



AmeriCorps Seniors

FOSTER GRANDPARENTS



SCHOOL/ VOLUNTEER SITE HANDBOOK

Version 6 (2025)

FOSTER GRANDPARENT PROGRAM OF NORTHERN UTAH

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www.weberhs.net/volunteer-foster-grandparents

Sponsoring Organization:



Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of, or a position that is endorsed by, AmeriCorps.

ABOUT THE FOSTER GRANDPARENT PROGRAM

Foster Grandparents are volunteers age 55 and over who serve as tutors, mentors and friends to children and youth who are struggling with academic and life skills. To qualify for the program Foster Grandparents must be willing to serve 15-40 hours a week, have a household income below the federal guidelines (200% of poverty level), pass an FBI fingerprint background check, Utah state name check, an NSOPW (national sex offender check) and most of all have a desire to help young people succeed. (Volunteers can serve below 15 hours under special conditions.)

For their service these volunteers receive a small stipend, mileage reimbursement, training and a free meal from the station where they serve. The stipend they receive is to offset the cost of volunteering; it is not earned income and does not affect other benefits Foster Grandparents may be receiving. The stipend is paid for from a Federal grant and local matching funds, not by the site where the grandparents serve. If the site or individual wishes to provide additional support to the program, donations can be made through the Weber Human Services Foundation for recognition and training events.



PROGRAM SITE REQUIREMENTS

To become a site you must be a youth orientated agency that accepts the responsibility for assignment and supervision of Foster Grandparents. Examples of sites are: Head Start Centers, schools, developmental centers, day care centers, hospitals and community children's centers. Sites must also be a nonprofit, a government organization, public school or healthcare faculty. All sites must be licensed or otherwise certified, when required by appropriate state and local government.

Each site must designate a coordinator to act as the liaison between the site and the Foster Grandparent Program office. This person will be responsible for supervising all Foster Grandparents at that site, providing additional training, completion of assignment plan sheets, making sure the Foster Grandparents are in appropriate placements and signing monthly time sheets.

HOW OUR PROGRAM WORKS

Eligibility

Eligibility may not be restricted on the basis of:

race, color, sex, sexual orientation, pregnancy, religion, age, national origin, genetic information, disability, military status, familial status, political affiliation, or any other characteristic protected by law.

Reasonable Accommodations

In accordance with the ADA requirements, Weber Human Services and the stations where volunteers are placed will make reasonable accommodations for individuals wishing to enroll as volunteers within AmeriCorps Seniors.

ADA requires reasonable accommodations as they relate to three aspects: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an individual with a disability to enjoy equal benefits and privileges.

Service Schedule

Foster Grandparents are required to serve 15-40 hours per week. The primary roll of a Foster Grandparents is to serve as a tutor, in a one-on-one or small group (3-4 student) setting to children who are below grade level. Most Foster Grandparents work with children on literacy skills; however, they can also assist in math and other appropriate academic skills. Foster Grandparents may also help their assigned students with social skills and interaction with other children, play educational games, assist on field trips and serve as a role model to the children in the school.

A Volunteer Assignment Plan needs to be completed by the Site Supervisor to enable both the Foster Grandparent and the child to maximize their success during each tutoring session. This assignment plan will serve as a job description for the Foster Grandparent. Much of what they do with the children should be determined by the needs and abilities of the individual child and the capabilities of the Foster Grandparent. Examples of appropriate and inappropriate activities have been included (p.5) to clarify the duties of the Foster Grandparent.

Background Checks:

The Foster Grandparent Program is required by the Serve America Act law to perform the following checks on members serving on the program: NSOPW (National Sex Offender check), FBI fingerprint, Utah State Name Check. All of these checks must be submitted prior to the placement of a Foster Grandparent in the school. Foster Grandparents cannot serve before the results of these screenings have been received and cleared. There is no cost to the volunteer or station to perform these checks. Volunteers in Weber and Davis School Districts will also have their background check cloned and cleared by the district before placement.

Meals:

Because Foster Grandparents are serving three or more hours a day and are of limited means, we ask each site to provide a free meal each day. This meal is considered as an in-kind

donation to our program and is included in the Memorandum of Understanding. All Foster Grandparents are allowed a 20-30 minute paid meal break during their scheduled volunteer hours. Foster Grandparents are not required to eat with the children. As permitted by the volunteer station, volunteers can eat their lunch with the station staff, in a breakroom or wherever permitted.

Foster Grandparent staff will inform a site if a volunteer wishes to have a lunch account set up for use. In Weber, Ogden and Davis Counties the lunches are paid for by the school district foundation, in Box Elder, Logan and Cache school district the lunches are paid for by each school.

Training & In-Service Meetings

Foster Grandparents receive basic tutoring training through the program at in-service meetings. On these training days the Foster Grandparents are gone from their assigned station. All in-service meetings are held at our offices from 10:00-2:00. Foster Grandparents can make up the missed hours on another day if cleared with the site where they volunteer. Any Foster Grandparents serving in after-school assignments may work their scheduled time on in-service day.

Site specific training is needed for Foster Grandparents so that they understand what is expected by school in a tutoring session. Foster Grandparents need to work with their teachers or literacy coordinator and meet often to insure each child receives the necessary tutoring. All training completed at the volunteer site needs to be put on the volunteers timesheet. Sites are encouraged to invite Foster Grandparents to trainings held at the school or districts which might help the volunteer in their service to the children.

Tracking Children's Progress

The Foster Grandparent Program **is required to track the progress of the children served on the program.** This is done through tracking the ACADIENCE comprehensive scores at the beginning of the school year and analyzing them with the scores at the end of the school year.

In Davis, Weber and Ogden school districts, this is done at the District level. Foster Grandparents will bring a tracking sheet to the school in April. Each school will submit a complete list of students served by each Foster Grandparent to the district office. The district then pulls the test scores and calculates them for the program. In Logan, Morgan and Box Elder School Districts a form is provided from our office for the schools to provide the testing information directly to the program without the use of the child's complete information. These forms have been approved by each district for use.

The Foster Grandparent Program also tracks the number of children tutored in math and summer school placements. This is done through a tally sheet provided to the Foster Grandparent tutor.

Handling Disciplinary Issues

Sites should contact our office in the event there are substantial concerns about a volunteer or their actions.

In the event there are issues with the Foster Grandparent at a site, the principal or administrator is within their rights to handle the issue by discussing the concerns with the volunteer and giving the volunteer suggestions on how to fix the concern. If this does not result in the

concern being addressed or corrected, the site should contact our office to discuss a plan of action.

Schools in Weber, Ogden and Davis Counties also have a liaison at the district office who can assist with any concerns.

Contact Information

You can contact our office M-F from 8:00-4:00

Charity Rowberry	Program Director	(801) 625-3865	charitym@weberhs.org
		(801) 695-1957 cell	phone (After Hours)
Britta Stumpp	Program Coordinator	(801) 625-3782	brittas@weberhs.org

Fax / Texting 801-625-3865/ 801-625-3782

Website www.weberhs.net/foster-grandparents

Facebook “Foster Grandparent Program of Northern Utah”



In the event that it is necessary to speak immediately with a staff person and we are out of the office, please contact the Department on Aging at 625-3770 and ask that they contact us by cell phone, or contact us directly by cell phone.

ACCIDENTS/ INJURIES

All Foster Grandparents are covered with supplemental accident insurance through our program. If a Foster Grandparent is injured at your site during their work hours, an accident report should be filled out and the incident reported to the Foster Grandparent Office immediately.

If the Foster Grandparent needs to seek medical attention they need to go where their primary insurance is accepted. Our insurance will pick up any additional expenses not covered by Medicare or their private insurance carrier.

Foster Grandparents should **never go to a Work Med or a Workman’s Comp healthcare facility.**

SITE FORMS

1. MEMORANDUM OF UNDERSTANDING

This is a contract between the Foster Grandparent Program Office and each site or school district. This document outlines the responsibility of the site and the Foster Grandparent Program. Included in the document are any in-kind donations from the site and any performance measurements that will be tracked during the grant cycle. This form is completed by the head of the organization or school superintendent.

2. VOLUNTEER/ STUDENT ASSIGNMENT PLAN

Due upon placement of Foster Grandparent and annually (Oct.) thereafter.

This form is to clarify the needs of the population your site serves, the activities assigned to the Foster Grandparent and what will be accomplished throughout the year.

3. EVALUATION FORM Due annually (May)

This form is completed on each Foster Grandparent to assess their performance. Site Supervisors should fill out and go over the evaluation with the Foster Grandparent and answer any questions or concerns they might have. The Foster Grandparent Program will meet with each volunteer in June or July of each year to discuss the evaluation and make any necessary changes to the volunteer's placement and job assignment.

4. FOSTER GRANDPARENT TIME SHEETS Due monthly

Each Foster Grandparent receives a monthly time sheet to keep track of their hours and travel. **All time sheets must be signed by the site supervisor and the Foster Grandparent** before being submitted. Time sheets are due to our office by the 5th of each month and can be mailed, faxed or hand delivered. Sites can offer to fax the time sheets to our office; however, it is the Foster Grandparents responsibility to make sure their time sheets are filled out correctly and submitted to our office in a timely manor.

Hours on the timesheet must be rounded to the nearest half hour. Mileage must be rounded up to the nearest mile.

If the site sends a Foster Grandparent home early due to issues like assemblies, field trips, testing etc. The Foster Grandparent can still be paid for that day.

Blank time sheets are available on our website.

TUTORING PLACEMENT GUIDANCE

Foster Grandparents must serve children with special and/or exceptional needs. The focus of the Foster Grandparent Program of Northern Utah is to assist children with special and exceptional needs in the development of core academic skills with an emphasis on reading. For this reason, the children tutored must score **below** benchmark in the area they are being tutored.

Foster Grandparents MUST work one-on-one or in small groups (1-4 students) with the children a minimum of two times per week with each session being a minimum of 15 minutes. Once a week sessions are allowed as long as they are 30 minutes per child.

One on One Tutoring Guidance

- Foster Grandparents work with the same students each week until the student reaches a level where they no longer need the assistance. This generally looks like a set scheduled time for each student one or more times each week.
- Students must be below benchmark in literacy or math or have a special or exceptional need to work with a Foster Grandparent (see list below)
- Foster Grandparents must work with each student for a minimum of 30 combined minutes each week.

- Foster Grandparents or the school keep a list of all students who receive tutoring assistance throughout the school year. This is used for end of year tracking.

Small Group Guidance

- Ensure that at minimum 2 children in the group are below grade level.
- Ensure the Foster Grandparents work with the same group each week for a minimum of 4 weeks
- Ensure that the group tutor session equal a combined 30 minutes each week.
- Foster Grandparents will only place the children who were below grade level, at the start of the group, on their end of year forms.
- If a child reached benchmark they can remain in the tutor group with the Foster Grandparent and do not need to be reassigned.

PROPER PLACEMENT OF FOSTER GRANDPARENTS

When assigning children to a Foster Grandparent please keep the following in mind

1. The Foster Grandparent Program is a performance based program. The school districts track Acadience scores on the children tutored by Foster Grandparents.
2. The Foster Grandparent must be assigned specific children to work with.
3. The Foster Grandparent must work with each child one-on-one or in a small group setting for a minimum of two times per week with each session being a minimum of 15 minutes. If once a week sessions are the only option, sessions must be at least 30 minutes.
4. Foster Grandparents work best in a literacy center where they can have a set schedule of the children that need to be tutored.
5. Foster Grandparents CAN serve in classrooms, however, they must be assigned to multiple teachers and need to have a schedule set up where they are only working with the students who have exceptional/ special needs and **not the whole classroom**.
6. The child must have an exception/ special need or be a child in circumstances that limit their academic, social or emotional development to have a Foster Grandparent. The following qualify as exceptional/ special needs.
 - a. Children who are delayed in reading and math, Foster Care, Children of Incarcerated Parent, Developmental Disabilities, Emotional Disabilities, Learning Disabilities, Physical Disabilities, Language Barriers/ ELL/ ESL, Hearing Impaired, Visually Impaired, Significantly Medically Impaired, Substance Abuse Youth, Teen Pregnancy/Teen Parenting, Adjudicated Youth / Juvenile Offenders.
 - b. Children in circumstances that limit their academic, social or emotional development can be children in poverty, home environment etc. these circumstances can limit the child's ability to excel in school.

7. The children must need “Strategic” or “Intensive” interventions on the Acadience test when the Foster Grandparent first starts tutoring them in order for us to properly track progress. The student does not need to be reassigned when they reach benchmark, however; many schools to place a new student with the Foster Grandparent when a student reaches benchmark.
8. It works best to select the children who need help in your class/grade and put together a weekly schedule for the Foster Grandparent. (i.e.... 9:00 John, 9:30 Janet, 10:00 Beth) This way they know what students they tutor at what times and can fill any downtime with students from another class or grade. When a student reaches benchmark or no longer needs tutoring assistance you can fill their timeslot with another student.
9. Please make sure the Foster Grandparents have at least a 20 minute break for lunch during their service time.

Special or Exceptional Needs (as defined by federal stature) are:

Children below level in reading and math, Children in Foster Care, Children of Incarcerated Parent, Developmental Disabilities, Emotional Disabilities, Learning Disabilities, Physical Disabilities, Language Barriers/ ELL/ ESL, Hearing Impaired, Visually Impaired, Significantly Medically Impaired, Substance Abuse Youth, Teen Pregnancy/Teen Parenting, Adjudicated Youth / Juvenile Offenders

APPROPRIATE FOSTER GRANDPARENT ACTIVITIES
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- Tutoring children with literacy or English language learning needs.
- Providing children in public, state, or private schools; Head Start centers; day care centers or correctional facilities with emotional support and assistance in developing basic learning skills.
- Tutoring children in academic areas such as math, spelling, and literacy.
- Playing educational and skill building games.
- Giving praise.
- Assist with educational music and art projects.
- Reading to children / Having children read to them
- Assist with fluency and literacy testing
- Record keeping and paperwork associated with keeping track of the academic level of each child tutored and their advancement throughout the year.

INAPPROPRIATE FOSTER GRANDPARENT ACTIVITIES
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- Classroom paperwork, such as copies, grading, and other paperwork not associated with tutoring.
- Substitute for or replace staff in routine duties.
- Being left unsupervised with children

- Visiting with children outside of the assigned station.
- Serving as staff aides or playground monitors.
- Sitting with a child to reduce behaviors or other special needs that are required to be provided by the school district due to the child's special needs or a IEP plan.
- Serving as a babysitter or being used to fulfill a student to teacher ratio.
- Disciplining or punishing the children in any way.
- Toileting of children.
- Give religious instruction
- Supervise other Foster Grandparents and tutors.
- Act as substitute teachers, teacher's aides, group leaders or other similar positions that would detract from the person-to-person relationship.
- Foster Grandparents are not allowed to lobby, be involved in political or religious events while serving.

Prohibited Activities

While charging time to the AmeriCorps Seniors program, accumulating service or training hours, or otherwise performing activities supported by the program, staff and members may not engage in the following activities:

(45 CFR 2520.65)

- (1) Attempting to influence legislation;
- (2) Organizing or engaging in protests, petitions, boycotts, or strikes;
- (3) Assisting, promoting, or deterring union organizing;
- (4) Impairing existing contracts for services or collective bargaining agreements;
- (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- (8) Providing a direct benefit to -
 - (i) A business organized for profit;
 - (ii) A labor union;
 - (iii) A partisan political organization;
 - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986
- (v) An organization engaged in the religious activities unless AmeriCorps assistance is not used to support those religious activities;
- (9) Conducting a voter registration drive or using AmeriCorps funds to conduct a voter registration drive;
- (10) Providing abortion services or referrals for receipt of such services; and
- (11) Such other activities as AmeriCorps may prohibit.

Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

FREQUENT ISSUES THAT COME UP

Students who are at benchmark feel left out and want to work with the Foster

Grandparent:

The program is meant for children who are scoring below benchmark. We do understand that children can feel left out when Foster Grandparents work in a classroom setting and are only assigned specific students. Many schools solve this issue by scheduling 1-2 hours every other week, or one day every month where the Foster Grandparents can have these children read to them or help them with special projects.

Paperwork

Foster Grandparents are only allowed to do paperwork associated with the tutoring they are doing. This includes keeping track of the students' progress and making copies for their next session. Foster Grandparents cannot assist with grading papers, making copies or any type of classroom aid paperwork for the teachers.

Training

Foster Grandparents attend in-service trainings throughout the school year. They will not be at school during that day. Please ask your Foster Grandparent for those dates so that you can plan accordingly. Foster Grandparents can attend trainings at your school, at the district and in the community. If you feel there is a training that is beneficial for the volunteer, please invite them to attend. They can also attend parent teacher conferences if you need to have them there to talk to the parents of the students they work with. There is a column called "training" on their timesheet to record these hours. If you feel there are trainings or topics that would benefit the volunteers please feel free to contact us. We are always looking for ways to help our volunteers improve their skills and serve the children better.

Down-Time

There are times of the day/ week when teachers cannot have a child pulled out of the classroom. During these times Foster Grandparents need to seek out other teachers for a student or two to fill these time slots. For instance; if a Foster Grandparent is working in a second grade class and the teacher does classroom instruction at 9:00-10:00 and needs all of her students in the class during that time, the Foster Grandparent needs to fill those time slots with students from another class or grade.

Meeting with the Foster Grandparent

We highly encourage our Foster Grandparents to have a set meeting with their station coordinator (literacy coach or teachers). This helps promote an environment where the Foster Grandparent and teachers can discuss the progress of the students and the Foster Grandparent can ask for help for struggling students or discuss behavior issues.