

Volunteering

Many hands make light work

HEAD START OF LANE COUNTY



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To Start With

Head Start...

Is a comprehensive and innovative child development program
Is a comprehensive family development program
Is an anti-poverty program
Is a child advocacy program
Is a jobs program
Is parent training
Is community controlled
Is a health program
Is a nutrition program
Is a catalyst for social change and changes the lives of people
Is a grassroots movement
Is responsive to the needs of its clients
Is family oriented
Is people helping people
Is flexible
Is based on locally assessed community needs
Is a mobilize of local resources
Is cost effective
Is parent engagement
Is a self-help program
Is a mental health program
Is crisis intervention support
Is a human services program
Produces intellectual gains
Goes into the home for visits and to connect
Improves self concept
Uses volunteers to match federal dollars
Removes racial, cultural, and ethnic barriers
Knows parents are the true educators of their children
Is hope and success
Provides opportunities for peer support
Involves mothers and fathers alike
Provides translation services
Encourages the idea of lifelong learning

Head Start of Lane County is a Birth to Five Program

Head Start of Lane County (HSOLC) is a birth to five program providing Head Start (HS) / Early Head Start (EHS) preschool services in Lane County. HSOLC is a non-profit, 501(c)(3) whose mission is *ensuring that our youngest children have a solid foundation for life*. The agency serves over 1,000 low-income children and families from the coast to the mountains, covering over 4,620 square miles. HSOLC supports 22 sites and employs over 300 people.

The Federal Office of Head Start requires all Head Start/Early Head Start agencies to follow Performance Standards. How each agency meets the Performance Standards is individualized to the need and resources of that community. The Performance Standard related to volunteering is 1302.94(a)(b)

(a) A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal, and local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.

(b) A program must ensure children are never left alone with volunteers.

Does HS/EHS Make a Difference?

Yes, HSOLC helps over 1,000 children and families annually prepare for public school with growth in all school readiness domains. There are 11 school readiness domains; each has a place for volunteers:

1. **Approaches to Learning** are skills in completing a challenging or frustrating task, following directions, making mistakes, and working as a group.
2. **Creative Arts and expression** can be in the form of dance, music, and play.
3. **Literacy skills** in learning to listen, understanding what is seen or heard and expressing oneself.
4. **Math skills**, like adding/subtracting, time, measuring.
5. **Science** is simple – it is called curiosity, exploration and asking questions. It is active engagement in observing, exploring, and experimenting.
6. **Physical health** means making healthy food choices and having an active lifestyle.
7. **Social emotional** learning is about friendships and self-control. It is learning to cooperate.
8. **Social studies** are learning about family history, sharing stories about places and people.
9. **Logic and reasoning** are asking questions to help come to own conclusion – right or wrong (unless it is unsafe).
10. **Language development** is understanding what is said and having conversations. It is also developing English language when it is not the first language spoken in the home.
11. **English Language development** is for children who speak a home language other than English.

Volunteer Opportunities

What are the Volunteer Opportunities?

Volunteer opportunities can be found in the classrooms, special projects, gardening and more. Matching a volunteer's skills, interest and professional growth is important when matching volunteers to openings/needs.

Is Training Provided?

Volunteers receive orientation and training on the expectations of being an HSOLC volunteer. Depending on topic and available seating, volunteers may attend staff training.

Are there Costs, Will I Need Immunizations? Volunteers are asked to provide current immunization information. There are no costs.

What is the Time Commitment?

Volunteers keep a regular schedule as much as possible. Most shifts are 1-3 hours to optimize the benefits for children and occur during regular business hours, Monday-Friday. A volunteer's hours will be fixed: same place, time, day of the week. However, depending on the volunteer position, time commitment can vary. The Part Day program follows the public-school calendar, nine months, Monday-Thursday. Full Day and Early Head Start operate year-round, five days a week with extended care hours. Extended day is six hours a day, five days a week.

Who Do I call if Absent?

Volunteers should contact the assigned supervisor or the Volunteer Coordinator (541-747-2425) when absent for any reason.

If I have a Problem or Issue, Who do I Speak With? Volunteers are to contact the onsite supervisor. If unable to reach the onsite supervisor, the volunteer will contact the Regional Manager for that site. The Volunteer Coordinator is also available at 541-747-2425.

What do I do if I want to Change my Placement or Volunteer Position?

Contact the Volunteer Coordinator (541-747-2425) to discuss placement options and other changes to your volunteer assignment.

AT the End of my Placement can I Request a Letter of Acknowledgement?

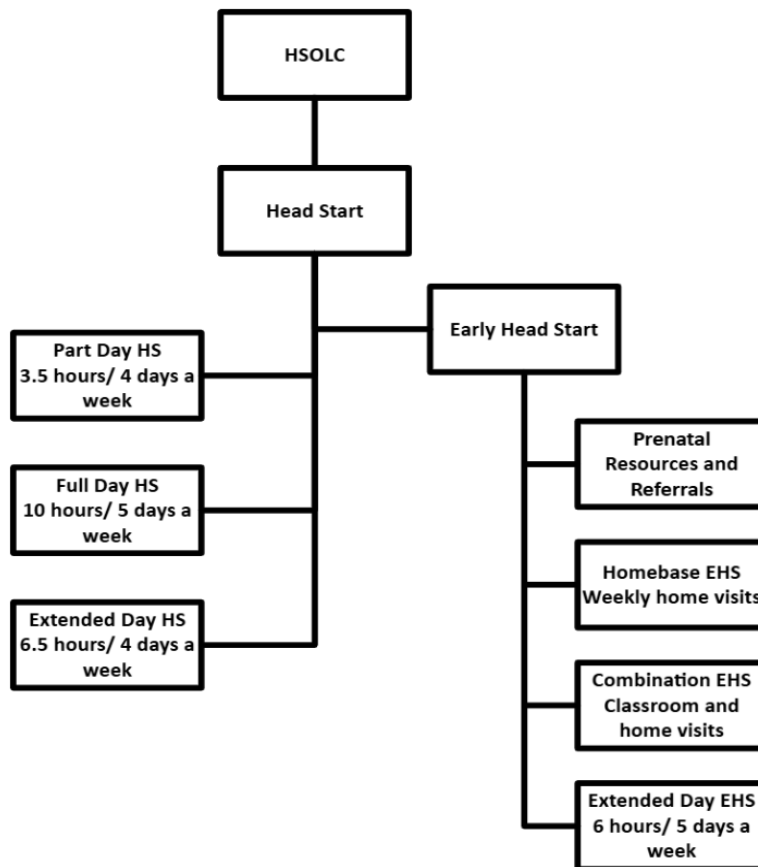
Volunteers who have left the agency in good standing after 120 volunteer hours (3 hrs x 40 days=120 hours) may ask for a letter of acknowledgement from the onsite supervisor.

Head Start Fast Facts

Head Start has served 30 million children since 1965, growing from an eight-week demonstration project to include full day/year services and Early Head Start for infants/toddlers. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native and Migrant/Seasonal communities. Early Head Start (EHS), serves low-income pregnant women and families with infants and toddlers up to age 3, in 1,027 programs in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Oregon has 220 Head Start programs, and 135 Early Head Start programs. Over 17,500 children are enrolled state-wide. Oregon Prekindergarten provides state funded Head Start/Early Head slots and follows the same Performance Standards as the Office of Head Start.

Head Start of Lane County (HSOLC) serves over 2,000 low-income children birth to five. Services are offered in: Eugene/Springfield, Florence/Mapleton, South Lane, Junction City and Oakridge. Early Head Start serves Eugene/Springfield and South Lane County. HSOLC offers a variety of options to address community needs.



Head Start of Lane County Core Values

Head Start of Lane County's Core Values



We promote safety and a sense of belonging for all members of the HSOLC community by being honest, ethical, and transparent.



We hold ourselves accountable to consistently delivering high quality services to children, families, and staff.

We build trusting and respectful relationships with children, families, and each other.



A set of core values helped build the foundation of Head Start's success

- Recognize that the Head Start community (families, staff, community) has roots in many cultures. By working together, we can effectively promote respectful, sensitive, and proactive approaches to diverse issues.
- Basic health needs are met and healthy habits established that enhance lifelong well-being.
- Empowerment occurs when program governance is a shared responsibility and when ideas and opinions of families are heard and respected.

- Respect that everyone learns differently and individualize services to ensure the most success for Head Start/Early Head Start child and family.
- Build and foster community relationships that extend opportunities for networking and resource sharing.
- Develop a continuum of care, education and services that provide stable, uninterrupted support to children and families for lifelong learning.
- Establish a supportive learning environment for children, parents, and staff.

Head Start of Lane County believes:

- Children are more likely to be successful in school when their basic needs of food, housing and health are addressed.
- To begin reading and other academic tasks, children must gather meaning from the world and develop habits of observation, questioning and listening.
- Young children are active learners who learn best by exploring their environments and engaging in activities that are concrete and relevant.
- Safe and healthy families are a shared community responsibility.
- HSOLC is committed to providing resources for staff to pursue ongoing professional and personal development.

- Parents are the child's first and most influential teacher. Information about children is crucial in planning meaningful and relevant experiences and activities that address children's strengths, interests, and development.
- Each child and family should expect to see themselves reflected in the program through diverse staff, curriculum, and other materials and activities that are sensitive to the culture, language, development and abilities of each child and family.
- Partnership in the community is essential to ensure smooth transitions to school and accessibility and availability of needed services.

The most important goal of the curriculum is to help children become enthusiastic learners. This is done by 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 promote good habits and attitudes, particularly a positive sense of self and others.

The activities planned, the way the environment is organized with toys and materials, daily schedules and transitions are designed to complement the curriculum and give children a successful start in school.

Young children can present challenging behaviors as they learn classroom rules. Head Start of Lane County is committed to using positive behavioral strategies when teaching children how to manage emotions and behaviors. Positive behavioral strategies will typically include the following list:

1. Using praise, encouragement, and other means of recognizing appropriate behavior.
2. Clearly stating expectations for appropriate behavior.
3. Providing children with alternate choices and redirection away from inappropriate behavior to avoid power struggles with children whenever possible.
4. Using the classroom rules that are established at the beginning of the program year.
5. In rare occasions, children present dangerous behavior with the potential of injury to self and others. In such circumstances, volunteers are to notify teaching staff immediately.

Helpful Guidance Techniques

- **Focus on do's instead of don'ts.** Say “roll the ball” instead of “don't throw the ball.”
- **Build feelings of confidence.** It is important for children to develop the feeling that he/she can do things, that he/she is capable and worthwhile. Example “You really worked hard building that tower...”
- **Change the environment to change behavior.** Sometimes changing the environment is all that is needed for success. Speak with staff first.
- **State suggestions or directions in a positive way.** “Let's see if Sue can catch the ball” instead of “Don't hit the window.” “Give me the ball to hold while you climb.” instead of “Don't climb with the ball in your hand.”
- **Give choices only if there is a choice.** “It's time to come in,” rather than “Do you want to come in now?”
- **Use reassuring words/avoid labeling good or bad.** “Talk to James, let him know how you feel.” rather than “You're bad to hit James.”
- **Avoid comparison of children.** “I'll loosen those laces so your shoes will go on faster” rather than “if you hurry, you'll beat Joe getting his shoes on.”
- **Give limits.** “James, you have five minutes to put your paint away and wash up.” Follow the rules set, but make sure children understand what you are saying.
- **Recognize good behavior.** Recognizing good behavior and ignoring bad behavior encourages good behavior.

What Volunteers Need to Know

1. Schedule, who to report to and what the daily assignment will be.
2. The day's normal schedule of activities, plus any special events (screening, field trips, etc.).

Activity	Ways to Help
Arrival / Sign in	Help put coats away Sit in circle and sing/read
Circle time	Help set food table Sit in circle
Mealtime	Help with hand washing Sit at the lunch table Use positive praise
Choice time	Scan the room and move around to help children be successful
Clean up / Line up	Be an example of being helpful Use positive praise
Outside time	Play with kids Ask "what if" questions
Story	Sit in circle Help with snack table
Snack	Help with hand washing Sit at the snack table
Music / Movement	Be as active as the kids Help clean up snack table
Departure	Help put coats on Help line up Say goodbye, see you tomorrow!

3. Any current non-confidential health and nutritional needs and status of each child (allergies).
4. Emergency procedures for fire drills, evacuations, etc.
5. Where all equipment and supplies are kept.
6. Building regulations and rules – all rules of the classroom.
7. Volunteer forms to be completed.
8. Volunteers are *never* given sole responsibility for the care or supervision of children.
9. Confidentiality is crucial for all involved.
 - a. Access to children's files is limited to appropriate staff.
 - b. Any discussion about a child remains private and with appropriate staff only.

- c. Refrain from discussing a child’s behavior, or personal observation with parents, other parents, or volunteers.
- d. Refrain from making derogatory remarks about children or families whose lifestyle may differ; respect the privacy of children and families.
- e. Excuse yourself from office space when confidential meetings or phone calls take place.

Day to Day Operations

1. Volunteer Sign In: There is a designated space for volunteers at each center. Volunteers are responsible for completing the volunteer time sheet and submitting time sheets to designated classroom staff.
2. Volunteer Call-In: Volunteers are to contact the designated staff person to cancel or reschedule volunteer time. SEEKERS will contact the SEEKERS Advisory.
3. Program Cancellations/Delays: Closures related to inclement weather will be posted on the agency web site <http://www.hsolc.org> and on local television news stations.
4. Dress Code: Volunteers should dress to depict respect for oneself and the agency. Dress comfortable to allow flexibility to perform duties assigned. For safety purposes, footwear should be closed toe and appropriate for the job. No revealing clothing or clothing with tobacco and/or alcohol advertisements.
5. **Smoking**: All Head Start locations are “no smoking zones”. Volunteers should smoke in designated areas only – out of sight of Head Start children. Refer to the policy for more details.

Emergency Procedures

A staff member must always remain with children. Staff are responsible for administering first aid. Whenever necessary, 911 will be called. Staff complete the accident report.

An injured volunteer will receive first aid from staff. With help from staff, the volunteer will complete the accident report form. The report is sent to the Health/Safety Consultant.

Drills / Emergency Evacuations

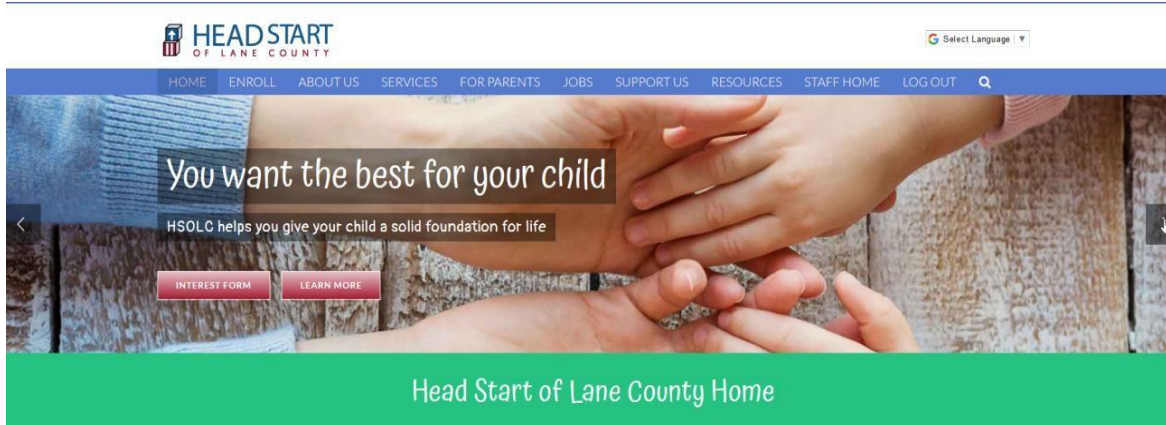
Each classroom has its own [evacuation](#) plan – this will be shared with volunteers at time of classroom volunteer orientation training.

All volunteers must be aware of the evacuation route posted in the classroom and participate in [fire drills](#) when present.

Health Safety

Head Start of Lane County is committed to the provision of a healthful environment for all involved in our programs. Volunteers are encouraged to stay home if sick. Refer to policies on:

- [Handwashing](#): *“staff and children shall wash their hands whenever hands come in contact with body fluids...”*
- [Communicable Diseases and Illness](#): *“Head Start staff will lower the risk of spreading communicable diseases in our classrooms and offices through preventative health practices. The Registered Nurse on staff will coordinate with Lane County Public Health Department to ensure that reporting procedures adhere to all relevant state laws. The Physicians and Nurse Practitioners on the Health Services Advisory Committee will offer consultative support in this area as well...”*
- [Exclusion Guidelines for Sick Children and Adults](#): *“In order to ensure the safety and health of our children and staff, and in compliance with regulations set forth by Oregon Child Care Division, children or adults who have any of the following conditions will be excluded from the classroom until either the condition subsides, or we receive communication from that individual’s medical provider stating that they are no longer contagious...”*
- [Storage of Non-Food Items](#): *“All cleaning supplies and other poisonous materials are stored in locked compartments or in compartments well above the reach of children and separate from food, dishes, and utensils...”*



Standards of Conduct

Office of Head Start Performance Standard 1302.90 (c) provides the expectations relating to Standards of Conduct:

- (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:
 - (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior.
 - (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment.
 - (B) Use isolation to discipline a child.
 - (C) Bind or tie a child to restrict movement or tape a child's mouth.
 - (D) Use or withhold food as a punishment or reward; (E) Use toilet learning/training methods that punish, demean, or humiliate a child.
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.
 - (G) Physically abuse a child.
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward.

(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, disability, sexual orientation, or family composition.

(iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and

applicable federal, state, local, and tribal laws; and,

(v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

HSOLC Volunteers will:

1. Always speak in a pleasant tone of voice.
2. Project pleasant body language/smile.
3. Display positive attitudes.
4. Listen attentively to each child, at eye level.
5. Use positive redirection.
6. Reinforce what children do right.
7. Encourage children to try again when challenged.
8. Give explanations and reasons.
9. State and follow classroom rules.
10. Give children directions in as few words as possible.
11. Ignore minor misbehavior.
12. Model appropriate behavior and interactions

Suspected Child Abuse and Neglect

Volunteers are not mandated child abuse/neglect reporters. Volunteers are encouraged to share their concerns with Head Start staff, who are required and designated child abuse/neglect reporters.

Recording Volunteer Hours

Volunteer time adds up to money, called “in-kind.” The Federal government requires Head Start’s to provide 20 percent of its total grant in contributions from parents and the community. The time you give is called “In-kind.” The time or “in-kind” you give is valued at:

- Classroom Visitors or volunteers 16.31/hr
- Office volunteers 16.31/hr
- Board Members 40.75/hr
- Policy Council Members 16.31/hr
- Advisory Committees 16.31/hr

A Volunteer time sheet will be used to record hours given. Staff will direct volunteers to where these time sheets are kept and to whom to submit completed forms. This information is entered into a data system that shows the federal government local support for Head Start of Lane County. This information can also be used to verify time given by individual volunteers.

Concerns and Complaints

The Head Start [policy](#) is the guidance if a concern or complaint arises.

“The Head Start program encourages communication between parents, community members and Head Start staff. If there are concerns, these should be documented after attempts have been made to resolve them through direct feedback and problem solving with the staff and supervisors involved.”

Volunteer Bill of Rights

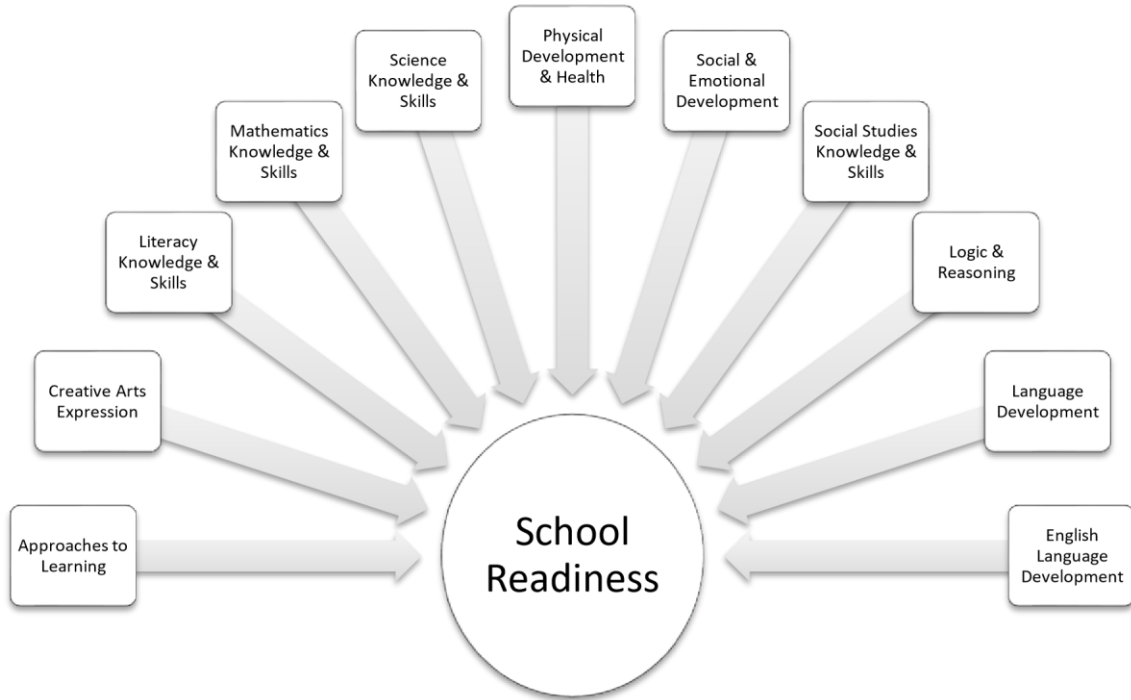
Every volunteer has:

- The right to be treated with respect and consideration.
- The right to sound guidance and direction, including follow up to initial training.
- The right to recognition and appreciation.

School readiness – What Does This Really Mean?

Children learn by doing – not by passive observation. Children learn by asking questions and searching for answers to those questions. They learn by discovery and by using all their senses when possible. They learn by experimenting, sorting, and combining objects. They learn by repeating experiences and by building confidence in his/herself.

Head Start focuses on 11 domains of learning which connect to school readiness:



How does this translate to interacting with children in the classroom? When interest is shown with active engagement in a child’s learning, (asking questions to encourage thinking and problem-solving) school readiness is being built upon.

<i>School Readiness</i>	<i>Child</i>
Approaches to learning are skills in completing challenging or frustrating tasks, following directions, making mistakes, and working as a group.	Learning the rules of the classroom. Waiting for his/her turn.
Creative arts and expression can be in the form of dance, music, and play. These all-support imaginative thinking and self-expression.	Free time to play. Singing at circle time. Creative painting.
Literacy skills in learning to listen, understanding what is seen or heard and expressing his/herself.	Reading at circle time. Books and magazines are at child level.
Math skills include addition/subtraction, spatial sense, measurements, and time concepts.	Sorting shapes and colors. Comparing sizes (big, small, wide, and thin). Counting and take a-ways

<i>School Readiness</i>	<i>Child</i>
Children are natural scientists. Curiosity, exploration and asking questions help children to understand the world. Active engagement in observing, exploring, experimenting are the best ways to teach science.	Ask questions, “what if,” “what do you think, what do you think will happen next?” Cooking projects, weather projects, gardening
Physical health is learning about keeping your body healthy, making right food choices, and learning about a healthier lifestyle.	Tooth brushing. Active play. Gardening.
Social emotional learning is part of learning cooperation, self-control, independence and building friendships.	Learning how to share feelings with someone else.
Social studies. Children will learn about and how they relate to others in the world around them. This helps children relate to self, family, neighborhood and beyond.	Stories about other places and people.
Logic and reason are asking questions to help your child’s reason, consider, and come to their own conclusion, right or wrong (unless it is safety related).	Puzzles, water, and sand table.
Language development (receptive and expressive) includes the ability to comprehend language and the use of the language in communicating with others.	Engage in conversations with others. Listens attentively to storytelling. Re-tell a story.
English Language Development (receptive and expressive) is the development of English language skills for children who speak a home language other than English.	Participates in songs, rhymes, and stories in English.

Remember:

1. The name of each child (name tags are helpful at first)
2. To offer each child a chance to participate; quiet children are often ignored.
3. To not expect every child to participate; teachers will tell volunteers when all children should be involved.
4. To not be in a hurry. Enjoy the children at that time and moment.
5. To not be afraid to make mistakes. A mistake is a learning moment for children.
6. Staff are dependent upon the volunteer and planning the day’s activities. If unable to volunteer, let staff know as well in advance as possible.
7. To find your own childcare arrangements during volunteer times.

Center Contact Numbers

B Street 221 B Street, Springfield	541-747-2425	Extended Day
Charlemagne 3875 Kincaid St, Eug	541-600-5202	Extended Day
Clear Lake 4646 Barger DR, Eug	CL-1: 541-543-2560 CL-2: 541-543-2561	Extended Day Part day
Fairfield 3475 Royal Ave, Eug	541-762-0059 541-762-0057 (f)	EHS Combo Extended Day
Florence 2325 Oak St, Florence	541-901-3535	Part Day
Grand Street 21 North Grand, Eug	541-762-8334 541-343-2544	Extended Day Part Day
Howard 790 Howard, Eug	541-344-6991	Full Day
Junction City 722 West 5 th St, Junction City	541-998-5352 541-998-5326 (f)	Extended Day
LCC 4000 East 30 th Ave Eug	541-463-3192	Part Day
Leap and Learn 1520 West 13 th Ave Eug	458-215-2112	EHS Combo Extended Day
Lowell: Lundy Elementary School 45 S Moss St, Lowell	541-747-2425	Extended Day
Main Street 1250 Main St, Springfield	541-762-1088	Extended Day Part Day
Park 1950 North 2 nd St, Springfield	541-746-9771	EHS Combo Part Day
Ross Lane 2648 Ross Lane, Eug	541-607-5965	EHS Extended Day
Springfield High 784 8 th St, Springfield	541-988-0835	Part Day
St Thomas 1465 Coburg Rd, Eug	458-201-8111	EHS Combo Extended Day
U O 901 East 18 th St, Eug	541-402-5950	Extended Day
Veneta 88173 Territorial Hwy, Veneta	541-510-9479	Extended Day
Village 320 Fairview Dr, Springfield	541-988-9329	Full Day
Westridge (Oakridge) 46433 Westfir Rd, Westfir	541-782-3294 541-782-4383 541-782-3071 (f)	EHS Extended Day Extended Day