

Title: Community Involvement Policy

Control Information

Control Item	Details
Owner/Curator	Sue Shackelford
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Revision History

Revision	Date	Revision Description	Originator
A	Oct 4, 2004	Initial release	K. Buchheit

1.1. Objective:

The objective of this policy is the following

1. Define why we need community involvement.
2. Define process for community members to start at BCS.
3. Provide over all summary with relevant strategies.

1.2. Rationale: Why we need community involvement

Our most compelling reasons for needing community involvement:

1. The number of caring adult relationships in a student’s life increases the emotional well-being and the probability of success in school.
2. The nature of public school funding requires us to have a community labor force to provide essential element in the school. Our size and budget do not allow for us to hire out every job at the school.

1.3. Process for signing up as a community member at school:

All community members must complete the following before starting work at the school:

1. Fill out parental and community involvement form.
2. Please be aware that there will be random background checks and that all community members wishing to be involved will be asked to fill out the forms necessary to allow this.

1.4. Summary of Strategies:

1.4.1. Recruiting strategies:

1. Recruit from parents. Ensure each parent fills out the community involvement information form along with other registration forms.
2. Recruit from community members. Use the lunchtime mentor position to bring in individuals to the school. Use the attraction of a free lunch and short time commitment to attract seniors and other people not already active in the school.
3. Use outside organizations to find people interested in becoming involved at our school. Service clubs and senior centers are areas to look.

1.4.2. Retaining strategies:

1. Provide training form with list of jobs to check off for each person. Some people will be motivated to learn more jobs.
2. Provide ways for everyone to feel like a team or group. Ensure jobs are completed in groups. Conduct regular meetings for everyone to work on improving things.

1.5. Characteristics of an Involved Community Member:

- * Honest in approach and attitude.
- * Patient when working with students.
- * Flexible in responding to the needs of students.
- * Prompt, dependable and regular in attendance.
- * Friendly to teachers and children.
- * Appreciative of efforts of the school to educate all children and to provide maximum learning opportunities for each.
- * Supportive of teaching staff.
- * Willing to discover interests and strengths of each child and is able to generate enthusiasm about each child.
- * Able to recognize the child's need to improve self-image and independent learning habits.
- * Willing to communicate regularly with the staff, expressing concerns and questions with teacher.

1.6. General Community Involvement Guidelines:

1. Please be dependable, punctual and wear volunteer tags while in school. If for any reason, you are unable to make your scheduled time, please make sure that there is a substitute for you.
2. You will work under the direction and supervision of a member of the school staff; the relationship is to be one of mutual respect and confidence. Show the students that you care.
3. Community members will support teachers, not supplant them. Teachers are responsible for content and instruction in the classroom. Please remember that the teacher is the person in charge and will have the final word in any instance. Be respectful of new and/or different ideas and methods. If you have questions or suggestions about lessons, please either write them down or schedule a time to talk with the teacher - do not interrupt a lesson.
4. Please will follow all classroom and school rules. We depend on you to set a good example.
5. Please, always treat everyone with respect and do not criticize or make negative comments about anyone to or in front of the students.
6. Information regarding individual students is confidential and only shared with a student's parent or guardian. This includes student needs, family background information, discipline, and attendance status. It also includes a particular student's strengths, weaknesses, behavior, work habits, personality or any other issue. Each child is entitled to a safe and private school environment. Any information that indicates a student may harm her/himself or another person must be reported to the teacher. If the student reports that he/she has been abused, that information must be reported to the teacher. This information should not be repeated to anyone else.
7. Please remember that during the school day, the teacher's main concern is all their students and their well-being. Concerns about a particular child should be addressed at a time scheduled with the teacher and not "on the spot".
8. Everyone is expected to read and follow the "Positive Behavior Supports Program". This is a Bethany Charter School Board approved policy.
9. Everyone needs to exhibit behavior that is respectful and assumes equality towards members of the same and opposite sex, all ethnic/racial and religious groups and shall not make any comments that can be construed as racist, sexist or bigoted. Everyone needs to respect cultural differences and broaden their knowledge and understanding of human relations.
10. Please avoid promoting any commercial products.

11. Please avoid promoting any religious doctrines or beliefs.
12. Please avoid promoting any political candidates or parties.
13. Please avoid lending money to students, shall not indulge a child with gifts, money, food or presents.
14. Please be generous with praise and courteous with criticism.
15. Please refer all potential disciplinary problems to the teacher.

1.7. Job Summaries:

1. Recess duty.

- a. Duties: Supervise student activity in the gymnasium and the play ground.
- b. Training: All school and specific area “Positive Behavior Supports Program” and orientation by staff or community member trainer.

2. Grade 6-8 classroom.

- c. Duties: Provide teacher support in answering student questions during self guided study time, reading with students, and helping teacher with preparation activities.
- d. Training: All school and specific area “Positive Behavior Supports Program” and orientation by classroom teacher.

3. Grade 4-5 classroom.

- e. Duties: Provide teacher support in answering student questions during self guided study time, reading with students, and helping teacher with preparation activities.
- f. Training: All school and specific area “Positive Behavior Supports Program” and orientation by classroom teacher.

4. Grade 2-3 classroom.

- g. Duties: Provide teacher support in answering student questions during self guided study time, reading with students, and helping teacher with preparation activities.
- h. Training: All school and specific area “Positive Behavior Supports Program” and orientation by classroom teacher.

5. Grade k-1 classroom.

- i. Duties: Provide teacher support in answering student questions during self guided study time, reading with students, and helping teacher with preparation activities.
- j. Training: All school and specific area “Positive Behavior Supports Program” and orientation by classroom teacher.

6. Phone duty.

- k. Duties: Answer the phones, greet and guide people coming on site.

l. Training: Phone training review with head teacher or designated trainer.

7. Lunch Mentor.

m. Duties: Enjoy lunch with the kids. Guide students to proper table manners.

n. Training: Orientation conversation with community involvement coordinator.

8. Confidential office worker.

o. Duties: Entering of student information including test scores, assessment data and school lunch data.

p. Training: Confidentiality training and on the job training.

9. Crossing guard.

q. Duties: Stop traffic with handheld crossing sign. Watch and ensure that students cross the road safely before and/or after school.

r. Training: Orientation by staff or community involvement trainer.