Mentors….
* AmeriCorps, Foster Grandparents, America Reads/America Counts, AARP…

These hours provide assistance to teachers and school staff in a variety of areas, as well as volunteer hours involving organizations whose activities support the school.

One of the most common errors in reporting volunteer hours deals with the category of **“Classroom Assistants.”** Many times they are confused with tutoring hours. **Take time to train volunteers to log hours correctly**, distinguishing between instructional and support hours. Classroom assistants work closely with classroom teachers and staff, helping with projects, performing clerical classroom duties, preparing materials, operating equipment and grading non-subjective homework & tests.

**REMEMBER to include these volunteer hours:**

* Work-at-home volunteers
* Field trip chaperones/drivers (this includes days/overnight booster & athletic trips)
* After school events (carnivals, shows, book fairs, etc.)
* Pinellas County School students providing services to your school and volunteering on your campus for club, program, or service learning credit.
* Volunteers who lead approved support group programs such as Alateen
* Scorekeepers, timekeepers, concessions workers and other activity volunteers (sports, band, drama, chorus, etc.)
* Committee meetings, trainings, and conference participation (PTA, PTSA, SAC, etc.)
* Presenters/Board Members for Business portion or for Open House, if attendance is documented
* Elementary safety patrols duty hours

**Chapter 3: Management & Organization**

**Reporting Supporting Services Hours**

**Please DO NOT include the following as volunteer hours:**

* Pinellas County School students volunteering in the community for club, program, or service learning credit.
* Contracted services or lease agreement personnel (Operation PAR, mental health agencies, etc.)
* Boy Scout/Girl Scout meetings on school property
* Instructional/administrative staff assigned to teams, programs, organizations by the principal
* Pinellas County School students volunteering in the community for club, program, or services learning credit.
* Teachers, specialist or administrators who work in your school EXCEPT if they are a parent of a student enrolled in the school and are participating as a parent. Do not include if they are being paid a stipend or if they are doing things that are part of their job.

**REMEMBER:**  Keep all documentation for all hours logged into the database and counted on the reports. **All hours entered must be for registered “active” background check approved volunteers; the only exceptions are speakers for the Great American Teach-in or special career day events.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FAmily & Community managementCalendar | | | | | |
|  | **August/Sept** | |  | **January/February** | | |
|  | To Do List | Date |  | To Do List | Date | |
|  | Welcome Back to School |  |  | Attend District Meeting |  | |
|  | Put Volunteer Packets together |  |  | January Mentor Appreciation |  | |
|  | Review District Calendar |  |  | February Volunteer Appreciation |  | |
|  | Attend All Trainings/Meetings |  |  | Monitor/Recognize Volunteer |  | |
|  | Spotlight Program in Newsletter |  |  | Spot Light Vol./in Newsletter |  | |
|  | Attend Open House - Recruit Vol. |  |  | Spotlight Program in Newsletter |  | |
|  | Set Date for Staff Training |  |  | Register/Background Check/Place |  | |
|  | Schedule Mentors/Tutors |  |  | Log Hours/Thank Volunteers |  | |
|  | Update Website/Critical Needs |  |  | Update Website/Critical Needs |  | |
|  | Register/Background Check/Place |  |  | End-of-Year Report Due |  | |
|  | **October** | |  | **March/April** | | |
|  | To Do List | Date |  | To Do List | Date | |
|  | Recruit Volunteers |  |  | Plan End of Year Event |  | |
|  | Great American Teach-In |  |  | Clean up Volunteer Database |  | |
|  | Outstanding School Volunteer OSV Volunteers |  |  | Monitor/Recognize Volunteer |  | |
|  | Collect 5 Star Materials |  |  | Spot Light Vol./in Newsletter |  | |
|  | Spotlight Program in Newsletter |  |  | Spotlight Program in Newsletter |  | |
|  | Set end-of-year recognition date dtrerrrrodflkjdflkdjflk;sdfrerecoreconrecognition |  |  | Register/Background Check/Place |  | |
|  | Review Goals w/Management |  |  | Log Hours/Thank Volunteers |  | |
|  | Register/Background Check/Place |  |  | Update Website/Critical Needs |  | |
|  | Log Hours/Thank Volunteers |  |  | April District OSV Event |  | |
|  | Write OSV Nomination |  |  | Finish-up Five Star Application |  | |
|  | **November/December** | |  | **May/June** | | |
|  | To Do List | Date |  | To Do List | Date | |
|  | Cont. to Recruit Volunteers/Partner |  |  | Prepare for Next Year |  | |
|  | Great American Teach-In |  |  | Recognition Events |  | |
|  | OSV Nominations are due in Dec. |  |  | Spotlight Vol./in Newsletter |  | |
|  | Monitor/Recognize Volunteers |  |  | Spotlight Program in Newsletter |  | |
|  | Meet w/Club/Org |  |  | Register/Background Check/Place |  | |
|  | Alert Volunteers – Holiday Breaks |  |  | Track/Recognize Volunteers |  | |
|  | Spotlight Program in Newsletter |  |  | End-of-Year Reports Due |  | |
|  | Register/Background Check/Place |  |  |  |  | |
|  | Log Hours/Thank Volunteers |  |  |  |  | |
|  | Update Website/Critical Needs |  |  |  |  | |

**Chapter 3: Management & Organization**

**Services and Materials Available**

**Consulting and Workshop Training Services**

* Family Involvement workshops
* Mentor Workshops
* Five Star School Award
* Outstanding School Volunteer Award
* Staff Training
* Power Point Presentations
* Training for Volunteers
* Liaison Training
* School Based-Visit Trainings
* Volunteer Program Management
* Partnerships (School, Classroom and Department)

**Program Handbook**

The Office of Strategic Partnership handbook is used to orient all new volunteers to the volunteer program. Required information is contained in this easy-to-read handbook. The volunteer handbook should be used as an agenda for volunteer orientations. District Office supplies handbooks upon request.

**Workshops and Trainings**

Workshops are open to the public and are particularly valuable for parents! Flyers will be sent to school liaisons or designees via E-mail and will be available on the department web page: <http://www.pcsb.org/Page/461> Display workshop/training flyers near the volunteer log-in area in a Lucite display frame.

**Mentor Notification Letter**

This is a letter to parents to inform them of a match with a mentor. It is designed to go on your school’s stationery. **NOTE:**  This letter is to be sent out to all parents/guardians (mandatory) for all mentor matches. A copy of the letter may be found in the sample forms section of the manual in Outlook/Public Folders/Family & Community Relations.

**Volunteer Daily Log**

Every volunteer must log-in into the volunteer system when volunteering in your school. This is necessary for the volunteer to be covered by the general liability insurance program in case of an accident. If the computer is down or not-available to log hours, the paper log form may be used. See Chapter 10 Forms & Samples or go to Volunteer Log-In **PCS Forms 2-1728**

**Appreciation Certificates Templates**

Certificates template designs to recognize your volunteers or partners may be found in the sample forms section of the manual (Chapter 10) and in Outlook/Public Folders/Family & Community Relations.

**Disposal Authorization**

Schedule GS7, for item 108A (Volunteer Program records; non-state/federal) and 108B (duplicates-OSA), please dispose of your documentation as follows:

* **Originals ~ Older than Five year to current date -** Original volunteer registration forms (or any documents displaying SS#) ~ Must be shredded or sent to Records for destruction Documents not containing SS# information shredding not required
* **Originals ~ Current Year**

Retain all original documents (note: documents with SS# information should be kept in a locked/secured file). Duplicate records: retain until obsolete, superseded or administrative value is lost.

See your school secretary for information on Disposal Authorization forms and/or procedures. Remember the best and safest policy is to destroy records as soon as allowable. Advantages of destroying records:  Saves space, time, and money and reduces liability.

**Chapter 3: Management & Organization**

**Volunteer/Mentor Tutor Programs**

All mentors must attend a mentor workshop provided by the district prior to mentoring. Mentors and their mentees are associated by program and hours are tracked in the volunteer system. All mentor programs offered are during the school day on school grounds or at school sponsored events. Students are selected and matched with mentors in the following programs:

* **General Mentors** – Students who need one-on-one guidance, support and an additional adult in their life as a role model.
* **5000 Role Models of Excellence** – A group mentoring program designed to boost the self-image, increase the social skills and academic performance of targeted males.
* **Girlfriends of Pinellas County** – A group mentoring program designed to empower young ladies through academic support. Students are provided resources and tools to encourage high self-esteem. *Please contact Mary Brown if you’re interested in having this program in your school 727-866-0817*
* **Take Stock in Children Scholarships** – A four year college scholarship – Criteria: Must have a C or better grade average, Good Attendance, Crime and Drug Free, and are provided a mentor
* **Peer-to-Peer mentoring** is a mentoring program designed to support students during their school years. Students are matched with an older student and that student is there as a supportive system
* **Born Eagles** – A program to promoting positive youth development, learning and networking
* **Big Brothers Big Sisters** – an in-school mentoring service

**5000 Role Model Program:** In order to structure a role model organization at any school, the designated person(s) should:

1. Contact the 5000 Role Model Coordinator in the Office of Strategic Partnerships
2. With the assistance of the administrative staff, counselors, and teachers, identify a core group of students to be helped by the role models. The number of students and grade composition will vary from school to school.
3. Notify parent/guardians of students’ involvement. Maintain an active, updated roster of students and their participation.
4. Organize their role models’ Leadership Team. Elect a president and other officers.
5. President- A student leader who will help facilitate the role models’ visits and other activities.
6. Vice- President- A student who will assist the president and serve in his absence.
7. Secretary- A student who will take minutes and keeps record of attendance.
8. It will be the responsibility of the president of the group to:
9. Contact his school-based role models contact person at least three days before an upcoming visit.
10. Set aside a specific day once a month for the role model’s visit (i.e., the first Tuesday of each month). The date should remain constant.
11. Plan to meet at least twice each month with the students.

**TARGET STUDENT PROFILE**

* Each student group should have a few successfully performing students (mixed ability grouping)
* 1, 2, 3 stanine scores on standardized tests or above grade level (mixed grouping)
* Retained one or more times
* Student age equals or exceeds according to grade level
* Four or more school re-entries - Eight more school re-entries
* Two or more suspensions in present or previous year
* Four or more office referrals during a grading period

**Chapter 3: Management & Organization**

**Volunteer/Mentor Tutor Programs**

**Tutors**

A tutor is a special type of volunteer committed to helping a student experience academic success. Perhaps it is the connection between a willing volunteer or it’s the focused one-on-one meeting or small group atmosphere that provides the additional attention that is needed.

A tutor assists students on an individual basis or in small groups to reinforce basic skills in academic subjects. Placements are made with students from kindergarten through high school with students in adult and community schools.

Tutors provide guidance in:

* Math
* Reading
* Science
* Computers
* Other subjects

**Tutor Program –**

* **American Reads & America Counts**

The mission of *America Reads* and *America Counts* in Pinellas is to provide qualified college work-study students to work with students in Pinellas County Schools. For the *America Reads* program, college students serve as reading tutors for children in kindergarten through third grade under the supervision of the classroom teacher. For *America Counts*, college students reinforce math skills in the classroom with students in grades six through eight. The students are assigned to schools each semester and should be registered and nationally approved before arriving on campus.

**Off-Site Tutoring or Mentoring Programs**

**In establishing off-site tutoring or mentoring programs, the following suggestions should be considered when designing program parameters:**

* A student recruitment process should be developed and students should have parent approval to participate.
* All off-site tutoring programs should have a copy of Pinellas County Schools’ Student ***Expectations***
* The sponsoring center should outline the following details:

Parameters of project (i.e. grades/ages served, volunteers’ job description, curriculum subject areas, number of students per volunteer, materials and supplies to be used; supplied by whom.)

Recruitment, training and recognition of volunteers and a parent approval process.

**Chapter 3: Management & Organization**

**Planning a Budget**

**Prepare goals and action plans for your program budget requirements. Present your program budget needs to your principal, PTA, PTSA or Booster Clubs and SAC. Note:** PTA develops their budget early June/July. Please make sure you meet with your organizations and provide them with your budget needs and program goals.

***Example:***

**1. Volunteer Orientation** — you’ll need money for supplies and goodies.

**2. Volunteer Appreciation in February and End-of-Year Recognition** — your budget should include funds for additional appreciation items such as food, plaques, gifts, etc.

**3. Miscellaneous** — stamps, postcards, supplies for creative ideas.

**4. Conference** — typically held each fall and spring. School Improvement funds can be used for these conferences.

***Example of Budget Outline***

|  |  |
| --- | --- |
| Volunteer Orientation | $ 100.00 |
| Workshops/Support Groups - (Three per-year @ $10.00 each) | 30.00 |
| Volunteer Appreciation Month | 200.00 |
| End of Year Appreciation | 250.00 |
| Miscellaneous - (postage, copies, supplies, stationery) | + 75.00 |
| Sub-Total | $ 655.00 |
| ***Training -***  Conferences | $ 200.00 |
| **Total** | **$ 855.00** |

**Chapter 3: Management & Organization**

**Volunteer Program Bill of Rights**

**Bill #1**

Volunteers have the right to know what the job is. They have a right to receive a clear job description that outlines their expected accomplishments, the specific duties expected to be performed, the responsibilities given to them, the duration and amount of time expected of the commitment, the qualifications necessary to assume this role, and the methods by which the job and the volunteer will be evaluated.

**Bill #2**

Volunteers have the right to expect advice and guidance from the person(s) to whom they are accountable and pertinent information that can help them perform their jobs better. On the flip side, volunteers have a right to know up front that they are accountable for the work they do for you, that they aren’t just free labor doing “busy work.”

**Bill #3**

Volunteers have the right to training in many forms, including orientation to the basic information about the organization, its mission, goals, leadership ladder, etc., written materials describing more details about the organization and its work, a written job description, accompanied by a point-by point personal discussion with a trainer or supervisor, and on-the-job training with supervision and instruction.

**Bill #4**

Volunteers have the right to receive feedback on their performance and to review their progress with someone responsible for their activities.

**Bill #5**

Volunteers have the right to receive recognition and acknowledgement. It need not be elaborate-even a simple thank you note can often be enough. But recognition in some formal fashion is absolutely mandatory.

**Chapter 4: Preparing Teachers & Staff**

**Teachers Working with Volunteers**

**Volunteers** are only one part of an effective school volunteer program. Teachers are the other part. Since teachers are trained primarily to teach children, their effectiveness in utilizing volunteer help can be enhanced with additional training. According to the National School Volunteer Program, volunteer programs survive and succeed when both volunteers and teachers receive training. Programs may survive without volunteers being trained, but programs **cannot** survive if teachers are omitted from training.”

Problems in a school volunteer program often result from teachers unprepared to work effectively with volunteers. ***Symptoms include:***

* Poor communication with the staff or teacher
* Lack of notification of student or teacher absence
* Lack of materials
* Inappropriate student selection for tutors or mentors

Your role is to help teachers understand the vital role they play in the success of their volunteer’s activities. If you and your teachers have set directions for the program and selected volunteer job descriptions, training should be well-accepted.

For the program to be successful, teachers must take responsibility for supervising and guiding their volunteers. Every teacher interested in working with volunteers deserves a chance to be trained in the skills that are important to their program’s success. Components of this training should include the following­:

* Purpose of the volunteer program
* Volunteer job descriptions
* Ensure volunteers are registered, background approved, placed, tracked, logging hours
* Communicating with the volunteer
* Techniques for preparing the volunteer
* Thanking the volunteer
* Integrating volunteers into classroom management
* Ways volunteers can assist
* Criteria for Golden School Award and Five Star Award

*Dos and Don’ts for Working with School Volunteers*

* Make volunteers feel welcome.
* Confer often with volunteers.
* Plan the work volunteers are to do before they arrive.
* Be generous in offering praise, encouragement and support; judicious in offering constructive criticism.
* Start simply, and then give additional activities as you feel volunteers are ready for them.
* Plan enjoyable experiences through which volunteers can establish good relationships with students.
* Supply materials appropriate for lessons.
* Provide guides, keys or corrected papers for explanation.
* Be honest and open in talking over problems.
* Treat volunteers as education team members.
* Give volunteers notice of schedule changes. Teacher absences, fieldtrips, test dates).
* Prepare students to work with volunteers.
* Provide feedback and ongoing guidance.

**Chapter 4: Preparing Teachers & Staff**

**Message to Teachers**

***Teacher/Volunteer Checklist:* When meeting, discuss the following:**

* Days and times to work in the classroom.
* Alternate plans for days when you are absent and a substitute teacher is in charge of your class.
* Communication plan for daily volunteer assignments *(form, folder or other means).*
* What name will students will use for the volunteer *(a college student might want to be called by the first name rather than Mr./ Mrs./Ms.)*
* Materials, strategies or games to be used and their location.
* Your own classroom policies, procedures and rules *(such as: discipline, reinforcement techniques, organizational plans, emergency procedures, and where the volunteer should keep personal belongings).*
* Introduce your volunteer to colleagues
* Tour your classroom, if necessary, to show learning centers, equipment, etc.
* Allow your volunteer to ask questions freely.
* If your family & community liaison/manager hasn’t already oriented the volunteer to the school, let him/her know where to find the restroom, where to park, the location of the soda machine, etc.

**If your volunteer will be working with a student, you should also discuss:**

* Special strengths of the student.
* Special needs of the student(s) and skills to be developed.
* Tips for working with specific students.
* Volunteer concerns and input.
* Encouragement for the student’s progress.

***Don’t***

* Leave volunteers in charge of the class, the teacher should be present at all times.
* Give volunteers more than they can handle in the allotted time.
* Expect volunteers to change their schedules without proper notice.
* Speak to volunteers in abbreviations & acronyms- that is a foreign language to outsiders.
* Waste a volunteer’s time.
* Restrict a volunteer’s effectiveness by not providing enough information or instructions.

**Staff training** is required during the 1st semester every year as one of the criteria for the DOE Golden School Award. It is recommended that follow-up information is presented to staff throughout the year. The Office of Strategic Partnerships, Family & Community Relations annually prepares a training component for school use. Schools are encouraged to customize this training component to meet the specific needs of the school’s programs.

***For example****,* some schools may need to reinforce and remind staff members about policies and procedures (volunteer registration and logging hours, communicating with volunteers, advanced planning for field trip volunteers, etc.) Listed below are ideas for brief announcements that can supplement the staff training.

**Chapter 4: Preparing Teachers & Staff**

**Message to Teachers**

**Student Achievement**

* Review and clarify tutor/mentor volunteer job descriptions.
* Discuss the critical importance of teacher communication for effective tutor/mentor placements (providing feedback on student progress).
* Highlight teacher/volunteer teams that have seen improvement in student academic performance.
* Ask staff members to share success stories about volunteers.

**Safe School Practices**

* Remind teachers about the requirements regarding volunteer registration, logging hours and wearing ID badges while on campus.
* Discuss advance planning and registration requirements for field trip chaperones, drivers and extra- curricular activities volunteers.

**Program Management**

* Encourage teachers to request help if they have a concern about a volunteer situation.
* Encourage teachers to recruit volunteers.
* Tell how to recognize and reward good volunteers.
* Request participation in nominating Outstanding School Volunteers.

**Partnerships**

* Introduce or remind teachers about partnership procedures.
* Encourage teachers to recruit partners.

**Strategy for Struggling Students: Tutor/Mentor Programs**

The district has endorsed the tutor and mentor programs as a strategy for assisting struggling students. Volunteer tutors and mentors can extend your professional skills and assist in the effort to meet the unique needs of each student. Although some tutors and mentors are professional educators, most are parents, business people, community members, retired citizens, college students or peers.

**The Role of a Tutor**

A tutor may work one-on-one with a student or with small groups of students who need to enhance basic skills in academic subjects. Placements are made with students from pre-kindergarten through high school and with students in vocational/career/technical schools.

**The Role of a Mentor**

**New mentors are required to attend a Pinellas County Schools Mentor Strategies Workshop.** Mentors work with a student and help motivate him/her to stay focused on school. Through mentoring, setting short-term goals and serving as a role model, volunteers can provide encouragement and friendship to a student needing to build self-esteem. All PCS certified educators are highly encouraged to attend the workshop.

Critical factors in maximizing the results of the tutor/mentor efforts are appropriate student selection and ongoing communication between teachers and volunteers.

**Chapter 4: Preparing Teachers & Staff**

**Message to Teachers**

**Points to Remember**

**Appropriate Student Selection**

* Is the student interested in receiving help and willing to make the necessary commitment to work with a tutor or mentor?
* Teacher and staff input: Is the student fulfilling classroom obligations (homework, attendance, and good attitude) in order to benefit from academic tutoring?
* Use caution when placing students with extremely poor attendance with a volunteer.
* Students who have severe emotional problems may not benefit from one hour a week volunteer contact.

**Communication and Feedback**

* Regular communication and feedback is essential for tutors and mentors to be successful.
* Provide volunteers with curriculum materials, assignments and helpful strategies. Giving feed back to the tutor or mentor about the student’s progress is important for successful tutoring and mentoring.
* Training for mentors is available through the Office of Strategic Partnerships, Family & Community Relations. New mentors are required to attend a two hour mentor workshop.
* Tutor training for elementary and secondary levels may be available at individual schools and attendance is highly recommended. Most tutors receive on-the-job training and direction from the teacher.

**Volunteers as Part of a Safe School Environment**

We all know that volunteers can have an impact on student achievement, assist teachers with daily classroom activities, and enhance and support school initiatives. Volunteers will be most successful if effective management procedures are implemented.

**Points to Remember**

* ***Registration of volunteers*** is imperative to maintain a safe school environment. Be sure to include field trip drivers, chaperones, and organizational clubs, activity volunteers and work at home helpers, etc. in the volunteer registration process. A registration form must be filled out and an approved background check prior to the onset of any volunteer activity. All volunteers need to sign in and wear their name tags whenever they are in the school.

***Know your school’s volunteer procedures:***

* What volunteers can do to assist you.
* Procedures for requesting and placing school volunteers.

***Your role:***

* + - Be aware of school board policies regarding volunteers (see handbook).
    - Have a plan to communicate with volunteers. Provide direction and ongoing feedback to volunteers about student needs and tasks, materials, classroom policies and procedures, etc.
    - ***Scheduling:*** *what to do if you, the volunteer, or student are absent.* Keep volunteers informed about any changes in classroom schedule (field trips, testing and assemblies, etc.)
    - Thank and recognize volunteers as part of the school team.

**Chapter 4: Preparing Teachers**

**In the Classroom** *cont.*

**Secondary School Communication**

**Example Procedures for addressing Tutors, Mentors and Teachers:**

*Recommendation: Set up a Student/Volunteer folder*

**1.** Pull student’s schedule.

**2**. Staple schedule inside folder.

**3.** Staple communication sheet inside folder *see*

**4.** Use your Outlook Calendar for volunteer appointments and meetings. Share calendar with manager

**4.** Write the following information on the folder tab:

* *Student’s Name -- Tutor or Mentor’s Name -- Tutor or Mentor’s Phone Number*
* *Supervising Teacher or Counselor’s Name*
* *Student Schedule*
* *Tutor Volunteer Days/Times*

***Suggested File Flow*** *(recommendation)*

Daily:

* Pull folders for next day’s tutoring and or mentoring and write student reminder slips.
* Place folders in order of day.
* Through the day, the tutors and mentors write their notes after meeting with their students, and return the folders to a designated **“return spot”.** Notes may vary from short and simple, “met and covered assignment”, to more detailed. The rule is that nothing can be written in the file that could hurt the student, or that the student cannot read.
* Tutor folders can go back to the supervising teacher, counselor or assistant principal (to be returned prior to the next volunteer/student session).

**Additional Suggestions for placing mentors with students – Have a set day(s) and time for mentor to meet with students**

* Mentors and students meet during students lunch time.
* Verify each student is on campus after 1st or 2nd period attendance has been taken.
* If a student is absent immediately contact their mentor.
* Send a pass for each student meeting with their mentor to their class right before lunch. This ensures that the student doesn’t forget to meet their mentor.
* Have places set up for mentoring to take place.  They can use empty conference rooms, grade level offices as well as the courtyard or media center.
* Student should meet their mentor in the front office after they get their lunch and then let the mentor and student decide where they would like to meet that day.

***Note****: Although we are promoting ongoing communication with the tutor or mentor regarding student progress, please maintain district guidelines concerning confidentiality of student records. It is recommended that volunteers watch the confidentiality video.*

**Chapter 4: Preparing Teachers**

**In the Classroom** *cont.*

**Partnerships**

Partnerships play an important part in the district’s strategic directions. Partnerships can be used to achieve school and classroom goals. 3 M’s: Partners can provide Money, Manpower (volunteers) or Materials/supplies.

**Points to Remember**

* Assess and review your own school and classroom needs.
* Discuss school improvement plan initiatives that can involve partners.
* Become familiar with your role and responsibilities related to partnerships. This includes thanking and recognizing partners and following appropriate procedures regarding receiving and spending funds.
* Document your partnership activities by having both the school representative and partner sign an agreement.
* If your partnership is a monetary one, please see school bookkeeper for proper accounting/audit procedures.
* Collect data in Focus, Excel spreadsheets or recommended database from the Office of Strategic Partnerships

**Chapter 5: Recruitment**

**A Case Study**

Contact the District Volunteer Coordinator for help in public relations and recruitment activities. Work jointly with your **district coordinator and manager to make recruitment presentations about your school’s volunteer needs at local businesses, community organizations, or senior citizen groups.**

The Office of Strategic Partnerships, *Family & Community Relations* offers consulting services — ideas for internal and external news releases, critical needs, recruitment techniques, publicity and promotion. ***Remember to send good news stories about volunteers and partners to the district communication office so that your school can be promoted throughout the school year.***

**Recruiting: A Case Study**

For two years a middle school Family & Community Liaison tried to recruit 6th grade math tutors, with little success. Flyers went home, teachers agreed to use volunteers, materials were available - but the program lay stagnant.

Finally, in frustration, she called together several parents to discuss the problem. The parents indicated that they wanted to help but they felt unqualified to tutor math. They also implied a fear that the teachers really didn’t want them in their classes. This feedback gave the liaison some concrete information to use in her recruitment efforts.

Next, she talked with the teachers. They were also concerned about untrained, unreliable volunteers. Only one teacher really felt comfortable with the project and offered to train the volunteers. Two parents agreed to participate. They were trained, worked with the students for two grading periods, and met periodically with the teacher for strategy sessions. As expected, the students’ grades and self-confidence improved.

With a proven success to back her, the liaison began to expand her recruitment efforts. She highlighted the volunteer/teacher team in the school newsletter and faculty meetings. The teacher hung a huge graph plotting improving test scores on the wall outside her classroom. The students wore buttons proclaiming “I’m a math whiz.” Within four months, new volunteers and teachers joined the program.

Success breeds success — and in turn builds an awareness of, and enthusiasm for, your volunteer program. Once this occurs, recruiting becomes easy.

**Publicity Ideas**

* Be enthusiastic when writing articles or speaking to groups.
* When recruiting use specific examples of volunteer needs.
* Personalize your articles and talks with volunteer/student success stories and real-life examples of students who need tutors and mentors.
* Make your school a lively and friendly place to volunteer. Display photos of volunteers in action on display boards or bulletin boards.
* Work with weekly/community newspaper including internet based publications. Solicit their support and keep them informed on a regular basis about your school’s Family & Community Relations program.
* Develop a slide or video production of your volunteer and partners’ program for use in speaking engagements or use the video produced by the district office.
* Design a display for use at a shopping center or mall.
* Create a bulletin board display for your neighborhood community centers.

**Chapter 5: Recruitment**

**Recruitment - Community Outreach**

**Brief tips to remember when recruiting school volunteers**

* **Have patience.** Be aware of volunteers and what motivates them.
* **Use warmth, friendliness and the “human touch.”** Show a sincere interest in the prospective volunteer - everyone needs to feel important and needed!
* **Reach out!** Personal testimonies are often more powerful that a printed promotional piece. Most successful school recruitment programs do not wait for volunteers to come to them but develop plans to actively reach the community and bring them in. Be proactive and persistent. View the neighborhood community as a source of potential volunteers.
* **Maintain momentum throughout the year.** Active recruitment is an ongoing, continuous process. Use real life examples of students who need tutors/mentors, and those success stories of students who benefitted from the help of volunteers.
* **Make it easy to serve.** Keep the required forms, rules and regulations to a minimum. Legal aspects of participation must be covered, but the important thing is to get people working with students. Believe in volunteers and the contributions they make to education. Communicate this through all your efforts.
* **Make your needs known.**  Be specific about your need for volunteers. A vague invitation to volunteers for an open-ended project will produce few responses; people want to know what kind of a commitment they are being asked to make.
* **Always, always remind volunteers that they are needed and appreciated.** Thank them for everything they do!

**Put out the Welcome Mat for Volunteers**

* The physical arrangement of the school can say: “Welcome. We’re glad you’re here. We want to make you comfortable.”
* Create a “volunteer area” somewhere in the school, even though it may be a corner in a room or the end of the hall, to make volunteers feel welcome, comfortable and special.

**Chapter 5: Recruitment**

**Recruitment - Volunteer Outreach**

* Print “Volunteer Wanted” notices in school newsletters. To increase the possibility of a response, you can include a clip-off response card that can be returned for immediate follow-up.
* Send recruitment flyers home with students early in the school year, preferably before “Back to School” Night. These could include volunteer ‘success’ stories and a recruitment message.
* Recruit new parents as they register their children in school.
* Send fliers to parents of incoming students (Kindergarten, 6th and 9th graders).
* Middle and high school liaisons should attend feeder school activities to recruit rising parents.
* Ask teachers to recruit parents at conferences and at Back to School Night.
* Advertise volunteer needs on school marquees.
* Use an “each one, reach one” approach. Ask current parent volunteers to contact at least one other parent and ask him/her to become involved.
* Put notices of one-time volunteer or critical needs on a bulletin board outside your office.
* Help teachers identify ways parents could help from home (i.e. build a piece of equipment, make a poster, paint or repair materials).
* Have a “Job Jar” with projects that can be completed in a short time.
* Send out a flyer indicating the need for volunteers. List some ways volunteers can be involved.
* Work with teachers who are interested in involving parents. A letter to parents from the teacher can be a very effective recruiting tool.
* Call to follow-up on a conversation and maintain personal contact when you aren’t recruiting, build a network of support.

Senior adults, retirees and snow birds are a tremendous resource of valuable skills and experiences for working with students. The following may be helpful when recruiting senior adults and retirees:

* Send a letter from your school principal to retirement center activities directors asking for support. Follow-up the letter directly with mailed-out recruitment packet (posters, brochures, ad slicks, press releases, response cards). Follow-up by phone to schedule recruitment presentations.
* Place posters and brochures in places frequented by senior citizens and retirees: community centers, libraries, shuffleboard courts, etc.
* Have a “Senior Breakfast” for personal recruitment and image building.
* Review neighborhood weekly newspapers and internet resources/publications for retiree group meetings.
* Form a partnership with retirement groups and associations.
* Hold January orientations to recruit seasonal volunteers.
* Enlist your senior volunteers as recruiters for other seniors — they are known for being the best recruiters.

**Getting Your School Involved**

* Use the “Each One Reach One” strategy - teacher to teacher; volunteer to volunteer; etc.
* Ask the guidance department and front office to distribute recruitment fliers during new student registration.
* Highlight volunteer/teacher projects at school activities.
* Organize peer tutoring and mentoring activities.
* Start an alumni volunteer program.
* Use any internal publications/social media/resource websites as recruitment forums — employee volunteer profiles and Help Wanted — Volunteer ads are two possibilities.
* Internal volunteer newsletters are effective ways to communicate with your many school volunteers and staff.
* Highlight teacher/volunteer teams that have had success (i.e. pictures displayed on a bulletin board.)
* Organize a speaker’s bureau of teachers and volunteer seniors to speak to local groups.

**Chapter 5: Recruitment**

**Recruitment – Volunteer Outreach**

Distribution suggestions for brochures, posters and other recruitment/information

**Internal:**

* Distribute to PTA, PTSA, SAC, parent support groups and booster groups
* Send home with students
* Post around school

**External: Places where people are likely to recruit and/or leave material**

* Libraries, both public and private
* Post offices
* Civic organizations
* Local city and county government - Chambers of Commerce - Bill paying” locations - utility and cable companies, banks, etc.
* Church (bulletin boards)
* Neighborhood centers
* Information kiosks in shopping malls
* Grocery stores
* Coffee shops – Book Store
* Laundry Mats
* Apartment complex central information area
* Corporate lobbies - College, university and high school administrative offices
* Doctor/professional office
* Senior and retirement centers - Recreational facilities - YMCAs, fitness centers, etc.

**Chapter 5: Recruitment**

**Critical Needs**

**­**

**The following outline provides the process that you can use to promote your school’s critical need requirements.**

**1**. All critical need requests should be sent to the district volunteer coordinator.

* Critical Needs Updates will be placed on the PCS website - <http://pcsb.schoolwires.net/Page/460>

1. The critical needs must be proofed and edited. The request should include the following:
   1. School Name, address, phone and contact person’s name
   2. Male and/or Female Volunteer Needed
   3. Volunteer Race/Ethnicity if that is important
   4. Grade of student
   5. And if you need a tutor what academic subject

* Critical need requests will be sent to the all media outlets including the following:
  + St. Petersburg Times – Wednesday’s in Top of the Class
  + Channel 15 - Local Government Television
  + Bay News 9
  + Pinellas County Schools Website
  + Post on your school website
  + Place on the Marquee
  + All district internal and external media
  + On PCS Facebook and Twitter Accounts

3. School Liaisons should continue to use their local, city media outlets such as: neighborhood newspapers not including large publications (as listed under 2), local organizations, chambers of commerce, places of worship, PTA, libraries and your school’s business partners.

4. All critical need requests going out to the public must be proofed by the Communications Office.

5. A complete list of all submitted school critical needs will be included in the monthly corporate community partners E-newsletter.

If you have any questions regarding this process please contact the district volunteer coordinator 727588-5050.

**Chapter 5: Recruitment**

**Special Recruiting Events**

**Back To School Night/Open House**

“Back to School Night” or “Open House” is an ideal time to remind parents they are needed as volunteers. As part of an effective recruitment pitch, you could have a teacher(s) present a personal request for volunteers, and/or a brief talk by a student and his/her volunteer on what working together means to them.

***Other “Back to School Night” suggestions:***

* Decorate bulletin boards with volunteer program goals for the year.
* Have an audio-visual presentation running constantly near the refreshment table. (There are videos on the district website you can use)
* Have volunteers and students available to answer questions and take names and phone numbers of interested volunteers.
* Have each teacher reinforce the recruitment drive and the importance of volunteers in the classroom. **Be sure the teacher has a flier, registration forms or sign-in sheet available.**

**Hold a “Bring a Friend” Event**

Another way to recruit parents as volunteers is to host a “Bring a Friend” volunteer organizational meeting. Usually held in early September, parents are invited to meet with the volunteer department staff, principal and other volunteers in the media center or cafeteria. Invitations should be sent out to all parents, the meeting is announced in the school newsletter, and experienced volunteers are encouraged to bring a parent or community person not yet volunteering. Refreshments are served prior to the formal presentation. Experienced volunteers are available to help break the ice. Name tags with names written in LARGE LETTERS are a must. A small ‘gift’ for the parent who brings the most friends would be a nice incentive.

**Special Days/Events**

**Mentor Recruitment Fair** (held in early September) Career Days, Hobby Days, Teach-In, Net Day, Homecoming and other special days/events offer you and your teachers the opportunity to highlight the value you place on volunteer support and the benefits volunteers receive from working in the schools with students. For these special days, you can arrange to have a volunteer display or presentation, or prepare a recruitment flyer to reach those people not already involved in the volunteer program.

**What are the most important considerations when deciding whom to recruit?**

* A clear understanding of your organization’s needs and the ability to articulate those needs
* Whether the project will be short or long-term
* When the volunteers will be available and whether your program is accessible to them
* Whether volunteers have to be a certain age
* If there is enough diversity in the group
* What benefits or perks will they receive from the experience
* Knowing your audience and your community

**Chapter 5: Recruitment**

**A Systematic Approach to Volunteer Recruitment**

**What are some different ways or methods for recruiting?**

* Set up a booth at community events
* Include a volunteer application in brochures
* Make announcements to the media and place on the marquee
* A newsletter or web site and social media
* Partnerships within the community
* Appeal to corporate employees to volunteer
* Appeal to retired groups such as: Retired teachers as tutors, retired nurses
* Partner with local volunteer centers
* Utilize donors and friends of your organization
* Talk with Staff and teachers, their family members
* Word of mouth - Ask someone face to face

**What is needed in the recruitment process?**

* Professionally developed materials that reflect your organization
* Materials targeted to specific audiences
* A recruitment plan
* A trained and qualified volunteer to accompany a recruiter and give personal testimony about his/her experiences
* A description of each volunteer position
* Promotional items or simply handouts for the volunteer to take home

**How do you get them to say “yes”?**

* Have them tour your school. This will draw them in emotionally to the program and make them feel like helping someone.
* Be honest and sincere about what you want, when you ask them to volunteer
* Get them to make a commitment, even if it’s just a small one.
* Invite them to a student performance.

**What are your desired outcomes?**

* To provide a correct match based on their availability
* To make a correct placement based on their interests and training
* For the volunteer to understand the organization’s mission/values
* To give volunteers the skills to do their job
* To learn their motivations and goals

*Source: Susan Weinberg, Assistant Director of Health Education, Barbara Ann Karmanos Cancer Institute, Frankel Center, 18831 West 12 Mile Road, Lathrup, MI 48076-2258. Phone (313) 833-0715 ext. 6705. E-mail:* [*weinberg@kamanos.org*](mailto:weinberg@kamanos.org)

**Chapter 5: Recruitment**

**News Releases Examples for School Newsletters**

**1.** One hour of your time can make a big difference for a student who needs your help. The students of our school are looking for partners — people just like you who can help them get the most out of their educational experience*. Get Engaged in Education*

We need volunteers who are willing to accept the challenge of helping all kinds of young people — underachieving students, unmotivated students, creative students and gifted students. It only takes one hour a week of your time to meet that challenge and to help a child succeed. Many students at our school hope you have time. Please help. Please call our Family & Community liaison at XXX-XXX-XXXX.

**2.** Our school has immediate openings for tutors and mentors for students who need a little of your time to help them be successful. You select your own hours — one or two a week is all that is needed. The pay is the satisfaction you get from knowing that you have helped a student grow and achieve. Please call our school’s Family & Community liaison and take advantage of this opportunity to help a student.

**3.** Attention parents and friends who can’t volunteer because they work during school hours!

Our school has a program that will give you an opportunity to volunteer and contribute to a child’s education without making sacrifices at the office. For one hour a week, you will be matched with a student who needs your help. The student may need tutoring, motivating or just someone to serve as a positive role model.

You can meet with a student early in the morning before work or during your lunch hour. This program lets you pick your hours! This is a volunteer program that caters to the working parent — now you can become involved! Please call our school’s Family & Community liaison at XXX-XXX-XXXX.

***(Short version)***

**4.** Many students have one thing in common — they need a little extra help. No special skills are required to make the difference in the life of a student. As a volunteer, you’ll find that your life will be enriched as well. We encourage you to take advantage of this rewarding opportunity to become part of Pinellas County Schools. Contact our school’s Family & Community liaison for more information XXX-XXX-XXXX.

***(Long version)***

**5.** Many students have one thing in common — they need a little extra help. That’s something that you can give with only one hour a week working as a volunteer in Pinellas County Schools. The time commitment is small, but the rewards are large as you gain satisfaction in the knowledge that you’ve helped a student get better grades, improve self-esteem, or make the decision to stay in school. Training workshops are available to prepare you for your volunteer placement, but no special skills are necessary — just the desire to help! As a volunteer, you’ll find that your life will be enriched as well. We encourage you to take advantage of this rewarding opportunity to become part of Pinellas County Schools. Contact our school’s Family & Community liaison for more information.

**Chapter 5: Recruitment**

**Tips for Volunteer Newsletter**

Volunteers look forward to receiving newsletters produced especially for them. That’s one of the reasons to make yours attractive, informative and interesting, and its purpose useful.

1. Calendars of events, volunteer recognitions and news articles are nearly always read by all newsletter recipients and should be an important part of each issue. A message from the principal, regular columns by the same contributor and non-news items may not be necessary in every issue.
2. Use a brief human interest story about one of your volunteers in each issue, especially about those who may not be as well known within the organization. Make it a regular feature, but with different news angle each time.
3. Names attract readers, so including a regular column with interesting bits about what your volunteers are doing in your organization and elsewhere in the community is sure to be a popular addition. New babies, promotions, and hours of service milestones are all worthy of mention, and serve as an extra way to recognize your volunteers.
4. Make your newsletter a resource of information that volunteers can count on to bring them up to date with important events and deadlines, meeting times and locations, driving instructions and telephone numbers of important contacts. They will be more likely to save it and read more of the information when they know they may use it in the near future.
5. Stay on schedule for publication and delivery to enhance your organization’s image of reliability and efficiency. If volunteers are really reading your newsletter and counting on it as a source of important news and peer recognition, they will rightly expect it to arrive at the same time each month, or quarter. Try not to disappoint them or make them wonder if their copy was lost in the mail.
6. Parent Newsletters contain an abundance of information and are a great resource to use in communicating with parents. Available online at <http://pcsb.schoolwires.net/Page/433>
7. Keep artwork and graphics consistent for a professional-looking design. Ask a volunteer illustrator to develop a library of simple drawings, icons and column headlines in themes that are tailored to your needs. Another idea is to review royalty-free clip art libraries and choose a variety of images sharing the same drawing and graphic style.
8. Use one or two fonts from the same type families to avoid a cluttered look. Choose a serif face for article copy, and a contrasting sans-serif font for headlines. Use boldfaced and italics versions of the two fonts for emphasis but do so sparingly.

**Chapter 6: Volunteers**

**Mentors/Tutors**

Benefits for volunteers:

* Protected by the School Board’s Comprehensive General Liability policy
* Training and workshops

Important school information:

* Parking locations
* Sign-in procedures
* Teachers’ lounge/restrooms
* Storage of personal items
* School map
* Identification badge
* School calendar
* School personnel
* Lunches
* Bus riding

**Mentor -** The **objective** is to help students stay focused on school and improve their academic achievement.

A mentor works with students one-on-one or in a small group setting. They serve as role models, listening and caring friends. Mentors provide encouragement and support to assist students in building their self-esteem and learning to make their own decisions. The mentor demonstrates values of punctuality, dependability, and reliability and will help the student appreciate the importance of education, both personally and professionally.

**Training** is mandatory for new **mentors** before being placed. Support groups for beginning and experienced mentors will be offered throughout the year.

**Tutor -** The **objective** is to reinforce the student’s learning through one-on-one or small group assistance in basic academic skills.

Some **of the duties** of a **tutor** may include helping a student master basic reading or math skills; reinforcing course work (language arts, science, social studies, etc...); and develop good study skills. **Training** is provided “on-the-job” by the supervising teacher.

**ESOL Tutor -** The **objective** is to teach English to non-English speaking students in order to help them fit into the regular academic program of the school. **(English Speakers of Other Languages)**

**Assignments** may include:

**1.** Meeting regularly with assigned students.

**2.** Develop listening, speaking, reading and writing skills in English through planned lessons.

**3.** Reporting to ESOL teacher on progress.

**4.** Coordinating tutorial work with classroom work, when appropriate.

***Note:*** *You do not have to know the language of the assigned student.*

**Training** is done on-the-job by the classroom teacher or ESOL teacher. County workshops are sponsored throughout the year by the ESOL office.

**Chapter 6: Volunteers**

**Mentor/Tutor Job Descriptions** *cont.*

**Adult Literacy Tutor**

**The Objective** is for tutors to work with adults who are learning basic skills, or preparing for the GED (General Education Diploma) exam.

**Assignments** may include:

**1.** Reading with individuals.

**2.** Helping a student master the basic reading skills.

**3.** Helping students prepare for their GED exam.

**4.** Reinforcing study skills.

**Training** is on-the-job training at the school by the instructors. Tutoring workshops are offered throughout the year.

**Computer-Helper/Tutor**

**The Objective** forelementary levels is to facilitate students’ use of computers for language arts, math remediation and enrichment. Secondary levels will facilitate students’ use of computers in career exploration, college selection information as well as integrating technology with the curriculum. All levels may need assistance with computer/software problems and needs.

**Assignments** may include: Elementary: Assist students assigned to work on the computer for remediation or enrichment. Secondary: Working with students to access the computer database of career and college descriptions. All levels: Helping faculty and staff with computer needs (i.e. installation, maintenance, networking, etc.) **Training** is provided on-the-job by the supervisor or teacher.

**Classroom Assistant**

The **Objective** is to assist the classroom teacher so that educational goals for students are reached. **Training** is provided “on-the-job” by the supervising teacher.

**Library/Media Center Assistant**

The **Objective** is to facilitate students’ use of the Library/Media Center.

**Assignments** may include:

**1.** Assisting with the circulation and processing of materials;

**2.** Manning circulation desk, checking books in and out, writing overdue notices;

**3.** Shelving books, mending books;

**4.** Typing bibliographies, book orders, overdue lists, etc.

**5.** Responding to requests for service from students and teachers, as needed;

**6.** Assisting with audio-visual materials;

**Training** will be on-the-job by the Media/Library Information Specialist

**Chapter 6: Volunteers:**

**Job Descriptions***cont.*

**Building & Grounds Assistant**

The Objective is to assist the Head Plant Operator in routine and special projects.

**Assignments** may include**:**

**1.**  Assisting the Plant Operator with daily duties;

**2.** Basic to advanced gardening chores (i.e. butterfly gardens);

**3.**  Facility upgrades (i.e. “Net-Day”);

**Training** ison-the-job training by the Head Plant Operator at the school.

**Exceptional Student Education Assistant**

**The Objective** is to assist the teacher in providing the individual attention and special needs necessary for exceptional education students.

**Assignments and duties** generally will include one or more of the following tasks:

**1.** Giving individual help in academics, the arts, and vocational training; assisting in play activities;

**3.** Operating audio-visual equipment;

**4.** Assisting with supervision of pupils going to classrooms in various areas of the school;

**5.** Helping in the feeding of profoundly mentally handicapped and physically - impaired students at specific centers;

**Training:** On-the-job training by the supervising teacher.

**Office/Clerical Assistant**

**The Objective** is to assist in operation of the school as assigned by the administrators or office personnel.

**Duties:** Assignments may include: Typing; Filing; Photocopying; Mailings; Telephone or switchboard; Messages & errands; sorting/counting for distribution. **Training** will be on-the-job training by the school personnel and office staff.

**Other Volunteer Opportunities –** *All volunteers must be registered and background checked before they can begin volunteering*

* PTA
* SAC
* Field Trip Chaperone Drivers
* Speakers
* Assistant Athletic Coaches
* Booster Club Members
* Organizations . . .

**Chapter 6: Volunteers:**

**Interviewing a Volunteer**

Once you have recruited a volunteer, or had a volunteer referred to your school from the district office, schedule adequate time for an interview to discuss specific placement options. The volunteer handbook is designed for use during the interview. Returning or re-activated volunteers do not have to be interviewed.

**The interview from the liaison/manager’s viewpoint:**

* Explore the volunteer’s motivation and unique talents
* Match the volunteer’s qualifications with an appropriate placement
* Determine if the volunteer would work well on your school team

**The interview from the volunteer’s viewpoint:**

* Explore the variety of jobs available
* Inquire about the skills needed for specific jobs
* Determine if the work will be enjoyable and fulfilling

**Important information for the volunteer:**

* Explain the job requirements and the supervision
* Specify the work environment (working with children, adults, or working alone)
* Discuss the hours needed to do the job (regular schedule or flexible hours)
* Stress commitment and confidentiality
* Complete the registration form during the interview and make a copy of driver’s license
* Review the school profile and the school system as a whole

**Necessary supplies for the volunteer:**

* Volunteer registration form
* Volunteer Handbook
* Name Badge (remains at the school)
* Training Calendar
* School campus map
* Administrative/Staff listing

**Chapter 6: Volunteers:**

**Keys to a Successful Placement**

Find out their skills and then match them to the job you need them to do. Remember to be open-minded to creating new positions if volunteers request it. They can also be included in planning and decision making. Make sure to introduce the volunteer to the staff and people they will be working with, and have a job description for each routine volunteer opportunity. Be ready for their arrival, and do not wait until they arrive to decide what they will be doing that day. That is a good way to frustrate a volunteer and maybe even lose them.

Provide meaningful assignments, increase responsibility, and keep it exciting. Using a checklist for activities is a good idea, so that volunteers are clear on what is expected of them. Cross-training volunteers for other positions are a good way to be prepared.

Occasionally, get feedback from volunteers and frequently let them know how valuable they are to the school. Make sure they have duties that occupy their allotted time, and let them know they have backup and support when needed. Always remember to plan for a Volunteer Recognition Event at your school to recognize them for all they do.

Pay attention to who works well with others, and who works best on their own. This may come in handy later. If the volunteer numbers start to drop, study the reasons why they are leaving.

**Chapter 6: Volunteers:**

**Retention of Volunteers**

*Retention begins very early in the relationship with volunteers. From the registration to the first contact or meeting, and final placement of the volunteer, follow-up down the line is extremely important. Response to news items and radio spots, as well as word-of-mouth referrals are received in the central office and referred to the family & community liaisons/managers at an appropriate school. The follow-up continues in a timely manner until the volunteer has been interviewed and satisfactorily placed.*

**What are the keys to retaining volunteers?**

* Provide benefits, incentives, perks, rewards and recognition. *Examples:* letters from students and the principal, certificates, bulletin boards and sweet treats. Let them know how valued they are.
* Don’t overload them with multiple jobs.
* Offer ongoing trainings and workshops.
* Promote deserving volunteers to roles of greater responsibility.
* Conduct exit interviews to determine what can be changed to make the next volunteer’s experience better.
* Provide volunteers with a place to meet with their student(s).
* Provide them with ongoing supervision.
* Have clear job descriptions.
* Get the volunteer’s commitment.
* Offer meaningful work. If it’s “grunt work,” let the volunteer know why it’s necessary, and ask if they mind.
* Say “thank you” often.
* Do frequent evaluations.
* Let volunteers know the impact of what they’re doing.
* Provide starting and ending times for jobs.
* Provide an “open door” for discussion of any problems as they arise.
* Train your school’s office staff in ways to work with and support volunteers.
* Plan and prepare for the volunteer’s visit.
* Some are motivated by new challenges, others by relationships. Find out what is motivating to each volunteer, and provide it as appropriate.
* Place your volunteer in their most suitable role.

**Chapter 6: Volunteers:**

**Volunteer & Business Partner Orientation**

**Orientation**

The program liaison/manager will review school policies and procedures at a formal orientation for a group of volunteers early each semester or informally with individual volunteers during their interviews. Volunteers who aren’t able to attend a group orientation may require an individual interview before being assigned. Don’t forget to invite your business partners.

**Sign-In procedures**

Be sure to explain the sign-in/out procedures at the front desk. The information is can be used to tabulate the hours of service at the school. It also protects the volunteer in case of an accident by proving it was work related. **Stress the importance** of logging hours in the volunteer system each time they volunteer. It makes it easier if they have access to a computer in the front lobby area at your school. It is also important to remind volunteers to record their hours under the correct category. Some volunteers use the data for resumes or for tax documentation.  **Volunteers can print a report** of their hours from any computer.

***Please remind volunteers that they should wear their volunteer badges at all times for identification and for their protection. Level 2 volunteers should always wear their badge when on school grounds volunteering.***

**Recruiting Strategies**

* Orientation is an excellent opportunity for recruiting new volunteers
* Have returning volunteers “bring a friend”
* Ask volunteers to share what they do and the rewards of volunteering
* Show a recruitment video
* Ask students to talk about how their volunteer made a difference to them
* Invite the principal to share the school’s goals and how volunteers help the school achieve these goals
* Say Thank you
* Make sure they know they are wanted and needed

**Volunteer Opportunities**

Describe the volunteer positions available. Ask new volunteers to sign up for an interview. Returning volunteers will probably know what they want to do — others may already be working with a teacher. Discuss training opportunities.

**Chapter 6: Volunteers**

**Volunteer & Business Partner Orientation Agenda** *cont.*

***If you have a volunteer and business partner theme for the year design your agenda and packets around the theme. Invite PTA and SAC members as well as returning volunteers and business partners.***

**School Name and Logo**

**Date and Time**

**Agenda**

Welcome & Purpose

*(Principal - Name & Title)*

Introductions

*(Speaker Name & Title)*

**Value of volunteers & partners to a school**

*(Announce Theme)*

*(Speaker Name & Title)*

***Review the Volunteer Handbook***

* role of volunteer
* benefits for volunteer
* important school information

**Outline of school needs** *(Liaison)*

**Training & Workshop Opportunities**

*(Have Flyers Available)*

Questions & Answers

**Thank you & Closing**

**Chapter 6: Volunteers**

**Workshops Offered through the District**

**Effective Mentoring Strategies – Two Hour Workshop**

Volunteers are provided useful information about being a mentor, a role model who offers encouragement. Participants will learn effective listening skills, goal setting, communication skills and relationship building. Attendance is required for all new Pinellas County Schools mentors.

**Mentoring Strategies II Discussion Group – One-Hour Workshop**  
Experienced mentors are provided the opportunity to expand their relationship building skills. We discuss current trends and strategies to advance the mentor/mentee relationship. Participants should have prior experience (6 mos.) working with students as a tutor or mentor.

**District Family Information Workshops**

Families will be provided with tools to support their child’s success throughout their educational plan within Pinellas County Schools. Topic that are covered:

* Impact of Parent/Family Involvement
* Ways to be involved in your child’s education
* Communication tools
* Navigating the Pinellas County Schools
* Dealing with school disciplinary issues

**Family Friendly Workshops**

The ***Family Friendly Schools Workshop*** focuses on creating schools where families are welcome and treated as partners. We have to “throw out the welcome mat” to ensure this.   All employees are welcome to attend.

*At the Family Friendly Schools workshop participants will:*

* Discover ways that “welcome” families to our schools/district offices
* Explore how school, family, and community partnerships are key to student learning and success
* Discuss who your families are, their expectations, and the barriers that they face Pinpoint ways to overcome these barriers
* Define the difference between a school’s climate and culture – learn how culture and climate impact family engagement
* Review a customer service philosophy that focuses on our partners – families, parents, students, and each other
* Polish communication skills – the art of listening, body language, empathy, telephone skills, *and* how to defuse an angry parent/person
* Create a personal action plan to be “family friendly” and help make your school a Family Friendly School

**School Level Workshops**

For emphasis on raising the academic achievement level of struggling students in math and reading please see please consult your school manager.

**Chapter 6: Volunteers**

**Guidelines for Instructional Volunteers**

In order to impact student achievement and the learning environment, schools may place volunteers to tutor/mentor students one-on-one or in groups of five or less to work in academic areas. Students who need encouragement to be successful in school may be matched with a mentor.

***The following are key elements to successful tutor/mentor placements which will most benefit the student:***

**Faculty Involvement**

Involvement of a faculty member is a key factor for a successful tutor/mentor placement. Administrators, teachers, guidance counselors, social workers, psychologists and specialists should be informed of the important program elements:

* the process for referring students
* the role of tutors and mentors
* realistic expectations for the volunteer/student match
* their role in providing guidance and feedback to the volunteer
* the most appropriate students to refer for each program. Students occasionally request tutors or mentors and a faculty member will be asked to approve of and supervise the match.

**Appropriate Student Selection**

Whether the student is being referred for a tutor or mentor, it is important to get input from the referring staff. In secondary schools, the referral should be validated by the guidance department, verifying that the student is in need of service.

If the number of requests exceeds the number of volunteers, ask the referring teachers or a guidance counselor to prioritize the referrals. Remember, Take Stock in Children students always receive priority placements with tutors and mentors in order to maintain continued placement in the program.

Be cautious about placing students who have serious emotional problems or who have a poor attendance record with a volunteer. Select students who will benefit from one hour a week contact with a volunteer.

**Communication**

It is imperative to the success of these matches and to the effectiveness of the volunteer that each school develop a communication process that works for teachers and volunteers. It can be person-to-person, written information in file folders, E-mail or telephone calls. This communication process should include:

* changes in schedules
* suggested areas or topics to discuss with student
* regular feedback on student progress

**Chapter 6: Volunteers**

**Guidelines & Checklist for Tutors**

**Checklist for Placing Tutors**

After the student is referred for help, ask the teacher(s) and guidance counselor for additional information to assess the needs of the student. Have the teacher complete the **Tutor Need Determination Form**.

* Meet with the student to discuss the program by reviewing the **Message to Students** (primarily for secondary students). Discuss scheduling and notification of volunteer sessions and the student’s responsibility. The student should complete a **Student Contract** (primarily for secondary students).
* Meet with the selected volunteer and be sure to review and clarify the tutor’s role.
* Review with the volunteer the expectations of the match, student information (limited by county policy) and the date, time and location of the student sessions.
* Arrange a meeting between the student’s teacher and the volunteer to discuss how they will communicate about assignments and the student’s progress (use a volunteer log, folder, notes, etc.).
* Volunteer will check weekly communication from teacher before meeting with the student.
* Volunteer will leave a brief summary of each tutoring session.
* Teacher will use the **Student Tracking Form** monthly or at least once during a grading period to provide feedback to the tutor.
* Provide the tutor with textbooks or any other necessary materials.
* Introduce the tutor to the student at the first meeting and complete the **Student Profile** as a “getting to know you” activity.
* Inform the volunteer about curriculum-based workshops for parents and volunteers held at the school. Be sure to review district workshop offerings and/or materials as well.
* Monitor and evaluate the student/tutor match regularly and make appropriate changes when necessary.

**Chapter 6: Volunteers**

**Frequently asked question from students**

**What is a Tutor?**

A tutor is someone who will provide you with additional assistance and encouragement in instructional areas where you may need reinforcement. A Tutor is **NOT**: a parent, a miracle worker or a nag.

**How are students selected to work with a tutor?**

Students are usually referred by a teacher, or guidance counselor, or may request help on their own. Students must be really interested in getting help and willing to make the commitment to working with the tutor. If you are fortunate enough to have a tutor assigned, you probably have fairly regular attendance at school, show potential, and have not exhibited unacceptable behavior.

**What do tutors do with students?**

Primarily, they work with you on activities that will help you better understand what you have been working on in class.

**What is my role?**

Your role is to follow the “Expectations of the Program” as listed on the next page.

**Can I have more than one tutor?**

Usually tutors are in short supply and having ONE assigned to you is a rare privilege. If you need additional help, consider before or after school programs, peer programs or the homework helpline.

**What is the procedure for meeting with a tutor?**

Depending on your schedule, a specific time will be set for you to meet with your tutor. A pass will be sent for you to leave class, and a specific meeting place will be designated. It is your responsibility to keep up with work in the class you are being released from to meet with your tutor.

**How often will I meet with my tutor?**

Usually you will meet for an hour a week, in the beginning, and may add more time as the relationship grows.

**What do I do if my needs change?**

If your needs change, you should contact the school’s Family & Community liaison/manager or guidance counselor to discuss the situation.

**Where do I go if I have questions or concerns about our relationship?**

If you have questions at any time during the relationship, you may make an appointment with the Family & Community liaison or guidance counselor to answer your questions. Your feedback is important so that both you and the tutor can have an effective relationship.

**Chapter 6: Volunteers**

**Frequently asked question from students** *cont.*

**How will you know if my tutoring relationship is working?**

Your teacher will be required to fill out a feedback from every grading period. You will also know if you’re feeling more confident in class work and are improving on homework and tests.

**How long of a commitment is required?**

A tutor relationship is usually for at least one grading period. However, it may be for a shorter, or longer period of time.

* Meet only on school grounds, during school hours. Do not share social media information.
* Be on time. Respecting your tutor’s time is important.
* Bring any required or requested materials. Always bring a pencil and paper.
* Be respectful, no bad language & dress appropriately.
* Say “Thank you!” often.

**Chapter 6: Volunteers**

**Mentor/Tutor Placement Flowchart**



**Chapter 6: Volunteers**

**Student Contract to be Mentored or Tutored**

***Sample Contract***

**School Name and Logo**

***I have received and reviewed the Message to Students outlining program expectations and am willing to live up to those expectations.***

* I understand this is a special opportunity which should not be wasted.
* I understand what a tutor/mentor does.
* I will be on time each week because I value my tutor/mentor’s time.
* I will bring a pencil and paper each week. If I have been requested to bring other materials, I will remember to bring them with me to my tutor/mentor appointment.
* When it is necessary for me to be absent due to field trips, doctor appointments, other prescheduled events or illness, I will let the school coordinator know the day before or by 7:30 a.m.
* If I miss two sessions (unexcused), I understand that I can be removed from the program.
* It is my responsibility to attend my volunteer session each week.

Print Name Sign Name

Date



**Chapter 6: Volunteers**

**Checklist for Placing Mentors/Tutors**

* After the student is referred for help, ask the teacher(s) and guidance counselor for additional information to assess the needs of the student. Ask the teacher(s) to complete the **Mentor/Tutor Need Determination Form**.
* Meet with the student to discuss the program by reviewing the **Message to Students (**primarily for secondary students) and make sure the student is receptive to working with a mentor or Tutor. Students should complete a **Student Contract** (primarily for secondary students).
* Meet with the selected volunteer and review the role of a mentor or tutor.
* Discuss mentor training opportunities (**training for new mentors is mandatory prior to placement).** Be sure the mentor has a copy of **Message to Mentors**. Be sure to mention ongoing training and discussion group sessions.
* **Parent Notification: Send home a letter signed by the principal informing them of the match.**
* Review with the mentor expectations of the match, student information and why student was referred (limited by county policy) and the date, time and location of the meetings with the student.
* Arrange a meeting with the volunteer and the student’s guidance counselor (if possible) and discuss how they will communicate regularly about the student’s progress. **Use the Student Tracking Form or database management system monthly or at least once during a grading period to provide feedback to the mentor.**
* Introduce the mentor to the student at the first meeting and have them complete the **Student Profile**, as a “getting to know you” activity.
* Give the mentor a copy of suggested activities: **Mentors: “Things to Do with Your Student**,” or **Additional Activities for Mentors Working with Older Students**.
* Monitor and evaluate the student/mentor match regularly and make changes when necessary.

*See Mentor/Tutor Flowchart process*

**Chapter 6: Volunteers**

**Message to Mentored Students**

**What is a Mentor?**

A good definition is simply a listening, caring friend. A mentor is usually an adult who provides support, counsel, friendship, and encouragement. They are good listeners, they care, and they want to help young people uncover strengths that are already there. They often become a wise and trusted friend to the student. A Mentor is **NOT**: a parent, a hero or a nag.

**Frequently Asked Questions**

* **Why was I selected to have a mentor?**  It is a privilege to have a mentor, and you may have been referred by your teacher or a guidance counselor. Possibly there was a request from your parent. However, where the referral originated is of least importance.
* If you are fortunate enough to have a mentor, you probably have fairly regular attendance at school, show potential, and have not exhibited unacceptable behavior.
* **What do mentors do with kids?** Primarily, they LISTEN. A great deal of your time together will be spent sharing thoughts, ideas and your concerns. However, sometimes you may share an interest or hobby, explore the internet, set goals together or do one of many other possibilities.
* **What is my role?** Your role is to follow the “Expectations of the Program” (as listed on the next page.) It is also suggested that you keep in mind the “Relationship Reminders”( as listed on the next page.)
* **Am I expected to share personal information with my mentor?** Trust is a large part of the mentoring relationship. Therefore, mentors are required to maintain confidentiality. However, if you should indicate that you, or someone else, may be in danger, mentors are encouraged to notify the school administration.
* **What is the procedure for meeting with a mentor?** Depending on your schedule, a specific time will be set for you to meet with your mentor. A pass will be sent for you to leave class and a specific meeting place will be designated.
* **How often will I meet with my mentor?** Usually, a mentor and student will meet for no longer than one hour a week. However, how often you meet with your mentor may be determined by your need. Sometimes a mentor and student will meet less frequently, every other week or only once a month.
* **What do I do if my needs change?** If your needs change, you may make an appointment with the Family & Community liaison or Guidance Counselor at your school to discuss your new situation.

**Chapter 6: Volunteers**

**Message to Mentored Students *cont.***

* **Where do I go if I have questions or concerns about our relationship?** If you have questions, at any time during the relationship, you may make an appointment with the Family & Community liaison or Guidance
* Counselor at your school to have your questions answered.
* **How will you know if my mentor/student relationship is working?**  We will be using feedback forms, surveys and simply asking each of you to express your thoughts and feelings to us.
* **How long of a commitment is required?**  A mentor relationship is encouraged to be for an entire school year. However, due to a mentor’s job requirements, sometimes it may be for only one semester. Occasionally, a mentor, such as a Take Stock in Children mentor, will choose to follow their student through their years in Pinellas County Schools.

**Expectations of the Program**

* Meet only on school grounds, during school hours. Do not share social media information, phone numbers or E-mail addresses.
* Be on time. Respecting your mentor’s time it is important.
* Be respectful, no bad language, dress appropriately.
* Each person in the relationship will practice cultural/heritage sensitivity.
* Say “Thank you!” often.

**Relationship Reminders**

Here are some reminders about how to put your best foot forward in your mentor/student relationship.

**Attitude**

* Be willing and eager to talk; be willing and eager to listen.
* Be honest.
* “Psych yourself up” for the discussion. When you act enthusiastic and positive, you actually begin to feel good.
* Look at the mentor when speaking to him or her.

**Conversation**

* Being nervous is to be expected, sometimes long pauses in the conversation is natural. It is okay to have a moment of silence so you can think!
* Avoid one-word answers. Try to hold up your end of the conversation.
* Just be yourself and end each session by saying, “Thank you!”

**Chapter 6: Volunteers**

**Screening and Selecting Mentors**

***Questions to ask potential mentors***

**1.** Why do you want to be a mentor?

**2.** What special skills and interests do you have?

**3.** What do you especially like about working with children or youth?

**4.** What type of help would you like to give a young person?

**5.** What benefits do you expect to receive by participation in the program?

**6.** How much time will you be able to devote to the program?

**7.** Have you ever worked with this age group before?

**8.**  What experience in your background will help you to communicate with an at-risk child or youth?

**9.** What expectations do you have for your student? What expectations do you have for your experiences in the program?

**TALK TO YOUR MENTORS ABOUT THIS ROLE DESCRIPTION**

***Address the following issues:***

* The particular skills that the potential mentor can share with a student
* The need for confidentiality
* The person to whom the mentor should go for guidance during the relationship
* Occasions when the mentor is required to report to the liaison or guidance counselor
* Number of hours per week or month and the commitment for the school year that the mentor should meet with the student. Follow-up with following to the next school year and school level
* Places where the mentor and child may meet/no planned off campus arrangements, no sharing of social media information, phone or E-mail addresses

**Chapter 6: Volunteers:**

**Mentor/Tutor Flowchart and Policy**

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**Please follow the guidelines for mentoring:**

* All mentors must be a registered and background checked volunteer.
* All must attend a 2 hour Mentor Strategies Workshop.
* A commitment of at least one school year thirty minutes to one hour per week.
* ALL mentoring activities are limited to school grounds, during school time or school sponsored activities.
* There is to be no exchanges of social media information phone numbers or E-mail addresses.
* No contact with the student’s family members.
* All mentors are to log in and out at the school’s front office each visit and to log your volunteer hours in the computer system.

**Chapter 6: Volunteers**

**Mentor Program Description**

**5000 Role Models of Excellence Program**

The 5000 Role Models of Excellence Program promotes youth development through relevant activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies. (a) the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, and motivation; and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model; consistent with research outcomes from *Wehmeyer, Agran, & Hughes, 1998.*

**Girl Friends of Pinellas County Schools**

Girl Friends of Pinellas County Schools is a program designed to empower young ladies through academic support and mentorship. Students are provided with the resources, tools and guidance necessary to encourage self-discipline, positive behaviorism, and to cultivate high self-esteem and self-reliance. Mentors, community leaders, teachers and school administrators work closely with students to foster a supportive relationship through social growth.

**Take Stock in Children (TSIC)**

TSIC is a scholarship and mentoring program in which students in grades 6th – 10th may be nominated to join the program.  If awarded, the student will receive a four year scholarship at graduation by fulfilling a contractual agreement to attend school regularly, maintain a C or above in all classes and remain crime and drug free. On average, there are 1,000 students in need of a mentor annually.

**Born Eagles**

Born Eagles is a mentoring network program that it designed to empower African American males to become key leaders in their school and community. Students are taught to organize and represent themselves when it comes to policies and practices that influence their interest. Adult mentors from the school and community are matched with these students and their school-based group.

**Lunch Pals**

Lunch Pals is a mentoring program designed to support students who are struggling academically and behaviorally. Adult mentors from businesses, corporations, colleges, and universities conduct their mentoring session during the student’s lunch period.

**Big Brother and Big Sisters**

This mentoring program is facilitated and sponsored by the Big Brother and Big Sisters, Inc. Mentors are selected, trained and background screen by the BBBS, they placed in identified schools.

**General Mentoring**

For students who need one-on-one guidance, support and an additional adult in their life as a role model.

**Chapter 6: Volunteers**

**Assigning Mentors to Take Stock in Children (TSIC)**

**What is the Take Stock in Children Scholarship Program?**

Take Stock in Children (TSIC) scholarships are awarded to Pinellas County Schools’ students who are in financial need. Funding is provided through the Pinellas Education Foundation.

***Students selected for the program receive:***

* a full tuition college scholarship (2 years community college & 2 years university) or an education at one of Florida’s public technical centers
* a volunteer mentor who meets with them regularly
* guidance throughout their school year(s) to help them stay on track
* cultural, recreational, and educational opportunities

**What are the students’ responsibilities?**

All TSIC students sign a contract agreeing to the following:

* maintain a “C” or better in each
* meet with a mentor or tutor as scheduled
* maintain good behavior
* Student Conduct
* attend school regularly
* remain drug and crime free
* attend TSIC activities and events
* follow code of Student Conduct
* remain in PCS until junior year of high school

**What is the role of a Take Stock in Children volunteer?**

* The volunteer will work with the student on a regular basis to encourage, tutor, and motivate the student to do his/her best.
* New TSIC mentors must attend the Pinellas County School mentor training.

**How are TAKE STOCK IN CHILDREN volunteers assigned to students?**

* Assigning volunteers to TAKE STOCK IN CHILDREN students is similar to placing other tutors and mentors. The TAKE STOCK IN CHILDREN coordinator will assess the needs of the student to determine how often the student needs to meet with a mentor or tutor (weekly, bi-weekly or monthly.)
* The Family & Community liaison/program manager will collaborate with the TAKE STOCK IN CHILDREN coordinator to provide the appropriate volunteer to match with the student. Sometimes, in lieu of a community volunteer, it may be possible to match the student with a faculty or staff member. Exception: Instructional Staff mentoring Take Stock in Children students are not required to attend mentor training, but are highly encouraged. Support staff are required to take training.
* All secondary students will sign the TAKE STOCK IN CHILDREN “Student/Volunteer Commitment” form which lists the student responsibilities in meeting with a mentor or tutor. Mentor placement cannot be waived.

**Chapter 6: Volunteers**

**Assigning Mentors to TSIC Students** *cont.*

**Who is responsible for the data collection of mentors and Take Stock in Children students?**

* The Family & Community Liaison’sis responsiblefor the collection of Take Stock in Children Student and Mentor data collection.

**What data is collected?**

* TSIC Mentor must complete the registration process (school liaison will input the data into the Volunteer system.)
* TSIC Mentors must have an approved national background check (district office will complete.)
* TSIC Mentors must complete the 2 hour workshop.
* The **Volunteer** data must have complete and up-to-date data with assigned student to their registration page in the Volunteer system.
* The TSIC **student** must be associated to the mentor in the Volunteers system. The association must be under Take Stock in Children. The Mentor must log hours after each visit using the Mentor Description category, Take Stock in Children. The student(s) name will appear and the hours must be logged to that student.
* At the end of the school year the liaison will confirm if the mentor will follow the student onto the next grade level. Update the information in the Volunteer system.

See the volunteer system manual on how to make the student association in the volunteer system.

**Chapter 6**

**Mentor/Student Activities**

* Provide “Getting to Know You” activities sheet.
* Walk around school grounds, classrooms, and special areas that will help generate discussion.
* Share information about yourself, your job, hobbies, etc. to let them know you consider the student a friend.
* Use questions such as, “How has your week been?” or “How did you spend your weekend or time off from school?” etc. Avoid questions that can be answered by “yes” or “no” as they are conversation Enders.
* Have lunch together on school grounds.
* Play a game with the student such as Checkers, Uno, Memory, Jr. Scrabble. Bring a game from home or borrow one from the classroom.
* Read to each other in the media center.
* Read a joke book together.
* As a source for information and exercises, use the internet to look up math problems, puzzles and other activities related to your student.
* Use globes, books, and maps as a resource tool. Students have an interest in where we are in the world and what other cultures are like.
* Go to the library and check out a Guinness Book of World Records and talk about some of the places and people in the book.
* Using the computer during your sessions gives excellent hands-on experience and skill building.
* Use of “what if” questions make the students think. Example: “What if you won a million?”
* Share pictures of family, friends, and pets. Ask your student to share with you.
* Dollars and had to spend half of it on doing good things for people. What would you do?”

**Chapter 6: Volunteers**

**Activities for Working with Students**

***Talk about***

* Life
* Your very first job
* College
* Plan a career
* How to look for a job
* Where to find a job
* Accepting responsibility
* Balancing school and work
* Balancing a checkbook
* Relationships
* The future
* Financial aid options
* Mock job interview
* Work on a resume
* Dressing for success
* Extra-curricular activities
* Homework
* Learn about pop music
* Credit cards
* Personal values
* Family and friends
* Goals
* Networking

**Chapter 6: Volunteers**

**Ten Strategies for Successful Mentoring**

**1. Breaking the Ice** – Your student may be unresponsive initially. By demonstrating your dependability, keeping your promises and repeatedly showing your commitment, you will gain the child’s trust.

**2. Forming the Bond** – To initiate conservation, ask questions that require more than “yes” or “no” answers and are not too personal. Give the students an opportunity to communicate. They rarely care about your credentials; they are preoccupied with their own daily concerns.

**3. Weekly/Monthly Meetings** – We ask that you commit at least one hour a week for one year. Hopefully, you will want to continue your relationship until the student has finished high school.

**4. Weekly/Monthly Activities** – You and your student should **only meet during school hours on school grounds.** This is for the safety of all students and mentors. Ask, the Family & Community Liaison for any games or activities that you might be able to use, and feel free to create your own activities based on your interests or hobbies.

**5. The Role Model/Student Relationship** – No one expects you to be a social worker, school psychologist, foster parent, career counselor or disciplinarian. As a mentor you will be allowing your student to speak freely, express their concerns and you should remain non-judgmental. Your most effective role will be that of a good listener and advocate in helping to make appropriate choices.

**6. The Role Model/Parent Relationship** – **Do not** communicate with the student’s parents. Your relationship is solely with the student. You never want to break that trust. Our program policy asks that you never give out your E-mail address, or phone number.

**7. Measurable Improvement at All Levels** - Current data supports the belief that mentoring can significantly help students in our mentoring program. On those occasions when mentoring is combined with tutoring, success is unavoidable.

**8. Dispelling the Myth** – This program believes that all children can learn at the highest levels. When our young men and women understand that academic success is a result of effort, not “gifts or talent”, you can see their confidence grow. Students who do better in school are often willing to accept more responsibility at home and behave more appropriately in their schools and communities.

**9. Meeting Our Responsibilities** – Every member in the community has a role to play in developing our children for the 21st century standards of academic, social and ethical development. With belief in their own potential, all children can learn, grow and meet the challenge of this century. However, they need the support from people who are willing to commit themselves to it.

**10. Mentoring is not For Everyone** – If you are uncomfortable working with students who hang on your every word, this commitment may not be for you. You CAN make a difference and the rewards will be significant.

**Chapter 6: Volunteers**

**A Message to Mentors**

By mentoring a student, you are providing a valuable resource as a school volunteer.

Mentors relate to students in ways that parents and schools usually do not. Mentors become friends, rather than authority figures, and in this way create informal and personal interaction that builds self-esteem and encourages growth and development. Students benefit from a close adult role model who can also act as an advocate, effectively assuming the role of an intermediary between the school and the student when a problem occurs.

When you attended the mentor training session, you were encouraged to ask for help from school officials if the student talks about life not being worthwhile, appears depressed, threatens to harm someone, is being abused, or if the student begins to act strange. You may see other signs that a student has developed behaviors that may be harmful to him/her.

If your student shares information about abusing drugs or alcohol or is pregnant, we would also ask you to inform a school official. All of these activities put a student in “harm’s way,” and as a student advocate, we need you to help us keep our students and our schools safe. We depend on your good judgment when working with our students as a volunteer mentor.

This may put some added burden on your relationship with your student. As a mentor we want you to be a confidential friend; however, you must inform the student that if they are about to share any information that must be reported, the confidentiality will be broken. Usually, if a student shares this information with you, they are probably ready to receive help. If you are in doubt about what to report to a school official, report it! The school official will handle the situation in the best interest of the student.

**Chapter 6: Volunteers**

**Peer Tutor and Mentor Programs**

Peer volunteers have been around for a long time. The one-room schoolhouse depended on older pupils tutoring children in lower grades. Today, student volunteers are very popular in schools and provide a varied of volunteer services. All students must fill out a volunteer registration form, provide a copy of their student ID and 2 letters of recommendation from counselors or teaches and any other documentation the receiving school requires before volunteering can take place.

**Tutoring**

This is the most common type of program. Peer tutors may be older, younger or the same age as their charges, but they aren’t necessarily the class brains. In one program, a fifth-grade girl who was barely able to do third-grade math was trained to tutor second graders in a before-school program. She used to hate math; now she likes it and is doing much better.

**Mentoring**

Many times children will seek help from other kids before they turn to adults. Trained mentors can break through in times of personal difficulty and build a trusting relationship\*. Children faced with feelings of stress and hopelessness can be helped through a positive experience with a volunteer mentor.

***\*To be effective, mentors must attend a Mentor Workshop to learn specific skills. All student mentors must have 3 letters of recommendation from a counselor & teachers.***

**Peer Programs within a School**

* **Define the need -** The more specific the program’s goal, the more likely is its success. A good place to start is taking a look at your school improvement plan.
* **Line up support -** Talk to school administrators, counselors, teachers, students, parents and School Advisory Council. Be prepared to talk about specific needs and give illustrations of other successful programs.
* **Get the word out -** Enlist the aid of school administrators, teachers, and parent - student organizations to spread the word about the program.
* **Select a coordinator -** A good peer volunteer program requires a strong leader, someone who is respected and enthusiastic.
* **Use qualified trainers -** Students who are going to become mentors or tutors should receive an initial overview of mentoring and tutoring tips and then on-site training and support from the teachers who are referring the students for assistance. The Office Strategic Partnerships, *Family & Community Relations* will also assist with the delivery of training.
* **Provide on-going support -** Peer volunteers should have someone to approach with questions and problems and they should be rewarded for their service by being included in ongoing volunteer recognition activities.

**Chapter 6: Volunteers**

**Peer Tutor and Mentor Programs** *cont.*

Peer Programs – School to School

Sending School

* Sets objectives
* Identify a staff coordinator
* Communicate with receiving school liaison
* Recruits students
* Gives orientation
* Interviews students
* Arranges training
* Evaluates

Receiving School

* Sets objectives
* Family & Community Liaison registers students & verifies hours logged
* Assists with orientation
* Places students with a volunteer
* Assists with support group meetings
* Trains teachers
* Give Recognition
* Evaluates

**Chapter 7: Partnerships**

**Business & Community**

Partnerships are a powerful way to **enhance the learning environment** and address the goals and objectives in your **school improvement plan.**

Partnerships are **collaborative efforts** to achieve **mutually agreed upon goals and objectives** by matching **community resources** to **identified needs of the school.** In meeting these goals and objectives, **school resources** are also matched to the **identified needs of a particular partner**, such as a business, organization or community group.

Partnerships encompass the **3 M’s**

* **M**oney - i.e. Adopt-a-class; donation to departments; student incentives; sponsor of an event
* **M**anpower - i.e. Volunteers; guest speakers; contest judges
* **M**aterials - i.e. Copying service; donated items; furniture

**A successful partnership combines the efforts and resources of**

**volunteers, businesses, families and community groups.**

Partnerships can be **organized** by **anyone** involved with the school: teachers, parents, PTA, SAC administrators, etc., in coordination with Family & Community Liaison at that school.

**Partnerships can take different forms:**

* **Classroom partnerships** are designed for businesses, organizations or individuals who are interested in becoming involved with the activities of a **particular classroom or an entire department in one school.**
* **School Partnerships** involve an **entire school** and are ongoing throughout the year.

**Chapter 7: Partnerships**

**Why Partnerships?**

The district’s strategic directions include establishing **partnerships** as one of the goals. The development of external partnerships between members of the community and the school system helps to meet the diverse needs of students. Equally important is the development of internal partnerships within and between administrative divisions, departments, schools, curriculum areas and grade levels. This chapter provides an **overview of external partnerships**, including information to help teachers cultivate these valuable community relationships.

**Partnerships benefit students**

Students’ learning horizons are expanded, including their awareness of the relationships of schoolwork to employment. Students learn that community members care about their academic achievement. They also develop increased self-confidence and receive important encouragement to stay in school, seek training after high school and secure employment after graduation.

**Partnerships benefit teachers**

Teachers are presented with opportunities to access available resources from the private sector and community organizations.

When people and organizations outside the schools become involved, increased communication, trust and advocacy develop between educators and the private sector.

**Partnerships benefit partners**

By cultivating productive relationships with schools, business and community, partners are able to improve their corporate image through the publicity and recognition of their partnership.

A well-developed partnership also provides partners with opportunities to showcase their talents. Business participation in schools helps assure a reliable source of well-educated future employees.

**Chapter 7: Partnerships**

**Definitions of Partners**

**Partnership Program**

The “Corporate Community Partnership Program” is a partnership program involving employees and members of area companies and organizations as volunteers. Participants are encouraged to become tutors or mentors; they are able to arrange flexible schedules to accommodate volunteer time during the day. For employees of Pinellas County Schools, the name of our volunteer program is the District Corporate Volunteer Program.

**What is the difference between a small versus a corporate business?**

* **Small business** – a small, non-chain business that allows their employees to volunteer in their local community for a designated amount of time each week. These businesses often give time, money and materials to the schools.
* **Corporate business** – a large company, with satellite offices and an official agreement with the CEO, who signs a Community Volunteer Partnership (CVP) Form, and agrees to allow all interested employees to volunteer one hour per week at a Pinellas County School. These companies are always involved with more than one school, and have the support of upper management promoting and often hosting on-site Mentor Trainings.

**What is the difference between a School Partner and a CVP (Community Volunteer Partner)?**

* **School Partner –** a local business that partners with a school, in their local community, and volunteers their time, money and/or materials. Their main focus is with the particular school that they “adopt”.
* **CVP (Community Volunteer Partner) –** a large corporation, or business, that is not limited to the immediate local community, and has offices in various locations. These corporations allow their employees to volunteer one hour per week (paid or unpaid time), and are involved with more than one school, and have at least 10 active volunteers. They also give time, money and/or materials, as part of their partnership.

**Chapter 7: Partnerships**

**Roles in a Partnership: Who Does What?**

**Principal**

A principal who is strongly committed, enthusiastic, and understands the program, is the key to success. Leadership from the principal gives the program increased credibility and impact with the teachers, students, parents and the partner.

**Responsibilities**

* Designate a business coordinator who has the time to devote to the program.
* Provide a school environment that contributes to the success of the program.
* Consider new ideas, suggestions and possible changes to make the partnership successful.
* Provide adequate staffing and space for planned partnership activities.
* Work closely with the school coordinator in a co-leadership role.
* Stay in touch with the progress of the program.
* Express approval of programmatic achievement and teachers’ efforts.
* Confirm the school’s commitment to the partnership.

**Family & Community Liaison/Manager (Principal or Assistant Principal)**

The liaison must possess knowledge of the school staff and be a respected member of the school leadership team. He/she should be committed to the partnership concept, have a good mind for detail and follow through, be counted on to do what is agreed upon and be accessible by phone at school, in coordination with Family & Community Liaison at that school.

**Responsibilities**

* Keep the principal informed about the program’s progress.
* Work with the business coordinator; learn about that business who has partnered with your school.
* Assist with orientation.
* Promote the program among school community.
* Arrange for follow-up; thank yours, and distribution of any program information.
* Serve as the official contact between the school and the partner.
* Monitor and evaluate the progress of the partnership.

**Chapter 7: Partnerships**

**Roles in a Partnership: Who Does What?** *Cont.*

**Chief Executive Officer or Organization Leader**

The Chief Executive Officer must have a personal and corporate commitment to the School/Business Partnership Program. This commitment is evidenced by his/her approval and adherence to the guidelines of the program and the communication of this commitment to all levels of the organization.

**Responsibilities**

* Appoint an enthusiastic, competent coordinator.
* Motivate members of the organization to participate in the program.
* Allow identified resources to be utilized.
* Recommend changes or additional resources.
* Stay in touch with the progress of the program.
* Express approval of programmatic achievements and efforts.
* Confirm the organization’s commitment to the program.

**Business/Organization Coordinator**

This person is the direct link between the school and the company. Experience indicates that this person is most successful if he/she is at a high enough level to make decisions, be well informed and believe in the value of the program, have an interest in education and a commitment to students.

**Responsibilities**

* Become familiar with the school; work with the school program coordinator.
* Prepare materials, inform employees.
* Develop the partnership plan along with the school coordinator.
* Facilitate communication within the company as well as between the company and the school.
* Attend periodic coordinators’ meetings.

**Chapter 7: Partnerships**

**Six Steps to Successful Partnerships**

**Step 1: Assess Your Needs**

**Look at your school improvement plan**

How might a business partner help? Are your needs strictly financial resource-oriented or human resource-oriented?

**Assess your short-term and long-range objectives**

Where might a partner fit in to these objectives?

**Survey staff, parents and students**

What needs do they see?

**Once you determine your needs, prioritize them and make a list to keep handy for future reference.**

**Step 2: Target the Right Partner**

Brainstorm the solutions and resources that would be required to meet your needs. Consider not only your own needs but also the needs (as you perceive them) of the partners you’re considering. Establish a list of outcomes for your partnership that will meet your objectives.

1. **Questions to Ask Your School Team**

* Are you looking for a short-term partnership?
* Do you want a long-term relationship?
* How will the school benefit?
* How will the business benefit?

1. **Identifying Potential Partners**

*Consider the following:*

* Parents: the first partners! Parents can serve as tutors, technology consultants, speakers etc. *Moreover, parents can provide access to local businesses and community organizations.*
* Check out your neighbors! Businesses located near the school will be convenient. They will also be familiar with your school.
* Look at who is already involved at your school: individuals serving on the SAC, faculty connections, and businesses otherwise connected to your school.
* Try to match the need with an appropriate business/organization.
* Ask your current partners for suggestions. Networking is a benefit of partnerships.

1. **Research Potential Partners**

**What is their partnership status/history?** *Are they already partners with another school?*

*Are they former partners? Why did they stop?*

* **Is the business community-minded?**
* **Whom should you contact?**

**Chapter 7: Partnerships**

**Six Steps to Successful Partnerships** *cont.*

*Depending on the size and nature of the business, it could be the CEO or manager, or in the public affairs, public relations/marketing, employee relations, human resources or personnel departments.*

**Is there someone who can make introductions for you?**

*Do you already know someone employed by the business?*

**Is there a particular day or time of day to make a contact?**

*Example: do not call a restaurant manager during lunch time.*

**Step 3: Make the Partner Contact**

1. **Schedule a Meeting**

If you don’t have someone inside the organization to set up a meeting or introduce you, send a letter of introduction yourself and follow it up with a phone call. Or, you can just start with a friendly phone call. In any case, the object is to set an appointment to meet face-to-face with someone who has decision-making authority.

Offer to **meet at their office**, but **invite them to meet at the school.** Optimally, you need to get them to the school where you can:

* Roll out the red carpet
* Introduce them to everyone
* Let them interact with students
* Familiarize them with the school
* Showcase the program(s) you want them to address

1. **Present Your Idea**

Be prepared, brief and professional. Organize your materials to be attractive and informative.

*Include:*

* School information: staff, students, programs, map, calendar, etc.
* Outline of objectives, strategies and specific ways the business might help.

1. **Reaching an Agreement**

* Can you get a commitment for the partnership? Short term? Long term?
* Be prepared to handle a “no” graciously. Be flexible and listen to alternative suggestions. The business may agree to a partnership but may need subsequent meetings to work out specifics.

**Chapter 7: Partnerships**

**Six Steps to Successful Partnerships** *cont.*

**Step 4: Keeping the Partnership Alive & Well**

1. **Participates**

* Tour each other’s facilities, meet each other’s staffs.
* Invite each other to participate in events and training opportunities.
* Let the community know how you are participating. Let other staff members know and encourage their participation.
* List critical needs in newsletters, on bulletin boards and send them by E-mail to your local school partners.

1. **Communicate**

* Communicate your needs and your expectations of each other.
* Establish a clear vision!
* Develop a plan of action and get those good ideas and intentions on paper with an agreement form. Communication should be ongoing, planned and two-way. DON’T WAIT TO CALL JUST WHEN YOU NEED SOMETHING.
* Send each other your newsletters and share calendars.
* Communicate within your organization. Make sure everyone is aware of partnerships!

**Step 5: Recognition & Retention**

* Recognition means retention! Retention is the art of keeping the partners involved by encouraging their annual reenlistment (and is key to maintaining a strong, effective partnership). The decision to remain in the partnership relates directly to the benefits received all of the participants.
* Have pride in your partnerships.
* Be sure that you thank your business partners often both privately and publicly.
* Invite your partner to school events. The more time business people spend in the school, the more they’re aware of the good things that are happening. You must not take each other for granted -- it is a sure way to kill a relationship.

**Step 6: Evaluation**

* Assess the partnership annually to determine if objectives were met.

Partners should evaluate activities which were not successful, incorporate new strategies and try again. Do not be afraid to discontinue a program that does not meet expectations, and do not hesitate to improve or change a partnership program. Each community’s interests and needs are different, and these needs continually change. Be sure that all parties involved have the opportunity to participate in any decision to alter your Business/Education Partnership.

* Use evaluation results to plan future activities.
* Celebrate Successes! Let them know they are making a difference that you’re working together is making a difference.

**Chapter 7: Partnerships**

**Classroom Partnership Guidelines**

This is a program that encourages local business, professional and community organizations to participate in public education. The Classroom Partnership program is not restricted to classroom activities, but can involve a class project or a special area of the school. Typically, a financial contribution is part of the partnership agreement.

**Teacher Preparation**

Each teacher is asked to fill out a wish list. Everyday items used by the class and teacher could possibly be in-kind business donations. **Please note: Classes could combine their efforts for an item that would be mutually beneficial.**

**Partner Involvement**

A business or organization would complete a partnership form indicating their interest. A class, project or special area of the school would then be matched with this business or organization.

***Please note: A meeting should be arranged between the classroom teacher and the new partner.***

**Each Partner should receive the following:**

* A certificate of membership
* A picture of the class for the business
* A thank you letter from the class
* A thank you letter from the principal
* A copy of the letter that will be sent home to the parents of the children in that class, telling them about the business that has partnered with their child’s class
* All publicity surrounding the program

**Optional Involvement**

* Partners may send employees to volunteer in class.
* Partners may speak to the class about their business (learning experience).
* Partners may want to purchase additional items from the wish list for the class.
* Partners may want to put up a bulletin board at their place of business for the class to decorate and display the students’ work.
* Partners and/or employees may want to personally donate and get involved with the program.
* Partners will receive an invitation to participate in the Great American Teach-In.
* Partners may invite the class for a field trip to their place of employment.

**Chapter 7: Partnerships**

**Classroom Partnership Guidelines** *cont.*

**Time Frame:** Partnership activities typically last for one school year.

**Marketing the Program**

**A**. Approach various organizations requesting to speak at their meeting.

**Examples:**

* Chamber of Commerce
* Civic Clubs
* Special Interest Clubs (i.e., computer, gardening, travel)
* Homeowner’s Associations (possible volunteers)
* Churches

**B.** Put an ad in various organizations’ newsletters.

**C.** Send letters and brochures with follow-up calls to local businesses, professional organizations and clubs.

**D.** Send a letter or flyer home to parents introducing the program.

**E.** Participate in a community breakfast at school during the year.

**Sales Packet**

Program sales packet should include the following:

* Program Brochure
* Letter from Principal
* List of Participating Organizations
* School Calendar
* School Newsletter

**Chapter 7: Partnerships**

**How to Partner With Schools**

**Financial Institutions**

* Sponsor economic education projects
* Work with teachers to develop up-to-date curriculum for banking topics
* Provide tours
* Provide display space
* Support consumer education programs
* Provide curriculum materials on banking
* Provide publicity throughout community on school projects and activities

**Food Management & Restaurants**

* Sponsor incentives for citizenship, attendance or scholarship
* Allow students to paint store windows or decorate for the holidays
* Display a picture of the student of the month
* Allow after-school clubs to periodically meet at the facility
* Provide special demonstrations
* Recognize outstanding teachers, administrators and support personnel
* Provide matching incentives for school fund-raising activities
* Provide motivational awards for student accomplishments
* Assist with school awards dinners for community volunteers

**Hospitals and Health Organizations**

* Sponsor seminars for faculty and students on topics such as CPR, First Aid, child care and health issues
* Sponsor seminars for parents and PTA groups
* Provide display space
* Provide audiovisual materials
* Utilize school personnel and students for mock emergency drills
* Provide student pen pals for patients on lengthy hospitalizations
* Participate in career fairs
* Participate in health fairs at schools
* Develop mentorships for students

**Realtors**

* Co-sponsor a project with a school service club
* Provide emergency assistance for students
* Conduct time management in-service programs
* Sponsor an after-school club in your own name
* Provide speakers on community issues

**Chapter 7: Partnerships**

**How to Partner With Schools** *cont.*

**Media/Communications**

* Participate in Newspapers in Education Program
* Provide layout assistance for school publications
* Present workshops for students on how to sell advertising for their publications
* Sponsor writing, public speaking & debate competition
* Help students produce a school news program to air on in-house video channel
* Develop a public relations campaign for education
* Assist schools in reducing their printing costs

**Law Enforcement/Government Agencies**

* Sponsor student field trips
* Assist the school with its law related education program
* Provide field trips to court, city hall or jail
* Serve as judges for academic competition
* Allow journalism or debate students to interview employees or officials
* Sponsor an award for top government students, top achievers or best debate students
* Participate in competitive events, field days with staff or students
* Develop violence prevention programs

**General Business Interests**

* Sponsor beautification projects - donate plants
* Allow students to design holiday cards, covers for annual reports or other publications
* Provide demonstrations of various artistic and technical skills

**Chambers of Commerce**

* Participate in a career day
* Provide curriculum for consumer education
* Assist students with getting training in local businesses and subsequent employment
* Sponsor a JAYCEE club in schools
* Invite school system personnel to serve on the chamber’s education committee
* Provide workshops for teachers to update skills
* Sponsor student interns in leadership development
* Assist schools to obtain additional partners from the business community

**Civic Organizations**

* Sponsor a service club
* Provide incentive awards or scholarships
* Support an after school program

**Chapter 7: Partnerships**

**How Schools Can Benefit Businesses**

***Put your partner on your mailing list.... communicate!***

* Provide visibility ... include information in newsletters, marquee, bulletin board, etc.
* Encourage your partner to be an active member of your School Advisory Council.
* Send thank you notes (especially nice from students)!
* Provide art work for display at partner’s work site.
* Invite your partner to visit school regularly.
* Include your partner as a participant in school-wide activities, community projects.
* Provide choral or musical groups for entertaining employees.
* Offer to provide services to the business (i.e., making banners and buttons, allow use of school facilities, etc.).
* When meeting w/your business partners open the dialogue and talk about your school, needs and what you have to offer the business.
* Invite your partner to participate in Career Day activities and the Great American Teach-in.
* Provide your partner with a monthly calendar of school events.
* Invite your partner to a faculty meeting to meet staff.
* Introduce your partner to students, parents - possibly at a school open house event.
* Be tuned in to publicity regarding your partner - offer congratulations or support.
* Invite your partner to shadow a teacher or administrator.
* Send greeting cards on special occasions (again, these can be made by students).
* Suggest a bulletin board at the business on which to share samples of student work, school news, volunteer needs, “want ads” or supplies, parenting tips, calendars, etc.

**Chapter 7: Partnerships**

**Recruiting Techniques**

***Partnership Recruitment***

* ***Preparation***
* ***Initial Contact***
* ***Meeting***
* ***Follow-up***

**Step 1: Preparation**

* Review school’s goals and needs
* Identify potential partner who can satisfy goal/needs
* Prepare materials for presentation
* School information
* Newsletter
* Adopt-A-Class Brochure
* Mentor/Tutor Brochure
* Upcoming Event Calendar
* Critical Needs

**Step 2: Initial Contact**

* Send “Letter of Introduction”
* Telephone business/organization contact to request a meeting
* Invite to school – Roll out the “red carpet”
* Meet at business or organization
* Confirm date
* If meeting is at school, secure meeting location, invite principal

**Step 3: Meeting**

* Introductions
* Tour of school – if meeting at school
* Present school materials

*Describe:* School, Programs, and Critical Needs

* Explain how business/organization can meet needs
* Explain benefits of partnerships
* Ask for partnership
* Complete Agreement
* Thank business/organization for partnership

**Chapter 7: Partnerships**

**Recruiting Techniques** *cont.*

**Step 4: Follow-up**

* Send “Thank You Letter” and Partnership Certificate
* Enter partnership in Volunteer System and record on Partnership Spreadsheet
* Recognize partnership:
* Marquee
* Newsletter
* Partnership Wall
* Continuous gratitude throughout year
* Event - Thank You letter
* Thank You letter from students
* Continuous gratitude throughout year

**Step 5: Retaining Partners**

* Recognize partnership:
* Marquee
* Newsletter
* Partnership Wall
* Continuous gratitude throughout year
* Event - Thank You letter
* Thank You letter from students
* Appreciate
* Continuous gratitude throughout year
* End of Year Partnership Luncheon
  + Good Communication
  + Continuous Appreciation
  + End of Year
  + Thank You Letter
  + End of Year Evaluation
  + Appreciation Luncheon

**Chapter 7: Establishing Partnerships Flowchart**

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**Chapter 7: Contacting New Partnerships Flowchart**

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**Chapter 7: Partnerships**

**Partnership Tracking Sheet**

As part of the program evaluation process, tracking business partnerships, cash donations, and in-kind services is critical in determining the full impact of the partnership program.

As the end of the school year approaches, set a date to meet with the principal/manager to evaluate the volunteer and business program. Review a written program evaluation, the family & community relations report and the partnership tracking sheet, including next year’s goals. All of these documents must be sent to the District office (Volunteer Coordinator) at the end of the school year. Retain a copy for the files.

* The interactive tracking sheet can be found in the Chapter 10 Folder.

***The Tracking Sheet Can be found in the last chapter***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Example of the Business & Community Partnerships Tracking Sheet** | | | | | | | | | |
| **School Year** | | | | | | | | | |
|  | |  | |  |  |  |  |  |  |
| **Business Name** | **Contact** | **Phone** | **E-mail** | | | **Donation Description** | **Event** | **Estimated Value** | **Comments** |
| ***Example:*** *Chick-*  *Fil-A* | *Judy Jones* | *727- 567-1234* | [jjones@cfa.com](mailto:jjones@cfa.com) | | | *Lunch for teachers* | *Volunteer Recognition* | *$ 250.00* | *Supplied chicken nuggets and potato fries for teacher breakfast* |
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**Chapter 7: Partnerships**

**Instructional Partnership Program Ideas**

The community resources that are available to enhance and strengthen our educational programs are virtually unlimited and untapped. Below are examples of partnership activities between companies and schools that enrich the school curriculum and enhance the achievement of instructional goals.

**Reading**

* Sponsor reading incentive programs
* Sponsor reading clubs
* Provide incentives for students who read “X” number of books

**Math**

* Provide access to computers
* Provide volunteers to instruct students on computers
* Provide math incentives

**Language Arts: Written/Oral**

* Sponsor essay contests
* Initiate pen pal programs for students
* Start or assist with a school newspaper or yearbook
* Sponsor a debate club

**Science**

* Sponsor speakers on lab safety
* Place creative mentors with students in lab experiments

**Fine Arts**

* Exhibit student art work
* Print greeting cards prepared by students
* Provide fine arts instruction and graphic arts

**Physical Education**

* Provide aerobic classes for students/teachers
* Sponsor “Mini Olympics” for students and staff

**Chapter 7: Partnerships**

**Instructional Partnership Program Ideas** *cont.*

**Materials**

* Donate musical instruments
* Provide access to computers
* Donate computers and software
* Donate typewriters and calculators
* Provide booklets and printing

**Students in Special Programs**

* Provide field trips and opportunities to expose students to a different environment
* Provide special health classes for students
* Provide bilingual support system
* Provide jobs for students
* Provide career development for non-traditional students

**Staff Development**

* Provide workshops on stress and time management
* Provide tours for staff
* Provide classes on current technology

**Learning Environment**

* Develop environmental projects
* Sponsor school beautification projects
* Publish coloring book prepared by students
* Host discussion groups for safe schools

**Family Involvement**

* Participate in school’s advisory council
* Provide additional bilingual support
* Sponsor Career Day for parents
* Encourage other parents to become involved

**Homework**

* Provide incentives and awards to students
* Recognize students at special events

**Attendance**

* Provide incentives to keep students in schools: T-shirts, buttons, awards, certificates, coupons

**Chapter 7: Partnerships**

**20 Ways to Promote a Partnership**

**1.** Be enthusiastic about the partnership and be willing to explain it to others at a moment’s notice.

**2.** Develop a flyer or fact sheet about the partnership.

**3.** Promote the partnership and recognize the partners in an article in the local newspaper.

**4.** Write letters of congratulations and appreciation to individuals involved in the partnership.

**5.** Contribute articles to a company newsletter.

**6.** Develop a videotape to promote partnership activities.

**7.** Develop a display featuring the partnership and the people involved.

**8.** Present recognition certificates to individuals and award plaques to businesses.

**9.** Present these awards at a company function.

**10.** Recognize partners in the local chamber of commerce newsletter and in statewide publications.

**11.** Be available for interviews with the local radio or television station.

**12.** Incorporate a partnership update feature as a continuing item in the school-community newsletter.

**13.** Develop a partnership directory.

**14.** Plan a breakfast, luncheon, or reception to host potential partners and explain existing programs.

**15.** Place photos of partnership activities in school’s yearbook.

**16.** Use photographs of partnership activities in posters for display in the community.

**17.** Start a resource center in the business’s library to provide partnership guides, manuals, and directories.

**18.** Send thank you notes immediately and frequently.

**19.** Provide a quarterly update to school board members and the company board of directors.

**20.** Say “thank you” often.

**Chapter 7: Partnerships**

**Pitfalls to Avoid**

Partnerships are so positive that many partnership participants are hesitant to talk about the inevitable mistakes, missteps and misunderstandings. It’s only good sense, however, to find out about difficulties others have had – this makes it possible to avoid the same blunders.

* **Starting off too fast.** Planning a major event before partners are used to working together is an invitation to disaster. It is much wiser to begin with a small, simple event with guaranteed success and to work toward more ambitious activities.
* **Neglecting to evaluate an event after it has occurred.** It is important to share both positive impressions ***and*** ideas for improving an activity, so that the next event can run more smoothly. Evaluation – even a telephone call – lets individuals who organize events know that what they did was noticed.
* **Having one coordinator (from school or organization) with all the responsibility for the partnership.** There’s no quicker road to burnout than trying to do it all! Reach out – in your school or organization – and involve others. Work to maintain an involved group of staff on both sides of the partnership. The enthusiasm will be contagious!
* **Working in your partnership without using outside resources.** The community involvement office and staff are always ready to help – to share a successful activity from another partnership, to put you in touch with a resource, to troubleshoot a rough spot of misunderstanding, or just to listen.
* **Trying to take on multiple partnerships without having time.** Each partnership takes time and energy, and it’s easy to spread yourself too thin. The result can be diminished commitment and hurt feelings.
* **Letting a partnership languish during a busy time.** Don’t make your partner feel neglected. Make a note to yourself, or better still, make an appointment with your partner to get back together once things have settled down.
* **Holding hidden agendas and unshared expectations.** Make sure that you and your partner are on the same wavelength. If one partner thinks that things are going well and the other is still expecting the school playground to be repaved, it will be difficult to plan and conduct successful activities.

***Celebrate! Congratulate yourselves on a job well done!***

**Chapter 7: Partnerships**

**About Classroom Partnerships**

Classroom Partnerships is an innovative spin-off program for school partners. It is designed for small businesses, organizations or individuals who are interested in becoming involved in and participating with the activities of a particular class of students or an entire department in one school.

The following information is based on different classroom partnership models used successfully by several schools in Pinellas County. Please note that many other ideas on classroom partnerships that do not include a cost factor are currently being developed by schools.

Please check with the District Volunteer Coordinator before approaching any large corporation, community organization or any neighborhood business that might already be a member of the Community Volunteer Program. Also, schools should contact other schools located in their geographic area to avoid duplication of business sponsorship.

**Classroom Partnership Goal and Objectives**

**Goal**

To create and implement a program that will form a partnership between the local business community and a local school.

**Objectives**

* To solicit support for the school from the local community.
* To create an environment where the students and staff at the school feel that the local business community is dedicated to educating all students.
* To create an atmosphere of pride and respect for the local business community among students.
* To promote an opportunity for students to become aware of the careers that is available in the community.
* To enhance ongoing communication between teachers and the local community which promotes mutual advocacy.

**Chapter 7: Partnerships**

**Program Process**

***First determine what your goals and objectives will be for your program.***

* Distribute & collect approved wish list forms from all teachers and unit heads.
* Notify the teacher when their class has formed a partnership, with name, address and phone number of partner.
* Follow up on school-based bookkeeping process and procedure.
* Design/produce the brochure/flyer (sample included in manual).
* Get the school logo for the cover, goals and objectives and any other pertinent information regarding the school or program that the committee would like to see in the brochure.
* Write up an introductory paragraph about the program.
* Write a school history paragraph.
* Order certificates from the Office of Strategic Partnerships *Family & Community Relations* or custom a design for your school.
* Each time a class acquires a partner, a certificate should be completed and a photo of the class taken to be given to the partner and delivered to the business.
* Write an article for the school newsletter, informing parents of the project/program; ask if anyone can suggest a business that may want to participate in the project/program.
* Contact all local newspapers for advertising purposes.
* Put an ad in various local organizations’ newsletters.
* Schedule appointments at local community organizations to meet chairperson.
* Schedule appointments to speak at their meetings if permitted.
* Prepare “Sales” Packets.
* Contact businesses, professional organizations and clubs by letter of introduction with a follow-up phone call to schedule appointment.

**Chapter 7: Partnerships**

**Evaluating the Partnership**

***Questions you might ask your partner***

**1.** Was your experience as a business partner positive and satisfying?

**2.** Was the principal of the school appreciative of your company’s efforts?

**3.**  Was the project well-defined?

**4.**  Did the school provide valuable services to your company?

**5.**  Did the project accomplish the education objectives desired?

***Questions you might ask school stakeholders***

**1.**  Did students benefit from this program?

**2.** How do students in this program compare with others not in the program?

**3.** Does the program fit into the school curriculum?

**4.**  Can this program survive without business funding and volunteers?

**5.**  What short-term gains does this program offer?

**6.**  Does this program respond to the objectives set in the beginning?

**Chapter 8: Family Engagement**

**Definition of Family Engagement**

**Pinellas County Schools will educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child.**

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**Chapter 8: Family Engagement**

**Family Engagement Program Description**

**Action Teams….**

**Responsibilities…**

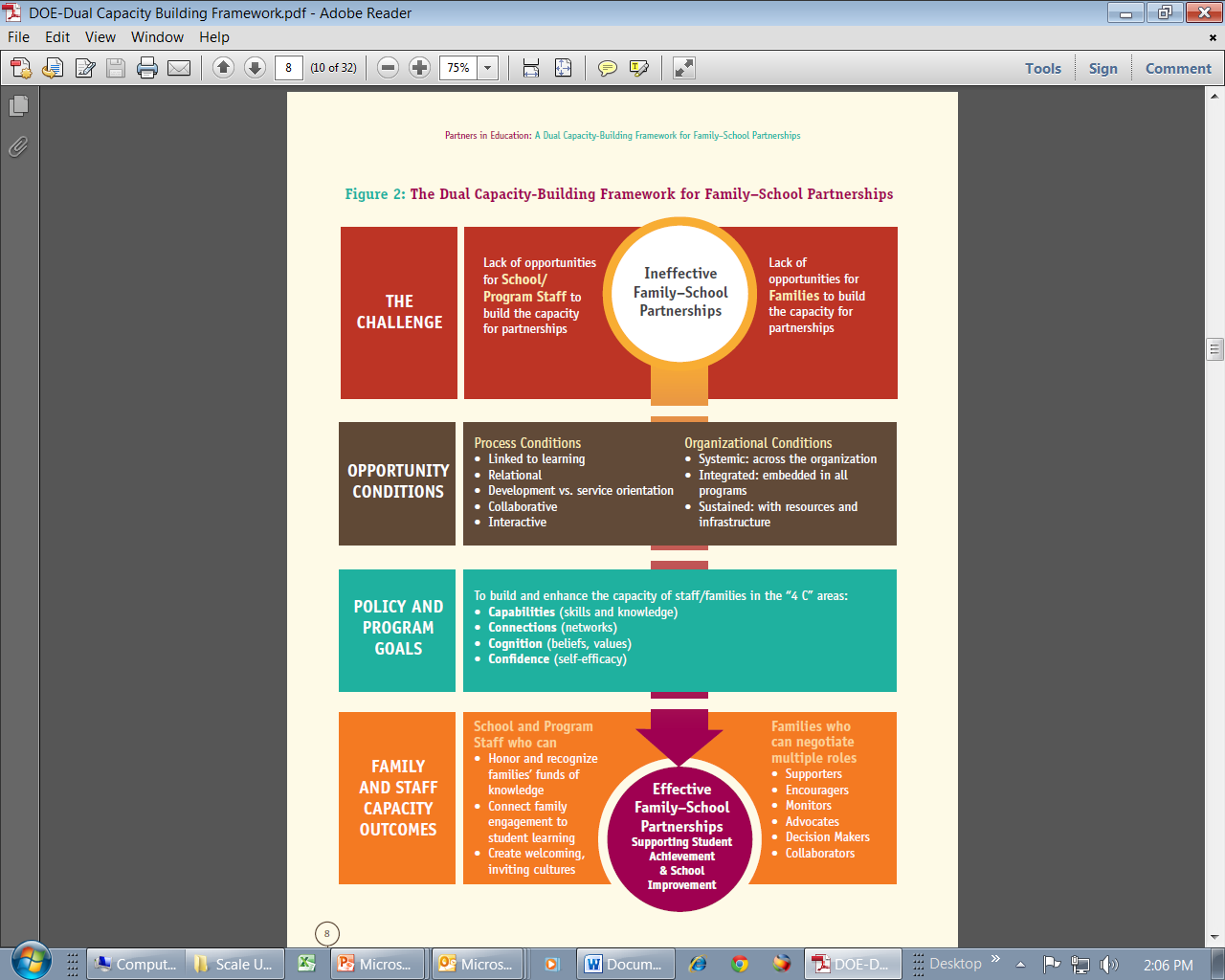
**Program….**

**Waiting on Wendy for this information**

**Chapter 8: Family Engagement**

**Family Engagement Plan/Goals**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program/Initiative** | | | **Implementation Monitoring** | | |
| Overall Goal | Initiative | Data Method Source | | Time Frame | Desired Outcome |
| **Goal I**  Establish protocols to connect family and engagement activities to student learning | Establish and implement the building Dual Capacity for Family and School Partnerships framework that connects family and community engagement to activities to learning:   * Classroom Engagement Rubric * Link family engagement activities to learning * Enhance the school culture to become more family friendly | * Teacher Family Engagement Surveys * Parent/Family Engagement Surveys * Attendance logs at family engagement activities * Family Friendly Schools training participation and Family Friendly School Walk-Through | | * Quarterly * Monthly * Annually | * Increase engagement of families by teachers * Increase engagement by teachers as seen by families * 70% of family engagement activities are linked to student learning * Increase participation of parents and families attending family engagement activities * Improved school climate * School is designated a Family Friendly School * Improve home-school collaborations |
| **Goal II**  Develop and implement trainings that link family engagement to student learning and school improvement | Develop workshop training for district staff, school staff, parents and community stakeholders that is geared toward linking engagement to learning.   1. Administration and Staff 2. Parent Action Teams 3. School support 4. Families/Parents | * Training attendance logs and evaluations * Family Engagement Data Collection System * School visits * Title I | | * Monthly * Quarterly * Monthly | * Increase in the attendance at workshops * Families have better understanding of Florida State Standards and core learning * Improve home-school collaborations * Increased ways to support student at home |
| **Goal III**  Establish systems of support/resources to strengthen students, schools, families, and communities. | Collaborate with community stakeholders and community agencies to provide resources, services, and support to students, schools and families. | * Parent Surveys * Graduation Rates * Teacher Surveys * Report Card and Cycle Data * Designated Family Friendly School | | * Quarterly * Yearly | * Stabilized families * Increase the number of families receiving support services * Increase graduation rates * Increase school climate * Increased home-school collaborations * Increased proficiency among students |
| **Goal IV**  Increase avenues of family support to provide information to enhance student support and learning. | Develop and maintain communication tools that will strengthen family support and enhance student learning.   * Family Engagement Web Page * Family Engagement APP * Parent Academy workshops | * Workshop attendance logs and evaluations * Family Engagement Data Collection System * App download/access numbers * Family engagement website access points | | * Monthly | * Provide families with resources for academic support * Create opportunities for families to attend workshops that will increase student proficiency * Increase family engagement opportunities |



**Chapter 8: Family Engagement**

**Plan or Event Planning Template**

***Event Title:***

***Event Date/Time:***

***School/Location:***

***Title I School:* Yes No**

***Presenter(s):***

***Event Description (How the event will be conducted.):***

***Describe how your Family Engagement Plan will address each of the 4 Cs:***

|  |  |
| --- | --- |
| **4 Cs** | **How will the event focus on each of the 4 Cs?** |
| **Capabilities**  Knowledge about student learning and school systems. Skills in advocacy. |  |
| **Connections**  Building relationships between family-school, family-family. |  |
| **Confidence**  Sense of comfort and self-efficacy related to partnerships. |  |
| **Cognition**  Families view themselves as partners and understand their role. |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template**

***Describe how your Family Engagement Plan will address all 5 Process Conditions.***

|  |  |  |
| --- | --- | --- |
| **Process Conditions** | **What is the desired result?** | **How will you accomplish this condition?** |
| **Linked to Learning**  Alignment with achievement and learning goals. |  |  |
| **Relational**  Building respectful and trusting relationships between home and school. |  |  |
| **Developmental**  Building the intellectual, social, and human capital of stakeholders. |  |  |
| **Collaborative**  Learning conducted in group settings to build learning networks. |  |  |
| **Interactive**  Participants have opportunities to test out and apply new skills. |  |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template** *cont.*

***Describe the activities (by grade level) that will take place during the event or within your Family Engagement Plan.***

|  |  |
| --- | --- |
| **Elementary School** | **Activity** |
| **Entire School** |  |
| **Kindergarten** |  |
| **1st Grade** |  |
| **2nd Grade** |  |
| **3rd Grade** |  |
| **4th Grade** |  |
| **5th Grade** |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template** *cont.*

***Describe the activities (by grade level) that will take place during the event or within your Family Engagement Plan.***

|  |  |
| --- | --- |
| **Middle School** | **Activity** |
| **Entire School** |  |
| **6th Grade** |  |
| **7th Grade** |  |
| **8th Grade** |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template** *cont.*

***Describe the activities (by grade level) that will take place during the event or within your Family Engagement Plan.***

|  |  |
| --- | --- |
| **High School** | **Activity** |
| **Entire School** |  |
| **9th Grade** |  |
| **10th Grade** |  |
| **11th Grade** |  |
| **12th Grade** |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template**

***Event Evaluation***

**Number of families in attendance: \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor**

**Time of event: \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor**

**Location: \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor**

**Overall Satisfaction Rating of families: \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor**

**Would you do this event again? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe**

***Discuss the effectiveness of the 4 Cs used during the event or one of your Family Engagement Plan action steps.***

|  |  |  |
| --- | --- | --- |
| **What was effective?** | **4 Cs** | **What could be improved?** |
|  | **Capabilities**  Knowledge about student learning and school systems. Skills in advocacy. |  |
|  | **Connections**  Building relationships between family-school, family-family. |  |
|  | **Confidence**  Sense of comfort and self-efficacy related to partnerships. |  |
|  | **Cognition**  Families view themselves as partners and understand their role. |  |

**Chapter 8: Family Engagement**

**Plan or Event Planning Template** *cont.*

***Describe the effectiveness of how your event or one of your Family Engagement Plan action steps addressed all 5 Process Conditions.***

|  |  |  |
| --- | --- | --- |
| **What was effective?** | **5 Process Conditions** | **What could be improved?** |
|  | **Linked to Learning**  Alignment with achievement and learning goals. |  |
|  | **Relational**  Building respectful and trusting relationships between home and school. |  |
|  | **Developmental**  Building the intellectual, social, and human capital of stakeholders. |  |
|  | **Collaborative**  Learning conducted in group settings to build learning networks. |  |
|  | **Interactive**  Participants have opportunities to test out and apply new skills. |  |

**Chapter 8: Family Engagement**

**The Keys to Successful School, Family and Community Partnership**

***Epstein’s Six Types of Involvement***

|  |  |
| --- | --- |
| **EPSTEIN’S TYPES OF ENGAGEMENT** |  |
| **Type 2: PARENTING**  Assist families with parenting and childrearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families | **BASIC RESPONSIBILITIES OF FAMILES**   * Housing, health, nutrition, clothing, safety * Parenting skills for all age levels * Home conditions that support children as students at all grade levels * Information and activities to help schools understand children and families |
| **Type 2: COMMUNICATING**  Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. | **BASIC RESPONSIBILITIES OF SCHOOLS**  School – To – Home   * Memos, notices, report cards, conferences, newsletters, phone calls, computerized messages * Information to help families * understand school programs and children’s progress * understand student tests and assessments * choose or change schools * choose or change courses, placements, programs, and activities   Home – To – School   * 2-way channels of communication for questions and interactions |
| **EPSTEIN’S TYPES OF ENGAGEMENT** |  |
| **Type 3: VOLUNTEERING**  Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. | **INVOLVEMENT AT OR FOR THE SCHOOL**  In School or Classroom   * Assist administrators, teachers, students, or parents as mentors, coaches, boosters, monitors, lecturers, chaperones, tutors, leaders, demonstrators, and in other ways   For School or Classroom   * Assist school programs and children’s progress from any location at any time   **AUDIENCES**   * Attend assemblies, performances, sports events, recognition and award ceremonies, celebrations, and other events. |
| **Type 4: LEARNING AT HOME**  Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. | **INVOLVEMENT IN ACADEMIC ACTIVITIES**  Information for families on   * how to help at home with homework * required skills to pass each subject   Curriculum-related decisions   * other skills and talents |
| **Type 5 DECISION MAKING**  Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations. | **PARTICIPATION AND LEADERSHIP**   * PTA/PTO – membership, participation, leadership, representation * Advisory Councils – school improvement teams, Title I councils, school-site management * Committees * Independent school advisory groups |
| **Type 6: COLLABORATING WITH THE COMMUNITY**  Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community. | * Connections to enable the community to contribute to schools, students, and families-business partners, agencies, cultural groups, health services, recreation, other groups and programs * Connections to enable schools, students and families to contribute to the community |

**Family Engagement**

**Family Friendly Checklist**

# School Climate

* Posted signs warmly welcome parents.
* There are directions posted for parents to find their way around the school.
* Office personnel greet parents in a friendly, courteous way.
* There is a comfortable reception and information area for parents.
* The principal has clearly posted office hours when parents can drop in to talk.
* There is an orientation program for incoming students and parents.
* There is a program for students and parents who come to the school after the beginning of the year.
* There are regular social occasions where parents and school staff can get to know each other.
* The school permits parents to observe in class.
* The school has an “Open Door” policy where parents are welcome at any time during the school day.

# Communication

* There is a school newsletter with up-to-date information.
* School sends home a calendar listing dates of parent-teacher conferences, report cards and other major events.
* The school sends home a directory of parent organization representatives and school personnel, with phone numbers.
* The school holds annual open houses and back-to-school nights.
* The school has a “hot line” for emergencies, rumors and burning questions.
* Parents know where to go with concerns, questions and complaints.

# Collaboration

* The school requires at least one parent-teacher conference each year.
* The school provides in-service training to help teachers work with parents.
* There is an early warning policy in effect for teachers to consult with parents promptly if a child is falling behind or having social difficulties.
* Elementary schools confer with parents on choices of classroom settings and/or teachers.
* High schools require parent approval on students’ choices of courses.
* Training and resources are available for parents of students enrolled in exceptional education programs to help them participate in the Individualized Education Plan and other processes.

# Advisors and Decision Makers

* The school publishes a policy handbook for parents.
* There is a mechanism for obtaining parent input on new policies and programs.
* There is a parent-teacher organization that meets at least once a month.

**Chapter 8: Family Engagement**

**Family Friendly Checklist** *cont.*

* Parents can make an appointment with the principal to question general school policy or procedures (aside from those affecting their own child).
* The staff informs and enlists the help of parents immediately when serious problems arise in the school.
* There are established procedures for dealing with parents’ demands, especially those of a vocal minority.

# Outreach to All Families

* There is a policy to inform noncustodial parents about their children’s performance and school events.
* Teachers sometimes meet outside school hours with parents who have jobs and cannot easily get away during the working day.
* If there is a substantial minority language population, written communications are provided in that language.
* There is in-service training offered for teachers on how to deal with problems caused by divorce.
* There is a school staff member trained to intervene and work with any parent that refuses to cooperate with the teacher or principal.

# Partnership Philosophy

* The school has a written statement about partnerships with parents.
* The school provides in-service training to help teachers work with parents.
* Time is spent during staff meetings discussing working with parents.
* Teachers are encouraged to consult with the principal if they are having difficulty dealing with a parent.
* The principal substitutes in the classroom to allow teachers and other staff to have meetings with parents.

# Volunteer Participation

* The school has an organized volunteer program with a coordinator.
* There is a wide variety of jobs available for volunteers, including ones that could be done at home.
* All parents are encouraged to volunteer in some way during the school year.
* The volunteer program is reassessed periodically.

Adapted from Beyond the Bake Sale. An Educator’s Guide to Working with Parents.

Henderson, Marburger, Ooms, 1996. National Committee for Citizens in Education.

**Chapter 8: Family Engagement**

**Family Friendly Schools Secret Shopper Project**

Definition: Family Friendly School Secret Shopper Project will deploy “secret shoppers” throughout the county to visit schools to determine how welcoming they are to families, students, community members, and school staff.

Benefit: The project connects to Dr. Karen Mapp’s Family Engagement action plan stating that “all schools must welcome our families.” When schools are perceived as “family friendly,” family members feel like they are partners and willing to form relationships within their child’s school. When families are involved in their children’s education, students are more successful.

Process: Shoppers will score schools using an evaluation tool and results matrix (attached) that will review four main areas:

* Physical Environment of the school: External & Internal appearance/Front Entrance/Grounds
* School Climate: Atmosphere (what they see and hear)/Customer Service
* Communication to school guests/staff/students
* Tour of the school

Data will be collected and measured with the results being forwarded to the principal, area superintendents, and a monthly report will be distributed to district leadership. Results will also include acknowledgement of positive results as well as suggestions for improvement.

Schools: The first targeted schools will be the identified struggling schools. Other schools can be “shopped” at the request of the leadership team, board members, area superintendents, or principals.

Shoppers: Shoppers are district employees/school employees – liaisons/community partners – Family Connect Navigators from our Step Up for Success Schools – who will be trained on scripts, evaluation tools, and measurement. Shoppers will be “incognito” when visiting schools to obtain an impartial review.

Time Frame: Visits will be unannounced; however, schools may be called prior to the visit to schedule a tour.

**Chapter 8: Family Engagement**

**School Advisory Council (SAC)**

Underlying the law that created School Advisory Councils (SAC) is a belief that all children can learn, and that the public schools can and will change to better prepare students for today’s and tomorrow’s workplace. The Florida law called *School Improvement and Education Accountability* declared that the people best suited to decide what will be effective in helping our students learn are the people closest to each school. These are the principal, faculty, parents, students, local business people and community members. Each of these “stakeholders” is represented on the School Advisory Council.

The law was enacted in 1991 by the Florida Legislature out of concern about the effectiveness of the public schools. Today, every public school has a School Advisory Council plan for school improvement and increased student achievement.

**What does accountability mean?**

* Taking responsibility for quality education (schools, teachers, parents)
* Having high expectations
* Measuring student progress
* Reporting student progress

**Why is accountability needed?**

* Many children enter school unprepared to learn fundamental skills
* Dropout rates are high
* Achievement levels fail to keep pace with needs of business and industry

**What needs to be done?**

* Educators, parents, business people and community members must take responsibility and work together to affect the needed changes in the delivery of education aimed at improving student performance.

**What is a School Advisory Council?**

* A liaison between school organizations and the neighborhood community
* A body representative of the population in the area served by an individual school
* A council that deals with issues rather than individuals
* A resource to the school and principal as an advisory body
* A council that looks at all aspects of their school as suggested by the school improvement goals and develops a plan for school improvement (required by Florida law)
* A council that provides assistance in preparing the school’s annual budget and plan (required by Florida law)

***Please contact the Volunteer Coordinator for a copy of the SAC manual.***

**Chapter 8: Family Engagement**

**Parent Teacher Association (PTA)**

**What is PTA?**

The letters PTA stand for Parent Teacher Association, and PTSA stands for Parent Teacher Student Association, but they really stand for much more. They stand for common aims shared by millions of Americans. The magnet that draws all these men and women together in PTA is their common caring and concern for children and youth. Their common purpose is to promote the welfare of children and youth in home, school, community and place of worship. PTA is a volunteer organization that is noncommercial, nonsectarian, and nonpartisan. County Council is affiliated with the Florida PTA and the National PTA, but remains autonomous with bylaws and programs that define projects to fit the needs of Pinellas County.

Many decisions that affect the education and welfare of students are made beyond the local school level. They are made by members of the School Board, the State legislature, or the Congress. Membership to PTA affords parents the opportunity to have a voice in the decision-making process, to be heard by the people who ultimately determine school policy or legislation affecting children. PTA is the oldest advocacy group for education and the only one that lobbies for ALL children. The PTA, through its strength in membership and integrity, is clearly heard by legislators.

PTA is a medium through which administrators, teachers, and parents may discuss educational concerns and problems, and objectively work together toward solutions.

PTA is the largest nonprofit volunteer organization in the country. **PTA Board members are required to be registered volunteers.**

**Objectives of PTA**

* To promote the welfare of children and youth in home, school, community, and place of worship
* To raise the standards of home life
* To secure adequate laws for the care and protection of children and youth
* To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
* To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education

**Chapter 8: Family Engagement**

**Parent Teacher Association (PTA)** *cont.*

**Pinellas County Council of PTAs (PCCPTA)**

* **Pinellas County Council of PTA** is a group of local PTAs organized under the authority of the Florida Congress of Parents and Teachers (FPTA). Its purpose is to promote and provide leadership training and coordinate the efforts of the member PTAs.
* adds strength to local PTAs by enabling them to work more effectively in their schools and communities. Organized into the Council, PTAs can provide the impact of united effort for which we are recognized.
* is governed by bylaws approved by Florida PTA. Local PTAs join the Council as autonomous organizations, paying dues as described in the Council bylaws.
* exists to provide leadership, to serve, to assist and to act as a resource for member PTAs.

***Examples:***

Sports Booster Clubs

Band Booster

Alumni Organization

Drama Booster Club

*This is a good place to keep information regarding other school-wide organizations . . . .*

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**Chapter 9: Program Recognition**

**Recognitions Ideas**

Ideas for Volunteer

and Partner Recognition at the School Level

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**Recognition should be ongoing throughout the school year, it is most important during the Florida**

**School Volunteer Month, always held in February and**

**at year-end events.**

**Chapter 9: Program Recognition**

**Recognitions Ideas**

Recognition should be ongoing throughout the school year, but is most important during the month of February, Florida School Volunteer Month, and focused around Valentine’s Day. Year-end events are also a prime time for recognizing your volunteers and thanking them in different, unique and creative ways for all they do!

People often ask for fresh, “new” ideas to recognize their volunteers, something that will excite them and make volunteers happy at the schools!

Certainly there are new, creative ideas that come up, such as writing personal thank you notes, E-mailing a note of thanks, etc.; but we believe always looking for new ideas seems to miss an important part of recognition.

Instead of using gimmicks and glitz, make your thank-you sincere, timely and continuous throughout the year. Working directly with different types of people in your school, it becomes a critical responsibility to find ways to continuously recognize everyone involved.

**Here are some suggestions:**

* Put volunteer/staff recognition on your weekly “to do” list.
* Keep a record of those you have praised. This will help to avoid overlooking others.
* Instruct others to do the same and be sure that you remember to thank these people yourself.
* Use voice mail, E-mail, and websites when appropriate. Don’t forget the old standbys, an article in the school newsletter is a great way to say thank you to volunteers! As you think of new ways to recognize volunteers, make an idea list of recognition opportunities. Invite others to add to the list, so that everyone charged with saying thank you has a reference source of creative options.

**V**aluable is the work that you do,

**O**utstanding in how you always come through.

**L**oyal, sincere and full of good cheer,

**U**ntiring in your efforts throughout the year.

**N**otable are the contributions you make,

**T**rustworthy in every project you take.

**E**ager to reach your every goal,

**E**ffective in the way you fulfill your role.

**R**eady with a smile like a shining star,

**S**pecial and wonderful - that’s what you are.

**Chapter 9: Program Recognition**

**Recognitions Ideas for Principals**

**1.** A message saluting your volunteers and partners on your school marquee.

**2.** Post an announcement of Florida’s Community Involvement in Education Week on the faculty bulletin board or in the lounge, about two to three weeks in advance.

**3.** Send a memo to all teachers reminding them of Florida Community Involvement in Education Week and encouraging them to “join in thanking all our school volunteers.” Mention volunteer and business partnership contributions and express appreciation in a memo, newsletter, etc. sent home to parents.

**5.** Send individual letters (can be one standard letter to all with individual names typed in) to each school volunteer or partner.

**6.** Prepare a “Dear Volunteer” letter expressing appreciation and providing a coupon good for a free cup of coffee in school cafeteria, or inviting volunteer to enjoy refreshments provided in the office during Community Involvement in Education Week, etc.

**7.** Invite school board members and/or district administrators to volunteer recognition events. Ask them to offer a word of appreciation to your volunteers.

**8.** Ask several faculty members to speak a few moments at your appreciation event on what having volunteers means to them and their students.

**9.** Invite your volunteers to stop by for a personal chat, coffee and donuts (give a specific time and place).

**10.** Send your volunteers a letter of thanks with a red heart coupon that could be redeemed for a free school lunch (possibly paid for by PTA or school hospitality committee) during Florida’s Community Involvement in Education Week. (You may limit this offer to volunteers with a certain number of hours, such as 20 or more) Phrase invitation so that the volunteers could join the student or class with whom they volunteer.

**11.** Send letters of appreciation to volunteer groups that serve the school:

**a.** In-school groups like booster clubs, PTA, SAC, etc.

**b.** Community groups that may have provided volunteer services to the school such as Foster

Grandparents, RSVP, Volunteer Action Center, USF fraternities and sororities, community service clubs, etc.

**c.** Adopt-A-School business partners and other supportive businesses.

**12.** At the February meeting of the PTA or SAC, recognize these groups as volunteer organizations and express appreciation for their contributions to the school.

**13.** Include mention of Community Involvement in Education Week in morning announcements over the intercom that week. Encourage students and staff to express their appreciation to volunteers and business partners.

**Chapter 9: Program Recognition**

**Ideas for School-wide Recognitions**

**1.** Invite volunteers to breakfast or lunch at school on a certain day during Community Involvement in Education Week. Ask for PTA funds or ask teachers to provide covered dishes. Have students decorate tables. Have volunteers RSVP so you know numbers to plan for. Hang an announcement on the wall with message “Thank You, Volunteers” the day before volunteer luncheon; encourage students to sign it or write messages to volunteers.

**2.** Plan a Volunteer Appreciation Party (a before or after school reception). Faculty members must be willing to attend in order for this to be an effective expression of appreciation. Ask a florist to donate a centerpiece. Give it to a volunteer as a door prize.

**3.** Plan an after school dessert party and send out invitations that read: “Our volunteers deserve their Just *Desserts*! Please join us for dessert at our volunteer recognition reception”

**4.** If you are having “an event,” have students perform (songs, poems, and skits).

**5.** If you have youth volunteers serving at your school, such as peer facilitators, do something special for them (perhaps a sundae party with lots of yummy fixings or prepare goodie bags with things like pencils, stickers, food coupons, skate center pass, etc.).

**6.** Set out goodies for volunteers each day during Community Involvement in Education Week. Teachers could donate goodies by grade level. Something like sweets and coffee or a pretty bowl of candy hearts near the sign-in location would be nice.

**7.** Provide heart shaped box of candy or bowl of candy kisses at volunteer sign-in location with note to help them, or put out a bowl of lifesaver candies with a card saying “(school name) volunteers are real Lifesavers. Thanks!”

**8.** Fix up little packages of mints (or put out a bowl of wrapped mints) for volunteers with the following message:

**CONTENTS:**

* “COMPLI-MINT” because you’re so nice.
* “ACHIEVE-MINT” for your past performance.
* “ENJOY-MINT” to keep you smiling.
* “COMMIT-MINT” for your continued efforts to help our students.

**9**. Provide flowers for your regular volunteers near the volunteer sign-in location.

Suggestions: camellias from someone’s yard, paper flowers made by students in art classes, donated floral arrangement or a vase of red carnations with a note inviting volunteers to help themselves to one in appreciation for all they do.

**Chapter 9: Program Recognition**

**Ideas for School-wide Recognitions** *cont.*

**10.** Decorate volunteer station in office with “Thank You” balloons during Community Involvement Week.

**11.** Make little potpourri bags for your volunteers using squares of netting and tie with ribbon. Use

red and pink colors for Valentine theme.

**12.**  Provide volunteers with pads of paper with school insignia or a special saying printed on it. These can be ordered inexpensively through the district’s print shop.

**13.**  Provide volunteers with appreciation certificates and, perhaps, plaques for your outstanding school volunteer nominees. Certificates are available from the district family & community relations office.

**14.** Decorate a prominent bulletin board with a volunteer appreciation theme. This may include student thank you notes, poems or pictures. Examples of bulletin board ideas are “We love our volunteers” or “volunteers give from their hearts” with photos of volunteers working throughout the school or with hearts with volunteers’ names in them. Another idea would be to draw a big tree on a bulletin board and distribute cutout pieces of red paper shaped like an apple throughout the school. Students and teachers write special thank you messages to their volunteers on these apples and give them to the liaison who will arrange them on the tree.

**15.**  Honor your volunteers each morning on the P.A. system.

**16.**  Hang a large, laminated banner near student drop-off and pick up thanking volunteers.

**17.** Paint front windows or glass doors of the school with hearts and flowers and the message “We Love Our Volunteers.” (Note: paint on the outside so it can be washed off easily.)

**18.** Send valentines to volunteers from principal, liaison, teachers and/or students. Can be handmade, bought or use printed ones.

**19.**  Faculty can wear buttons “We Love Our Volunteers” during Community Involvement in Education Week. These can be made at a minimal cost and can be used again in the fall for recruitment.

**Photo Wall: Collage of Volunteers**

*Does your staff recognize the volume of services taken on by volunteers? If not, here is a great way to make them well aware.*

* Tag along with volunteers on routine assignments. Take a camera and snap candid photos as they perform service or participate in meetings.
* Develop the photos larger than usual. Mount them in interesting groupings/angles, on a long piece of colored butcher paper, available at school supply stores. Choose a theme such as, “The Many Faces of Service.” Create a quaint border by printing volunteer names around the outer edges. Now, display the oversized poster in a high-traffic area.

You will be surprised at the attention a photo wall gets, and it’s a visible reminder of just how much volunteers contribute.

**Chapter 9: Program Recognition**

**Ideas for School-wide Recognitions** *cont.*

Want to recognize your volunteers every time they come to school? The phrases below can be on handmade signs, computer-made or handmade banners, outside school marquees or even a part of the morning announcements.

* READING TUTORS GIVE THE GIFT OF WORDS
* BE PART OF IT! BE A VOLUNTEER!
* VOLUNTEERS MAKE A WORLD OF DIFFERENCE
* VOLUNTEERS (OR TEACHERS) HELP THINGS GROW
* PTA & SAC WORKING TOGETHER FOR (YOUR SCHOOL’S NAME)
* BE A PART OF SUCCESS. BE A TUTOR.
* VOLUNTEERS ARE THE HEART OF IT ALL
* CHILDREN ARE THE HEART OF IT ALL
* VOLUNTEERS MAKE WISHES COME TRUE
* WE LOVE OUR VOLUNTEERS
* MENTORS MAKE A DIFFERENCE
* THANKS FOR VOLUNTEERING
* SENIOR VOLUNTEERS ARE SUPER
* HOORAY FOR 4TH & 5TH GRADE TUTORS
* WHEN YOU VOLUNTEER HERE, YOU FEEL AT HOME
* WE SALUTE OUR VOLUNTEERS
* OUR VOLUNTEERS HAVE HAPPY HEARTS
* VOLUNTEERS ARE “BEARY” SPECIAL
* TOMORROW’S GROWTH BEGINS TODAY. VOLUNTEER.
* VOLUNTEERS MAKE SPIRITS BRIGHT
* THE MOST IMPORTANT HOUR OF YOUR WEEK MAY BE THE ONE YOU GIVE AWAY.

**Chapter 9: Program Recognition**

**Recognizing Business Partners**

***These ideas are great any time of the year!***

1. For special occasions, have students serve baked goods to business partners at their place of work.
2. Provide decorations for business functions, meetings, luncheons; i.e. centerpieces, signs, etc.
3. Provide free tickets for special programs or athletic events at the school.
4. Give your business partner a plant for his or her office with a personal note.
5. Make a big poster to hang at the business. Have photos of volunteers (especially people from the business) working with children, mount each photo on a colored heart and write a description of the volunteer activity beside it. At the top of the poster write “Volunteering at (school name)” and at the bottom of the poster write “is good for the heart!”
6. Always remember to thank businesses. Notes from students are particularly effective.
7. Provide space in the school to highlight partnership activities.
8. Make a note of birthdays of employees, and have children send birthday cards.
9. Provide choral or musical groups for special occasions.
10. Provide businesses with an inside look at school, tour the school and explain curriculum.
11. Invite your partners to shadow a teacher or administrator.
12. Have the Student Council assist with planning partnership activities.
13. Provide student art work for display at the businesses.
14. Invite your partners to serve on advisory councils, task forces, etc.
15. Send monthly activity calendars and/or newsletters to businesses.
16. Put businesses on your mailing list and communicate often.
17. Provide visibility by submitting partnership information to be used in press releases, human interest articles and school publicity.

**Chapter 9: Program Recognition**

**Teacher Honoring Volunteers**

1. Decorate your door or a class bulletin board using any theme expressing appreciation for volunteers. Examples might be: a picture of strawberries with the message “We’d be in a jam without your help!” or a large valentine tree (leaves are hearts with children’s names on them) and the message, “Thank you for helping us grow.”
2. Prepare a personal note of thanks from the direct recipient of the volunteer’s time (Teacher, student, media specialist, school secretary, etc.).
3. Make a large valentine from the whole class and have everyone sign it.
4. Invite your volunteer to the class valentine party as a special guest. Have a valentine bag for your volunteer and urge students to make valentines for him/her.
5. Make a huge valentine for a class bulletin board with the words, “Our heart is not as big as yours,” and have all the kids in the class sign it.
6. In early elementary classes, each child can draw a picture for the volunteers. Write the child’s name on each picture. Put the pictures together in a book for the volunteer and have the children sign it. Or have each child trace his hand, cut it out, write Thank You on it, glue it to a piece of paper, and write his name at the bottom of the paper. Laminate each page and put them together in a book. On the cover, write: “Dear\_\_\_\_\_\_\_,” Thanks for the helping hand!”
7. Have children draw pictures of volunteers helping in their class. Hang these on a bulletin board or wall and then give them to volunteers to keep after the celebration week. This activity would involve discussion of concept of gifts from teachers are nice.
8. For special area staff (Guidance, Media Center, Music, School Office, PE, etc.), invite your volunteers to lunch or make some special “goodies” for them.
9. Have flowers or balloons delivered to a special volunteer at school on her/his “work day” from the teacher and students.
10. Teacher written poem for volunteers.
11. Don’t forget student volunteers such as peer tutors and America Reads/Counts tutors.
12. Prepare your students to rise in a standing ovation when the volunteer arrives. This is an excellent way to impress upon students the value of volunteering.

***Note:*** *Keep it simple and fun. The important thing is your personal thanks.*

**Chapter 9: Program Recognition**

**Volunteer Recognition Ideas**

* Honor a different outstanding volunteer on each day of volunteer week. Make a poster for each day’s

and add it to the others first thing in the morning. Use a picture of each one and include a brief write-up about his or her activities. Post them in a prominent place such as the entry area of your organization.

* Create a “Wall of Fame” for all your volunteers. Put up a photo and a brief description of the activities each volunteer has participated in during the past year.
* Put a sign on your office lawn or in front of your building that says, “Thank You Volunteers.” This helps remind the public about volunteering and lets them know that you use and probably need volunteers.
* Tie a big blue bow around a token gift for a “blue ribbon” winner.
* Fill a mug with gourmet tea bags. Attach a note that says, “You suit us to a tea!”
* Other food-related ideas include: a party complete with an angel food cake and angel decorations and hang a sign or banner saying, “You’re absolute angels!”
* For a volunteer that’s come through on a difficult or unexpected project: a jar of jelly or fruit preserves with a note saying, “Thanks for getting me out of a jam!”
* Create badges that say: “Hi! I make a difference. Ask me what I do at (the name of your school).” This is a good conversation starter and helps create awareness of your organization.
* When possible, have students who work with a tutor or mentor, attend with the volunteer or have them write a thank you note for the volunteer to take home.
* Have a sign-in sheet at the door so someone can pull the certificates of only those who are present. This saves you from calling out names of people who aren’t there.
* Include recognition of business partners. They are a tremendous resource to your school.
* Include a teacher testimonial which always provides a heartwarming message.
* Reading about your outstanding school volunteers (not just announcing their names) gives everyone an idea why these people are special to your school.
* Taking time to call each volunteer up to receive a certificate and handshake from the principal is so appreciated.
* Involving students on the agenda in some way makes the program. It’s the children that bring volunteers to our schools.

**Chapter 9: Program Recognition**

**Volunteer Recognition Ideas** *cont.*

* “Volunteers Make It all Fall In Place”...use colorful poster board cut into puzzle shapes, gift idea...paint recycled jigsaw puzzle pieces, write “Thanks” with a gold pen on it, then hot glue a pin-back! Recycled jigsaw puzzle pieces, write “Thanks” with a gold pen on it, then hot glue a pin-back!
* “Our School is Growing with the Help from Our Volunteers”...a garden with plants, flowers, seed packets on sticks, picket fence, garden tools. Gift idea. A plastic cup or terra-cotta pot with a seedling “Thanks for helping us grow!”
* “Our Volunteers are Gold Medal Winners...Let the Thanks Begin”...Olympic rings, torch, gold medals with volunteers’ names. Gift idea: a handful of gold Hershey kisses wrapped in cellophane and tied with a pretty ribbon.
* “Let’s Give Our Volunteers A Hand For a Job Well Done”...children cheering or clapping, hand punch-out with volunteers names. Gift idea...homemade cookies in the shape of a hand, with the word “Thanks” written in icing.
* “Volunteers Have The Scoop!”...ice cream cones with volunteers’ names on the scoops. Gift idea...an ice cream party or a gift certificate for an ice cream cone.
* “No Bones About It, Our Volunteers Are The Best!”...a puppy or dog surrounded by cutout doggy bone shapes that have volunteers’ names, or paw prints with volunteers’ names. Gift idea...a new doggy dish by the sign-in book filled with “treats.”
* “Volunteers Are The Heart of Our School!”... a large heart or Valentine in the middle of a schoolhouse.. Cupid shooting arrows towards hearts with volunteers names on them. Gift idea...a basket of chocolates at the sign- in log...your volunteer’s favorite candy bar tied with a pretty bow...a pretty mug with a packet of gourmet cocoa.
* “ So Fortunate To Have Volunteers In Our School!”... A Chinese dragon, Chinese lanterns with volunteers’ names on them. Gift ideas...a basket of fortune cookies at the sign-in sheet... give your class room volunteer a single fortune cookie that this been dipped in melted chocolate and presented in a take-out box.
* “What A bunch of Great Volunteers!”... a monkey or monkeys swinging from a tree, holding a bunch of grapes.

Gift ideas... a basket of fruit at the sign-in log ... a gift certificate for a banana split.

* Take Note of Our Key Volunteers!”... piano keyboard across the top of the bulletin board with colorful musical notes representing volunteers. Gift idea...your volunteer’s favorite musician or group on CD.

**Chapter 9: Program Recognition**

**Bulletin Board & Reception** *cont.*

1. “We’re Nuts about Our Volunteers!”... A squirrel or elephant and peanut shapes that have volunteers’ names on them. Gift idea...a basket of roasted or boiled peanuts at the sign-in log book... a nutty candy bar like Babe

Ruth or Snickers for your classroom volunteer...“We’ll Never Forget You” written on it, attached to a candy bar.

1. “It’s No Secret -- We Have Great Volunteers!”... A cartoon detective in a spy coat, using a spy glass. Gift idea...leave clever notes for your volunteers, sending them to a secret spot in your school where they at last discover a single flower in a vase or a mystery box filled with their favorite sweets or a potted plant. Attach a note that says, “There’s no mystery here! You’re the best.”
2. “Our Volunteers Are Cool!”...penguins or polar bears on ice skates or sledding, with a snowy backdrop.

Gift idea. An ice cream party or slushy party.

1. “Our Volunteers Are Supreme!” ... a large pizza with all the toppings, including pepperoni slices that have the names of volunteers on them. Gift idea...a pizza party of course...or a gift certificate for a pizza...or a jar of homemade pizza sauce tied with a pretty bow...or a basket lined with a checked napkin that contains ingredients for a pizza.
2. “Our Volunteers Are True Gems!”...a treasure chest filled with sparkly gems-like stones (rubies, emeralds, sapphires, pearls and diamonds,) which all have volunteers’ names written on them. Gift idea... a basket of gems like gumdrops, at the sign-in book.
3. “Our Volunteers Are Super-Heroes!”... A super hero, like Wonder Woman or Superman. Gift ideas... have a luncheon or give your volunteer a “hero” sandwich for a job above and beyond the call of duty.
4. “The Key To A Successful School Is A Treasure Chest of Great Volunteers!”... Pirate, a parrot, gold keys with names, a map. Gift idea ... has a gift box decorated to look like a treasure box lined with inexpensive beads

or Mardi Gras beads, mount a mirror on the inside of the lid with a note that says, “Our treasure is YOU!” Fill

the box with tiny gift boxes for each volunteer.

1. “We’re Wild about Our Volunteers!”... Jungle scene, or wild animals. Gift ideas...a basket of animal cookies at the sign-in book...have a Tony the Tiger breakfast party including bear claws and jungle juice.

**Chapter 9: Program Recognition**

**Bulletin Board & Reception** *cont.*

**Festive Holiday Receptions**

***Choose a fun winter theme.*** While Christmas or Hanukah themes may be a logical choice, think of other cold-weather delights such as snowmen, evergreen sprigs with pine cones and gingerbread houses.

***Add a specialty coffee bar.*** The scent of hot, flavorful coffee made to order draws guests like a magnet, serving as both a party theme and a popular choice for refreshments. Have a cookie decorating area where guests of all ages can frost a gingerbread man to eat or take home.

***Choose a festive location.*** Check availability of a large reception area, your local historical museum or art gallery, or the party room of a popular theme restaurant.

***Be flexible about the time of day.*** Busy volunteers may thoroughly enjoy an early holiday breakfast buffet before going to work. Crepes, pancakes, waffles, fruits, meats and fresh juice offer limitless menu options. An afternoon tea might include dainty sandwiches or cookies, scones, and pastries.

*This is a good place to additional holiday ideas to share . . . .*

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C:\Documents and Settings\Workstation.ADN-2UA7370T45\Local Settings\Temporary Internet Files\Content.IE5\BSGQ58N5\MCj04126840000[1].wmf**WHAT ARE VOLUNTEERS?**

Volunteers are like Ford…They have better ideas.

Volunteers are like Coke….They’re the real thing.

Volunteers are like Pepsi…They’ve got a lot to give.

Volunteers are like Dial…They care more, don’t you wish everyone did.

Volunteers are like VO5 Hair Spray…They hold in all kinds of weather.

Volunteers are like Hallmark…They care enough to give the very best.

Volunteers are like Standard Oil…You expect more and you get it.

But most of all, Volunteers are like Frosted Flakes…

**Chapter 9: Program Recognition**

**Thank-you Ideas**

* You’re a Cracker Jack volunteer! -- Thank you! Write message and tie it with ribbon around a box of

Cracker Jacks.

* We can always bank on your help! -- Thank you! Attach a thank you note to a piggy bank and tie with ribbon.
* You are a key to the success of our students -- Thanks! Glue an old key (spray painted gold) to a piece of paper folded double. Cut a key shape about 1 inch bigger than the key all around, write your message inside, punch a hole and tie with a piece of ribbon like a key chain.
* Thanks for your help--it tops everything off just right! Write your message and tie with ribbon to a jar of ice cream topping or a jar of salsa.
* You will always have a special place in our hearts for all you do--thanks! Write message on heart-shaped paper and tie with ribbon to a heart cookie or a box of heart-shaped candy.
* Thanks for all that you do for our school! Your help is right on the button. Write message on a round, double piece of paper (heavy). Glue a special button to the paper.
* You’re an angel--thanks! Write message and attach it to an angel.
* Thanks for all your help--you always come to the rescue! Write message and attach to a small (car-type) first aid kit, or a Band-Aid.
* Your help was just peachy! Write message and tie to a real peach, jar of peach jelly or a peach-scented candle.
* You’re a real life saver! Write message and tie to pack of Lifesavers or a child’s blow-up plastic tube.
* You’re a bear-y special person--thanks! Write message and tie to a bear cut out of brown grocery bags and stuffed with candy or any other bear item.
* Thanks for all the thyme you give to help our students. Write message and tie to tiny potted thyme plant or to a box of seasoning.
* Thanks for volunteering -- you give a big boost to our school! Write message on piece of paper and attach to small plastic rocket.

**Chapter 9: Program Recognition**

**Thank you Ideas** *cont.*

* Thanks for volunteering — you keep us flying high! Write a message and tie to a kite or a small balsa or model airplane.
* Thanks for all you do — you enlighten us all! Save those old light bulbs, apply gold glitter and tie message around the base with a gold or white ribbon.
* Hugs and kisses for all that you do! Wrap up several Hershey’s Kisses and Hugs in clear Saran Wrap, tie with a ribbon and attach a message.
* Thanks for always being there to help -- you’re at the top of the list of good guys! Write message and tie to memo pad or a shopping list pad (the long skinny type).
* Thanks for your help -- it was top hat! Write message and tie to glittered top hat (can purchase at party store).
* Thanks for always giving a hand! Ask for a few free clear, plastic gloves from your grocery store bakery or deli. Cut out cardboard the shape of your hand, fingers close together. Put cardboard hand into gloves (doubled for strength). Fill glove with jelly beans and tie at “wrist” with gift wrapping ribbon; curl ribbon and add thank you note.
* Thanks for all your help -- we can’t picture our school without you! Tie message to a picture frame, or write message and slip it into the frame where the picture should be and tie with a ribbon. If you have a photo of the volunteer “in action” you can put in into the frame as well.
* Thanks you’re all your help -- you always know the recipe for success! Tie note to small book of recipes or attach a favorite recipe of yours to the note.
* Thanks for volunteering -- you make our school a brighter and better place. Write message and tie to a box of crayons.
* To a person who never ducks out on the work -- thanks for all that you do for our school. Write message and tie note to a rubber-duck bath toy.
* It was our lucky day when you became a volunteer at our school! Write message and tie to box of clover cutout.
* Thanks for all you do -- we’d be in a pickle without you! Write message and tie to jar of pickles.
* It was truly a noteworthy day when you became a volunteer at our school! Write message and tie to a box of note cards.

**Chapter 9: Program Recognition**

**Volunteer Appreciation Ideas**

**Volunteers make the difference!!**

I took a piece of plastic clay

And idly fashioned it one day.

And as my fingers pressed it still,

It moved and yielded to my will.

I came again when days were past.

The bit of clay was hard at last.

The form I gave it, it still bore

And I could change that form no more.

I took a piece of living clay

And gently formed it day by day.

And molded with my power and art

A young child’s soft and yielding heart.

I came again when years were gone.

It was a man I looked upon.

He still that early impress wore

And I could change him nevermore.

Anonymous

**Slogans to use**

Volunteers Give the Time of Their Lives

Volunteers - The Heart of Our Program

Volunteers Plant the Seed of Success

Volunteers - The Heart of Our Great Nation

Volunteers Open Their Hearts

Volunteers - This Program’s Good Fortune

Our Program is Special - Thanks to You!

Volunteering - A Chance to Change Tomorrow!

Volunteers Make It Happen

Thanks Volunteers -You Make It Happen

**Tree’s Leaves Recognize Volunteer Accomplishment**

**Do you do anything unique to recognize your volunteers?**

To recognize their 20 volunteers, the staff of Springfield Victory Mission’s Victory House women’s Shelter created an “Encouragement Tree. “Staff and clients wrote what they appreciate about each volunteer on colored leaves that were placed on a drawing of a tree.

The leaves included the volunteer’s name and encouraging words, “We appreciate your willingness to do whatever needs to be done,” and “We appreciate your flexibility.”

*Source: Chris Hamilton, Volunteer Coordinator, Springfield Victory Mission*

**Chapter 9: Program Recognition**

**Planning a Recognition Event**

This is a special time for your school volunteers and partners. They should leave feeling that they are truly an important part of your school. Each one should have their name called and a certificate given to them. If you have volunteers who do calligraphy, ask them to help fill in the certificates. Some computer programs can be used to print names on certificates as well.

**How:** Set the date and venue early in the year. Form a committee!

**Who:** Invitation Guest List - Your guest list could include:

* Volunteers
* School Board members
* Principals/Administrators
* Level Superintendents
* SAC/PTA/Boosters
* District Volunteer Coordinator
* Business Partners
* School Support Staff
* Volunteers/Partners
* Media Contacts
* Mentors/Tutors & Students
* Student Volunteers

**What:** Food and decorations are nice additions to the recognition events. If the budget does not include money for the purchase of food, teachers are usually willing to help prepare goodies. The time of your event would help determine the type of food that would be served.

* Breakfast
* Lunch
* Coffee
* Brunch
* Dessert
* Assembly

**Invitations** (Maybe a thank you/invitation combined) always have someone else proofread your materials

* who, what, where, when
* RSVP by when
* include directions (map)
* follow up on RSVP’s

**Chapter 9: Program Recognition**

**Planning a Recognition Event *cont.***

**How will you send invitations and promote your event:**

* Mail
* Attach flyer to visitor sign-in log – Volunteer System
* Marquee
* E-mail
* Parent Connect
* Website
* Newsletter

**Where:**

* When arranging for a location:
* Reserve the space in advance
* Check for adequate parking
* Request an extra table for certificates
* Check on room layout for the seating arrangement and accessible outlets for audio.

**When:**

* Coordinate with the school & district calendar and principal
* Try to avoid the last week of school
* Select a popular volunteer day
* Avoid PRIDE Awards night, state volunteer/partner conference and Teacher Appreciation Day (unless you have a combined event.)

**Recognition Event Agenda**

Welcome/Introductions: Family & Community Liaison

Greetings: Principal

Performance (band, chorus, poem) Students

Importance of volunteers: Faculty Representative or Key Note Speaker

Presentation of certificates/pins: School Liaison & Principal

Distribution by Category: School Liaison & Principal

Instructional and Support Service Volunteers, PTA Volunteers & Partners

Award Presentations: OSV & Golden School: District Volunteer Coordinator or Designee

Closing remarks: Principal

**Chapter 9: Program Recognition**

**Protocol for Year-End Recognition Events**

**I. Invitations**

If you are planning to invite school board member(s) to your end-of-the-year events, the invitation should be sent directly to the individual at the school board office. The board office will collect the responses and respond to you on behalf of the board members.

**II. Introductions**

If there are any elected officials in your audience, introduce them before introducing school board employees.

Use the following order:

* State Senator, State Congressman, Mayor & City/County council members

When you sponsor a function with a scheduled agenda, introduce school board members and administrators in the following order:

* School Board Chairman, School Board Vice Chairman & School Board members *(do not mention past or former chairmen)*

Pinellas County School Board employees are then introduced in the following order:

* Superintendent
* Deputy Superintendent
* Associate Superintendent of Curriculum and Instruction
* Assistant Superintendents
* Supervisor, Family & Community Relations
* Office of Strategic Partnership *Family & Community Relations’* Director or Volunteer Coordinator

Please remember nobody enjoys long introductions. There may be additional introductions you need to make i.e., PTA or SAC Chairman, Business Partners, etc.

III. Courtesies for special guests

* Let your special guests know at the time of the invitation where they are expected to park, and if possible, include a special parking permit with the invitation. Be sure to have someone directing parking. School board members, other elected officials and other special guests should not have to search for a place to park.
* Provide reserved seating for special guests, if possible, and have student guides to usher them to their seats.

IV. General rules of protocol

* In public, always address board members, other elected officials and other school board staff as Dr., Mrs., Ms., or Mr. Never call them by their first name in public.
* Check ahead of time with board members to determine if they may have another commitment. It may be possible that one may have to leave early to get to another engagement. If so, it would be nice to thank them for attending and acknowledge that they have to leave.
* Do not assume that because the board chairman, vice chairman, members of the school board or the superintendent are in attendance, that they will give a speech. Please let them know in advance if you would like them to speak.

**Chapter 9: Program Recognition**

**Outstanding School Volunteer (OSV)**

**Frequently Asked Questions**

What is the purpose of nominating outstanding school volunteers when most volunteers are deserving of special recognition?

* Pinellas County Schools, like all other counties in Florida, participates in the Florida Outstanding School Volunteer Program. Consequently, each year all schools are encouraged to nominate three volunteers who represent the “best of the best” of their school volunteers. These nominees become the Outstanding School Volunteers for the school, automatically become the school winners, and are considered for further recognition through the district and state selection process. Schools with district funded Family & Community Liaisons are required to submit 3 nominations — an extra nomination is required for adult/community schools.

Who may be nominated?

* All registered volunteers are eligible. Schools may nominate one volunteer from each of the following categories:

Senior Category: 62 years of age or older

Adult Category: between 21 and 61 years of age

Youth Category: 20 years of age or younger

What criteria is used to select the nominees?

* The selection of outstanding school volunteers is based on the following criteria:

* Hours of service
* Years of service
* Impact on student achievement
* Impact on student achievement
* Impact on entire school community
* Quality of service
* Unique talents

The nomination form becomes stronger with more detail and specific examples. See previous year program for winning nomination examples.

How are district winners selected?

* Nomination forms are sorted first by the region, then by age categories. The selection committee reads all nominations and ranks them based on the above criteria. No additional information, photographs or letters of recommendation are considered. The winners are selected: each region has a youth, adult and senior winner. One winner is selected to represent the Career, Technical and Adult education programs district-wide.

How are the schools notified about the winners?

* In early February, the official announcement of Pinellas County Schools’ Outstanding School Volunteers is sent to schools and the press. A personal letter is sent to all nominees by the Superintendent in late February; the principal is copied. Schools should communicate with their nominees.

**Chapter 9: Program Recognition**

**OSV Frequently Asked Questions** *cont.*

**Why do schools have to select their outstanding volunteers so early in the school year?**

* The deadline for the submission to the Florida Department of Education is subject to the time of the event, and will be listed on the Department Calendar. The state selection process coordinates with the official recognition event held at the state conference in the spring. Our district recognition event is held in mid-April. In order to plan effectively, schools need to select & submit their nominees by December. (See department calendar for exact date.)

**How and when should schools begin the nomination process?**

* Schools should begin the nomination process in early September
* PCS Survey Forms - #2-2984 Family & Community Relations OSV Nomination Form
* District office will send notification of availability of current year form
* Proof & edit nomination form
* Complete & pony to district office before winter break
* See Family & Community calendar for deadline dates
* NO faxes or E-mail attachments will be accepted
* NO nominations will be accepted after the deadline

**How will the school winners be recognized?**

* Typically 200 nominations are received for the district selection. Each nominee will receive a letter from the Superintendent and an invitation to a county-wide celebration. Each nominee will receive a small token gift and a certificate signed by the Superintendent at the event. School representatives will be invited to attend with the school nominees.

**How will the district winners be recognized?**

* The county winners will be presented to the School Board during Florida School Volunteer Month in February. They will also be the “stars” at district event. The county winners may bring guests with them to the district event. A DVD will highlight the activities of the winners. They will receive a gift and they will be featured in the program booklet.

**Can a school nominate the same person each year?**

* Yes, however, the nomination should be rewritten to give it a better chance of being selected as a district winner. Please do not nominate a past county winner. Try to select someone who has not been a winner in prior years to enable others to experience the thrill of being a winner. Consider appointing last year’s winner to be on the school selection committee.

**How do we know if the district winner is selected as a state winner?**

* The state winners and their district director are notified at the Outstanding School Volunteer Event each year. State winners have expenses paid to attend the Florida Outstanding School Volunteer Event, usually held each spring

**Chapter 9: Program Recognition**

**OSV Process Recommendations**

**Outstanding School Volunteer Process Recommendations**

Below are liaison recommendations for developing a process at your school to select and write an Outstanding School Volunteer application.

* Qualities an OSV should have:
* Their “Affect” warm fuzzes
* Reliability / Dependability
* Effectiveness
* Impact
* Unique Talents
* Did they develop any specific program for students/school

**Start the search for your OSV nominees in May before leaving for summer break**

* Gather teachers and staff input on who their “Star” Volunteers were.
* Put together a timeline of when things are due for staff and yourself
* Use Volunteer System to provide information on hours, categories and whether or not the volunteer was active in that year being nominated.
* Put together a nominating committee – committee members can be: SAC member(s), principal, staff member, liaison, liaison manager or teacher(s)
* Send out multiple reminders to staff
* Principal E-mail, Liaison E-mail, mailbox and word of mouth
* Send out the two questions on the nomination form for staff to review
* In August/September
* Promote OSV w/staff for any last minute nominees
* Ask those who nominated volunteers to write in bullet point form what the volunteer did, what were the benefits (see list above and use nomination form for outline)
* Set a deadline for all nominations due to you
* Find a writer who can write the nomination if you can’t
* All committee members should select the final winners based off of the criteria.
* Have at least 2 people proof read the application before sending it to the district.

**Chapter 9: Program Recognition**

**OSV Checklist**

* **Please see the District Calendar for December Deadline for All Nominations.**

A mandatory minimum of 2 nominations from each school is required; the categories are Senior, Adult & Youth.

* Type (front page using the Tab Key to move from one space to the next) of nomination form, Do Not Use Page 2 of Central Printings form (PCS Form #2-2984) use the word document for page 2 in Chapter 10 of the manual.
* Include One copy of the “Volunteer System Screen Page”
* Use the Modified nomination page 2 form - (the word document can be found in Chapter 10) Fill the whole space provided to write the nomination.
* Font size should be no smaller than 11point and no larger than 12point
* Send the original nomination plus 3 additional copies of each nomination (2 sides, Staple) to the Administration Building, Attn: District Volunteer Coordinator
* Write an “EXCELLENT” nomination
* Proof read and check grammar
* Principal to read and sign nomination
* Pony Nominations by due date. See District Calendar for date.

**Helpful Hints:**

1. Make sure the volunteer must be registered and active.
2. Only one nomination in each category per school – no couples
3. Do not E-mail or send faxes
4. If the typed information does not fit on the second page with the new font size (12), then your paragraph is too long.  Please edit to fit.
5. The screen print of the volunteer’s profile from the volunteer system must be included with the nomination.  This is **not** the hours recorded, but a printout of the screen which shows the volunteer’s name, birth date, address, phone#, etc., Volunteers must be REGISTERED, ACTIVE & HAVE ACTUAL HOURS LOGGED INTO OUR SYSTEM prior to the nomination.

**Chapter 9: Program Recognition**

**State & District Awards**

**Golden School Award**

This award is granted by the Florida Department of Education to schools with exemplary volunteer programs. Schools must meet four criteria to receive the award:

1. Have volunteer hours equal to twice the number of students in the school based on mid-year report.
2. Have a school Family & Community Liaison/Manager.
3. Provide training for at least 80% of their faculty on the use of volunteers by end of October.
4. Completed mid-year report submitted by deadline.

**Ten and Twenty Year Golden School Award**

The Florida Department of Education recognizes schools who maintain ongoing exemplary volunteer programs for 10 and 20 years. Note: the data provided on the midyear report is used to calculate eligibility for the Golden School Award or the 10/20 year Golden School Award. No application is necessary for Golden School Award. Schools will be notified.

**Florida Community Involvement (Volunteer)**

Each year, the Governor of Florida proclaims February to be Florida Community Involvement in Education Month. Municipalities, as well as Pinellas County Government, sometime issue proclamations. Schools often use this week to plan a special recognition event. The Office of Strategic Partnerships Family & Community Relations may provide schools with appreciation items for presentation to volunteers during this month, pending funding allocations.

**Family Involvement Award**

The DOE Family Involvement Award was developed to promote and recognize innovative school practices that increase family involvement. Entries are judged in each of three categories: elementary, middle and high. Schools submit award nominations to the district office; one school activity from each level is then sent to DOE in April.

**Five Star School Award**

This symbol of achievement is presented each year to those schools that have shown evidence of exemplary family & community involvement. Eligible schools are designated annually and must be renewed each year. Schools that achieve this designation will receive the Florida Department of Education’s highest award for family & community involvement. In order to qualify for this award, a school must achieve 100% of the criteria in the categories of Business Partnerships, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils. The school must also have a portfolio that documents the achievement of each criteria.

**Florida Outstanding School Volunteer Award**

Three nominations come from the district winners. The district office processes all the necessary applications. Notification of state winners is made in February.

**Chapter 9: Program Recognition**

**Five Star Awards Tip Sheet**

**Here are the answers to some frequently asked questions about the Five Star School Award that should more clearly explain the program’s purpose, incentives and requirements.**

**What is the purpose of the Five Star School Award?**

* The Five Star School Award designates and recognizes schools that have total family & community involvement. The purpose of this award program is to provide a yardstick for schools to use in an annual self-analysis of their level of community involvement. Should a school fall short of 100% achievement, the standards can serve the school as a road map to their destination of family & community involvement in the school improvement process and in their quest for Five Star School status. Five Star can be compared to an annual road check. In some schools, all the family & community involvement components are working at 100%. The requirements are reasonable and they set high expectations for “top of the mountain” achievement.

**What is the incentive for the Five Star School Award?**

* Schools that receive the Five Star School Award will be designated annually, in the fall, reflecting the achievement of the preceding year. It is intended that the celebration of this achievement at the beginning of the traditional school year be a positive way to start the year, spotlighting the value the school places on Family & Community Relations, and the schools commitment to such. Recipients of the Five Star School Award will always receive a certificate of designation from the state, along with the possibility of incentive items provided by this district.

The following suggestions are provided in an effort to give schools a better understanding of the documentation required for the Five Star School application:

* Establish a portfolio with five sections, one for each category on the application:

1. Business Partnerships
2. Family Involvement
3. Volunteers
4. Student Community Service
5. School Advisory Councils

All criteria standards in each category must be completed. Each portfolio section will contain a summary outline sheet listing how your school meets the criteria standards. At least one sample related to each standard listed should be sufficient documentation.

**Chapter 9: Program Recognition**

**Five Star Checklist**

* After the principal has indicated that the school will apply or reapply for the Five Star School designation and has assigned a school contact person, the following steps should be followed:
* Attend mandatory Five Star Workshop
* Establish a Five Star coordination team that will research and document how the school meets the award criteria (typically 5 people who are familiar with the areas of Business Partnerships, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils). Each person should be assigned to work on a particular category.
* Contact the Office of Strategic Partnership Family & Community Relations district volunteer coordinator to discuss the documentation process, interpretation of the award criteria, timeline for completion, and other important information. If team members are new to the process, the district volunteer coordinator will meet with them at the school to further explain the process and clarify information.
* At a SAC meeting early in the school year, review the Five Star SAC criteria. Be sure SAC members understand the attendance criteria for the Five Star award.
* The SAC secretary should regularly record and monitor attendance. The Five Star team should communicate regularly with the SAC secretary to make sure the attendance requirements are being met. Remember that the SAC attendance requirement is one of the most challenging of the Five Star criteria.
* The Five Star coordination team should meet periodically to discuss how the documentation process is going. Team members should contact the district volunteer coordinator if they have questions about the award criteria.
* By April, team members should determine if they are still on track to complete the criteria. The district volunteer coordinator will contact the team leader to see if the school is proceeding with the award application process. If yes, the district volunteer coordinator will schedule a meeting to review the Five Star portfolio (usually in May or before the end of the school year).

**Chapter 10: Program Goals**

**20\_\_\_/20\_\_\_ Family & Community Liaison’s Goal Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | | **Name** | |
| **Goal 1:** | | | |
| **Information**  1.  2.  3. | **Resources**  Funding/Time/Materials/Resources  1.  2.  3. | **Task/Action Steps**  What will be done  1.  2.  3. | **Timeline**  By When: Set Date/Month  1.  2.  3. |
| Review School Improvement Plan goals. How does your goal align? | | | |
| How will this goal assist with highest student achievement? | | | |
| Review Date Review Date Review Date Completion Date:   |  |  |  |  | | --- | --- | --- | --- | | 1. | 2. | 3. |  | | | | |
|  | | | |
| Liaison Signature: Principal Signature: | | | |
| ***Send a copy of all Goals to the Office Strategic Partnerships Attn: Volunteer Coordinator*** | | | |

**Family & Community Liaison - Month to Month Check List**

1. Check file cabinet and “My Documents” file for copies of materials

2. Start your own file both in the cabinet and computer

3. Talk to your manager about setting goals for the year

4. Meet with the District Coordinator

5. Attend Basic Training I & II

4. Find out the amount of your budget

5. Attend the Booster Clubs, Clubs/Organizations, SAC and PTA Meetings – Introduce yourself

6. Shadow another School Liaison

7. Confirm you have access in the Volunteer System in Focus

**July: Prep Work**

* Make a Welcome Back/Introduce yourself to Teachers letter and put it in their mailboxes.
* Ask to be on the agenda for the first faculty meeting: introduce yourself and your program.
* Find out the best ways to communicate with faculty.
* Make Teacher packets to hand out at first Faculty Mtg. (talk to your Principal 2 days before and remind him that day) include a copy of: Volunteer Registration form, Volunteer (tutor/mentor) process needs, Field Trip procedures and the best way for the teacher to communicate with you.
* Make up a Coaches welcome letter and packet: include the volunteer forms, and volunteer contact information. Provide Field trip procedures and the importance of documenting booster hours.
* Attend booster meetings to get to know who the volunteers are and to put processes in place for them to register and document hours.
* Make additional copies of volunteer registration forms & Tutor/Mentor needs determination form, then place in the front office and by the teachers’ mail boxes for easy access.
* Give Tutor/Mentor needs Determination form to the guidance counselors
* Make copies of the Volunteer registration forms and volunteer interest forms to be passed out for 9th grade orientation. This is usually the night before schools starts. Please attend.
* High School/Middle School liaisons copy 100 tutor/mentor passes to have on hand.

**Please note: Don’t start any tutoring or mentoring until after the 10 day count, schedules change…**

**August:**

* Attend all District Meetings and trainings.
* Attend Orientations and pass out registration forms/interest forms and if there is an opportunity to speak do so.
* **Check all NEW volunteers on the FDLE predator site before registering volunteers in Volunteer System.**
* Start inputting all registration forms into Volunteer System.
* Meet with the TSIC Coordinator to confirm Take Stock in Children students.
* Print out current TSIC student list/print their schedule’s and call mentors and set up dates/time for them to meet.
* Make a spreadsheet to track volunteers (mentor).
* If your school is a 5 Star school – attend Five Star workshop.
* Start a folder to collect all materials that go in and out of the school.
* Attend SAC Meeting to remind board members that attendance is a must. Talk to SAC Chair and Secretary to make sure you get copies of the SAC Attendance.
* Submit article in school newsletter about Family & Community Relations.
* Every month acknowledge volunteers/partners etc…

**September**

* Start Math/English/Science tutoring – set-up a master schedule, print out students schedules. Find last years tutor list, call tutors to set up dates/time for them to meet.
* Meet with students and have them sign a tutor agreement. This helps to insure some responsibility on the part of the student.
* Send notices to teachers and ask for assignments for the tutors.
* Send passes out the period before the student is to be tutored.
* Attend Back-To-School Night.
* Send notices to all Boosters/Club Sponsors etc… ask for volunteer hours to be turned into you at the end of every month.
* Set date on master calendar for recognition event and book the room now.
* Send your “Critical Needs” to the District Office.
* Make sure hours are being logged in the Volunteer System

**October**

* Start asking for Outstanding School Volunteer nominations.
* Recruit volunteer to help with PSAT (Confirm time needed).
* If possible make coffee and donuts for the PSAT proctors.
* Continue to keep up with registration forms and inputting hours.
* Do not bulk band booster hours.
* Always check master calendar for field trips and make sure all field trip drivers/ chaperones are background checked 10 days prior to field trip
* Contact National Honor Society President, get student volunteers to tutor at the library. Confirm days and times with librarian. Make sure all volunteers are registered. Keep track of hours with a sign in book.
* Check SAC attendance, send reminders if anyone is missing meetings.
* If this is your responsibility – Great American Teach-In – Email faculty, find out who wants what kind of speakers -- Start lining-up speakers, make up a master schedule.
* Recruit volunteers to help with snacks the day of the program.
* Send notices to all Boosters/Club Sponsors etc… ask for volunteer hours to be turned into you at the end of the month.
* Make sure you are putting articles in the school newsletter.
* Send your “Critical Needs” to the District Office.
* Make sure hours are being logged in the Volunteer System

**November**

* Find out who your seasonal volunteers were they should be back and will want to start volunteering.
* Remind Volunteers of school holiday.
* Send out SAC reminder regarding attendance.
* Wrap up OSV nominations
* Set-up for G.A.T. name tags, print out Certificates - set-up food/coffee/juice.
* Get NHS students to escort volunteer speakers.
* Send letters with time and teacher assignment to the volunteer speakers.
* Send notices to all Boosters/Club Sponsors etc… ask for volunteer hours to be turned into you at the end of the month.
* Continue to gather 5 Star materials.
* Make sure you are putting articles in the school newsletter.
* Send your “Critical Needs” to the District Office.
* Make sure hours are being logged in the Volunteer System

**December**

* Attend District Meeting.
* OSV nominations should be completed.
* Input all of your volunteer hours for the Fall Semester before due date (see District Calendar).
* Get all Booster hours.
* Stop all tutoring and mentoring 3 days before exams.
* Remember to continue to acknowledge volunteers/partners.
* Remind Volunteers of school holidays.
* Run mid-year report on volunteer hours.
* Make sure hours are being logged in the Volunteer System
* Send in OSV nominations.

**January**

* Send in mid-year report – see District Calendar for Due Date.
* Review goals set with manager – are you on track?
* After 10 days into second semester print out Take Stock in Children and tutored student schedules and rework tutor/mentor days and times…contact all tutors and mentors.
* Send out SAC reminder regarding attendance.
* Start preparing for volunteer appreciation.
* Register any new volunteers and continue to update Booster hours.
* Make sure you are putting articles in the school newsletter.
* Send your “Critical Needs” to the District Office.
* Make sure hours are being logged in the Volunteer System

**February – Is volunteer Appreciation Month**

* Start gathering donations for volunteer appreciation brunch.
* Ask Chorus/Band or the Drama club to perform.
* Send out SAC attendance reminders.
* Start working on 5 Star outline and summary and gather materials for portfolio.
* Send your “Critical Needs” to the District Office.
* Set up appointment for a 5 Star review if you think you need to.
* If you are having your appreciation in Feb do the following:
  + Buy paper goods
  + Check on food
  + Write and mail invitations
  + Print out certificates
  + Decorate for appreciation the day before event
* Make sure hours are being logged in the Volunteer System

**March**

* Input Booster hours.
* Send out SAC reminders.
* Work on completing 5 Star.
* Make sure you are putting articles in the school newsletter.
* Make sure hours are being logged in the Volunteer System

**April**

* Input Booster hours.
* Line up proctors for the AP exams – alert mentors/tutors.
* Give guidance list of proctors.
* Buy bottled water to send to volunteers
* SAC attendance reminders.
* Finish Five Star portfolio review with manager.
* District OSV event. By invitation only
* Make sure hours are being logged in the Volunteer System

**May**

* Record volunteer hours, including boosters. (see District Calendar for last day of reporting hours)
* Send end-of-year report to District. (see due date on District Calendar)
* Print out a copy of volunteers with ID from Volunteer Count.
* Print out a copy of Take Stock in Children students and mentors.
* Meet with District – Bring Application, outline, portfolio for review.
* Anything you can do before the end-of-the-year to prep for next year you should do.

**Chapter 10: Program Templates/Forms**

**Word Documents of the Forms/Presentation and Sample Templates (presentations can be found in the Public Folders in Outlook**

* Volunteer
* School Staff
* Club/Organizational
* Field Trip
* Mentor
* Tutor
* Adopt-A-Class
* Business Partnership
* Great American Teach-in

**REACTIVATE YOUR VOLUNTEER STATUS**

*Returning volunteers please reactivate your volunteer status!* It is easy to do and must be done before you begin volunteering.

Using the Firefox or Google Chrome browser. (Do not use Internet Explorer)

Go to https://focus.pcsb.org/focus and sign into the volunteer system.

**Step 1:** Login to Focus with your user ID and Password

**Step 2**: **Username** (v.last name first initial – *all lowercase*)

**Example: v.smithl**

**Password:** (Last name - *Capitalize the first letter only the rest is lowercase* followed by your four digit birth year.

**Example: Smith1975**

**Step 3:** Click on the “Volunteer” tab. In the upper left hand corner

**Step 4**: Click on “Add Hours” Completed the questionnaire. Click I Agree

**Step 5:** Log your hours!

If you don’t know your User ID and Password please contact me at xxx-xxx-xxxx or email at [Email address@pcsb.org](mailto:Email%20address@pcsb.org). All new volunteers please fill out a volunteer registration form and attach a copy of your driver’s license or a legal government issued ID.

Name and School

Family and Community Liaison

**For the registration forms go to PCS Forms 2-2948-A for English and the Spanish Version**

Authorization Letter for a Level 2 Badge



School Name

Address

Phone Number

Date: MM/DD/YYYY

This is to authorize **Print Name Here** has been cleared for a Pinellas County School Volunteer badge.

Level II Expiration Date **MM/DD/YYYY**

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

Family & Community Liaison Name

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

Phone #XXX-XXXX extension: XXXX

**Note: Volunteers must be Level II approved in the volunteer system prior to getting their badge.**

Level II Photo Badge Location: Walter Pownall, 11111 S. Belcher. Road, Largo 33773

Open Monday thru Friday: 8:00am to 12:00pm and from 1:00pm to 4:00pm

**Liaisons**

1. PCSB Staff do NOT need to have another Level 2 Badge. They are to use their PCS badge. Vendors use their vendor badge it is a Level II Badge.
2. **Confirm in Focus that the Volunteer is Level II Screened** – Only Level II screened volunteers will be provided badges
3. Fill out the authorization form (see attached)
   1. Add your school address
   2. Date
   3. Name of Volunteer (print clearly)
   4. Level II Expiration Date
   5. Your signature must be on the receipt
   6. Add your phone number and extension
   7. Volunteers must bring the volunteer authorization form and their driver’s license to the badge location.

**Volunteers will go to the following location to have the Photo Badge I.D. taken**

Walter Pownall, 11111 S. Belcher Road, Largo 33773 Front Office

Staff will be available to make the badges Monday through Friday between the hours of 8:00am to 12:00pm and from 1:00pm to 4:00pm No appointments needed

**exit interview of volunteer**

|  |
| --- |
| Date |
| Name (optional) |
| Location of Activity |
| * Tutor Tutored Subject(s) |
| * Mentor Student Name |

*Please express yourself freely. It is hoped that this exit interview will help us part friends, as well as provide insight into possible improvements. All information will be kept strictly confidential.*

**Why did you decide to end your current volunteering?**

\_\_\_\_\_ Personal

\_\_\_\_\_ scheduling conflict

\_\_\_\_\_ Dissatisfied with experience

Comments:

**What went well during your experience?**

**What are some concerns you had?**

**What are some suggestions you have for improvements?**

**Would you recommend to others that they become school volunteers?**

**Rate your overall volunteer experience?**

**1 2 3 4 5 6 7 8 9 10**

**low high**

**Additional Comments:**

**Staff Training Outline**

**2015/2016**

**Office of Family & Community Relations (F&CR)**

The mission of the Office of Family and Community Relations is to assist stakeholders in forming partnerships with family, community and businesses to enhance highest student achievement.

**Adopt-A-Class and Business Partnerships**

1. Classroom vs. School (ongoing)

2. Money, manpower or materials

**Volunteers**

1. Register or renew annually - New volunteers must submit a Volunteer Registration Form with a copy of driver’s license (whether driving or not)

2. Log in and wear name tag

3. Field trips - Chaperone names to F&CR Liaison at least three weeks before trip

4. Volunteers may not supervise a class without teacher

5. College students - Must be registered and fingerprinted by the district. Please do not place without consulting F&CR Liaison first. If viewing an individual education plan (IEP), principal’s permission and confidentiality video required. These hours can now be counted.

**Tutors and Mentors**

1. Tutor - reinforce classroom learning

2. Mentor - help struggling students stay focused on school - training and parental notice required - see F&CR Liaison for parent letter

**Outstanding Volunteers**

1. Senior (age 62 and above), adult (age 21-61), youth (age 20 and younger)

2. Generally based on last year’s volunteer service

3. Due to District in early December

**Speakers**

“Hot Topics” such as human sexuality, substance use prevention. Mental health, or other related sensitive subjects are managed by the Family Life Education Committee (FLEC). FLEC is a standing cross-functional committee of teachers and administrators representing both the district offices and schools. In addition, parents and community groups serve on this committee.

To assist principals and teachers in making decisions related to these “hot topics,” FLEC has compiled the Family Life Education Guidelines. Please see the F&CR Office for a partial list of these guidelines as they apply to family life education classes before presenting them to your students. A copy of the 2006-07 Approved FLEC Speakers List is also available for your review as well.

**Final Note**

When in doubt about any situation, please do not hesitate to ask the Family & Community Relations Office for assistance. I am available after hours to come to booster meetings to provide assistance.

**Letter to staff from principal**

**Date:**

**To: All Teachers and Staff**

**From: Principal**

**Subject: Compliance with School Board Policy on Mandatory Volunteer Registration**

Registering school volunteers and logging their hours is mandatory per school board policy and state law. As part of our district’s safe school initiative, it is required that all volunteers are registered in the volunteer’s computer system (Volunteer System).

Volunteer activity includes, but is not limited to, the following: music and sporting events, fund-raising events, athletic coaching assistants, assisting with student performances, transporting students, field trip drivers and chaperones, tutoring and mentoring students, PTA/PTSA Boards, office help and more. SAC membership is not required to register, but the process is recommended.

A new volunteer can NOT work with a student until the registration form has been completed. Previously registered volunteers must reactivate prior to beginning their volunteer activities. Throughout the county we have had many volunteers who have been deemed ineligible to work with our students. Do not place yourself in a liable position should one of our volunteers fall into this category. Also remember, **volunteers must always be supervised.**

Attached is the most current list of “approved” volunteers who are registered in the system, at our school. Please ensure that all your volunteer names are on this list. Please see (office staff) immediately with any forms you may still have in your possession.

Thank you for your quick attention to this matter.

**Email to staff regarding logging volunteer hours needed**

It has been brought to my attention from the administration offices that as of this **DATE** our volunteer hours are extremely low and we may have family and community members volunteering on our campus that are not registered and background check approved. This is a major area of concern and needs to be addressed immediately.

**VOLUNTEER REGISTRATION:**

The school board has certain policies and procedures that need to be followed. Any person who wishes to volunteer at **School Name** will need to complete a registration form and become an Approved Volunteer or reactivate their status in their volunteer profile by answering a few “Yes” or “No” questions before they participate in any school activity. **THERE WILL BE NO EXCEPTIONS.** Upon request, I can provide you with an updated list of approved volunteers. *Please find attached the volunteer registration form. A copy of the driver’s license is needed when the volunteer hands in their form.*

**The purpose of the policy is to promote and encourage school volunteers in order to expand and enhance parental, community, and civic engagement within schools while maintaining an adequate level of school safety and security. This policy establishes the framework for volunteer service in schools through the Office of Strategic Partnerships.**

In order to protect the safety and security of students and staff, volunteers must submit to a background screening consisting of answering of arrest and criminal history questions on the application form, a search of that person's name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under F.S. 943.043, as amended from time to time, as well as a local criminal history background check. No volunteer shall be allowed unsupervised contact with students unless approved in advance by the site administrator. Volunteers who are allowed unsupervised contact with students shall first successfully complete level 2 background screening pursuant to the procedures described for Jessica Lunsford Act level 2 screening set forth at http://www.pcsb.org/jlahome.html. "Unsupervised contact" shall not include unanticipated unsupervised contact that is infrequent and incidental.

**DOCUMENTING VOLUNTEER HOURS:**

Any volunteer who participates in any school related activity needs to be logging their hours into the Volunteer System in Focus. Documentation of volunteers hours are reported to both the district and state boards. Documentation of these hours also protects the student, school and staff in the event a situation ever arises. I do understand that some volunteers do not have access to a computer or are not technically inclined and may feel better about logging their hours on paper. If you do not already have a volunteer log form, I will be happy to provide you with one. Volunteers may then handwrite their hours and I will log them into the system.

Thank you for your understanding and cooperation in this matter. If you have any club meetings in which you would like me to attend and discuss these procedures with your volunteers, please let me know the dates and times and I will make every effort to be present and discuss these policies with your volunteers. This will also help me to build a better relationship with you and the volunteers of **School Name**.

Sincerely,

**Name**

Family & Community Liaison

**School Name**

**Teacher or Program Wish List**

|  |
| --- |
| **Teacher Name** |
| **Grade # of Students** |
| **Subject Area** |
| **Wish #1** |
| **Wish #2** |
| **Wish #3** |

**Get INVOLVED 20XX-20XX**

School Name

## Address/Phone number/Email/Website/Fax

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_BUSINESS/CIVIC NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_

HOME PHONE \_\_\_\_\_\_\_\_\_\_\_\_\_\_ CELL PHONE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DO YOU TEXT? \_\_\_\_ Yes \_\_\_\_ No

E-MAIL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CITY/ZIP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Full Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_ Child \_\_\_ Grandchild \_\_\_

Student’s Full Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_ Child \_\_\_ Grandchild \_\_\_

Student’s Full Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_ Child \_\_\_ Grandchild \_\_\_

**Instructional**

**Special Events**

\_\_ Clothing Drive, Clothes to Kids,

\_\_ Mentor Training - Dates

\_\_ College and Career Fair – - Dates

\_\_\_ Homecoming Dance (fall) or Prom Chaperone (spring)

\_\_\_ Great American Teach-In: - Dates

Classroom Speaker (topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**SAC – School Advisory Council**

*Chair Name, email, phone number*

\_\_\_ Interested in serving on the Council

# PTSA or PTSA - Parent Teacher Student Association

*President Name, email, phone number*

\_\_\_Clothing Closet (homecoming, prom, clothes, shoes, school supplies to help)

\_\_\_PTSA Scholarship Donor

\_\_\_Teacher Appreciation Lunch in December & May – food

\_\_\_Faculty Meetings each month – food donations

\_\_\_Clinic – bottled water, snacks, money

\_\_\_Student voting with Pinellas County Elections Board - volunteer

\_\_\_Programs – Scholarship Info, Drug & Alcohol Info, Campus

Beautification, Reflections Arts Program, Senior Celebration

*Yes I will help*

\_\_\_\_\_\_once \_\_\_\_\_\_occasionally \_\_\_\_\_\_often

My special talents

My employment background

My best times to volunteer

Comments

\_\_\_ Mentor (be a friend to a student 45 minutes a week on

Tuesdays or Wednesdays

\_\_\_ Mentor (assist teachers, students with computer work)

\_\_\_ Daytime tutor assisting in classroom (subject(s) \_\_\_\_\_\_\_\_\_)

**Partner in Education - funding/in-kind donations**

\_\_\_ A *specific* department - math, science, social studies, foreign

language, language arts, GOALS, ESOL, ESE, etc.

*\_\_*\_ Academic Achievement Partner for student recognition projects,

tutoring and/or mentoring

\_\_\_ Family and Community Relations Partner donations to create

and promote projects

\_\_\_ School Name Partner for 9th grade

\_\_\_ Sponsor School Name, school-based gift shop for exceptional

Education students in the Community Based Instruction program

\_\_\_ Sponsor School Name a place for creative arts, expressions and

coffee located in media center

**Lunchtime Activities**  Time

\_\_\_Ticket sales for student events

**Staff Support**

\_\_\_ main office \_\_\_ guidance office

\_\_\_ attendance office \_\_\_ photocopying

\_\_\_ career center \_\_\_ library information center

**Class & Department Helpers**

\_\_\_art \_\_\_language arts \_\_\_math \_\_\_ science

\_\_\_ social studies \_\_\_foreign language \_\_\_business

\_\_\_ exceptional education \_\_\_ESOL (English for students of other languages

**Student Pass Template**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: | | Date: | |
| Teacher Name: | Room: | | Period: |

|  |
| --- |
| Please come to my office located in: |

Your tutor/mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will meet you today at \_\_\_\_\_\_\_\_\_\_\_\_\_\_a.m./p.m., in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please be on time and notify me if you cannot make this appointment.

* Your tutor/mentor regrets that they cannot meet today with you.
* You have been dropped from the tutor/mentor program for non-attendance. Please come to my office to discuss.

Thank you,

Name, Family & Community Liaison

**Questions and Answers Regarding Volunteers**

**Question**: Should every person who actively participates with the team or extracurricular activity be a registered

volunteer?

Answer: Yes.

**Question: What are the steps necessary to become a volunteer?**

Answer:Complete the volunteer registration form and send to the Office of Strategic Partnerships or the Family Community Liaison/designee at the school. The proposed volunteer will answer questions relating to criminal history and undergo a background screening which consists of checking the name against the registration information regarding sexual predators and offenders maintained by the Florida Department of Law Enforcement. The Office of Strategic Partnerships also checks the names against a national database. **(THIS IS NOT A LEVEL II SCREENING).**

**Question: Do volunteers need to be Level II screened?**

Answer:Pursuant to School Board Policy 9180, volunteers who have unsupervised contact with students must be Level II screened.

**Question: What is unsupervised contact with students?**

Answer:Unsupervised contact does not include unanticipated unsupervised contact that is infrequent and incidental.

**Question: Does a volunteer need to register at the beginning of each school year?**

Answer:Yes, a registered volunteer needs to reactivate their status every year on Portal. Every five years, a volunteer needs to complete a new volunteer registration form and undergo another background screening.

**Question: If a person volunteers at more than one school, do they need to register at each school?**

Answer:A registered volunteer must be “linked” in Portal to each school where they volunteer. This needs to be done by the Family Community Liaison. The Principal or designee is responsible to alert the Family Community Liaison that the volunteer is providing services to the school.

**Question: What does your front office personnel do when a volunteer appears at your school?**

Answer:The volunteer should sign in at the front desk and **log into Portal to record their volunteer hours.** A staff member should run their driver’s license through Badge Pass. If Badge Pass is unavailable at the front desk, the staff member should manually check the name by checking the FDLE website.

**Question: What if your front office is closed when volunteers arrive at school? What are your processes?**

Answer:If the volunteer is reporting to the baseball field, for example, where Badge Pass is unavailable, the volunteer should sign in and the name should be checked manually pursuant to a process approved by the principal.

**Question: Can a school board employee serve as a volunteer.**

**Answer:** If the employee is instructional, administrative or otherwise exempt for purposes of the Fair Labor Standards Act overtime requirements, then yes, the employee can volunteer.

If the person is an hourly nonexempt support employee, they may volunteer ONLY if the duties they perform as an employee are distinctly different than the services which they will perform as a volunteer. For example, a bus driver would not be able to volunteer to transport students to games. A PE Assistant would not be permitted to be an assistant coach or perform related duties.

**Question: Can a volunteer receive money for volunteer services?**

Answer:A volunteer who is a school board employee may ONLY receive a nominal fee. (See attached).

The Department of Labor has determined that a nominal fee can be paid to the volunteer without jeopardizing his/her status as a volunteer. The amount of the nominal fee will be determined by the

Principal or his/her designee and under no circumstances exceed the amount of the supplement of the assistant coach or head coach as appropriate.

**Question:** **What happens when a person (non-school board employee) requests payment, at or near the end of the season, for services which they believe they rendered as a paid coach but the documentation reflects that they are registered only as a volunteer?**

Answer:A person is not entitled to be paid by the district/school unless, prior to the beginning of the season:

1. The Principal has designated the person as a coach (not the Booster Club or the head coach)
2. They have completed “new hire” paperwork in Human Resources
3. Have been Level II screened (fingerprinted)
4. Have been or are in the process of obtaining their required coaching certificate
5. An alternative staff member must fill out an on-line certified application.

Note: The term “alternate staff” refers to a person to be hired who is entitled to one of the district’s designated supplements. The term “contracted services” refers to a person who is hired as an employee but is paid from funds other than the designated supplements.

**School Name**

**School Logo**

Log Volunteer Hours

Name:

School:

|  |  |  |
| --- | --- | --- |
| **Date** | **Hours** | **Activity** |
|  |  |  |
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Total Total Total

|  |  |  |
| --- | --- | --- |
|  |  |  |

**Things to do BEFORE the Summer Break**

**Start this process in early May**

* Evaluate the past years program(s) Review with your manager/principal
* Plan with your Manager a survey of:
  + The teachers and staff who use volunteers
  + The volunteers who were active in the school
  + Students who had a tutor or mentor

Use the feedback from the evaluation to improve your program for the next year.

* Set 3 Goals for next year’s program
* Outline strategies and objectives for reaching the goals.

(Goal example: Increase partners program volunteers by 20% another Goal: Increase instructional volunteer hours by 10%) The goals should align with the School Improvement Plan goals.

*(There are Goal Sheets in the Family & Community Relations Manual).*

* Run a list of your school’s volunteers. You can do this in the Volunteer System in Focus ***Lock all confidential materials up***.

🞏 Prepare a volunteer interest form to include in the student registration packets that go home in the beginning of the year. Use the interest form at the new student orientation meetings for the upcoming year. Before preparing the form you may wish to check with PTA, etc. to coordinate recruitment efforts. Be sure the form includes the following:

* An invitation to parents and community members to volunteer or partner with the school.
* Explain the different types of volunteer opportunities on the form.
* When you receive the responses – **FOLLOW THROUGH** – **Contact every respondent**.

🞏 Start the search for your OSV nominees in May

* Gather teachers and staff input on who their “Star” Volunteers were.
* Put together a timeline of when things are due for staff and yourself
* Use the Portal to provide information on hours, categories and whether or not the volunteer was active.
* Send out the two questions on the nomination form for staff to review
* In August/September - Promote OSV w/staff for any last minute nominees
* Set a deadline for all nominations due to you
* Clean out files and get organized for next year. All forms that are 5 years and older can be sent to Central Files to be shredded. Box all forms for the past 4 years and mark to be shredded by the 5 year date. Keep last year’s forms in a locked file.

**Ineligible Letter to Volunteer**



**School Letterhead**

Date

Dear *Name*,

Thank you for registering to volunteer at *Name School*. We appreciate your interest in our *name level of (high)* school and your commitment to quality education.

However, at this time the county has determined that you are not eligible to volunteer. If you would like more information, please call *Principals or District phone number*.

We value your willingness to work with us and hope that you can re-register with *Name of School* at some point in the future.

Sincerely,

*Principal or District Supervisor*

*Name of School or District Department*

**Club/Organization Volunteer List**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| First Name | Last Name | Home Phone | Work Phone | Email | BKGD CK |
|  |  |  |  |  |  |
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**School Name Here**

**School Year (20XX/20XX)**

**Volunteer: PTSA - Booster – Sponsor – Club Information**

**PTSA/Booster /Club Name:**

|  |
| --- |
|  |

**School Coach/Sponsor/Coordinator Name:**

|  |
| --- |
|  |

**Members:**

|  |  |  |
| --- | --- | --- |
| **President** | **Name** | **Phone #** |
| **Vice President** |  |  |
| **Treasurer** |  |  |
| **Secretary** |  |  |
|  |  |  |

**Member Designee(s) responsible for communication & volunteer registration, confirm background checks and logging of volunteer hours:**

|  |  |
| --- | --- |
| **Name** |  |
| **Phone Home & Cell** |  |
| **Email** |  |

**Please return this form and any volunteer registrations to:**

**Name, Family & Community Relations email or, Phone#**

****

**Field Trips**

****

**Bus Chaperone Letter Code of Conduct**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Thank you very much for offering to chaperone on our field trip to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Throughout the trip, please remember to follow all of the same rules and instructions that the children are given. Even while another adult is leading the group, it is important that all adults model respect and appropriate behavior. Should you notice a student exhibiting inappropriate behavior, please inform the teacher. It will not be possible for you to leave the group during the trip for any reason, as we are counting on you to help chaperone at all times. If you must take a moment for yourself (for a restroom break or an emergency), please tell the teacher to watch over the children in your care until you return.

Remember to bring for yourself anything that the students were asked to bring on the trip (e.g., disposable lunch, water, etc.). If possible, bring a cell phone for emergencies, **but we ask that you refrain from using it during the trip, as we want all attention to be focused on the safety of the children**.

Sometimes on trips, we break the students up into “chaperone groups”. This is used in crowded places or other times that it would be impractical to try to keep the whole class together. If this is necessary, **it is vital that you are supervising your students at all times**. When transitioning from one place to another a visual head count needs to be made. Students are not to be left alone at any time. If a volunteer does not follow these guidelines, the principal has the right to revoke the volunteer’s status.

If you have any questions, please don’t hesitate to ask. Please understand our guidelines are set forth to ensure the safety of our students, teachers, and chaperones. Thank you so much for your support and willingness to help your child’s class. **The Staff of Add your School Name**

***Please sign below indicating you have read this document and will abide by the information presented in this document on the field trip.***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Chaperone Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chaperone Name Cell Phone Number**

**Field Trip Driver Letter Code of Conduct**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Thank you so much for offering to drive on our field trip to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
We are planning to put \_\_\_\_\_ children in your car. Please be sure that you have ample amount of seat belts available (not including front seats if you have air bags).

When we depart, you will be given a list of students who will be in your car. It is vital that you drive those selected students to and from the field trip. The office already has a copy of the drivers and car groups, and for safety, we cannot deviate from those lists.

Also, when we leave, you will be given a copy of the directions and contact information. Please follow the directions given without any unscheduled stops so that all vehicles arrive at approximately the same time. Please contact the school if you have any problems, get lost, or run into excessive traffic. This information will be shared with the teachers.

Throughout the trip, please remember to follow all of the same rules and instructions that the children are given. Even while another adult is leading the group, it is important that all adults model respect and appropriate behavior. Should you notice a student exhibiting inappropriate behavior, please inform the teacher. It will not be possible for you to leave the group during the trip for any reason, as we are counting on you to help chaperone at all times.

Remember to bring for yourself anything that the students were asked to bring on the trip (e.g., disposable lunch, water, etc.). If possible, bring a cell phone for emergencies, **but we ask that you refrain from using it during the trip, as we want all attention to be focused on the safety of the children**.

Sometimes on trips, we break the students up into “chaperone groups”. This is used in crowded places or other times that it would be impractical to try to keep the whole class together. If this is necessary, **it is vital that you are supervising your students at all times**. When transitioning from one place to another a visual head count needs to be made. Students are not to be left alone at any time. If a volunteer does not follow these guidelines the principal has the right to revoke the volunteer’s status.

If you have any questions, please don’t hesitate to ask. Please understand our guidelines are set forth to ensure the safety of our students, teachers, and chaperones. Thank you so much for your support and willingness to help your child’s class.

**The Staff of Add your School Name Here**

***Please sign below indicating you have read this document and will abide by the information presented in this document on the field trip.***

***Volunteer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**School Name Filed Trip Sign Out Sheet**

Please complete and return to the front office before leaving on your trip.

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

We will be at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return time: \_\_\_\_\_\_\_\_\_ \_\_\_\_ I have seen the school nurse

And have checked-out all student medications needed.

**The following students were absent:**

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

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

**The following students are staying at school:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

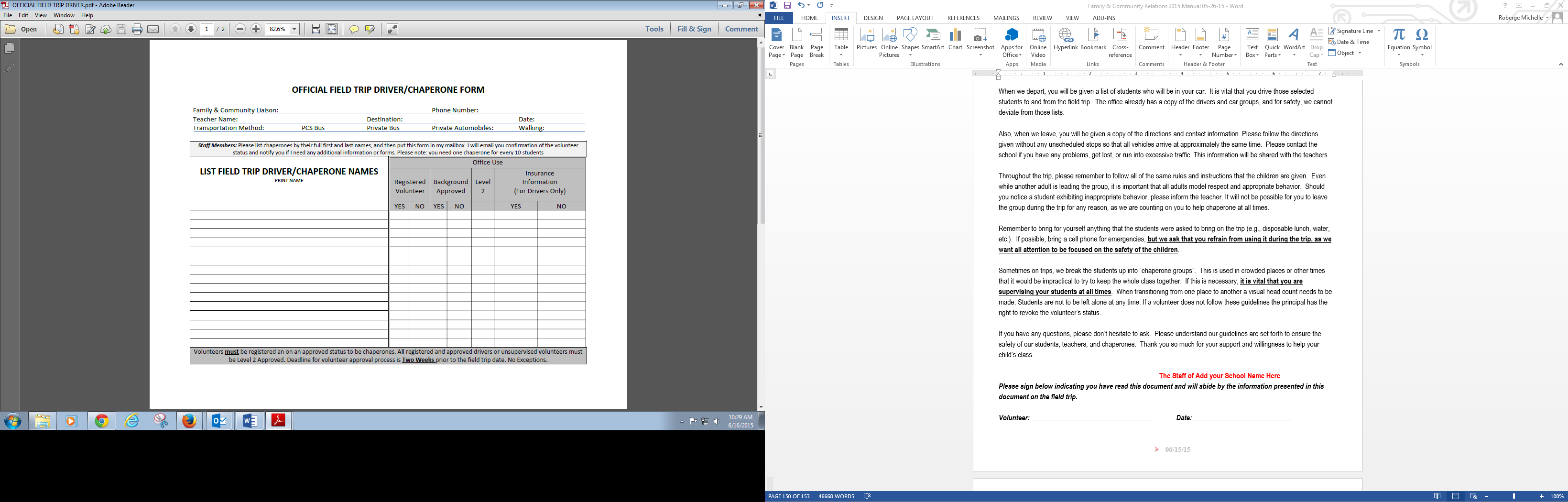
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Trip Volunteers**

Please have all volunteers sign in at the front office. All volunteers need to have all paperwork turned in and background checks complete 3 weeks prior.

|  |  |
| --- | --- |
| Volunteer Name | Hours |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



**Parent Mentor Letter**



School Address

Date:

Dear:

We are pleased to inform you that your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (son/daughter) has the opportunity to participate in the Pinellas County Schools volunteer mentor program. Through the Office of Family and Community Relations, trained volunteers are matched with students. A volunteer mentor helps a child develop a positive attitude towards school in order to achieve academic success and to experience improved self-esteem. The success of this match depends on a joint commitment from the student, family, and the volunteer. School employees will provide direction and materials to support a positive educational experience.

We have arranged for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work as a mentor with \_\_\_\_\_\_\_\_\_\_\_.

This opportunity carries certain responsibilities for your child, which include:

* Remembering to attend each session when scheduled
* Being on time for each session
* Bringing necessary books, paper, pencil, or assignments
* Notifying the school coordinator or teacher, prior to missing a scheduled session
* Having a cooperative attitude

Volunteer mentors give of their time to work with students. Students who do not fulfill their responsibilities forfeit the opportunity to work with a volunteer.

Florida statutes and school board policy set the broad guidelines for this program. Volunteers only meet with students during the school day, on school grounds, under general supervision of the school personnel. We endorse only school-based meetings, except for the school-sponsored field trips or special events that may be arranged by the school. If you feel the relationship is going beyond the limits of Pinellas County School’s guidelines, please call the school.

We are pleased to be able to provide your child with this special opportunity. It is yet another effort by our school to serve your family. Your understanding and support will contribute to your child’s success in this program. Please call me if you have any questions or concerns, or if you object to your child participating in the program.

Sincerely,

Principal

**Mentor Need Determination**

|  |
| --- |
| **Date: Student Name** |
| **Referred by:** |
|  |
| **Reason for Referral:** |
| **Teacher or Guidance Counselor:** |
| **Please answer the following question about the above student:** |
| Does the student attend class regularly? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Does student complete homework assignments? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Is student willing to work with a mentor? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Prefer male or female mentor? |
| Circle any which apply: |
| Motivation Problem Behavior Problems Self Esteem Problems |
| Additional Comments |
| ***Please return to Family & Community Liaison/Manager*** |
|  |

**Tutor Need Determination**

|  |
| --- |
| **Date Student Name:** |
| **Referred by:** |
| **Subject(s):** |
| **Teacher:** |
| **Please answer the following questions about the above student:** |
| Has student been in to seek your help? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Does student attend class regularly? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Does student complete homework assignments? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Does students pay attention in class? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Does student need organizational skills? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| For this student, would you recommend a volunteer tutor? \_\_\_\_\_ YES \_\_\_\_\_ NO |
| Additional Comments: |
| ***Please return to the Family & Community Liaison/Manager*** |

**Mentor Profile**

|  |
| --- |
| Name |
|  |
| Pets: |
|  |
| Hobbies, Extra-Curricular Activities: |
| Favorite Subjects: |
| After completing my education: |
| Other information of interests: |

School Name

**Student Profile**

|  |
| --- |
| Name Age Birth date |
| Grade |
| # of Sisters # of Brothers |
| Pets: |
| Hobbies, Extra-Curricular Activities: |
| Favorite Subjects |
| After completing my education, I would like to: |
| Other information of interests: |

**School Name**

Happy New Year!

Welcome back mentors, I hope you all had a wonderful holiday with you loved ones.  I can’t believe we are already half way through the school year.  I am sure some of you are sad as you only have a few months left to meet with your students before they embark on a new journey and go off to college or pursue other avenues in life. For others, I hope you will continue to meet with your student’s and keep building your relationship.  I know even though it may not always seem clear, you have a much bigger impact on their lives and education by being a mentor.

I have heard many wonderful stories about mentors and their students and the ways you have been able to make a positive impact on their lives no matter if it is dealing with personal issues at home or school, socially or academically. We have a wonderful group of students in our program and it has been a joy getting to know all of you.

Many of you who mentor here at **School Name** have been mentoring for years and some a short while.  With that being said, I just want to take a moment to step back and remind you of why you are here as a mentor as well as remind you of the DO’s and DON’T’s.

As a mentor, you are here to listen to your mentee.  Help support the goals they have set for themselves and encourage them to take the steps needed to fulfill those goals.  When you were 1st matched with a student you were probably unaware of any issues going on with the student (if any) but you have stuck with them and provide the support they needed to become more successful and overcome obstacles they may have faced.  Please continue to listen, support and cheer them on.  High school can be a tough time for a student as they have so much to figure out before that much anticipated “Graduation Day”

Please remember that although you are here to listen and support, there are some things that should NEVER take place.  Calling, texting, emailing, meeting up with a student outside of school, advising or instructing a student on what they should do is prohibited, not only for your protection but for the students.  There are resources such as Mentoring Village that can be utilized if a mentor or mentee miss a session or you can call me and I can arrange another time for you to meet with your student.  Also, if a student feels they need an extra session to meet with their mentor outside of their regular schedule, they can come to me anytime and I will do my best to work with you to arrange an extra meeting during the school hours. Please also remember that any conversations between mentor and mentee are confidential and should NOT be shared with anyone other than school staff and only for the following reasons:

* Student plans on doing harm to themselves
* Student plans on doing harm to others
* Others are doing physical harm to the students

I am truly grateful for all that you do to help our students succeed and for the gift that you are giving to a student(s) by making a lasting impact on their life no matter how small.

Sincerely,

**Name**

Family & Community Liaison

**School Name**

**Address/Phone Number/Email**

****

**Tutor/Mentor Evaluation**

**1.** In what way did you volunteer this year? \_\_\_\_\_ Tutor \_\_\_\_\_ Mentor

**2.** Do you feel you received adequate direction and guidance to begin your assignment with the student?

\_\_\_\_\_ Yes \_\_\_\_\_ No

**3.** Did you feel welcomed by the faculty and staff at the school? \_\_\_\_\_ Yes \_\_\_\_\_ No

**4.** Did you feel appreciated by (check if yes): \_\_\_\_\_ Teachers \_\_\_\_\_ Staff \_\_\_\_\_ Student(s) \_\_\_\_\_

Family & Community Liaison/Manager

**5.** Were supplies, materials, equipment and space adequate? \_\_\_\_\_ Yes \_\_\_\_\_ No

If not, please explain:

**6.** Did you have regular communication with and feedback from the teacher(s)?

\_\_\_\_\_ Yes \_\_\_\_\_ No

**7.** Were you able to discuss questions or problems with (check if yes) \_\_\_\_\_ the teacher

\_\_\_\_\_ Family & Community Liaison/Manager? If not, please tell why:

**8.** Did you feel you made a positive impact on your student’s life? \_\_\_\_\_Yes \_\_\_\_\_No

**9.** What was the most rewarding part of your volunteer experience?

**10.** Did you attend any training workshops or discussion groups this year? \_\_\_Yes \_\_No

If yes, which one(s)?

**11.** What kind of training would you like to see added?

**12.** Did you receive adequate recognition for your services? \_\_\_\_\_Yes \_\_\_\_\_No

**13.** How could the program in this school be improved?

**14.** Will you be available to volunteer again next year? \_\_\_\_\_Yes \_\_\_\_\_No

***Thanks for all your help this year!***

Family & Community Liaison Name

Insert School Name Here Tutor Request

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Subject** | **Period** | **Teacher Name** | **Date** |
|  |  |  |  |  |

***Student - Please answer the following questions:***

1. Have you been in to seek help from your teacher? € Yes € No
2. Do you attend class regularly? € Yes € No
3. Do you complete most homework assignments? € Yes € No
4. Do you pay attention in class? € Yes € No
5. Do you feel you need help getting organized? € Yes € No

I understand that if a tutor is found for me, I need to do my part. The tutor will be giving up his or her time to help me; therefore, it will be important for me to show up at the arranged time. I will work hard to complete all

homework assignments and keep study notes so that the tutor and I will not have wasted our time and efforts.

***­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Student Signature Date***

***Parent –*** I understand that SCHOOL NAME HERE is trying to provide a free tutor during school time for my child.

I will try to ensure that this results in improved understanding and grades, by helping to make sure that my child is

doing homework and studying for tests.

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Parent Signature Date***

***Additional Comments***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Teacher –*** Please review the student responses above and note any that you do not agree with.

1. For this student, would you recommend a tutor? € Yes € No
2. Which type of tutor do you recommend? € Volunteer € Student

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Teacher Signature Date***

***Additional Comments***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Classroom Partnership**

**Agreement 20XX to 20XX**

|  |
| --- |
| Name of Adopter |
| Business Name (if applicable) |
| Address |
| Home Phone: Work Phone: |
| Email Address: |
| Classroom or Department Adopting: |
| Amount Donated: |
| Materials Donated: |

If the monies are not spent this school year, do you agree to allow the teacher to retain the funds for next year? YES\_\_\_\_\_\_\_\_\_ NO\_\_\_\_\_\_\_\_\_\_

If no is checked, any funds not spent this school year are put into a school account to be used at the discretion of the principal.

Signature Date

Please make checks payable to School Name

**Adopt a Class**

Adopt a class is now called a Classroom Partnership Agreement. You can donate any amount of money you would like.

You can make a one-time donation. You can donate once a month. Checks are made out to School Name. The funds are used at the discretion of the teacher, but the purchase must be approved by the principal.

Some items bought could be books, pencils, paper, pencil sharpeners, or can be saved for larger items. Sometimes a teacher likes to save the money from year to year to make a large purchase, such as a printer or computer program or laptop computer. Please indicate and sign on the form if you approve the roll-over of your donation to be saved for larger purchases.

All items have to be for school use, not for personal use. With the budget cuts the school district faces every year, the teachers really come to rely on extra funds to help their classrooms continue to be up to date and fun.

Thank you for considering being a partner to your child’s classroom.

**Adopt – A – Class**

Can’t volunteer but want to help out? Why not adopt a class or area in Shore Acres Elementary School. For a tax deductible donation of $50, $100, $150, a business, community organization, or individual can become a partner in education. This donation will be used to purchase one or more items from your child’s classroom wish list (such as books, math materials, classroom supplies, and computer software) we hope to have every classroom / area adopted. Please help us reach our goal by returning this form and check to your child’s classroom teacher.

Any Remaining funds from this school year ( ) May or ( ) May Not be used for the classroom next school year.

|  |
| --- |
| Donor’s Signature |
| Name/Business |
| Phone: |
| Email: |
| Child: Teacher: Grade: |

Donation Amount: $

|  |  |
| --- | --- |
| Teacher: | Guidance: |
| Physical Education: | Gifted: |
| Art: | Music: |
| Other: | |

The Partner will receive:

A Certificate

Recognition in the Newsletter

Thank You notes from teacher & students

Invitations to special school programs

If you have any questions Please contact Name Here, Family & Community Relations Liaison at Phone Number/Email Address.

**Template for Adopt a Class Brochure**

What Else Can a Partner in Education do for Lakewood Elementary?

* Speak to a class about your business or career choice
* Purchase additional items from classroom or department wish lists
* Display student work, thank you notes, pictures, or notices of school events
* Recognize students who have made improvements in academics, behavior, achievement, attendance
* Send employees or family members to volunteer in a class
* Sponsor educational field trips to your place of business
* Provide seminars for students, faculty, or parents
* Participate in our school’s PTA or SAC
* Participate in school and community affairs ceremonies, and fairs
* Provide incentive awards
* Serve as a guest speaker during Career Day or other special events
* Donate used equipment or materials
* Assist with printing or copying needs

For more information about education partnerships, or if you know of a business that would be interested in becoming a partner with a class here at Lakewood Elementary School, please contact one of the people listed below:

Name, Principal

Name, Assistant Principal

Name, Family and Community Liaison

School Name and address/phone

Part of our Prescription for a Quality Education…Be a Partner in Education

At School Name and Address.

**About Our School**

Lakewood Elementary is the leading Medical Science and Wellness Community recognized for academic excellence, inclusiveness, and student and faculty well-being, Lakewood Elementary School's learning community develops the whole child through a medical science and wellness curriculum that builds the problem solving skills and healthy habits needed to enhance the quality of their lives.

**Partner in Education Program Objectives**

* To solicit financial support for our class-rooms, special projects and areas of our school (i.e.: media center, science lab)
* To promote an opportunity for students to become aware of and learn about the careers that are available in our community
* To create an environment where the students and staff at Lakewood Elementary join with the local business community to ensure a quality education and future for our students
* To create an atmosphere among the students at Lakewood Elementary of pride and respect for our local business community

**Becoming a Partner in Education**

You, your business, professional organization, club or family can become a partner in education with Lakewood Elementary School in three different ways:

1. With a donation of $25.00 (bronze), $55.00 (silver), or $75.00 and above (gold), you can become a monetary partner. Your donation will be used to provide items that could not be purchased because of budget restraints. There are many departments in our school that need special attention, including Science, Language Arts, Art and Music.

2. You can become a material partner. Our school material needs are endless, including computer software, books, visuals, special learning items, and classroom supplies.

3. You can become a manpower partner. By volunteering yourself or your employees as tutors, mentors, School Advisory Council (SAC) members, guest speakers, or judges for a special school event, your donated time would greatly benefit Lakewood Elementary School.

**Partner in Education Benefits**

As a Partner in Education, you will receive the following:

* Certificate of membership
* Thank you letter from the class
* Thank you letter from our principal, Ms. Kathleen Young
* Copy of the article that will be published in our school and PTA newsletter, informing our parents of over 500 students that you have become a school partner
* An invitation to our annual Volunteer Recognition Event
* Display of your name on our school marquee
* A permanent recognition of your partnership displayed at our school

**Partners**

We all want the best for our children. Our dedicated staff here at Lakewood Elementary School can use your help. This investment would go beyond the satisfaction of making an impact on tomorrow’s future. It is time that we join together to ensure that the future leaders of our community are given what they need to succeed.

**School Logo**

****

**Adopt-a-Class Letter Template to Families**

School Logo

Date:

Dear School Name Families:

School Name is implementing again this year the Adopt-A-Class program. This program encourages community members to become classroom partners through financial donations and promotes community involvement at school with opportunities to mentor and volunteer.

For a tax-deductible donation of $150.00 or more, a business, community organization or individual can become a partner with a class, special project or department in our school and in turn, become a partner in education. This donation will be used to purchase one or more items for the classroom wish lists (such as books, math materials, supplies and computer software).

If you are interested in becoming a partner in education here at School Name, or know of a business that might be, please fill out the enclosed Partnership Program Agreement. You may also call our family and community relations liaison with the business information and we would be happy to contact them to further our community support.

I look forward to hearing from you. Thanks again for your help in making our school a wonderful place to learn.

Sincerely,

Name

School

Family & Community Relations

Phone

****

**Adopt-A-Class Thank you Template**

**School Logo**

Date

Dear Name

We appreciate the partnership you have had with our school.

Highest student achievement and life-long learning for students of all abilities are the goals of the faculty and staff at Ponce de Leon Elementary school. This educational initiative is strengthened by a collaborative relationship with the community. You have certainly helped us to encourage students to achieve in the classroom as well as in their daily lives. Thus, your participation has been vital to helping us achieve our goal of academic excellence.

We are inviting you to continue as a Partner in Education / Classroom Adopter with School Name. Please sign the enclosed partnership agreement form, which explains the purpose, goals and benefits of our partnership. Return the signed form to me in the enclosed envelope. A signed copy of the agreement form will be sent to you along with an official receipt for tax purposes for your records.

Thank you for your continued commitment to Ponce de Leon. If you have any questions, please call Name, Family & Community Relations at (727) XXX-XXXX.

Sincerely,

Name, Assistant Principal

Name, Family & Community Relations

****

**Partnerships**

**Meeting Script/Agenda**

Greeting/Introduction

Thank you for meeting with me today! I know that you are busy, so I really appreciate you taking the time to build this partnership and get to know each other better.

I know that education is important to you and your company because you have been a partner – since my dept has tracked it – since \_\_\_\_\_\_\_\_.

How has the partnership been for your company – fulfilling? Good? Bad? Want to do more?

Statistics

* Supported School(s):
* Partner since:
* Last Year # of Volunteers and Hours:

Discuss the benefits of the contributions: School/Students/Community. Thank them again for their contributions!

What are you doing in the schools this year?

Who are you working with? How is that relationship doing?

This is what the District is involved in:

School needs:

District Needs:

* Tutors
* Mentors
* Great American Teach-in on November 18th
* Time/Money/Man Power

Is there anything else that I can do to support this partnership?

Thank you again for your time today and so much for valuing our children! We all know that the stats for the state of FL are that FL ranks toward the bottom in so many categories, so your company’s/employees involvement in their education does make a difference!

Packet

* Family and Community Partnership Brochure
* Mentor Brochure
* Volunteer Registration Forms
* History of Business Partnership
* Florida Education Stats
* My Card

**Cold Call Script**

**Existing Partners**

Hello, (NAME). I am Name with the School Name of Pinellas County Schools.

I am the new Business Partnerships Coordinator and I’m reaching out to our business partners to set up a meeting get to know you and your business and to discuss your partnership/opportunities that we have within the school system.

Please call me back at Phone number to set up a meeting.

I am looking forward to continuing your partnership with Pinellas County Schools!

Thank you and have a happy day!

**New Contacts**

Hello (NAME). I am Name with the School Name of Pinellas County Schools.

I am the Family & Community Liaison and I’m reaching out to our community businesses to build partnerships for support of the students of Pinellas County Schools.

I would like to set up a meeting get to know you and your business and to discuss partnership opportunities.

Please call me back at Phone number to set up a meeting.

I am looking forward to establishing a partnership with your business and Pinellas County Schools!

Thank you and have a happy day!

**Business Partnership Interest Inventory**

|  |
| --- |
| **Business/Organization** |
| CEO |
| Address |
| City/State/Zip |
| Phone # Alternative # |
| E-mail Address |
| Contact Name Title |
| Phone # Alternative # |
| E-mail Address |
| Business Description |

**Please indicate the resources which your business or organization could provide to a school and/or district program**

* Encourage employees to work with students individually (reading, math, etc.)
* Allow employees to serve as a mentor/tutor to help struggling students
* Provide technical assistance/services; area(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Serve as a business/community representative on the School Advisory Council
* Volunteer as a consultant; area(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Provide speaker(s) to a class (career, arts and crafts, science demonstrations, hobbies, travel, collections, etc.); topic(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Offer field trips to your facility; indicate preferred grade level(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Participate in Career Day Activities
* Sponsor staff in-service seminars; area(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Offer seminars for students, teachers, staff, parents, etc. Topics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Provide display space for student work
* Host meetings/special events
* Sponsor incentive/recognition programs for students and/or teachers
* Allow short-term career shadowing opportunity
* Equipment/materials donations
* Judge science fairs, social studies fairs, speech contests, etc.
* Sponsor extracurricular club for students; area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assist school with fundraising activities

***Thank you for your interest in becoming a partner in education!***

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please return form to**:

School Name and Address

**Business Partnership Agreement**

**School Name, Pinellas County Schools**

**School Year 20XX-20XX**

On the \_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_, a partnership has been entered into by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Business/Organization) and Pinellas County Schools for the purpose of strengthening the educational process through the utilization of business partnerships.

**Purpose**

The purpose of this agreement between is to formally establish relationships to facilitate quality programs for children of the Pinellas County School District by providing a coordinated, comprehensive array of services to students and their schools.

**Objectives: Business/Organization**

To improve student achievement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will:

* Recruit volunteers
* Attend trainings
* Release employees to volunteer, tutor, or mentor
* Market the critical needs of the participating schools
* Submit volunteer forms/criminal background checks for all participating employees
* Provide math tutoring to middle school or high school students
* Provide reading tutoring to students
* Read to elementary school students
* Participate in Career Days
* Donate materials or equipment
* Provide academic recognition or incentives
* Sponsor school club
* Judge school events
* Provide Guest Speakers for the Great American Teach-In
* Technical assistance (computers, strategic planning)
* Provide tours of facilities or sponsor an educational field trip
* Allow job shadowing
* Appoint representatives to the SAC
* Display student artwork
* Other, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pinellas County Schools**

To support this partnership, Pinellas County Schools will:

* Provide employees with a private area on campus to conduct tutoring or mentoring meetings
* Notifying tutor/mentor if student is absent or cannot make appointment
* Display business name within school, e.g., recognition on marquee and in newsletter
* Provide notes from students
* Send invitations to special school programs
* Provide free tickets to school events & programs
* Specific feedback regarding impact of partnership on students and school
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Both parties agree to:**

* Designate partnership coordinators
* Support orientation an trainings for mentors, tutors, and volunteers
* Conduct an evaluation of the stated objectives at the end of the school year (e.g. survey)

**Benefits of Partnership Agreement**

Benefits/Outcomes for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Business/Organization):

Benefits/Outcomes for Pinellas County Schools:

Success of this partnership is to be reviewed in \_\_\_\_\_\_\_\_\_\_\_\_, 2014/2015. This agreement may be terminated at the discretion of either party at any time.

Acceptance and agreed to:

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

Signature of Authorized Signature of Authorized

PCS Representative Business Representative

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

DATE DATE

**Business/Partner Organization**

|  |  |
| --- | --- |
| Contact Person: | Title: |
| Address: | City/State/Zip Code: |
| Phone: | Fax: |
| Email | Other: |

**Pinellas County Schools**

|  |  |
| --- | --- |
| Contact Person: | Title: |
| Address: | City/State/Zip Code: |
| Phone: | Fax: |
| Email | Other: |



**School Partner Program Sample Action Plan**



**Partner Action Plan**

Date

|  |
| --- |
| School Name: School Contact Name |
| Phone Number: Email Address: |
| Company Name: Contact Name: |
| Phone Number: Email Address: |

**List School Goals for School Year 20XX – 20XX**

|  |
| --- |
| Goal 1: |
| Goal 2: |
| Goal 3: |

**List Partnership Goals for School Year 20XX – 20XX**

|  |
| --- |
| Goal 1: |
| Goal 2: |
| Goal 3: |

**List Evaluation Methods**

|  |
| --- |
| One: |
| Two: |

**School Program Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Timeline** | **Student Achievement** | **Student Recognition** | **Career Awareness** | **Teacher Appreciation** | **Other** |
| Ongoing throughout the year |  |  |  |  | Materials Donated – School Supplies |
| August/September |  |  |  | Back-to-School Lunch | Backpack supplies |
| October |  |  | Job Shadowing |  |  |
| November | Great American Teach-in |  | Speakers |  | Lunch for Speakers |
| December |  | Honor Roll |  |  | Gift Baskets |
| January |  |  |  |  |  |
| February |  |  | Career Day |  |  |
| March | Snacks for students/Testing |  |  |  |  |
| April |  |  |  |  |  |
| May |  | Awards for Attendance | Summer Internships |  | Appreciation Gifts |



Corporate Community Volunteer/Mentor Partnership Program

Date

««AddressBlock»»

««GreetingLine»»

As Pinellas County Schools wraps up another school year, we’d like to thank you for the impact you’ve made on your student(s). We can’t thank you enough for your continued support of our mentoring program. We’re looking forward to welcoming you back next year to continue working with your student and hope you will spread the news on how mentoring has benefited you and the student. There are many students still waiting to be mentored and we need your help to reach out into the community to recruit more mentors.

Thank you for your time.

Sincerely,

Name

Title

School

Pinellas County Schools



Business Partner

Name

Title

Address

Date

Dear Name,

Thank you so much for the coordination of a school supply drive at your Panera Bread stores for the students of Pinellas County Schools. Because of your involvement, all of our high schools and middle schools, plus 10 of our elementary schools, were provided with supplies to help them succeed this school year. Your engagement in their success will be instrumental.

Highest student achievement and life-long learning for students of all abilities are the goals of the faculty and the staff at Pinellas County Schools. This educational initiative is strengthened by a collaborative relationship with the community. Your coordination efforts have certainly displayed to our students that the community values education and that they are important. Thus, your participation has been vital to helping us achieve our goal of academic excellence.

Thank you again for “being engaged in education.”

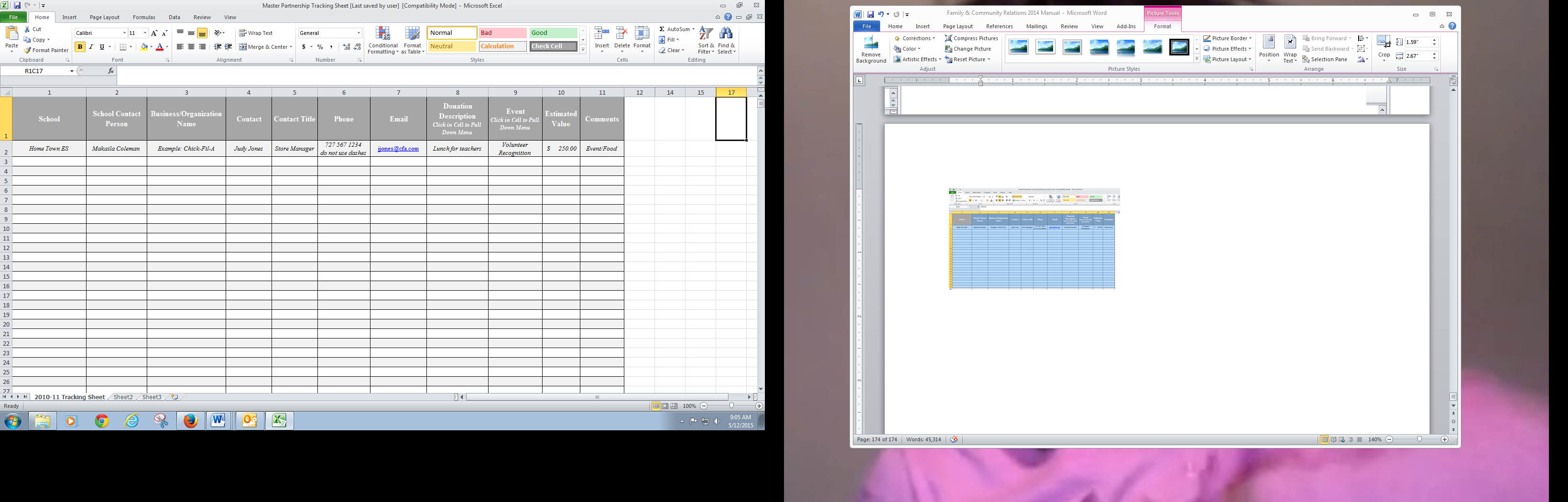
Sincerely,

Principal Name

School

Pinellas County Schools

**Business Partnership Tracking Form – Spreadsheet can be found in the Public Folders**



**Great American Teach-in Email Blast Template**

**GREAT AMERICN TEACH IN**

NAME OF SCHOOL

FAMILY AND COMMUNITY RELATIONS OFFICE

Your Name

*The Great American Teach-In* is part of American Education Week and is a wonderful opportunity to invite the community to Name of your school.  It has been sponsored by Duke Energy and will be occurring this year on Day and Date.

***How does it work?***

You are welcome to invite guests or I can provide a guest speaker to your classroom for any or all of that day. Breakfast/Brunch will be provided by various businesses in the front office/guidance conference room and of course a certificate of appreciation will also be provided for our guest speakers on that day. Attached you will find a volunteer registration form, please start to circulate this to colleagues, friends and family members.

Have your guest speaker complete the attached registration form and return it to me before the deadline.  Please know that these one-day guests ***do not*** have to complete a volunteer registration form.  They will be greeted in the front office and students will escort them to your classroom. Encourage them to bring materials for your class. If you have a small class and want to buddy up with another teacher that will be fine.  Please let me know if you chose to do this. Also, please be mindful of the amount of time that it takes to orchestrate this event, in order that it may be organized, please do not wait to the last minute to register a guest speaker to speak, the last day for any registration will be November 11th, ***no exceptions***.

Name of school, it is awesome when we can all unite around for this event and make it the best Great American Teach In at Name of School!  New Beginnings can mean great endings! Let’s make this happen…….Take the time to make time!

School Logo

**THE GREAT AMERICAN TEACH-IN**

**School Name HIGH SCHOOL**

**“Shaping our Future with Life Learned Lessons”**

**Great American Teach-In Speaker Information Date**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What Is Your Topic/Subject Matter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Please tie in to the theme)**

What Equipment Do You Need? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Outdoors \_\_\_\_\_\_Yes \_\_\_\_\_No

What Is Your Grade Preference? **(Circle all that apply)** 9th 10th 11th 12th

***\*Times will be forthcoming\****

\_\_\_\_\_\_\_ **1st period** \_\_\_\_\_\_ **5th period**

\_\_\_\_\_\_\_ **2nd period** \_\_\_\_\_\_ **6th period**

\_\_\_\_\_\_\_ **3rd period** \_\_\_\_\_\_ **7th period**

\_\_\_\_\_\_\_ **4th period** \_\_\_\_\_\_ **8th period**

Will you be joining us for breakfast or lunch? \_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_ No

Please return this form by Date to: Date

|  |
| --- |
| Name: |
| Address: |
| Phone/Email: |
| What do you need: |
| Outlets Projector Table |

