



Welcome Volunteers

Be Someone's Hero



Welcome to the Early Learning Essentials volunteer program. We very much appreciate your desire to serve your children and/or the children in our community. The Early Learning Essentials program in Juab, Wasatch, and Utah Counties provides early childhood education to 500+ low-income children and children with disabilities.

Our purpose is to promote the school readiness for children facing barriers to success by enhancing their cognitive, social, and emotional development through the provision of health, educational, nutritional, social, family, and other services that are determined, based on child and family needs assessments. Your volunteer service is important to our system because it allows our work to be a community effort. In addition, a percentage of the grant funding we received must be matched and volunteer hours go towards that match.

If you ever need anything, our offices are open Monday – Friday, 8 am to 4:30 pm. Classrooms are open Monday – Thursday and most classes are open on Fridays. Another good thing to remember is that we are closed on all major holidays and we observe a Fall and Spring break.



Table of Contents:

Introduction-----	Section 1
Volunteer Agreement-----	Section 2
How to Log Hours-----	Section 3
How to Use Bloomerang-----	Section 4
Days Off Calendar-----	Section 5
Positive guidance Techniques-----	Section 6
Staff Procedure-----	Section 7

Volunteer Agreement

Parent volunteers, please read through these expectations, standards of conduct, reminders, and sign the agreement at the end of this handbook. All other volunteers must create an account through Bloomerang and agree to the electronic agreement online during the application unless approved by the center manager to conduct a cultural presentation or a one time event. If you have an account with us and are able to sign up for our shifts, you have already signed the form. Please reach out to your teacher with any questions.

Volunteer Expectations

These expectations are intended to help volunteers understand and adhere to acceptable practices in the classroom.

1. If you are not sure what to do, please ask the teacher.
2. Please use positive guidance with children at all times. For positive guidance guidelines, see the attached handout.
3. Respect the training and expertise of the classroom staff, whose responsibility it is to teach the children. This is your opportunity to support the everyday activities of the classroom. In order to foster an optimal learning environment, all adults (staff and volunteers) are expected to maintain a positive, supportive relationship with one another.
4. **Never** allow yourself to be alone with a child either in the classroom or out of visual range of a teacher on the playground or in the restroom.
5. If you see a child is alone or see something wrong, notify a staff member
6. For your protection, and to help children understand the appropriate boundaries they should maintain with strangers, do not permit children to climb on you or sit on your lap. When interacting closely with children, have them sit beside you.
7. Focus your attention on multiple children and activities. Visually scan the room frequently – if you see children playing alone, try to help them interact with other children.
8. Please remember that this is a professional environment and you will be expected to conduct yourself in a professional manner while here so as not to interfere with the children's education. **Also keep in mind to maintain appropriate professional boundaries between yourself, other parents, and our ELE staff.
9. Refrain from taking video footage or photos of the children without permission from the teacher.
10. Parents are generally welcome to volunteer in the classroom and participate in Early Learning Essentials activities. In instances where custody is an issue, ELE staff are not responsible to determine/enforce which parent can participate and when. All such issues must be resolved among parents outside of the classroom.
11. Teachers reserve the right to suggest reassignment to more appropriate volunteer experiences, or ask you to no longer volunteer in their classroom, if needed.
12. Be aware that Early Learning Essentials, Inc. is required to conduct Sexual Predator checks on all volunteers.
13. The use of tobacco, alcohol, illicit drugs, profanity, immoral conduct, and smoking (including use of electronic or vapor cigarettes) within any building, facility, agency vehicle, or on any property maintained by Early Learning Essentials, Inc is prohibited. If a volunteer wishes to smoke or use tobacco products while taking a break and while hours are not being recorded, they must be at

least 30 feet away from the property. Failure to follow these instructions may result in immediate dismissal.

By signing on the form page, I acknowledge that I have read, understand, and will comply with these expectations and understand that Early Learning Essentials reserves the right to deny me the opportunity to volunteer should I not abide by these expectations, agency policies and other regulatory requirements.

Volunteer Reminders

Please Be Aware

- This is a non-paid volunteer agreement between you and Early Learning Essentials.
- Volunteers are not reimbursed for mileage or any expenses incurred while volunteering with Early Learning Essentials.
- Volunteers are not allowed to be alone with any staff.
- Unenrolled children should not be brought into the classroom so that dedicated time can be spent with the preschool child(ren). However, if the child is older than 16, and would like to volunteer, they may do so, granted they complete the volunteer onboarding process and actively assist in the classroom. The onboarding process being - relatives of the student review the volunteer handbook and sign the agreement, and non relatives complete and pass the application and onboarding process through our website.
- If you are volunteering for court-ordered community service, you are only allowed to volunteer for our administration office and with maintenance. You may not work with the children.
- Firearms and weapons are not permitted, concealed or not concealed, with or without a concealed weapon permit, while upon properties owned or controlled by Early Learning Essentials.
- Volunteers should report any injuries immediately to a staff member.
- If you receive a call while volunteering, we ask that you please step out so as not to interrupt instruction.
- Our centers are “no-nut” zones due to the prevalence of nut allergies among our children. Please help us keep our centers nut-free by leaving foods containing nuts at home.
- We prefer that outside food not be brought into the classroom, but if it is, it must follow our Healthy Food/ Home Made Food policy, and not compete with CACFP meals so please check with the Teacher or Center Manager before bringing in food.
- We prepare enough food to serve three adults per classroom per meal. If prior arrangements are made with staff members, they may offer to allow you to participate in meal service with us in order to initiate family-style meal service and model appropriate serving sizes to the children.
- We invite you to make recommendations for our lunch menu but please keep in mind that lunch is created by our nutrition team and must meet federal regulations. There are no exceptions unless medically necessary.
- At ELE, we utilize the Child and Adult Care Food Program to plan and prepare colorful, nutrient-dense foods to meet the nutritional needs of our children.
- **EHS Info for School Family (Socialization)**
 - All parents and siblings can eat as long as we get a count at least three days in advance – there is only a snack

- Occurs twice a month, every other Friday
- Please encourage children to eat by themselves as much as possible
- If adults or siblings have not been put on the count in advance, they are not allowed to eat the snacks with the rest of the group
- Only two staff members or volunteers are allowed to eat the snacks with the group

Standards of Conduct Agreement

As indicated by Head Start Program Performance Standard 1302.90

(c)(i)(ii)(A)(B)(C)(D)(E)(F)(G)(H)(I)(iii)(iv)(v)(2), it is expected that employees, governing body and policy council members, volunteers and consultants or contractors will conduct themselves in accordance with high standards of work performance and professional conduct. Observing standards of conduct allows employees, governing body and policy council members, consultants or contractors, and volunteers to work together harmoniously and enables Early Learning Essentials (ELE) to maintain efficient operations.

As an employee, governing body or policy council member, volunteer, contractor or consultant of ELE, I agree to abide by the program's standards of conduct as outlined in the Head Start Performance Standards and ELE's policies and procedures including but not limited to:

- Do not maltreat or endanger the health or safety of children and implement positive strategies to support children's well-being and/or prevent and address challenging behavior.
- Use positive methods of child guidance which is free of: corporal punishment, isolation to discipline a child, bind or tie a child to restrict movement or tape a child's mouth, use of food as punishment or reward, the use of toilet learning/training methods that punish, demean, or humiliate a child, any form of emotional abuse including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child, physical abuse, use of any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family, use of physical activity or outdoor time as a punishment or reward, or the denial of basic needs or engage in any other behavior deemed inappropriate by staff.
- Respect and promote the unique identity of each child and family and do not stereotype on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition.
- Follow the program confidentiality policy concerning personal identifiable information about children, families, and staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws. Family files, personnel records, financial information, and other related information is considered confidential. Protection of this information is expected by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know.
- No child shall be left alone or unsupervised at any time while under my care.

- Safeguard and uphold the confidentiality of any access codes entrusted to me for keyless entries to ELE facilities and passwords to the agency website or other agency electronic files by not divulging this information with those not employed by ELE or without a legitimate need to know.
- Not solicit or accept gratuities, favors, or anything of significant monetary value (over \$50 for personal use or enrichment from contractors/vendors or potential contractors/vendors who have been awarded contracts or provide services or materials for ELE.
- Refrain from engaging in any activity, practice or conduct which conflicts with, or appears to conflict with the interests of the program and disclose all real or apparent conflicts of interest if they exist.
- If approached by members of the news media requesting information regarding ELE's operations, refer requests to the Executive Director.

I understand the above list is not all-inclusive and any act contrary to prudent conduct on ELE's premises is prohibited. I understand that a volunteer who violates any of the above Standards of Conduct can be sent home immediately and may not be allowed to volunteer for the program.

USDA Nondiscrimination Statement

For all other FNS nutrition assistance programs, State or local agencies, and their sub recipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Parents must agree to the Standards of Conduct, Volunteer Expectations, Volunteer Reminders, and the USDA Nondiscrimination Statement by signing an agreement form in the back of the handbook before volunteering.

Community volunteers (Non-Parent Volunteers) must have an account with Bloomerang where they would have already approved the signature of this agreement unless there are special circumstances related in the staff procedure section approved through the center manager, COVC, or applicable family services coordinator.

Logging Hours

Please be attentive in tracking your hours as this helps us match a large portion of grant funding we receive. Each year we are responsible for matching 20% of our funding through volunteers and donations. Every minute of volunteering helps us meet our goal! Please see below to help know how to track your hours.

Parent Volunteers - Please submit your hours each day you volunteer by using the Google Form provided by your child's teacher. You can also find it by scanning the QR code on the right, or on a poster in the classroom.



Community Volunteers (Non-Parents) - Please log your hours through Bloomerang. When you come to the classrooms, you should always be signed up for a shift. Simply clock in and out using the "Bloomerang Volunteer" app on your mobile device, or on the classroom ipad. If you need help clocking in and out, please reach out to your teacher, look at the "Using Bloomerang" instructions in the next section, or watch the video linked below.



Interns - At the end of the semester, please ask for an in kind form from your supervisor where you can write the total hours you helped with during that semester. Hand it back to your supervisor, and they will make sure it finds its way to the COVC.

Other Volunteers - If you are either a group or a special case, please reach out to your teacher or supervisor to see how to best log your hours. They can direct you to the proper form.

Assistance Logging Hours

If you need assistance, please reach out to your teacher to get instruction. Alternatively, you would also be welcome to view the videos linked below:

Parent Volunteers How To Video:



Community Volunteers How To Video:

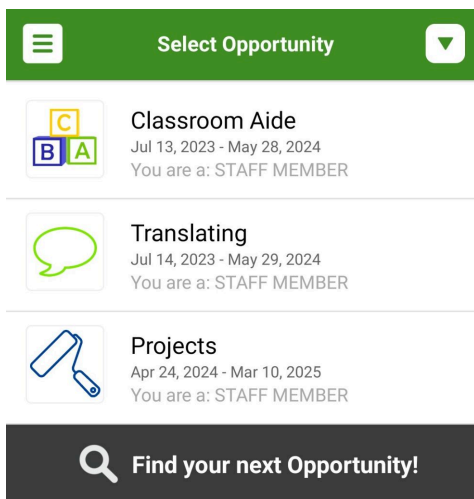
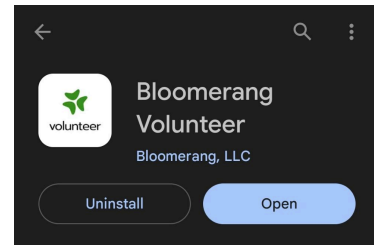


Using Bloomerang

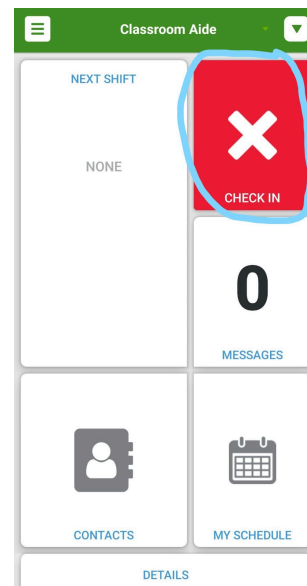
Community Volunteers use Bloomerang to track their hours and sign up for shifts. To clock your hours, Follow the steps below:

Clocking in:

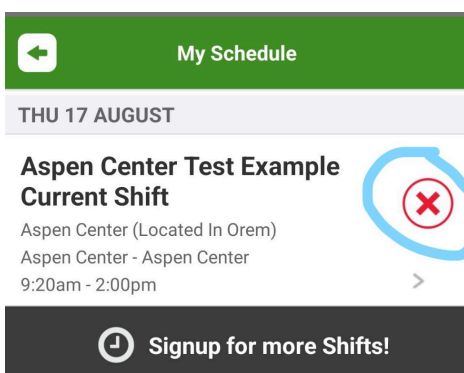
1. Download the app if you have not already. You can find it in the play store by searching “Bloomerang Volunteer”. Sign in.



2. After signing in, it will take you to your opportunities page. Select the opportunity you're doing.



3. Click the red button titled “check in”.



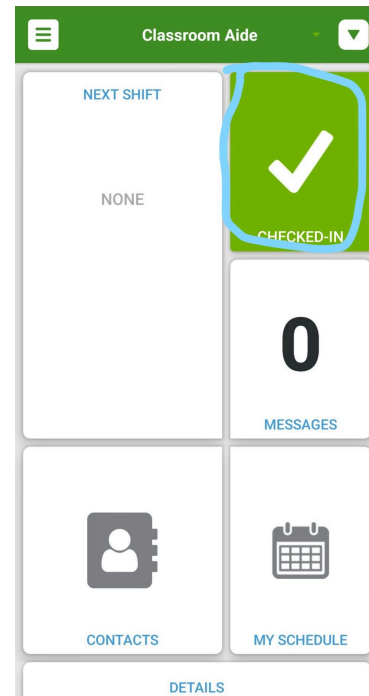
4. Click on the red “X” next to the shift you're clocking in for.

5. Select “Yes” when it pops up asking to confirm

You're all set!

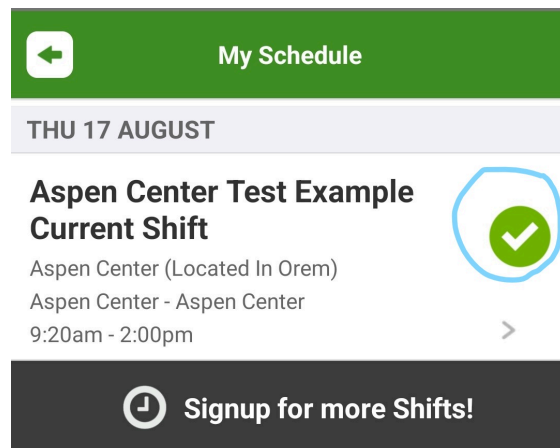
Clocking Out:

1. Follow steps 1 and 2 for clocking in.
2. Click the green button titled “clock out”



3. Click on the green “✓” next to the shift you’re clocking out of.
4. Select “Yes” when it pops up asking to confirm.

You’re all done!



For more help on using Bloomerang, such as how to sign up for shifts, or other opportunities, please refer to the video found through this QR code.





Extended Day General School Calendar 2026-2027

166 Teaching Days (Monday-Friday), 1020 Classroom Hours
* Potential snow make-up days

August 2026

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Key:

Classroom Days	
Teacher Prep Days	
Holidays & Breaks	
Teacher Professional Development Days	
Parent-Teacher Conf.	
Teacher Home Visits	
TSG Checkpoints	
Classes Begin/End	
Major Cleaning Day	

Summary of Days in which Children are not in School

Home Visits	Aug 13-14, Feb. 5, 12
Labor Day	Sept. 7
Teacher PDD	Oct. 9, Nov. 13, Jan 15, Mar. 26
Fall Break	Oct. 15-16
Parent Teacher Conferences	Nov. 6, May 14
Thanksgiving Break	Nov. 25-27
Major Cleaning Day	Dec. 18
Winter Break	Dec. 21 - Jan. 1
Teacher Prep Day	Jan. 4
Martin L. King Day	Jan. 18
Presidents' Day	Feb. 15
Snow Make Up Day	Mar. 15
Spring Break	Apr. 5-9



Part Day General School Calendar 2026-2027

128 Teaching Days (Monday-Thursday)

* Potential snow make-up days

August 2026

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Key:

Classroom Days



Teacher Prep Days



Holidays & Breaks



Teacher Professional Development Days



Parent-Teacher Conf.



Teacher Home Visits



TSG Checkpoints



Classes Begin/End



Major Cleaning Day



Summary of Days in which Children are not in School

Home Visits	Aug. 13-14, Feb. 5, 12
Labor Day	Sept. 7
Fall Break	Oct. 15-16
Teacher Prep Day	Oct. 19, Jan. 4
Teacher PDD	Oct. 9, Nov. 13, Jan. 15, Mar. 26
Parent Conferences	Oct. 30, Nov. 6, Apr. 23, 30
Thanksgiving Break	Nov. 25-27
Major Cleaning Day	Dec. 18
Winter Break	Dec. 21 - Jan. 1
Martin L. King Day	Jan. 18
Presidents' Day	Feb. 15
Snow Make Up Day	Mar. 15
Spring Break	Apr. 5-9



POSITIVE GUIDANCE TECHNIQUES IN THE EARLY LEARNING ESSENTIALS CLASSROOM

Conscious Discipline®

Early Learning Essentials uses Conscious Discipline®, written by Dr. Becky Bailey, as the framework for classroom and behavior management. Conscious Discipline® is based on current brain research and sound knowledge of child development. It focuses on helping children feel emotionally safe and connected with others. When this is accomplished, children are better able to learn, remember what they have learned and are more willing to cooperate. Ultimately, they are prepared with skills they need to be successful learners in Kindergarten and life in general. We do this by striving to build a healthy school family within our classrooms.

Conscious Discipline views all conflicts and problems as opportunities to learn and teach. Each child in our Early Learning Essentials school family has the opportunity to learn the skills needed to successfully manage life challenges as they occur throughout the daily routine with the guidance provided by our trained teaching staff. Conscious Discipline® empowers our staff with the Seven Powers for self-control. These are:

- The *Power of Perception*: No one can make you angry without your permission
- The *Power of Attention*: What you focus on you get more of
- The *Power of Free Will*: the only person you can change is yourself
- The *Power of Unity*: Focus on connecting instead of trying to be special
- The *Power of Love*: See the best in one another
- The *Power of Acceptance*: The moment is what it is
- The *Power of Intention*: Conflict is an opportunity to teach

These powers change how adults respond to conflict and help them to be more effective at helping children begin to learn to self regulate their emotions.

What makes Conscious Discipline® different than all other behavior management programs is that it starts with the adult. In order to be effective in helping children change or improve their behavior it is important for the adult to be conscious of their own behavior and the intention behind their behavior—thus, be the adult that they want the children to become. For children who exhibit chronic behavior challenges, Early Learning Essentials utilizes Conscious

Discipline® as the blueprint for the intervention process that also includes parent and teacher input.

Feel free to ask your child's teacher how they implement Conscious Discipline® in their classroom. More information for parents, including informative videos can be found on consciousdiscipline.com.

Child Guidance

Early Learning Essentials employees support the development of self-esteem by expressing respect, acceptance and comfort for children, regardless of the child's behavior. Developmentally appropriate guidance demonstrates respect for children. It helps children develop self-control and find solutions to classroom conflicts/crises.

Discipline of children can be a personal issue, but while at Early Learning Essentials, we require that all employees and volunteers follow these guidelines:

ELE employee behaviors that are NEVER acceptable toward children include, but are not limited to:

- Screaming in anger
- Neglect or isolation
- Inflicting physical or emotional pain
- Criticism of a child's person or family by ridiculing, blaming, teasing, insulting, name calling, threatening, or the use of frightening or humiliating punishment
- Withholding of food or liquids
- Discussing a child's behavior in the presence of other children or with a parent of another child

Children learn self-control when ELE employees and volunteers treat them with dignity and use child guidance techniques such as:

- Setting clear, consistent, fair limits for classroom behavior (indoors and outdoors)
- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior or activity
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children solve their own problems
- Patiently reminding children of rules and their rationale as needed
- Modeling desired behavior
- Focusing on appropriate behaviors

If an ELE employee consistently demonstrates the strategies mentioned in this section, but still must deal with frequent disruptions or an occasional severe behavioral problem, the following five step method may be used.

- ★ Tell the child the behavior that /S expected
- ★ Assist the child in getting to the classroom “safe place” to help the child gain self-control.
- ★ The adult will assist the child in gaining self-control by utilizing Conscious Discipline® techniques.
- ★ Once the child has calmed down, the adult will acknowledge the child’s feelings and help the child problem solve what he/she could do differently.
- ★ Once the child is ready to rejoin the group, the teacher will assist the child to be successful in doing so.

When a severe behavior problem occurs, a Behavior Plan and/or an Intervention plan will be put into action involving parents, your child’s teacher and the Disabilities & Mental Health Coordinator.

Be a S.T.A.R.

Smile. Take a deep breath. And. Relax

