



Shasta Head Start Child Development, Inc.

Volunteer Training

Making a positive difference in the lives of young children, one family at a time



Shasta Head Start Child Development, Inc.

Volunteer Training Packet

Welcome to Shasta Head Start. Thank you for choosing to volunteer with us! We hope you find your volunteer experience with us to be enjoyable. We have prepared the attached packet of materials to assist your orientation to our agency. Please review these materials with your worksite supervisor.

Name: _____

Location: _____

Supervisor: _____

Start Date: _____ **End Date:** _____

I acknowledge that I have read and received training on the materials in this packet:

Volunteer's Signature

Date

Supervisor's Signature

Date

- * Worksite supervisor will keep a copy of this form on file at the work location until the end of volunteer services.



Shasta Head Start Child Development, Inc.

Volunteer Checklist

First Day Checklist for Volunteers

Volunteer Name: _____

The worksite supervisor is to go over these items before the volunteer starts in the classroom:

- ☐ Mission, Vision, and Beliefs
- ☐ Guidelines for Volunteers
- ☐ New Site Authorization
- ☐ Center Rules (per site)
- ☐ Expectations and Duties (per site)
- ☐ Code of Ethical Conduct
- ☐ Workplace Violence Prevention
- ☐ Child Supervision Policy
- ☐ Discipline Policy
- ☐ Meal Time Policy
- ☐ Children's Bathroom Policy
- ☐ Smoking Policy
- ☐ Hand-washing
- ☐ Universal Precautions
- ☐ Boundaries
- ☐ Dress Code
- ☐ Equipment Use
- ☐ Cell Phones
- ☐ Children with Allergies and Health Conditions

Shasta Head Start

CHILD DEVELOPMENT, INC.

Shasta Head Start is dedicated to making a positive difference in the lives of young children, one family at a time. We provide opportunities for education, parenting support and resources to families in our communities.

We are...

**Kind and Friendly
Respectful
Safe and Healthy**

Our VISION is to give children and their families

A STRONG START IN LIFE

We believe...

- . **Building relationships is foundational for nurturing change and growth**
- . **Commitment to learning strengthens individuals, families and communities**
- . **Individualized services create opportunities for success**
- . **Hard work and innovation lead to excellence**
- . **Fun and a sense of humor maintain balance**



Shasta Head Start Child Development, Inc.

Guidelines for Volunteers

All volunteers must follow these guidelines:

- 👐 Respect the confidentiality of children, families, and staff in the program.
- 👐 Communicate in an appropriate and respectful manner and will follow the NAEYC Code of Ethical conduct standards.
- 👐 Help maintain an alcohol- and drug-free environment.
- 👐 Respect the privacy, personal property, materials found at any Shasta Head Start facility.
- 👐 To use Shasta Head Start equipment, volunteers will need prior authorization from their supervisor.
- 👐 Siblings or other non-enrolled children are not allowed at the center.
- 👐 With prior approval from the worksite supervisor, you can bring animals into the center to participate in classroom activities.
- 👐 Remain in your authorized area unless instructed by your supervisor.
- 👐 Volunteers are not included in the center's adult-child ratio and will always be supervised by fully qualified staff.
- 👐 Volunteers may be excluded from a Shasta Head Start facility if their presence, current, or past behavior pose a risk to children, staff, or other volunteers.
- 👐 Upon request, volunteers may be asked to get fingerprinted at any time. Those who are unable to get a fingerprint clearance (example: registered sex offenders, etc.) cannot be volunteers.



Shasta Head Start Child Development, Inc.

New Site Authorization

1. **Introduction to work site**

_____ Workstation	_____ Kitchen	_____ Parking
_____ Bus/Bus Area	_____ Equipment	_____ Playground
_____ Classroom	_____ Introduction to staff	_____ Break Area

2. **Office/Center protocol and etiquette**

_____ Restrooms	_____ Location of phones
_____ Where to put personal items	_____ Food/drinks allowed
_____ Where smoking is/is not allowed	

3. **On site safety**

_____ Emergency evacuations procedures/drills _____
(location)

_____ Material Safety Data Sheets (MSDS) _____
(location)

_____ Fire extinguishers _____
(location)

_____ Posters, emergency numbers _____
(location)

_____ First aid kits _____
(location)

Code of Ethical Conduct and Statement of Commitment

A position statement of the National Association for the Education of Young Children

Above all, we will do no harm to children.

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ethical Responsibilities to Families

Families are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society share responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.



Shasta Head Start Child Development, Inc.

Workplace Violence Prevention

Shasta Head Start is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, Shasta Head Start has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself at risk or danger. If you see or hear a commotion or disturbance near your workstation, do not try to intercede or see what is happening.

All employees, including supervisors, managers, volunteers and temporary employees should be treated with professional courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay", or other conduct that may be dangerous or result in injury.

Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of Shasta Head Start. Conduct that threatens, intimidates, or coerces another employee, child, parent, or member of the public at any time, including off-duty periods, will not be tolerated.

Company policy prohibits sexual harassment and harassment because of race, religious creed, color, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation or any other basis protected by federal, state, or local law, ordinance, or regulation. All such harassment is unlawful.

All threats of (or actual) violence, both direct and indirect, must be reported as soon as possible to your immediate supervisor. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public.

When reporting a threat of violence, you should be as specific and detailed as possible. Shasta Head Start will promptly and thoroughly investigate all reports or threats of (or actual) violence and of suspicious individuals or activities.

Shasta Head Start Child Development, Inc.

Child Supervision Policy

Policy:

It is every Shasta Head Start employee's responsibility to uphold the child supervision policy. Shasta Head Start staff must maintain ratios and supervise children at all times. Community Care Licensing and Head Start Performance Standards both have written standards regarding child supervision. White boards are maintained in each classroom and on the playground to track and communicate the number of children present throughout the day. Each classroom will be monitored on the child supervision procedures by supervisors on a monthly basis.

Violation of the Child Supervision Policy may lead to immediate termination.

Procedures:

1. Direct visual supervision of children will be maintained at all times using the following strategies.
 - Zoning, scanning, and verbal communication will be used to ensure that direct supervision is upheld.
 - *Zoning*: strategic placement of staff around the environment so that each child is directly supervised. Special attention shall be paid to areas that are hard to view.
 - *Scanning*: a (constant) back and forth visual sweep of the classroom or play yard to secure the supervision of children.
 - *Verbal Communication*: The number of children in attendance is expressed in spoken words. Verbal communication will take place at each transition after two staff members have counted children and confirmed the number of children in attendance with the number of children written on the white board.
 - Head counts (counting children) will be conducted by two staff members to verify the number of children in attendance and confirm the count with the number on the white board. The head counts will be done upon arrival and departure of children also before and after each transition. The white board will be updated as needed based on changes in head counts.
 - The number of children signed in on the sign-in/out log shall match:
 1. The number of children in attendance.
 2. The number posted on the white board.
 - Staff will verbally communicate with one another the number of children in attendance, after two staff members have counted children and verified the number on the white board. The communication will take place when:
 - A child enters or departs the center.
 - Before, during, and after any transition from one place to another.
 - During any staff transition such as a scheduled break or arrival for the workday.
 - Any time a child is removed from the classroom for any reason. For example: to work with a consultant, exclusion for being ill, to have a health screening...
 - Adult/child ratios will be maintained at all times.
2. Bathrooms will be closely supervised.
 - Each child will be directly supervised by staff while in the bathroom.

- A staff person is to be in direct close proximity to the child/children.

3. Transitions: the change from one location to another, such as from the classroom to outside. This can be a busy time with a lot of movement. It is important that staff retain direct visual supervision during transitions.

- Prior to the transition:
 - Give a pre-warning to the children about the upcoming transition.
 - A head count is conducted by two staff members and the number of children is verified by the sign in/out log and white board.
 - The number is verbally communicated to **all** staff.
- During the transition:
 - Staff #1—begins the transition by leading children towards the new location.
 - Staff #2—stays with the slower transitioning children to ensure that direct supervision is sustained and to guide the children safely through the transition.
 - Staff #3—checks each area in the classroom or play yard to ensure all children have successfully transitioned. Then places them self between the two transitioning areas to maintain supervision of both areas until another head count is conducted by two staff and the number is confirmed and matches the number on the white board.
 - If transitions are taking place in groups instead of a whole class transition, the sending and receiving staff need to verbally communicate the number of children transitioning and conduct a head count to verify the number is correct.
- After the Transition:
 - Another head count is conducted by two staff members and the number of children present is verbally communicated to **all** staff.
 - The number will be verified with the sign-in/out log and the white board.

***Staff transitions:** It is important to verbally communicate with all classroom staff the number of children in attendance each time a staff transitions in or out of the classroom (e.g. to take a break, conduct a conference, or set up the play yard). The transitioning staff member shall conduct a head count upon return to confirm the number of children in attendance.

I have reviewed the Child Supervision Policy and understand my role of assuring supervision.

Name (Please Print)

Position

Staff Signature

Date

DISCIPLINE POLICY

The following are strategies and guidelines for helping children with their behavior:

1. Anticipate and eliminate potential problems.
2. Praise children for appropriate behavior and give them plenty of attention. Children learn that appropriate behavior gets attention.
3. Ignore inappropriate behavior whenever possible, unless it is a matter of safety. This teaches the child that only appropriate behavior will be rewarded.
4. Offer children choices, and redirect children to help them make appropriate choices.
5. Help children learn about logical consequences and creative problem solving techniques.
6. Allow children a quiet space to go when they need one.
7. Use humor to help children understand that you really care about them and to keep things light hearted.

At no time will the **personal rights of children** be violated or will **corporal punishment, emotional or physical abuse, humiliation, isolation, the use of food** as punishment or the denial of basic needs be used in the classroom.

Staff will follow their Behavior Crisis Intervention plan if any child engages in any of the following acts:

- Extreme physical acts of aggression towards other children or staff
- Verbal abuse including cussing, bullying, and discrimination
- Unsafe behavior and non-compliance

The child's parents will be called that day, and a Child Study Team (CST) will be scheduled to develop a behavior plan. Modification of a child's schedule may occur as a result of endangerment to the safety of staff or other children.

When, after appropriate efforts have been made and the child and the family do not appear to be benefiting from the program, we shall communicate our concern to the family, and offer them assistance in finding a more suitable setting.

Note: Authority cited: Section 1596.81, Health and Safety Code; Regulation 101223.2, Community Care Licensing

MEALTIME POLICY

The objective of Performance Standard is to promote child wellness by providing nutrition services that contribute to the development of enrolled children by providing leisurely mealtimes and the development of positive attitudes toward healthy foods.

- **Mealtime Transition:** Provide an opportunity for children to attend group time, wash hands, and find their place at the table. At group time talk about and introduce some of the foods which the children will be eating.
- **Seating:** Encourage a blend of adults and children at each table for role modeling. Adults demonstrate a positive attitude toward food and set a great example for children to imitate. Some children may be resistant to attending the mealtime. Those children who do not sit down at the table during mealtime may not be counted in Meal Count.
- **Table Manners:** Encourage polite words and calm conversation during mealtime. It is O.K. to share opinions about the food with positive words so as not to affect other children's enjoyment of the meal. Children practice passing the food, serving themselves, and using courteous word such as please and thank you, or no thank you. Refer to: "What you say really matters!"
- **Family Style Eating:** Eating together with friends, parents, and staff provides an opportunity to learn about different foods, practice manners, to have conversations, and to enjoy mealtime with others.
- **Portions and Serving:** Children will vary in food preferences and eating patterns. Each child is encouraged to independently take a portion of each food item. For Early Head Start children, the caregiver may assist according to the child's developmental readiness. Teachers should know portion amounts and model appropriate portions during mealtimes and not pressure a child to take unwanted food. Food will be offered a minimum of two times during the mealtime and will be reintroduced later, so children will have ample opportunity to try new foods and develop new tastes.
- **Child's Choice and Adult Encouragement:** Children may *never be forced* to eat or taste foods; however, children will be encouraged to try each item. It is not unusual for children to have a food that they suddenly want to eat every day, to the exclusion of other foods. Normally, the child tires of eating the same thing and will eventually begin eating a variety of foods again.
- **Mealtimes:** Aim up to 30 minutes for Breakfast and Lunch and up to 20 minutes for Snack. Children should not wait too long to eat. All appropriate plates, cup, utensils, and food must be on the table prior to the children sitting down. Do not rush children to eat too quickly; rather encourage a leisurely meal pace. Allow slow eaters sufficient time to finish their food and as children become restless and are finished, they may be excused with adult supervision.

Space between Meals:

- A minimum of 3 hours from beginning of Breakfast to beginning of Lunch
- A minimum of 2 hours from the beginning of Lunch to beginning of Snack
- Breakfast must begin prior to 9 a.m.
- Water is not a meal component, so it may not be offered at mealtime in place of milk but should be available throughout the day including mealtimes. A separate cup must be used for water.
- Infants and young toddlers who need additional food must be fed "on demand" to the extent possible and at appropriate intervals.

All parents and staff should read: Volunteer Guidelines, "Mealtime Policy", and "What you say really matters!"

Set a good example for children to imitate!

CHILDREN'S BATHROOM POLICY

POLICY: The Board of Directors, Policy Council, Executive Director and staff of Shasta Head Start Child Development, Inc., have determined that supervision of children in the bathrooms must be conducted by Shasta Head Start staff only. Parents or community volunteers are not allowed to oversee bathroom supervision, even if they have been fingerprinted.

EXCEPTION: The only exception to this rule is that a parent may accompany his/her own child to the bathroom when other children **are not** present.

REASONS: The reasons for Shasta Head Start's Children's Bathroom Open Door Policy, are as follows:

1. To assure staff's ability to supervise children at all times;
2. Safety for children and parents;
3. To keep children from playing in bathroom;
4. Sanitation issues;
5. Hygiene issues;
6. Children feel more safe - can see and know where adult is in case they need help; and
7. Title 22 licensing requires that children must be in visual view of supervising staff.

UNIVERSAL PRECAUTIONS

Performance Standard: 1304.22(e)(4)

Policy: Due to Federal and State requirements to reduce the spread of serious infections, Shasta Head Start complies with “Universal Precautions,” an infection control method that treats everyone as a potentially infected person.

Procedure: Illnesses may be spread in various ways, such as by coughing, sneezing, direct skin- to-skin contact, or touching an object or surface with germs on it. Infectious germs may be present in human waste (urine, feces) and body fluids (saliva, nasal discharge, draining lesions or injuries, eye discharges, vomit and blood). Often, infected persons carry communicable diseases or may be contagious before they experience symptoms. Shasta Head Start staff, therefore, must observe the following set of guidelines when in contact with body fluids and wastes that carry germs.

- WASH HANDS after handling any body fluids (blood, urine, feces, vomit, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores), regardless of whether latex/vinyl gloves were used in handling.
- USE DISPOSABLE VINYL GLOVES to immediately clean up spills of body fluids (blood, urine, feces, vomit, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores). Use gloves only once, for one incident, by one person, and immediately discard them.
- A STAFF MEMBER WITH KNOWN SORES, CUTS, PUNCTURES, BREAKS IN THE SKIN, OR OPEN SORES ON HIS OR HER HANDS should take particular care to wear vinyl gloves when handling blood or body fluids containing blood, or discharges from injuries or draining sores.
- CLEAN AND DISINFECT areas where spills of blood, vomit, urine, and feces occur as soon as possible after the spill, including the walls, floors, bathrooms, table tops, and diaper-changing tables.
- WEAR VINYL GLOVES TO CLEAN AND DISINFECT areas where spills of blood, body fluids containing blood, and discharges from injuries or draining sores occur as soon as possible after the spill.
- EVERY DAY, CLEAN AND DISINFECT the entire program and play area thoroughly, regardless of whether body fluids are known to have spilled on surfaces including the floors, walls, bathrooms, table tops, food preparation surfaces, and diaper-changing tables. Vinyl gloves are only necessary to clean surfaces that have blood or body fluids that contain blood on them.
- CLEAN AND RINSE MOPS AND CLEANING TOWELS IN DISINFECTANT SOLUTION, then wring as dry as possible and hang to dry.
- DISPOSE OF BLOOD-CONTAMINATED MATERIAL AND DIAPERS in a plastic bag with a secure tie out of the reach of children.
- CLEAN WITH PAPER TOWELS RATHER THAN CLOTH TOWELS WHENEVER POSSIBLE.
- INFORM STAFF ABOUT HEPATITIS B PROTECTION if they have potential or actual exposure to blood.

Definitions:

- CLEAN: Remove dirt and debris (i.e. blood, vomit, urine or feces) by scrubbing and washing with soap and water. All-purpose liquid detergents and water are the best cleaning agents. This

procedure removes dirt so that the disinfectant can be more effective in killing germs on the object or surface. Objects such as toys and utensils may be cleaned in a dishwasher, if available.

- SANITIZE: To be considered sanitary, an inanimate surface must be clean and the number of germs reduced to such a level that disease transmission by that surface is unlikely. This procedure is less rigorous than disinfection. Soap, detergent, or abrasive cleaners may be used to sanitize.
- DISINFECT: Eliminates virtually all germs from inanimate surfaces through the use of chemicals (i.e. disinfectants) or physical agents (i.e. heat).

To disinfect with chemicals, SHS uses disinfecting solution mixed according to package directions. Follow MSDS sheets for proper mixing directions. Use personal protective equipment (gloves, goggles) when mixing solutions to prevent accidental injury.

Cloth toys and other items can be machine-washed when contaminated, and machine heat dried. Carpeting should be vacuumed daily and shampooed at least every six months. This must be done when children are not present.



Shasta Head Start Child Development, Inc.

End of Volunteer Services

Instructions: Complete and send to the Human Resource Department

Worksite Supervisor: _____ Location: _____

Volunteer's Name: _____ Last day of service: _____

Reason for leaving:

- ☐ Assignment ended
- ☐ Dropped from program
- ☐ No call / No show
- ☐ Other

Recommend eligibility for volunteer future volunteer or employment services? ☐ Yes ☐ No

Worksite Supervisor

Date