

Family Mentor Partnership Volunteer Policy (FMP)

Effective 5/20/2017

Capstone Classical Academy regards parental involvement vital to the academic success of the scholars. Capstone is a family-focused charter school expecting parents to play an integral part in the education of their scholars. Parents are the initial mentors of their children and serve as partners with the school in helping their children achieve academic success. We request parents to be involved and volunteer a minimum of 4 hours a month assisting their scholar's mentors and actively serve on one committee. Any additional service given to Capstone would be greatly appreciated. Volunteer hours can be logged in the office.

Not only is the FMP program vital for volunteer placement at the academy, it is vitally important for the ongoing daily needs of the school. The FMP will coordinate an association that will handle many of the mentor sponsored activities that will take place at the school such as science fairs, debate tournaments, coffeehouses, welcoming new faculty and staff, "get to know you" nights, dances, fundraisers, mentor appreciation week, administrative appreciation week, etc. The association will vote on a president to run and coordinate monthly meetings and to attend Board of Directors meetings to report on activities of the FMP to include volunteer numbers and hours served over each month's time.

Capstone will involve parents in the development of strategic plans. Capstone Classical Academy will invite parents to participate in the development of school plans. These planning sessions will occur as part of announced school board meetings. Information including academic data, State and Federal allocations, personnel, and instruction strategies will be given to parents as part of board meetings. Parents will be allowed to review information, attend meetings, and give input into the development of school plans. The Board of Trustees will give final approval to all school plans.

Capstone will involve parents in the process of school review and improvement. We will share achievement data with parents on our website and in Board of Trustees meetings. CAPSTONE invites input from parents regarding school academic goals. Parents are encouraged to join in their area of interest.

The purpose and vision of the FMP program at Capstone is to enable parents to take an active role in the education of their children. Capstone will schedule an annual parent involvement open house and support the efforts of the FMP (Family Mentor Partnership). As FMP volunteers are integrated into our learning community scholars will see that gaining education and learning is a life-long journey. As parents share in the learning experience, they will feel a greater investment in our school and their child's education.

We envision FMP volunteers will play a vital role in assisting scholars to become capable of tackling academic situations with confidence while contributing to the communities in and outside of the classroom. By utilizing the strength of our parents we can provide smaller learning groups, more individualized attention, visiting experts and extra support for our scholars, mentors, and administrators. As they interact with different individuals within their own community, the scholars will

notice an increased feeling of community involvement and investment in their future. This interaction between educators and parents will greatly enhance the educational experience at Capstone Classical Academy.

It is the policy of Capstone Classical Academy to not allow registerable sex offenders to participate in volunteering on school grounds. They are welcome to volunteer in opportunities where children are not present. School administration will periodically check the Utah State Sex Offender Registry and comply with the laws of the Utah State Sex Offender Registry.

FMP volunteers will be divided into two groups: Level One, and Level Two

FMP, Level One Volunteers

Will have a significant level of interaction with scholars, yet will still be supervised by the hub or classroom mentor. Their main responsibilities are to assist with small group instruction in math, language arts or any of the additional core subjects as needed. Volunteers at this level would be asked to go through some basic training. This training could include, but is not limited to, basic classroom management, simple overview of approved school curriculum, and any particular needs for the mentor and scholars they will be assisting.

FMP, Level Two Volunteers

Level two volunteers will have the greatest interaction with scholars and could potentially be left unsupervised with scholars. However, they will not be permitted at any time to be alone with any one scholar. More than one scholar or another mentor must be in close proximity (for instance, the volunteer may work with scholars in the hall -- a public thoroughfare -- with the classroom door remaining open or in the center of a hub). Level two volunteers can provide the same assistance as a level one volunteer; yet the main responsibilities of these volunteers include after school tutoring, working with scholars in class who need individual assistance, substitute teaching, and chaperoning field trips. Training will be required for volunteers at this level. This training could include, but is not limited to, different teaching methods, different learning styles, appropriate adult-scholar interactions, and first aid and background checks with clearance.

Volunteers at this level will be required to be fingerprinted and have a background check, in accordance with Utah Law 53A--15-1503. Volunteers whose background check shows convictions for any class A misdemeanor or felony, including pleas in abeyance and diversion agreements (or the equivalent from another state), will not be permitted to be a FMP level two volunteer; however, they may be allowed to be a FMP level one volunteer. Background checks must be done at time of FMP level two certification at the volunteer's expense. Complete detailed information regarding these procedures is available from the front office upon request.

Volunteer Guidelines

All volunteers will be required to wear a school-designated name badge. Volunteers will check in at the front desk, prior to going to the classroom, to obtain their badge. This will ensure the office staff knows

who is in the building, will help staff distinguish between volunteers and visitors, and help scholars easily recognize whom they can ask for help. Volunteers will dress professionally at all times, preferably following the mentor dress code unless a particular field trip warrants otherwise.

Parents interested in volunteering at either FMP level should complete the Volunteer Form and indicate FMP one or FMP two. This form will be used by school administration to facilitate assignments and train volunteers as necessary.

CAPSTONE will conduct a parental involvement evaluation and parental climate survey annually to evaluate effective involvement. CAPSTONE will provide a summary of the parental involvement evaluation and climate survey, with its plans to address identified needs and recommendations, to the board of trustees annually.

The following is a breakdown of the specific volunteer levels as well as the activities and training required for each specific level:

Volunteer Levels	Activity Needed	Training Required	Training Provided By
<p><u>Volunteering</u> Moderate and supervised contact with scholars</p>	<p>Office help Lunchroom help Recess duty Assist with additional core activities such as art projects and science experiments Visiting expert Classroom projects At home projects Attendance at CAPSTONE Board of Trustees meetings</p>	<p>Operation of various tools, copiers, work room machinery</p>	<p>Individual mentors, office staff or Volunteer Coordinator as needed</p>
<p><u>FMP One</u> Significant interaction with scholars, yet supervised</p>	<p>Reading in the breakout rooms Supervise hubs Oversee writer's workshop Assist with small group instruction in Language Arts, Math, or any other additional core subject Assist with testing</p>	<p>General overview of Balanced Literacy General training in Saxon/Singapore Math Various teaching methods. Classroom management techniques Grouping techniques and policy Associate's Degree preferred</p>	<p>Coordinated by Instructional Coach, Academic Committee and Volunteer Coordinator</p>

<p>FMP Two Could be left unsupervised with scholars</p>	<p>After school tutoring A substitute mentor Work with scholars who need <u>individualized</u> help Field trip chaperone</p>	<p>Different learning styles Various teaching methods Appropriate adult-scholar interaction First Aid Privacy procedures Classroom managements techniques More in-depth knowledge of curriculum Bachelor's Degree</p>	<p>Coordinated by Instructional Coach, Academic Group and Volunteer Coordinator</p>
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See Utah Code 53A-1a-105; R277-516