

Head Start of Lane County

Volunteer Handbook



*“Ensuring that our youngest Children have
a solid foundation for life”*

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A Message from the Head Start Staff

Dear Volunteers,

We would like to take this opportunity to congratulate you as you begin volunteering for Head Start of Lane County. Your volunteer time makes a difference in your community and in the lives of the folks you work with.

In school, as everywhere else, we just do not have enough hours in the day to accomplish all that we wish or need to do on behalf of children. The time you give will help make tasks easier and certainly will benefit all of the children in this community that we serve. We are pleased and, indeed are most fortunate to have your assistance.

On behalf of all of us at Head Start, **THANK YOU!**

Annie Soto,
Executive Director

Angie Hansen
Human Resources Director

Kim Steiner
Human Resources Specialist

Sally Pope
Human Resources Assistant/Volunteer Coordinator

Volunteer Requirements

All community volunteers and practicum students and regular parent volunteers must be enrolled in the Child Care Division - Criminal History Registry prior to volunteering in the program.

Registration in the Child Care Division - Criminal History Registry is the responsibility of practicum students, community, and regular parent volunteers and will be verified by Human Resources prior to volunteering in classrooms. Practicum and Community, and regular Parent volunteers must fill out a "Volunteer Packet" which contains required documents and additional policies and information needed for a volunteer file. Initial contact for this process is the Volunteer Coordinator.

Thank you,

Volunteer Coordinator
747-2425 ext. 1224

Regional Manager: _____ Phone: _____

Classroom Contact: _____ Phone: _____

Classroom Address: _____

Volunteer Orientation and Training

Policy

Parents, community volunteers, and practicum students will have a volunteer orientation and the opportunity to participate in volunteer training.

Definitions:

- **Tier 1: Community Volunteers**
 - All Community Volunteers will be referred by supervisors to Human Resources for the HR Volunteer Orientation. A copy of the Volunteer Orientation Checklist will be sent to the Supervisor for completion and return to Human Resources. *(School Groups - Supervisor to contact HR Assistant/Volunteer Coordinator for further instruction).

- **Tier 2: Regular Parent Volunteer (20 classroom hours or more per Month)**
 - Regular Parent Volunteers will be referred by the supervisor to the Human Resources Assistant for HR Volunteer Orientation, which includes enrollment in the Criminal History Registry. A copy of the Volunteer Orientation Checklist will be sent to supervisor for completion and return to Human Resources.

- **Tier 3: Occasional Parent Helper (less than 20 classroom hours per month)**
 - These parents would receive basic information at Parent Orientation which is tracked in WebCAF under Parent Orientation.

 - These parents
 1. Have no responsibility for children other than their own.
 2. Are not to be left alone with children under any circumstances and are always supervised.

Procedure

A. HR, Supervisors, and Direct Service Staff (DST) will work together to provide training and orientation. Responsibility for training and orientation will be as follows:

- **Tier 1 and 2 – HR, Supervisor and DST**
- **Tier 3 – Supervisor and DST**

B. **Tier 1 and 2** will receive training and orientation on the following from the HR Assistant/Volunteer Coordinator:

1. Head Start Mission and Philosophy on Volunteerism via video, “The Oregon Head-Start Pre-Kindergarten Program”.
2. Review Child Abuse Policy/Procedure for Volunteers
3. In-kind requirements and sign-in sheet
4. Names and phone numbers of supervisors /contact persons
5. Code of Conduct and Confidentiality Expectations (see Confidentiality Statement and Confidentiality of Records)
6. Volunteer site address and phone numbers
7. Each volunteer will receive a Volunteer Handbook and be trained how to use it

Tier 1 and 2 will receive training and orientation on the following from the Supervisor:

8. Know the hours school is open
9. Meet with the Supervisors and classroom staff
10. Know where the In-Kind sheet is located.

Where appropriate the classroom staff will review:

11. Classroom set-up and signs for interest areas
12. School safety and emergency procedures
13. Head Start meal time expectations/philosophy
14. Classroom rules
15. The variety of volunteer activities available

Tier 1 & 2 Volunteers will complete and sign necessary forms:

- a. Volunteer Application Form
- b. Criminal History check
- c. Code of Conduct
- d. Confidentiality Statement
- e. In-kind forms
- f. Drug free workplace

C. **Tier 3** Volunteers will receive information on volunteering during Parent Orientation, including Confidentiality Expectations, and # 1-4 and #8-15 above.

This policy complies with Head Start Performance Standard 45 CFS Section 1304.40 (d) and 1304.52 (k)

Policy Council approved June 8, 2004

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Our Philosophy

The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking). In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors and they notice relationships between things.

In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an airplane or a block is a hamburger. These early symbols - the stick and the block - are similar in shape to the objects they represent. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read" pictures that are symbols of real people, places and things. This exciting development in symbolic thinking takes place during the pre-school years as children play.

Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

The Goals of Our Curriculum

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them *how* to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We are giving the children good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development:

- *Social*: to help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- *Emotional*: to help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- *Cognitive*: to help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions and use words to describe their ideas, observations, and feelings.
- *Physical*: to help children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

Blocks

What We Do and Why

Blocks, the hard wood units that come in proportional sizes and shapes, are one of the most valuable learning materials in our classroom. When they build with blocks, children learn about sizes and shapes, spatial relationships, math concepts, and problem solving. When children lift, shove, stack and move blocks they learn about weight and size. Each time they use blocks, they are making decisions about how to build a structure or solve a construction problem.

When children build with blocks in the classroom, we encourage them to talk about what they are doing, for example we might say:

- "Tell me about your building."
- "How did you decide to put those blocks together?"

We also ask questions that help children extend their thinking about their block play. For example we might say:

- "You built a tall apartment house. How do the people get to their floor?"
- "How many blocks do you think it will take to fill up that space?"
- "Where do people park their cars when they come to visit the shopping center?"

These questions and comments are designed to help children become aware of what they are doing and think of ways to extend their work.

House Corner

What We Do and Why

The house corner is a very important part of our classroom. The work children do in the house corner is called dramatic play or pretend play. In the house corner children take on a role and recreate real-life experiences. They use props and make-believe about a wide variety of topics.

The ability to pretend is very important to children's later academic success in school. When children pretend, they have to recall experiences they have had and recreate them. To do this, they have to be able to picture their experiences in their minds. For example, to play the role of a doctor, children have to remember what tools a doctor uses, how a doctor examines a patient, and what a doctor says. In playing the role of a doctor, children have to be able to cooperate with other children and defend their own ideas.

When children are engaged in dramatic play in the classroom, we encourage them to talk about what they are doing. For example we might say:

- "What do mothers do when children are sick?"
- "What kind of cake are you going to make?"
- "Why does your baby cry so much?"

We ask questions that help children extend their thinking and their play.

Table Toys

What We Do and Why

Table toys include puzzles, various table blocks, and other small construction materials such as Lego's, Ring-a-Majigs, and collections of objects (including shells, bottle caps, and buttons). When children use table toys they learn many new skills and concepts, including:

- sorting and classifying things according to their own categories;
- judging distance, direction, right and left, up and down, and
- describing what they are thinking and doing.

When children use table toys in the classroom we encourage them to talk about what they are doing. For example we might say:

- "You grouped all the bottle tops by color. Can you put them together any other way?"
- "You've picked out all the pegs that are the same. Can you tell me how they are the same?"

These questions and comments are designed to help children become aware of what they are doing and develop their thinking skills.

Art

What We Do and Why

Art is an important part of curriculum. Every day, children find a variety of art materials available on our shelves. Drawing, painting, cutting, pasting, and playing with play dough are not only enjoyable but also provide important opportunities for learning. Children express original ideas and feelings, improve their coordination, develop small muscle skills, learn to recognize colors and textures, and develop creativity and pride in their accomplishments by exploring and using art materials.

When children are engaged in art activities we talk with them about what they are doing and ask questions that encourage them to think about their ideas and express feelings. For example we might say:

- "I can see you like the new colors we put on the easels today."
- "You made a lot of pictures. Which one do you want to hang up?"
- "You worked a long time with the clay today. What did you like doing the best?"

As you can tell, we like to focus on what children are doing - not on what their finished art work looks like. We such things as these:

- "Tell me about your picture" instead of "What did you make?"
- "It looks like the play dough is sticking to your fingers. What could we do to make it less sticky?" Instead of "You're not having much success with the play dough."

Music and Movement

What We Do and Why

We do a lot of singing and creative movement in our program. Singing and moving to music give the children a chance to move freely, practice new skills, and feel good about what their bodies can do. The children love our daily time for singing together and it helps them develop the ability to cooperate in a group. Here are some of the things we do to encourage a love for music and movement:

- Sometimes we take a tape recorder and play jazz or folk music and the children dance and act out the songs.
- We give children colored scarves and paper streamers to use as they move to the music.
- We play musical instruments, some of which are homemade.
- We use chants to help us get through the daily routines, such as clean-up time.
- We have a comfortable listening center with a wide variety of tapes for children to listen to on their own.

Cooking

What We Do and Why

Cooking is an important part of our curriculum. When they cook, children have an opportunity to learn about food, to be creative, and to prepare their own nutritional snacks. Lots of discoveries happen during cooking. When children see dough rise, they learn about science; when they measure flour they learn about math. Following picture recipe cards, they learn skills that will prepare them for reading. And when we make and eat Mexican tacos, Chinese vegetables, or African peanut stew, the children learn to appreciate other people and cultures.

Cooking offers a special treat for children - it allows them to do things adults do. With all adult things children are not allowed to do, it's very rewarding for them to be encouraged to cook "just like grown-ups."

When children cook in the classroom, we talk a lot about what they are doing:

- Measuring flour,
- Mixing tuna with mayonnaise,
- Cracking eggs,
- Whipping egg whites,
- Grating cheese, and
- Peeling potatoes

As we talk children learn new words. They also learn to think about what they are doing They describe what happens when water is added to dry ingredients. They solve problems, such as how much batter should be placed in a muffin tin to allow for the ingredients to rise. They also learn to make healthy eating choices.

Outdoor Play

What We Do and Why

When children are outdoors, they like to run, jump, swing, climb and use all the large muscles in their bodies. They need space to work out and let off steam. They can race around, breathe the fresh air, look at the clouds, or catch a ball or a bug. They not only satisfy their physical needs for large muscle activity but also develop a sense of wonder about the miracles that take place in nature.

When we take the children outdoors at school we talk about the things we can see, hear, touch, and feel so that the children become aware of changes in the weather and the season, the growth of plants and animals. We help the children notice changes by asking them what is different about the trees, the caterpillars, or the sky. They lie on the ground and look up, or they climb the jungle gym and look down. We point out the many kinds of birds that fly overhead, butterflies, mosquitoes, milkweed seeds, falling leaves, and rain as it begins. We wonder aloud where all these things come from.

By playing outdoors, your child can learn the following:

- To notice changes in nature;
- To discover what happens to people, animals and plants when it is cold, hot, dark, or light outside;
- To use his or her body in increasingly skillful ways, and
- To be a good observer.

When the children play outdoors, we encourage them to talk about what they are doing. For example we might say:

- "What happened to the sun just now? I don't see it any more."
- "What is making the trees bend over the way they are today?"

We also ask questions that help children extend their thinking as they play outdoors. For example we might ask:

- "What happened to the water in this pan? It's hard now. What do we need to do to make it pour?"
- "If you keep digging your hole, how far down can you go?"

Sand and Water Play

What We Do and Why

Although you are probably used to your children splashing in the bathtub and digging in the sandbox at the playground, you may be surprised to know that the sand and water area is an important part of the classroom. This is because sand and water are not just fun - they are also a natural setting for learning.

When children pour water into measuring cups, they gain a foundation for mathematical thinking. When they drop corks, stones, feathers, and marbles into a tub of water they observe scientifically which objects float and which sink. When they comb sand into patterns, they learn both math and art.

We encourage children to experiment with these materials and as they do, we ask questions that encourage them to think about what they are discovering:

- "Why do you think the wet sand won't turn the wheel?"
- "How did the water change when we added the soap flakes?"
- "How many of these measuring cups of water will it take to fill this quart pitcher?"

Library

What We Do and Why

The library area is an essential part of our program and of your child's life. It's where children gain the foundations for reading and writing. It's also a place where children can relax and enjoy the wonderful world of children's literature.

We encourage children to use the library on their own. We invite them to look at books, listen to taped stories and to scribble and "write" throughout the day. We also work with children one-on-one and in small groups. Sometimes children dictate stories to us, which we record in "books."

Everyday we read stories to the children. We read books to introduce new ideas, to develop pre-reading skills, to help children deal with problems, and mostly to develop a love of books. Here are some of the things we do with children as we read:

- We look at pictures together and ask children questions: "What is that silly cat doing?"
- We encourage children to predict what will happen next: "What do you suppose will happen now?"
- We encourage children to repeat words, rhymes, and phrases they've memorized.

How Children Learn

- Children learn by doing, not by passive observance.
- Children learn by asking questions and searching for answers to their questions.
- They learn by discovery.
- They learn by using all their senses when possible.
- They learn by experimenting.
- They learn by sorting and combining objects.
- They learn by repeating experiences.
- They learn by building confidence in themselves.

How You Can Help Children Learn

- Avoid making models for children when they use any art media.
- Ask children questions which may lead them to the correct answer instead of telling them directly.
- Let children discover properties of materials by themselves, let them discover which materials are attracted by a magnet.
- Encourage children to feel, smell, taste and listen, as well as look at objects.
- Let children try new methods of doing things even though you already know an easier way.
- Let children sort and combine according to their own ideas - shape or size rather than color.

Remember

- Each child by name (name tags are helpful at first).
- Offer each child a chance to participate. Quiet children are sometimes ignored.
- Do not expect every child to enter into all activities in the beginning; although the teacher will tell you at what point all children should be involved.
- Develop an unhurried attitude. Enjoy the group and they will enjoy you.
- Do not be afraid of making mistakes.

Meal Times

Mealtimes are designed to promote the physical, social, and emotional development of children and to increase knowledge about healthy eating.

- The mealtime environment is adapted to meet all children's varying developmental needs and different cultural backgrounds.
- In order to ensure good appetites and a relaxing mealtime environment, calming transitional activities will be planned before meals.
- Only volunteers with current food handlers' cards may assist in the kitchen. Cards must be posted at the volunteer site.
- In order to have a successful nutritional environment, mealtimes should occur in a quiet, well-lit and ventilated area.
- The table and chairs, and eating utensils will be age appropriate.
- *Food will not be used as punishment or reward* and children are encouraged, but not forced or coerced to eat or taste.
- Sufficient time is allowed for each child to eat – usually around ½ hour.
- Family-style service will be utilized unless it is determined that it is unsanitary to proceed with this style of food service.
- Any children that exhibit signs of illness (i.e. runny nose, cough) should not serve themselves, but should have the adult at the table, who is not exhibiting signs of illness, serve them.
- Meal-related activities (setting tables, rinsing plates, preparing food) will provide opportunities for decision making, responsibility, sharing, communication and fine motor eye-hand coordination.
- A variety of foods is served to broaden each child's food experience.

How to Help at Mealtimes

- Help with hand washing before helping with meal or eating
- Adults sit with children and eat the same food, demonstrating enjoyment
- Adults keep a good flow of general conversation between adults & children and between children themselves
- Tables are to be washed with a disinfecting solution before and after mealtime
- Volunteers should model good table manners and hygiene practices
- Be aware of potential for children to have special diets and restrictions.

Helpful Guidance Techniques

- *Focus on Do's Instead of Don'ts* - Say "Roll the ball on the floor" instead of "Don't throw the ball."
- *Build Feelings of Confidence* - It is important for a child to develop a feeling that he/she is able to do things, that he/she is a capable and worthwhile person. Example - "You really worked hard building that tower..."
- *Change the Environment to Change Behavior* - Sometimes changing the environment will solve situations that frustrate children and irritate parents. Example - If block structures are being knocked over because of traffic, move the block area.
- *State Suggestions or Directions in a Positive, rather than a Negative Form* - "Let's see if Sue can catch the ball" instead of "Don't hit the window." Or, "Give me the ball to hold while you are climbing" instead of "Don't climb with the ball in your hands."
- *Give the Child a Choice Only When You Intend to Leave the Decision up to Him/Her. Don't Ask if He/She Wants to do Something That is Necessary for Him/Her to Do* - "It's time to come in" rather than "Do you want to come in now?"
- *Use Words that Help a Child Feel Reassured Instead of Guilty. Avoid Labeling the Child as Good or Bad* - "Talk to James, let him know what you want" rather than "You're a bad girl to hit James."
- *Avoid Trying to Get a Child to do Something by Comparing the Child to Another or Encouraging Competition* - "I'll loosen your shoelaces so they will go on more quickly: rather than "If you hurry you will beat Billy dressing."
- *Avoid Making Models in any Art Medium. Adult Participation Should be on the Child's Level.*
- *Give the Security of Limits* - "James in five minutes it will be time to put your paint smock away and wash up." Be a good model. Follow all the rules you expect the children to follow. Be sure a child understands what you are saying. We sometimes use words that children do not know. Keep your voice as low as possible. The children will get louder as your voice get louder. Be sure your rules match the child's ability to understand them. Recognizing a child's good behavior and ignoring poor behavior encourages the good behavior.
- *Never leave children alone in a room or outdoors at any time, for any reason.* The health and safety of the children are a primary concern at all times.

Volunteer Child Guidance and Behavior Management

Young children can present challenging behaviors as they learn to behave appropriately in the educational setting. Head Start of Lane County is committed to using positive behavioral strategies when teaching young children how to manage their own behavior. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment.

Procedure

- **Positive behavioral strategies** will typically include the following list. All volunteers will use strategies such as these in guiding and managing behavior of children in classrooms:
 1. Using praise, encouragement and other means of recognizing appropriate behavior;
 2. Clearly stating expectations for appropriate behavior;
 3. Providing children alternative choices and redirection away from inappropriate behavior and avoid power struggles with children whenever possible;
 4. Using the classroom rules that are established at the beginning of the program year (for full day/full year, introducing rules as new children begin) including children in the process

Occasionally, young children present dangerous behavior in the educational setting, with the potential to injure themselves or others. In such circumstances, volunteers are to communicate immediately with the Head Start classroom staff.

50 Ways to Say "I'm Proud of You"

WOW!	SHARP!
GROOVY	SUPER!
FAR OUT	GOOD JOB
RIGHT ON	TERRIFIC
BEAUTIFUL!	MARVELOUS
FOR SURE	NICE GOING!
FANTASTIC!	VERY GOOD!
MUCH BETTER	KEEP IT UP!
GOOD FOR YOU	OUT OF SIGHT!
THAT'S RIGHT!	THAT'S CLEVER!
SUPERIOR WORK	THAT'S GREAT!
EXACTLY RIGHT	VERY CREATIVE
GREAT THINKING	EXCELLENT WORK!
WHAT GREAT WORK	CONGRATULATIONS
VERY INTERESTING!	THAT LOOKS GREAT
NOW YOU'VE GOT IT	YOU GOT IT RIGHT
THAT'S REALLY NICE!	THANK YOU VERY MUCH!
THAT'S A GOOD POINT	THAT WAS EASY FOR YOU
THAT'S THE RIGHT ANSWER	THIS REALLY PLEASES ME
YOU'RE RIGHT ON TRACK	NOW YOU'VE FIGURED IT OUT
YOU'RE REALLY GOING TO TOWN	I LIKE THE WAY YOU'RE WORKING
NOW YOU'VE GOT THE HANG OF IT	YOU'RE REALLY PAYING ATTENTION
THAT'S A VERY GOOD OBSERVATION	YOU'RE REALLY OUT DOING YOURSELF
I APPRECIATE THE WAY YOU ARE TRYING	THAT'S AN INTERESTING POINT OF VIEW

WHAT IS IN-KIND?

In-Kind is another word for donations. In-Kind does not need to be money, it can be donated time, services and goods, as well as money. Head Start receives monetary credit for your time. Eighty percent (80%) of our budget comes from the Federal Government and twenty percent (20%) from the State of Oregon and from the community. This is provided not only in term of monetary donations, but rather through services rendered which we call "In Kind.

How can you help with “In Kind”?

- Volunteer time at the center.
- Volunteer time at parent activities.
- Read and do learning activities at home with your children.
- Donating children's dress up clothing, center materials - anything Head Start would normally buy (Any volunteer donating \$30.00 or more in services/and or material goods will receive a receipt for tax purposes if they so request

How Do We Keep Track of In-Kind

- Record all your donated time on forms available at the centers.
- Fill out the form each day you are involved or donate goods.
- Complete and return the form to your supervisor at the end of each month.

Ways You Can Help at Head Start

Read or tell a story.	Serve food (need a Food Handlers Card).
Work closely with one child.	Get materials ready to use for a project.
Play a game.	Play a musical instrument.
Talk with a child.	Give another parent a ride.
Baby-sit for other parents so they can volunteer	Help write, type, or draw for the parent newsletter.
Save or collect recyclable materials.	Repair toys, books, and other equipment.
Help supervise children in activity.	Help during tooth brushing time.
Share a hobby or talent.	Help supervise on the playground.
Clean up after eating.	Bring / share a pet.
Attend parent meetings or programs.	Sing a song.
Take pictures.	Help plan and help supervise a field trip.
Encourage dramatic play.	Get involved in fund raising.
Arrange a bulletin board.	Be a member of Policy Council.
Lead large motor activities.	Donate supplies.

Volunteer Expectations

1. It is important that you identify yourself to staff at your volunteer site by signing in and wearing a volunteer name tag every time you volunteer.
2. Because of the above policy of obtaining part of our budget from community services, it is very important for a volunteer to sign an "In Kind" form. This documents such service and must be done each time a volunteer works for us. Remember to record all donated time and materials, daily. Complete and return the form to your supervisor at the end of each month. (see "What is In-Kind")
3. In working with our preschool children, it would be most helpful for volunteers to have a basic working knowledge of first aid. Our staff people are available to give you information on this topic. However, staff is required to be in charge of all first aid procedures while volunteers can assist with managing the classroom.
4. Any concerns around child abuse/neglect encountered by volunteers should be immediately forwarded to the staff at the site. Staffs are mandated reporters and will follow procedures for handling such cases. Volunteers are prohibited from direct intervention or access to information regarding potential child abuse situations.
5. The health and safety of the children is of primary concern. If an action or activity looks dangerous, stop it and notify the supervising staff person immediately.
6. Volunteers working at Head Start should plan to make childcare arrangements for their other children during the time they volunteer or are involved in directly assisting with Head Start children.
7. Staff are depending upon you and planning the day's activities with your presence in mind. If you are unable to volunteer at your specified time, please notify the staff as far in advance as possible.
8. If there is a fire drill at the time you are at the center, you will follow the prescribed procedure of leaving the building with children and staff, and following the safety measures.
9. Plan for a regular time to talk with staff outside of class or parent group time. This is important so that you can share your impressions of being a volunteer, express any concerns you may have and suggest program ideas.
10. The Head Start staff has responsibility for the content and technique of instruction and discipline procedures. Any disagreement with procedures, techniques, etc should also be discussed with the Regional Manager. You are encouraged to express your feelings, but not in front of the children. Only this way can differences of opinions be resolved. But remember, the final decision rests with the Regional Manager.
11. By the very nature of our program unexpected and sometimes emergency needs will arise. You may be called upon at such times to help, and should follow staff directions during such times.
12. **Community, Practicum Students and Regular Parent Volunteers:** When you are no longer available to volunteer with Head Start please contact the Volunteer Coordinator at 747-2425 ext. 224 and fill out the Volunteer Feedback form attached at the end of this handbook.

A Bill of Rights for Volunteers

Every volunteer has:

- ❖ The right to be treated with the respect and consideration.
- ❖ The right to sound guidance and direction. Including follow up to initial training, information about new developments, training for greater responsibilities and a staff person who is experienced, well informed, patient and thoughtful, and who has the time to invest in giving guidance.
- ❖ The right to recognition and appreciation.

RESOURCES FOR VOLUNTEERS

Our web address for Head Start of Lane County is **www.head-start.lane.or.us**. There you will find links valuable to:

- Human Resources – Job Opportunities, Staff and Volunteer job descriptions, Policies and procedures
- Community Partnerships
- Family Partnerships
- Education
- Health

VOLUNTEER EXIT INTERVIEW

NAME: _____

DATE: _____

LOCATION: _____

POSITION: _____

SUPERVISOR: _____

TERM OF SERVICE: _____

What did you hope to accomplish during your volunteer service and do you feel Head Start helped you reach that goal?

What opportunities do you see for improvement in the volunteer experience?

Do you have additional feedback to relate?

Forwarding Address and Phone:

Please return Interview directly to Human Resources or Mail to: Head Start of Lane County 221
"B" Street Springfield, Oregon 97477