

PACT FOR WEST CENTRAL ILLINOIS

Volunteer Training Guide

Volunteer Training Guide

Revised 6/22

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Smoking Policy

Due to the acknowledged hazards, both to adult nonsmokers and especially to young children arising from exposure to environmental tobacco smoke, it shall be the policy of Parent and Child Together (PACT) for West Central Illinois to provide a smoke-free environment for staff, children and participants of PACT programs.

DEFINITION:

1. There will no smoking on property owned, leased, or utilized by Parent and Child Together (PACT) for West Central IL.

PACT facilities include: all offices, classrooms, and socialization sites, the Mt. Sterling Central Office, and any facility the PACT utilizes on a temporary basis. This includes both indoor and outdoor premises, including parking areas. PACT parents or staff who smoke must do so off of PACT leased/owned property, out of children's sight, and a minimum of 20 feet away from entrances to the building. All smoking trash, including cigarette butts and matches, will be extinguished and disposed of in appropriate containers.

2. There will be no smoking in any PACT vehicle.

There is no smoking permitted in any PACT bus. There will be no tobacco use in personal vehicles when transporting persons on PACT authorized business.

3. There will be no smoking by staff, parents, or volunteers off-site when children are present. This includes both indoor and outdoor activities.

Field trips, walks, and other off-site activities will be smoke-free. PACT recognizes that staff, parents and volunteers are role models for children, and encourages them to refrain from smoking during all PACT activities. Because of the need to maintain a high staff/volunteer/child ratio during field trips, breaks may be scheduled for those parents who feel they cannot refrain from smoking, in arrangement with the Teacher. Breaks will be taken by one parent at a time, out of sight of children present, at least 20 feet from the entrance of the field trip site, or at least 100 feet away from the activity area if the activity occurs outdoors.

4. Smoking on Home Visits

PACT staff will discuss the Smoke Free Environment Policy with parents enrolled in the program. PACT encourages an open dialogue between the parent and the staff member regarding the use of tobacco on home visits. PACT does encourage parents to refrain from smoking on home visits, however PACT does not feel that

it can mandate that parent not be allowed to smoke in their own homes if they so desire. PACT staff will provide parent education on the effects of secondhand smoke, as well as provide parent support and education on smoking cessation programs and materials.

5. Breaks – Employee

Supervisors will discuss the issue of smoking breaks with their staff and together they will develop effective solutions that do not interfere with the productivity of staff. In the best interest of the children, staff will limit the amount of third-hand smoke brought into the classroom by wearing smoking smocks or gowns when smoking or smoke in a well-ventilated area, either outdoors or with the car window open. When staff return to the building, they must wash their hands thoroughly using the correct hand-washing procedure before going back to their classroom.

Dress Code

PACT, as a social service/educational provider, expects its employees to dress in a professional manner, with safety as a priority.

- Clothing must be clean, neat, stain free, and in good condition. Clothing should appropriately cover the body. No inappropriate words/pictures/logos on clothing. Shoes- no rubber flip flops, athletic slides, bare feet, stocking feet or slippers. While in direct care of children, employees should not wear open heeled shoes of any kind.
- Shirts - No backless, midriff or low-cut tops. Shirts must cover the entire midriff and lower back areas and must appropriately cover the employee's body when bending, reaching or stretching. Spaghetti straps, lingerie straps and racer back tops are not allowed unless worn under another shirt, jacket, sweater or shrug so the straps and undergarments are not exposed. Shirts/blouses should not be sheer or see-through.
- Pants, Shorts, and Skirts- No short shorts (above fingertips), no cutoffs, ripped jeans, short dresses/skirts or pajama pants. Body must be appropriately covered when bending, reaching or stretching. Leggings and jeggings may be worn under a top that covers the employee's buttocks. No low-cut pants exposing undergarments.
- Tattoos -Vulgar, racial, violent or offensive connotations must be covered at all times.
- Kitchen and bus staff will follow state regulations, as required.

Employees representing PACT at meetings which include community and/or school providers should be especially cognizant of professional appearance.

Clothing that works well for the beach, yard work, dance clubs, exercise sessions and sports contests is not appropriate.

Cell Phone Policy

There will be no use of personal cell phones for calls, internet access, or texting during any time that PACT employees are present with children. This includes, but is not limited to, classrooms, playgrounds, home visits, parent/child activities and other agency activities. Cell phones must be turned off during those times and may only be turned on for a work related emergency, or in home based, to make calls on behalf of an enrolled family. During all times, when children are not present, cell phones must be kept on silent or vibrate mode on PACT property.

Policies regarding personal calls during work time fully apply to personal cell phones: i.e. they are to be limited in time and in number of calls, they should be made on break times. Management staff who use employee cell numbers to communicate with their staff (particularly in home based options) will need to leave messages which can be returned between home visits and/or at end of the day. Employees who use cell phones to communicate with enrolled families need to inform families that they will need to leave messages which will be checked daily.

Parking

PACT staff and substitutes have designated parking areas at each site as designated by the Site Supervisor. The areas closest to the building are not used by staff or substitutes to allow for bus and parent pick up and drop off. In Macomb, substitutes will need to either purchase a Q lot parking sticker or use the day parking pass located in the Assistant Site Supervisor office. These parking passes are checked out and returned daily.

Role of Volunteers

Volunteers are recruited to serve as an additional helper for the classroom or center to meet the needs of the children, families and agency. The volunteer will work under the direct supervision of another PACT employee in the classroom who understand the agency policies and procedures. Volunteers should not: release children from the center, administer medications, or discuss issues about the child with the others, change diapers or assist with pottyng (unless it is the volunteer's child), serve as replacement staff member for ratio purposes, or make operational decisions for the classroom or center. The teacher and/or Site Supervisor is in charge at all times.

The roles a substitute may fulfill are: clean up helper, small group guide, handyman, storyteller, bus aide, field trip aide, playground aide, cook helper. Training for regular volunteers is provided by the CB Education Coordinator. Any person scheduled to

volunteer regularly will be required to complete DCFS requirements on the Parent/Community Volunteer Checklist.

The volunteer may not bring any children not enrolled in that particular classroom or center. This is a DCFS requirement to comply with ratios and state regulations.

Safety

In the Safety Training Guide, there are many situations and rules discussed. Every staff member is responsible for following these procedures to promote safety in the PACT program.

Safety is one of the most vital parts of our program. Safety of children entrusted to our care should be uppermost in each staff member's mind at all times. We should never assume anything related to safety.

It is PACT's policy that there is a "0" tolerance for jeopardizing the safety of children (see SOPM). Any staff involved in jeopardizing the safety of a child will be subject to suspension or termination pending investigation.

Security System

PACT centers are equipped with a security system that requires each person to enter a 4 digit pin and scan a security card in order to gain entry into the center. Each family is offered 2 cards at the beginning of the year and asked to return these cards at the end of the year. Any person without a pin and security will have to be buzzed in by staff who monitor each person's entry through the use of security cameras. If the staff person does not recognize the person trying to gain access to the building they will use the intercom to ask "May I help you" and the staff will determine whether the person will be buzzed in. The release of children process above is followed.

Video Surveillance Policy

Video surveillance is implemented in PACT classrooms and at entrances to the centers, and is beginning to be installed on buses to provide a safe and secure environment for children, staff and parents.

Video surveillance cameras are not used in areas where children and staff would have an expectation of privacy, such as the restrooms.

Procedures:

The video surveillance systems are capable of being monitored remotely by appropriate managerial staff, as assigned by the Executive Director. Video may be viewed by managers on a periodic basis or in response to a specific incident, but will not be monitored on a continuous basis.

Active Supervision

Active supervision requires the focused attention and intentional observation by all staff who are working with children. It is essential to monitor what is happening on a continual basis so that you can instantly intervene to protect children's health and safety. Staff will use strategies such as setting up the environment; positioning staff; scanning and counting; listening; anticipating children's needs; and developmentally appropriate instruction to ensure all children are well supervised.

Setting up the Environment

Staff arrange the environment so that children can be viewed from any area of the classroom. The classroom should not have "blind spots" or areas that cannot be well supervised due to large furniture or hidden spaces. The classroom is kept clutter free and safety checklists (monthly and daily) are used to ensure the safety of the classroom and materials.

Staff maintain the proper staff:child ratio for their age group to ensure adequate supervision. Extra adults are available to step into the classroom if needed for an emergency or unforeseen circumstance. All Head Start classrooms must have either two teachers or a teacher and an aide at all times. All Early Head Start classrooms must have 2 teachers at all times. The 0-3 child care classroom maintains a 1:4 staff:child ratio at all times.

Positioning Staff

Staff position themselves and others (indoors and outdoors) in a way that they can see and hear all children at all times, even when working with individuals or small groups of children. They circulate throughout the classroom and playground to effectively supervise children's play. There are clear paths to the areas that children are playing so that staff can react quickly if necessary. Children who may need additional support are shadowed by staff so that support can be provided, if needed. Staff should ask themselves:

Do I have my back to the children?

Are there new or high risk experiences that need additional adult supervision?

Is there a student/volunteer that needs to be considered?

Are there corners or areas which may pose a risk for supervision?

Background Clearance

Parents, volunteers, or other agency personnel who have not been fingerprinted and/or have not received a background clearance from DCFS are to be under the supervision of the teacher and should not be left alone with children. This does not preclude a parent being left alone with their own children. A special name badge will be used to alert staff to any person in the classroom does not have background clearance (volunteer badge, red name tag, etc.).

Scan and Count

It is the responsibility for each staff member to know how many children are in attendance at all times. Staff continually scan and count throughout the day. Children are counted (using a face to name procedure) before and after transitions outside the classroom (for example, drills, bathroom breaks, outdoor play, combining classes, bus pick-up, etc.). The number of children present is posted in the classroom and updates as the # changes. The children must be supervised at all times by staff.

Children must be supervised when using the restroom. An adult should be close by the restroom where they can monitor the child and provide self-care reminders or assist if necessary (flush, wash hands, wipe, etc.). Children should be encouraged to do as much for themselves as possible. If the bathroom is not located in the classroom the adult must remain close by the restroom (within visual or auditory range at all times). Children must never be left alone.

Listen

Specific sounds, or lack of sounds (gasping, coughing, gagging, crying, aggressive language, silence), can be indicators of a possible problem. Staff listen closely to alert them of any problems so they can react quickly. Staff may use bells or chimes on doors to alert them when someone may be entering or leaving the room.

Anticipate Children's Needs

Staff grow very familiar to the children they work with and they quickly learn who needs extra support during activities and they work together to provide the supports the child needs in order to be successful. Staff may shadow a child who has difficulties in group situations, provide a chair with sides for a child who has difficulty sitting in a chair, stand near a slide to help a child who struggles with balance, etc.

Teachers also greet each child upon arrival and use this time to do a quick daily health check. This will alert the staff to whether there may be a health concern (allergies, fever, rash) or other concern (lack of sleep, hungry, upset) that may need to be addressed and/or monitored closely.

Engage and Redirect

Staff use everyday situations to teach children about their safety responsibilities. We call these "teachable moments". When children are engaging in dangerous or unsafe behavior staff interrupt the behavior then positively redirect the child or help them solve the problem. They may use different levels of assistance based upon the developmental level of the child. Staff help the children learn that it is everyone's job to keep the classroom safe.

The indoor or outdoor classroom rules and pictorial schedule are reviewed daily. When a negative behavior occurs, the child should be redirected in a positive manner using procedures outlined in the child management training guide.

Emergency Situations

The *Crisis Management Manual* is reviewed with staff upon hire and at the beginning of each year. This manual gives policies and procedures for ensuring child and adult safety during evacuations (fire, bomb, etc.), severe weather, dangerous person in the community, armed intruder, attempted pick up of a child by an impaired driver, earthquake, tornado and bus emergencies.

Emergency Exit Plans - *Fire and Tornado Route Plans* and *Evacuation Procedures* are written in the family's home language and are posted in **every room** near each exit indicating the following:

- The building area that will provide the most structural stability in case of tornado.
- The primary and secondary exit routes in case of fire.

Outdoor Classroom

The *Outdoor Classroom Safety Checklist* is completed daily by an assigned center staff who walks the outdoor classroom to check for safety issues and communicates the safety of the outdoor classroom to other staff in the center by indicating Ok – Caution - Stop. Any hazards identified will be corrected, or noted and communicated with the Supervisor. Each teacher is responsible to make sure the playground is safe before taking children outdoors by checking the *Outdoor Classroom Safety Checklist* and doing their own quick visual sweep of the outdoor environment. The *Outdoor Classroom Safety Checklist* is posted at adult eye level on the door leading to the outdoor classroom. Whenever a class utilizes the outdoor classroom, the Health and Safety Notebook needs to be taken with to ensure you always have the needed information with you, in case of an emergency.

Children will be dressed properly for the weather. Each center will have additional hats, gloves, jackets, if needed. Teachers may have to change their outdoor schedule to accommodate for weather conditions. During the summer children will use sunscreen (not for children under 6 mos.) and water will be provided on the playground. Sunscreen should be applied 15 minutes prior to going outside.

Teachers will take children outside every day unless there is active precipitation or public announcements that advise people to remain indoors due to weather conditions such as high levels of pollution and extreme cold or heat that might cause health problems. Part Day classrooms must take children outside at least once a day and full day classrooms must take children outside at least twice a day.

PACT staff will use WGEM Weather App and/or the *Childcare Weather Watch Chart* to make a decision if the weather conditions are safe.

PACT will accommodate the individual needs of children at risk and follow the Medical Alert procedure.

Staff will position themselves so that all children are visible to them at all times. Staff will rotate the outdoor play area actively supervising children's play. To ensure children's safety, the teaching staff will position themselves near outdoor classroom equipment that requires close supervision, such as the challenging climbing rock or log. The correct way to use large muscle equipment will be determined at the center level.

Sandboxes should be opened daily and contain enough sand to allow for scooping, pouring and digging. Weeds and grass are pulled and removed from sandboxes. If the sandbox cannot be covered due to size, (larger than 10 x 10) the sandbox will be raked daily by assigned staff for unsafe objects, per DCFS.

Going on Walks

All classrooms must have consent from parents prior to taking children on walks. Once the permission is obtained, the staff and children may go on neighborhood walks. The guidelines listed below are followed when staff and children go on walks.

- Children under the age of 3 must be placed in a stroller or wagon or they must have an adult hand to hold on to, at all times.
- Children over the age of 3 may need to have an adult hand or a rope to hold on to, if necessary due to behavior or high traffic areas.
- Staff will avoid crossing high traffic areas whenever possible.
- When crossing a street, staff and children will only cross at a crosswalk.
- Staff will take walks on walking paths or sidewalks, and will avoid walking through parking lots, if possible.
- Travel First Aid Kit will be taken on walks
- Health & Safety Notebook will be taken on walks.
- If a child has a quick relief or rescue medication (see Medical Alert), the medication will be carried in a zippered fanny pack. The fanny pack that is carried by an adult at all times is considered a locked container.
- The lights will be dimmed (room should not be dark) around 12:00 and lights will be turned on as children begin to play in different areas (children should not be straining their eyes to play with table toys, eat snack or engage in other activities).

Field Trips

It is important to consider safety issues prior to taking children on field trips. The teacher discusses any possible safety issues with the staff and volunteers assisting for the field trip. Safety rules for each field trip must be reviewed

with children, staff, and volunteers. The teacher is responsible for ensuring that staff, children, and parents comply with safety trip rules.

Children should have the opportunity to use the restroom before leaving the center. During the course of the field trip, teachers should schedule time for the children to take restroom breaks. Teachers are responsible for the safety of the children and they should never be allowed to go into a public restroom without supervision.

Children will wear the PACT field trip shirts so that they will be easy to spot in a crowd.

There will be a minimum of one adult per five Head Start children.

NOTE: The children may not be left alone with a temporary staff without a permanent staff member assisting.

Head counts are vital. The children will be counted by the teacher and transporter as they get on and off the bus and often throughout the field trip.

Medication

Volunteer medication- Employee and volunteer medications will not be kept in classroom medication boxes. They should be locked in a file cabinet, desk or locker out of reach of children.

Hand Washing

Health Coordinator

Children's hands will be washed with soap and water, at least at the following times:

- Upon arrival at the center
- Before and after each meal or snack
- After using the toilet or having diapers changed
- After handling pets or animals
- After wiping or blowing his or her nose
- After touching items soiled with body fluids or wastes (e.g., blood, urine, stool or vomit)

- Before and after cooking or other food experiences
- After outdoor play time and
- Before and after using the water table.

Staff's hands will be washed with soap and water, at least at the following times:

- Upon arrival at the center
- After using the bathroom or helping a child use the bathroom
- After changing a diaper
- After wiping or blowing their nose, or helping a child to wipe or blow his or her nose
- After handling items soiled with body fluids or wastes (e.g. blood, drool, urine, stool, or vomit)
- After handling pets or other animals
- After handling or caring for a sick child
- Before and after eating or drinking
- Before preparing, handling or serving food
- Before dispensing any medication
- Before and after administering first aid
- When changing rooms or caring for a different group of children

The following technique for thorough hand washing will be used:

1. Wet hands under warm running water.
2. Lather both hands well and scrub vigorously for at least 20 seconds.
3. Rinse hands thoroughly under warm running water.
4. Dry both hands with a new single-use towel
5. For hand held faucets, turn off the water using a disposable towel instead of bare hands to avoid re-contamination of clean hands.

Meal Service

Health Coordinator

1 A variety of food is served which broadens each child's food experiences.

A variety of foods are introduced during snack/meal time. In both home-based and center-based programs children are prepared for new food during classroom activities, such as reading stories, growing from seed, etc. Children are taught various ways one food item is served in different cultures. For

example, the menu offers bread served in a variety of types - tortillas, biscuits, bagels, pita, etc.

2 Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food.

All staff are to promote this idea and encourage and educate parents to do so too. If a child refuses to eat or try a food, staff could offer at another time, but not pester the child with trying to get him to. No food is withheld until another is eaten. All foods offered by the program contribute to the child's needs.

3 Sufficient time is allowed for each child to eat.

Children will be served as soon as all children come to the table and sufficient time is allowed to finish. (See Schedule for Meals for Center Based.) If children become restless while others are finishing, the teacher will arrange for activities for those children.

4 All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family-style and share the same menu to the extent possible;

All 3-5 yr old classrooms must do family style. All 0-3 classrooms will do family style unless the children are too young to handle serving themselves developmentally. It is the responsibility of the teachers to train parents and other volunteers during meal service on the following regarding family style.

What is family style food service?

Family style are adults and children sitting together at one table passing bowls and pitchers and serving themselves with assistance from adults ad developmentally needed.

Children are encouraged to take the full serving size (following meal pattern charts). If a child that takes his/her own serving from bowl and it is less the required, children must be offered more when it is eaten.

Adults may serve in some situations where the food may be too hot for children to handle. This may be only when soup is served. Each serving must have the required serving size according to the meal patter charts.

Adults must be positioned at tables (sitting) where they can reach and assist children without standing. Adults should not be standing and assisting like waitresses. It is up to the teacher to train parents, volunteers and substitutes on this.

All components must be on each child's plate. If a staff must put a component on the plate or pour the milk or juice, it must be the full serving size. Use the meal chart to know how many ounces. If you're not sure about how full to put them,

have the cook mark on one cup so you will know. When filling sippy cups, Teacher must put the full serving size in them, also.

If you are not sure about the serving size, refer to the meal pattern chart or ask the cook at your center for assistance.

Bowls, platters, and milk pitchers are placed on each table and will be the appropriate size for children to handle.

Adults sitting at the table and helping with meal service take all components on their plate and model good eating practices. Adults should watch their serving sizes if there is concern about having enough food. Adults eat the same foods as children and have a positive attitude toward acceptance of food. Dislikes of any particular food are NOT to be shared with the children. If an adult does not like a particular food item, they will put a small amount on their plate and push it around and pretend. Although these adults get to eat with children, the first concern is the children. Adults will need to assist children as needed. Children's meal service is not considered the staff's meal time.

The cook at each center is responsible for assuring there is enough food for the serving sizes required. At Macomb there may not be enough food for seconds of the main entrée, but there should be enough of the other items. There should be seconds for those who want it from those who take less because of dislikes, low attendance and from food items that children less than 2 years old cannot have. The cook will divide the food accordingly.

Children should not have to wait long at the table before serving starts or be kept at the table when finished. The food should be placed on the table before the children come to the table. When one or two children finish eating, one adult should be assigned to start the next activity. This could be tooth brushing or free play. (Whether that adult is done eating or not, if the children are finished eating, the next activity begins. Reminder, this is not the adult's noon break.)

EHS children need dishes/silverware that are developmentally appropriate. If serving bowls are not easy for the children to handle, communicate this to the cook so it can be changed.

Children in EHS will use toddler sized forks and spoons, suction bowls or divided plates and toddler cups. Styrofoam products are not used in EHS classrooms.

5. Infants are held while being fed and are not laid down to sleep with a bottle.

Teachers with infants in their classrooms follow the procedure in the **CACFP Infant Feeding Guide**. Staff and parents help infants have a positive experience by feeding them in a relaxed setting and at a leisurely pace. If possible, breast feeding mothers are encouraged to come to the program setting to feed their

children.

Staff and parents use the following techniques for feeding infants:

- ▷ Wash hands with soap and water before feeding;
- ▷ Find a comfortable place for feeding;
- ▷ Hold the infant in their arms or on their lap during feeding, with the infant in a semi-sitting position, with the head tilted slightly forward and slightly higher than the rest of the body, and supported by the person feeding the infant;
- ▷ Communicate and interact with the infant in a calm, relaxed, and loving manner, by cuddling and talking gently;
- ▷ Hold the bottle still, and at an angle, so that at all times the end of the bottle near the nipple is filled with liquid and not air;
- ▷ Ensure that the liquid flows from the bottle properly by checking that the nipple hole is of an appropriate size.
- ▷ Burp the infant at any natural break during, and at the end of a feeding
After feeding, clean gums & teeth with gauze.

Infant cereal is served with a spoon, never given in a bottle, unless there is a medical reason for some other approach. If this is a medical reason, a signed note is required from the physician.

As children grow older, they may prefer to hold their own bottles, and may do so while in an adult's arms or lap, or while sitting in a high chair or similar chair.

Dental problems, such as tooth decay, may result from children using bottles as pacifiers. For this reason, children are not allowed to carry bottles with them for long periods during the day. Parents and staff are taught that breast feeding also may cause baby bottle tooth decay (infant dental caries).

Older infants do not need to be held when eating solid foods. Instead, they may sit in a chair scaled to size with a tray. It is important, however, to maintain eye contact with a child who is being fed, and to closely supervise all feeding activities in order to minimize the risk of choking. Children sitting in low chairs with a tray are pulled up to the table, to be included in family style meal service.

7 As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.

Children are involved in food-related activities by:

1. Serving themselves at meals
2. Assisting with own clean-up afterwards
3. Nutrition lessons/activities/Go, Slow Whoa/Nutrition discussions

Child Abuse & Neglect

Family & Community Services Coordinator - Mandated Reporter Status

All employees of PACT for West Central Illinois are considered by law as Mandated Reporters. That means that all employees are required to report or cause a report to be made to the child abuse Hotline Number (1-800-25A-BUSE) whenever there is reasonable cause to believe that a child known to the staff member in their professional or official capacity may be abused or neglected. Willful failure to report suspected child abuse or neglect may result in being found guilty under the law of a Class A misdemeanor. Volunteers should share their concerns with the child's teacher, family advocate or site supervisor.

Philosophy Regarding Guidance and Discipline

The focus of Parent and Child Together (PACT) for West Central Illinois is on meeting the needs of children and families in ways that reflect the principles of child and family development. This focus is based on a belief that both the early childhood environment and the staff must provide and reinforce limits and realistic expectations that are consistent, clear, and positively defined.

The philosophy for guidance and discipline in the agency is based on the belief that children develop self or inner control by being given opportunities to learn, understand, and follow simple rules. Children are most secure when they know what is expected of them and when the expectations take into account each child's needs and strengths. Just as children need the security of being loved, they also need secure boundaries and limits that are geared toward the development of self-respect, healthy interpersonal relationships, skills in problem solving and ultimately the ability to make wise decisions for themselves.

The ultimate goal of PACT's Guidance and Discipline Policy is to promote basic human values, such as respect, trust, honesty, and caring for others. Every effort is made to provide the child with the type of learning environment which leads to development of inner controls and positive self-discipline.

When intervening in a situation that necessitates child management, the technique chosen will be positive. Multiple approaches such as redirection, cool down, solution kit, breathing techniques, restating behavior expectations, pictorial cues, buddy system, two choice strategy, when:then strategy, cool down and social stories are addressed in the Child Management Training Guide. Only a trained staff member can use restraint and holding.

NOTE: The following behaviors are prohibited:

- a. Corporal punishment -includes hitting, spanking, swatting, beating, shaking, pinching, and other measures intended to induce physical pain or fear.
- b. Threatened or actual withdrawal of food, rest, outdoor play, or use of the bathroom.

- c. Abusive or profane language.
- d. Any form of public or private humiliation, including threats of physical punishment.
- e. Any form of emotional abuse, including shaming, rejecting, terrorizing, or isolating a child.

Any staff or volunteer involved in any of the behaviors listed above will be subject to suspension or termination pending investigation.

Confidentiality

AS a volunteer the information you should know about any particular child or family is on a very limited basis. We respect and honor the privacy and confidentiality of our families very highly. The information you should have about any particular child or family should relate only to what you need to know to fulfill your role as volunteer. In the chance that you may overhear information about a child or family that is more than you need to know to fulfill your role you should keep that information to yourself and not share that with anyone to ensure confidentiality.

Social Media

Staff, volunteers or parents may not post pictures of their classes or individual children or parents (with or without identifying information) anywhere on the internet, including social network sites.

Forms

Volunteer Checklist

Standards of Conduct

Change of Status

Medical Report with tb (if contact with children or food more than once a month)

Links

DCFS Licensing Standards

http://www.illinois.gov/dcfs/aboutus/notices/Documents/Rules_407.pdf

Early Childhood Learning and Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc>

Gateways to Opportunity

<http://www.ilgateways.com/en/>