



VOLUNTEER HANDBOOK

**How to Get Involved,
Be Informed &
Stay in Touch**



DAYTON PUBLIC SCHOOLS VOLUNTEER HANDBOOK
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GETTING STARTED

Thank you for volunteering at Dayton Public Schools!


We are thrilled to partner with you as we maintain our commitment to ensuring that all students of DPS have a fruitful, fair, and rich academic experience within each of our buildings. As you review the opportunities presented in this handbook, you may develop questions about a particular activity or volunteer position. The following is a list of parents and staff who can give you answers to help you decide how you would like to participate.

DPS Coordinator for Student Activities, Community Outreach and Family Engagement:

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 DPS:ParentEngagement101

Building Principal:

PTO Leadership:

School Clerical Personnel:

Parent Volunteers are always welcome at any of our school campuses. Here are a few guidelines to ensure your volunteer time is productive:

- Please park in the parking lot to keep lanes at and near the schools' entrances clear in accordance with school safety policies.
- Before you join in your activity, please be sure to go to the front desk and sign in so that the staff will know where you are in the building, and take a name tag so everyone else knows you are checked in.
- Please respect that classes may be in session and should not be interrupted without prior notice from the front desk.
- Be mindful of your dress as it should be comfortable and appropriate to be working on projects and/or interacting with young students.
- Please refer to the DPS Student Handbook for further specific school policies regarding visitors on campus.
- Have fun! Know that no volunteer effort is too small, and your taking an active part at Dayton Public Schools contributes on many levels to helping each school provide a quality education in an exciting, nurturing environment.

VOLUNTEER OPPORTUNITIES

- Library Assistance - Parent volunteers help maintain our school's libraries with many tasks including, bar coding and laminating new books, checking in/out of books, monthly alphabetical auditing of book shelves and returning books to shelves from the book drop.
- Carpool Traffic- assist in maintaining an orderly safe flow of traffic during morning dropoff and afternoon dismissal.
- Field Trips – Specific to each grade, classes may need chaperones either during bus transportation to and from the event, and also monitor student safety and behavior during the outing.
- Lunchroom Monitors – Volunteers are needed to help serve food, assist young students, and monitor safety and behaviors during lunch and while at recess.
- Copying services - Parent volunteers are regularly scheduled to help with copying needs of any faculty member.
- “Staff Appreciation Week” (*May*) – To say “Thank You” to our DPS staff members, volunteers may cover the front desk while the staff enjoys a catered lunch. This is in collaboration with PTO and building administration.
- Uniform Exchange- Parent volunteers help solicit new and gently used uniforms for DPS families. Volunteers help with collecting and arranging clothes, and assisting families. Time involved is based on the volunteer's availability.

VOLUNTEER CODE OF CONDUCT

Thank you for volunteering with Dayton Public Schools! We are grateful that you are joining us in our vision to transform public schools to ensure all students, regardless of their circumstances, are prepared for success in school, work, and life. Your contribution will help drive student achievement as well as teacher effectiveness. Due to the commitment of the safety and security of our students and staff, we've developed a brief code of conduct that we ask all volunteers to sign regarding your interactions with DPS students and staff.

In the Interest of Being a Positive Role Model, I Agree to the Following:

- ☐ Volunteers will appear clean, neat, and professionally attired. Provocative clothing is not permitted.
- ☐ Volunteers will use professional language at all times. Profanity, inappropriate jokes, sharing inappropriate details of one's personal life, as well as any kind of harassment in the presence of students, families, volunteers, or staff is strictly prohibited.
- ☐ Volunteers will respond to individuals with respect and consideration and treat everyone fairly, regardless of gender identification, race, religion, culture, economic status, or disability.
- ☐ Volunteers will not place themselves in any situation in which they are alone with a student and cannot be observed by others. Suspicions or allegations of abuse are considered serious offenses and will be reported to the DPS Office of Safety and Security for thorough investigation and review.
- ☐ Volunteers will not abuse DPS students or staff in any way to include but not limited to:
 - *Physical abuse (striking, spanking, shaking, slapping, etc.)*
 - *Verbal abuse (humiliating, degrading, or threatening)*
 - *Sexual abuse (touching or inappropriate dialogue or conversation)*
 - *Mental abuse (shaming, cruelty, etc.)*
- No type of abuse will be tolerated at any time.**
- ☐ Using, possessing, or being under the influence of alcohol or illegal drugs during working hours is strictly prohibited.
- ☐ Smoking or tobacco usage in the presence of students or families during work hours is prohibited.
- ☐ Possession or usage of any type of weaponry during work hours or on school grounds is strictly prohibited.

I have read and understand the guidelines listed within the Dayton Public Schools Volunteer Code of Conduct.

Name

Date

COMMUNITY PARTNERSHIP PLANNING

Partnerships:

“Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children’s development and learning.”

National Center on Safe Supportive Learning Environments (n.d.) *Family-School-Community Partnerships*.

Retrieved 2022, April 12 from [Family-School-Community Partnerships | National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)

PARAMETERS FOR PARTNERSHIPS:

- Partnerships will be in place to support educational opportunities and programs and student achievement.
- Partnerships should be aligned with the DPS strategic plan and district values.
- Partnerships will have stated goals and desired outcomes.
- Partnerships will have an agreement in place outlining the scope of the program, roles, responsibilities, timelines, projected outcomes, and evaluation methods.
- Partnership activities will be reported by building administration involved within the partnership through the process of an annual review of the DPS strategic plan, the community partner activity evaluation form, and the annual community partnership evaluation form.
- Partnership communication will be open and ongoing between both parties.
- Partnership will include a one-year action plan specifying activities for each selected school improvement goal.

DPS COMMUNITY PARTNERSHIP PLANNING PROCESS

When a Community Partner is needed and identified by either a school's Building Leadership Team (BLT), Parent-Teacher Organization (PTO), or through other working groups within the building, the following steps should occur in order to comply within community sponsorship/partnership district guidelines:

1. Identify School Needs and Partnership Opportunities

The requested need should be considered according to its duration of time. The need should be determined for its long-term (*quarterly or annual time commitment*), or short term (*event specific requests or one-time donation*). A good place to begin is by consulting the School Improvement Plan which focuses on student improvement and achievement. Be clear about what you want to achieve and that the activities are manageable as well as measurable.

2. Identify Potential Business/Community Resources

All potential businesses and entities desiring to partner with each building must be submitted in writing to the **DPS Office of Community Engagement**. This office will determine whether or not the desired partnership meets the Dayton Public Schools strategic plan, as well as provide metrics for data collection and to measure the intended goals of the requested partnership.

3. Establish Contact

If an entity requests partnership with a specific school in our district, or a school requests to partner with a specific partner or community resource or needs assistance in obtaining community partners contact the Office of Community Outreach. The outreach office will supply additional support, as well as ensure that all partnerships successfully move through the steps outlined within the Strategic Plan. Schedule a meeting to draft a preliminary partnership outline. If the potential partner is interested, proceed to step #4.

4. Partnership Development/Agreement

Determine whether the agreement is to be considered a school/community sponsorship, or a school/community partnership. Community sponsorships are limited to single event gifts, services, or participation within a specific activity (Open House, Field Day, etc). Community partnerships are designated as long-term relationships which *can* include the same activities as community sponsors, however these agreements are in alignment with district strategic goals. Metrics are to be designed and data kept to assure that improvements are evident in student behavior, attendance or student attendance.

Once the nature of the school/community relationship is determined, decide who should be included within planned partner activities. This team should have representatives from both partners and include members who will champion and support planned activities. Collaboration in planning must operate from the very inception of the partnership. Involvement by key team members will help to minimize misunderstandings and conflicts during the implementation phase of your school plan. Complete the School Partnership Agreement Form. This partnership agreement must be approved by the office of community engagement. Keep a copy for school records, give one to your community partner, and email a copy to the Office of Community Engagement.

5. Track the Relationship to Maintain its Consistency

Maintain regular contact with your partner(s) and ensure agreed upon projects are on time and on target. Record and track all donations (cash, in-kind, or merchandise) on the donation tracking form. Email all received donations to the Office of the Treasurer. Remember to thank your partners on a regular basis. Buildings should also share information regarding building specific gains due to relationships and partnerships. Tracking must have 2 way data from specified metrics and quarterly updates on achievement of metrics must be reported by the community partner. MOU is required for partnership

6. Complete the Annual Partnership Evaluation and Review

Review all tracking, activity evaluation, annual partnership evaluation, and original partnership evaluation. Email copies of final evaluations and review to the Office of Community Engagement.

PTO (Parent-Teacher Organization) Executive Committee Leadership

Some parents seek opportunities to be volunteer leaders in the school community. The following descriptions outline the responsibilities of volunteer positions that make up the PTO Board of Leadership. The PTO leadership is made up of enthusiastic and dynamic parents, along with faculty and staff volunteers, who carry out their responsibilities as both committee chairpersons and individual leaders, managing projects and programs that support individual school's families and faculty, as well as district-wide support. Volunteers are asked to hold these positions for a 1-year term. The responsibilities may include organizing special events, providing a reliable communication network among parents and teachers, coordinating parent volunteers in classroom activities and conducting fundraising events and programs.

★ **PRESIDENT**

Description:

- Oversee the leadership of the organization's activities
- Organize and coordinate the PTO Coffee and Volunteer Affair at the beginning of each school year.
- Develop agendas and conduct Executive Committee and General PTO meetings
- Develop and provide to the leadership updated handouts on PTO organization and contact information.
- Work with school administration to facilitate calendar of PTO events for the school year
- Establish communication lines among PTO leaders
- Collaborate with Treasurer to develop PTO's financial accountability
- Assist Secretary in publishing meeting minutes

★ **VICE PRESIDENT**

Description:

- Oversee the leadership of activities and programs conducted for parents and families.
- Facilitate the growth and development of activities and programs that will support and enrich CDS parents and families.
- Foster a good communication network among the leaders in Parent & Family Support Collaborate with school administration to ensure accurate and thorough communication with the parent community.
- Communicate to the PTO Board on progress and successes of the division's activities and programs conducted throughout the year.

Skills Utilized:

- Organizational skills to establish and maintain communication with parent volunteers so that everyone is regularly informed of schedules and activities.
- Leadership and public speaking abilities to conduct meetings.
- Good people skills to interact with parent volunteers and support their involvement.
- Computer skills in developing and sharing automated information from both the school and fellow parent volunteers.

Training & Resources:

Support from PTO President

Time Commitment:

A few hours a week, sometimes more if there is an upcoming PTO event.

Most enjoyable part of being this volunteer:

Being involved in activities that directly support our school district; contributing to the family atmosphere of our school community; Assisting the president in running a successful PTO; Working with a group of parents to ensure our children have access to the extras that are only possible through fundraising.

★ SECRETARY

Description:

- Correspond with the President and other PTO members as needed
- Respond to communication requests for school support as needed (condolence, sympathy, support cards) Participate in scheduled activities to encourage PTO membership

Skills Utilized:

- Desire to serve the PTO, the school, and ultimately the students
- Computer literate to produce and distribute PTO meeting minutes and correspondence
- Good listening skills and record keeping and note taking for meeting minutes
- Aware of and in touch with school activities and PTO business

Training and Resources:

One-on-one with outgoing secretary

Time Commitment:

PTO Executive Committee meetings quarterly or as scheduled

Most of the work can be done on the secretary's own schedule .

★ TREASURER

Description:

- Prepare financial statements utilizing reports and ledger from PTO meetings and activities.

Skills Utilized:

- Computer skills with accounting software and/or Excel experience in order to create PTO financial statements. Good people skills in order to interact with school staff and other PTO board members.

Training & Resources:

One-on-one with the outgoing treasurer.

Time Commitment:

5-6 hours per month during the school year.

Parent/Teacher Organization Committees

BOOK FAIR COMMITTEE

Description:

- Parent volunteers work during the book fair in 2-hour shifts
- Assist customers with locating items.
- Help maintain teacher wish lists to avoid duplication of purchases.
- Help unload and organize delivered books.

Skills Utilized:

Being able to organize lists of books

Good people skills to help parent “customers” with their purchases

Training & Resources:

Attend short training meeting with chairperson

Time Commitment:

2 hours

Most enjoyable part of being this volunteer:

Meeting other parents and sharing interests in promoting reading; being around books!

BOX TOPS COORDINATOR

Description:

- Send the box tops information that comes to you through email to building principal to send out to all families
- Over the summer before school starts, compose a letter with an envelope to send to the new families to introduce them to the program and remind them to collect box tops.

(School clerical personnel will have a list of new families.)

- Cut and group 50 box tops in ziploc bags.

Skills Utilized:

Marketing skills to promote student participation as well as involvement from families and school staff.

Training & Resources:

All the material will be online through the Box Tops website. There is a section to register as a coordinator and they will email from time to time reminding you of information that you need to know.

Time Commitment:

Most of the work can be done at home.

You collect, bag and send once or twice each year

SCHOOL-COMMUNITY RELATIONS GOALS

The Board bears a responsibility for authorizing, establishing and maintaining channels of communication that keep community organizations, the business community, parents and the general public well informed about the public schools. These channels of communication must become channels of cooperation for the betterment of the schools and the quality of life in the community.

The Board welcomes the active participation of citizens in the formulation and development of its programs. In determining policies, programs and actions, the Board uses very practical means to ascertain the needs and desires of the community.

The Board is aware that all District employees have roles in the total school-community relations program. It is therefore important that the entire staff develop understandings that aid them in interpreting school programs and needs to the public.

The Board's school-community relations program aims toward:

1. developing public awareness and interest in the public schools;
2. ascertaining the attitudes of parents and other residents in matters of public education;
3. building greater understanding on the part of the public as to the programs and needs of the District;
4. discovery of ways the schools can be of greater service to the community and
5. actively involving all citizens (parents, community volunteers, business and community representatives, grandparents, senior citizens and retirees), including those who have no children in the public schools, in public school programs and activities.

[Adoption date: January 17, 2017]

LEGAL REFS.: ORC 3315.07

OAC 3301-35-02; 3301-35-04

CROSS REFS.: AE, School District Goals and Objectives

AFA, Evaluation of School Board Operational Procedures (Also BK)

KBA, Public's Right to Know

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

In accordance with State law, the District may require additional background checks for any prospective volunteer.

[Adoption date: January 17, 2017]

[Re-adoption date: December 21, 2021]

LEGAL REFS.: ORC 121.401
 2305.23; 2305.231
 Chapter 2744
 3319.39
 3319.393

CROSS REFS.: GBQ, Criminal Records Check
 IIC, Community Instructional Resources (Also KF)

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board believes that parent and family involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, family members and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents, family members and foster caregivers the necessary regulations to ensure that this policy is followed and that parent and family involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between parents and family members or foster caregivers and school officials;
3. offer parents and family members or foster caregivers ways to assist and encourage their children or foster children to do their best and
4. offer ways parents and family members or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement

policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

[Adoption date: January 17, 2017]

[Re-adoption date: June 20, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC 3313.472; 3313.48

OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners

IGBJ, Title I Programs

Student Handbooks

NOTE: THIS IS A REQUIRED POLICY

Dayton Public Schools Community Partnership

Pre-Screening Questionnaire

The purpose of this form is to learn more about your organization as well as your opportunity to describe in detail the potential benefits that the students of Dayton Public Schools can expect to acquire whilst being supported by your organization. This questionnaire is not to be mistaken for a commitment nor establishment of partnership between your organization and Dayton Public Schools.

Organization: _____

Contact: _____

What type(s) of programs do you provide?	
What is your mission/vision for the program?	
Tell us about your experiences working with other schools. What need is currently being filled by your group's presence?	
What is the cost for the services currently being proposed?	
What ages groups or grade levels do you currently work with?	
What is the target age group or grade level for your program?	
What type of previous experience does your team have working with the student population demographic that attends Dayton Public Schools?	
Is your staff able and equipped to serve the current ELL (English Language Learners) population attending Dayton Public Schools?	
Are any members of your current staff certified teachers?	

This agreement is to be completed by the school principal and a representative of each approved community partner. Both parties shall maintain a copy for their records, and a copy of this agreement will remain on file in the DPS Office of Community Outreach.

Start Date:_____ **Ending Date:**_____ **Evaluation Date:**_____

School Name:	Business Organization/Community Partner:
School Leader/Title:	Partner Leader/Title:
Mailing Address/Zip Code:	Mailing Address/Zip Code:
School Voice Call/Email Contact Info:	Business Organization/Partner Voice Call/Email Contact Info:
Name and Contact Information of School Primary Contact/Coordinator:	Name and Contact Information of School Partner Primary Contact/Coordinator:

Partnership Contributions

Expected # of Volunteers/Mentors/Speakers: _____

Expected # of Hours per week in building: _____

Expected days and times per week in building: _____

Partnership Focus

(Check all that Apply)

☐ Academic Achievement:

Tutor and read to students, provide technical expertise, and/or display student work

☐ Student Development/Citizenship

Mentoring, character education activities, contest sponsorships, leadership development, student-led efforts support, service learning opportunities

☐ College/Career Readiness

Job shadowing opportunities, career fair or career day presenters and speakers, interview preparation and etiquette, college and career prep materials

☐ Attendance/Behavior

Anticipated # of students impacted: _____

Shared Community and School Partner Goal(s):

Community Partner Goal(s):

Community Partner Commitment(s):

School Goal(s):

School Commitment(s):

Volunteer Disclaimer:

All volunteers are required to complete a volunteer application and undergo a criminal background screening conducted through the DPS Human Resource Department and administered by safety and security personnel of Dayton Public Schools in accordance with the required background check policy. Community Partners must successfully complete coursework offered and become certified by the Montgomery County Mentoring Collaborative. Building principals have the decision-making authority relating to volunteers and volunteer opportunities within buildings.

Please attach a completed calendar of agreed upon activities for the duration of this partnership for the school year.

Signatures:

Principal
Printed Name

Principal
Signature

Date

Business/Community Partner Rep
Printed Name

Business/Community Partner Rep
Signature

Date

School/Community Partnership Activity Evaluation Form

School:_____

Partner:_____

School Partnership Coordinator:_____ Telephone:_____ Email:_____

Community Partnership Coordinator:_____ Telephone:_____ Email:_____

Activity Information

Activity Name:_____

Date of Activity:_____

What worked well?	
What changes would you make for greater success?	
Did this activity meet our objective? Why or why not?	
Who was this activity targeted to?	
How many students were involved within the group that you targeted?	
What additional personnel or support do you need for this event to be more successful in the future?	

SCHOOL/COMMUNITY PARTNERSHIP ANNUAL EVALUATION FORM

School Partnership Information for SY: _____

Dayton Public School Name: _____ Community Partner Name _____

Community Partner Coordinator Name: _____ Telephone: _____ Email: _____

School Year Activity Summary

Total # of Student Activities: _____

Total # of Participants (avg. per activity) _____

of Participating Students: _____

of Participating School Personnel: _____

of Total Volunteer Hours: _____

\$ Amount of Monetary Resources: _____

\$ Value of In-Kind Services: _____

Grants/Sponsorships/or other Resources (Please List Below):

Additional Comments:

Principal
(Printed Name)

Principal
(Signature)

Date

Business/Community Partner Rep
(Printed Name)

Business/Community Partner Rep
(Signature)

Date