

WMS Volunteer Training

Welcome to volunteering at Woodinville Montessori School and thank you for joining the WMS community! There are many ways to make a difference at the school, and volunteers play a vital role. We welcome parents, guardians, grandparents and relatives, alumni, and friends to get involved – whether it's every week, once a month, or once a year.

Thank you for volunteering to support our students!



Agenda

Volunteer Benefits & Opportunities

Recording Hours

Expectations & Best Practices

Child Protection Plan

Training & Background Checks

Upon completion of this training, please make sure you follow the next steps. Items you can expect to complete are:

- Volunteer Verification and Confidentiality Agreement
- Background Check via WATCH
- Immunization Requirements (if required)

Benefits of Volunteering



Meet people and have fun!

Contribute your unique talents – whether it is sharing your professional expertise with students or a personal hobby like teaching a special instrument, all talents and ideas are welcome.

Learn new skills – being a volunteer is a great way to step out of your comfort zone and learn something new such as event planning.

Volunteering is a great way to **be a role model to your child** and show that you are committed to support their school and classroom(s).

Volunteering in the classroom is a great opportunity for parents to **gain insight into the teaching-learning experience** and gain some valuable takeaways.

20-hour family commitment – we encourage every family to be an active community member and aim to fulfill a minimum of 20 hours of volunteering per year. This amount can be split up between family members and even include grandparents or relatives.

Opportunities



There are a variety of ways that you can get involved, including:

- Helping in the classrooms, library, or front desk and reading with children
- Chaperoning field trips
- Community Service projects
- Parent Ambassadors and Room Parents
- Fundraising and Family Alliance events
- Set-up and take-down for events and projects
- Participating on event planning committees or task forces

Opportunities to signup are mainly communicated via WMS email communications (Sunday Week Ahead emails, Monthly Grapevine Newsletters, and Room Parent or Teacher communications)

Family Alliance



The WMS **Family Alliance (FA)** works to enhance the growth and development of the WMS community. Every parent is a member of the FA and is encouraged to actively participate in their initiatives. The following efforts fall under the Family Alliance umbrella:

Festival and Event Planning – parents work together to plan social events and cultural celebrations including the Fall Festival, Winter Festival, Lunar New Year, Lantern Festival, Teacher and Staff Appreciation Luncheons, End-of-Year Picnic, Spring Gala and Auction and more.

Room Parents – each class has a designated room parent who serves as a liaison between class teacher(s) and parents to communicate needs both in and outside of the classroom.

Admissions Ambassadors and Mentor families help support the work of the Admissions office by volunteering at tours and open houses, calling prospective families to follow up and welcome new families to the school.

Annual Giving Representatives – these volunteers educate families about the importance of annual giving and help cultivate the culture of philanthropy through their outreach.

Community Workshop Series – Part of our work at WMS is to provide community education opportunities. We welcome parent involvement as a speaker or participant in the workshops. In addition to professional speakers, parents can also volunteer to share their own professional or personal expertise with our community. Past workshops led by parents included how to encourage healthy eating habits in children, how the brain develops in children, gender diversity and sexuality workshops, and positive discipline.

Fundraising

Another great way to help is through the school's fundraising efforts. WMS has two main opportunities where support and contributions are vital for program enrichment and operations.

Annual Giving Campaign – a fall campaign to provide support for the school's general operations and a yearly effort to show broad community support for WMS. Families, alumni, faculty, staff and Trustees are all asked to participate with a donation in any amount meaningful to them. Annual Giving Representatives help with outreach about the importance of Annual Giving. If you love the school and feel passionately about giving back, this role might be for you!

Spring Auction and Gala – the school's annual community building and auction fundraiser event to raise support for more direct needs for WMS such as classroom wish lists and Raise the Paddle for a priority need. Many dedicated parent volunteers put in hours and hours of work each year to make this evening possible for our community. Some duties are ongoing for months at a time, while others require just an hour or two of your time, including procurement, class art project leaders, décor, communications and marketing, and day-of event volunteers.



Recording Volunteer Hours

- **Please remember to log your hours!** It's important as it helps us track the types of jobs people are doing as well as the cumulative number of hours contributed each year.
- Volunteer experience is often great to add to your resume or perhaps if you work for an employer such as Microsoft or Boeing, they will provide monetary donations based on the number of hours you volunteer.
- Positive Indicator of a healthy school – lots of volunteers means we are a healthy school! This matters during the school's accreditation renewal and when we apply for grants.
- We also love to recognize our parent volunteers in our newsletters or during annual appreciation events and logging your hours helps us keep track of your service.



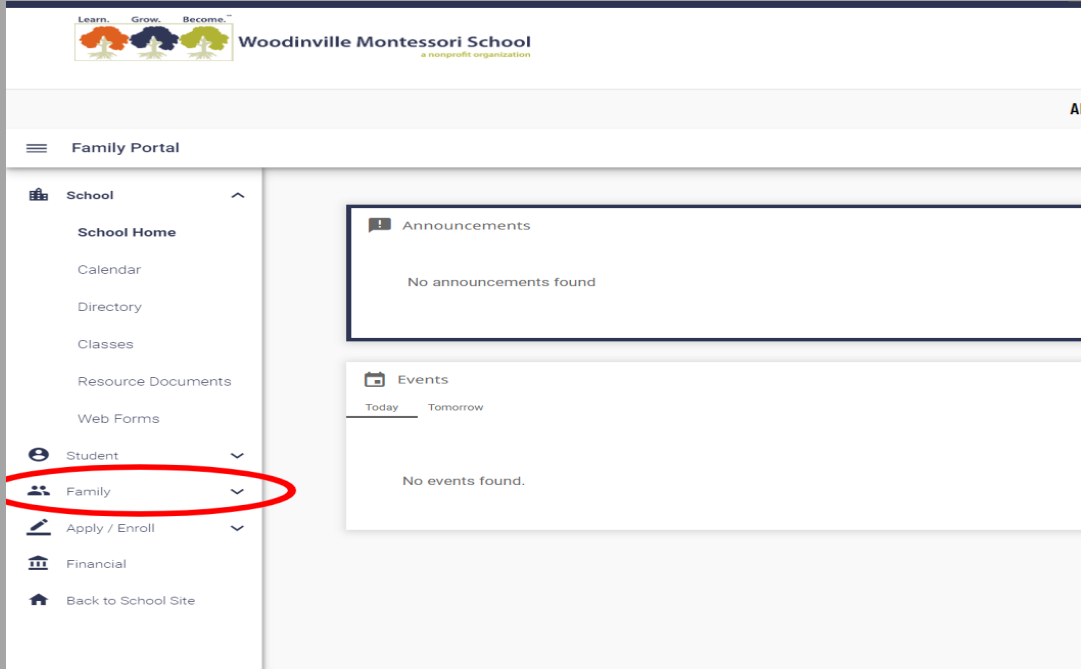
Where do I log my hours?

To submit your volunteer hours, simply follow the steps below:

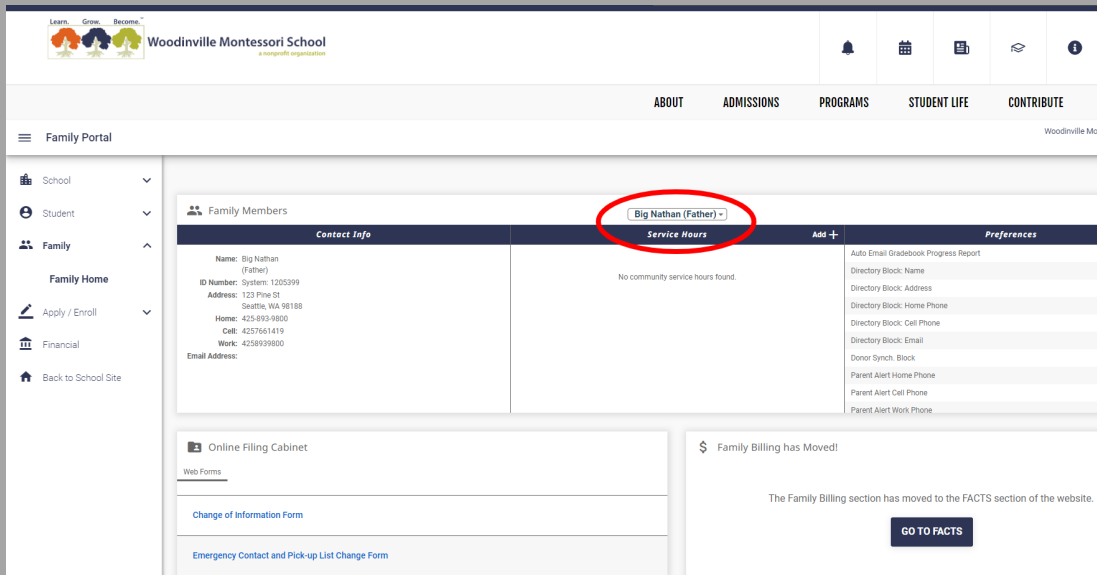
1. Sign into **Family Portal**.
2. In your account, find Family on the left sidebar, expand the arrow and click on Family Home.
3. On the Family Home screen, the service hours module will be the center top panel on your screen.
4. You may see a dropdown above the module to select your name or your partner's name, if you wish to specifically credit the service hours.
5. Click "Add+" on the upper right of the module.
6. Choose a description of your service from the dropdown. (If you are unsure, choose "Other.")
7. Add a brief note to add detail (if desired).
8. "Verified by" can be the person in charge of the task (teacher/staff) or leave it blank.
9. Save the entry.

These instructions can also be found on the WMS website under "Volunteer" for future reference.

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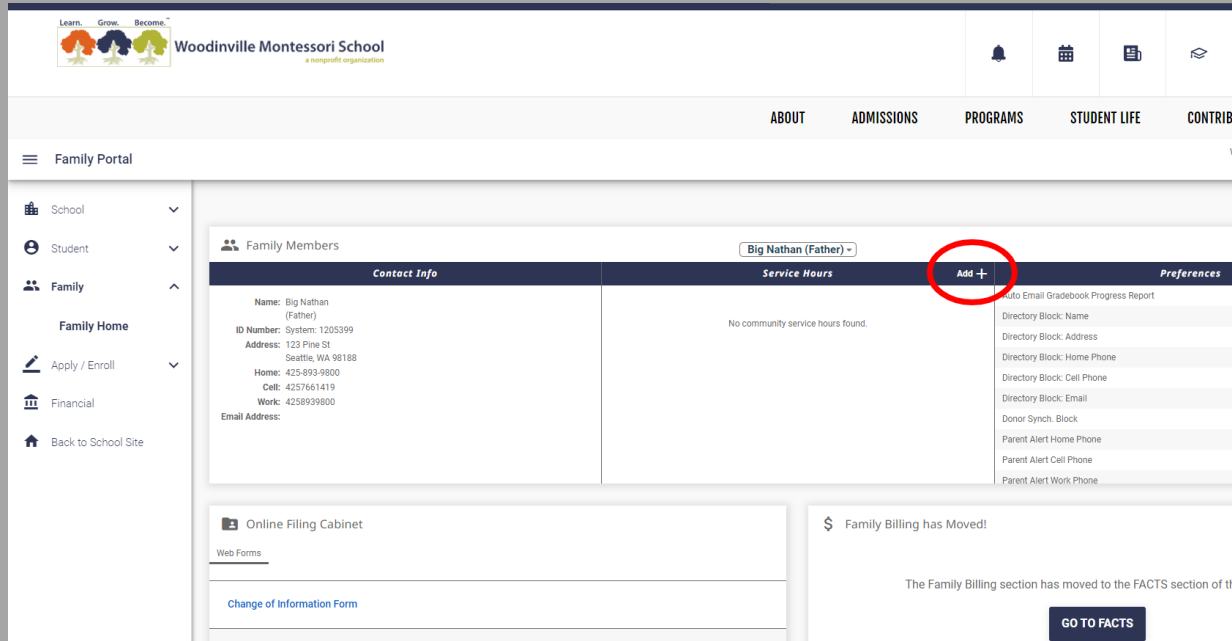


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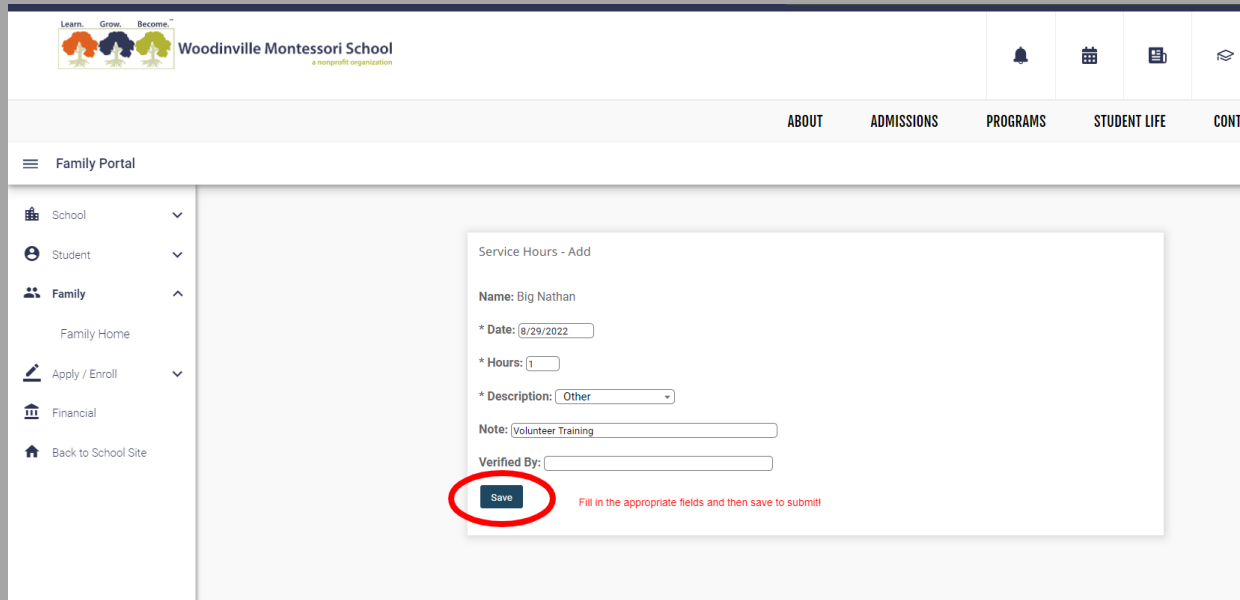


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5. Click "Add+" on the upper right of the module.



6. Choose a description of your service from the dropdown. (If you are unsure, choose "Other.")

7. Add a brief note to add detail (if desired).

8. "Verified by" can be the person in charge of the task (teacher/staff) or leave it blank.

9. Save the entry.



1 Hour Complete!

This Volunteer Training equals one hour of volunteer time.

Following your completion of the presentation and paperwork, practice logging your hour!

Volunteering On Campus



If volunteering during school hours on-campus (8:00 to 4:30 pm):

1. **Please remember to sign in and sign out at the front desk in Building 1/Blue.** This is important so that staff and faculty know who you are and in the case of an emergency evacuation, we know who is in the building and needs to be accounted for.
2. **Wear a name badge or volunteer/visitor** for everyone to easily identify your role.

If You Cannot Volunteer or Will Be Late



- Some of the positions volunteers fill are vital to the smooth operation of the classroom. It is appreciated if you are prompt and consistent. If you are unable to fulfill the obligation of a scheduled assignment, please:
 - Call the Room Parent, Teacher or Front Desk Receptionist as soon as possible so that a replacement can be found, or inform the school if you are running late.
 - Plan ahead if you have a long-term commitment and you plan to be away for a week, or longer, please contact the room parent or teacher so that a replacement can be found.



Best Practices Inside the Classroom

It is important to know the following best practices before you volunteer inside the classroom:

Allow Teachers to handle Behavioral Management – do not feel obligated to intervene when a child needs some behavioral support. If you are in a situation where you need talk to a child about their behavior, it is best to do so out of the reach of the hearing of others when possible, to respect the dignity of the child.

If something occurs that raises questions or concerns for you, report it to the Teacher. Remember that teachers are highly trained and have a great deal of knowledge about their students. Behavioral expectations for the children vary by age and by class level. Teachers are not there to parent the children but to work with them as trained professionals. It is okay to ask questions and to offer suggestions but do be careful about drawing conclusions and making judgements based on your experience as a parent.

Maintain Peaceful Environment – Always avoid loud conversation, shouting or speaking to children or others across the room, whisper and limit conversations. Leave your phone alone or place on silent. Talk to a child at eye level. Notice and emulate Teacher demeanor, they always speak in quiet voices and never interrupt working children.



Best Practices Inside the Classroom

Respect Personal space – do not be excessively and intrusively physical with a child: hugging, patting on head, moving a child around by grabbing shoulders, arm or body part. Always ask for permission to touch.

Use of a Child's Name and Pronouns – at WMS, we avoid calling children by anything other than their given names. Do not make up names or nicknames for children unless you have asked their permission, or they have asked to be called by another name other than their given name. WMS staff and faculty also use collective pronouns when addressing the class or groups such as “children,” “friends,” “helpers,” “first years,” “Pine class friends.”

Avoid playing favorites by singling out your child and their friends for special attention while ignoring others.

If “caught” by your little one:

Children’s behavior often changes radically when their own parent enters the classroom. Please do not think that what happens while you are present is “normal” for your child.

Following are some ways to handle situations which might arise:

- Remind your child and anyone else who wants to socialize with you that you are there to help the teacher and the class, and that they should continue with their work as usual. (Ex: “It’s great to see you – please continue with your work.”)
- Communicate to your child(ren) ahead of time that you will be volunteering and may see them at school, then make a plan for what to do when that happens. (Ex: “I will give you a quick hug and then you should please continue with your work.”)



CONFIDENTIAL

Student Confidentiality

Student privacy is protected by federal law. Volunteers are not to discuss a child's progress, behavior in school or ability with that child's parents or anyone else. This holds true whether you are on school property or elsewhere.

The head teacher and other designated school officials hold primary responsibility for informing parents about their child's behavior, progress and activity in school.

All volunteers shall pass on any comments or information given by a parent about their child to that child's teacher.

Keep school related conversations confidential in front of your own children or with your friends.

Breaking confidentiality is a serious lapse of judgment and is considered grounds for withdrawing the opportunity for you to work as a classroom volunteer.



Child Protection Plan

This section of the training is important for parents and volunteers and was woven into our volunteer trainings many years ago to provide protection for all.

The goal is to:

- Protect your Child.
- Protect your Self.
- Protect our Community.

WMS Staff and Faculty = Mandatory Reporters

Faculty and staff have frequent contact with children and families and are required by law to report suspected cases of abuse and neglect to CPS.

Volunteers = Mandatory Observers

Volunteers with any concerns of abuse or neglect should be reported to a WMS staff or faculty member to investigate further and take to CPS.



Types of Abuse

Physical

Sexual (abuse & exploitation)

Abandonment

Negligence



[Child Abuse Video](#) – Please view this three-minute video providing a brief explanation on the different types and signs of child abuse. Note: stop video at 3:06 mark.



Signs of Abuse

The following signs may signal the presence of child abuse or neglect:

THE CHILD:

- Shows sudden changes in behavior or school performance.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, or does not want to go home.

THE PARENT:

- Shows little concern for the child.
- Denies the existence of—or blames the child for—the child's problems in school or at home.
- Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

THE PARENT & CHILD:

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

Signs of Abuse

Physical Abuse

THE CHILD:

Has unexplained burns, bites, bruises, broken bones, or black eyes.

Offers conflicting explanations as to how the injury occurred.

Has fading bruises or other marks noticeable after an absence from school.

Is frightened of the parents and protests or cries when it is time to go home.

Shrinks at the approach of adults.

Reports injury by a parent or another adult caregiver.

THE PARENT OR OTHER ADULT CAREGIVER:

Offers conflicting, unconvincing, or no explanation for the child's injury.

Describes the child as "evil," or in some other very negative way.

Uses harsh physical discipline with the child.

Has a history of abuse as a child.

Neglect

THE CHILD:

Is frequently absent from school.

Begs or steals food or money.

Lacks needed medical or dental care, immunizations, or glasses.

Is consistently dirty and has severe body odor. Lacks sufficient clothing for the weather.

Abuses alcohol or other drugs.

States that there is no one at home to provide care.

THE PARENT OR OTHER ADULT CAREGIVER:

Appears to be indifferent to the child.

Seems apathetic or depressed.

Behaves irrationally or in a bizarre manner.

Is abusing alcohol or other drugs.

Signs of Abuse

Sexual Abuse

THE CHILD:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Frequent urinary or yeast infections (in girls).
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.

THE PARENT OR OTHER ADULT CAREGIVER:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Is secretive and isolated.
- Is jealous or controlling with family members.

Emotional Abuse

THE CHILD:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is inappropriately acting like an adult (ex: parenting other children) or inappropriately infantile (ex: frequently rocking or head-banging).
- Is delayed in physical or emotional development.
- Reports a lack of attachment to the parent.

THE PARENT OR OTHER ADULT CAREGIVER:

- Constantly blames, belittles, or berates the child.
- Is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Overtly rejects the child.

Disclosure

Following are the instances where you should disclose a concerning situation to the school:

A child

- Tells you something
- Shares a concern about another student

Another adult

- Shares a concern about a child

You observe

- Behavior out of character
- A suspicious injury
- A concerning interaction between an adult and child



Potential Child Abuse & Neglect:

The following are considered potential child abuse and neglect situations:

Domestic violence

- If the child is not harmed, then exposure to domestic violence is not considered abuse.
- If the child is harmed or in clear and present danger of being harmed, then it is abuse.

Corporal punishment

- Physical discipline is not considered abuse when it is reasonable and moderate and inflicted for purposes of restraining or correcting the child.
- Age is a factor to consider in this case.
- Unreasonable actions such as throwing, kicking, or any act that is likely to cause bodily harm greater than transient pain or minor temporary marks is considered abuse.
- WMS does not partake in any type of corporal or physical discipline.

Unsupervised or “Latchkey” children

- WA state laws do not set a specific age for when a child can legally stay home alone.
- Age alone is not a very good indicator of a child’s maturity level.
- For example, some mature 10-year-old child may be ready for self-care while a 15-year-old child may not be ready, due to emotional problems or behavioral difficulties.

Failure to obtain medical care

- If a parent or caregiver fails to provide needed healthcare treatment for a condition that could result in illness, developmental delays or endangerment, they can be reported as suspected medical neglect.

Prenatal substance abuse

- If a newborn has been identified as substance exposed or affected, this may indicate child abuse/neglect and should be reported.

Each of these situations requires an adult’s best judgement to determine if the child is in clear and present danger of being harmed, resulting in abuse. For more information, please visit: [Washington State Department of Social & Health Services \(2018\). *Protecting the Abused & Neglected Child* \(DSHS 22-163\)](#)

Grooming Behaviors



Child predators often groom in three realms over a period of time to:

- Create opportunities to be alone with the child
- Overcome resistance of the child
- Desensitize the child, family and community

Warning signs:

- Always wants to be alone with children in areas where no one can monitor the interaction.
- Allows children to do things parents or others would not permit.
- Thinks the “rules” don’t apply to him or her.
- Discourages other adults from participating in activities involving children.
- Goes overboard in physical touching.
- Uses sexual language, sexual jokes and may “accidentally” expose the child to pornography.
- Gives gifts without permission and demands secrecy about those gifts.
- Minimizes any concerns raised about he or she is interacting with children
- Creates opportunities to be around children outside the context of his or her role as a teacher, coach, etc.





Grooming Behaviors

These are behaviors that you could see in a potential child predator:

- Accidental touches that are repeated
- Hugging, wrestling, tickling
- Uninvited touching, tousling of hair

Physical



- Fill an emotional need
- Special gifts, treats or privileges
- Uses “secrets” to test and leverage
- May use threats to control

Psychological



- False image as caring and responsible
- Steps in to be helpful
- Builds false trust

Community



Professional Conduct



WMS works hard to build and model safe behavior for our students and ourselves through continued education, operational practices and strict professional conduct policies.

Caring and supportive relationships is an essential part of all WMS staff and faculty. Judgement is critical to preserve the safety of students, character and perception of impropriety for staff, and reputation and effective functioning of WMS.

There are no privileged conversations between staff and students and the relationship must stay professional.

It is important to not desensitize students to potential risky behavior/situations.



Professional Conduct Boundaries



Physical Boundary Violations

- Hit, push or grab a student
- Use physical force to ensure cooperation
- Touch a student without permission
- Be in a consensual sexual relationship with a student or make an effort to initiate



Emotional Boundary Violations

- Take the role of surrogate parent
- Become overly friendly or familiar
- Show favoritism, share “secrets” or private personal information
- Shame or embarrass a student



Behavioral Boundary Violations

- Being alone with a child in “private” place
- Engage in private communication with students
- Transport in personal vehicle without proper notification/permission
- Disclose inappropriate personal information

If you have concerns, WMS recommends:

1. **Confront with kindness** – after observing a concerning interaction, check in with the suspected adult and ask if they need help as another adult that is nearby offering support. If not satisfied with the response, then notify staff or faculty.
2. **Document** the concerning situation the day it occurs. If a call is made to CPS, you will be asked to share your observations.
3. **Notify** a WMS staff or faculty member.

Helpful Resources for more information

- [Washington State Department of Social & Health Services \(2018\). *Protecting the Abused & Neglected Child* \(DSHS 22-163\)](#)
- [Child Abuse Video](#) – A helpful three-minute video providing explanation on the different types and signs of child abuse. Note: Stop video at 3:06 mark.



WMS would not be where we are without support of time and resources from families committed to our community.

The impact and future possibilities each of our families can bring is unlimited. One inspiring example is how the WMS High School was founded by a group of passionate parents who wished for the Montessori curriculum to go through high school. In short, these parents presented a business plan to the school and Board and helped with implementation after it was approved. WMHS is now proudly one of the only doubly accredited high schools in Washington State.

We encourage families to share their passion and ideas, and we are happy to explore the opportunity!





Required Next Steps:

Upon completion of this training, please make sure you follow the next steps. Items you can expect to complete are:

1. Sign Volunteer Agreement & Student Confidentiality
2. Background Check Authorization via WATCH
3. Submit Proof of MMR Immunization (if applicable, see slide 34).

Contact Lauren Ng, Director of Development, at LNG@woodinvillemontessori.org or 425-420-9725 with questions about these requirements.

Proof of MMR Immunization



As of 2019, WA state no longer allows personal and philosophical exemptions to the MMR vaccine requirement. The law also requires employees and volunteers at childcare centers to provide proof of MMR immunity. Because WMS is licensed in childcare, this means that:

Volunteers who wish to work on an ongoing, regular basis with students in early childhood classrooms need to provide one of the following:

- Immunization record indicating you have received at least one dose of MMR vaccine.
- Lab evidence of immunity to measles (aka. Blood test or titer).
- Documentation from a health care provider that you have had measles sufficient to provide immunity against measles.
- Written certification signed by a health care practitioner, licensed in WA state, that the MMR vaccine is, in the practitioner's judgement, not advisable for you.

Washington MyIR is a website that may help you find your immunization records if you have been a long-time WA resident: <https://myirmobile.com/>

This is not a requirement for occasional volunteers who may include, but are not limited to, volunteering as needed, a special guest presenter, or parent/guardian/family member helping with a cultural celebration.

If you volunteer as an overnight field trip chaperone, MMR immunization may be required, depending on the field trip duration.

Please contact a [Laureen Ng](#) to verify if the requirement applies to your case.

Field Trip Drivers



If your volunteer work includes driving students on a field trip, you will be required to submit your driving record and copy of your Drivers License.

Please contact Lauren Ng to complete a Driving Record Release of Interest form at LNG@woodinvillemontessori.org or 425-420-9725.



Future Trainings & Background Checks



One time Volunteer Training is all you need unless a refresher training is desired or requested by WMS.



Background Checks need to be renewed every 3 years and an administrator will contact you at the time of renewal.



Next Steps:

Upon completion of this training, please make sure you follow the next steps. Items to complete are:

1. [Volunteer Training Verification and Confidentiality Agreement](#) and submit proof of MMR Immunization (if applicable)
2. [Background Check Authorization via WATCH](#) and submit to volunteer@woodinvillemontessori.org

Contact Lauren Ng, Director of Development, at LNG@woodinvillemontessori.org or 425-420-9725 with questions about the requirements or training.

Happy Volunteering!

See and sign-up for [All-School Volunteer Opportunities here.](#)