**KIRPC Head Start Volunteer Handbook**

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**Mission Statement:** KIRPC Head Start is dedicated to empowering today’s children and families for tomorrow’s world through high quality individualized education and supportive services.

**Vision Statement:** KIRPC Head Start will strive to be a high quality early education agency preparing children for successful lifelong learning and ensuring families have a stronger foundation for self-sufficiency by providing comprehensive services.

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*Grantee Office Contact Information:*

*Tiffany Stigers, Director*

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**Definition of a Regular Volunteer**

Any person (Parents, non-parents, and community members) spending 6 hours or more in the classroom per month.

**Age**

All volunteers shall be 16 years old or older unless the volunteer is under the direct supervision of the person in charge (example high school students volunteering at any age under supervision of High School teacher on site).

**Health**

Regular volunteers will be required to provide evidence of having completed a tuberculin skin test at the expense of the volunteer. Proof must be on site prior to volunteers working over 6 hours in a month.

**Orientation**

All parent volunteers will be required to attend an orientation. During this orientation, the person in charge will review key points of information, and the volunteer will be required to acknowledge this training by signing the Volunteer Handbook Acknowledgment page.

**Tracking**

All volunteers will be required to track their time on a Volunteer Service Record and contributions on an Inkind form. These forms are located in a binder in each classroom behind each child’s name. Please document the date, time and your initials for each visit. This is crucial to our agency, and will also be used for recognition purposes. Your time in the program is counted as part of our community match, or in-kind contributions, and helps us meet our requirement to match $1 for every $4 in federal money we receive.

**Volunteer Training**

Volunteers are not required to have any special education, training, or skills. If a volunteer has any special talents, we will encourage them to utilize them in any way possible. In accordance with Head Start Performance Standards, volunteers will be given the opportunity and encouraged to attend staff trainings and workshops.

**Confidentiality**

Volunteers are not permitted to access client records. All information concerning participating children and information shared by families is confidential. Information will not be given to others without written consent from the parent or legal guardian. It is the policy of this program not to disclose the names of children who may have caused injuries to other children while at the program. This is a safeguard for each family's privacy. As a volunteer, you will be asked to sign a statement saying you understand and will abide by the confidentiality policy. This means that under no circumstance can you discuss families or children that you come in contact with at the center or the home with anyone but the staff working with the child. Volunteers in classrooms are never allowed to be alone with a child or a group of children.

# Authorization/Emergency Contact Forms

Only staff are allowed to release children from the program. Volunteers are not allowed to release children under any circumstances. Volunteers are never given sole responsibility for the supervision of children.

# Volunteer Code of Conduct

Prohibition Against Acceptance of Gifts or Gratuities

* Any volunteer of this program is prohibited from accepting gifts of money, goods, services, or gratuities which are of any significant material value, from any person who received benefits or services from the organization, who may be doing direct contracting with any of the activities or functions of the organization, or who is otherwise in a position to benefit directly or indirectly, from any action or decision by a volunteer of this program.

Prohibition Against Physical Threats

* Any volunteer of this organization is prohibited from threatening or intimidating management, supervisors or fellow workers.

# Volunteer Standards of Conduct

Volunteers will:

* Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
* Follow program confidentiality policies concerning information about children, families, and other staff members;
* Not leave a child alone or unsupervised while under their care.
* Use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation.
* Not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
* Not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors of potential contractors.

# Statement of Volunteer Rights

Volunteers have rights too and we want to be sure you know how we expect you to be treated. If at any time you have concerns, please contact management at Monon to discuss.

* The right to be treated with respect.
* The right to have the same working conditions as staff doing similar tasks.
* The right to receive feedback on the quality of work, including areas needing improvements.
* The right to participate in training that will enhance job performance and personal development.
* The right to be kept informed about program activities and calendar changes.
* The right to receive recognition for contributions to the program on an ongoing basis.
* The right to state grievances in an appropriate forum.
* The right to be given meaningful volunteer work.
* The right to apply for and receive preference for KIRPC Head Start job positions for which you meet the minimum job qualifications.

**Relatives of Staff as Volunteers**

If family members of staff are utilized as volunteers, they will not work or be placed under direct supervision of or in the same component as the staff person to whom they are related without prior approval from management. If at any time this approval results in a conflict or any problem with the relationship between the volunteer and KIRPC Head Start, the management may revoke the approval.

**Personal Appearance Guidelines**

General Rule:Employees and volunteers are expected to maintain a clean and neat appearance at all times, dressing in a manner that does not serve as a distraction to both the adults and children participating in our program. Adults should dress in a manner suitable to working and playing with young children, taking special note of apparel that is consistent with safety rules and allows for flexibility when stretching, bending, and moving while either in the classroom, working on site, or representing KIRPC in the community.

Clothing Requirements: Clothing should always be clean and free from stains and holes. Clothing that is not allowed to be worn by employees include, but are not limited to, the following:

* Revealing clothing that exposes your back, chest, stomach, midriffs, navel, underwear (front or back) or that reveals too much cleavage
* Shirts with language or graphics that are vulgar, sexually explicit, or may otherwise be offensive
* Tops with spaghetti straps, crop tops or muscle shirts
* Tops that are transparent or see-through (unless appropriate layering garments are worn underneath)
* Short shorts, skorts, or miniskirts (Any apparel that does not pass the “fingertip length” test, should not be worn)
* Sleepwear (Unless it is a specified “Pajama Day” for the children and the sleepwear must follow the policies above)
* Flip flops (This pertains to classroom staff only when children are present to model the same policy we are asking of the children).

Piercings and Tattoos:

* Body piercings other than ear piercings must be camouflaged with clear or flesh-colored coverings unless approved by Management and/or Policy Council
* Tattoos that are not child-friendly should be covered by clothing, band-aids or bandages

**Short Term Exclusion Policy**

The short term exclusion policy has been implemented as a guide to help keep local program staff, volunteers and children healthy and safe. Symptoms to look for that may exclude a volunteer from center attendance are, but are not limited to:

1. Diarrhea- more than three loose stools in a 24-hour period.

2. Severe coughing.

3. Discharge from the eyes (pink eye), nose (continuous greenish mucous or clear watery mucous), or ears (continuous discharge).

4. Unusual spots, rashes, or infected areas of the skin (ring worm, chicken pox, scabies, impetigo), not obviously associated with heat or allergic reaction to medication.

5. Sore throat, if associated with fever or swollen glands in the neck.

6. Vomiting- if two or more occasions within the past 24-hour period.

7. Severe itching of body or scalp (head lice, scabies, rash, fleas).

8. Fever- body temperature of 100 degrees or more in past 24 hours.

9. Severe bronchitis.

10. Abscess teeth or continual dental pain.

If a volunteer shows signs of one of these illnesses throughout the day, they should be asked to leave and seek medical attention if necessary.

Any volunteer who has been injured may be excluded on a short-term basis, depending on the injury and the seriousness of the injury. A physician’s statement of care may be required before the volunteer will be permitted to return for the following injuries, but not limited to:

1. Head Injury

2. Back injury

3. Broken bones

4. Exposed stitches that may only be covered with a band aid

If any volunteer is hospitalized for any reason, he/she may be required to obtain a physician’s statement of care before being allowed to return to work.

**Smoking**

Because there is considerable evidence that environmental tobacco smoke is harmful to children and adults and because Head Start has the mission of promoting the health and development of the children and families it serves, smoking shall not be permitted as follows:

* No person/persons shall be permitted to smoke within any indoor facility owned, leased or contracted with KIRPC Head Start.
* No person/persons shall be permitted to smoke on the outside grounds of a facility owned, leased or contracted with KIRPC.
* Head Start Staff/Parents shall refrain from smoking at socialization activities or Home Visits when Head Start activities are taking place.
* No person/persons shall be permitted to smoke in vehicles while being used to transport Head Start children.

**Reporting of Child Abuse or Neglect**

All Head Start programs are required by law to report any suspicion of child abuse or neglect to the local office responsible for child protective services. The symptoms of child abuse may include bruises, burns, scars, scrapes or cuts that are recurring. Symptoms of neglect may include lack of appropriate clothing, nutrition, medical or other care. If you have any concerns regarding possible signs of suspected child abuse or neglect, please notify the staff person in charge of the center or teacher IMMEDIATELY and make the call to the abuse hotline (800-800-5556)

The following are prohibited actions and should never be used by staff and volunteers

* Any form of corporal punishment, including rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, spanking, or arm pulling;
* Any form of emotional abuse, including name calling, ostracism, shaming, making derogatory remarks about the child or his/her family, or using language that threatens, humiliates or frightens the child;
* Withdrawal of food, rest or bathroom opportunities; Unsupervised isolation; Traditional "time out" procedures;
* Any type of punishment hazardous to the physical, emotional or mental health of the child;
* Any type of punishment or negative attention related to the child's toilet skills; Yelling or raising voice (unless the child is going into the street and traffic is coming).

If you have any concerns regarding children's behavior, please notify the program staff such as the classroom teacher or person in charge of the center.

**Survival Tips for New Volunteers**

**Do’s**

* Remember that you are an important role model for the child; be positive and appropriate.
* Communicate any problems, questions, concerns or personal observations to the person in charge in the classroom, whether you are observing or interacting with the children.
* Ask for advice in handling teaching/office materials or situations with which you are unfamiliar.
* When you have serious doubts about a procedure say to the child, "Let's ask the teacher in charge."
* Lastly, this is a learning experience for you as well as the children and staff. Please, ask if you have questions and be sure to share your ideas.

**Don’ts**

* Don’t take any child except your own to the bathroom or out of the classroom.
* Do not ask about or make statements about children in front of other children or parents. Remember, all information about children and families is confidential.
* Don’t use physical punishment, verbal scolding or humiliation.
* Don’t interrupt when staff are leading an activity or talking to a child.

**Guiding Children**

* Children need comfort, attention and support, but do not “smother” them with attention. Learning to be independent and how to do things on their own is an important part of growing up.
* Direct children in a positive way by telling them what you want them to do instead of what you don’t want them to do. For example, instead of saying, “Don’t stand on the chair,” say “Please put your feet on the floor.”
* Encourage teamwork rather than competition between children.
* Stop children quickly if something looks too dangerous. If you‘re not sure, ask a staff person.
* Help children learn by letting them try different things. Encourage their efforts, help them if they get frustrated, and let them do as much on their own as they are able.
* Redirect children by suggesting another activity.
* Respect individual differences.
* All children’s pictures have value, no matter what they look like. Ask children to tell you about their picture rather than asking what it is.
* A quiet child should be as valued as an active one.
* Give children choices whenever you can. It helps them develop independence and decision making skills.
* If children do not have a choice, don’t give them one. If you say, “It’s time to clean up, OK?” to a child, the added “OK” makes it a choice.
* Get down on children’s eye level. Sit, squat or kneel whenever you can.
* Help children learn the rules of the classroom by reminding them and showing them the list of rules posted in the classroom.
* Praise children’s efforts. Trying is more important than “doing it right.”

**General Guidelines**

Always keep the children safe. That’s our number one priority.

Become familiar with the classroom. Look at the room, and read the signs for adults that are posted around the room.

Follow the teacher’s example. Watch how the teaching staff handles activities.

Use a calm, quiet speaking voice.

Let staff know when you need to leave the room for a break.

Turn cell phones to vibrate or silent, and only text or take calls on breaks away from children.

Model good eating habits.Suggest but don’t force children to try all foods offered. Model appropriate table manners as well.

All adults must wash hands:

* upon arrival;
* before and after handling foods (cooking activities, eating and serving);
* after toileting self, children, and diaper changing;
* after coming in contact with body fluids (mucus, blood, saliva or urine);
* before and after handling any medications;
* after attending to an ill child;
* after handling, feeding or cleaning up after animals;
* after outdoor play; and
* after smoking.

**If you are a parent volunteer**:

Expect that your child may act differently, and perhaps inappropriately, when you are volunteering. It is often best to let the teacher work with your child when this happens. Do not feel bad if your child gets angry when you pay attention to other children instead of just him or her. This is a normal part of development. Children are used to having you to themselves. You can help your child by talking with them about what to expect when you visit. Let them know that you will be talking and playing with all of the children, but that you will play with them, too. They will naturally be excited that you are coming, so talk about what you’ll do when you are there.

**Emergency Procedures**

* A staff member must remain with the children at all times. Staff are responsible for administering first aid. Whenever necessary, 911 will be called. Staff complete the Health & Safety Incident Reports.
* An injured volunteer will receive first aid by staff. With help from staff, the volunteer will complete the Incident Report.
* All volunteers must be aware of the evacuation route posted in the classroom and participate in fire, tornado, and lock down drills when present.
* Each classroom has an Emergency Plan posted. Please find this document and review.

**Active Supervision**

Active supervision requires focused attention and intentional observation of children at all times.

**Set Up the Environment**

Staff rearrange rooms at least annually in August so that no high shelves create hidden areas for children. Staff ensure that the classroom is free of clutter. Staff ensure that emergency exits are clear at all times. Only one classroom is allowed on the playground at one time.

**Position Staff**

Staff create zoning maps and zoning schedules at least annually in August to identify where each staff will be placed in the classroom and playground to see and hear all children. Staff stay close to children who may need additional support. Staff ensure they are positioned to see and hear all children on field trips also. When volunteers are present they may cover an area of the classroom, or zone, but may not be left alone in the classroom.

**Scan and Count**

Staff continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. During transitions staff (not volunteers) complete the Face to Name Recognition which is like an attendance form. Staff write the number of children present on a dry erase or chalk board. When any children leave the room for speech or screenings, their name is written on the board that they are out of the classroom.

**Listen**

Specific sounds or the absence of them may signify reason for concern. Staff are listening closely to children. All doors have bells or alarms on them to sound if a child tries to leave the room. Staff communicate with each other when children’s needs arise or a child or staff member moves from one zone to another. Volunteer should tell a staff member immediately if a child tries to leave the room.

**Anticipate Children's Behavior**

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk.

**Engage and Redirect**

Staff use active supervision skills to know when to offer children support. Educators wait until children are unable to solve problems on their own to get involved. Staff use strategies from CLASS to extend conversations, deepen thinking skills, and promote problem solving. Staff will provide alternate choices to children as needed.

**Creative Curriculum**

The following resource outlines the different skills that teachers plan activities around and document children’s progress.

|  |  |
| --- | --- |
| **Social–Emotional**  1. Regulates own emotions and behaviors  a. Manages feelings  b. Follows limits and expectations  c. Takes care of own needs appropriately  2. Establishes and sustains positive relationships  a. Forms relationships with adults  b. Responds to emotional cues  c. Interacts with peers  d. Makes friends  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  b. Solves social problems | **Physical**  4. Demonstrates traveling skills  5. Demonstrates balancing skills  6. Demonstrates gross-motor manipulative skills  7. Demonstrates fine-motor strength and coordination  a. Uses fingers and hands  b. Uses writing and drawing tools |
| **Language**  8. Listens to and understands increasingly complex language  a. Comprehends language  b. Follows directions  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  b. Speaks clearly  c. Uses conventional grammar  d. Tells about another time or place  10. Uses appropriate conversational and other communication skills  a. Engages in conversations  b. Uses social rules of language | **Cognitive**  11. Demonstrates positive approaches to learning  a. Attends and engages  b. Persists  c. Solves problems  d. Shows curiosity and motivation  e. Shows flexibility and inventiveness in thinking  12. Remembers and connects experiences  a. Recognizes and recalls  b. Makes connections  13. Uses classification skills  14. Uses symbols and images to represent something not present  a. Thinks symbolically  b. Engages in sociodramatic play |
|  | |
| **Literacy**  15. Demonstrates phonological awareness  a. Notices and discriminates rhyme  b. Notices and discriminates alliteration  c. Notices and discriminates smaller and smaller units of sound  16. Demonstrates knowledge of the alphabet  a. Identifies and names letters  b. Uses letter–sound knowledge  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books  b. Uses print concepts  18. Comprehends and responds to books and other texts  a. Interacts during read-alouds and book conversations  b. Uses emergent reading skills  c. Retells stories  19. Demonstrates emergent writing skills  a. Writes name  b. Writes to convey meaning | **Mathematics**  20. Uses number concepts and operations  a. Counts  b. Quantifies  c. Connects numerals with their quantities  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  b. Understands shapes  22. Compares and measures  23. Demonstrates knowledge of patterns |
|  | |
| **English Language Acquisition**  37. Demonstrates progress in listening to and understanding English  38. Demonstrates progress in speaking English | |

**Head Start Parent and Family Engagement Outcomes**

The following resource is the guide in which the program focuses parent resources, trainings, and goals set based on the families’ individual needs.

1. FAMILY WELL-BEING

Parents and families are safe, healthy, and have increased financial security.

1. POSITIVE PARENT-CHILD RELATIONSHIPS

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

1. FAMILIES AS LIFELONG EDUCATORS

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

1. FAMILIES AS LEARNERS

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

1. FAMILY ENGAGEMENT IN TRANSITIONS

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

1. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

1. FAMILIES AS ADVOCATES AND LEADERS

Parents and families participate in leadership development, decision making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences

**Volunteer Handbook Acknowledgment**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have had the opportunity to review the KIRPC Head Start Volunteer Handbook and understand the policies and procedures included. I have had the opportunity to discuss any of this handbook and am confident that my I can adhere to the policies as described. I understand that staff will always be available to discuss questions and concerns about the program.

I understand all policies outlined in the KIRPC Head Start Volunteer Handbook, including:

*(please initial each)*

\_\_\_\_\_\_ Confidentiality

\_\_\_\_\_\_ Volunteer Code of Conduct

\_\_\_\_\_\_ Volunteer Standards of Conduct

\_\_\_\_\_\_ Personal Appearance Guidelines

\_\_\_\_\_\_ Illness Exclusion

\_\_\_\_\_\_ Smoking Policy

\_\_\_\_\_\_ Child Abuse Reporting

\_\_\_\_\_\_ Guiding Children

\_\_\_\_\_\_ General Guidelines

\_\_\_\_\_\_ Emergency Procedures

\_\_\_\_\_\_ Active Supervision

\_\_\_\_\_\_ Creative Curriculum

\_\_\_\_\_\_ PFCE Outcomes

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Volunteer Date

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Staff Witness Date