



Volunteer Training Handbook



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Dear Volunteer,

First, thank you for your interest and support of The Arc of the Capital Area. We look forward to working with and getting to know you. We appreciate the time, talent and care you are willing to share as a volunteer. Whether working with our clients in our Art Education Program studio, or helping our staff with vital administrative tasks, your time is greatly valued and we cannot thank you enough. We simply could not provide the services we do every day without your help.

The Arc of the Capital Area is an organization that serves children and adults with intellectual and developmental disabilities (I/DD). A developmental disability is any severe or chronic disability that limits a person's participation in three or more of the following life activities: self-care; learning; capacity for independent living; self-direction; language; mobility; and economic self-sufficiency. Our clients and their families face tremendous challenges physically, socially, and financially on a day-to-day basis. Instead of seeing themselves as defined by their disabilities, clients and their families at The Arc of the Capital Area are given the tools to see themselves through their tremendous abilities and strengths.

We see the vulnerabilities of our clients and their families every day. Our goal is to provide much-needed services to the thousands of people who seek our assistance. We take pride in having been an integral part of the Central Texas community for more than 65 years and with your help as a volunteer, we look forward to continued success. Together, we can make a difference.

Again, thank you for your interest in and support of The Arc of the Capital Area.

Sincerely,

Chance Garner
Manager of Human Resources & Operations
The Arc of the Capital Area



Our Mission and Vision

Mission

We empower Central Texans with intellectual and developmental disabilities and their families through compassionate case management and innovative programs.

Vision

The Arc of the Capital Area will be the community's trusted and comprehensive resource for people with intellectual and developmental disabilities. We connect individuals and families to education, work, recreation, and lifelong services so they achieve lives of joy and dignity.

A Brief History

The Arc was founded in 1949 by parents whose children with intellectual and developmental disabilities (I/DD) were excluded from public schools and other resources readily available to children without disabilities. The Arc was formed to advocate for the welfare of children with I/DD and support their families.

In the past 66 years, the programs and services of The Arc have evolved to address the ever-changing and expanding array of issues affecting all persons with I/DD and their families. Today we provide support services, case management and educational assistance to approximately 2,000 clients of all ages and their family members annually.

Our target populations are children and adults with I/DD and their caregivers/parents in the greater Austin/Central Texas region. Clients are typically financially disadvantaged and unemployed.

We are an affiliate of The Arc of Texas and The Arc (of the United States), the oldest volunteer-driven association in the country.



Rights and Responsibilities

Rights of People with Developmental Disabilities:

- Same rights as all other people
- Right to be seen as a person first, not someone with a disability
- Right to assistance and proper services
- Right to privacy, dignity, respect, confidentiality, etc.
- Right to have friends, be part of a community, get married, have kids, date, etc.
- Right to an education
- Right to be free from abuse and neglect

Responsibilities as a Volunteer

- To model appropriate social interaction
- To set and maintain limits and boundaries
- To communicate any issues to staff
- To report abuse/neglect
- To be prompt and attend all scheduled volunteer dates or give appropriate warning of a cancellation
- To respect the client's decisions
- To let staff know when he/she needs help with the volunteer relationship

Responsibilities of The Arc of the Capital Area Clients to Volunteers

- To understand and respect boundaries with your help
- To treat you with respect
- To follow through with commitments

Responsibilities of The Arc of the Capital Area staff to Volunteers

- To properly orient and train volunteers
- To support the relationship by providing information and guidance
- To provide recognition of your volunteerism

Responsibilities to Yourself

- Setting limits for yourself - don't overextend
- Setting limits with clients and helping them understand why they are there
- To seek support from The Arc of the Capital Area staff as needed
- To consider your own health and safety



Volunteer Code of Conduct

Confidentiality

Volunteers are expected to conduct themselves in a professional manner that is consistent with The Arc's Code of Ethics. They are expected to comply with the privacy and confidentiality policies of the agency.

Volunteers may be required, as part of a class, to write papers or keep journals documenting their volunteer experience. It is understood that volunteers may not use some information about persons served. This includes:

- **First and last names**
- **Addresses or phone numbers**
- **Personal information contained in the files or shared during the art process**

Volunteers who are unclear about which types of information are considered confidential are encouraged to speak with the staff.

Non-Discrimination Policy

The policies of The Arc of the Capital Area regarding recruitment, selection, training, dismissal, and all other volunteer-related decisions will be conducted without regard to race, color, religion, sex, sexual orientation, national origin, age, mental or physical disability, special disabled veteran status, or any other classification protected by applicable state or federal employment discrimination laws. We encourage persons with disabilities to volunteer and will make every effort to reasonably accommodate the physical or mental limitations of volunteers with disabilities.

Smoking Policy

- The Arc of the Capital Area is a tobacco-free workplace.
- Volunteers will comply with the non-smoking policy of the facility in which the program is being conducted, inside and outside of the building.

Drug-Free Workplace Policy

- In accordance with the Drug-Free Workplace Act, The Arc of the Capital Area does not permit the use, sale, manufacture or distribution of any controlled substance on Arc premises. This includes alcohol.
- A volunteer who appears under the influence of any legal or illegal drug, including alcohol, will be asked to leave and will not be allowed to volunteer in the future.

Volunteer Health and Safety Standards

- Volunteers who have a communicable illness are not permitted to volunteer until cleared by a doctor or symptoms are no longer present.



- Volunteers exhibiting symptoms such as fever, diarrhea, vomiting, or coughing/sneezing excessively are not allowed to volunteer and will be asked to leave. This does not include volunteers exhibiting symptoms due to allergies.
- Volunteers must exercise universal precautions when dealing with all forms of body fluids from any source.
- Volunteers must exercise proper hand washing techniques, personal, and oral hygiene.
- In order to keep everyone healthy and safe, any volunteer who violates these policies will be sent home for the day.

Language

Volunteers should refrain from using offensive and/or inappropriate language including, but not limited to, profanity, racial slurs, and disability “slang.”

Weapons

Weapons including, but not limited to, guns (firearms) and knives are not allowed on The Arc of the Capital Area premises.

Reporting Neglect or Abuse

If a client discloses abuse, it is imperative that you report this to The Arc staff as soon as possible.

Dress Code

Casual dress is allowed for volunteers at The Arc. This includes slacks, jeans, tee shirts, and long walking shorts. Volunteers who work in the art studio are encouraged to wear clothing that they won't mind being damaged by art supplies. Clothing with logos or visuals depicting alcohol, drugs, tobacco products, or violence is not allowed. **In addition, spaghetti straps, low-cut blouses, leggings and short skirts/shorts are not allowed. Revealing clothing is a distraction in the classroom to our clients. Volunteers may be asked to leave if clothing is deemed too revealing.**

Scheduling Volunteer Dates

Before starting to volunteer at The Arc, all volunteers must complete a volunteer application and be approved by the Volunteer Coordinator. Once approved, volunteers will schedule the first day with the Volunteer Coordinator. All subsequent dates can be scheduled with the Volunteer Coordinator by e-mail or phone. In addition to scheduling volunteer dates on the calendar, volunteers are asked to sign in at the logbook located near the front desk.

Cancelling Volunteer Dates

We ask that volunteers give at least 48 hours' notice of the cancellation. If a volunteer needs to cancel at the last minute, please call The Arc at (512) 476-7044 ext. 201.

In the event of severe weather, The Arc of the Capital Area volunteers will not be expected to report to their shift, and the office will be closed when Austin ISD is closed due to severe weather. Likewise, if AISD should open at a delayed time or close early, we will do the same.

What are Intellectual and Developmental Disabilities?

Developmental disabilities (DD) are significant, chronic disabilities – mental and/or physical – occurring before the age of 22. Examples include: intellectual disability, deafness, cerebral palsy, ADHD, blindness, autism, epilepsy, mental illness, and various birth defects.

Things to remember about developmental disabilities:

1. Manifests before age 22
2. Likely to continue indefinitely
3. Results in substantial functional limitations in three or more areas of life:
 - Self-care
 - Receptive or expressive language
 - Learning
 - Mobility
 - Self-direction
 - Capacity for independent living
 - Economic
 - Self-sufficiency

What causes a developmental disability?

Developmental disabilities begin anytime during the developmental period and usually last throughout a person's lifetime. Most developmental disabilities begin before a baby is born, but some can happen after birth because of injury, infection, or other factors.

Most developmental disabilities are thought to be caused by a complex mix of factors. These factors include genetics; parental health and behaviors (such as smoking and drinking) during pregnancy; complications during birth; infections the mother might have during pregnancy or the baby might have very early in life; and exposure of the mother or child to high levels of environmental toxins, such as lead. For some developmental disabilities, such as fetal alcohol syndrome, which is caused by drinking alcohol during pregnancy, we know the cause. But for most, we don't.

Following are some examples of what we know about specific developmental disabilities:

- At least 25% of hearing loss among babies is due to maternal infections during pregnancy, such as cytomegalovirus (CMV) infection; complications after birth; and head trauma.
- Some of the most common known causes of intellectual disability include fetal alcohol syndrome; genetic and chromosomal conditions, such as Down syndrome and fragile X syndrome; and certain infections during pregnancy.
- Children who have a sibling are at a higher risk of also having an autism spectrum disorder.
- Low birthweight, premature birth, multiple birth, and infections during pregnancy are associated with an increased risk for many developmental disabilities.
- Untreated newborn jaundice (high levels of bilirubin in the blood during the first few days after birth) can cause a type of brain damage known as kernicterus. Children with kernicterus are more likely to have cerebral palsy, hearing and vision problems, and problems with their teeth. Early detection and treatment of newborn jaundice can prevent kernicterus.



Cited: <https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>

Types of Intellectual and Developmental Disabilities

The following is a list of intellectual and developmental disabilities, information about these disabilities, and some general strategies for working with clients who have these disabilities. This is by no means an exhaustive list.

Intellectual Disability

- Intellectual disability (formerly mental retardation) is a diagnostic classification denoting significantly low intellectual functioning or other brain functioning problems.
- In Texas, intellectual disability is legally defined as a condition that appears before age 18 in which intelligence is significantly below average, and personal care and social behaviors do not meet what is expected for the person's age and culture.
- Intellectual disability is defined by sub-average intellectual ability. General intelligence quotient (IQ) scores for intellectually disabled individuals are, by definition, seventy or below. Learning, language processing, problem-solving, judgement, analytical skills, and logic can be impaired because of these intellectual deficits.
- Emotional Functioning: Intellectual disability often affects people emotionally as well as intellectually. Many people with intellectual disabilities function on an emotional and social level that is below what is appropriate for their age.

Strategies for working with individuals with intellectual disabilities:

- Avoid assuming their potential is limited
- Take advantage of their abilities
- Tailor the activity to their needs
- Ask for their input about how they feel they work best, and help them to be as in control of their learning as possible. Do not overwhelm a student with multiple or complex instructions.

Down syndrome

- Down syndrome is the most common and readily identifiable chromosomal condition associated with intellectual disability. It is caused by a chromosomal abnormality resulting in 47 instead of 46 chromosomes. This extra chromosome changes the orderly development of the body and brain.
- Individuals with Down syndrome are usually smaller than their peers without disabilities, and their physical as well as intellectual development is slower.
- Besides having a distinct physical appearance, children with Down syndrome frequently have specific health-related problems. A lowered resistance to infection makes these individuals more prone to respiratory problems. Visual problems such as crossed eyes and far or nearsightedness are higher in those with Down syndrome, as are mild to moderate hearing loss and speech difficulty.



Strategies for working with adults with Down syndrome:

- Do not let them be observers; keep them active
- Know they may be more socially advanced than cognitively
- Play along with their interests

Cerebral Palsy

- The medical definition of cerebral palsy is a "non-progressive," but not unchanging, disorder of movement and/or posture. People with cerebral palsy have a normal life span.
- Development of the brain starts in early pregnancy and continues until about age three. Damage to the brain during this time may result in cerebral palsy.
- The effects of cerebral palsy vary widely from individual to individual. At its mildest, cerebral palsy may result in a slight awkwardness of movement or hand control. At its most severe, CP may result in virtually no muscle control, profoundly affecting movement and speech.
- It is important to remember that limbs affected by cerebral palsy are not paralyzed and can feel pain, heat, cold, and pressure.
- It is also important to remember that the degree of physical disability experienced by a person with cerebral palsy is not an indication of his/her level of intelligence.

Strategies for working with individuals with Cerebral Palsy:

- Do not persist too long to accomplish goals
- Avoid forcing or pulling on a participant's limbs to get it into different positions

Autism Spectrum Disorder (ASD)

- Autism spectrum disorders (ASD) are a group of developmental disabilities. Scientists do not know yet what causes them.
- ASD can impact a person's functioning at different levels, from very mildly to severely. There is usually nothing about a person's appearance with ASD that sets them apart from other people, but they may communicate, interact, behave, and learn in ways that are different from most people.
- The most recent version of the American Psychiatric Association's Diagnosis and Statistical Manual of Mental Disorders (DSM-5) groups the following disorders under ASD: autism, pervasive developmental disorder not otherwise specified (PDD-NOS), childhood disintegrative disorder, and Asperger's syndrome.

All people with ASD do not display the same characteristics. The following characteristics are among the most common:

- Inconsistent sensory responses
- May appear as if they are deaf (e.g. no reaction to very loud noises)
- Stimulus over selectivity (e.g., extremely sensitive to very soft noises)
- Apparent insensitivity to pain
- Impairment in socialization
- Lack of awareness of others



- Lack of cooperation
- Language/communication deficits
- Abnormal pitch, rate, rhythm, and/or intonation
- Lack of appropriate nonverbal communication (e.g., eye contact, gestures, pointing, postures)
- Abnormal responses to the environment
- Repetitive or self-stimulatory behaviors (e.g., rocking)
- Resistance to change
- Preoccupation with parts of objects, or an attachment to unusual objects
- Self-injurious behavior (e.g., head banging, biting)
- Aggression
- Tantrums

Strategies for working with individuals with ASD:

- Use short, simple language
- Take breaks when energy levels change, the client seems distracted, disoriented or irritable
- Give them space if they start to distance themselves

Prader-Willi Syndrome

- Prader-Willi syndrome (PWS) results from a rare abnormality on the 15th chromosome.
- PWS typically causes low muscle tone, short stature if not treated with growth hormone, and a chronic feeling of hunger that, coupled with a metabolism that utilizes drastically fewer calories than normal, can lead to excessive eating and life-threatening obesity. The food compulsion makes constant supervision necessary. Hyperphagia (extreme drive to consume food) lasts throughout the lifetime.
- Most people with PWS have some intellectual disability, and all are at risk of learning disabilities. Social and motor deficits also exist.

Strategies for working with adults with PWS:

- Utilize positive redirection
- Focus on positive behaviors and what excites them
- Maintain constant supervision

About the Education Program

This program is offered by The Arc of the Capital Area and includes a studio and gallery where artists create their artwork in many different mediums and professionally show and sell this artwork. Also offered is an Adult Education course to help foster independence. This program provides regularly scheduled art and digital media classes in a socially inclusive environment for youth and adults with I/DD ages 14 and older.

The Art Education Program is a place of warmth and creativity where artists have the freedom to work at their own pace, learn new skills, and come one step closer to reaching independence. The gallery professionally exhibits and markets artwork created at the studio, thus allowing the public to view the



outflow of creativity from the participating teams of artists as well as the opportunity to develop a customized employment program that promotes client-directed goals and self-determination.

The Adult Education Program is a place of acceptance and education for student who wish to further their independence or skills. They will work together and independently to strive to improve their lives in a joyful, robust way.

Goals of the Education Program

1. To create artwork, using the process as a means of expression.
2. To access innate skills and help build on these talents through instruction.
3. To build self-esteem, foster intrinsic motivation, and improve self-confidence and a sense of belonging.
4. To give clients a chance to tell their story visually and with verbal articulation.
5. To improve social skills with the goal of being able to interact in larger social communities.
6. To create a socially inclusive community and to increase access to non-segregated activities for youth and adults with I/DD.
7. To provide an opportunity for adults with disabilities to learn job skills such as social interaction, money management, health and wellness and other skills that individuals need in the community at large, with the ultimate goal of making a personal independence.

Volunteering at the Education Program

Your role as a volunteer is important. As a mentor, you can help us achieve the goals of the program and help each client meet their individual goals. We want to provide you with every opportunity to have a successful experience.

These are some general guidelines but there are no hard fast rules. Each person here is different and what is enabling for one might be helpful for another. Please ask instructors for suggestions with what we have found to work on a case-by-case basis.

Maximize Independence

There are many ways to provide support without encouraging dependence. Part of your role at The Arc of the Capital Area is to guide and assist clients. Finding the balance between helping a client while



also encouraging their independence can be difficult at first. The following are strategies for striking this balance:

- Help clients help themselves. Let each client do as much as they are able without assistance. Painting or drawing for the client is not helpful, and it is reinforcing the idea that they are not able to create art without physical assistance.
- Use questions to provide support with dignity.

Example: “How can I help support you?”

- This is collaboration, so don’t be afraid to demonstrate a technique or offer an idea but let the client take the lead on a project.

Example: “You have told me you want to do a painting of a bird. How big is this bird? What color? Is he alone or are there other birds? What is the bird doing? Where is the bird?”

- Ask questions and offer options. Offering many options can help all of us think of new ways of doing things. This strategy also helps empower clients to feel in control of decisions and allows them to be the orchestrator of their artwork.
- As we have discussed, every client is different and you may be required to take on different roles in the collaboration process. At certain times you might find it instrumental to do a template.

Example: You are working with a client who is unable to use his or her hands. You could “be the hands” and take instruction from the client at every turn.

It is important to remember: **when in doubt, consult a staff member.**

Model Positive Social Interaction

Part of your role as a volunteer is to help clients be the best artist and the most professional and highest functioning self when engaging with others.

- Demonstrate professionalism and good manners
- Act as a model for positive and appropriate social interactions
- Assist clients in set-up, clean-up and all other tasks

You Are a Volunteer, Not Best Friend

A boundary that is easily misinterpreted is the difference between a volunteer and a friend. We maintain a friendly atmosphere which can be confusing without boundaries. Some examples are:



- You have a conversation with a client about musical tastes and you own a CD the client wants. Bringing a burned CD for the client is crossing the boundary, even if the client asks you to. Gifts in general are not allowed.
- A client tells you about a place they frequent and suggests you go there so the two of you can hang out. Agreeing to do this, even if you don't plan on following through, is crossing a boundary.
- Contact with all clients outside of class is prohibited without prior approval of the Executive Director. This includes adding a client as a friend on Facebook or any other social media outlets, and taking and/or posting any pictures of clients to social media.
- If a client asks you to assist them with a personal need such as taking them to the restroom, do not assist and notify staff.
- These boundaries apply to all volunteers, no matter their length of service or how well they know the client.

Engage

Stay with your assignment for the whole day. This allows for all parties to get to know each other better, learn more, and develop relationships. Engaging with clients means communicating. Art is a means of expression. Use this time with the client to encourage communication. If you want to change your assignment or if you feel underutilized, please do not hesitate to talk to an instructor.

Redirect

It is often necessary to help clients get back on track when they are off track, distracted, or engaging in inappropriate behaviors. Redirection is a way for us to change the trajectory of behavior to one that is more productive or appropriate. **If you encounter a situation that you are unsure how to handle, check in with a staff member.**

Example: Client is talking off topic.

What to do: Ask the client if they think it would be a good idea to incorporate their train of thought into their artwork. This will direct their focus back to the task at hand.

Example: Client keeps getting distracted and is having trouble focusing on doing their artwork.

What to do: Take a more hands-on approach and increase your interaction. Breaking the task into smaller steps might also be helpful.

Example: Client says they are finished with their art project but it doesn't seem finished to you.

What to do: Check with an art instructor for a second opinion.

Set Boundaries: Problematic Behaviors and Ways to Handle Them

Behavior: Interruptions

You are working or speaking with another person, and a client comes up and interrupts the conversation with a request, a question, or a story.

Solution:



Kindly point out to them that you are in the middle of a conversation and that they need to wait until you're done before you can speak with them.

Behavior: The Drama Cycle

A client comes to you and starts telling you a personal problem. Perhaps it has to do with a boyfriend or a dead relative.

Solution:

The client is trying to engage you in their drama cycle. They have probably already tried this story on other instructors and were shut down. If it is a report of harm or something serious, please notify the Program Manager or an instructor immediately so we can join you in the conversation. If not, check in enough to determine the seriousness of the problem and then redirect them back to their art or task at hand. Do not make yourself available to this or you will get many repeat visits.

Behavior: Request for meetings, gifts

A client asks you to contact a professional sports team and have them visit The Arc of the Capital Area.

Solution:

Let them know that this is a good suggestion and be honest whether or not it is possible. If you follow up with them, be very clear about the result. If they come back and ask again, be clear but firm and politely say "We already discussed this and I'm not going to talk about this anymore with you. I need you to respect my decision." This also holds true if a client asks you to talk to the initial person they spoke with or to relay a message to someone. Also, notify staff so that they can help to control the behavior.

Behavior: Request for food

A client says that they forgot their lunch on the bus and they would like you to order something from Jimmy Johns for them.

Solution:

Please redirect them to the staff so that they may assist them with the solution.

Touching

It is important to set and maintain a consistent boundary about touching. Every person has a different comfort level and it is important that we respect each other's boundaries.

Behavior:

A client comes over and reaches for a hug. In this situation you might say "How about a side hug?" or "I prefer to shake hands."

Solution:

Examples of touch that are appropriate are shaking hands, high fives, giving a side hug (if both parties are comfortable with that), and pat on the back. These are all dependent on the comfort level of each party. It is a good idea to ask before initiating touch. This helps to model appropriate interaction.

Behavior:



A client touches you, themselves, or someone else in a way you are not comfortable with. In this situation an appropriate response would be, "Please don't do that. It is not appropriate."

Solution:

If a client touches you, themselves, or someone else in any inappropriate way it is very important that you immediately tell the client that that is inappropriate and then report it to an art instructor or manager. In the case of self-touch it is good to have the opposite sex approach the person for redirection if necessary. A client can also be directed to a private restroom. State clearly that self-touch is not appropriate in public, only in private.

The Education Program Volunteer Duties

When you arrive, check in with an instructor to let them know you're volunteering. The instructors will show you where bags and lunches are stored so feel free to bring a lunch. We have a fridge and microwave for your use. An instructor will show you around the classroom and point out the different supplies. This is a great time to ask any questions you might already have.

The first activity is check-in. Everyone (including volunteers and staff) sits around the room and an instructor leads a discussion on how everyone is doing and what they want to work on (we'll check in with you too so you can think about what you'd like to tell us about yourself beforehand).

Art Education:

- **Mondays:** Mondays are Digital Media Arts days. Once check-in has finished, an instructor will lead each class in a lesson. Please listen to the lesson for your assignment so that you can repeat it to clients who need help once the lesson's activity starts.
- **Tuesdays:** Tuesday is performing arts day at The Art Education Program. Once check-in is finished, instructors will give an outline for the day's activities. Your job is to both help clients stay on task and to involve yourself in activities such as brainstorming skit ideas, dancing, group singing, etc.
- **Wednesdays through Fridays:** Wednesdays through Fridays are Fine Arts instruction. Once check-in has finished, an instructor will lead the class in a lesson. Please listen to the lesson so that you can repeat it to clients who need help once the lesson's activity starts.

After the lesson, clients begin to work on their individual projects. This activity takes the majority of the day. Your job is to help the clients remain focused on their artwork and, if you feel comfortable, to suggest ways to improve their pieces. As a reminder, this time is to help the clients with their



artwork and not to work on personal art. The clients' art is their own so we don't paint or draw directly on their piece, but can show them techniques alongside on another sheet of paper.

Adult Education:

- **Mondays:** Mondays are Digital Media Arts days. Once check-in has finished, an instructor will lead each class in a lesson. Please listen to the lesson for your assignment so that you can repeat it to clients who need help once the lesson's activity starts.
- **Tuesdays:** Health and Wellness - Students will strengthen their bodies through exercises, healthy recipes, and education. Students will learn the fundamentals of health and wellness and how to achieve healthy living goals. During this time you may help with the exercise club, understanding how to create health meals or assisting with other lesson components.
- **Wednesdays:** Urban Gardening & Community Involvement - The Arc has a large gardening plot where students will learn about gardening, vegetation and value to healthy mind and body. Also working with the community to increase social skills in volunteer work. During this time you will be assisting the students in the garden and in the volunteer setting.
- **Thursday:** Independent Living - Assist students in navigating daily task, understanding advocacy, socialization, mobility and sail through hurdles to live an independent life. During this class you will help with side by side instruction to support independent living.
- **Fridays:** Vocational Education - Students will be assist students to learn work related skills & behaviors, literacy & Numeracy skills, comprehension skills that will allow them to enter the workplace or volunteer field.

If the clients are working well and do not seem to need help, there is a list of organizing activities that volunteers can help with located on the dry erase board.



Volunteer Agreement

I _____ (please print full name) agree to the following:

Please initial next to each area stating you agree and understand each policy.

Conduct:

___ I agree to maintain confidentiality concerning the circumstances of my client(s) and will abide by the volunteer guidelines and code of conduct outlined in the Education Program Volunteer Training Manual.

Training Manual:

___ I have read and understand the contents of the training manual, which includes the following: Volunteer Code of Conduct; Rights and Responsibilities; What are Intellectual and Developmental Disabilities; Volunteering at the Education Program; About the Education Program; The Education Program Volunteer Duties.

Scheduling:

___ I understand The Arc's procedure for scheduling and cancelling volunteer dates. If I need to cancel for whatever reason I will inform The Arc of the Capital Area staff or the Volunteer Coordinator.

Commitment:

___ I commit to volunteering _____ times a _____ for a period of at least 4 months.

Signature of Volunteer _____

Date _____

Signature of The Arc Staff Supervisor _____

Date _____