To promote the welfare of children and youth in home, school, places of worship, and throughout the community.

To raise the standards of home life.

To advocate for laws that further the education physical and mental health, welfare, and safety of children and youth.

To promote the collaboration and engagement of families and educators in the education of children and youth.

To engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and

To advocate for fiscal responsibility regarding public tax dollars in public education funding.

Utah PTA will help every child realize his full potential and will:

**Advocate:**
Support and speak on behalf of children and youth, and

**Involve:**
Encourage positive involvement in all facets of a child's life, and

**Develop:**
Assist in developing skills to raise and protect children and youth.

The Mission of PTA is three-fold:

To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;

To assist parents in developing the skills they need to raise and protect their children; and

To encourage parent and public involvement in the public schools of this nation.
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My Critical Information At-A-Glance

Local President ___________________________ Phone ___________________________

Email __________________________________

Region # _________________________________ Council __________________________

Council President ________________________ Phone ___________________________

Email __________________________________

Region Director __________________________ Phone ___________________________

Email __________________________________

Principal ________________________________

School Address ___________________________

Phone _________________________________ Fax ___________________________

Email __________________________________

My Board:

Name __________________ Position __________________

Phone __________________ Email __________________

Name __________________ Position __________________

Phone __________________ Email __________________

Name __________________ Position __________________

Phone __________________ Email __________________

Name __________________ Position __________________

Phone __________________ Email __________________

Name __________________ Position __________________

Phone __________________ Email __________________
What is a Commission?

A Commission is a specific group that develops and implements programs and projects within related areas of concern.

Q What is the purpose of a PTA Commission?
A It is to resolve critical school and community issues and concerns identified by the PTA membership through a needs assessment.

Q What is the role of a Commissioner?
A It is to act as the presiding officer and facilitator of a commission and to report commission plans to the executive committee.

Q Who selects a Commissioner?
A Bylaws will indicate whether the commissioner is elected or appointed with board approval.

Q Who selects Commission members?
A Commissioners and/or officers appoint commission members as needed.

Q When does a Commission meet?
A The commissioner may determine a meeting schedule. These meetings are generally held outside of regular board meetings.
Information on Commissions

How to Get Started

- Attend training at state, region and council levels.
- Become familiar with national, state and local commission-related issues.
- Gather resources from past commissioners.
- Organize your commission.
- Identify local needs or concerns:
  - Include current issues on needs assessments
  - Determine areas where teachers or school programs need assistance
- From the needs assessment:
  - Prioritize
  - Set goals
  - Develop a plan of action

Responsibilities of a Local PTA Commissioner

- Become knowledgeable about PTA policies and current issues.
- Know the key people and organizations that relate to your commission.
- Act as a resource on commission issues. Disseminate information and material pertaining to commission concerns to parents, teachers and community.
- Serve on council commission if one is organized.
- Be an active, participating member of the local PTA board of directors.
- Serve on PTA and community committees as assigned by the PTA president or board.
- Organize your commission with teachers, students, parents, and community members.
- Develop and implement programs that relate to commission concerns.
- Keep a record of number of hours spent in PTA work.
- Keep a procedure book to be passed on.
- Advocate for children on commission-related issues.
- Attend appropriate meetings, including:
  - Local PTA Board of Directors
  - Training sessions conducted by Utah PTA, Region PTA and Council PTA
  - All local PTA general membership meetings
  - Utah PTA Leadership Convention
  - Advocacy Conference
  - PTA Day at the Capitol

Responsibilities of a Council PTA Commissioner

- Provide training and leadership for local commission counterparts.
- Act as a resource and provide new ideas and approaches for commission concerns.
- Provide information to local PTA units on policies, goals and objectives.
- Organize council projects, conferences and workshops as needed.
- Conduct council commission meetings.
- Keep a record of number of hours spent in PTA work.
- Attend appropriate meetings.
- Maintain a resource file/procedure book to be passed on.
- Advocate for children on commission-related issues.
Responsibilities of a Region PTA Commissioner

- Provide training and leadership for council commission counterparts.
- Act as a resource and provide new ideas and approaches for commission concerns.
- Provide information to region PTA units on policies, goals and objectives.
- Organize region projects, conferences and workshops as needed.
- Conduct region commission meetings.
- Keep a record of number of hours spent in PTA work.
- Attend appropriate meetings including Utah PTA Commission meetings.
- Maintain a resource file/procedure book to be passed on.
- Advocate for children on commission-related issues.

Who can Serve on a Commission Committee?

Local
- Elected or appointed Commissioner
- Teachers
- School Nurse
- Appointees as needed
- Specialists
- Local Officers
- Students (PTSA)
- Community Members

Council
- Elected or appointed Commissioner
- Local commissioners
- Council Officers
- Appointees as needed
- Specialists
- Local Presidents
- Student Members
- Community Members

Region
- Elected or appointed Commissioner
- Council Commissioners
- Region Officers
- Appointees as needed
- Specialists
- Council Presidents
- Student Members
- Community Members

State
- Elected Commissioner
- Region Directors
- Associate Region Directors
- State Officers (as appointed)
- Specialists
- Council Presidents
- Student Members
- Community Members
Organizing Your Commission / Committee

This page is to help you identify the plan for your Commissioners and the people on your commission/committee.

Commission/Committee:

Commissioner/Chairman:

Areas of Concern:

Commission/Committee Members:

    Teachers:

    Students:

    Parents:

    Community:

    Specialists:

    Consultants: (Resource people)
Meeting / Project Planning Assignment Sheet

This page is provided as a guide for setting up a plan of work for projects.

Officers in charge: (assignments)

Committee:

Business to be conducted:

1.
2.
3.
4.

Presentations:

Publicity:

Fliers
Community Newspaper (press release)
Posters
Websites
Other (PTA newsletter, local radio or television stations)

Physical Facilities:

Handouts:

1.
2.
3.
4.
Other:

Costs:

Evaluation:

Subject:

Letters:

School Papers:

Calls:
Mission Statement

The Community Involvement Commission will involve and engage all members of the community (family, business, religious, and government entities) in improving the quality of life and education of all children.

Focuses

On a local level, the programs the commissioner will cover are determined by their executive board based on the needs assessment, which is done at the beginning of the year.

- Business and Community Sponsorships and Partnership
- Community/Public Involvement
- Educating Family and Community Groups
- Education Foundations
- Information/Communication Network Plans
- Lifelong Education/Community Education
- Diversity and Inclusion Leadership and Involvement
- Male Involvement and Leadership
- Parent/Community Involvement Events
- Teacher Appreciation
- Volunteer Coordination
- Volunteer Appreciation

Focus Information

Sponsorships and Partnerships

Forming relationships with sponsors and partners can effectively help local, council, and region PTA units to further their goals. In the Utah PTA Board Handbook, Sponsorships and Partnerships are defined as follows:

- Sponsor: A sponsor is a person or organization that provides service or support for a PTA project or activity in return for recognition as a sponsor of PTA.
- Partner: A partnership is an agreement between PTA and another entity or organization in which the PTA and the partner work in cooperation for mutual benefit.

There are specific legal rules and regulations governing non profit organizations relationships with sponsors and partners, particularly when monies are involved and when acknowledging these relationships. Please work closely with your PTA treasurer to make sure these rules are followed to maintain your non profit status.
Community Resources

There are many Community Resources that a Community Involvement Commissioner at any level can tap into to help your PTA unit.

**Education Foundations.** Each school district in Utah has an education foundation run by district officials. Units can set up an account there to aid in money matters, receiving donations, and other helps. Many educational foundations help with PTAs vetting of fundraising partnerships to ensure PTAs and schools are protected in fundraising ventures.

**Community Education.** Most communities have opportunities through local colleges or through city organizations for further education and networking opportunities. Look for opportunities to partner with them and encourage your school patrons to take advantage of their offerings.

**Diversity and Male Leadership and Involvement.** Utah PTA has a Chairman whose responsibilities are geared to helping PTA units encourage and involve diverse members of their school communities. Utah PTA also publishes a handbook to aid units in their efforts. There are sections in this handbook to aid representatives with increasing male involvement and diverse involvement in PTA boards and events.

As you get involved

Your position in Community Involvement will make a tremendous difference in your school and in your community. Ask for assistance. Keep in mind the motto “Many Hands Make Light Work.” This will be a fun position for you and for those with whom you are privileged to work!

Suggestions

- Work with your school to provide quality out-of-school time programs.
- Provide information to parents on community learning opportunities, adult education and programs at local universities.
- Work with local businesses and community institutions for technical services, reduced fees, job opportunities, or sponsorship of activities and programs.
- Assist the school to provide volunteers for field trips. Suggested field trips might include police and fire stations, city hall, museums, courthouses and other community resources.
- Provide information on local and city libraries and library cards.
- Connect with community groups with the same mission and purposes of PTA to promote activities and programs.
- Sponsor candidate forums and voter registration drives in conjunction with community organizations during election season and meetings with local officials about issues that affect families and children throughout the year.
Other Community Based Groups

Groups who have people looking for ways to serve and help include:

- AARP
- Boys and Girls Club
- Health Department
- www.justserve.org
- Lions Clubs
- The Senior Center
- The League of Women Voters
- United Way
- YMCA/YWCS
- College and university volunteer/student service departments
- Other groups applicable in your area

Utah PTA Community Involvement Resolutions

PTA Resolutions help our association to function with consistency and unity. It is important that we speak as one voice for the benefit of Utah’s children. Becoming aware of existing resolutions will help you to know what the official stand is on any given issue. If a needed resolution is not in place, you may be the one to bring it forward and help Utah PTA address an issue that will increase our ability to raise healthier, happier, safer children. You can find the full text for each resolution at www.utahpta.org/advocacy/resolutions.

Utah PTA Community Involvement Resolutions (Keep in mind that many Commissions overlap in their focus. If you do not see a resolution here, it may be listed under another Commission. For National PTA Resolutions see: www.PTA.org/advocacy)

- Homelessness and Transiency ..................................................COM 2018-1
- Partisan Politics and Redistricting ............................................COM 2017-1
- Protecting Utahns Right to Direct Democracy Through Initiatives and Popular Referenda . . .COM 2008-1
- Business Support of Education and Student Attendance at School ..........................COM 1997-1
National Standards for Family-School Partnerships

A New Way of Leading

In a 2002 research synthesis authored by Anne T. Henderson and Karen L. Mapp, and published by SEDL, “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,” it was concluded that when families are involved in their children’s learning, both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children’s academic success.

1 Programs that link learning improve student achievement
   - Family Night on math and literacy
   - Family-teacher conference that involve the students

2 Speaking up for children protects & promotes their success
   - Become knowledgeable about the operations of schools and the laws that govern those operations
   - Expect only the best from their children and for their children

3 All families can contribute to their children’s success
   - Teaching their children the importance of education
   - Sending their children to school ready to learn each day

4 Community organizing gets results
   - Provide expanded learning opportunities
   - Build board-based support for increased funding
   - Provide quality after school programs
What are the National Standards?

The National Standards for Family-School Partnerships are voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs. The six standards and their quality indicators provide PTAs, schools, and communities with the components that are needed for highly effective family-school involvement programs.

PTA leaders and all those interested in more effective family/school/community connections will find the National Standards for Family-School Partnerships to be a valuable resource and catalyst for action.

1. **Welcoming All Families Into The School Community**
   Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.

2. **Communicating Effectively**
   Families and school staff engage in regular, two-way and meaningful communication about student learning.

3. **Supporting Student Success**
   Families and school staff continuously collaborate to support students’ learning and healthy development, both at home and at school and have regular opportunities that will support their success.

4. **Speaking Up For Every Child**
   Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

5. **Sharing Power**
   Families and school staff are equal partners in decisions that affect children and families and together inform, influence and create policies, practices and programs.

6. **Collaborating With Community**
   Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.

**Background**

Our nation acknowledged the important role of parent involvement through its enactment of the 8th National Education Goal:

> Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

Utah PTA supports this goal. The standards were designed to raise the level of expectation about how family-school involvement programs can improve student achievement and life success by engaging families in true partnership with educators and community leaders.

**How Were the Standards Developed?**

The standards were developed by the National PTA in collaboration with parent involvement researchers and other national leaders. They are endorsed by more than 30 professional education and family-school...
involvement organizations. The standards clearly delineate those practices that have been shown to lead to success and high-quality parent involvement programs. The standards were developed to be a practical tool for meeting the threefold purpose of the national standards which is:

1. To promote meaningful parent and family participation
2. To raise awareness regarding the components of effective programs
3. To provide guidelines for schools that wish to improve their programs

**How Can My PTA Use These Standards?**

Before you begin to develop new or improve on existing family-school involvement programs, form a committee or action team including all of the stakeholders—parents, teachers, administrators, support staff and community leaders. Be sure everyone involved understands the group’s purpose: to recognize the importance of parent and family involvement, review the standards, look broadly at current programs or practices at your school and make recommendations about what steps are needed to initiate positive change.

Developing genuine collaboration is critical. The views of all stakeholders should be considered and valued and no one group should control the outcomes. Establishing trust and a true partnership will take time, but the extra effort is well worth the lasting benefits that can be gained. Meaningful change requires thoughtful, incremental steps. Laying a solid foundation can make all the difference in the final outcomes and success of your programs.

**Creating an Action Plan**

When parents, educators and community leaders make parent involvement a mutual goal, they can begin to work together as a team to create an action plan for reaching and maintaining the standards. Give each step adequate attention to ensure the overall effectiveness of your plan. Set realistic and achievable goals. Remember: Success Breeds Success. Accomplishing obtainable goals and then setting additional ones works better than reaching too high and trying to achieve too much in the beginning.

When implementing your action plan, consider local needs, priorities and the demographics of your school and community. Involve those who will be instrumental in carrying out the plan to help develop the steps or procedures to implement it. This uses a bottom-up rather than top-down team approach which allows for greater support and cooperation from everyone involved.

Family involvement should not be seen as an “add-on” program feature, but rather as an essential component in the ongoing goal of improved student success. In order to be most effective, the family-school involvement plan should be fully integrated into the overall school or program improvement process.

**Making Progress**

Once the groundwork is laid and all stakeholders understand the value of the partnership, then redefining, reshaping and “scaling up” planned activities and goals maintains the momentum of program change. As noted, family involvement is a process, not merely a series of “one shot” activities or plans carried out and then retired. It is crucial that the standards be implemented in an ongoing pattern of planning, action and evaluation on a consistent basis. Each measurable success fosters a pattern of continual, meaningful partnership.
One of your duties, as Community Involvement Commissioner, is to oversee volunteers. Volunteers help our Utah public schools be strong. A volunteer can be many things—a role model for the students, an extra pair of hands to help teachers and staff, or a liaison between school and the community.

Have the local PTA board appoint a Volunteer Coordinator whose job will be:

### Recruiting Volunteers

- **Needs Assessment:** Before you begin recruiting volunteers, you need to first assess the needs of your school. You do this by consulting teachers, principal, and staff. By doing so you will be able to identify needs, set goals and objectives, and determine the best way to utilize volunteers. Then do an assessment of the parents’ involvement and interests.

- **Recruiting:** The idea of recruiting doesn’t need to be overwhelming. The biggest complaint that we hear on the state level is “I signed up to help and no one ever called me.” Remember “many hands make light work.”

### Suggestions

- **Develop personal relationships:**
  - Have a welcoming committee for first day of school. Get dual language volunteers.
  - Have someone from your PTA become a liaison and go to all teacher/principal monthly meetings.
  - Set up a help desk in the office staffed by volunteers and school employees.
  - Hold family friendly back to school nights (tours of the school, how to volunteer, procedures, etc.).
  - Have newsletter spotlight different teachers each month to get to know them.
  - Have newsletter spotlighting rest of school staff.
  - Have a table at all school events. A poster which shows or lists the activities held at your school last year or that have just been completed will bring attention to your table. Have sign-up sheets available as well as a list of needs based on the completed school assessment.

- **Create a family-friendly atmosphere:**
  - Hold back-to-school night with a family atmosphere (games on playground, teacher info in classrooms, etc.).
  - Have a family resource center (things about school, community, PTA).
  - Have signs to direct to important places (library, guidance counselor).
  - Have an outside marquee to keep the community informed.
  - Put a welcome sign or map at front door.
  - Use students to help make other families feel welcome.
■ Provide opportunities for volunteering:
  ▪ Make personal phone calls to all parents in the school community, regardless of nationality. Invite them to participate.
  ▪ Use teachers as a way of knowing and contacting more volunteers.
  ▪ Send volunteer invitations home through letters or emails in the home language.
  ▪ Provide opportunities for students of different backgrounds to volunteer and invite parent help.
  ▪ Invite families, grandparents, or local business volunteers for reading days, math nights, carnivals, or dance festivals to spark interest from all student’s extended family.
  ▪ Make the invitation to volunteer personal, powerful, and meaningful. Using a poster, point out some of the activities your PTA helped with last year and what volunteers were needed for.

■ Respect all families:
  ▪ Have a “family traditions” night or week.
  ▪ Do a character development activity on differences and similarities.
  ▪ Spotlight all of the nationalities at your school.
  ▪ Hold a family game night.
  ▪ Understand different culture’s views on school.
  ▪ Invite, invite, invite.
  ▪ Do not leave out the working parents. Working parents can volunteer—there are many ways to help that can be accomplished at home such as assisting with the school directory, preparing fliers and hand-outs, coordinating volunteering lists, making phone calls, etc. Some parents may be willing to help with evening activities or early morning activities.
  ▪ Involve men and couples. The best way to involve anyone is just to ask. Men are often more willing to help if they can work with their spouse.

In a recent survey, 49% of respondents said they had not joined the PTA because no one asked. This is probably also true with volunteers. Extend the invitation to volunteer and do it often.

■ Remove economic obstacles to participation:
  ▪ Hold events that cost a minimum or are free (at least one (1) per year).
  ▪ Find a donation or budget for a free event for the family at the school.
  ▪ Hold read-a-thons.
  ▪ Hold events like dads and donuts, grandparents and popcorn or cool dudes and fun.
  ▪ Hold family game nights/math events.
  ▪ Hold after school programs.
  ▪ Hold a book exchange (no cost, just bring book to exchange or minimum charge).
  ▪ Be inclusive! We never want parents or potential volunteers to feel alienated. If there are a variety of languages spoken at your school, try to have someone at your booth who can communicate in those languages. If you have a high percentage of Spanish speaking families, try to have someone who is bilingual in English and Spanish. There are forms and brochures available in Spanish at the National PTA website, www.pta.org. Use the “Three for Me” program with cards as an easy way to get parents to volunteer.
Communicating Effectively

Families and school staff engage in regular, two-way and meaningful communication about student learning.

It is important that you work with the PTA President and the school principal to establish communication with home and community. Public relations is important to the success of your school. As more people come to know how wonderful your school is, students and families will reap the rewards.

Suggestions:

Publish a newsletter which goes out monthly as well as a web page that is updated as needed.

Help conduct a needs assessment with your president to determine course of action for the year. The needs assessment form can be found in the president’s handbook.

- Use multiple ways to contact families: newsletters, fliers, e-mail, automated phone calls, text messages.
- Meet with PTA president and principal over the summer to discuss plans and to coordinate strategies to address school needs.
- Invite your principal to monthly meetings.
- Invite the principal to discuss school-wide test results and plans to address gaps in learning.
- Meet monthly with the principal to review his/her perspective on issues that affect families.
- Plan socials to discuss needs assessment results, issues, and school plans.
- Hold meetings at various times to accommodate different parent schedules.
- If you have a large number of parents who speak Spanish, you may want to invite a volunteer to translate your newsletters and have a page on your website that is in Spanish.
- Be sure parents and students know in advance when Parent-Teacher Conferences are so that they can plan their calendars to attend. These dates are on the district calendar (usually two (2) years in advance). Be sure that an interpreter is available for parents who do not speak English. Try to have someone besides the student available if possible.
- Advertise all school activities in the community papers and invite community members to participate in the activities.
As Community Involvement Commissioner, it is important to work with the PTA president and school principal to be sure that the students have the ability to succeed at home as well as at school. You can include questions on your annual assessment that can help determine needs from home as well as school. One way to do this is by working with community support groups. These are groups that help the child before or after school (they can be community based or religion based).

Some examples of community support groups are:
- Boys and Girls Clubs
- Boy Scouts
- Girl Scouts

By working with these groups, you can coordinate volunteers and projects that will help both your school and the community group.

Helping parents with ongoing education is another way that our PTAs can help support the students at home and at school. Holding family-oriented nights such as computer nights, math nights, or reading programs will help not only the student, but the family, as they learn together. Use your community services to help with these events.

Suggestions:

- Share information about student learning.
  - Provide information about standards and academic content for all grades to parents.
  - Work with families, principal, and school staff to identify and address barriers to student learning.
  - Inform parents about school academic programs, PTA activities and programs, and how to get help if needed.

- Provide support for learning opportunities.
  - Encourage parents to visit and volunteer in their child’s classroom.
  - Offer workshops or other activities to help families understand how to support learning at home.
  - Assist principal and teachers to understand successful approaches to engaging parents in their child’s learning.
  - Disseminate information to parents about community resources.

- Support learning at home.
  - Encourage families to attend a back-to-school night where they can join PTA, sign up to volunteer, meet teachers, and learn about the school.
  - Organize an exhibit of student projects in community settings, inviting the entire family.
  - Disseminate summer packets and reading helps at the end of the school year.
Part of your job as Community Involvement Commissioner is to get to know and work with your elected officials from your school, city, and state. These officials have the ability to help your school in many ways. They can lend assistance when needed. They can help make sure your school is safe. They can also answer many questions and have the knowledge of how best to proceed when you have concerns.

The legislative process is important to our schools, and the more we understand it the better we can use it to help improve our schools. Each level of government has its own directives and abilities. Get to know and work with your Legislators to make sure that voices of all children are being heard.

Suggestions:

- Understand how the school and district operate:
  - Give parents information on the school’s mission, goals, and organizational structure.
  - Provide a school handbook that is available in print, on the school website, and in various languages as needed.
  - Offer workshops, sponsored by the school district, for family members about school and district programs, policies, and resources, and the skills to access them. Offer these in various languages and locations in the community.

- Understand rights and responsibilities under federal and state laws:
  - Distribute written materials about parent involvement mandates in state and federal programs, such as No Child Left Behind (NCLB) and Individuals with Disabilities Act (IDEA).
  - Invite district staff to talk about parent rights and responsibilities under state and federal laws.

- Learn about resources:
  - Distribute information about available programs and resources in the school district and in various languages.
  - Co-host a fall orientation with the school staff where families can learn about programs for academic and social growth, tour the school, and meet the entire school staff with interpreters available.
  - Identify parent leadership and parenting programs or classes available and explore ways to offer them to families.

- Resolve problems and conflicts:
  - Develop and distribute a guide identifying and resolving problems at school and make it available on the school website and in print, in appropriate languages.
  - Jointly plan, with school staff, strategies to help parents, teachers, and students identify and resolve problems and conflicts at school.
  - Offer conflict resolution classes to learn effective ways to resolve conflicts at home and at school.
■ Develop families’ capacity to be effective advocates:
  ▪ Provide monthly tips on the school website and in print on how to be an advocate for student success.
  ▪ Provide workshops and other information sessions to help parents learn how to ask the right questions about their child’s progress in school.
  ▪ Include in the school handbook a number of resources that help prepare parents to be advocates for their and other children.

■ Plan for the future:
  ▪ Invite local employers to speak at a school career expo and ask them to offer field trips to work sites.
  ▪ Offer information sessions to help parents and students identify career interests and goals.
  ▪ Partner with businesses to offer internships for students during the school year and summer.

■ Have smooth transitions:
  ▪ Plan spring orientation programs to help prepare students for the next grade level or school.
  ▪ Assign “buddies” to new students and connect families to parent mentors.
  ▪ Organize tours of the school students will attend next.

■ Engage in civic advocacy for student achievement:
  ▪ Help families learn about political issues affecting education.
  ▪ Sponsor local candidate forums during election campaigns.
  ▪ Invite school board members to give an informal budget briefing.
  ▪ Hold “parent café conversations” on subjects identified through the needs assessment, resulting in families advocating for these improvements before the local school board.
Each school should have a Community Council, which (by Utah law) must contain more parents than administrators and teachers as members. The parents are elected by the parents at the school, and the teachers are elected by teachers. The chairman of the committee cannot be the principal, but the principal (by law) sits on the committee. The chair should be elected by the members of the council.

While PTAs are not directly involved with formation of the community councils, we encourage all of our members and PTA boards to attend the meetings and give input. It is the responsibility of the Community Council to set policy, direct the use of the Trust Lands Funds, set safe walking routes, approve school safety evacuation plans, and develop the school improvement plan.

Be sure that your PTA is as involved with the community council as possible. Learn the law and help your school follow the law as closely as possible.

**Suggestions:**

- **Have a voice**
  - Invite parent involvement at PTA/PTSA meetings to discuss policies, issues, and solve problems.
  - Be part of a planning team at school which oversees policies, practices, safety issues, planning, and other decisions regarding education, such as the Community Council or Parent Improvement Team.
  - Attend School Board meetings which are a great venue for working together to inform, educate, and collaborate on decisions that affect all children in our community.

- **Address equity issues**
  - Use a Needs Assessment to determine barriers to family involvement and student success.
  - Partner with organizations like Headstart, Title One, etc., to educate, involve, and solve equity issues.

- **Develop Parent Leadership**
  - Introduce PTA Programs for opportunities in leadership and volunteering through a forum such as Back to School Night.
  - Utilize the results of a needs assessment to determine how to better involve parents and educators in the education process.
  - Educate, encourage, and empower parent leadership on all levels by recommending attendance at PTA Leadership Conferences.

- **Connect Families to Local Officials**
  - Promote programs that create positive relationships with law enforcement such as DARE and Officer Friendly.
  - Encourage attendance at School Board meetings which provide opportunities to meet and understand our district officials.
  - Provide a venue for dialogue with state and local officials by holding a Meet the Candidates Night.
Collaborating with Community

Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.

Community collaboration covers several areas. Each one is important to the success of the children that we serve.

Community Support Groups

Many are groups that help the child before or after school. They can be community based or religion based.

Some examples are:
- Boys and Girls Clubs
- Boy Scouts
- Girl Scouts

By working with these groups, you can coordinate volunteers and projects that will help both your school and community group. If you are having a carnival, the community groups can help with set up, etc. If you are having a computer night or science fair, many of the students can get merit badges or other rewards for participating.

Businesses

Businesses have a vested interest in the education of our students. The best place to contact businesses is through the Chamber of Commerce for your city. This can be found by going to www.chamberofcommerce.com. Put in your city and state, and it will give you the information on how to contact your Chamber of Commerce. Contact the President of your chamber and invite him/her to attend your PTA meeting. Keep in mind that businesses can be used for more than just money. If you are having cultural nights, invite some of the ethnic businesses to come and present. If you are having computer nights, invite the computer stores, etc. Also invite the businesses to allow employees to come in and do volunteer work in your school. They have a lot of information and a lot to give as well as gain as we work together.

City Officials Elected and Non-elected

Elected officials are your Mayor and City Council members, County Commissioners, School Board members (both State and Local), the Chief of Police, Fire Chief, etc. Invite these members to join your PTA and attend your PTA meetings. They can share your concerns and help you with safety issues, health issues, etc. They can also be a great source of information and resource to your schools and the students. They are a great resource for PTA meetings throughout the year.

State and Federal Elected Officials

Your school has one or more elected officials. These are your State Representative and State Senator as well as your Congressman and National Senator. Invite them to participate in PTA meetings and school activities. Be sure that you send your PTA newsletter to all of your elected officials so they know what is going on in your school. Share the good things that are happening.
National PTA Family & Community Involvement Programs

National PTA offers numerous programs, toolkits, awards & grants, and leadership networks focused on creating meaningful engagement of families in student success and school improvements. Each resource is guided by the PTA National Standards for Family-School Partnerships. Visit [www.pta.org/programs](http://www.pta.org/programs) to view all of these programs, events and tools where each has a link to more information and resources.

**School of Excellence**
Supports and celebrates partnerships between PTAs and schools to engage more families in student success and school improvements, while creating stronger family-school-community connections.

**Reflections**
Encourages and celebrates student participation in arts education opportunities through a nationwide awards program, which provokes students to reflect on a theme and use art to express their thoughts. The initiative also includes grants for local PTAs focused on enhancing arts education in their school or community.

**Family Reading Experience**
A literacy event that engages families of grades K-5 students through interactive learning stations focused on core skills of reading: phonological awareness, phonics, fluency, comprehension and vocabulary. Families leave the event with stronger relationships with teachers and a deeper understanding of ways to enhance their own family reading experience at home.

**Connect for Respect**
Guides PTAs through a step-by-step process for assessing the school culture and convening all members of the school community to inform an action plan to prevent bullying. PTAs then lead a C4R Team of student leaders, parents and school staff to deploy the plan and create safer, more supportive peer relationships among students.

**Healthy Lifestyles**
Offers an array of grants, family education resources, and advocacy tools for PTAs to engage families in the implementation of school wellness plans, while increasing awareness about and access to nutritious options and physical activity at school and at home.

**Safety at Home and at Play**
Encourages families to learn about important safety tips through six interactive learning stations.
Family & Community Engagement Tools and Networks

**Awards & Grants**
Financial and in-kind support for PTAs, as well as recognition for effective leadership and engagement efforts.

**Family & Community Engagement Toolkit**
Assessment tools and guidance on how to achieve PTA’s National Standards for Family-School Partnerships, as well as access to family engagement resources such as the Parents’ Guides for Supporting Student Success.

**Diversity & Inclusion Toolkit**
An array of tools and techniques to enhance your current outreach and diversity initiatives.

**Male Engagement Toolkit**
Resources to help build an active network of fathers involved in their child’s education and school.

**Military Alliance for Parents & Partners**
A group of organizations that work together to provide resources to and advocate for military-connected families.

**Smart Talk Toolkit**
Sparks conversation between kids and parents about all the devices you use and how to be responsible. PTAs can incorporate tools in a PTA meeting or event, or share information with families at the school.

**Special Needs Toolkit**
Guidance to educate and support families of newly diagnosed children with special needs on how to get the best special education, services and resources available to them.

**Urban Family Engagement Network**
A network of leaders focused on engaging all community stakeholders to work together to ensure urban students reach their full potential.
Events & Celebrations

**Every Child in Focus**
A campaign that celebrates diversity and strengthens inclusion in PTAs, schools and communities. Throughout the year, National PTA shares messages about what makes each child special and unique, as well as educates PTA and school leaders about the challenges and barriers that may hinder some children from learning.

**Take Your Family to School Week**
Celebrated in February to mark PTA’s Founder’s Day on February 17, 1897, PTAs nationwide participate by hosting family education and celebration events. In its digital toolkit, National PTA provides everything needed to plan, promote and celebrate the event. Each year, hundreds of PTAs celebrate.

**Teacher Appreciation Week**
During the first week in May, PTAs honor the men and women who lend their passion and skills to educating children. National PTA has a promotional toolkit for PTAs to engage families in the celebration.
National Community Involvement Programs

We want to involve all members of the community (business, religious, and government entities) in improving the quality of life and education for all children. PTA wants to get more families involved in the schools. In our PTA Mission Statement it says, “We want to encourage positive involvement in all facets of a child’s life.”

By welcoming all families into the school, families will be active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. National PTA has many programs that are designed to help us accomplish this. Here are some program ideas.

1. iMom offers resources designed to equip mothers with the ideas, information, and encouragement they need on a daily basis to help them in their most important job – being a mom.
   Suggested activities:
   ▪ Have a mother/daughter activity or breakfast (Muffins with Mom)
   ▪ Self esteem and fashion event.
   Visit www.iMom.com

2. Three for Me is a PTA program designed to help you welcome all families into your school and encourage membership in the nation’s number one parent organization. Just ask parents to give three (3) hours. This program is FREE! See following pages for more information. http://www.pta.org/programs/content.cfm?ItemNumber=3274

3. TAKE ACTION, PTA’s process for building successful partnerships, is grounded in the National Standards for Family-School Partnerships and consists of three basic steps. With a shared understanding of what it takes for students to be successful in school, you and your school and community peers are ready to take action. Work with your principal to create an action team that reflects the school community. Your team may include a teacher, librarian, parent, grandparent, student council president, neighbor from the community, representative from a youth serving organization, and others. Evaluate the current state of family-school-community partnerships at your school. Identify your strengths and weaknesses, as well as incentives and barriers to involvement. Using the school improvement plan as a reference, discuss how the strengths and weaknesses are impacting student achievement. Then, create a clear, compelling vision for how families, the school, and the community can work together for student success. Apply the National Standards to your community’s unique situation. Visit www.pta.org/programs.

4. National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. As a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement. By participating in this program, your PTA and school will gain new ways to engage families in school decision-making, such as improvements to programs, practices, and policies related to education, health, safety or the arts. See www.pta.org/programs.
Diversity & Inclusion
(Formerly Engaging Minority Leaders)
Utah PTA values differences and similarities in people and is committed to making Utah PTA and its constituent organizations representative of the demographics of the state, region and local PTAs through cultural awareness; prompting fairness, understanding, and solution driven practices; and inclusivity and collaboration with home, school, and community. By doing so, we will strengthen the structure of our society through increased parental involvement and student success.

* Adopted January, 2014

**Conduct**

PTA works for the best interest of all children. Every PTA person and position strives to be inclusive of all parents and students. Diversity and Inclusion Chairman work to assure this is happening and that all feel welcome.

Diversity and cultural issues are very sensitive. Diversity and Inclusion Chairman are working on behalf of PTA representing PTA positions. Diversity and Inclusion is intended to develop leadership. As a leader, you may hear or experience things that you personally disagree with or believe differently. As a PTA leader, please act in a professional manner, always respecting differences—difference of opinions and diversity. If you feel an issue needs to be discussed, follow the appropriate PTA channels to address your issue.

If you feel a school or district issue needs to be addressed, follow the established chain of command—principal then district administrator.

All discussions need to be conducted in a professional and civil manner remembering that ALL are included and welcome – including majority populations.

A Diversity and Inclusion Chairman should never speak to the media on behalf of a school or PTA. Only elected PTA Board members may do so, and only on behalf of their PTA. If for any reason this becomes necessary, then approval must be obtained from the Region and/or State leadership.

These guidelines are to protect you, PTA, and your schools.
The goal of the Diversity and Inclusion Chairman should be to promote inclusion and leadership opportunities for all demographic groups within a school community.

Through collaboration with the PTA Board and committees, the Diversity and Inclusion Chairman should establish goals and plans which include recognizing and developing opportunities for increasing minority involvement.

Through cooperative communication, the Diversity and Inclusion Chairman will share and encourage cultural awareness and sensitivity in regard to PTA literature, translation, and events.

The Diversity and Inclusion Chairman does not have to be an ethnic minority, but should have an understanding and ability to relate to minority populations. It is recommended they demonstrate strong interpersonal communication skills.

National PTAs goal is that local, council, region, and state level PTA boards will have a Diversity and Inclusion Chairman.

Objectives for Diversity and Inclusion Chairman

- Demonstrate respect and appreciation for all community members (parents, students, teachers, and administrators and community at large).
- Recognize diverse cultural values, norms, and traditions.
- Assist the PTA Board by critically examining the issues, concerns and/or needs of minorities in regard to PTA.
- Contribute to the understanding of minority experiences and share issues/concerns from minorities and the community with the PTA, and help bring minority awareness to PTA.
- Encourage minority parents to engage in PTA dialogue and become involved with PTA.
- Assist PTA President and Board with any cultural and/or ethnic awareness and training needed.
- Support integration for students who identify as a minority, including literature translation, if needed.
- Help build equal representation across activities and events by engaging in and supporting events on behalf of PTA (i.e., back-to-school night, parent/teacher conferences, and cultural activity, etc.).
- Apply and encourage cultural sensitivity and respect for diversity within PTA.
- Individualized resources that your school district and community provide for minority assistance. Develop a relationship with the district pertaining to individualized resources that your school district and community provide for minority assistance.
- Bring awareness that being a minority is not necessarily based on race or ethnicity. Within any school, people may identify themselves as a minority based on many factors, including but not limited to: race, ethnicity, cultural background, language, socio-economic factors, religion, neighborhood in which they live, stage of parenting, work status, military service, male/female, marital status, etc.
Diversity & Inclusion Committee Mission

To increase minority representation on PTA Committees and Boards

Goals
1. To support leadership in their activities which develop minority leadership at all levels of PTA
2. To identify future PTA leaders from diverse backgrounds
3. To share best practices of successful strategies which increase minority representation at all levels of PTA

Outcomes
1. Increase parental engagement
2. Close the achievement gap
3. Reduce the minority drop-out rate

Rationale
1. Parental Involvement: Lack of parental involvement is one of the biggest problems facing public schools. Decades of research show when parents are involved students have:
   - higher grades, test scores and graduation rates
   - better school attendance
   - lower rates of suspension
   - decreased use of drugs and alcohol
   - fewer instances of violent behavior

   Family participation in education was twice as predictive of student’s academic success as family socioeconomic status.

2. Achievement Gap: The large disparity between the performance of groups of students, special groups by gender, race, ethnicity, ability or socioeconomic status. The achievement gap is identified through standardized test scores, grade point averages, dropout rates, college enrollment, and completion rates.

3. Dropout rates for minorities are alarming: The national average dropout rate is eight percent. This represents the percentage of 16 through 24 year olds who are not enrolled in school and have not earned a high school credential (diploma or equivalent i.e., GED). The national average dropout rate for Hispanics is 18.3 percent and for African American 9.9 percent. The national average dropout rate for Hispanic males is 53.2 percent, African American males 50.2 percent, and Native American males 51.1 percent.* We see the same pattern in dropout rates in Utah schools.**

** www.urban.org/publications
The PTA Diversity and Inclusion Chairman is a multifaceted position. It is helpful to consider the relationship with the Diversity and Inclusion Chairman to the entire PTA board. Here are some ways that they can assist current positions in PTA with cultural awareness, sensitivity and diversity.

PTA President

- Diversity and Inclusion Chairman may work with the PTA President to increase diversity and awareness in all aspects of the PTA.
- The Diversity and Inclusion Chairman may look at events and literature to incorporate diversity and cultural sensitivity when needed
- It is important to consider asking bilingual parents to volunteer and interpret meetings/literature when needed. Some events where this may be needed are parent/teacher conferences and/or back-to-school night.

PTA Membership Chairman / VP

- The Diversity and Inclusion Chairman may work with the Membership Chairman to create literature that is inviting and welcoming to people of all cultures and races.
- Depending on the demographics of the school, translation of membership forms may be needed. Please be aware that sensitivity in this area is of the utmost importance.
- It may be necessary to keep membership forms’ terminology basic, being respectful and sensitive to all educational levels. This includes information such as what PTA is, and why a parent should join PTA. Explaining PTA benefits, for all children, is fundamental in increasing minority involvement.

PTA Volunteer Coordinator

- The Diversity and Inclusion Chairman may work with the Volunteer coordinator to help increase minority involvement in the schools. This relationship is imperative to the success of increasing diversity and minority involvement in school activities.
- Volunteer sign-ups; minority parents may be intimidated by leadership roles or positions that require interaction where language or other factors may be barriers. Include in sign-up list, various tasks such as photocopying, cutting, pasting, stapling, and/or organizing, where volunteers may be self-directed and language is not an issue. This will allow for more minority parents to be involved. Translation of volunteer fliers may be necessary.

PTA Legislative VP

- Assist the Legislative VP in bringing minority awareness on issues that affect minorities in the school and the community. Follow the same rules that apply to the Legislative VP and only represent PTA on items that Utah PTA has taken a position based upon their resolutions.
- If legislative action is being taken in certain areas that affect children from minority families, the
Diversity and Inclusion Chairman can assist in letting parents know. For example, if budget/funding is changing for the local Head Start program in a community, and the Head Start program has a large number of minority families, the Diversity and Inclusion Chairman can help communicate the information to families. This aides parents in becoming aware and involved in decisions that involve their children.

- Utah PTA Resolutions to be aware of:
  - Support the expansion of optional full-day kindergarten programs for students in need of support to achieve minimal learning standards and request increased funding to support such expansion (EDU2007-1)
  - Support continued state and local funding to sustain present programs to educate students with disabilities; support the right of each student with a disability to have access to an equal education via such means as Individual Education Plans (IEP) and 504 Accommodation Plans; and, support education policies and legislation that will improve advocacy and parental education within the public system to benefit children with special needs (EDU2005-1)
  - Lobby for legislative funding designated to reimburse school districts for a percentage of their fee waiver costs (EDU2001-1)

**Health / Safety Commissioner**

- Red Ribbon Week (other ribbon weeks) – the Diversity and Inclusion Chairman should assist in knowing how the topic affects minorities in their area and any history of the topic pertaining to minorities (i.e., the origin for Red Ribbon Week was a community response to the death of a Hispanic police officer who had worked undercover to stem the flow of drugs into America).

- As with legislative issues, the Diversity and Inclusion Chairman may know of particular health/safety concerns that affect a minority population that do not affect the whole of the school.

**Reflections**

- The Diversity and Inclusion Chairman should look for ways to tie the theme into diversity/inclusivity issues.

- The Diversity and Inclusion Chairman may want to assure that students of all economic backgrounds have resources available to them to participate in Reflections.

**PTSA Student Representatives**

- Assure minority students are aware of the opportunities to serve as a PTSA Student Representative.

- Assist adult leadership in coordinating ways for student representatives to support diversity and inclusivity in your school.

**Community Involvement**

- The Diversity and Inclusion Chairman should assist in establishing support and relationships with diverse businesses, Chambers of Commerce, and other entities.
Making Your PTA More Inclusive

Although there are many barriers and challenges (examples listed below) to helping your PTA be more inclusive, some suggested solutions are also provided. There are innumerable ways to overcome barriers and challenges.

Examples of Barriers & Challenges

■ Culture and Cultural Differences
  ▪ Different expectations for cultural involvement in education
  ▪ Fear of speaking out because of language barrier or accent
  ▪ Fear of volunteer documentation, especially for undocumented parents
  ▪ Judgment based on attire/gender/last name
  ▪ School policies and rules are confusing

■ Family Challenges
  ▪ Children not welcome at meetings; need childcare
  ▪ Demands of multiple children
  ▪ Lack of knowledge about the system and rights as parents, roles and responsibilities
  ▪ Meeting schedule conflicts with work hours. This is especially challenging for single parents and parents working two or more jobs
  ▪ What is the role of parent vs. schools’ responsibilities?

■ General
  ▪ Fear of unknown
  ▪ Lack of parent education/self esteem
  ▪ Low expectations
  ▪ Personal agendas
  ▪ Religious differences with majority

■ PTA Stereotypes
  ▪ Intimidated by leaders
  ▪ Membership fees
  ▪ No timely notification of events and meetings
  ▪ Not enough appreciation and personal contact
  ▪ One predominant neighborhood/group running PTA
  ▪ Too exclusive: fear of not fitting in
  ▪ Too many meetings
Solutions

- Break the cycle of prejudice: touch one parent at a time
- Build bridges to immigrant communities
- Don’t be afraid to set guidelines for meetings and activities (“children may not play with equipment”)
- Educate parents to advocate for their children
- Get men involved/call and ask to speak with dads. Sponsor programs such as Watch D.O.G.S. and All-Pro Dads
- Get the kids to come and they’ll bring the family (student performances, art shows, etc.)
- Have an open door policy and a welcoming attitude
- High school PTSAs can help parents with college planning
- Include families when setting up meetings
- Mainstream and school cultural awareness
- Potlucks to lower costs
- Recognize all age ranges, from young parents through grandparents
- Try to not schedule events on religious holidays (e.g., Yom Kippur)
- Use English Language Learner’s (ELL) staff for interpreting
- Understand that this is not just about race. People can feel excluded for all types of reasons.
Committee Leadership Activities

Region Trainings
1. Post-Convention Training - usually held in the summer
2. Back-to-School training with Local, Council or Region leaders

Legislative Activities
1. An advocacy/vital issues conference - usually held in the fall
2. PTA Day at the Capitol - February

Utah PTA Leadership Convention
1. Usually held in May

National PTA Activities
1. National PTA Convention
2. Emerging Minority Leaders Conference

Other resources
National PTA Cultural Competency link: www.pta.org
Local PTA Bylaws
Member-to-Member Network: sign up at www.utahpta.org

Guidelines for Success
1. Set goals
2. Develop a plan of action to achieve your goals
3. Set a timetable for the year
4. Keep good notes and documentation to pass down to the next EML representative
5. Develop a proposed budget for your president (this should be done in the spring for the following year).
   a. EML is a Presidential Appointee position and should have a budget to operate
   b. When planning your budget, take the following into account:
      i. Copying and paper
      ii. Posters
      iii. Assemblies you plan to do
      iv. Any events (i.e., cultural events) you plan to do
      v. Supplies
      vi. Training
Diversity & Inclusion Resources

Utah PTA
5192 S. Greenpine Drive
Murray, UT 84123
Tele: (801) 261-3100
Fax: (801) 261-3110
Email: kids@utahpta.org
Website: www.utahpta.org

National PTA
National PTA Headquarters
1250 N. Pitt Street
Alexandria, VA 22314
Telephone: (703) 518-1200
Toll Free: (800) 307-4PTA (4782)
Fax: (703) 836-0942
Email: info@pta.org
Website: www.PTA.org

Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84114
Tele: (801) 538-7500
Website: www.schools.utah.gov

National Tongan American Society
3007 S. West Temple
Building J, Suite 7
Salt Lake City, UT 84115
Tele: (801) 467-8712
Email: Fahina36@hotmail.com

Refugee & Immigrant Center - Asian Association of Utah
155 South 300 West
Salt Lake City, UT 84101
Tele: (801) 467-6060
Email: aau@aau-slc.org
Website: www.aau-slc.org

Utah Parent Center
(For Families with Disabilities)
230 West 200 South, Suite 1101
Salt Lake City, UT 84101
Tele: (801) 272-1051
Toll-Free (800) 468-1160
Website: www.utahparentcenter.org

Utah Division of Arts & Museums
617 E. South Temple
Salt Lake City, UT 84102
Tele: (801) 236-7555
Fax: (801) 236-7556
Website: www.heritage.utah.gov/utah-division-of-arts-museums

Adopt a Native Elder Program
328 W. Gregson Avenue
Salt Lake City, Utah 84115
Mailing Address: P.O. Box 3401
Park City, UT 84060
Tele: (801) 474-0535
Email: mail@anelder.org
Website: www.anelder.org

Centro Civico Mexicano
155 South 600 West
Salt Lake City, UT 84101
Tele: (801) 359-9316
Fax: (801) 530-0966

Comunidades Unidas
1750 W. Research Way, Suite 102
West Valley City, UT 84119
Phone: (801) 487-4143
Fax: (801) 487-4145
Website: www.cuutah.org

Utah Multicultural Affairs
300 S. Rio Grande Street
Salt Lake City, UT 84101
Tele: (801) 245-7214
Fax: (801) 521-4727
Website: www.heritage.utah.gov/utah-multicultural-affairs
Centro de la Familia de Utah
525 South 300 West
Salt Lake City, UT 84101
Tele: (801) 521-4473
Website: www.cdlfu.org

Guadalupe Education Program
Salt Lake School District
1385 North 1200 West
Salt Lake City, UT 84116
Tele: (801) 531-6100
Fax: (801) 531-6106
Website: www.guadschool.org

Inclusion Center for Community and Justice
14 Heritage Center
Salt Lake City, UT 84112
Tele: (801) 587-0823
Fax: (866) 506-4595
Email: hello@inclusioncenter.org
Website: www.inclusioncenter.org

Indian Walk In Center
120 West 1300 South
Salt Lake City, UT 84115
Tele: (801) 486-4877
Toll Free: (866) 687-4942
Fax: (801) 486-9943
Website: www.uicsl.org

IJ and Jeanné Wagner Jewish Community Center
2 North Medical Drive
Salt Lake City, UT 84113
Tele: (801) 581-0098
Fax: (801) 581-0718
Website: www.slejcc.org

Labor Commission
160 East 300 South, 3rd Floor
Salt Lake City, UT 84114
Tele: (801) 530-6800
Toll Free: (800) 530-5090
Website: www.laborcommission.utah.gov

NAACP Salt Lake Branch
(National Association for the Advancement of Colored People)
P.O. Box 25414
Salt Lake City, UT 84125-0414
Tele: (877) 637-1958
Fax: (801) 250-5111
Email: info@naacp-saltlakebranch.org
Website: www.naacp-saltlakebranch.org

Utah Cultural Celebration Center
1355 West 3100 South
West Valley City, UT 84119
Tele: (801) 965-5100
Fax: (801) 965-5111
Website: www.culturalcelebration.org

Indian Training and Education Center
1455 West 2200 South, Suite 100
West Valley City, UT 84119
Tele: (801) 973-6484
Fax: (801) 973-0877
Email: itecenter@qwestoffice.net
Website: www.indiantrainingcenter.com

International Rescue Committee
221 South 400 West
PO Box 3988
Salt Lake City, UT 84110
Tele: (801) 328-1091
Fax: (801) 328-1094
Website: www.rescue.org/us-program/us-salt-lake-city-ut

Jewish Family Services
1111 E. Brickyard Road, Suite 102
Salt Lake City, UT 84106
Tele: (801) 746-4334
Website: www.jfsutah.org
United States Citizenship and Immigration Services
660 South 200 East, Suite 400
Salt Lake City, UT 84111
National Customer Service Center:
Toll Free: 800-375-5283
TDD for the Deaf and Hard of Hearing:
Toll Free: 800-767-1833
Website: www.uscis.gov

Latinos in Action
Glendale Middle School
1430 W. Andrews Avenue
Salt Lake City, UT 84125
Tele: (801) 251-6506
Website: www.latinosinaction.org
Male Involvement
Male Involvement Chairman

“No true-hearted man will shirk his duty in the crusade for the children, a warfare as glorious, I think, as men ever waged on a field of battle.”

~ Alice McLellan Birney, Co-Founder and first President of PTA, at PTA’s 3rd annual convention, February 1899

“I want to make it clear that when I say ‘the PTA,’ I am speaking of the organization at its best ... I am thinking of the PTA in its inclusive, organic form. I see it beginning with that all-important trio— a mother, a father, and a teacher.”

~ B. K. Olmsted, Past-President of Delaware PTA, in “Men Speak Out for the PTA,” The PTA Magazine, February 1970

PTA knows the value of fathers’ involvement in the education of our children—and has from its earliest days. Likening the home-school partnership to a three-legged stool of mothers, fathers, and teachers, the organization formally strove to engage fathers more fully in their children’s development even while still called the National Congress of Mothers.

Studies show students perform better when mothers and fathers are both involved in the education of their children. Men and women think differently and bring different perspectives and skills to school and PTA activities. School communities and PTAs thrive when both men and women participate. Yet men remain a largely untapped resource. To that, Utah PTA presents the Dad’s Initiative

Utah PTA Dad’s Initiative Mission Statement

Utah PTA Dad’s Initiative Mission is to enhance positive relationships between fathers and their children and encourage cooperative parenting by educating, empowering and encouraging fathers to stay actively involved in their children’s lives.

Children that are raised with involved, responsible and committed fathers do better in school, life and in work. The Dad’s Initiative program works to educate and encourage dads across the state of Utah to be the best dads they can be! Utah PTA acknowledges that it not always possible for biological fathers to fulfill the role of father. We encourage all male figures (grandpas, uncles, brothers, stepdads, and family friends) with children in their lives to fulfill the role of father and build up those children.

Utah PTA Dad’s Initiative Goals

- Educate – Fathers, public, social services agencies and professionals
- Empower – Fathers to be involved, committed and responsible
- Encourage – Father-child relationships, cooperative parenting and equality
- Eliminate – Father’s absence in children’s lives and bias towards fathers
- Expand – Reach out to Fathers in need (low income, minority, incarcerated, isolated) and help father-child interactions/relationships
- Enrich a man’s experience as a Dad and the lives of children
Ideas on how to accomplish Dad’s Initiative Goals

Educate

Make parent involvement and PTA relevant to men by connecting it to their children’s success in school and in life. Share with men the many benefits of family—and specifically father—involvement.

Inform dads that their involvement in PTA

- Shows added interest in their children’s education and school activities
- Shows greater support for their children’s teachers and school
- Improves relationships between parents and school personnel

Most male PTA members say they joined PTA to work to improve their schools for the benefit of their children. Tell prospective members that they can do the same.

Empower

Don’t rely on generic fliers and invitations to bring dads to school for PTA events. Increase father participation with special invitations that emphasize or illustrate those aspects of events that will most appeal to dads. For example, make invitations to a sporting event the shape of a football, baseball, or ticket. Catch fathers’ attention! If your event is for the whole family, consider designing one invitation for moms and one for dads. In doing so, you signal to parents that it’s important for both of them to attend.

The same principle applies for recruiting men to volunteer. Don’t just put out a generic sign-up sheet. Issue dads a special call to action, and approach them with opportunities tailored to their interests and skills. Show fathers that you’re attuned to them and that you sincerely want—and need—them to be involved.

Empower dads by just making opportunities for them to come and be with their kids. Examples could include a dad’s reading morning or dads and donuts.

Encourage

Dads tell us that moms can influence them to join PTA. Take advantage of that! Ask the women in your PTA to invite the men in their children’s lives to join. Include a line for each parent on membership forms. Even offer special rates for having both parents sign up at once.

In addition, have men who are already part of PTA invite other men to join and volunteer. Ask PTA dads to invite other dads to specific activities—man-to-man. Get a few involved dads to organize a “dads club” within your PTA and recruit members to both the club and the PTA.

Eliminate

Involving fathers in schools requires sending a clear message that fathers are welcome and valued. Unfortunately, PTA—and parent involvement in general—is frequently associated with just moms. Change this mindset by making a deliberate effort to reach out to and connect with men. Add to current communications messaging tailored specifically to fathers and father figures.
Expand

Instead of waiting for men to come to your PTA, take your PTA to where men often meet. Present the PTA message at local service clubs that have a large male contingent, such as Rotary, Kiwanis, or Lions clubs. If men see that other club members support PTA’s work, they may be more likely to join. Send information to houses of worship, community centers, and community groups to make a wider circle of men and women aware of your PTA, what you are doing, and why they should be members.

Enrich

Be considerate of work schedules. Many men are not available during school hours. Make sure you offer evening and weekend events. Hold Events for Dads and their children. There are event and activity ideas on the next few pages.

The Male Involvement Chairman Responsibility

- Educate dads on the importance of their involvement
- Emphasize getting involved doesn’t necessarily mean a large time commitment
- Design invitation messages specifically for dads
- Sign-up male and female PTA recruiters
- Actively seek male membership in the community
- Publicize men’s involvement in your PTA
- Communicate effectively with men
- Ask men to join
- Use the Utah PTA Dad’s Initiative to meet the needs of your PTA

Tips for success

Publicize men’s involvement in your PTA

Men don’t want to be the only men at events, so make sure your communications advertise the fact that dads are involved in your activities. Talk about the great turnout of fathers and mothers at the most recent family fun night. Make sure dads are represented in the pictures you hang on school walls and post on the PTA website. Write an article about a father who took the lead on a recent project. Reinforcing men’s contributions, while being mindful of what all members do for PTA, creates a positive atmosphere. Recognize members, thank them often, and celebrate your PTA’s accomplishments and success!

Communicate with men more effectively

Men prefer to receive PTA communications in bulleted lists, as summary points, in e-mails or texts, or as quick bits of information in newsletters. When reinforcing the importance of father involvement, do so in formats directed to dads: postcards, posters, or even letters from children that say how much the children value dads’ involvement. In addition, provide quick tips on how dads can get involved in their children’s education at home and at school.
Ask for their membership

Membership in PTA is open to anyone who is concerned about the education, health, and welfare of children and youth. When speaking of fathers and father involvement, we are referring to the involvement of not only biological fathers but stepfathers, adoptive fathers, foster fathers, grandfathers, uncles, older brothers, family friends, and other male role models. All men can offer valuable contributions to schools, PTAs, and children’s lives.

Getting dads involved in PTA could be as simple as walking up to a dad and saying, “We’d love to have you join our PTA.” Ask men to join and participate. It will pay big dividends in membership for your PTA!

Asking people to join PTA is more successful when it’s done face-to-face—particularly with men. One way to create opportunities for face-to-face asks is to set up a PTA membership table at PTA and school events. Draw people in by advertising a tie-in benefit for those who join PTA during the event. For example, give individuals who join during a PTA carnival two free tickets for carnival games. At school sporting events, offer coupons for free food at the concession stand, or discounts for the next week’s game.

Emphasize that getting involved in PTA doesn’t necessarily involve a large time commitment

Men may indicate that time is a barrier to their joining PTA. Let them know there are no volunteer requirements when joining, but that their membership will help maximize and support their involvement in their children’s lives. As they discover the value of PTA and their involvement, men will be more likely to volunteer. Start with members to grow volunteers.

Men and Meetings

Men want fewer meetings, and they want the meetings PTAs do have to be at more convenient times, such as before or after work. In addition, men want meetings to have a clear agenda and be results-oriented, rather than exploratory sessions on an issue or topic.

Here are a few more tips:

■ Keep meetings on track, move them along at a good pace, and keep people on topic. Start and end on time.
■ Have a printed agenda, and give a copy to each attendee. Try to send the agenda out ahead of time.
■ Ask PTA board members to stand at the entrance and welcome parents to meetings.
■ Have men invite other men to PTA meetings. Dads are more willing to attend with other men or if invited by other men.
■ Remember that refreshments are nice, once in a while.
■ Don’t let meetings turn into social hour. Save the socializing for when business is done. That way, parents who can’t stay won’t be frustrated by missing the matters they came to discuss.
■ Consider having Board of Director Meetings where you do all the planning and discussing and separate General Membership Meetings where you inform and educate parents on the issues in your school community. Many schools alternate months throughout the year.
National PTA Male Involvement Programs

PTA’s Men Organized to Raise Engagement (MORE) – An alliance of Organizations that are dedicated to raising the level of engagement between children and the important men in their lives. Coalition members of PTA MORE serve as a conduit for greater father and significant male involvement, resulting in positive outcomes and successful relationships for children, parents, schools and communities. PTA MORE helps PTA leaders and units: [www.pta.org/programs/content.dfm?ItemNumber=3212](http://www.pta.org/programs/content.dfm?ItemNumber=3212).

- Work with schools and communities to provide programs that engage fathers and positive male figures in the educational and social development of children,
- Develop male leaders who work with fathers and male role models to enhance positive male parenting and involvement with youth,
- Act as a resource for families, communities and schools on fatherhood initiatives and issues,
- Increase the visibility and outreach of the quality programming of the coalition members.

Current Coalition Members

**WATCH D.O.G.S. (Dads of Great Students)**

- [www.fathers.com/watchdogs](http://www.fathers.com/watchdogs)
- WATCH D.O.G.S. is a program of the National Center for Fathering focusing on prevention of violence in schools by using the positive influence of fathers and father-figures to provide an unobtrusive presence in the schools, and to be a positive role-model for students.
- Through WATCH D.O.G.S. participation:
  - Schools get an enhanced sense of security at their buildings, creating an environment conducive to learning.
  - Students gain positive male role models, including students without such role models.
  - Fathers learn about the complex challenges facing today’s youth.
  - Fathers gain awareness of the positive impact they can have on a student’s academic performance, self esteem, and social behavior.
  - WATCH D.O.G.S. is for fathers and father-figures who volunteer at least one day each year at an official WATCH D.O.G.S. school. During the day, WATCH D.O.G.S may read with students, eat lunch with them, watch school entrances and hallways, mentor students, and any other assigned activities.

**All Pro Dad**

- [www.allprodad.com](http://www.allprodad.com)
- All Pro Dad, founded by Tony Dungy, is a program of Family First, an organization dedicated to strengthening the family. All Pro Dad programs include:
  - All Pro Dad’s Day—A one-hour monthly breakfast held before school where fathers/male role models and their kids can meet, have fun and discuss family topics. Materials for All Pro Dad’s Days are free of charge to local organizers. These materials include videos, father/child discussion cards, door prizes, meeting instructions, brochures, posters and promotional flyers.
  - NFL Father and Kids Experience—Held in conjunction with an NFL team, these events include workshops on father and child relationships, motivational talks, and interactive sports and games.
  - Play of the Day—A concise daily e-mail of fatherhood advice.
100 Black Men of America, Inc

- www.100blackmen.org
- 100 Black Men of America, Inc., is an alliance of leading African American men in business, industry, public affairs and government with a mission to improve the quality of life for African Americans, particularly African American youth. With more than 100 chapters in the United States, England and the Caribbean, the organization is dedicated to creating educational opportunities; promoting economic empowerment; addressing health disparities; and creating positive, nurturing mentoring relationships that extend across a lifetime.

Strong Fathers – Strong Families

- www.strongfathers.com
- Strong Fathers-Strong Families is a training, technical assistance, and facilitation organization that is focused on strengthening children by strengthening fathers and families. Through staff training, consultation, and event facilitation, Strong Fathers-Strong Families works with Head Starts, public schools, and churches as well as other organizations. The goal is to improve the educational environment in order that men may become more involved in the lives of their children.

Activity Ideas to Involve Fathers

Father involvement in school and PTA will vary with fathers’ level of comfort, the other concerns and responsibilities competing for their attention, their interest in the activities and events, and the effort put into engaging them. Some fathers will be casual participants; others will volunteer for small roles; still others will be willing to take the lead on a project. Any level of involvement is valuable for children and the school. The important thing is that fathers get involved.

When you do seek to move fathers from participation to volunteering, though, there are a few things you can do to increase your chance of success:

1. Ask men what skills they would like to share with the school and PTA. Then utilize those skills in the roles you offer them. To learn what skills men in your school community bring to the table, have them fill out a volunteer survey geared towards men. Do this at a PTA meeting, school sporting event, theater production, family night, or other function. Reach out to members and nonmembers alike. The Volunteer Survey could be another way to introduce men to the idea of joining PTA. Whenever a man joins your unit, make sure he fills out a survey.
2. Give men specific jobs with specific time frames. Men tend to prefer short-term activities.
3. Clearly define volunteer roles and expectations. Tell men the what, when, where, why, and how of their assignments.
4. Reinforce for men the value of involvement. Give them a big-picture view of how their involvement contributes to children’s academic success. Also tell them how their particular job contributes to the event’s success.

Event Ideas

- School beautification - Involve “fix-it guys” with a landscaping, painting, refurbishing, or building project at the school. Engage them in improving their children’s classrooms: making minor repairs, installing shelves, refinishing furniture, etc. The workers will see the results of their involvement, have a sense of accomplishment, and possibly save the school or PTA money.
- **Bike rodeo** - Bring in dads, the police department, and local bike shops to encourage bike safety, teach rules of the road, give bike tune-ups, and hold riding proficiency competitions.

- **Lunch buddies** - Even with hectic schedules, men can find time to participate in a lunch buddies program. The buddies meet with their children weekly or monthly, mentoring them over lunch. If it works better for the fathers, make it a breakfast buddies program—commonly organized as “Donuts for Dads.”

- **Math and science showcase** - Work with teachers to plan hands-on math and science projects for parents to do with their children. Show families how much fun math and science can be, and give parents a chance to talk to their kids’ teachers. Make sure moms and dads leave with information on how they can encourage learning and exploration at home, too.

- **Father-child field trip** - Take families out to a professional or college ballgame. Consider making it a special father-son or father-daughter outing. Check for special events and group discounts.

- **Grilling challenge** - Ask a dedicated group of dads to pull out their “World’s Greatest <fill in the blank>” aprons and host a barbecue for the school community. The event will help fathers, families, and school staff get to know each other better, and could even involve a cook-off to see who makes the best barbecue. Add games and activities such as baseball, sack races, dunk tanks, and musical chairs.

- **Father-daughter dance** - Organize a father-daughter dance to help fathers bond with their daughters. Give dads and/or daughters a chance to select a theme for the dance.

- **School derby** - Have fathers work with their children to design, assemble, and paint derby race cars. Schedule a few workdays at the school when shop teachers, car experts, and college engineering students and/or professors will be on hand to give advice. The day of the race, make sure children and adults both have a chance to compete. Offer trophies for race winners, sleakest design, biggest comeback, etc.

- **Academic and sports dinners** - Invite fathers to attend and help organize end-of-season and end-of-year dinners for sports and academic teams and clubs. These dinners are valuable opportunities for dads to thank their children’s coaches and mentors, and to tell their children they’re proud of their achievements.

- **Family nights** - Family nights offer a way to get the whole family involved. Bring families together to watch a movie, play games, create a work of art, learn to cook, or experience another culture.

- **Golf or mini-golf tournament** - Have your dads club host a golf tournament to get other dads and men involved in the school. Put local service club members, community leaders, elected officials, school administrators, teachers, and students on the guest list. To allow younger kids to compete with their dads, make it a putt-putt tournament.

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**TIP:**

Create a budget for some of your events so families don’t always have to pay to participate. For more expensive activities, consider offering discounts or scholarships for families that otherwise might not be able to join in the fun.
Male Volunteer Opportunities for Take Your Family to School Week

- **Reading circles** - Invite fathers to share their love of reading through Take Your Family to School Week book discussions. Then, carry that involvement into the rest of the year. Ask fathers to help organize book fairs. Offer opportunities for them to read to classes. Create a program that encourages fathers to read with their children at home.

- **Career and job fair** - Recruit men to speak at your career fair, or in classes throughout the year. They can talk about their current professions and past jobs, the training and education needed for them, and career tracks in general. Also find opportunities for fathers to talk to children about hobbies.

- **Family fun festival** - Ask men to help with tickets, rides, games, and concessions at the festival. These clearly defined, short-term roles allow for problem-solving and public interaction.

- **Student talent showcase** - Put out a casting call for fathers who can help with programs, staging, set building, lighting, ushering, and other preparations for the student talent showcase and other art, musical, and theatrical productions.

- **Family-student-faculty sports event** - Get sports enthusiasts involved in recruiting, organizing, coaching, and playing on teams for your Take Your Family to School Week sports event. Whether you’re playing kickball, softball, volleyball, basketball, or touch football, you’ll need some knowledgeable referees too.

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Take a close look at all the events you have planned for PTA Take Your Family to School Week. Do the invitations and the events themselves make it clear that you want dads to attend? What volunteer roles might men be interested in playing at those events? Be considerate of work schedules. Many men are not available during school hours.

Make sure you offer evening and weekend events.

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We have highlighted just a few volunteer and event ideas. Consider surveying fathers at your school to find out what types of opportunities they’d like to see. And be sure to invite dads and other father figures to participate—at whatever level—in all your family events, during Take Your Family to School Week and beyond. “Family” includes mothers and fathers—as well as a whole host of other concerned caregivers.
Volunteers
Commissioner’s Role

The Community Involvement Commissioner is charged with the responsibility of coordinating the PTA inservice functions and volunteer services. The role includes:

- Working with the PTA President in the selection of the Volunteer Coordinator.
- Assisting in the orientation of new volunteers and in the year-end evaluation.
- Working with the PTA President, Principal, and the Volunteer Coordinator to ensure that volunteers are appropriately recognized for their service.

Involving the Community

The Community Involvement Commissioner is also charged with the responsibility of reaching out and involving all members of the community in improving the quality of life and education for children and youth by providing opportunities for all community residents to participate in the neighborhood schools. This role includes some of the following:

- Working with minorities and involving them in PTA leadership roles.
- Working with the principal to set up an information and communication plan in order to reach all of the school community should the need arise.
- Establishing a public relations plan, including a PTA newsletter, to publicize upcoming events and to create a positive climate within the community.
- Encouraging each PTA officer to keep a procedure book that outlines procedures followed in his or her office.
- Making suggestions and/or applying for awards that are available through Utah PTA and other places.
- Encouraging school/business partnerships.
- Working with the school district foundation to stimulate business and community involvement in the school.
- Cooperating with community councils, school community groups, advisory councils, education coalitions, etc.
- Organizing the resources of the community for the benefit of all citizens and the school.

Training Volunteers

Work with the PTA President and School Principal to put together training for the volunteers and for the staff. This training may be held quarterly or as new programs come into the school. This training should include district rules and guidelines. See Volunteers’ Orientation Agenda (Sample) on page 58.
Keeping track of hours

It is important to keep track of the number of volunteer hours and report these to your principal and to your PTA board on a monthly or quarterly basis. You should record total volunteer hours to the nearest quarter or round up to the nearest half hour or full hour. (Example: if a volunteer arrives at 10:00 and leaves at 12:10 you would record 2 hours and 15 minutes; if they left at 12:25 you would put 2 hours and 30 minutes.)

Remember to record the “at home” hours of your volunteers who are working from home. (This could include babysitting, emails and sleepless nights 😊) The hours are used by the school district and by Utah PTA to get grants and to let your legislators know how much is saved by people who volunteer in our schools.

Utah PTA collects volunteer hours through the online Local Reports and presents a check each year to the governor that represents all of those hard worked hours.

Acknowledging and Rewarding

Use your newsletters to acknowledge your volunteers on a monthly basis. A reward is as simple as a thank you card. People do not volunteer looking for monetary rewards, but they are looking for personal recognition that they are valued. Work with your awards person to be sure that you apply for the different PTA awards for your school.

It is important to remember that giving recognition is not so much something you do as it is something you are. It is sensitivity to other persons, not a strategy for discharging obligations.

Consider having an end of the year volunteer celebration. Include Principal and Teacher Vice Presidents in the planning and gift giving.

When our children are in elementary school, the parents come to the school and help out. When they get to junior high some parents feel that they don’t need to help anymore or that their students don’t need it. Students need it just as much at the secondary level. Studies have shown that when parents are involved and at the school, students do better (less bullying, positive feedback, extra set of eyes and ears, students have better academic performance, self esteem, and social behavior). In first day packets, at student registration, and back-to-school nights, we encourage you to provide a volunteer recruitment form (sample available at the end of this book.)

We encourage positive involvement in all facets of a child’s life.
Get involved!

See the Utah PTA Pinterest boards for ideas on volunteer recruitment and appreciation. There are also ideas on the Community Involvement Page at www.utahpta.org
1. **Credibility of Our Organization:** When a volunteer organization can document the number of hours its members are actually putting forth, it shows that the members are active in carrying out the mission and objects it was organized to do.

2. **Maintain Our Tax Exempt Status:** In order to maintain our tax exempt status, we must be able to prove that we are indeed a volunteer organization worthy of that status. Documenting the number of volunteer hours is one way of doing this.

3. **Grant Applications:** When school districts, faculty or PTA organizations are applying for grant money, it is to the writer’s advantage to be able to show the degree of parent involvement. Documenting the number of volunteer hours spent at a specific school or in a specific area is most helpful.

4. **Legislation:** In our lobbying efforts at the legislature, it is most effective if UTAH PTA is able to educate legislators as to the degree of parent involvement and support within our organization by documenting the number of volunteer hours.

5. **School Administrators:** Superintendents and principals appreciate knowing how much actual volunteer time is spent by parents and community members in their various schools and districts.

6. **Business Partnerships:** As schools and businesses seek to become partners to enhance the education of children, it is most informative to be able to document actual hours of volunteer time spent by parents, students, and those participating from the business.

7. **Recognition:** We want to recognize those that spend their time and energy in behalf of PTA. Being able to document specific volunteer hours is meaningful individually, by school, by council, by region and even as a state. Showing appreciation for a job well done is always in order.

***In Kind Donations:** For the very same reasons listed above, it is valuable to list donations (items from class parties, art projects, school supplies, events and programs, etc). The cash amount of these items can support data on funding of items by parents as well as be used (in many cases) as match money for grants.

See the community involvement page on www.utahpta.org for volunteer hour logs, in kind donation sample forms, and other volunteer recruitment, retention and recognition ideas.
Prospective volunteers are shoppers who can choose from a variety of volunteering opportunity alternatives. Once you’ve secured a volunteer’s support, it’s important to keep the volunteer engaged and motivated. Once you lose a volunteer, it’s extremely hard to get him or her back.

The benefits of volunteering and the value of the work done must outweigh the costs for the volunteer. Happy and satisfied volunteers who feel like they are making a contribution can be strong advocates for the association’s mission. They can also be very persuasive in recruiting new volunteers.

Provide Meaningful Tasks

- Provide meaningful tasks and tell volunteers how their work contributes to the overall success of the PTA or project.
- Give volunteers an orientation that links volunteer participation to the broader mission of the PTA.
- Create positions that achieve diverse tasks.
- Assign tasks that are organized and will not waste volunteers’ time.

Show Volunteers Respect

- Consider the individual volunteer; ask a volunteer to do something he or she is able to handle.
- Give volunteers clear directions and the necessary tools to perform tasks. Be available to answer questions.
- Listen to volunteers’ advice and recommendation; seriously consider them.

Support Personal Skill Enhancement

- Help volunteers acquire new skills and relate them to their personal or professional life. Show volunteers how they can enhance their resumes and personal gifts.
- Provide opportunities for leadership advancement.

Show Recognition

- Appreciate every volunteer, regardless of his or her task.
- Show appreciation often.
- Individualize the recognition. Make it specific and meaningful to each volunteer.
<table>
<thead>
<tr>
<th>What All Volunteers Need</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belonging and Inclusion</strong></td>
</tr>
<tr>
<td>Volunteers need to feel welcomed, included, and appreciated. They need to feel needed because of their unique perspectives, gifts, and abilities.</td>
</tr>
<tr>
<td><strong>Ownership</strong></td>
</tr>
<tr>
<td>Volunteers need to share in decision making and responsibility for various tasks and projects.</td>
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<tr>
<td><strong>Attainable Tasks</strong></td>
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<tr>
<td>Volunteers need to be assigned tasks that match their skills and are achievable.</td>
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<tr>
<td><strong>Meaningful Work</strong></td>
</tr>
<tr>
<td>Volunteers need meaningful tasks and to know how their work contributes to the overall success of the association or project.</td>
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<tr>
<td><strong>Shared Power</strong></td>
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<tr>
<td>Volunteers need to share in the leadership and decision making of the association.</td>
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<tr>
<td><strong>Clear Expectations</strong></td>
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<tr>
<td>Volunteers need clearly defined tasks and goals, as well as the necessary tools to accomplish them. They need the association’s leaders to be available to answer questions.</td>
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<tr>
<td><strong>Challenges</strong></td>
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<tr>
<td>Volunteers need tasks and projects that match their skill sets but are also challenging and will help them enhance the personal or professional skills they already bring to the table.</td>
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<td><strong>Information</strong></td>
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<tr>
<td>Volunteers need information and regular communication.</td>
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<tr>
<td><strong>Confidence in Leadership</strong></td>
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<tr>
<td>Volunteers need to know that they will be included and treated fairly and equally. Personal recognition of volunteers goes a long way in keeping, motivating, and inspiring them.</td>
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<tr>
<td><strong>Confidence in Self</strong></td>
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<tr>
<td>Volunteers need to feel valued and that what they are doing benefits the association. Volunteers need to feel that they specifically are making important contributions.</td>
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Teacher Appreciation
Teacher Appreciation Chairman

National Teacher Appreciation Week

Since 1984, National PTA has designated the first week in May as a special time to honor the men and women who lend their passion and skills to educating our children. PTA events at the national, state and local levels celebrate the outstanding contributions teachers make.

Teacher Appreciation Week offers the opportunity for citizens to reaffirm their commitment to parent-teacher partnerships. The decision to teach often comes with low-to-moderate pay and around-the-clock hours. Support from families can ease the difficult work teachers do. PTA Teacher Appreciation Week is the perfect time to personally thank your students’ teachers for their sacrifices and support for children throughout the year. While appreciation alone will not reduce the challenges teachers face, it will let them know their efforts are not going unnoticed.

National Teacher Appreciation Weeks for:
- 2019 — May 6 - May 10
- 2020 — May 4 - May 8
- 2021 — May 3 - May 7

Appreciation Ideas for Students, Families and PTAs

- Create and display posters, banners, and fliers in schools and in the community promoting Teacher Appreciation Week or any other time you want to show the love
- Discuss ways to honor teachers with students in your PTSA and work together
- Brainstorm with your school principal about significant ways to honor the staff through the year
- Contact area merchants, business and community groups to invite their participation
- Plant a tree or flowers on the school property
- Bring bouquets to school
- Provide a nutritious brunch
- Wash cars or windshields
- Give teachers positive feedback on their teaching by sending a thank-you note
- Design a resource file for your school that includes names of parents and family members who are willing to use their expertise to assist teachers on projects and activities
- Publish proclamations in the PTA newsletter and post them in the school
- Request that your mayor or county board of supervisors issue a proclamation in observance of Teacher Appreciation Week
- Coordinate an event for teachers sponsored by community organizations and invite press and media coverage
- Call in to radio talk shows early and tell the host or hostess what your PTA is doing for teacher appreciation.
- Think about beginning a year-long project to tell your teachers how important they are.
**Proclamation for Teacher Appreciation Week or Day**

*Whereas*, a strong, effective system of free public education for all children and youth is essential to our democratic system of government; and

*Whereas*, the United States and the State of Utah has made considerable progress in the social, technological and scientific fields due to our system of free and universal public education; and

*Whereas*, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children; and

*Whereas*, teachers should be accorded the public esteem, reflecting the value the community places on public education; and

*Whereas*, PTA is keenly aware of the importance of teachers in children’s reaching their full potential; and

*Whereas*, it is appropriate that teachers be recognized for their dedication and commitment to educating our children;

*Now, therefore*, I, <name of official/s>, <mayor/governor/city council/school board> of the <city/state> of <name of city/state>, do hereby proclaim <date>, as PTA Teacher Appreciation Week in <name of city/state>, and urge all citizens to pay tribute to our public school teachers.

_________________________________________  __________
Signature                                     Date
Teacher Appreciation - It’s More Than Just A Week!

Teachers deserve appreciation more that just one week in the year. Teacher appreciation is a great way to involve parents who might not otherwise be involved.

Other Teacher Appreciation Ideas:

- Monthly Teachers lunches with themes – collect recipes from lunches and give a recipe book during teacher appreciation week in May
- Weekly or Monthly treat in their mailboxes (example: piece of candy with a note attached saying “Thanks for being a SWEET teacher”)
- Back to School Breakfast or Lunch
- Parent/Teacher Conference Dinners
- Thank You Thursdays – Have students and parents write notes on a specified Thursday each month
- Teacher Grant Program – Have a budget line item when teachers can apply for a grant to offset a special project or event in their classroom
- School supplies – what teacher can’t use a new box of dry eraser markers or pencils
- Lunch during Teacher In-service Training
- Massages during lunch
- Breakfast cart once a month
- Create an emergency volunteer list for teachers to use in a pinch
- Nominate for UTAH PTA Outstanding Educator of the Year Award and other Awards found in your area

TIP: Teacher Appreciation is hard for one person to oversee. Have a committee to distribute the work. Use online volunteer sign-up programs to involve ALL parents.

See UTAH PTA on Pinterest for more TEACHER APPRECIATION IDEAS
In conjunction with “Take Your Family to School” week, we suggest that you also invite your community to come to school.

Dates for upcoming years:
- 2020 - February 17-21
- 2021 - February 15-19

Purpose

To promote better school and community partnership, support and collaboration and a better understanding of school needs and programs

Suggested format

- Pick a day during the “Take Your Family to School Week” and invite community partners, potential partners, civic leaders, community leaders, and businesses to come and have breakfast with the principal and the PTA. At this breakfast there would be a presentation about the school including ways that the community can volunteer at the school or give financial support to programs.

- Give your guests a tour of the school.

- Make sure that community leaders are also invited to all “Take Your Family to School” activities that week.
Forms and ideas to help you.
Feel free to make copies as needed, change them or make your own.
Thank you, teachers, for using volunteers at school! You, as a teacher, are the final yet most important link in the Community Involvement program. Please identify the tasks and jobs you have in your classroom, so your volunteer chair can match an available volunteer to meet your needs. We would appreciate your help in evaluating the volunteer services you received this year and providing suggestions for implementing the program for next year. Please take a few moments to complete this evaluation form and return it to your PTA Volunteer Chairman. THANK YOU!

Yes  No  Did you use volunteers in your classroom?

Yes  No  Was having a volunteer helpful?

Yes  No  Were your volunteers properly assigned?

Yes  No  Were they placed according to interest and ability?

Yes  No  Did you have the number and type of volunteers needed?

Yes  No  Did your volunteers arrive on time?

Yes  No  Were you notified when a volunteer couldn’t come?

Yes  No  Did all your volunteers wear name tag identification?

Yes  No  Did you feel confidentiality was a problem when using volunteers?

Yes  No  Did you feel that volunteer efforts benefited the students?

Yes  No  Did you feel that volunteer efforts benefited you?

Yes  No  Did you recognize the contributions of volunteers year round?

Yes  No  Did you use a Classroom Coordinator to assist you with your volunteers?

Yes  No  Were you told how our school’s volunteer program operates?

Yes  No  Were you aware when orientation training was held for volunteers and what information was presented?

Yes  No  Were you asked to identify what your volunteer needs might be during the year?

Yes  No  Would you use volunteers in your classroom next year?

What areas were volunteers most successful?

____ tutoring  ____ small groups  ____ special talent  ____ making things  ____ paper work

____ preparing lesson materials  ____ other ____________________________________________

What additional comments or suggestions would you make about the volunteer program?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
In looking forward to next school year, will you please give us a head-up on what volunteer assistance you think you will need: (Please number requests in order of priority 1-11):

_____ Small group assistance in the classroom

_____ Classroom clerical—filing, record keeping, checking papers

_____ Duplicating worksheets, laminating

_____ Preparation of materials for bulletin boards, crafts, etc.

_____ Assistance with special class projects—arts, music, drama

_____ Storytelling or book reviews in the classroom or library

_____ Chaperon for field trips

_____ One-on-one with a child who needs help. What subject?_________________

_____ Playground helper

_____ Speaker

_____ Student Recognition

Day(s) of week & time: ____________________________________________

________________________________________

________________________________________

________________________________________
Request for Volunteer Help

Thanks to all of you who will volunteer in our classroom this year and share in the excitement of learning! We realize how busy life can get, but hope you can make this a priority. This is a fun and exciting way to get more involved. There are so many benefits to your child and your child’s education. Please indicate which day is best for you and our volunteer coordinator will contact you to set up a schedule.

_____________________________________________________________________________________________

Child’s Name: ______________________________________ Teacher: ____________________________________

Parent ( Guardian): ___________________________ Phone #: ___________________________ Cell #: ___________________________

Email:_________________________________________________________________________________________

How would you prefer to be contacted?______________________________________________________________

Please mark where you are available to volunteer.

___ Classroom Coordinator: Coordinate volunteers in your child’s classroom. Help with volunteer recognition and Teacher Appreciation Week. Work with the teacher to arrange parties, field trips, and other activities as needed.

___ Assistant Classroom Coordinator: Help coordinator with duties.

___ Classroom volunteer: Work in the classroom with students and teacher.

___ I would like to volunteer the same day every week.

___ I would like to volunteer every other week.

___ I would be able to occasionally help with “at home” projects like cutting, pasting, coloring, etc.

The best day of the week for me to volunteer in the classroom is:

1. __________________   2. __________________

___ I would like to help with other PTA board activities throughout the year.

___ I will need a volunteer name tag.

_____________________________________________________________________________________________

REMINDER:
There will be a VOLUNTEER ORIENTATION for ALL volunteers on (date_____________ & time_____________).
PLEASE PLAN TO ATTEND!
Volunteer Survey

Name: ________________________________________________
Phone No. ____________________ Cell No. ______________________
Email: ___________________________________________________
Please complete this Volunteer Sign-up Form and return to: ______________________________

I CAN VOLUNTEER…

____ Yes, I can volunteer, I have √ checked the events/committees that I am interested in below.
____ Yes, I want to Chair the committees below that I have marked “C.”
____ Yes, I want to volunteer and prefer things to do from home.
____ Yes, I want to volunteer but need more information on the committees below that I have marked “Info.” Please call me.
____ Yes, I want to help by donating refreshments throughout the year.
____ Yes I want to donate my expertise in a certain area. (Area:________________________).
____ The best way to contact me is through Email
____ The best way to contact me is by telephone

Child’s Name (list all children at this school): ______________________________

Grade: ___________ Teacher: ______________________________

Committees/Events:

____ After-School Adventures
____ Apparel
____ Art Programs (such as Reflections)
____ Audit/Financial
____ Back-to-School Events
____ Birthday Recognition
____ Catch with Dad
____ Citizenship
____ Community Business
____ Dinner and Auction Night
____ Family Directory
____ Family Movie Nights
____ Fun Fair
____ Fundraisers
____ Hacienda Night
____ Holiday Shop
____ Hospitality
____ Landscape & Recycling
____ Learning for Life
____ Membership
____ Mentoring Volunteers
____ Picnics
____ Pizza Night
____ Newsletter
____ Reading and Book Events
____ Red Ribbon Week
____ Room Parents
____ Safety Fair
____ School Pictures
____ Science Fair
____ Teacher/Staff Appreciation
____ Turn-off TV Week
____ Yearbook
____ Other __________________________
____ Other __________________________
Encuesta Voluntaria

Nombre: ______________________________________________________
Teléfono ______________________ Celular ________________________
Dirección Electrónica __________________________________________
Por favor, llene este formulario para ser voluntario y devuélvase lo a: __________________________________________

Puedo ofrecer mi ayuda o apoyar. . .

____ Sí, puedo ofrecer mi ayuda o apoyar. Abajo aparecen marcados los eventos o comités en los que estoy interesado(a)
____ Sí, quiero dirigir o co-dirigir los comités listados abajo que he marcado con una “C”
____ Sí, quiero ofrecer mi ayuda o apoyar, y prefiero hacer las cosas desde casa
____ Sí, quiero ofrecer mi ayuda o apoyar pero necesito más información sobre los comités listados abajo que he marcado con “Info.” (Por favor llamarme al siguiente número ________________________).
____ Sí, quiero ayudar donando refrescos, bocaditos o picadera durante el año.
____ Sí, quiero ayudar donando mis conocimientos y/o experiencia en un área específica.
   (Area/Tema: ____________________________________________)
____ La mejor manera de contactarme es por correo electrónico
   (Correo electrónico: ______________________________________)
____ La mejor manera de contactarme es por teléfono. (Teléfono: ________________)

Nombre de mi niño (liste todos los niños en esta escuela) ________________________ + ______________
Grado/Curso/Nivel: ______________________ Maestro(a): ______________________

Una descripción de cada comité o evento va adjunta:

Comités/Eventos:
   ___ Eventos de Lectura
   ___ Aventuras después de la escuela
   ___ Vestimenta
   ___ Programas de Arte (ejemplo: Reflexiones)
   ___ Auditoría/Finanzas
   ___ Eventos de Regreso a Escuela
   ___ Reconocimiento de cumpleaños
   ___ Picnics (excursiones)
   ___ Ciudadanía
   ___ Directorio de familia
   ___ Noche de cena y subasta
   ___ Noches de películas con las familias
   ___ Almuerzo
   ___ *Feria de Diversión
   ___ Recaudación de fondos
   ___ Noche hacienda
   ___ *Tienda de días feriados
   ___ Hospitalidad
   ___ Ajardinar y Reciclaje
   ___ Aprendiendo para la vida
   ___ Jugando pelota con papá
   ___ *Negocio de la comunidad
   ___ Membrecía
   ___ Feria de Ciencia
   ___ Noche de Pizza
   ___ Boletín
   ___ Representante de Foro
   ___ Semana de Cinta Roja
   ___ Padres de Salón de Clases
   ___ Feria de Seguridad
   ___ Fotos de Escuela
   ___ Agradecimiento de maestros y personal
   ___ Semana de Apague la Televisión
   ___ Anuario
   ___ *Eventos y programas nuevo
Elementary School Parent Volunteer Recruitment Form

Parent’s Name: ____________________________________________________________
Address: __________________________________________________________________
Telephone: Home ( ) ____________________________ Cell ( ) ____________________________
Email: _______________________________________________________________________
Student’s Name: ____________________________________________________________
Homeroom Teacher: ____________________________________________ Grade: __________
Orientation and training for all volunteers will be: ________________________________
Please mark your calendar to attend.

CHECK YOUR PREFERENCE(S)

1. Library  
   ___ Assist librarian with returning books to shelves, etc.  
   ___ Assist librarian and teacher during class visits to library.

2. Classroom  
   ___ Assist teacher by working with small groups of students.  
   ___ Assist teacher with filing, record keeping, checking papers, etc.  
   ___ Prepare materials to be used for bulletin boards or crafts.

3. Art, Music, Drama  
   ___ Assist with special class projects such as art, music, or dramatic presentations.  
   ___ Accompanist for music programs.

4. School Office  
   ___ Clerical - type or operate copying machines for teachers.  
   ___ Assist school secretary.  
   ___ Parent Contact - call parents of absentee students

5. Supervisory  
   ___ Accompany teacher and class on field trips.  
   ___ Assist teachers and principal with field day trips.  
   ___ Assist in health screening clinics.

6. Special Projects  
   ___ Assist with one-time special projects such as book fairs, sales, mailings, student contests, student awards, or school beautification.  
   ___ Assist with hospitality such as Teacher Appreciation day, luncheons, receptions, or hosting special meetings.

7. Storytelling  
   ___ Tell stories and give book reviews on a regular basis or for special occasions.

8. Reading  
   ___ Read with children two hours each week.

9. Other Areas (such as lunch room, recess, hall monitor, etc.) ________________________________
   ___ I am interested in serving on a PTA board or committee next year.
   ___ I am filling out another recruitment form for my other child in this school.
   Grade _______ Teacher ________________________________
   ___ We have in-town grandparents willing to volunteer.
   Name ___________________ Telephone __________________________

Please return this form to school as soon as possible.
Secondary School Parent Volunteer Recruitment Form

Parent’s Name: ____________________________________________________________

Address: __________________________________________________________________

Telephone: ( ) __________________________ cell: ( ) ____________________________

Email: ____________________________________________________________________

Student’s Name: __________________________________________________________

Orientation and training for all volunteers will be: ________________________________

Please mark your calendar to attend.

**PLEASE CHECK AREAS OF INTEREST**

1. ___ Assist in the library.

2. ___ Help monitor a class or special testing as needed.

3. ___ Accompany a teacher and class on a field trip.

4. ___ Assist in the principals or counselors offices as needed.

5. ___ Assist teacher with clerical work such as filing, duplicating, or typing.
   ____________________________ at school ____________________________ at home

6. ___ Assist a teacher by working with small groups of students.

7. ___ Serve as a judge, timekeeper, or scorekeeper for student contests.

8. ___ Help with bulletin boards.

9. ___ Assist with school parties. ___ planning ___ refreshments ___ chaperon

10. ___ Hospitality—teacher appreciation, school activities.

11. ___ Assist with one-time special projects such as student awards, activities, athletics parties, sales.
    ___________ Fall ___________ Spring

12. ___ Mailing as needed—folding or stuffing envelopes, labeling for progress reports, report cards, newsletters, parent information, etc.

    ___ We have in-town grandparents willing to volunteer.
    Name __________________________ Telephone ( ) ____________________________

    ___ I am interested in serving on a PTA board or committee next year.
    School preferred ________________________________

13. Other Areas (such as lunch room, recess, hall monitor, etc.)

    ______________________________________________________________________

    ______________________________________________________________________

    ______________________________________________________________________

Please return this form to school as soon as possible.
Welcome/Introduction
(Community Involvement Commissioner or Volunteer Coordinator)

Welcome by School Principal
May cover overview of District and school policies and orientation information. Introduce school staff.

Overview of District’s program and policies
(Principal, Superintendent, State or Council Community Involvement Commissioner, if available).
You may consider covering the following items:

- **Ethics/professionalism**: confidentiality, dependability, reliability
- Signing in and out of the building
- **Emergencies** regarding your family (outside calls or ill child)
- **Volunteer statistics** compiled from sign-in sheets are used by:
  - School board as an indicator of parental/community involvement
  - New parents to determine the support school has from other parents
  - Prospective teachers to determine if there is solid parental support
  - Grant applications (often require volunteer/community involvement data, in-kind donations, etc.) Utah State Department of Education requests these figures, lobbying tool for legislative support, enhances business partnerships.

Orientation information
(You will cover if your Principal is not available.)

- Who to talk to if volunteer has concerns or questions
- Dependability – who to call if volunteer can’t be at school
- Volunteer’s role in discipline, rules, and safety
- Importance of wearing name tag in building (security)
- Releasing children to adults
- Students or teachers leaving the classroom
- Visitors (sign in and out)
- Fire or earthquake drill procedures
- Use of staff room and cafeteria by volunteers
- Where to park, hang coats, find nurses, use of school phones, adult rest rooms, etc.
- Dress and behavior
- All school facilities are no smoking environments

School Community Involvement Commissioner or Volunteer Coordinator

- Overview of Volunteer Guidelines Handbook
- Where to sign in and out of building
- Where to find your name tag
- How and when you will figure volunteer hours for your school
- Other volunteer opportunities

Tour, map, or overhead of school building for volunteers (optional)
Classroom Coordinators meet with teachers for planning
A THANK YOU for attending
Teacher-Volunteer Checklist

When a teacher and volunteer initially meet they should discuss the following:

- Confidentiality.
- Days and times the volunteer will work.
- Procedures he/she will use to keep in touch with the volunteer.
- Alternate plans for days when the teacher is absent and a substitute is in charge of the class.
- Procedure to follow if the volunteer can’t make it on their scheduled day.
- How the teacher will communicate the daily assignment to the volunteer.
- When room materials are kept and where a convenient workplace would be for most assignments.
- The teachers own classroom policies, procedures, and rules; management system, reinforcement techniques, emergency procedures, preschool siblings in the classroom, where volunteers can leave personal belongings, etc.
- Pertinent background information about the students.
- Special strengths of the students.
- Special needs of the students and skills that need to be developed.
- Tips for working with the students, their learning style or reinforcement techniques.
- Alternate plans if the student is absent.

(Sample Volunteer Assignment Form)

VOLUNTEER ASSIGNMENT

You are assigned as follows:

Name of Volunteer______________________________ Assigned to Room__________ Grade__________

Name of Teacher______________________________ Day(s) Assigned_______________________________

Hours Assigned______________________________

The teacher and the students in the rooms are counting on your help on the days and time listed above. The teacher will plan for you and instruct you about your duties. A serious problem is created when a volunteer does not show. Activities cannot proceed as planned. Please try to be regular in carrying out your duty.

If illness or an emergency arises, please notify the teacher with whom you work as soon as possible or leave a message for the teacher with the school secretary.
# Volunteer Hours

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National Standards for Family-School Partnerships

PTAs play an important role in promoting family engagement in schools and communities. The National Standards for Family-School Partnerships can be used by PTAs as a framework for thinking about, structuring, and assessing family engagement:

**Standard 1: Welcoming all families into the school community**—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal: ________________________________________________________________

**Standard 2: Communicating effectively**—Families and school staff engage in regular, two-way, meaningful communication about student learning.

Goal: ________________________________________________________________

**Standard 3: Supporting student success**—Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Goal: ________________________________________________________________

**Standard 4: Speaking up for every child**—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Goal: ________________________________________________________________

**Standard 5: Sharing power**—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal: ________________________________________________________________

**Standard 6: Collaborating with community**—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal: ________________________________________________________________
Key Points To Remember

Positive Approach
Take a positive approach and build on the commendable practices that already exist in your school or programs. Accommodate diverse populations. Consider the needs of all families and plan meetings and structure activities to best involve everyone.

Involve All
Involve all the stakeholders—parents, teachers, administrators, support staff and community members. Enlist the full participation of those who will implement the program or activity to help design the action plan prior to launching the program.

Provide Training
Involve school or program support staff, as well as educators and administrators, in the process. Provide program training for parents, staff and administrators as needed to implement the action plan.

Offer Assistance
Offer PTA assistance. Encourage your PTA members to work closely with the school or program administrators to be an effective team model for implementing the action plan and facilitating family-school involvement.

Reinforce
Reinforce the truth that family and community involvement is more than fundraising or collecting donations for projects and activities.

PTA Line of Communication

Local → Council → Region → State → National

National → State → Region → Council → Local
Why be a PTA School?

History: Utah PTA joined National PTA in 1925. Utah PTA is the largest child advocacy and volunteer association in the state. National PTA was established more than 100 years ago to address children’s issues.

Membership: Being the largest advocacy association in Utah, more than 80,000 individuals volunteer and participate in 628 Local and Council PTAs within the state.

Organization: Utah is divided into 21 geographic PTA regions, each served by a Region Director. In large districts, the Region Director works with area Councils. The Council President then works with the local school PTA President. In rural areas, two or more school districts are under one Region Director. Local PTA Presidents meet on a regular basis throughout the school year with Council Presidents/Region Directors. Presidents-elect and Principals may also be included in these meetings. Local PTAs also meet on a regular basis throughout the year in Executive Committee and Board meetings and work with administrators, teachers, staff, parents, and students.

Affiliation: Utah PTA is an affiliate of the National PTA. National PTA is composed of 54 state congresses and more than 20,000 local units in all 50 states, the District of Columbia, U.S. Virgin Islands, Puerto Rico and the Department of Defense Schools in Europe. State PTAs are the liaison between the local PTA and National PTA, helping each to function effectively and to support and sustain the other. PTAs at the local level are valuable assets to their school communities by providing educational and parent involvement information, resources, events, and activities.

Parental Involvement: In 2018, Utah PTA volunteers reported 1,329,786 hours of service to Utah’s children in their local public schools. If this volunteer service were translated into monetary value, it would be worth $37,951,307.13!

Important Information

Utah PTA also has an exemption from sales tax from the Utah State Tax Commission. State law requires every PTA to pay sales tax on purchases under $1,000 and then request a refund. Utah PTA has established a procedure for applying for the refund. See the Financial section. Contact the Utah PTA Treasurer for more information.

National and Utah PTA Programs
- Reflections
- Healthy Lifestyles
- School of Excellence
- Take Your Family to School Week
- Teacher Appreciation

Utah PTA Programs
- Battle of the Bands (PTSA)
- Ribbon Week
- Hope for Tomorrow, with NAMI Utah
- Healthy Relationships (PTSA)

Conferences and Trainings
- Advocacy Conference (October)
- PTA Day at the Capitol (February)
- Leadership Convention (May)
- PTSA Student Leadership Conference (May)

Utah PTA Awards and Grants
- Utah PTA Awards
- LEAP Award
- Membership Awards
- Arts Education Fund Grant

Special PTA State Committees
- Special Needs

Positions included in Commissions
- Diversity & Inclusivity
- Male Involvement
- Military Families
According to the PTA bylaws, all meetings shall be governed by Robert’s Rules of Order Newly Revised. In addition, all Board members shall:

- Abide by all PTA rules and meet all PTA deadlines.
- Ensure that the PTA database information (names, addresses, etc.) be for use of PTA Board members only. The confidentiality of hard copies and electronic copies shall be protected.
- Attend all Board meetings and applicable Executive Committee meetings.
- Notify the President as soon as possible if an emergency occurs and they are unable to attend a scheduled PTA meeting.
- Arrive on time and remain to the conclusion of the meeting except in cases of individual emergencies.
- Begin all meetings on time.
- Be allowed a 10-minute break every two hours, returning promptly.
- Remain in a meeting while in session.
- Hold all but emergency calls. Leave the room to answer a call.
- Turn all cell phones to off or vibrate.
- Complete preparation before or after meetings, not during meetings.
- Refrain from holding side conversations.
- Direct all comments and questions through the chair.
- Maintain professional courtesy at all times, including being supportive rather than judgmental, respecting differences of opinion, and listening to others’ ideas without prejudice.
- Give feedback directly and openly in a timely fashion.
- Acknowledge problems and deal with them as they arise.
- Be prepared to present agenda items in a concise manner and focus on tasks and the process and not on personalities or hidden agendas.
- Obtain missed information during breaks out of consideration of others.
- Adjourn at the scheduled time, as per the printed agenda.
- Dress to match the dress of those also attending a meeting when representing PTA.
- Wear name badges when representing PTA.
- Notify President of address, phone number, and email changes as soon as possible.
- Stay at home out of consideration for the health of others if ill and possibly contagious.

Bylaws must be renewed every three years. Check the red stamp at the top right of the first page of your bylaws. This date will show if your bylaws are current or need to be renewed.

Found on the front page of your local PTA bylaws:

- Your PTA Unit ID Number needs to go on your membership remittance form and cards and Reflections entries. It is your PTA identification number, as assigned by National PTA.
- Your EIN (Employer Identification Number) is needed for all IRS filings and the PTA’s bank account. It is your IRS identification number.

Be A PTA Professional

According to the PTA bylaws, all meetings shall be governed by Robert’s Rules of Order Newly Revised. In addition, all Board members shall:
Children Learn What They Live

If children live with ...

...Tolerance
they learn to be patient

...Encouragement
they learn confidence

...Praise
they learn to appreciate

...Fairness
they learn justice

...Security
they learn to have faith

...Approval
they learn to like themselves

...Acceptance and Friendship
they learn to find love in the world

...criticism
they learn to condemn

...hostility
they learn to fight

...ridicule
they learn to be shy

...shame
they learn to feel guilty

...criticism
they learn to condemn

...hostility
they learn to fight

...ridicule
they learn to be shy

...shame
they learn to feel guilty
Resources

5192 S. Greenpine Drive, Salt Lake City, UT 84123
Telephone: (801) 261-3100 • Fax: (801) 261-3110
kids@utahpta.org

www.UtahPTA.org

Monday - Thursday
9:00 to 3:00
Closed Friday
Closed holidays - Please call before you come to ensure office is open.

Follow Utah PTA

Facebook
Facebook Groups that you can join:
Utah PTA
Utah PTA Super Secondary
Utah PTA Excellent Elementary
Treasurers
Reflections
Community Council

Pinterest
Utah PTA - www.utahpta.org

YouTube
Utah PTA One Voice

Twitter
@UtahPTAOneVoice

Instagram
Utahpta

National PTA Headquarters
1250 N. Pitt Street, Alexandria, VA 22314
Telephone: (703) 518-1200
Toll Free: (800) 307-4PTA (4782)
Fax: (703) 836-0942
info@pta.org

www.PTA.org