



PREPARING OUR EMPLOYEES

Day Camp Academy Manual

Participant Guide



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0.1 Preface

TEAM YMCA:



Congratulations on becoming one of the newest team members within our Day Camp Programs at the YMCA of San Diego County! I hope you are excited to learn the tools and techniques that will help you become an effective and essential part of our Camp Teams. This academy is your first step in learning how to create meaningful experiences that encourage campers to explore the world around them. You are getting the unique opportunity to impact the social and intellectual growth of our campers. It's time to get excited!

It is essential that we understand our role in our camper's experience within our programs, and that we take every opportunity we have with our campers to teach them the Core Values of the Y in a fun, safe, and encouraging environment. This means the planning and processes we go through to create these opportunities is just as important as the camper's experience. The work and effort you put in to building and crafting these experiences is greatly appreciated.

By committing to work for our Day Camp Programs you are helping teach the leaders of tomorrow, today, while helping us complete our mission to positively impact our community and the world around us.

As always, we are in this together. Please never feel alone or isolated and always ask for help when needed. You have a powerful team behind you and by using all our strengths together we can continue to be successful and accomplish great things. Don't forget to share your innovative ideas on how to make processes or interactions with our members better. We are always counting on you to help make the YMCA an employer of choice.

I am your #1 fan! Please let me know if I can ever help or assist.

All Families Count!
Bringing People Closer,
Baron

Objectives

In this training, you will learn the tools and techniques to help you provide a fun, engaging, and safe learning environment for our campers to grow, thrive, and explore. It is important you understand your unique role in our campers lives, and your opportunity to help campers reach their fullest potential while learning and ingraining the core values that make the Y such an amazing organization to work for.

The following are the intended course outcomes for the Y's Day Camp Academy Training:

Reactionary Objectives

From this training, participants will learn:

- The ability to have meaningful interactions with campers that allow them to feel safe, engaged, and excited about Day Camp.
- The skills to safely monitor and supervise all campers while allowing them the opportunity to explore in a controlled environment.
- The knowledge of how to create activities and events for campers to participant in to build their social and cognitive skills.
- The ability to organize and plan to anticipate and meet the needs of all diverse campers.

Learning Objectives

During this training, participants will:

- Learn the tools and skills necessary to make sure all campers are consistently supervised and safe in a variety of environments.
- Recognize the barriers they may face with engaging campers, camper behavior, camper safety, etc. in all three of our camp programs.
- Learn how to set expectations and manage a group of campers effectively while allowing them the opportunities to grow and thrive.

Application Objectives

Leaving this training, participants should now be able to:

- Consistently utilize the tools and techniques for effective supervision and engagement of campers in their daily job roles.
- Understand how to manage and organize their day to maximize the time campers are engaged in meaningful experiences.
- Contribute to the positive experience and outcomes campers have with their own experiences and the skills campers learn in accordance with the core values at the Y.

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0.3 Agenda

Introduction Time to Complete: 15 minutes
Ice Breaker

Module 1: Cause & Culture Time to Complete: 10 minutes
Our Mission
The Y's Cause, Culture, & Voice
Diversity & Inclusion
YMCA of San Diego County Locations

Module 2: System Based Learning Time to Complete: 5 minutes total
Required Trainings

Module 3: Day Camp 101 Time to Complete: 120 minutes
Day Camp 101 Introduction
Kronos (Clock In & Out)
Staff Structure & Roles
Dress Code
Camper Sign In/Sign Out
Ratios & Active Supervision
Head Counts & Transitions
Child Abuse Prevention
Photography/Cell Phone Use
Day in the Life
BREAK (10 minutes)
Site Schedules: Traditional/Vendor Camps
Site Schedules: Traveling Camps
Assembly
Planned Restroom Break

Snack/Meal Time
Opening & Closing Site Procedures
BREAK (10 minutes)

<p align="center">Module 4: Emergency Procedures Time to Complete: 30 minutes</p>
Evacuation
Missing Camper Procedures
Lock-Down Procedures
Fire Procedures
Earthquake Procedures
Chemical/Hazardous Waste Spill Procedures
Active Shooter Procedures
Bomb Threat Procedures
Water Outage Procedures
Power Outage Procedures
Media Coverage
BREAK (10 minutes)

<p align="center">Module 5: Reporting Procedures Time to Complete: 30 minutes</p>
Types of Reports
Accident vs. Incident
Ouch Report
YMCA Accident/Incident Report
Behavioral Report/Character Card
Suspected Concussion Notification
Suspected Child Abuse Report
Reports Associated with Accidents vs. Incidents
Scenarios
Closing

Module 1: Cause & Culture

1.1 Module One (1): Cause & Culture

Welcome to the Y! You are now an important part of a wonderful organization. As Day Camp Staff member, it is important you understand what makes the Y, the Y!

In this first module, you will get the opportunity to learn about:

- Our Mission
- The Y's Cause
- The Y's Values
- The Y's Voice
- Diversity, Inclusion, & Equity
- YMCA of San Diego County Locations

1.2 Our Mission



“The YMCA of San Diego County is dedicated to improving the quality of human life and helping all people realize their fullest potential as children of God through the development of the spirit, mind, and body.”



What does the YMCA of San Diego County’s mission mean to you?

1.3 The Y's Cause, Values, & Voice

At the Y, strengthening community is our cause. We believe that positive, lasting personal and social change can only come about when we all work together to invest in our kids, our health, and our neighbors. That's why we focus our work in three areas:

- Youth Development—nurturing the potential of every child and teen
- Healthy Living—improving the nation's health and well-being
- Social Responsibility—giving back and providing support to our neighbors



Which piece of the Y's Cause is the most important to you? Why?



How do you think you will be able to focus on the three areas of the cause within your job?

Our Values:

Our core values unite us as a Movement. They are the shared beliefs and essential principles that guide our behavior, interactions with each other and decision-making.

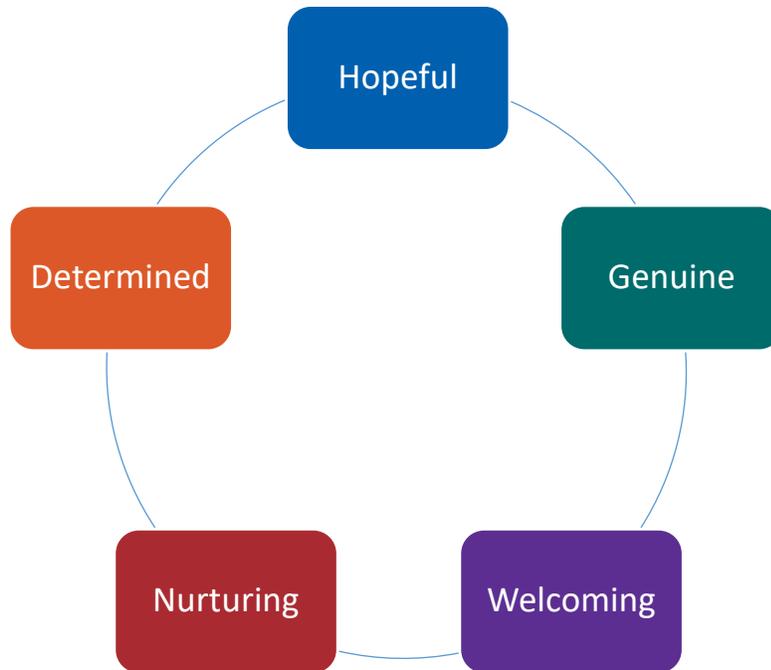
The four values of the Y:



Why do you believe these core values are important for your particular position within Day Camps at the YMCA?

Our Voice:

We use the word “voice” to describe the way our brand looks, sounds and feels. Staff should embody our voice in our interactions with our members and participants. The following terms describe the tone of all our communications:



What is Voice?

Brand voice is the distinctive tone, manner and style in which we communicate and behave. Voice is defined by a set of attributes that shape how we look, sound and feel-ing language, design, content and experience. These attributes help direct the personality of all Y experiences and communications. They also provide evaluation criteria that help us determine whether our communications “speak” to our audiences in a distinct “Y” way.

Our Voice attributes:

Nurturing: To care for, support and help develop through encouragement. We recognize that everyone has personal strengths. We infuse every message with a degree of empathy, because we sincerely care for the well-being of others and are rooting for their success.

Genuine: To be honest and open in relationships with others. We say what we mean in plain language and present realistic accounts of our capabilities and impact.

Hopeful: To take an optimistic view of future outcomes. We believe the glass is half full, and we're always thinking of new ways to fill it. We're confident that we can make a real difference in the lives of the people and communities we engage.

Determined: To devote our full strength and concentrated attention to strengthening community. We are passionate about our quest to help others, and we devote our full strength and concentrated attention to our cause. We're motivated to achieve our mission and goals.

Welcoming: To embrace people eagerly, warmly, hospitably and as equal participants. We want all people to feel comfortable and supported. We address everyone with the respect all people deserve and actively connect people to supportive communities.

Why is Voice Important?

A unified brand voice is one of the most powerful tools an organization can use to drive reputation and influence behavior. A clear, coherent and consistent voice conveys the authenticity and character of an organization.

A unified voice enables us to:

- Differentiate the Y from peers as a leading nonprofit strengthening community through youth development, healthy living and social responsibility.
- Emphasize the Y's impact—not just the programs we provide.
- Influence our stakeholders to join, renew, give, volunteer and advocate.



How else can a unified brand voice help drive reputation and influence behavior?

Where do we use Voice?

Everywhere. The Y voice applies to how we think, act, and communicate. This includes when there is training, social media environments, communication, websites and behavior everywhere. The more consistently we use our voice, the more clearly we will express who we are, what we do and the impact we make.

1.4 Diversity, Inclusion, & Equity

Diversity: The presence of differences that make each person unique and that can be used to differentiate groups and people from one another.

Inclusion: The full engagement and development of all Y stakeholders (staff, participants, members, policy volunteers, program volunteers, partners, communities, vendors, etc.).

Equity: Equity is the guarantee of fair treatment, access, opportunity, and advancement for all, while striving to identify and eliminate barriers that have prevented full participation of some groups; it acknowledges historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions, is needed to assist equality in the provision of effective opportunities to all groups.

Inclusivity statement for YMCA of San Diego County:

The YMCA is an organization open to all people. We welcome and value individuals of all age, race, ethnicity, religion, gender identity, gender expression, ability, sexual orientation and financial circumstance. We are committed to having programs and services that embrace diversity, reflecting the people and needs of our community.

Explore the dimensions of diversity through the Diversity Wheel diagram below. Understanding the dimensions of diversity will help you see opportunities to ensure that all segments of society feel welcome at the Y as participants, members, staff, and volunteers.

To be truly inclusive and welcoming to all, it is critical to understand the many factors that make up and influence an individual and their personality.



What does diversity and inclusion mean to you?

Individual

At the very center of the Wheel is the individual. All dimensions of diversity connect back to our unique experiences and perceptions of the world around us. Therefore, we are indivisible from them.

Self-Identification

Self-identification stresses the importance of how we see ourselves in determining our dimensions of diversity.

Core Dimensions

These dimensions are central to our personal experience, have sustained influence in our lives, and are often the dimensions that we most closely identify with. The core dimensions of diversity carry a degree of inflexibility, which describes their largely (although not absolute) unchanging nature.

Age

An expression of an individual commonly measured in whole years since birth; many societies commonly create arbitrary divisions to mark periods of life –legal systems define specific ages for when an individual is allowed (or obliged) to do certain activities.

Diverse Ability & Mental Health

The wide range and spectrum of ability, whether physical, emotional, or mental that an individual identifies with.

Economic Background

The circumstances and events that shape the economic situation of an individual during their upbringing. Sometimes referred to in relation to Socio-Economic Status (SES); a combined measure of work experience and an individual's economic & social position in relation to others based on income, education, and occupation.

Ethnicity, Heritage, & Cultural Background

The characteristics of a group of people that share a common and distinctive national, religious, linguistic, and/or cultural heritage. The U.S. Census Bureau defines ethnicity or origin as the heritage, nationality group, lineage, or country of birth of the person, or the person's parents or ancestors before their arrival in the United States.

Faiths/Beliefs/Values/Ideology

A system of behaviors and practices that relate the human experience to the idea of existence; also refers to those who are unaffiliated with any such practices/religion.

Gender & Gender Identity

The external display of one's gender, through a combination of dress, demeanor, social/cultural behavior, and other factors, generally placed on scales of masculinity and femininity. Also referred to as "gender presentation". Gender identity is an internal -therefore not visible to others - perception and definition of an individual's gender, based on how they align with the gender spectrum(s)

Language Use & Native Tongue

Language(s) used by an individual, including its unique changes dependent on varying situations as well as dialect and accent. The predominant language of an individual also known as a first language. In some countries, "native language/tongue" refers to the language of one's ethnic group.

National Origin & Birthplace

Place of birth or origin is generally determined by geographic location at time of birth and may be used to describe the location of an individual's upbringing.

Race

A local geographic or global human population distinguished as a distinct group by genetically transmitted physical characteristics; a group of people united or classified together based on common history, nationality, or geographic distribution.

Sexual Orientation

One's sexual attraction towards others – whether of the same or different sex(es); the desire for intimate, emotional, spiritual, and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes. Often confused with sexual preference.

Secondary Dimensions

These dimensions, though still important, have an element of control or choice that is not present in our core dimensions which is why they exist as secondary.

Collective & Global Context

This ring highlights the role of collective & global context in how we define our dimensions of diversity. Much like we have our self-identification to emphasize how we see ourselves, this outer ring emphasizes how the world perceives us.

Blank Spaces

The blank spaces emphasize the importance of self-identification and highlight the fluidity and flexibility of an individual's dimensions of diversity. Thus, the wheel can never accurately (or fully) represent any single person's experiences. These spaces allow an individual to rearrange, add, or omit dimensions to match their identity.



What dimension of diversity stood out to you the most? Why?



How does diversity relate to our core values?

1.5 YMCA of San Diego County Locations

Branch Facilities:

What is JOIN ONE JOIN ALL?

Membership at the YMCA includes more opportunities to learn, play, and get healthy. That's because when you join one Y, you join them all! When you register at a YMCA membership will include all the benefits at your home branch, with access to offerings at other locations across San Diego County.

Your home branch is the YMCA you're registered as a member and regularly participate the majority of the time. If a member is visiting another location more often than their home branch, we will assist by transferring their membership to their new home branch.

Three areas for locations:

Area 1: South Bay, Eastlake, Border View, Palomar, CSS

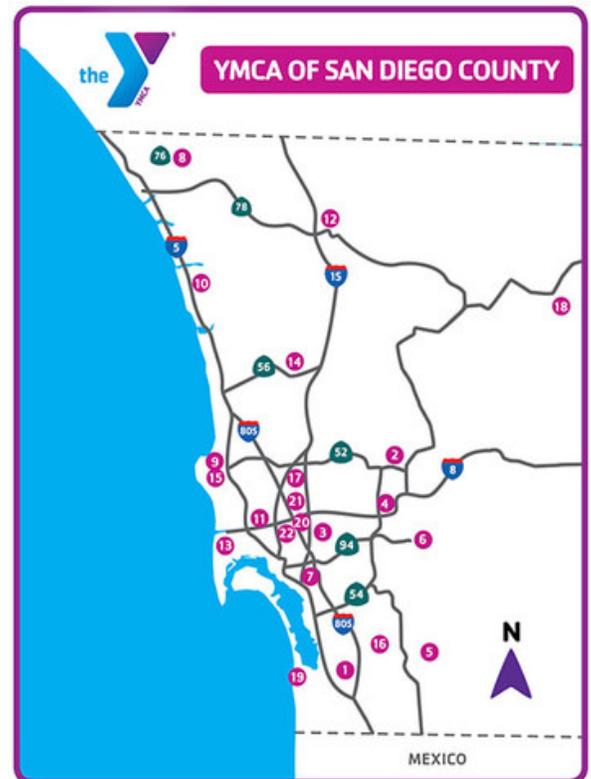
Area 2: Mission Valley, Toby Wells, Copley Price, Rancho, Jackie Robinson, Peninsula, La Jolla, Firehouse, Beach & Bay

Area 3: Cameron, Davis, McGrath, Magdalena Ecke, Joe & Mary Mottino

Camps: Overnight Camp, Day Camp

What is **included** in a Y membership?

- Access to all 18 YMCA locations
- Specialty group exercise classes
- KickStart
- Interactive and responsive cardio machines
- Indoor and Outdoor year-round heated pools
- Nationally certified Wellness Coaches
- Nutrition and weight management programs
- Member rates on YMCA programs
- Family Time activities





What are some advantages to having access to all San Diego County locations?



What is your "home" branch? Why is that important?



How does a member benefit from included amenities?

Module 2: System Based Learning

2.1 Module Two (2): System Based Learning

In this next module, you will be receiving a brief overview about the trainings you will be required to take as a new staff member within our organization.

It is important to note that you will access these trainings through Y University by using the email issued to you by the YMCA OF San Diego County!

It is important to remember and continuously check your Y email for any training information, updates, and information being sent to you from YMCA of San Diego County Head Quarters.

2.2 Required Trainings

Below is an outline of all the trainings that will be assigned to you through Y University. You will use your Y email to access your account and complete the trainings below.

Bloodborne Pathogens

This course will provide you with a basic understanding of bloodborne pathogens, common modes of transmission, methods of prevention, and what to do if an exposure occurs. Information presented will help minimize serious health risks to persons who may have personal exposure to blood and other potentially infectious materials in the workplace. The content in this course is designed to comply with the intent of the applicable regulatory requirements. The training requirements established under the Bloodborne Pathogen standard require an employer to allow for an opportunity for interactive questions and answers with the person conducting the training session. Employers may use a variety of methods to meet the intent of the standard. As an example, OSHA has previously stated that an employer can meet OSHA's requirement for trainees to have direct access to a qualified trainer by providing a telephone hotline. Learner objectives for this course are to identify bloodborne pathogens and symptoms of bloodborne diseases, identify modes of transition of bloodborne pathogens, recognize the proper use and handling of personal protective equipment, identify measures to be taken when the skin or eyes are exposed to infectious material, and specify the components of an Exposure Control Plan.

Please access Y University to complete this important compliance course. This course must be completed yearly on the anniversary date in which it was first completed.

Workplace Harassment for Employees

Harassment at work can have a corrosive effect on an Association's culture and can lead to low employee morale, reduced productivity, and even criminal liability. Focusing on the forms of harassment prohibited by federal law, this course will provide an overview of the types of behaviors that can give rise to harassment claims, including those based on sex, race, color, national origin, religion, age, and disability. It will also discuss the benefits of and strategies for promoting a respectful work environment that is free of all forms of harassment, intimidation, and discrimination. If you have questions about harassment either during or after this course, please contact the designated human resources professional at your Branch who is trained in this area.

Please access Y University to complete this course.

HIPPA

This course presents an overview of HIPAA (the Health Insurance Portability and Accountability Act), outlining the main components and identifying who is covered by the Act. It examines the privacy provisions under HIPAA as they relate to protected health information (PHI). This course helps employees and business associates of covered entities recognize the key provisions of HIPAA, how their organizations are affected by HIPAA, and how the privacy rules impact them.

Please access Y University to complete this course.

Privacy & Information Security

This course will prepare you to handle private information responsibly as required by law and by your organization. It will give you an understanding of the kinds of information that are considered private and that are subject to protection under US law. It will explore the various strategies for safeguarding private information you encounter as part of your job and teach you about recognizing and reporting potential privacy breaches. In addition, it will give you an appreciation of the negative consequences of failing to adequately protect such private or confidential information.

Please access Y University to complete this course.

Concussion Training

Please access Y University to complete this important compliance course. This course must be completed yearly on the anniversary date in which it was first completed.

Example: If you completed this course on 1/1/2018 you will need to retake this course again on 1/1/2019. Y University will automatically populate this course for you on your anniversary date. No need to remember when you took it last.

Knowledge at your Fingertips: Y University & YUSA Link

Y University

Y University is our internal learning management system. This system will allow you access to online trainings and resources along with our training calendar. Y University also tracks required certifications for some of our positions.

Once you have been issued an email account, it will take an additional day before you will be able to access Y University.

When logged in to a computer with your email, click on the link below. You will be automatically logged in to Y University: www.ymca.org/cornerstone

YUSA Link

At the Y, you have a partner in your work of strengthening community. YMCA of the USA (Y-USA), the national resource office for the country's YMCAs, offers a national vantage point, support, tools and communities of practice to help Y staff and volunteers understand not just the nuts and bolts of effective management and leadership, but also our collective cause and vision for the future.

Where can you find this information?

Go to link.ymca.net and harness years of experience and new methods to drive results. Here's just some of what you'll find:

BEST PRACTICES: Doing our work well and measuring our impact are common elements to all Y work. On the Exchange, you'll find best practices that will help you get results.

NEWS, PUBLICATIONS AND EVENTS: Important news and updates from Y-USA regarding strategies, opportunities and key events are part of Exchange, as well as Movement publications like Hotfacts, Member News and Discovery.

STORIES OF IMPACT: Exchange highlights work in the Movement that's making a difference, getting attention, or demonstrating innovative approaches. View what happens when all of your hard work starts benefiting community.

TOOLS AND RESOURCES: In every major area of Y programming and operations there are tools and resources to support your work, including program models, job descriptions, templates, research, manuals, case studies and samples.

COMMUNITIES: The Y is about people and relationships. Join one of our staff and volunteer communities on Exchange and engage in real person-to-person sharing around challenges, opportunities, stories and inspiration.

[Register to access Exchange:](#)

- Go to link.ymca.net

- Click on "Click here to register"
- Complete the information required (NOTE: this creates your permanent YMCA account and establishes your record. Please ensure that all information is complete and accurate)
- Type in the city and state where the branch you work at is located
- Click on "Find Your YMCA"
- Find your branch in the list the it pulls up and click on "Select"
- Review your account information and the branch that you have selected
- Enter in your New Password and Confirm Password and after reviewing the rules and term of use click each box
- Click on Create My YMCA Account
- Click on "Click here to login"
- Enter in your log in information and click on "Sign In"
- Click on Request Access to Exchange
- Select the reason for access for your LCDC account (i.e. staff)
- After reviewing the disclaimer, scroll to the bottom of the page and click the box next to "I agree" if you agree and click "Request Access from my YMCA"
- Once that is completed, you will be taken to the My Profile page and a Welcome to Exchange popup will show. Thank you for completing the registration process

What are two new things you learned about the YMCA? What is their importance?

UltiPro

As a new employee, you will be required to login to the UltiPro system and complete the following personal information:

- Emergency Contacts
- Direct Deposit – Recommended but optional
- Verify your personal information including address and telephone number
- Update/change tax with-holdings information (if needed)
- Print Pay Stubs

How to Login:

To access UltiPro go to <https://n23.ultipro.com>

Your Username:

First initial + last name (up to 12 characters) + 2 digit month + 2 digit day of your birth day

Temporary Password:

Last 4 of your social security number

- You will be prompted to change this password once you have logged on.

Be sure to write down your new password for future reference.

Module 3: Day Camp 101

3.1 Module Three (3): Day Camp 101

Welcome to Day Camp 101: Camp Structure!

In this module you will be learning about the policies and procedures that are in place within our Day Camps such as:

- Kronos System
- Staff Structure & Roles
 - Dress Code
 - Camper Sign in/Out
- Ratios & Active Supervision
- Head Counts & Transitions
 - Child Abuse Prevention
- Photography/Cell Phone Use
 - Assembly
- Opening & Closing Site Procedures

And have the opportunity to walk through the schedules of each of our camps! Let's get started.

3.2 Kronos (Clock In & Clock Out)

Kronos pay period weeks run Saturday through Friday. Pay periods run for two-week periods. All Kronos timecards must be approved electronically no later than the last day of the pay period.

Clocking In/Out:

When clocking in the expectation is you are ready to work. Please ensure you arrive a few minutes prior to your schooled shift if you need to complete tasks outside your normal work duties. Please review the screen shots in your appendix for details on completing the check in/out process.

Adding Comments:

If you are unable to clock in/out due to working off-site or computer malfunction, you must leave your supervisor a comment on your KRONOS time card. The comment must be detailed and list the exact times that your timecard should reflect. If for any reason you clock out late for your shift, accrue overtime, or receive a meal break penalty, it is your responsibility to put a comment in Kronos notifying your supervisor what happened that day. We understand that there are unforeseen circumstances (unexpected busyness, staff shortage) that might prevent you from clocking in or out appropriately and we just need a comment to be placed on your Kronos.

Breaks:

Employees who are classified as non-exempt are entitled and encouraged to take a duty-free thirty-minute meal period whenever they work for a period of five or more hours. The meal period must be completed before the end of the fifth hour of work (for example, by 4 hours and 59 minutes). However, if six hours will complete the day's work the employee may voluntarily choose not to take the first meal break pursuant to a valid written meal period waiver. Employees working over 10 hours in a day must begin a second meal period prior to the end of the tenth hour of work. Meal period time is unpaid and employees are free to leave the premises during their meals.

Non-exempt employees are also allowed and encouraged to take a ten-minute rest period if they work over 3.5 hours in a shift. Employees who work between six and ten hours in a shift are entitled to two ten-minute rest periods during their shift. Employees who work between ten and fourteen hours in a shift are entitled to three ten-minute rest periods during their shift. Unless it is unfeasible, rest periods will be taken in the middle of each work period, separated by any applicable meal periods. Rest period time is paid.

It is the intent that non-exempt employees will receive a meal or rest period approximately every two hours during a shift. Therefore, if an employee is scheduled for a four-hour shift, the employee is entitled to one rest period, which they will take as close to the second hour of their shift as possible. If an employee works an eight-hour shift, the employee will take their rest periods as close to the second and sixth hours of their shift as possible, with a meal period between the two rest periods. Employees who work longer days are entitled to rest periods as close to the second, sixth and tenth hours of the shift as possible, with meal periods between the rest periods. Non-

exempt employees must not engage in any work-related activities during their meal or rest periods.

Approving Your Timecards:

All timecards must be approved before closing the Friday of the end of the pay period (every other Friday). However, it will be your responsibility to ensure your timecard is approved on time each pay period.

- Log In
- My Information
- My Timecard
- Approvals
- Approve

Important: Do not approve your timecard unless it is 100% accurate. If there are any incorrect times, you must notify your supervisor immediately. Please communicate any errors to your clock in/out times immediately in order for your supervisor to make corrections in time for you to approve your timecard.

3.3 Staff Structure & Roles

Staff Structure & Roles:

Unit Leader – responsible for all the staff and campers in the camp

Camp Leader – responsible for safety and supervision of their group of campers

Inclusion Leader – responsible for the safety and supervision of a special needs camper and their integration in to the general camp population.

LIT (Leaders in Training) – These are campers who get to assist and learn leadership skills within the Day Camp operations.

3.4 Dress Code

Dress Code

The YMCA of San Diego County welcomes and involves people of all ages from diverse cultures and backgrounds. An integral part of the Association's image is the impression people have when they see staff at work. YMCA staff will exercise sound business judgment with regard to personal appearance, hygiene, dress and grooming, enabling them to effectively and safely perform their job duties, while representing healthy lifestyles. In an effort to provide quality customer service and to ensure our members and program participants have positive feelings about their Y experience, it is important that each staff person is neat, clean, well-groomed, easily identifiable, and professional in appearance at all times.

Day Camp

YMCA team members are expected to project a role-model and well-groomed image. Therefore, the following guidelines have been implemented. These guidelines may apply any time a team member is being paid to work including: work shifts, meetings, trainings, special assignments, etc. All YMCA Day Camp team members are to wear:

- Your YMCA administered photo ID Badge displayed prominently or attached to a YMCA lanyard.
- Your YMCA magnetic name tag displayed either on your right chest or attached to a YMCA/approved lanyard.
- A clean and neat appearance with no torn, frayed, faded, soiled or wrinkled garments.
No garments or items advertising lifestyles not consistent with the YMCA's mission and purpose. (e.g. alcohol, drugs, etc.)
- No revealing garments. (e.g. too tight, too short, low cuts, see-through, etc.)
- Visible tattoos must be appropriate in nature, not excessive in size, draw undue attention, or violate our core values.
- No visible body jewelry except pierced ears.
 - Ear piercings are permitted for both females and males.
 - Hoop earrings must have a diameter of ¼ inch or smaller. Hoop earrings larger than ¼ inch are not permitted. This is for the safety of our team members when interacting with the youth.
 - Gaged ear lobes with plug openings larger than ¼ inch are not permitted. If a gaged ear-lobe is larger than ¼ inch, the plug must be completely closed, or have an opening that does not exceed ¼ inch.
 - Small discrete nose studs piercings flush to skin are permitted
 - Tongue piercings must either be removed, or be small, discreet, and clear.

- Facial Hair must be trimmed and well-groomed.
- Though not required, it is recommended for your own safety that long hair be pulled back and that hoop earrings are not worn.
- For swim programs, bathing suits must be:
 - Women: one-piece or board shorts & sports top
 - Men: swim shorts
- YMCA program staff shirt visible, with the exception of covered by a YMCA sweatshirt or jacket.
- Black, khaki, comfortable shorts or pants (no denim)
- Hats may be worn if the bill is in front and is allowed by the school site, if applicable
- Closed toed shoes appropriate for active, athletic movement. (sandals, thongs, etc. are not appropriate)
- A first aid kit.
- Y issued aprons, if provided in your program.

Swim Dress Code

If you are with campers at a pool or beach you must follow the Swim Dress Code outlined below:

- Female Staff must be wearing a one piece swim suit while working.
- Male Staff must wear swim trucks or board shorts.
- Camp Staff's tattoos must be covered IF they are inappropriate for campers.
- Camp Staff may wear sandals and/or aqua socks while at the beach and/or pool.

3.5 Camper Sign In /Sign Out

Knowing which specific campers are in our care at any point in time is extremely important. Just as important, is ensuring that they go home with the right people. For all camp programs, the following is critical to ensure the safety of our campers:

- All campers must be signed in and out each day
- It must be a full, legal signature (not just initials)
- It must be an adult (at least 18 years old)
 - Sign-In can be any adult
 - Sign-Out can only be authorized adults
- There must be an accurate in/out time for each camper
- The time must reflect the actual time (e.g. 6:00pm is not accurate if it is actually 5:15pm when they are signing their camper out).
- Once the camper has signed in, they just stay at the program
- Once the camper is signed out, they must stay with the authorized adult until they depart (e.g. the camper cannot go back and continue to participate in the program)

Campers may not be dropped off in the front of the program area and allowed to walk in to the program area alone. Campers are never allowed to sign themselves out to meet their parent/guardian in the site parking area or walk themselves home, unless a permission to walk has been agreed upon and approved by your Program Director (these are only for very extreme circumstances when all other options are not available).

Sign In

While each site may be a little different, campers and their parent/authorized need to be immediately greeted. While greeting and engaging the parent/authorized adult, perform a Health Check on the child before allowing them to be signed in on the official roster. A parent/authorized adult needs to always drop the child off with a counselor in person. This means a counselor should never sign a camper in without speaking to the parent/authorized adult first.

Additionally, ask the parent/authorized adult about any allergies or important information you should know that will help their child have a successful week.

Encourage the camper to start playing in one of the activities laid out in your program area.

What is a "Health Check"?

When a camper is being signed in to camp by a parent/authorized adult, you must immediately perform a health check before the parent/authorized adult leaves.

When conducting a health check:

- Check for any injuries such as: cuts, bruises, scrapes, bandages. Ask the parent/authorized adult about the injuries to see if there is anything you should know, and to also make sure the parent/authorized adult is aware of the injury and will not think it occurred at camp.
- Check for any signs of illness such as: high temperature, runny nose, coughing, etc.. Campers may not stay at camp if they are showing any signs of sickness because they could potentially infect staff and/or other campers.

The health check should address:

- Reported or observed illness and/or injury affecting the camper or family members since the last date of attendance;
- Reported or observed changes in behavior of the camper (such as lethargy or irritability) or in the appearance (e.g. sad) of the camper from the previous day at the home or the previous day's attendance at the Day Camp.
- Skin rashes, impetigo, itching or scratching of the skin, itching or scratching of the scalp, or the presence of one or more live crawling lice;
- A temperature check if the camper appears ill (you do not have to perform an actual temperature check with a thermometer every day)
- Other signs or symptoms of illness and injury

Sign Out

It is every team members' responsibility to be aware of where the campers are at all times. It is also your responsibility to be sure campers leave the camp program only with authorized adults. Each center has emergency forms completed by the parents/guardians authorizing certain individuals to pick up their child. If an unfamiliar or unauthorized adult attempts to pick up a camper from the center, you must check this information against that camper's authorized pick up information and verify their identity with picture identification. If the name is not on file, check with your immediate supervisor. An individual who cannot be identified as authorized by a team member, has no identification, and/or is not listed on the pickup authorization, may not be allowed to leave the center with the camper. Any changes to pick up authorizations must be made by the registering adult.

Unauthorized Pick Up

If a camper is trying to be picked up by an adult that is not listed on their Emergency Medical Form, you **MAY NOT** release the camper to that individual. It is your responsibility to make sure campers leave the center only with authorized adults. Contact your supervisor for further assistance.

3.6 Ratios & Active Supervision

An important element in ensuring safety and maintaining quality is the ratio of team members to campers in our programs. When a team member has more than the appropriate number of campers to care for, their ability to give appropriate amounts of their time to the campers is compromised

The following ratios are in accordance with the American Camping Association Accreditation Standards:

- Campers ages 4 – 5 (1 staff to every 6 campers)
- Campers ages 6 – 8 (1 staff to every 8 campers)
- Campers ages 9 – 14 (1 staff to every 10 campers)
- Campers ages 15 – 18 (1 staff to every 12 campers)

Team members are expected to maintain these ratios or better at all times during program hours. The program supervisor is ultimately responsible for positioning team members to maintain these ratios but it is every team member's responsibility to be aware of these ratios and work to maintain them.

The only exception to consistently maintaining ratios is in the event of team member restroom breaks in our Day Camp programs. If a team member needs a restroom break, their campers may be temporarily combined with another group. They must still be supervised by a team member during that time. However, it is expected that if there is an available team member who is "out of ratio" they will be utilized before you have your group join another.

Vendors, volunteers, and/or parents do not count as team members for ratio purposes.

The minimum staff:camper ratio for all programs is 1:2 or 2:1. At no time is a team member to be alone with a camper. If a camper needs to be separated from the group on their own then there should be two team members present with a single camper.

To ensure these practices as well as the overall safety, supervision and service of the program, a minimum of two team members should be assigned to any program location during all times of operation.

Proximity

Each team member who is on-site during a program must be aware and conscious of their positioning within the program. It is expected that team members position themselves so they can see a maximum number of campers from their vantage point. Additionally, team members are to be spread out so that all campers can be observed overall. Team members should be positioned such that, in an emergency, they can react swiftly and efficiently. Therefore, team members standing in groups, facing away from the camper, or not within an adequate distance of the camper is unacceptable.

When campers need one-on-one or small group attention, that conversation/first-aid/etc. should be done in a manner where you have chosen a location and angle where you can maintain supervision of the rest of the group.

Supervision

It is impossible to ensure the safety of a camper when we cannot see them. Therefore, once a camper has been signed in to our program, they must always be under the supervision of a team member until they are signed out by an authorized adult. Volunteers, parents, and school teachers do not count for ensuring our supervision practices are met. Campers may not be left with volunteers and parents without a team member present. Campers may not utilize the "buddy system". Campers must be visually supervised at all times. The only exception for school-aged campers is when they are in the restroom.

All team members must know exactly how many campers are in their personal care at any given time and which ones. This is done through the attentive use of group "live" rosters and head counts. Group "live" rosters should always exactly match the campers present. Additionally, head counts should be performed before, during, and after any transition or activity to ensure the number of campers matches the roster.

Additionally, program supervisors need to know exactly how many campers are present in the program as a whole.

Head Counts & Transitions:

The most effective strategies is ensuring that we have all our campers in our care is through the proper use of head counts and "live" rosters.

Head Counts are essential and one of the top priorities for all staff members in charge of supervising campers. You should be conducting Head Counts constantly to make sure all your campers are safe and accounted for, especially during transitions, traveling camps, and at least every 15 minutes if not sooner. Make sure you are practicing Face to Name head counts whenever possible, and not just only counting the number of campers to ensure you always have all your campers with you.

Head Counts:

Head counts refer to the act of simply counting the number of campers present in your assigned group at any given point in time. We work in dynamic settings where the campers are constantly shifting their locations based on the current activity, where their peers are located, and their interests at that moment. Because of this, it can be simple for a camper to choose to wander off, or be left behind without a team member noticing. To avoid this happening, it is imperative that team members are regularly performing head counts to ensure all of their assigned campers are present.

Head Counts should be performed:

- **Before and after any transition**
- **Before leaving a restroom**
- **Before a bus leaves a destination**
- **By all staff present (compare to ensure you got the same number)**
- **At random**
- **When you have a calm moment during any activity**
- **At least every 15 minutes**

Transitions:

Transitions are very important times for you to be aware of where your campers are and that they are all transitioning safely with you at all times.

This means when you transition you need to:

- Maintain a visual of all your campers at all times
- Conduct continual headcounts (before, during, and after all transitions)

Live Roster

“Live” Rosters refer to an active list of who exactly is in your group at any given moment. This is typically different from your program roster or sign in/out sheets. Program rosters tend to be kept in a centralized location by one staff for use by parents when signing in and out. This

makes this list inaccessible by the rest of the staff. Therefore, each team member should have their own, individualized list of who they are caring for at that moment. With this tool, you are able to do a name to face head count.

While head counts ensure that we have the correct number of campers, live rosters help us ensure we have the correct campers. As we work in dynamic environments, it is possible for a team member to have counted the correct number of campers, but have counted campers who should not be with them. Though the count was correct, the campers who should be there is not. As we cannot guarantee the safety of that missing campers in this situation, we need a way to avoid the situation occurring. This is through the use of a "live" roster and doing name to face head counts.

"Live" Rosters are:

- Individualized lists of campers carried by each staff who is supervising the camper.
- Updated as soon as the group changes:
 - A camper is signed in
 - A camper is signed out
 - A camper is moved from your group to another group
 - A camper is moved in to your group
- Expected to reflect exactly who is in your group and the correct head count at any given moment.

If a camper is found missing from their group, see the **Missing Youth Procedures**.

3.7 Head Counts & Transitions

Head Counts

Head counts are essential and one of the top priorities for all staff members in charge of supervising campers. You should be conducting Head Counts constantly to make sure all your campers are safe and accounted for, especially during transitions, traveling camps, and at least every 15 minutes if not sooner. Make sure you are practicing Face to Name head counts with the Live Roster whenever possible, and not just only counting the number of campers to ensure you always have all your campers with you.

Please Note:

- It is **essential** that you perform continual head counts of your campers.
- You should be performing head counts beginning, during, and after all activities, transitions, changes, events, etc.
- When in doubt, head count it out! Perform head counts at any time you feel it is necessary or feel it would be beneficial.

Transitions

Often, the difference between chaos and harmony in a program is our ability to anticipate and sidestep problems. With thought, planning, and preparation of the environment, you can move the campers smoothly throughout the day. When developing your schedule, have as few transitions as possible. An ideal routine revolves around quiet events that alternate with more active events if applicable. Strive for a gradual increase or decrease in the pace.

Verbal announcements should be provided before clean up time or an activity ending: one at ten minutes, one at five minutes, and finally, at one minute. If you give the campers time to find a comfortable stopping point in what they are doing, they will be more ready to clean up when it is time to do so.

To get camper's attention, use consistent methods that allow for variation to help keep it interesting and keep everyone engaged.

Ways to get camper's attention:

- A "call and response" attention getter
 - o These should be continually practiced so that campers know the appropriate response.
- Use a clapping pattern
- A fun whistle pattern when outside

- Do not use whistles inside
- Whether inside or outside, please do not use generic loud whistle blasts as an attention getter.
- Music (e.g. consistent song that signifies cleaning up, transitioning, lining up, etc.).

Tips for Smooth Transitions

Not all activities require the same amount of time to clean up. Plan appropriately, so that you are not rushed.

- Clearly designate meeting places for transition times. Example: “We meet by the door when it is time to go outside.”
- Avoid long waiting lines when possible
- Divide campers in to smaller groups to move from one area to another when applicable.
- Do not make campers wait to start activities
 - Have supplies ready before you start a craft or art project
 - Start projects as campers arrive in the area
- If campers must sit and wait, team members should be engaging them in songs and games until it is time to do the next activity.
- When lined up for a longer period of time than desired, have a list of activities at your disposal.
 - Ex: Line up by birthday, first name, or height
 - Ex: While in line, draw a picture on your partner’s back; have him/her guess what it is such, then switch roles.
 - Ex: Play the telephone game
 - Ex: With larger groups of campers, dismiss or line up for calling fun things (If you are wear two different colored socks, line up!)
 - Ex: Say, “How fast can we line up?”
 - Ex: Say, “Can we beat the clock and do it as fast as we did it the last time?”

Line Transitions

It is a regular part of each program day that we move the campers from one location for an activity to the next location for an activity. This should not simply be a boring walk in a line from Point A to Point B. We have an opportunity here to make it fun and enjoyable. In doing so, you will also have fewer behavior challenges along the way.

All line transitions should either include a song that we are singing as we walk, or a line game that we are playing. Walking does not need to be a silent activity, unless there are noise considerations that we need to be respectful of (ex: walking past the preschool during nap time).

3.8 Child Abuse Prevention

Children are precious to the YMCA of San Diego County. As the oldest and largest child and family service organization in San Diego County, the YMCA takes all matters regarding the care of campers seriously. The prevention and reporting of child abuse is no exception.

All members and volunteers are training in the expectations and responsibilities of child abuse prevention and reporting, and they commit to abide by the Y's policies regarding appropriate practices and behavior with and around campers.

These include:

- Never being alone with a camper.
- Being within sight and sound of campers at all times.
- Being within sight and sound of other team members and adults whenever possible.
- Ensuring that campers are visually supervised at all times.
- Making sure restrooms are not occupied by suspicious or unknown individuals before allowing campers to use the facilities.
- Ensuring that campers are never abused in our programs. Abuse includes: physical injury, verbal abuse, sexual abuse, unjustifiable punishment and neglect.
- Using only positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison, and criticism.
- Responding to all campers with respect and consideration. Treating all campers equally, regardless of gender, sexual orientation, race, age, language, ability, religion, culture, family structure and/or background.
- Prohibiting the use of, possessing, or being under the influence of alcohol or illegal drugs at any YMCA program site or activity.
- Prohibiting profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment.

Lap Sitting

When working with campers ages 4 and older, at no time may a camper be in the lap of a staff member.

You may find that the relationship you build with campers will cause them to want to sit in your lap for comfort, affection, or just for fun. This is a great thing, as it shows that they trust and respect us. However, there are strategies we need to utilize in order to avoid lap sitting, but continue to maintain our positive relationships with those campers. We suggest:

- Have them sit next to you.
- Let them know that you only have one lap, and that you won't be able to share with everyone.

- Let them know that you can't see their eyes/face and that you would like to see them when talking to them.
- Let them know that this is the space that the book will be in, and that they would be blocking it so others cannot see.
- Have designated spots for the campers to sit, so that it is clear that there is another, designed, option for them (e.g. carpet squares or poly spots)

Appropriate Touching

Team Members must be extremely careful when deciding to physically touch a camper. Any time a team member touches a camper it needs to be for a specific reason, age appropriate, and for as short a duration as possible.

Common practices which are generally appropriate if done in a safe, respectful manner:

- High Fives
- Fist bumps
- Side hugs (camper initiated)
- Applying sunscreen (only if camper needs help, then you can "dot" it on and allow them to rub it in themselves, or instruct them to have a fellow camper help dot and/or rub it in).
- A light tap on the shoulder

Inappropriate Practices

- Lap sitting (age 4 and up)
- Piggy back rides
- Tickling
- Team member initiated hugs and side hugs
- Camper styling team members' hair
- Any interaction that may harm the camper
- Any interaction that may contact a sensitive area of the body
- Any contact that lingers, or is overly affectionate in nature

Child Abuse Reporting

Unfortunately, child abuse does happen in our community. Each team member plays a key role in the lives of many campers, therefore it is important to know the signs and symptoms of child abuse and to be prepared in advance should you suspect and/or a camper confides to you that they are experiencing abuse.

As part of our job in keeping the children safe, we may encounter enough information that a reasonable suspicion of abuse may present itself. In this situation, it is vital that you are aware of your legal responsibilities.

All persons who work directly with campers are considered mandated reporters. As a mandated child abuse reporter you are legally required by the State of California to report all suspected cases of child abuse to Child Protective Services (CPS). The YMCA has very specific recommended guidelines for making this report.

A report must be made by the person who suspects the abuse.

A report is made by calling (858) 560 – 2191 or 1(800) 433 – 6000 as soon as possible and within 24 hours.

The verbal report needs to be followed up by completing a “Suspected Child Abuse Report” (Form SS_8572) and faxing it to CPS. You can find this form online and/or from your Program Director.

The following steps are recommended for all reports:

- Immediately inform your direct supervisor that a report needs to be made.
- Make the report with the support of your Supervisor/Program Director as soon as practical and within 24 hours.
- Complete a YMCA Incident Report.
- Submit all forms to CPS within 24 hours.
- Submit a copy of all forms/reports to your Program Director as well.

Child Abuse Indicators

PHYSICAL ABUSE is non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, and/or other object), burning, or otherwise harming a camper, that is inflicted by a parent, caregiver, or other person who has responsibility for the camper. Such injury is considered abuse regardless of whether the caregiver intended to hurt the camper. At no time is physical discipline allowable in our YMCA programs.

NEGLECT is the failure of a parent, guardian, or other caregiver to provide a camper’s basic needs. Neglect may be:

- Physical (e.g. failure to provide necessary food or shelter, or lack of appropriate supervision)
- Medical (e.g. failure to provide necessary medical or mental health treatment)

- Educational (e.g. failure to educate a camper or attend to any special education needs)
- Emotional (e.g. inattention to a camper's emotional needs, failure to provide psychological care, or permitting the campers to use alcohol or other drugs)

Sometimes cultural values, the standards of care in the community, and poverty may contribute to maltreatment, indicating the family is in need of information and/or assistance.

When family fails to use information and resources, and the camper's health and/or safety is at risk, then child welfare intervention may be required. In addition, many states provide an exception to the definition of neglect for parents who choose not to seek medical care for their children due to religious beliefs.

SEXUAL ABUSE includes activities by the parent or caregiver such as fondling a camper's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials. Sexual abuse is defined by the Child Abuse Prevention and Treatment Act (CAPTA) as, "the employment, use, persuasion, inducement, enticement, or coercion of any youth to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker and/or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of youth, or incest with youth."

EMOTIONAL ABUSE (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats or rejection, as well as withholding love, support, and/or guidance. Emotional abuse is often difficult to prove, and therefore, child protective services may not always be able to intervene without evidence of harm or mental injury to the camper. Emotional abuse is almost always present when other types of maltreatment are identified.

The following signs may signal the presence of child abuse and/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, and does not want to go home
- Is reluctant to be around a particular person
- Discloses maltreatment

The Parent/Guardian:

- Denies the existence of – or blames the camper for – the camper’s problems in school and/or at home
- Asks Camp Staff or other caregivers to use harsh physical discipline if the camper misbehaves
- Sees the campers as entirely bad, worthless, or burdensome
- Demands a level of physical and/or academic performance the camper cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of the parent’s emotional needs
- Shows little concern for the camper

The Parent and the Camper:

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

The above lists may not be all the signs of abuse and/or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning

Signs of Physical Abuse:

Consider the possibility of physical abuse when the camper:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems 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
- Abuses animals or pets
- Consider the possibility of physical abuse when the parent or other adult caregiver:
 - Offers conflicting unconvincing, or no explanation for the camper’s injury, or provides an explanation that is not consistent with the injury.
 - Describes the child as “evil” or in some other very negative way
 - Uses harsh physical discipline with the child
 - Has a history of abusing animals and/or pets

Signs of Neglect:

Consider the possibility of neglect when the camper:

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical and/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
- Consider the possibility of neglect when the parent or other adult caregiver:
 - Appears to be indifferent with the camper
 - Seems apathetic or depressed
 - Behaves irrationally or in a bizarre manner
 - Is abusing alcohol or other drugs

Signs of Sexual Abuse:

Consider the possibility of sexual abuse when the camper:

- Has difficulty sitting or walking
- Suddenly refuses to participate in physical activities
- Reports nightmares and/or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver
- Attaches very quickly to strangers or new adults in their environment
- Consider the possibility of sexual abuse when the parent or other adult caregiver:
 - Is unduly protective of the camper or severely limits the camper's contact with other children, especially of the opposite sex
 - Is secretive and isolated
 - Is jealous or controlling with family members

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the camper:

- Shows extremes in behavior, such as overly compliant or demanding, extreme passivity or aggression
- Is either inappropriately parenting other children or inappropriately infantile (such as frequent rocking or head banding, for example)
- Is delayed in physical or emotional development
- Reports lack of attachment to the parent
- Consider the possibility of emotional maltreatment when the parent or adult caregiver:
 - Constantly blames, belittles, or berates a child
 - Is unconcerned about the child and refuses to consider offers of help for the child's problems
 - Overly rejects the child

By themselves, these signs do not necessarily indicate abuse and/or neglect. A camper showing up to the program with a bruise or injury does not necessarily mean that abuse has taken place. Children fall and/or hurt themselves regularly; this is a part of growing up. However, when a series of incidents (or indicators) become or start to show a pattern, we may begin to suspect something beyond the normal activities of a child.

Additionally, it is important to understand the children in your program. For example, a camper whose behavior suddenly shifts is one of the indicators and could certainly be the result of abuse; however, it could also be the result of phenomena such as divorce, separation, death of a significant person or the arrival of a new sibling. The more we know, the better decision we can make. We are not detectives though. It is not our role or responsibility to investigate, this is the job of Child Welfare Services. It is our role to create meaningful relationships with all the children we serve, and then remember to use this information when understanding the overall picture of the camper's safety.

As a rule of thumb, if your gut feeling is that something is wrong in relation to suspected child abuse, you should report it. If you are unsure, you can use your supervisor as a resource to process the information, but the final decision is yours to make and the responsibility to report falls on you as the individual with the initial concern. Telling your director/supervisor does not release you from your responsibilities as a Mandated Reporter.

3.9 Photography/Cell Phone Use

Photography of campers by camp counselors or other campers is not allowed. Official photos may be taken, only by Camp Management and with prior parental consent.

Cell phones should not be used while supervising or working with campers, and the YMCA will never give out your private number. If you need to make a call, please use the Camp Phones provided.

3.10 Opening & Closing Site Procedures

Opening Site Procedures

Closing Site Procedures

3.11 Assembly

Assemblies are conducted every day in the mornings and in the afternoons of all three camp programs (Traditional, Vendor, and Traveling).

What do we do during assemblies?

- During the assembly, we provide a breakdown of the daily and/or weekly schedule of the camp for campers and staff.
- We set expectations for campers for the day (rules, guidelines, procedures).
- We get campers engaged and excited for the day!! This is the perfect time to sing songs, practice your attention getters, and help make sure the campers are ready to have a great day!

3.12 Day in the Life

Next, we will get the opportunity to go through what a Day in the Life looks like at all three of our camps!

Please note that the schedules outline in this guide/training are just examples. It is always encouraged to check with your site for specific procedures/schedules/information for your Day Camp Structure.

Let's get Started!

3.13 Site Schedules: Traditional/Vendor

As we walk through the schedule outline of a Traditional/Vendor Camp, please note that this is the schedule of the day and does not include procedure breakdowns (such as Camper Sign In and Out), but focuses on the activities and flow of the day. Please refer to the appropriate section for more in depth explanations of the various procedures and guidelines of each camp/

Guidelines/Procedures for Traditional Camps:

Bathroom: Staff shall accompany campers to the bathroom to inspect the facilities and clear the bathroom before allowing campers to enter the facility. Staff shall supervise campers from the doorway, ensuring the safety

Head Count: Each counselor carries the complete and on-going responsibility for knowing where each and every one of his/her campers is at all times. Conduct head counts regularly throughout the course of the day.

Water Breaks: Consistently encourage campers throughout the day to drink water and stay hydrated. Provide multiple opportunities for campers to fill/refill water bottles throughout the day.

Sunscreen: Campers need to apply their own sunscreen throughout the day. Counselors may not rub in sunscreen for campers. At most, counselors may "dot" the sunscreen on arms/legs/face and campers rub it in themselves.

Let's take a look at what the schedule breakdown for a Traditional/Vendor Camp looks like:

9:00am – Morning Assembly

Campers and Staff gather and participate in a daily rally, assembly, and/or spirit circle. This usually involves campers and staff singing songs together and can always be a great time to share information with campers and staff.

9:30am – Morning Snacks

These snacks are provided by the parents. If a child is getting it out of their lunch, make sure they only eat ONE thing for snack and make sure NO CHILDREN SHARE FOOD. This is to make sure each child stays safe and healthy with regards to allergies and food safety.

Take this opportunity to review the Daily Expectations with campers (e.g. Who to reach out to if they need anything, the "Dos" and "Don'ts", etc.)

9:45am – Sunscreen / Bathroom

Apply sunscreen (following proper procedures and protocols). If a camper brings a hat and/or sunglasses, they should be wearing them outdoors at all times. Make sure you always *check the heat* to make sure we are keeping campers safe by regulating outdoor activities based off the current temperatures outside.

10:00am – Activities or Vendor Time

Traditional Camp: During this time, campers will get to participate in a fun activity! For example, if this was ART time, they could make their own superhero mask, design and create their own superhero emblem, etc.

Vendor Camp: If you are working in a vendor camp, prepare campers for expected behaviors. It is mandatory that you stay with campers during this time and maintain a safe proximity/supervision zone for all campers. The Vendor may NEVER be left alone with campers or be allowed to supervise campers.

11:00am – Group Games/Team Building

Traditional Camp: During this time, campers will get to participate in their second fun activity! For example, they could get the opportunity to play: Freeze Tag, Sharks n Minnows, etc.

Vendor Camp: Campers will still be getting the opportunity to interact and learn from the selected vendor during this time and will not be transitioning to a brand new activity (typically).

12:00pm – Lunch/Sunscreen/Bathroom

Time for lunch! This is also the perfect time for another bathroom break and to reapply that sunscreen.

- During this time, have quiet activities for when campers finish (i.e. stories, lanyards, coloring pages, etc.).
- When campers are done eating, make sure they clean up after themselves to help them practice the Core Values of the Y.
- Great time to check in with campers and see how the day is going.

Reminder: Campers are not allowed to sit on laps at all. This is for their safety as well as yours.

1:00pm – Another Activity/Pool

Traditional Camp: This time is allocated for the third activity of the day. Depending on what branch you are at, this might be swimming in the pool. If at the pool, make sure the children gather ALL their belongings before leaving! This is their responsibility but please help remind them. Remember to maintain proximity/supervision over all campers from outside the pool at all times.

Vendor Camp: If you are working in a Vendor Camp, your campers will get to return to working with the Vendor during this time. Please always remind campers of the expectations you have for them and to treat the Vendor with respect. Make sure you are always supervising children during Vendor times as well. You are always responsible for supervising you campers.

2:00pm – Camper Choice/Playground/GaGa

Both camps will now give the campers the opportunity to choose what they would like to do (from pre-determined options). Check in with your branch to find out what specific activities are available for campers during this time.

3:00pm - Snack (may be provided by the Y?)

During this snack time, take the opportunity to reflect with campers on their day. Some branches provide snack, some branches have campers bring their own snack. Remember to be aware of the allergies present amongst your campers. Staff may eat their own snack as well. Engage them in a discussion with questions such as:

- “What was your favorite part of today?”
- “What are you excited about for tomorrow?”
- “What changes would you make today?”

3:30pm – Assembly

Gather all the campers together for another assembly with songs and spirit competitions. This assembly should closely mirror the morning assembly, but instead of providing a breakdown of what they will be doing that day, have a discussion of how they did that day.

3.14 Site Schedules: Traveling

As we walk through the schedule outline of a Traditional/Vendor Camp, please note that this is the schedule of the day and does not include procedure breakdowns (such as Camper Sign In and Out), but focuses on the activities and flow of the day. Please refer to the appropriate section for more in depth explanations of the various procedures and guidelines of each camp.

Guidelines/Procedures for Traveling Camp

Bathroom: Always try to utilize a family style/gender neutral restroom. If you have to use a standards bathroom, you must go inside with the campers (unless they are not the same gender of the campers).

Stores/Gift Shops: Before going inside, establish a time line and ground rules such a:

1. Be respectful and careful of items in the store
2. Budgeting: Help campers be aware of what they have to spend and make good choices when they are spending.
3. Make sure campers are aware that they **MAY NOT SHARE MONEY!** This can become a big headache and may not be appreciated by parents.

Head Counts: These are **VERY IMPORTANT** and need to be continuously throughout the day.

Let's take a look at what the schedule breakdown for a Travel Camp looks like:

9:00am – Pre-Boarding

During this time it is important to make sure **CAMPERS** have the following: sunscreen, hat, water bottle, sunglasses, and any other belongings.

During this time it is important to make sure **STAFF** has the following: Camp Phone, 1st Aid Kit, Medications for Campers, Medical Sheet, any personal belongings (this also means your lunch!).

The Roster/Sign In & Out Sheets: These are essential and will help you keep track of all your campers as well as parent/authorized adult sign in/out. Make sure to have this with you at all times!

9:30am – Loading the Bus

When loading the bus, make sure to follow the procedures below:

- One staff (at least) needs to get on the bus **FIRST**/a staff member is always last on/off the bus.

- Head Counts before loading on bus/after campers are loaded on bus.
- Kids may NEVER sit in the Emergency seats
- Staff should never be sitting alone with a camper
- If sharing a bus with another camp: camps need to remain separated when seating.
- **STAFF:** no sleeping, using a personal phone, or eating while on the bus.

9:30am – 10:00am – Bus Ride Interactions

While on the bus with campers, engage them in meaningful interactions during this time. Some ways you can do this are through:

- Songs
- Open-Ended Questions

10:00am – Unloading Procedures

When the bus is being unloaded for a Travel Camp, make sure:

- One staff (minimum) gets off the bus & positions themselves where the campers meet.
- Have campers exit row by row, including staff to maintain the correct ratio
- Last off is staff, who conducts a sweep of the bus for campers, belongings, etc. before leaving the bus
- Head Count once all the campers are off the bus
- Time for a snack!

10:15am – Expectations/Rules

Before starting any activities for the Traveling Camp, make sure to:

- Identify the “Designated Meeting Location” in case campers get separated from their group (pick a place where there is adult supervision until campers/counselors are able to reunite).
- Establish boundaries for campers/safe practices.
- Take this time to divide campers in to smaller groups (make sure to know any/all of the kids medical conditions to make sure you have the proper medications for your campers).
- Establish a mid-day meeting time with other counselors for lunch with other groups.
- Make sure you know the camp’s phone number in case you need any assistance.
- Reapply sunscreen!

11:00pm – SeaWorld!

12:00pm – Lunch

- Conduct a head count of the whole group
- Make sure to pick a spot in a shaded area
- Make sure the spot is not blocking any walking space/area
- Rest Time
- Reapply Sunscreen/Bathroom Break for Campers
- Staff Lunch Break/Bathroom Break (*staff who are missing a meal need to make sure that is agreed upon ahead of time)
 - Connect with the group for check in: “How’s it going?”, “What else do you want to see?”
 - Create an afternoon plan

1:00pm – SeaWorld Again

- A great time for reminder of heavier and expectations to be set before venturing out again!
- This is a great opportunity to discuss new knowledge with children and engage them in the material around them.

2:00pm – Exiting SeaWorld: Prepare to Load the Bus

- At this time, please make sure all campers have all their belongings (water bottle, lunch box, hat, sunscreen, backpack, etc.).

2:30pm – Load Bus

Let’s check for understanding on how to properly load the bus while keeping the following factors in mind:

- Head Counts
- Proximity/Supervision
- Child Abuse Prevention

3:30pm – Assembly

Gather all the campers together for another assembly with songs and spirit competitions. This assembly should closely mirror the morning assembly, but instead of providing a breakdown of what they will be doing that day, have a discussion of how they did that day.

Module 4: Emergency Procedures

4.1 Module Four (4): Emergency Procedures

General Safety Information

To ensure the safety of everyone, it is important to be prepared prior to an emergency occurring.

- Ensure an emergency drill is practiced at your site at least once per month. Vary the type of drills practiced.
- Know where the emergency equipment is located (i.e. Fire Extinguisher, Fire Alarm, First Aid Kit).
- Know where emergency supplies are located for your site and how to gain access to them.
- Be aware of the evacuation route from the different locations your programs uses. Know where you would evacuate to and what you would need to bring with you.

4.2 Evacuation

If the emergency requires evacuation and it is safe to do so, ensure you take the following items with you:

- All campers and employees
- Sign in sheet and live rosters
- Children's Medical Information Sheet (also called a Medical)
- First Aid Kit & Medications (such as inhalers)
- Cell Phone

Emergency drills should be practiced:

- Monthly
- Every other month
- Each semester
- Once a year

Procedures:

If an evacuation is necessary:

- If possible, with no risk to personal safety, take:
 - First aid kits
 - Sign-in/out sheets
 - Children's medical information
 - Children's medications
 - Mobile phone
- Proceed to the planned emergency assembly area in an orderly fashion.
- If safe, take attendance and ensure all children and team members are accounted for prior to departing.
- Either way, take attendance and ensure all children and team members are accounted for when safely at the assembly area.

4.3 Missing Camper Procedures

Earlier in this Day Camp Academy training, you reviewed the importance of head counts and matching the head count with the live roster. If once you complete a head count and you are missing a camper, the following steps should be taken:

1. Recount to ensure you didn't make a mistake. Double check your program space.
2. If still missing a youth, notify Site Supervisor.
3. Ensure your group is supervised and retrace your steps to check your last location.
4. If you still haven't found them, enlist the help of other employees.
5. Share as much detail regarding the description of the youth with others as possible. Height, age, hair color, style of clothes, etc.

The most important safety principle in caring for children is maintaining proper supervision. Never leave any children alone or unsupervised. Be alert and aware of any possible threats or hazards. When you are with the child at the program, or at a location away from the program, make sure you are alert to any strange or unusual activities and people around children. Any individual in the program area or who is loitering strangely in a public area should be approached and greeted. The most common approach is to ask if you can help them. This will help you assess if they are a threat to the child, as well as, let them know that you are watching them while still being polite and unassuming regarding their intentions.

Each team member should take every possible precaution to prevent a lost or missing child. These include: following proper sign in and out procedures, frequent head counts, frequent roll call, clear boundaries, and constant supervision.

However, it is possible that a child becomes lost or missing. In these circumstances, arrange for a search to begin immediately and take the following steps:

- Ask the other children if anyone knows where the missing child is.
- Look in the immediate area and obvious nearby locations.
- Check the last location you were at, the restroom, and the child's classroom.
- If the missing child cannot be found in the immediate/obvious areas, alert your program supervisor and co-workers. Tell other team members to be on the lookout for the missing child. Wait for a few minutes to see if the child is located. Provide a description of the child and the clothes they are wearing.
- Involve other facility/school faculty members in the search.

- Contact your Program Director.
- Designate a team member to check exits and parking lots.
- Notify your co-worker to take your group, and be sure that this person accepts responsibility for the supervision and safety of the additional children.
- All energies need to be devoted to finding the missing child.
- Continue to search the area, periodically checking back with your group.
- The decision to call the police and the child's parent will be made by a YMCA Program Director.

When immediate emergency is over, immediately complete an incident report and submit to your Program Director.

4.4 Lock-Down Procedures

Through lock downs are infrequent, they are the most common emergency that our after-school programs may experience. In most cases, there is a situation in the surrounding area and the police have asked us to lock down as a precaution.

- If at a school site:
 - Defer to the school's lock down procedures for when a lock down occurs
- If outdoors:
 - Go to nearest building and follow the indoor lock down procedures
- If indoors:
 - Lock down the building including windows and doors
- While securing building:
 - Move children to a secure area and follow the directions given through the emergency communication systems
- Conduct a head count:
 - Prior to transitioning to a designated lock down location, ensure you have everyone. Once safe and secure, confirm your current live roster with a face/name head count. Communicate your status to your Site Supervisor.

Procedures:

- Call 911, if it has not already taken place. (A lockdown may be police initiated.)
- If inside, lock all doors and windows.
- If outside, proceed to the nearest empty inside location and lock all doors and windows.
- Keep your walkie-talkie handy and on to receive updates and share information. Alternately, utilize an internal P/A or phone system to stay in contact with the other team members.
- Parents and families who arrive during a lockdown will have to wait to enter the program space.
- Wait for the all clear before unlocking the doors.

4.5 Fire Procedures

If a fire occurs or the fire alarm is engaged, follow the steps below.

- Notify emergency personnel
 - Call 911 to report the fire and if the fire alarm is not already engaged, pull the nearest fire alarm.
- Evacuate facility immediately
 - Evacuate facility immediately according to the evacuation plan. Proceed to the predetermined destination and, if safe, remember to take the evacuation items with you.
- Conduct Head Count
 - Before and after transitioning locations, conduct face/name head count. Do not go back into the building until cleared by Fire Department.



Procedures:

- Call 911 and report fire.
- Alert everyone present of fire (pull switch, air horn, etc.)
- Evacuate facility immediately according to evacuation plan to assembly area and assemble per plan.
- Make sure all doors and windows are closed after clearing an area.
- Direct Fire Department to the fire.
- Do not go back into the building until Fire Department has cleared the building.
- If safe, and children are supervised, facilitate the moving vehicles and traffic in the area.

4.6 Earthquake Procedures

Let's review the procedures in the event that an earthquake happens while you are working at your site.

- Stay calm and don't panic
Stay where you are. If outdoors with youth, stay outdoors and if indoors with youth, stay indoors.
- Based on locations
 - If outdoors, move away away from buildings and utility wires. If indoors, take cover under a desk, table or against inside walls.
- Wait until over:
 - Once the shaking stops, do not move the youth until all hazards and dangers are surveyed and deemed safe. Do a face/name head count to ensure all youth are safe and present.



Procedures:

- Keep calm. Don't run or panic.
- Stay where you are. If outdoors, stay outdoors. If indoors, stay indoors. Most injuries occur as people are entering or leaving buildings.
- If the earthquake strikes when you are indoor, "duck, cover and hold." Members, participants and team members are to take cover under a desk, table bench or against inside walls or doorways as directed by team members. Stay away from glass windows and outside doors. Team members are to take up assigned earthquake positions or take cover with participants.
- Use a flashlight. Don't use candles, matches or other open flames either during or after the tremor.
- If the earthquake catches you outside, move away from any buildings and utility wires. Try to reach an open area; "drop and cover your head."
- Once in the open, stay there until the shaking stops. Do not reenter any buildings.
- Don't run through or near buildings. The greatest danger is from falling debris just outside doorways and close walls.

After the earthquake:

- Team member assignments to go into action. (listed on emergency plan)
- Check for injuries. Do not attempt to move a seriously injured person unless they are in immediate danger.
- Call 911 if needed.
- Qualified person will check utility and electrical lines and appliances only. If you smell gas, leave the building and report gas leakage to maintenance team and authorities. Don't reenter the building until a professional team members says it is safe.
- Be prepared for earthquake "aftershocks".
- Stay out of severely damaged buildings. Aftershocks can shake them down.
- Stay off the telephone, except to report an emergency. Turn on your radio or television to get the latest information. Text your Program Director with your status.
- Don't do sightseeing. Respond to requests for assistance from police, fire fighting and relief organizations, but do not go into damaged areas unless your assistance has been requested.

4.7 Chemical/Hazardous Waste Spill

This topic is specific to a major chemical/hazardous waste spill either on site or in the surrounding area; for example, a toxic cloud or leak.

If this occurs:

- Call 911
- Call you supervisor
- If safe, evacuate the immediate area
 - Do not return to area until deemed safe
- If not safe to evacuate,
 - Close windows and doors
 - Turn off all heating, ventilation and air conditioning
 - Wait for emergency professions to give you the “all clear”



Procedures:

- If the accident does not create an emergency (e.g. no injuries or hazardous conditions), isolate the area from pedestrian traffic and contain spill. Then clean the area and be sure conditions are safe before resuming operations.
- Precautions may vary depending on the location and time:
 - Evaluating the immediate area.
 - Closing windows and doors to contain spill.
 - Turning off all heating, ventilation and air conditioning.
 - Do not return to the area until deemed safe.
 - Remember to wear goggles, mask and gloves.
- Evacuate, note wind direction, and then notify the Fire Department at 911.
- Isolate immediate area, identify substance, and deny access to only qualified personnel.

4.8 Active Shooter Procedures

Unless you have a clear and safe exit route where you can move the youth away from danger, the recommended strategy is to hide.

- Know the notification system
 - Each location and school has their own notification system when an active shooter is present. Ensure you know what that system is in case of emergency. Call 911 if it has not already taken place.
- If inside
 - Unless unsafe to do so, the recommendation is to hide the youth and lock all doors and windows. Ensure you are conducting head counts as needed and all cell phones and walkie-talkies are on silent.
- If outside
 - Immediately direct youth to a secure, safe enclosure or building to hide. Ensure you are conducting face/name head counts and all cell phones and walkie-talkies are on silent.

Procedures:

- Know what the notification for active shooter is for your location. (e.g. a code word or phrase over the walkie-talkies)
- If inside, and it seems reasonably safe to do so, immediately evacuate the premises with the children and proceed to a safe location. Otherwise, lock/barricade all doors and windows and prepare to fight with whatever can be utilized as a weapon.
- If outside, and it seems reasonably safe to do so, immediately evacuate the premises with the children and proceed to a safe location. Otherwise, proceed to the nearest empty inside location and lock/barricade all doors and window and prepare to fight with whatever can be utilized as a weapon.
- Hide children and all persons from sight.
- Call 911, if it has not already taken place.
- Ensure all cell phones, walkie-talkies, etc. are on silent.
- Wait for an all clear before unlocking the doors.

4.9 Bomb Threat Procedures

Bomb threats should be taken seriously. If you receive a bomb threat over the phone:

- Be calm and courteous
- Gather as much information as you can including the location of the bomb
- Do not interrupt the caller
- Listen closely to voice, background noise, etc.
- Call 911 immediately and prepare to evacuate the site.
- After extracting information or if you are notified there is a threat:
 - Notify the most senior employee immediately
 - Evacuate the site (Ensure you are conducting head counts)
 - Note any new, unfamiliar or suspicious items as you evacuate
 - Do not investigate the items or re-enter the building



Please Note:

- All bomb threats should be taken seriously. When a caller provides information concerning the instrument, its composition, size, method of detonation and possible location, the probability of a bomb in the building is great.
- The team member receiving the phone call must note all comments supplied by the caller. Be calm and courteous. Do not interrupt the caller. Keep the person on the line as long as possible. Ask questions to delay the caller, including why they are doing this, their name, and location of the bomb and the time of possible detonation. Record every word spoken by the caller. Listen closely to the voice, background noises, etc. After extracting the maximum amount of information from the caller, the team member should notify the most senior team member immediately. Call 911 and prepare to evacuate the site as a precaution. All team members must note any new or unfamiliar items that are in their offices or surroundings. Give such information to the Bomb Squad. Do not investigate the items yourself. After police or fire personnel give all clear, only then should the building be reentered.

-  During an active shooter situation, once we are hidden and the room is secured you should:
 - Call your supervisor to let them know you're safe.
 - Read a story to the kids to keep them calm.
 - Silence all phones, walkie-talkies, etc.
 - Look for the threat so you know how to close it is to the Child.
 -
 -

-  When an emergency occurs you should:
 - Grab as many children as you can then follow the appropriate procedures for that emergency.
 - Calmly but quickly gather the entire group and do a head count, follow the appropriate procedures for that emergency and then do a name to face count once safe.
 - Wait for further direction from your supervisor.
 - Have the children follow you while you ensure you own safety.
 -
 -

-  If you are notified of a lock down situation and you are outdoors, what should you do?
 - Evacuate the facility
 - Take the children to the playground to keep them engaged during the emergency.
 - Find the nearest unoccupied indoor space to lock down inside of
 - Go back to your main program space to combined with the rest of the program group

4.10 Water Outage Procedures

A water outage, while not necessarily an emergency, may require a change in operations depending on the length of the outage.

- Notifications
 - Notify the facility and your Site Supervisor/Program Director
- Site Supervisor Determines Next Step
 - If the water outage is for a long enough period of time, it may require the parents pick up the youth early
- Notify Parents
 - Contact the parent/guardian to pick up the youth early if no accessibility to working restrooms or no available drinking water



4.11 Heat Wave Procedures

If the weather is unusually hot, ensure you are following the procedures to ensure the youth are safe.

- Ensure that you and the youth are drinking plenty of water and staying hydrated. Observe for signs of heat exhaustion and heat stroke.
- Reduce or eliminate outdoor play from the lesson plan and use shaded areas.
- If indoors does not have air conditioning, keep indoor play to a low level of activity



4.12 Power Outage Procedures

A power outage, while not necessarily an emergency, may cause you to change your lesson plan and ensure that the children are safe during the outage.

- Notifications
 - Notify the school and your Site Supervisor/Program Director
- Site Supervisor Determines Next Step
 - If the power outage is for a long enough period of time, it may require the parents pick up the youth early
- Notify Parents
 - Contact the parents to pick up the youth earlier if there is insufficient light available to operate safely



4.13 Media Coverage

Whether there is an emergency or not, if the media unexpectedly shows up at your site, take the following steps.

- Immediately contact your direct supervisor as this information needs to be shared with your Branch Executive Team
- Employees and youth are not to make a statement or interview with any representatives of the media without prior approval
- If approached by members of the media for comment, say "I'm sorry, my focus is on our youth, please contact the main office of the YMCA of San Diego County for an official statement."



Module 5: Reporting Procedures

Introduction

Module 4 taught us about the importance of ensuring the safety of our youth at all times. However, we work in dynamic environments. We also work with youth, and youth can be both unpredictable and uncoordinated in their actions. Despite our best efforts accidents, injuries, and incidents are bound to happen. The idea is for these to be minimal and the result of elements that are out of our control.

When they do happen, we often need to document what occurred and why. This helps us understand how we can do better and/or why the situation was unavoidable. Depending on the situation different forms may be used for these processes.

5.2 Types of Reports

There are 5 types of reports that the Day Camp Programs utilize. Some reports are used for Accidents, others for Incidents and some for both types of situations.

The types of reports we use are:

- a. **Ouch Report**
- b. **YMCA Accident/Incident Report**
- c. **Behavior Report**
- d. **Suspected Concussion Notification Report**
- e. **Suspected Child Abuse Report**

5.3 Difference between an Accident & Incident

Let's define what accidents and incidents are for the YMCA:

An Accident is:

- Any injury to a child participant or employee that occurs.
- For example: A youth falls while playing and sustains an injury.

An Incident is:

Anything that occurs that needs to be documented that is NOT an injury.

- For example: A child takes money from another child.

Example of Both an Accident and Incident is:

- A child physically harms another child leaving a bruise.
- This would be an accident because there was an injury and an incident because there was a physical conflict.

5.4 Ouch Report

The first report we will be reviewing is the Ouch Report.

What is the purpose of this report?

The purpose of the report is to:

- Ensure that the parent or guardian of the child is informed about an injury and the care we provided.

An "Ouch Report" is to be written for each injury incurred by a child. The purpose of these reports is to ensure that the parent/guardian of the child is informed about the incident/injury that occurred and how we cared for their child. These reports are to be given to that child's parent/guardian when that child is next picked-up or dropped-off at the center. When in doubt, call the parent/guardian to notify of the incident, just in case they would like to pick-up their child early.

the **YMCA** FOR YOUTH DEVELOPMENT™ FOR HEALTHY LIVING FOR SOCIAL RESPONSIBILITY

OUCH REPORT

Date: _____

Child's Name: _____

Incident Description: _____

Care Given: _____

Contacted: _____ at _____ a.m. / p.m.

Parent Signature _____ Staff or Teacher Signature _____

Who receives the report and who should be notified?

- This report is given to the parent or guardian at pick-up
- More serious injuries may also need additional forms and a call home
- When in doubt, call home to see if the parent/guardian would like to come pick-up the youth early

How do you use the report?

This report is used when:

- A youth has an injury that was treated
- It is used for any injury regardless of severity

Who completes the report?

It is filled out by the employee who directly supervised the accident

5.5 YMCA Accident/Incident Report

The second report we will be reviewing is the YMCA Accident/Incident Report.

What is the purpose of the report?

The purpose of the report is to:

- Allow the YMCA to document, record and track major risks within our programs.
- Both accidents and incidents utilize that same form but you may complete different sections of the form based on what occurred.

How do you use the report?

Examples of Accidents:

- An injury that requires medical attention
- Ice is required
- An injury that requires youth to be picked up from the center
- Head injuries
- Other happenings that you feel need documentation

Examples of Incidents:

- Emergency Situations
- Severe behavior
- Any time Child Protective Services is contacted
- Sever bleeding

Who completes the report?

- These reports are typically completed by the Site Supervisor, with employees assisting with the information
- When assisting with these reports, it is important to remember to be as objective as possible and to report only the facts

Who receives the report and who should be notified?

- These reports are for internal YMCA use only and are NOT to be given to the parents/guardians



The image shows a form titled "YMCA OF SAN DIEGO COUNTY Accident / Incident Report Form". It includes fields for "Report Type" (Accident, Incident, Assault/Rescue, Abuse/Neglect Report), "Branch/Dept. Contact", and "Off-site Facility". The "GENERAL INFORMATION" section contains fields for Name of Person Involved, Date of Occurrence, Gender, Age, Date of Birth, Check Date, Address, Parent/Guardian Information, and a description of the incident. The "MEDICAL INFORMATION" section includes checkboxes for "Any medical attention?", "First aid administered?", "Blood drawn/transported?", "Further medical attention?", "Accident prevented/avoided/controlled?", and "Witnessed?". The "FOLLOW-UP" section has fields for "Date", "Time", and "By". At the bottom, there are checkboxes for "Has the client returned back to the program?".

- This report is given to the Site Supervisor who will turn it into the Program Director within 24 hours
- Please note: whether an accident, an incident or both occur, you will always use this form to report it internally
- An accident report is to be written for more serious injuries. Any injury that requires the use of ice, has severe bleeding, involves hitting their head, or requires the youth to be picked up from the center should be considered serious.
- Accident reports are internal forms to the YMCA. They are for the purpose of documenting exactly what occurred and what was done about it so that the YMCA has a record on file in the event that questions are raised in the future. Any situation necessitating an accident report also requires an immediate phone call to the parent informing them of the situation. In addition, a follow-up phone call needs to be made within 24 hours after pick-up to assess the youth's condition.
- A parent cannot see these reports and they may not receive a copy. If they would like more documentation other than an Ouch Report please ask them to contact your Program Director/Coordinator.
- Any injury involving the head must be reported to the parents immediately. This may require an additional Head Injury Report depending on your program. If the child is showing signs and/or symptoms of a concussion, an immediate call to 911 is necessary.
- Accident reports need to be followed up on and turned in to your Program Director within 48 hours of the accident and copy of the youth waiver form must be attached.
- The Y utilizes the same document for incidents and accidents on an Incident/Accident report. Please use it as appropriate for the current situation. In addition, licensed programs have an unusual incident report that may also be needed.
- An incident report is to be written for odd happenings or behavior problems. Incident reports must be written for emergency situations, severe behavior issues with team members, parents or youth, or any other happening that you feel needs documentation.
- Incident reports must be turned in within 48 hours of the incident and your Program Director must be notified of the incident immediately.

When filling out any of the above reports:

- Be as objective as possible.
- Report only the facts – not your opinions.
- Use clear and concise English.
- Fill out the report completely.
- Do not include your own personal information (e.g. phone number, address) please use the program site information instead.

The Y utilizes the same document for incidents and accidents on an Incident/Accident report. Please use it as appropriate for the current situation.

5.6 Behavioral Report/Character Card

The third report we will be covering is the behavior report.

What is the Purpose of the Report?

The purpose of the report is:

Facilitate conversations with the parent/guardians in a manner that creates a team approach (of YMCA staff and the parents/guardians) to support inclusion and success of youth.

How do you use the report?

This report is used to:

Document any serious or chronic behaviors that either comprise the safety of the program or significantly infringe on the personal rights of others.

Who receives the report and who should be notified?

Three copies of the report are made, one for the parent/guardian, your Program Director and to keep in the youth's file on-site.

Who completes the report?

The report is filled out by the Site Supervisor, with staff assisting with the information.

5.7 Suspected Concussion Notification Form

The fourth report we will be covering is the Suspected Concussion Notification Form.

What is the purpose of this report?

The purpose of this report is to ensure a parent/guardian is promptly informed of any potentially serious head injury that could lead to a concussion.

How do you use the report?

This report is used when:

- A youth sustains an injury to the head and is showing any signs or symptoms of a concussion.

Remember, if a youth has a head injury and shows a sign or symptom of a concussion, you need to immediately:

1. Remove them from the activity or sport
2. Call 911
3. Call and inform the parent/guardian

Additionally, an Ouch Report and an Accident/Injury Report needs to be completed.

Who completes the report?

This form is to be filled out by the employee present, who is aware of the situation.

Who receives the report and who should be notified?

- If you have access to a copy machine, make a copy of the form to include internally with the other reports.
- If you do not have access to a copy machine, tear off the bottom portion of the document and keep the sign off portion and give the parent the top portion.

5.8 Suspected Child Abuse Report

The fifth report we will be covering is the Suspected Child Abuse Report.

What is the purpose of the report?

- Ensure the state of California Child Protective Services agency is aware of the suspected child abuse.
- Completing the Suspected Child Abuse Report is a legal requirement of the state of California.

Print **SUSPECTED CHILD ABUSE REPORT** Reset Form

To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166
PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF INDICATED REPORTER	TITLE	ORGANIZATION OR OTHER CATEGORIES
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS	REPORTER'S TELEPHONE (DAYTIME)	REPORTER'S TELEPHONE (EVENING)
B. REPORT NOTIFICATION	COUNTY WHERE CASE OCCURRED (For Family Child Care)	CITY	ZIP
	ADDRESS	TELEPHONE	TYPE OF PHONE CALL
C. VICTIM <small>Check appropriate boxes</small>	NAME (LAST, FIRST, MIDDLE)	DATE OF BIRTH (MM/DD/YY)	SEX
	ADDRESS	CITY	ZIP
	PARENT/LEGAL GUARDIAN	SCHOOL	CLASS
	PHYSICALLY DISABLED	DEVELOPMENTALLY DISABLED	OTHER DISABILITY (SPECIFY)
D. INVOLVED PARTIES <small>Check appropriate boxes</small>	NAME (LAST, FIRST, MIDDLE)	DATE OF BIRTH (MM/DD/YY)	SEX
	ADDRESS	CITY	ZIP
E. INCIDENT INFORMATION	DATE/TIME OF INCIDENT	PLACE OF INCIDENT	IF MULTIPLE VICTIMS, INDICATE NUMBER
	NARRATIVE DESCRIPTION (When entries exceed the allotted space, check off other person accompanying the victim(s) or other subjects making the report(s) or subject(s))		

CS 9872 (Rev. 6/18) DEFINITIONS AND INSTRUCTIONS ON REVERSE

How do you use the report?

This report is used:

- Any time an employee has reasonable suspicion that a youth has been abused.
- Your supervisor will need to ensure a YMCA Accident/Incident Report and Unusual Incident/Injury Report is also completed.

Who completes the report?

- This report is always to be filled out by the employee who has the suspicion of abuse.
- CPS/CWS needs to be called as soon as you suspect abuse, and within 24 hours. The Child Abuse hotline number is 858-560-2191.

Who receives the report and who should be notified?

- This report is faxed directly to the CPS/CWS. This report does NOT go to the parent/guardian
- It is highly recommended to let your supervisor know that a report needs to be made.

5.9 Reports Associated with Accidents vs. Incidents

Let's review the reports associated with an accident versus an incident and when it is used for both.

	Ouch Report	YMCA Accident/ Incident	Licensing Unusual Incident/ Injury	Suspected Concussion Notification Report	Suspected Child Abuse Reporting	Behavior Report
Accident	X	X	X	X		
Incident		X	X		X	X

 Who needs to complete the form and make the report to Child Protective Services?

- Mandated reporting who has suspicion
- Site Supervisor
- Program Director
- Principle of School

 Who needs to be notified and by when in the event something happens requiring an Unusual Incident/Injury Report?

- Another Youth Development Teach within one week
- Immediate supervisor within 24 hours later
- Parent within an hour
- Immediate supervisor immediately
- Principal by next school day
- Behavior Report



A parent receives a Suspected Concussion Notification whenever their child:

- Has been removed from play due to a suspected concussion
- Doctor determines a youth received a head injury resulting in a concussion
- Is nauseous or is vomiting
- Complains when their head hurts

5.10 Scenarios

Let's review the reports associated with an accident versus an incident and when it is required for both.

 While playing Sharks & Minnows one of your youth is not paying attention and runs into a tree. There is no bleeding, but there is a bump and they are feeling nauseous. Thankfully their parent arrives just minutes later. You let the parent know about the injury as they get ready to go home. You find out the next day that they stopped by the emergency room on the way home. Thankfully, the youth just receives a bump and bruise, but no other injury. What form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

 A parent is upset over something that happened in the program. As you are discussing this with them they begin to present a threatening posture and start using profanity. With the assistance of the Site Supervisor you are able to calm them down. Which form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Licensing Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

 A youth is upset because another youth is choosing not to share a game with them. The youth then picks up a large wooden block and throws it at the other youth. It hits the youth in the arm, causing a minor bruise. What form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

 A youth slips while playing on the blacktop and skins their knee. Their injury is easily washed and patched up with a band-aid. The youth returns to the activity after 5 minutes. Which form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Licensing Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

5.11 Training Checklist

This is your Training Checklist. In order to show that you have not only taken all the required Day Camp Onboarding Academy Trainings, but that you have demonstrated enough proficiency with the content to be an effective staff member of our Day Camp Programs, this checklist needs to be completed by the Participant and the Trainer, then turned in to the Learning Department (ytraining@ymca.org). The trainer signing off this checklist is hereby stating the participant has taken the trainings and demonstrated knowledge and

Date of Training Completion: _____

Checklist:

- Day Camp Module 1: Cause & Culture
 - By checking this box, I am stating that I understand all the material reviewed in Module 1: Cause & Culture, and that I understand I am solely responsible for making sure I follow this information in all my duties as a Y Staff member.

- Day Camp Module 2: System-Based Learning
 - By checking this box, I am stating that I understand all the material reviewed in Module 2: Systems Based Learning, and that I understand I am solely responsible for making sure I complete all my Compliance Training on time (within at least 30 days unless my branch site specifies for it to be done sooner) in order to continue working in the Preschool Program.

- Day Camp Module 3: Day Camp 101
 - By checking this box, I am stating that I understand all the material reviewed in Module 3: Day Camp 101, and that I understand I am solely responsible for making sure I follow this information in all my duties as a Y Staff member.

- Day Camp Module 4: Emergency Procedures
 - By checking this box, I am stating that I understand all the material reviewed in Module 4: Emergency Procedures, and that I understand I am solely responsible for making sure I follow this information in all my duties as a Y Staff member.

- Day Camp Module 5: Reporting Procedures
 - By checking this box, I am stating that I understand all the material reviewed in Module 5: Reporting Procedures, and that I understand I am solely responsible for making sure I properly document all accidents/incidents by following the proper procedures and reporting processes.

Participant Name (print): _____ Signature: _____

Trainer Name (print): _____ Signature: _____