



KEEP SAFE

THE CLUB SAFETY DESK REFERENCE



Keep Safe

The Club Safety Desk Reference



New York Life
Foundation

GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**

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Introduction

Serving youth is a high-risk enterprise. According to insurance industry statistics, 90 percent of claims filed by Clubs are attributed to poor or questionable acts of supervision, and 35 percent of general liability claims filed by Clubs result in lawsuits. However, experience shows that the most harmful incidents can be prevented with reasonable planning.

A thoughtful, comprehensive and consistent safety program can be the difference between a calm response to a safety concern and haphazard reaction to a crisis. It can help Club staff anticipate, identify and respond to hazards, thereby reducing the frequency and severity of accidents and injuries to youth, Club staff, volunteers or others who may be under your care.

Several critical elements must come together to ensure a safe environment every day. Safety policies and procedures need to be developed and followed. Club leaders must adhere to thorough hiring practices to ensure they have the most qualified people on staff. And, most importantly, the Club must provide proper safety training for all staff and volunteers.

There is no one ideal child safety program to meet the needs of all sites and conditions. That's why Club leaders must develop their own safety strategy, one that reflects each site's unique conditions and specific needs. It is also important that the organization's standard of care comply with applicable government regulations, industry standards and is consistent with the standards of its community.

Keep Safe: The Club Safety Desk Reference provides tools and resources to assist you in developing a customized safety strategy. It also contains a collection of best practices gathered from a variety of experienced Club organizations. The information is organized into three sections:

- *Policy, Procedures and Planning* helps Clubs take a broad approach to developing a safety program. Standard practices in child safety, hiring procedures and forming a safety committee are featured here.
- *Training Staff and Volunteers* provides guidance on assembling and empowering the first line of defense in child safety. Its training materials are designed to help create a work force of knowledgeable and committed employees.
- *Areas of Concern* contains tips, scenarios and checklists to help you address specific situations. It also offers pragmatic day-to-day tactics and resources.

This desk reference is designed to help organizations make good decisions about protecting the children they serve. By using the tools and resources in this book, Club staff can ensure a reliable standard of care and, ultimately, create a more positive experience not only for youth, but also everyone involved in the organization.

TAB 1

SECTION ONE

Policy, Procedures and Planning



1**Policy Basics**

It is essential for every Boys & Girls Club organization to have clearly written, up-to-date policies and procedures that address safety in all areas of Club operations. This ensures that the organization complies with applicable regulations (such as state or local fire and health regulations), is consistent with the generally accepted standards of the community (such as security, supervision or emergency procedures) and has anticipated new or emerging situations that may endanger or harm children under your care (such as shared facilities or social networking).

Before drafting new safety policies or modifying specific provisions of existing policies, identify the types of accidents your organization hopes to prevent, and list the steps it will take to protect people and property. Use specific, actionable statements and examples of the types of steps you expect staff, volunteers or others to take. If necessary, create separate sets of guidelines for different levels of responsibility, such as executive leadership, management, program staff or volunteers.

Policies should be written using simple, concise wording in plain, non-technical verbiage, allowing all levels of persons responsible to understand what is expected of them. Each policy should state its purpose, how it will be implemented and the consequences or disciplinary actions for noncompliance. Finally, policies should be reviewed by the organization's legal counsel and insurance carrier, and adopted by the organization's Board of Directors.

Writing and Modifying Your Policies

To help you improve your Club's policies, review the following policy categories with your Board of Directors and key staff. Bear in mind that each organization is unique and must determine for itself what kind and how many policies are needed. Generally speaking, as an organization expands, it tends to require more policies to govern its operations.

General Safety Policy

- How will we make safe practices a part of all aspects of Club operations?
- How will staff and volunteers be trained and remain competent in safe practices?
- How will the safe physical condition of our facilities be ensured?

Custody Policy

- How do children enter and leave the custody and care of the Club?
- How do we document children in our custody?
- How are children released to the care of an adult?
- If a child cannot be released to an adult, how do we safeguard him/her?

Confidential Records Policy

- How will we protect personal or sensitive information about our members?
- What standards do we comply with?

Shared Facilities Policy

- How will we know the moral character of others who rent or use our facilities?
- How do we ensure that alcohol, drugs or weapons are not brought on our premises?
- How do we ensure that persons using our facilities will maintain order?

Accidents and Illnesses Policy

- What are the limits of our responsibility if a child requires medical attention?
- What are our limits for providing first aid or emergency care?

Child Abuse

- How will the organization recognize and respond to signs of child abuse?
- What will the organization do to prevent the abuse of or by members or guests?

Medication Policy

- Under what conditions, if any, will prescription medicine be administered to a member?

Infectious Disease Control Policy

- How will the organization recognize and respond to signs of infectious diseases?

Transportation Policy

- Under what conditions can members be transported in private vehicles?

- How do we ensure our drivers are trained and responsible?
 - What type of license shall drivers be required to hold?
 - What training specific to the vehicles do drivers need to have?
 - What procedures shall drivers perform to document riders?
 - How do we establish drivers' authority to ensure the safety of all passengers?
 - How do we screen for drivers with a history of violations involving alcohol, drugs or road rage?
- How do we maintain our vehicles?
 - What procedures do our drivers need to follow daily to ensure all vehicles are safe?
 - What kinds of equipment must be on hand in the event of an emergency?
 - What local regulations must our organization follow?

Appropriate Use of Technology Policy

- What are the procedures for giving members technology center and social networking privileges?
- How will Club staff obtain permission for members to use computers and social networking sites from parents?
- How will we ensure adequate staff coverage when young people are using the technology center?
- What procedures can we establish to ensure responsible use?
- Which social networking sites are allowed?

Guest Policy

- Who can and cannot be a guest of the Club?
- Under what conditions must a guest be escorted?

Background Check Policy

- How often do we conduct background checks?
- When we share facilities, do we conduct background checks on all non-Club staff who could come into contact with our members?

Barrier Crime Policy

- What crimes will bar a person from direct, repetitive contact with Club members?
- How do we evaluate candidates who have criminal records?

Food Service Policy

- How will the organization ensure that food is handled safely?
- Who will be allowed to serve food?

Aquatic Policy

- How do we ensure our lifeguards are certified?
- How do we screen our lifeguards before hiring?
- What types of rescue equipment do we keep on hand?
- What procedures do we follow for rescue equipment maintenance?

Policy Structure

Although each organization is unique and must therefore create its own policies, following are basic steps to forming policies.

- 1) State your organization's intention.
- 2) Define the issue.
- 3) Define what the organization will do about it.
- 4) State how your organization will keep this policy in place.

Following are some examples of policies that use this structure. Note: These examples are not to be used without legal counsel review.

Example 1: Prohibition of Bullying Policy

The Boys & Girls Club of _____ is committed to providing all members with a safe and civil environment, and will not tolerate any form of bullying at any Club activity on or off Club property.

Bullying shall mean any written, electronic, verbal or physical act that willfully harms another. Aggravated bullying shall mean willful harm motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, mental disability, physical disability, appearance or socioeconomic status.

Staff and volunteers who observe an act of bullying are expected to take immediate, appropriate steps to intervene. If the staff member or volunteer believes his/her intervention has not resolved the matter, they shall report it to his/her supervisor and document the incident in writing.

The Club Director or appropriate staff member will inform the parent or guardian of any member who was observed as a victim or perpetrator of bullying if the issue has not been appropriately resolved. Depending on the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remedy the impact on the victim and change the perpetrator's behavior.

Example 2: Prohibition of Sexual Abuse and Sexual Misconduct Policy

The Boys & Girls Club of _____ is committed to providing a safe and respectful environment for our members, and will not tolerate any sexual abuse or sexual misconduct toward or by any member.

Sexual abuse and sexual misconduct shall be interpreted to mean any sexual interaction between a child and another person (including another child) in a position of power over the child. Specific acts may include inappropriate physical contact, viewing pornography, exposing oneself to another person, enticing others to expose themselves, inappropriate language, or any other behavior that is a violation of the organization's Code of Conduct or Employee Handbook.

Unless authorized in advance by _____, adult staff and volunteers shall not:

- be isolated with a member on Club premises, when transporting a member, or at any off-site Club activity;
- initiate conversations with members about sexual matters. If a member initiates a conversation about sexual matters with a staff or volunteer, the adult shall limit the conversation to the child's immediate concerns and shall provide a written incident report to the supervisor within 24 hours; or
- engage in off-site social activities with members. Such interactions may include meetings, telephone conversations, texting, social networking, email or Internet communication.

All persons are prohibited from the access, display, production, possession or distribution of pornography on Club premises or equipment.

Any suspected sexual abuse or misconduct will be treated as a serious matter and documented by written incident report within 24 hours. When applicable, the incident will be reported to the appropriate authorities. The chief professional officer shall provide written directives to maintain the confidentiality of incident reports.

All staff and volunteers are required to read and sign a statement informing them of their duty to report suspected sexual abuse or misconduct, and their willingness to cooperate fully. Failure to comply with any part of this policy will result in corrective actions. Any suspicion or allegation of abuse or misconduct will be treated as a serious matter and, when applicable, will be reported to the appropriate legal authorities.

2

Standard Practices for Child Safety: The Boys & Girls Club Way

Introduction

Creating a safe Boys & Girls Club environment demands considerable investment of thought, time and resources. Every effort should be made to identify and respond to dangerous conditions or situations on Club premises or other venues for Club activities. Experience shows that the most harmful incidents can be prevented with reasonable planning, awareness and corrective actions. Club staff and volunteers must be trained to notice and report actual and suspected incidences, and the local organization must plan ahead to respond properly. These acts form the basis of a reliable standard of care and, ultimately, a safer, more positive place, not only for youth, but for all persons involved in the organization.

Creating and maintaining a safe environment requires a comprehensive risk reduction program that helps your organization:

- establish effective safety standards;
- increase its capacity to protect Club members;
- reduce the frequency and severity of accidents and incidents; and
- demonstrate improvement through Boys & Girls Clubs of America's Standards of Organizational Effectiveness.

This chapter outlines eight standard practices that establish the basis for your organization's standard of care for Club safety. These practices should be adopted by each local organization, reviewed by legal counsel, approved by its Board of Directors and applied with consistency. Although details may vary by state laws or local community standards, the consistent application of this general process enables organizations to make good decisions about protecting those we serve.

Standard Practices For Child Safety

1. There are up-to-date, written safety policies and procedures that have been reviewed by counsel and address:

- the organization's intent to provide a safe setting for Club activities;
- contractual responsibilities when facilities are leased, rented or shared; and
- compliance with applicable laws, codes and regulations.

2. The organization establishes a Safety Committee that:

- develops a comprehensive safety plan;

- reviews safety policies and procedures, examines accidents and incidents, and suggests improvements to the board; and
- inspects Club facilities, documents conditions and recommends improvements to the board.

3. Club premises are secured by:

- visual or physical control of entries, exits and remote areas;
- staff and volunteers who exhibit a clear presence; and
- making sure that Club members and staff are prepared for emergencies.

4. Proper supervision is assured by:

- selecting staff and volunteers of high character who are capable of supervising youth; and
- appropriate staff-to-Club member ratios.

5. Staff and volunteers receive safety training in such topics as:

- policies and procedures addressing responsibilities, appropriate behavior and consequences for misconduct;
- appropriate interactions between adults and youth;
- supervision of Club activities;
- proper reporting of accidents and incidents; and
- emergency response procedures.

6. Club members are taught personal safety through:

- policies and procedures addressing responsibilities, appropriate behavior and the consequences for misconduct;
- an orientation on the Club's rules or code of conduct; and
- programs that teach youth how to avoid risky behavior.

7. The use of computers and cell phones is made safer for Club members by:

- following policies and procedures that define their appropriate use;
- training staff on Internet and cell phone safety;
- utilizing recognized Internet safety education programs;
- following procedures for responding to the misuse of the Internet; and
- using a system to protect sensitive or confidential member data.

8. When transportation is provided, safety is ensured by:

- following policies and procedures that address all circumstances for transporting members;
- screening drivers for motor vehicle violations and proper training;
- regularly checking to see if vehicles are operated and maintained in compliance with applicable regulations and the manufacturer's recommendations;

- keeping emergency equipment and first aid supplies stocked in each vehicle;
- enforcing behavior rules for passengers and drivers; and
- documenting all trips.

Practical Applications

The following are examples of how you can apply child safety standards to your Club. Keep in mind that, as an autonomous organization, your Club is responsible for establishing its own standard of care based on your specific needs and the standards of your community.

1. Policies and Procedures

It is important that every Club have up-to-date policies and procedures that address safety in all aspects of Club operations. The organization's safety policies should be reviewed by counsel to ensure they comply with applicable laws, codes and ordinances. The organization's insurance provider should also be consulted to review policies and procedures, and help establish a standard of care consistent with the overall community.

In recent years, businesses that invite or allow people onto their premises have faced increased liabilities. Property owners and managers have a duty to protect people who use their facilities. The fact that a situation has not occurred before is not an effective justification for not taking this responsibility seriously.

If the Club operates at a site owned by another party, its agreement should identify:

- the responsibilities of each party to provide a safe setting;
- the property owner's compliance with safety regulations; and
- the type and extent of maintenance provided by the property owner.

If the Club leases or rents its facilities to another party, its agreement should address:

- damage to Club property;
- unauthorized use of specific areas;
- prohibiting specific behaviors; and
- requiring that certain occupants or users be screened.

The organization has a duty to be aware of all laws, codes and ordinances, including those that may have recently changed, particularly in the areas of:

- fire, building, health and other public safety codes;
- reporting suspected child sexual abuse;
- state child care regulations; and
- the Americans with Disabilities Act (ADA), a federal law enforced locally.

In some cases, Club facilities may be "grandfathered" for code compliance because a condition predates a particular regulation. However, if the organization was aware that a hazard was posed

by the condition and did not act to reduce or eliminate the hazard, it could be found not only negligent, but grossly negligent.

2. Safety Committee

The organization should establish a Safety Committee made up of persons who are knowledgeable about local safety standards. In the area of general safety planning, the committee should:

- review overall safety policies and procedures;
- inspect Club operations for unsafe practices or activities;
- develop a safety training curriculum for staff and volunteers;
- develop emergency response plans and participate in drills;
- review accident and incident reports, and respond to safety complaints;
- ensure compliance with governing safety regulations;
- coordinate with local safety, emergency and rescue agencies; and
- develop recommendations, goals and timetables for board review.

In the area of property safety, the committee should:

- regularly inspect the condition of Club buildings, grounds, equipment and vehicles to ensure they are free of hazardous conditions;
- investigate reports of hazardous conditions;
- document the property's condition using forms, checklists and written reports;
- comply with local building codes; and
- develop written recommendations, budgets and timetables for board review.

3. Security

There are many components to a secure Club environment. Each Club site is unique, and an effective security strategy might include a combination of physical, administrative or electronic solutions. The organization should observe and document how security may be affected by the neighborhood, shared facilities, large buildings, multiple buildings or irregular layouts.

The first step for creating a safe environment is to project a safe image. The Club should:

- keep grounds neat and free of trash and debris;
- maintain landscaping and eliminate hiding places;
- remove graffiti within 24 hours;
- repair or remove vandalized items;
- install security lighting to discourage loitering, vandalism or illegal entry;
- post signage that establishes the jurisdiction of the Club; and
- establish a surveillance method for remote or inaccessible areas.

There should only be one point of entry into the Clubhouse for members, parents, visitors or

contractors. The Club should:

- position the front desk to engage and identify all who enter;
- use barriers in large lobbies to prevent people from entering unnoticed;
- monitor vestibules, sidewalks, playgrounds and parking areas where persons may naturally gather; and
- lock, set up an alarm system for or otherwise secure other points of entry or exit.

The front desk should be staffed by a person with good judgment and a clear sense of authority who has been trained to skillfully manage and supervise front desk operations. Front desk staff should:

- identify all persons before admitting them into the Clubhouse;
- require members to present their membership card;
- require parents, guests and contractors to be escorted by staff or volunteers;
- record all persons entering and leaving the Clubhouse; and
- verify with Club administration that contractors or repeat guests have been properly screened.

The Club interior should be easy to observe with few, if any, visual restrictions by:

- establishing key observation points with clear lines of sight;
- removing posters or other items that would restrict observation into a space from interior windows; and
- discouraging people from gathering in restrooms, locker rooms, stairwells or other isolated spaces.

Club members' personal belongings should be secured and should not contain items that are harmful to other members. The Club should:

- define each member's responsibilities for their personal belongings in the Club's code of conduct;
- establish a reliable system for keeping track of coats and backpacks, such as a formal check-in system, storing belongings in an observable room or providing individual storage bins in each program area; and
- obtain permission from Club members and their parents/guardians to conduct random and targeted inspections of belongings.

Staff and volunteers should exhibit a clear presence by:

- conveying a sense of professionalism in their manner and work;
- wearing uniforms or other distinctive apparel;
- communicating with other staff and volunteers through visual cues or other communication devices; and
- having some staff "float" to compensate for facilities that are difficult to supervise.

The organization should develop a comprehensive emergency response plan that:

- is adaptable to suit the conditions of each site;
- can also be shared with and applied to other parties who own, rent or use the facilities;
- shows how the Club will communicate with local emergency and rescue agencies;
- demonstrates how the Club will respond to specific and predictable types of emergencies;
- identifies the roles and actions of staff and volunteers during and after an emergency;
- addresses how the organization's leadership will communicate in a timely manner; and
- is systematically reviewed, updated and practiced.

4. Supervision

Club activities should be under continuous supervision by an appropriate ratio of adult staff- or volunteer-to-members. The ratio should comply with applicable state laws and BGCA recommendations, whichever are more stringent.

BGCA-recommended Supervision Ratios

Drop-in:	1 adult to 25 youth
Instructional:	1 adult to 20 youth
Group clubs:	1 adult to 15 youth
Teams:	1 adult to 15 youth
Day camp:	1 adult to 10 youth
Day trips:	1 adult to 8 youth
Overnight:	1 adult to 6 youth, with a minimum of 2 adults present
Swimming:	1 lifeguard to 25 swimmers + 1 spotter to 10 swimmers

The organization should be selective about its staff and volunteers, utilizing the guidelines in *Standard Practices for Hiring Staff and Selecting Volunteers of High Character: The Boys & Girls Club Way* (see next chapter). A key criterion for selecting staff and volunteers is their capacity to supervise and relate to youth. They should be actively engaged with Club members in each program area and positioned such that they may be monitored by a supervisor. No staff or volunteer should be isolated with a single Club member.

5. Training Staff and Volunteers

Every Club professional and volunteer is charged with keeping Club members safe. Providing training helps staff and volunteers develop the skills they need to carry out the organization's mission. Training also develops the leadership skills needed to prepare them for future roles in the organization.

Training is not a one-time event, but an ongoing program to ensure the organization's policies and procedures continue to be consistently applied. A training program should be structured to include:

- group and individual instruction;
- apprenticeship, shadowing and self-study; and
- training of late hires and replacements.

Here are some general areas in which staff and volunteers should be trained.

- Appropriate interactions
 - Understanding the organization’s policies regarding sexual misconduct, physical discipline or injuries inflicted on Club members
 - Appropriate interactions between adults and Club members
 - Appropriate use of communications technology between adults and Club members
 - Displays of affection that could be interpreted as “sexual grooming”
 - Avoiding situations where they are alone with a member
 - Prohibiting after-hours or off-site contact with members
- Supervision of activities
 - Understanding the intended outcomes of working with youth
 - How to run a program and keep it under control
 - Spotting and responding to behavioral problems
 - Handling Club members with special conditions
- Reporting accidents and incidents
 - Completing written accident or incident reports
 - Awareness of their legal duty to recognize the signs of abusive behavior and report actual or suspected child abuse to their supervisor
- Emergency response procedures
 - Know your organization’s procedures for emergency scenarios
 - Natural disasters
 - Fire
 - Severe injuries and drowning
 - Vehicular accidents
 - Detected weapons, violence and intruders
 - Missing or abducted children
 - Drill participation and knowing your role during an emergency
 - First aid and CPR training (to ensure that at least one certified person is available at all times)

6. Educating Club Members

The organization should adopt a code of conduct for Club members that establishes unacceptable behaviors and their consequences. This could include such actions as:

- refusing to obey staff;
- acting irresponsibly or destructively;
- using inappropriate language;
- bullying; and
- making sexual contact or overtures.

Parents or guardians should be required to:

- participate in an orientation to make them aware of the organization's policies, code of conduct and behavioral expectations of Club members;
- receive and acknowledge the receipt of written orientation materials;
- sign a waiver acknowledging their acceptance of the organization's policy to allow members to come and go at will (when applicable);
- sign a waiver permitting the organization to act to protect their child in case of injury or emergency; and
- provide a reliable means of telephone contact.

Club members should be instructed in such areas as:

- safe participation in Club activities;
- physical boundaries inside and outside the Clubhouse;
- precautions concerning any hazardous conditions or situations;
- avoiding potentially threatening situations and resisting drugs, alcohol, sexual relations and violence;
- remaining calm and following directions during an emergency situation; and
- the safe and appropriate use of technological equipment.

7. Technology

Access to the Internet through computers is one of the most important features of any Clubhouse. In recent years, the responsibility to protect members has expanded through the growth of social media and the affordability of personal technology, such as cell phones and personal digital assistants (PDAs).

The misuse of information technology, especially by sexual predators, has become a frequent means of violating young people's privacy, as well as rules established in the organization's code of conduct.

Technology policies and procedures should address the:

- acceptable use of the organization's technological equipment, and the consequences for intentional misuse;
- acceptable use of personal technology when Club staff, volunteers or members are involved;
- acceptable use of social media sites;
- types of approved activities allowed on the computer, such as programs, games and e-mail;
- supervision necessary when members use computers;
- training of staff or volunteers who will supervise or instruct members;
- requirements for technology labs or centers;
- needs for filtering, encryption, firewalls and other protections; and
- completion of Internet safety training by members prior to using Club computers.

If inappropriate materials (e.g., those containing sexual, violent or defamatory content) are encountered online by members, Club staff should:

- document all Internet safety and security incidents, including the date, computer ID, persons involved, what happened, who was notified and when, and the resolution of the incident;
- be supportive of the child if the situation was accidental;
- discipline violators and discourage repeat actions if the incident was intentional; and
- notify Club leadership and parents.

Identity theft is one of the fastest growing crimes in America. Club members are especially vulnerable to the misuse of personal data by predators. The organization should establish a system to protect its Club members' sensitive personal data. Such a system could include:

- a way to identify key data that need to be protected, such as names, birth dates, Social Security numbers, home addresses, physical descriptions, interests, and medical and education history;
- a server that is physically secured;
- password protection;
- encryption to protect sensitive data sent via e-mail;
- a way to ensure that sensitive documents are closed when not in use;
- locked files for storing written or printed data; and
- a way to ensure that papers with sensitive data are shredded before disposal.

8. Transportation

Vehicular accidents are the most frequent source of insurance claims by Clubs and, therefore, provide the most likely source of physical injury. Most Clubs utilize some form of transportation as part of their service strategy. Transportation strategies include owning, leasing and chartering vehicles, or coordinating with school districts to transport members to the Club. Regardless of the strategy, the Club bears the responsibility to identify a process that ensures its members are safely transported.

Typical transportation considerations might include the following:

- Complying with applicable regulations
 - National Highway Transportation and Safety Agency (NHTSA), for the specifications of buses used to transport children
 - State regulations for vans transporting children to and from school
- Screening drivers
 - Adopt a strict policy to prohibit drivers with a history of violations involving alcohol, drugs or road rage
 - Check motor vehicle records as part of the initial screening for drivers, and re-check every 12 months
 - Verify that drivers have the appropriate license for the vehicle to be driven
 - Require drivers to demonstrate their level of competence
 - Provide training on such procedures as the following:

- Backing up
- Loading and unloading passengers
- Maintaining passenger conduct
- Proper loading of cargo that would affect vehicle balance
- Driving in hazardous road or weather conditions
- Responding to breakdowns
- Passenger illness or injuries
- Checking vehicle prior to transporting members
- Emergency response after a vehicular accident
- Documenting all trips
- Vehicle maintenance program
 - Comply with laws governing vehicles transporting children
 - Maintain and operate vehicles according to the manufacturer's guidelines
 - Adhere to recommended passenger and cargo capacities
 - Evaluate vehicles quarterly for safety and mechanical soundness, and maintain written documentation
 - Require companies providing chartered vehicles to verify the safe condition of the vehicles, and the driving record and experience of their drivers
- Emergency supplies and equipment for each vehicle
 - A first aid kit
 - Emergency hazard equipment that is securely stowed
 - A means of emergency communication, such as a cell phone or two-way radio
 - Accident report forms
 - A disposable camera to document an accident
- Visual inspections of vehicles
 - Conduct visual inspection prior to transporting members
 - Keep inspection forms in each vehicle and require drivers to complete, sign and date the form each time the vehicle is used to transport members
 - Cursory visual inspection
 - Tire pressure and wear
 - Lights
 - Windshield wipers
 - Brakes
 - Mirrors
 - Fluid levels
 - Instruct drivers not to use vehicles that do not pass a minimum cursory visual inspection
- Documentation of riders
 - Maintain a log of all riders
 - Ensure all riders remain securely seated while the vehicle is in motion
 - Ensure all riders wear seatbelts when they are provided
 - When dropping off Club members at multiple locations, check off each rider on the log as he/she leaves the vehicle

Additional information can be found at bgca.net.

Child Safety Checklist

Policy

- Policies up-to-date and reviewed by legal counsel
- State intent to provide safe setting for Club activities
- Identify contractual responsibilities when facilities are leased, rented or shared
- State intent to comply with applicable laws, codes and regulations

Secure Premises

- Able to maintain control of entries, exits and remote areas
- Staff and volunteers provide a clear presence
- Organization has emergency response plans for foreseeable situations

Hazard-free Premises

- Safety committee reviews policies, procedures, accident reports. Advises improvements to board
- A property committee inspects facilities and recommends improvements for board approval

Supervision

- Appropriate staff-to-member ratios are maintained for all activities
- Staff and volunteers are persons of high character with the capacity to supervise
- Selection based on candidate meeting objective criteria

Staff and Volunteer Training

- Appropriate interactions between adults and youth; and among youth
- Proper supervision of Club activities
- Proper reporting of accidents and incidents
- Responding to emergencies

Club Member Education

- An orientation on the Club's rules or code of conduct
- Programs that teach awareness of personal safety and resistance
- Programs that teach Internet safety

Information Technology

- A policy defines the appropriate use of information technology
- The staff is trained in Internet safety
- The organization uses recognized Internet safety education programs
- There are written procedures for responding to the misuse of the Internet
- There is a system to protect member data that is sensitive or confidential

Transportation

- A policy addresses all circumstances for transporting members
- Drivers are screened for motor vehicle violations and properly trained
- Vehicles are legally operated/maintained and per manufacturer's recommendations
- Each vehicle has emergency equipment and first aid supplies
- There are behavior rules for passengers and drivers
- Each trip is documented

3

Standard Practices for Hiring Staff and Selecting Volunteers of High Character: The Boys & Girls Club Way

Introduction

For an organization to excel, it must get the right people on board. This is true regardless of its size or budget. But consistently finding people of high character – people who are honest, reliable and enthusiastic about the Boys & Girls Club Movement – is no easy task. You must have a reliable process in place that will allow you to select and retain the right people for your organization. Such a process should help you:

- identify the best people for positions to be filled;
- remove the wrong people from consideration; and
- manage staff performance and behavior once the position is filled.

This booklet outlines eight standard practices to help you develop a comprehensive selection process that is fair, consistent and legal. These practices should be reviewed and approved by your Board of Directors, practiced consistently and supported by clear documentation.

While policies and procedures may vary with each state's employment laws and regulations, the application of these standards will enable your organization to make good decisions about selecting and retaining staff and volunteers.

Standard Practices For Hiring Staff

1. There are up-to-date written policies and procedures, reviewed by counsel that address:

- the organization's intent to be fair, consistent, non-discriminatory and meet all legal requirements;
- background checks, the consequences of providing false or misleading information, and how to obtain and interpret criminal or civil records; and
- confidentiality and security for sensitive personal data.

2. There are clearly written job descriptions for each position that include:

- duties and responsibilities; and
- required education, experience, professional and ethical conduct, as well as physical and mental conditions.

3. All staff and volunteer candidates are required to complete an application form that must include:

- information about the applicant’s work history, education and background;
- waivers and statements about the Club’s hiring practices; and
- a statement of truthfulness.

4. There is a defined process to gather data about candidates that includes:

- a fair and consistent way to screen resumes;
- telephone interviews to pre-screen candidates against specific job-related criteria;
- an interview method that uses questions and ratings to ensure candidates have the skills, knowledge and motivation needed to be successful in the position;
- use of more than one interviewer during in-person interviews to ensure objectivity; and
- selection based on meeting job, background check and motivation requirements, as well as responding appropriately to interview questions.

5. Reference checks to gain insight into the candidate’s experience, skills and character are collected from:

- past employers;
- supervisors;
- co-workers;
- direct reports; and
- board members.

6. Background checks on all staff and volunteers who are in direct, repetitive contact with Club members are conducted prior to hiring, and at least every 12 months after hiring. At a minimum, staff and volunteer background checks should include:

- a Social Security Number Verification (SSNV);
- a National (50-state) Criminal Record Search;
- a National (50-state) Sex Offender Registry search; and
- any additional background checks related to specific positions, such as drivers or persons with financial responsibilities.

7. There is a defined system to evaluate findings about criminal records or other concerns uncovered during the hiring process that includes:

- having a policy that addresses specific ineligibilities, such as:
 - refusing to consent to a background check
 - making a false statement in connection with a criminal record
 - being a registered sex offender
 - having been convicted of a felony consisting of:
 - murder
 - child abuse
 - a crime against children, including pornography

- spousal abuse
 - a crime involving sexual violence or aggression
 - arson
 - physical assault or battery
- being convicted of a drug-related offense within the past five years
- being convicted of a cruelty to animals offense
- establishing a review panel to evaluate questionable findings about a candidate.

8. As part of a formal introductory period, documents to be signed by staff and volunteers include:

- an employment agreement;
- an organizational code of ethics; and
- a formal performance appraisal at the end of the introductory period.

Practical Applications

The following are examples of how standards for hiring staff and volunteers can be applied. Bear in mind that as an autonomous organization, your Boys & Girls Club is responsible for establishing its own standard of care based on your specific needs and the standards of your community.

1. Policies and Procedures

It is important for every Club to have up-to-date policies and procedures that are consistently applied to every hiring decision. The organization’s employment policies and procedures should be reviewed by counsel to ensure they are fair, consistent, nondiscriminatory, in compliance with federal and state laws, and consistent with BGCA membership requirements.

Federal and state regulations that affect hiring practices include:

- the Fair Credit Reporting Act (FCRA), which regulates the use of commercial background checks and the handling of sensitive personal data;
- Equal Employment Opportunity (EEO) laws, which prohibit job discrimination;
- state labor laws, which may determine the exclusion of specific background check information; and
- state childcare regulations that establish minimum background check requirements, or identify crimes barring a person from employment or volunteering to work with children.

BGCA membership requirements that affect hiring practices include:

- complying with employment laws;
- maintaining high ethical standards;
- maintaining an “operational” rating in the area of hiring practices under the Standards of Organizational Effectiveness;

- conducting criminal background checks and attesting to compliance in the organization's annual report; and
- maintaining staff and volunteers who have the personality, character, experience, education and training to do the job well.

The board should develop policies that establish assessment criteria for “barrier crimes” that automatically disqualify candidates. Because the laws of each state have their own organization and presentation of crimes, it is difficult to develop a comprehensive list of barrier crimes. Clubs should also consult their state's requirements for background checks on child care workers, as well as their definition of barrier crimes.

Typically, barrier crimes include felonies, as well as any misdemeanor involving:

- sexual behavior;
- threat or harm to a person;
- legally controlled substances; and
- cruelty to animals.

Barrier crimes may also include citations for reckless driving or speeding, as well as misdemeanors involving:

- theft;
- driving under the influence of alcohol; and
- property damage.

An attorney's advice is necessary not only to avoid liabilities, but to also help you understand your obligations under the law.

2. Job Descriptions

Job descriptions provide direction to the entire process by identifying your goal for filling each position and providing the basis for making hiring decisions. When correctly written, they describe the skills, knowledge, abilities and personal qualities required for the job.

Job descriptions should be reviewed and updated periodically as part of your Club's performance management process, or when a significant amount of responsibilities are added or removed from the position.

3. Application Forms

Initial information about a candidate is collected through the applicant's resume and completed application form, enabling the Club to determine if he or she is a good fit for the position available and will continue to be considered beyond the initial screening.

The application should include at a minimum:

- the applicant’s full legal name and other legal names used;
- his/her birth date;
- his/her Social Security number;
- a complete work history and description of education and training;
- a waiver granting the Club permission to verify information the candidate provides, such as certificates and education;
- information needed to construct a complete adult address history;
- an affidavit of criminal record and an acknowledgement of past criminal convictions;
- a waiver granting the Club permission to conduct background checks, a Social Security number trace and reference checks;
- a list of all social media Web sites maintained by the candidate and a waiver granting the Club permission access to them;
- an affidavit that all statements and information provided is true;
- information about the Club’s hiring policies and procedures, and your intention to keep sensitive personal data confidential and secure; and
- a statement that providing false information will disqualify the candidate from further consideration.

4. Data Gathering Process

The interview and selection process should document each candidate’s experience, attributes, skills and knowledge. The requirements of the position as stated in the job description should be a reference point for evaluating the information collected from each candidate.

The data gathering process should include:

- a way to screen resumes and applications to identify candidates that most meet the requirements for the job;
- a telephone interview that consists of three or four questions pertaining to the characteristics that are most needed for the position;
- an in-person interview that uses a “behavior based” selection process and multiple interviewers;
- selection based on meeting the job requirements and consideration of responses to interview questions; and
- a way to determine if the candidate is motivated or has the ability to thrive in the Club environment.

5. Reference Checks

Reference checks verify employment, addresses, skills, experience and character. They should include references provided by the candidate, as well as those requested by the organization based on the demands of the position.

When possible, reference checks should include:

- past employers and supervisors;
- co-workers and direct reports; and
- board members and others, depending on the position sought by the candidate.

Prepare for the reference check call in advance by reviewing the candidate's resume and/or application, and planning your questions. Guide the discussion by asking comprehensive, but low-key, open-ended questions to elicit important, needed information, and to keep the respondent on track. Avoid questions that can be answered by "yes" or "no" except for asking if the candidate is eligible for re-hire. Follow up vague answers with probing questions to gain additional clarity.

Many organizations are guarded about sharing information regarding former employees. Pay careful attention to what is being said, as this may indicate a need to check further. Be alert for indications that:

- the applicant spent too much time in one-to-one activities with children;
- the applicant had children spend the night, went on many overnights, or had many activities at his or her own home;
- previous employment or volunteer service was terminated for vague or unexplained reasons, and the person giving the references appears uneasy about saying too much; and/or
- there may be other ethical concerns.

Respect your intuition. If something doesn't seem quite right, check additional references to get more information about your area of concern.

6. Background Checks

It is a requirement that all BGCA member organizations (i.e. local Boys & Girls Clubs) conduct criminal background checks of all staff and volunteers, including minors, who have direct, repetitive contact with children. Name-based or fingerprint-based record searches may be used in any combination but shall, at a minimum (a) verify the person's identity and legal aliases, (b) provide a National Sex Offender Record Search and (c) provide a National Criminal Record Search. Such checks shall be conducted prior to employment or volunteer service and at regular intervals not to exceed (12) months. All background check findings shall be considered when making employment or volunteer decisions. Each organization shall establish a policy, adopted by its board, defining any findings that will automatically make any person ineligible for employment or volunteer service.

The membership requirement changed since the original publication of this guide. Formerly, Clubs were only required to perform checks every two years.

Every effort should be made to verify the applicant's identity, and any inconsistencies found or the failure to find adequate identifiers should be viewed as a concern. The Social Security number trace will help you determine where the person has lived or worked within the past seven to 10 years. The results of the Social Security number trace should be carefully compared with the personal data provided on the application, such as:

- full legal name and other legal names used;
- birth date;
- Social Security number; and
- places of residence or employment.

Criminal record information is obtained through:

- commercial companies who use a combination of name and Social Security number matches to search for criminal records; or
- law enforcement agencies (local or state police or the Federal Bureau of Investigation) that use fingerprint matches to search for criminal records.

Some steps you can take when performing background checks include:

- verifying that the national criminal record search and the national sex offender registry search include all states in which the applicant previously resided, worked or attended school as an adult;
- verifying that all current and past counties of residence are included within the particular state's background check report;
- checking motor vehicle records to see if the position requires driving Club vehicles or transporting Club members;
- doing a credit check if the position involves finances;
- doing a cursory search of any social media Web sites provided in the candidate's application;
- performing a cursory general Internet search to identify if the candidate's name has been linked to any undisclosed incidences; and
- testing candidates for drugs.

Although only employees and volunteers in direct, repetitive contact with Club members are required to have background checks, your Club should consider obtaining some level of background information on all persons associated with the Club, such as:

- non-program staff;
- board members;
- maintenance and janitorial contractors; and
- non-Club personnel or volunteers who share facilities with the Club.

7. Evaluation of Findings about Criminal Records

Each applicant represents a unique situation, and hiring decisions should be based on a complete review of the candidate's qualifications, experience, references, background and motivation. After completing the hiring process, the Club may decide the best candidate is the one with a criminal record that does not automatically disqualify him or her. When this occurs, designate a Special Selection Committee to be responsible for making a final hiring decision. The committee should be made up of at least three people, and it is recommended that at least one person be a

board member. The person who is recommending that a candidate be hired should not be on the committee.

The following process is recommended when a candidate with a criminal record is considered the best candidate for hiring:

- The person making the final hiring decision strongly believes this is the absolute best candidate for employment.
- The candidate's application and all materials collected during the selection process are provided to a Special Selection Committee along with the recommendation from the hiring supervisor. The committee might interview the staff person who believes the candidate should be hired.
- The committee should consider such information as:
 - the length of time that has passed since the conviction;
 - the number and nature of convictions;
 - the candidate's age when the conviction occurred;
 - the circumstances surrounding the conviction;
 - steps the candidate has taken to rehabilitate himself or herself; and
 - requirements for the position.
- The appropriate board members (e.g., the chair of the Human Resources Committee) are made aware of the Club's hiring decision if they are not part of the committee.

Adding this extra step to the hiring process will help ensure that the Club makes a careful decision and fully considers all the information about a candidate before extending an offer of employment. Consistently following a thorough hiring process for all candidates is key to having the right people on staff.

8. Introductory Period

As part of the introductory period, each new staff member and volunteer should initially review and sign an employment letter. The letter should include:

- the terms of employment or service;
- the job description;
- an acknowledgment of the receipt of an employee handbook; and
- the Club's ethics statement.

During the introductory period, which typically lasts 90 days, the new employee should:

- attend an orientation that includes the history, values and goals of the Club;
- receive specific information and training for the position, including how to identify the signs of child abuse and protect children from known risks at or near the Club; and
- receive an assessment of his/her values and conduct, and of how well he/she assimilates into the position.

Additional information may be found at bgca.net.

Summary

Good hiring decisions help ensure that the Club will provide members with the positive life-changing experiences critical to our mission. Poor hiring decisions have consequences that can be devastating to the organization and its members.

While background checks may disclose past criminal convictions, they are just one element of the hiring process. Applying a comprehensive hiring process consistently across the organization will enable the Club to make good decisions about hiring and selecting staff and volunteers of high character.

Checklist for Staff and Volunteer Screening

Policy

- Policies are up-to-date and were reviewed by legal counsel
- State intent to be fair, consistent and meet legal requirements
- State consequences for providing false or misleading information
- State intent to maintain confidentiality and security of data

Job Descriptions

- Written descriptions for each position
- Defines duties, responsibilities, education and experience
- Defines physical and mental requirements, and conduct required

Application Form

- Identifies work history, education and background
- Waiver to grant organization permission to find information
- Statement concerning organization's hiring practices
- Statement of truthfulness by candidate

Information Gathering Process

- Fair and consistent resume screening
- Pre-screening via telephone interviews
- Behavior based interview method used when rating candidates
- Use more than one interviewer during in-person interviews
- Selection based on candidate meeting objective criteria

Reference Checks

- Utilizes past employers, supervisors, co-workers, direct reports

Background Checks

- Conducted on all staff/volunteers in direct repetitive contact with members
- Repeated at least every 24 months after hiring
- Includes Social Security trace, national criminal record search, national sex offender registry search
- Credit, driving record, education verification and other checks as needed for specific positions or responsibilities

Evaluation of Findings

- Organization has identified barrier crimes or other actions that would automatically bar a person from consideration
- Organization has a committee to evaluate hiring recommendations of persons with criminal records but not automatically barred from employment

Formal Introductory Period

- Employment agreement and code of ethics signed by new staff or volunteer
- Formal appraisal of performance at the end of the introductory period

4

Guide to Establishing a Safety Committee

by Markel Insurance

Why have safety committees?

Summer camps and youth clubs have a historical commitment to the safety of the children and young people in their care. Employee safety should be of equal importance, and it can be without detracting from any other safety efforts. One of the most effective measures you can take to promote worker safety is by having employees themselves take responsibility for safety programs through employee safety committees.

Should you focus on employee safety and establish a safety committee in your organization?

The answer is, simply, yes. Actively pushing to bring about workplace safety is one endeavor in which everyone wins. A safety committee can truly be mutually beneficial for all involved. All the constituencies to which you are accountable – morally, ethically and financially – can “win” when a safety committee becomes part of the organizational culture.

State regulatory bodies are one more reason to have a safety committee, as they frequently require safety and health programs to be in place. The Occupational Safety and Health Administration (OSHA) has issued voluntary management guidelines that state: “The central element of worksite programs should be safety and health committees with worker participation.”

The expectation is that the guidelines will eventually become a federally mandated requirement in the workplace. A number of states require that all employers have a written safety program. Check with your state’s Department of Labor or a designated branch to see if this is mandatory. Other states mandate that a safety program be developed by employers with 11 or more employees.

In determining how a safety management system should be structured, the three generally recognized safety and health management standards are a good start.

1. ANSI Z10 – Occupational Health and Safety Management System
2. OHSAS 18001 – Occupational Health and Safety Assessment Standard
3. OSHA Voluntary Safety and Health Program Management Guidelines

All three standards have similarities that should be implemented to achieve effective results, including training and education, hazard recognition and control, and planning and management review. However, in all three standards, two fundamental elements are recommended:

1. Management leadership and commitment
2. Employee involvement and acceptance of the safety and health management system

At a minimum, an effective safety and health management system should include those two key components.

Experience has shown that safety committees can help a camp or club reduce accidents and save money. Safety is not just one person's job. It should be the job of everyone who functions in the workplace from top management to workers at all levels. A few committed individuals representing management and employees and even outside interests can help to propel the entire organization into active safety awareness. **That is the function of the safety committee.**

Forming a safety committee is a great way to instill a sense of ownership and a culture of safety among workers. This group of employees and managers highly values the safety and well being of their peers and the continuous success of the organization. A safety committee is visible to employees and approachable for safety and health concerns, suggestions and problem solving.

When you create a safety committee, you create opportunities to regularly bring workers and management together in a cooperative effort to communicate and promote occupational safety and health. You also develop a shared effort to detect and correct workplace hazards; reduce injuries, illnesses and fatalities; and increase safety awareness.

With the backing of management – which is crucial – the safety committee reaches out to the entire working constituency of the organization and gets people to buy into the idea that they should change their attitude and adopt new behaviors in order to bring about a safe workplace.

The authority, missions, goals, functions and activities of safety committees vary widely. In some programs, the safety committee has a voice in whether a probationary employee stays or leaves. In other programs, safety committees have an advisory role, serving as a channel for reporting faulty equipment, potentially unsafe conditions or employee safety concerns.

Employee safety committees perform an assortment of activities as described below, consisting of inspections, job hazard analysis, training, and reviews of accident reports and accident investigations. Safety committees must also communicate with employees and may provide incentives, such as pizza dinners, hats and t-shirts to encourage employees to participate in the program. The committee may also use bulletin boards, camp/club newsletters, and public address systems to motivate employees and express its appreciation.

Safety committees tend to evolve through a series of steps:

1. Management's recognition of the value, commitment, and leadership towards a change
2. Appointment of an ad hoc group to define goals
3. Organization of the functioning committee
4. Gaining the support of all employees
5. Communication and motivation

In the above steps, selecting the members of the committee is a two-step process. An ad hoc group is brought together to define goals. There are so many reasons for establishing a safety committee that there must be an early stage of the process devoted to limiting and defining the goals on which the committee can reasonably be expected to focus its attention. It is best – for the sake of everyone who must buy in – to have broad-based involvement in the organizing process. The actual selection of the committee members depends upon the chosen goals. The first group may, in fact, select the second group, or management may want to make the final selection alone.

Setting Mission Statements, Goals, Functions and Activities

A typical mission statement for a safety committee might contain the following elements:

- Unite all members of the organization in an effort to promote safety and health
- Do it in a cooperative, non-adversarial way
- Carry out management's commitment to safety and health

The goals of safety committees are truly diverse and must be narrowed down before the group can begin to function. For the sake of convenience, we have summarized a few of the goals that safety committees may want to adopt as follows:

- Protect employees
- Reduce back injuries and body strains
- Improve overall health of employees
- Increase productivity
- Lower workers' compensation costs
- Improve employee morale
- Proactively take steps to avoid:
 - Accidental injuries and deaths
 - Disasters
 - Accidents and collisions
 - Fires and explosions
 - Spills of hazardous materials
 - Complaints, lawsuits, negative publicity
 - Damaged equipment
 - Wasted management time and energy
 - Occupational health conditions, such as dermatitis

When setting goals, try to make them measurable and set definite limits. For significant goals, break them down into smaller sets of objectives and establish milestones for completion of individual segments. For example, a goal might be to reduce workers' compensation claims by 10% for the year. In order to accomplish that goal, you might schedule training and put together an incentive program tied to that goal.

The possible responsibilities of the safety committee also encompass a broad range of activities. Some states have rules that mandate certain functions for safety committees. Some of these duties may include:

- Review the employee safety and health program
- Assess incidents resulting in work-related deaths, illnesses, and injuries
- Examine complaints regarding safety and health hazards
- Conduct inspections in response to complaints
- Analyze employer's work injury and illness records and reports (OSHA forms 300 and 301 or the state-mandated versions)
- Perform inspections of the work site at least once every three months, including a personal protective equipment check for all staff
- Conduct interviews with employees in conjunction with inspections
- Maintain written minutes
- Verify abatement action taken by the employer in response to citations by either federal or state OSHA programs
- Observe measurement of employee exposure to toxic materials and harmful physical agents
- Establish procedures for exercising the rights of the safety and health committee

As you begin this process, check with your state's Department of Labor (or equivalent agency) to identify any functions and requirements that must be addressed in your state.

Typical activities for the safety committee fall into the following categories:

Safety planning – Identify the goals of the safety program and put together a comprehensive plan for accomplishing them.

Safety policies and handbook – Develop and keep current the organization's safety policies and procedures handbook.

Safety management, evaluation and review – The committee may have the responsibility of reviewing the program in general, and reviewing inspection and investigation reports to ensure that appropriate action is taken.

Safety communication – Facilitate open communication from the safety committee, up to management, out to the employees, and in from the employees to the committee.

Safety training – Ensure that every employee knows how to do his or her job safely and strives to do that every day.

Safety meetings – Encourage safety meetings, provide materials and suggestions, and perhaps schedule and present.

Hazard identification, safety auditing and inspection – The first major step in accident prevention is identifying the hazards.

Hazard control – Involves investigating accidents, reviewing reports of hazardous conditions and developing plans for preventing problems.

Safety motivation and incentive programs – Most safety programmers have found that incentives are important but do not need to be expensive.

Safety conscience – Serve as the unofficial watchdog of the organization, making sure that plans and programs are carried through, that accidents are investigated, and complaints and suggestions are followed up.

Choosing the Committee and Establishing Procedures

A committee of six to eight people is usually enough to allow for the delegation of duties to members. The committee should elect its own chairperson and secretary to ensure that there is a focal point for communication and someone clearly responsible for getting the committee together and running the meetings.

Ideally, one or two committee members might be professional consultants or vendors from outside the program who can offer technical expertise. Such people might include a police officer or emergency medical technician (EMT), landscape architect, physical therapist, industrial hygienist, insurance agent or psychologist.

Factors to Consider in Selecting Committee Members

- How much time does the person have available?
- Is the person knowledgeable about particular materials, equipment or activities?
- How interested is the person in safety issues?
- Does the person have expertise related to safety?
- Does the person have the respect of fellow employees?
- Will the person conduct an unbiased inspection or investigation?
- Are all departments represented?

Established safety committee guidelines suggest the following criteria:

- A balanced committee with representation from leadership and staff
- One employee representative at each work site where the average number of non-managerial employees during the year was more than 10 but less than 51
- Two employee representatives where the number of employees was more than 50 but less than 101
- An additional employee representative for each additional 100 employees, up to six employee representatives

Safety committees generally meet once or twice a month when there are a number of safety goals and needs. The schedule often reflects the degree of hazard present in the work site and the difficulty of communicating within the organization.

The committee should operate according to a written agenda that:

- Keeps discussions on track
- Allows members to prepare for the meeting
- Serves as written documentation of efforts
- Ensures that important safety issues are not forgotten

See the sample agenda on page 47.

Developing, Training and Educating the Safety Committee

Management should ensure that the safety committee receives the training it needs to do the job. The first level of training is to work on clarifying the committee's objectives and structure. Who will do what? Team members may need training on how to conduct an inspection or accident investigation. Don't neglect to seek the advice of those who can assist with the training effort, such as safety consultants (including insurance company consultants), vendors, government agencies and emergency medical service personnel.

Evaluation and Improvement

No matter how well you have planned, the safety committee needs regular review. Your committee should commit to at least annual self-evaluation. The best place to start a review is with the basics. Are you accomplishing your written goals? If not, what are some ways to improve? Are they the right goals? Does each committee member participate fully and know his or her assignments and responsibilities? Have safety problems surfaced that the committee has not addressed?

What the Safety Committee Does

The basic work of the safety committee consists of identifying hazards, providing for regular safety and health inspections, investigating accidents, and analyzing injury and illness trends over time, as well as providing employees with a system for notifying management about hazards.

Many club and camp programs already do all of the above informally. The safety committee, however, establishes regular procedures for carrying out the activities along with standards for consistency and quality. These activities require documentation that provides another benefit: proof that safety policies were actually carried out and followed.

Safety Inspections

Inspections seem like an obvious step in determining what needs to be fixed, yet many safety programs fail because this basic task is missed or not done well. The identification of hazards and potential hazards at a facility requires an ongoing examination and analysis of work processes and conditions.

Individuals performing the inspections and analysis need to be trained to observe the normal use of equipment as well as atypical uses that could result in injuries and exposures.

Hazard checklists, such as the example of the Building Checklist on page 51, are an effective method of evaluating jobs and job-related equipment and activities, such as machine operation, kitchen equipment, fire prevention and personal protective equipment. Checklists serve as a reminder of areas where attention to safety is vitally important.

Reports of safety inspections may be used for review by outside agencies, such as OSHA, or subpoenaed in a court case. If you start a safety and health inspection program without being prepared to correct unsafe conditions and work practices, you may discover that you have established a case for gross negligence. Have legal counsel review the format of inspection reports to maximize the possibility of achieving a privilege against disclosure should an outside agency demand to review these internal documents.

Two types of inspections that should be utilized by club and camp programs are work site inspections, which include the facility and equipment; and job hazard analysis, which includes a breakdown and evaluation of the behavioral aspects and movement requirements of the job.

Work Site Inspections

Facility inspections should be conducted regularly to evaluate levels of compliance in areas such as personal protective equipment, employee concerns, chemical labeling, housekeeping, and general safety conditions and practices. The inspection results should be publicized to workers within 24 hours. Then the recommendations should be either implemented or handed over to the owners or Board of Directors.

Job Hazard Analysis

Job hazard analysis involves carefully studying and recording each step of a job, identifying existing or potential job safety and health hazards, and determining the best way to perform the job to reduce or eliminate these hazards. Standards issued by OSHA, the American Camping Association and agencies that provide training, such as the Red Cross, American Canoe Association and Camp Horsemanship Association, should be referred to as part of your overall job hazard analysis.

It is a good idea to prioritize jobs in order to decide which ones to analyze first. The following sample order of priority is suggested:

1. Jobs with the highest rates of accidents and lost workday injuries
2. Jobs in which near misses have occurred
3. New jobs
4. Jobs in which changes have been made in processes, procedures or training curriculums
5. All other jobs. Eventually a job hazard analysis should be conducted and made available to employees for all jobs in the workplace.

After each hazard or potential hazard has been reviewed with the employee performing the job, determine whether the job could be performed in another way to eliminate the hazards or whether precautions, safety equipment or different equipment are needed. Be as specific as you can in your recommendations. The manager should always take the time to verify that the recommendations corrected the problem and did not create a new problem.

Job hazard analysis should be reviewed and updated on a regular basis for three reasons:

1. **When an accident or injury occurs.** If the problem was caused by the employee's failure to follow established procedures, discuss the incident with all employees performing the job and document the results, as employee dismissal could be warranted.
2. **When a job changes.** Any time there are additional duties, new activities or changes in job procedures or equipment, the job hazard analysis should be reviewed and appropriate changes made in training and procedures. The analysis of new facilities, materials and equipment, prior to use or during their early use, provides a check against the introduction of new hazards.
3. **To anticipate accidents.** Even when there is no evident problem, a proactive safety committee will conduct a periodic review to identify hazards missed earlier.

An important means of identifying job hazards is to conduct routine activity inspections. For instance, visiting the maintenance personnel while replacing light bulbs in the gymnasium with an extension ladder may show that the ladder is not tied off at the top or footed (spotted) at the bottom by another adult. Watching lifeguards yawn in the afternoon may indicate staff fatigue, which jeopardizes their safety and everyone's at the waterfront.

(OSHA provides a detailed publication on Job Hazard Analysis (OSHA 3071). A link is provided in the Resources section of this chapter on page 46.)

Job hazard inspections also identify unrecognized design problems. A kitchen staff worker who has to awkwardly stretch to place or reach heavy cans of food on shelves may be a prime candidate for a back injury. A simple solution might be to redesign the shelves or place the cans on lower shelves to make the awkward movement unnecessary.

Safety Recommendations

After identifying problems, the committee can recommend measures to correct them. A system for setting maintenance priorities and making correction plans is included in the next section of this guide.

Obviously, solutions are as varied as the problems, and sometimes the committee does not have enough expertise or authority to propose corrective measures. However, brainstorming within the committee and discussing the problem with employees and supervisors almost always yields some simple, common sense ideas. Providing the maintenance person who is changing light bulbs in the gymnasium with an extension pole or step ladder is an appropriate action, as is

discussing fatigue with the lifeguards and attempting to eliminate obvious causes, such as lack of sleep and overexposure to the sun.

Eliminating or reducing a hazard from a job should almost always precede efforts to train staff to work with the hazard. In other words, it is better to install guards on table saws than to train staff to keep their hands clear of unguarded table saws.

Safety engineering lies well beyond the scope of this guide. However, it is important to keep in mind that qualified consultants are available to help when the situation warrants. No general advice, including the information published in this guide, can take the place of an inspection by a qualified expert and consultation regarding your specific situation.

Setting Priorities on a Tight Budget

With tight maintenance budgets and workforce staffing limitations, it is not always easy to give safety items the priority they deserve. A number of safety-conscious organizations have developed what they call "priority listings" for the maintenance work and for the management follow up that needs to be done as a result of a safety inspection tour. The following is an explanation of one such code classification:

Priority 1 - The most serious type of unsafe condition or unsafe work practice that could cause loss of life, permanent disability, the loss of a body part (amputation or crippling injury), or extensive loss of structure, equipment or material.

Correction Plan: Determine responsibility for repair, replace immediately, or remove from service. Assess the basic cause of the problem and identify resources and a deadline for correction. Review item at safety management meeting.

Priority 2 - Unsafe condition or work practice that could cause serious injury, illness or disruptive property damage.

Correction Plan: Complete repairs or corrections and develop definitive training or retraining plan; assign responsibility and a deadline for correction immediately – all not to exceed 30 days. Review at safety management meeting.

Priority 3 - Unsafe condition or unsafe work practice that might cause a recordable injury, transmit illness or result in non-disruptive property damage.

Correction Plan: Give priority to a regular maintenance schedule, advise managers in writing and develop training programs to overcome the problem. Assign responsibility and a timeframe for correction.

Priority 4 - Minor condition, a housekeeping item or unsafe work practice infraction with little likelihood of injury or illness other than perhaps a first aid case.

Correction Plan: Work into a regular maintenance schedule; advise supervisors to retrain workers involved. Assign responsibility and a timeframe for correction.

Job Safety Training

Job safety training grows out of the job hazard analysis. Once the safety committee has determined that training, not design, is the solution to a problem, the committee must identify the objectives of the training. The objectives specify what you want the trainees to be able to do and how you will measure whether or not they can do it.

Select and design activities that will enable trainees to reach your objectives. Prepare materials and training aids you will need, such as lectures, demonstrations and discussions. Remember to include realistic simulations to give employees practice and to ensure that you get your points across. One effective training method is to have staff develop and produce their own safety training video. This enables more people to become familiar with the training, encourages participation and personalizes the approach.

Training is not automatically effective just because personnel have completed it. You must evaluate the effectiveness of your training. Random checks, informal observation, surveys and tests can all play a role.

Based on the evaluations of the training program, make improvements as necessary. Be on the lookout for job changes that require changes in training. New equipment, new procedures and new hazards appear every day.

Employers should keep a signed record of handbooks and training provided to the staff, including indoctrination, orientation and general safety training. These records should be kept on file for at least five years and possibly longer if there are extenuating circumstances, such as a pending court case.

Accident Reporting

Accident reporting may be part of the safety committee's responsibilities. At a minimum, the safety committee will obtain copies of the reports and use the information to develop further guidelines. There are a number of good reasons for keeping thorough and up-to-date records of accidents and injuries that occur on the job. The first, of course, is compliance with the law. Every employer covered by OSHA is required to maintain documentation on all recordable injuries and illnesses. An occupational injury or illness is considered "recordable" on the OSHA's Form 300, Log of Work-related Injuries and Illnesses, if it results in:

- death;
- days away from work;
- restricted work or transfer to another job;
- medical treatment beyond first aid;
- loss of consciousness; or

- a significant injury or illness diagnosed by a physician or other licensed health care professional.

Employers covered by OSHA are required to maintain a log and an annual summary of occupational injuries and illnesses, as well as a supplementary record of each recordable injury or illness. These records must be kept up to date and must be made available to OSHA or NIOSH (National Institute for Occupational Safety and Health). These records must be kept for at least five years. (A link to OSHA's Recording and Reporting Occupational Injuries and Illness requirements is included in the Resources section of this chapter on page 46.) There may be additional state OSHA requirements beyond the federal requirements.

In most instances, it is the supervisor's responsibility to uncover and record the vital facts and circumstances surrounding an accident as soon as possible after it has occurred. The supervisor's report should include the following:

- The nature of the injury
- The part of the body affected by the injury
- The source of the injury – the object, substance or bodily motion that produced the injury
- A description of the manner in which the person was injured (who, what, when, where and how)
- The hazardous condition or circumstances surrounding the accident
- The agency of the accident – the object, substance or part of the premises in which the hazardous condition existed
- Any unsafe acts that caused or permitted the accident to occur

This information not only enables the supervisor to complete the required report forms but also helps the committee to evaluate the progress of its safety or accident prevention plan. If additional safety training or changes in procedures or equipment are needed, the investigation and reporting process usually make it clear exactly what should be done.

Accident Investigations

Like accident reporting, conducting accident investigations may be a role that the safety committee supports, encourages and reviews for the purpose of gathering safety information. Who should perform the investigation? The designated safety manager or coordinator may assist with the investigation, but it is the immediate supervisor who has the lead role in preventing recurrences and usually conducts the investigation.

The purpose of accident investigation is to uncover accident causes and develop solutions that will help reduce recurrences. The investigator should not place blame but rather collect facts on the accident causes. Learning where, when, how and to whom accidents have been happening improves the ability to prevent accidents in the future. Remember that accidents are usually caused by more than one factor. Frequently, a primary cause of the accident is a deviation from standard procedures.

Conducting an investigation properly has a method and progression. The first thing to do is to identify witnesses. Interview witnesses as immediately after the accident as possible, in order to catch people when their memories are fresh. It is best to interview witnesses separately.

Videotaping the accident scene immediately after the accident may reveal evidence of the cause of the accident and may also become crucial evidence in a workers' compensation claim or in court litigation that may arise at a later date. Videotape the scene from different angles and perspectives before cleaning up to gain as much information as possible.

Scrutinize the injury report and be sure that the preparer answers all questions completely and factually. Return incomplete or inadequate forms to the appropriate person. Following up on corrective actions is an often-neglected part of the investigation. Accident investigation reports should be reviewed by the safety committee for common causes.

Communicating through the Employee Handbook

An employee safety handbook gives your organization an opportunity to communicate its commitment to safety. At the same time, a well-written handbook can anticipate questions and start preventing injuries as soon as an employee is hired.

You should understand the specific requirements of OSHA and your state, local or community codes on emergency preparedness and emergency evacuation procedures. Be familiar with the American with Disabilities Act (ADA) requirements for employment of the disabled and mobility criteria throughout facilities.

See page 49 for a list of topics you may want to include in your handbook. The introduction to the handbook gives you an opportunity to list the elements of your safety program and show how they fit together. The sample introduction on page 50 may give you some ideas on how this can be done.

Beware of trying to be too detailed in your employee safety handbook, and do not devote a great deal of space to material that applies to only a few individuals. Leave out overly technical, complex discussions. Use the handbook to provide general statements, and keep in mind that you are attempting to communicate to the majority of your audience. When you need to provide detailed information, refer employees who need to know more to the appropriate activity manual or other source.

Employee handbooks frequently need to be updated. Providing the handbook in a loose-leaf binder format enables you to make additions and substitutions easily. Date all pages; list the most recent date of each section on the table of contents page; and reissue a new table of contents page with each update.

Some club and camp programs provide their employee handbook in an electronic format or on the Internet. This allows early access for seasonal employees, such as college students, before they arrive for the summer. This may also reduce the financial costs of reproducing numerous manuals. In fact, with some club and camp programs, a significant portion of summer staff

orientation training can take place via the Internet before the staff arrives. The benefits of extra time for other staff training are significant.

Networking to Find Solutions

Making good safety decisions frequently requires the assistance of an expert. For example, you might want to ask an industrial hygienist to review kitchen staff lifting and food preparation practices, or have various maintenance operations tested for noise levels in order to determine appropriate hearing protection. Look outside your organization for clues about what hazards you may face. Many club and camp associations, federal agencies, state and health organizations, and other groups assemble such information and make it available. Possibilities include:

Materials - Check other organizations and groups that use the same materials as you do, such as pool chemicals, pressure-treated lumber, fiberglass insulation and floor finishes.

Activities and equipment - Look to others who conduct the same or similar activities and use the same type of equipment, such as ropes courses, rifle ranges, backhoes and sports.

Industry - Most recreation groups have organizations that serve and represent them, such as the American Camping Association and the Association for Experiential Education. Find out what written materials are available. The Internet is also a rich source of information.

Local, state and federal agencies - There is a government manual or set of regulations for almost any activity that can be named that can provide good information, suggestions and resources. Almost all states have provisions for extending assistance to employers in developing programs that will aid their compliance with federal and state regulations governing occupational safety and health (usually available through the Department of Labor and Industry). The assistance ranges from consulting on safety problems to conducting seminars. Many states have resources, such as posters, publications, videos and other ready-made training materials. Some states issue publications on annual accident and injury statistics and feature companies that were successful in improving their safety programs.

OSHA's on-site consultation program - Some of the best advice on how to meet a program's responsibilities in the area of job safety is available from OSHA. Many programs, however, have shied away from consulting OSHA out of fear that by revealing their concerns they would open themselves up to an inspection and possible penalties for violations of safety regulations. Recognizing this problem, the agency has established a program of consultation services for employers that is completely separate from enforcement inspection efforts.

The OSHA on-site consultation program is available free of charge to companies. It is primarily aimed at smaller firms that are involved in relatively high-hazard industries and cannot afford full-time safety and health personnel.

To obtain help from OSHA's consultation service, contact the nearest federal or state OSHA office to set things in motion. The only obligation is a commitment by the firm to correct imminent dangers and other serious job safety and health hazards in a timely manner. OSHA

officials stress that the service is confidential. The name of the program and program officials, as well as information about the workplace and any unsafe or unhealthy working conditions that the consultant uncovers, will not be reported to the OSHA inspection staff except under special circumstances, such as the refusal of a program to correct life-threatening situations.

Available services include:

- An appraisal of mechanical and environmental hazards and physical work practices
- An assessment of the present job safety and health program or how to establish one
- Conference with management on findings of the visit
- A written report of recommendations and agreements
- Training and assistance in implementing recommendations
- Follow up to ensure any required corrections are made

The consultant will schedule a mutually convenient time to meet at the facility to review his or her role. The initial meeting will address the relationship between the on-site consultation, OSHA's enforcement activity, and the employer's responsibility to protect employees in the event that serious hazardous conditions are identified. Expectations are that the employer will address any imminent dangers or serious safety and health hazards identified during the consultation visit(s).

Helpful hints for making OSHA visits more productive include:

- Ask several staff members to participate in the opening and closing conferences. This helps your staff understand the purpose and direction the safety program must have. This also allows the OSHA consultant to answer any questions they may have and shows OSHA that your entire staff cares about safety.
- Take a camera with you on the walk-through and photograph violations or hazards as the consultant points them out to show the Board of Directors or other staff members.
- Be empathetic with the OSHA consultant. Remember that this person has a different perspective than most club or camp visitors or insurance investigators, so be prepared to take a lot of photographs and notes. The hazards that the OSHA consultant identifies have proven to contribute to accidents at other facilities.
- If the OSHA inspector is visiting your facility on an enforcement visit as opposed to a consulting visit, be cooperative and polite. Arguing with this person will probably motivate him or her to higher levels of scrutiny and penalties. OSHA inspectors generally would like to see a program correct the problems from an ethical motivation, but if monetary penalties get the attention, they can use that approach, too. Show the OSHA inspector which approach you want to take through your actions, questions and cooperation.

Conclusion

Establishing a safety committee that is effective and efficient can seem like an overwhelming challenge for a camp or youth club director. Your insurance company may be able to help you. Alternatively, contact professionals in your community. Start by asking someone in the community who has served on a safety committee to speak at one of your staff meetings. The potential rewards for instituting a safety committee are tremendous – and certainly worth the effort.

Resources

ANSI Z10 - 2005 – Occupational Health and Safety Management Systems
<http://webstore.ansi.org/RecordDetail.aspx?sku=ANSI%2fAIHA+Z10-2005>

OHSAS 18001 – Occupational Health and Safety Assessment Standard
<http://18000.drkeyboard.com/18000standards.htm>

OSHA – Voluntary Management Guidelines
http://osha.gov/pls/oshaweb/owadisp.show_document?p_table=FEDERAL_REGISTER&p_id=12909

OSHA – Occupational Safety & Health Administration
<http://osha.gov/>

OSHA – Publication # 3071 “Job Hazard Analysis”
<http://osha.gov/Publications/osha3071.pdf>

OSHA – Requirements for Recording and Reporting Occupational Injuries and Illness
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=9638&p_table=STANDARD_S

OSHA – Form 300 “Log of Work-Related Injuries and Illnesses”
<http://www.osha.gov/recordkeeping/new-osha300form1-1-04.pdf>

OSHA – Publication # 2254 “Training Requirements in OSHA Standards and Training Guidelines”
<http://www.osha.gov/Publications/osha2254.pdf>

OSHA – General Requirements for Personal Protective Equipment
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9777

National Fire Protection Handbook Twentieth Edition - 2008
<http://www.nfpa.org/catalog/product.asp?pid=FPH2008&cookie%5Ftest=1>

Safety Committee Meeting Agenda

Date:

Time:

Place:

Members Attending:

Minutes From Last Meeting (Ensure that minutes are accurate and that open issues are on the new agenda):

Injury, Accident and Near-miss Review (Include action taken):

Safety Performance Review	Goal	Performance
Compensatory injuries:		
Lost-time injuries:		
Non-compensatory injuries:		

New Activities (What hazards, what procedures?):

Safety Business (Housekeeping inspection update):

Safety Audit Recommendations and Follow Up (Timing for implementation, estimated/actual costs of implementation, completed recommendations, uncompleted recommendations):

Safety Training Activities	Month	Qtr	YTD
Sessions planned:			
Sessions conducted:			

Complaint/Suggestion Review	Qtr	Last Qtr	Year	Last Year
Number of complaints:				
Number open:				

Safety Meeting Record

Date:

Time:

Place:

Members Attending:

**Item
Date**

Responsibility

Status/Due

Topics You May Want to Include in Your Handbook

Administrative Safety Policies	Definitely	Maybe	Won't
Organization's safety philosophy	●	●	●
Safety complaint/hazard reporting system	●	●	●
Public relations/media	●	●	●
First aid, accident reporting	●	●	●
Acknowledgment of receipt of handbook	●	●	●
Safety committee structure	●	●	●
Safety awards	●	●	●
Fire and Environmental Concerns (Consider predictability, frequency, controllability, speed and duration of onset, entire facility evacuation, and scope and intensity of impact.)			
Fire	●	●	●
Tornado/hurricane	●	●	●
Lightning	●	●	●
Snow	●	●	●
Drills	●	●	●
Wildlife and insects	●	●	●
Other Safety Concerns			
Sports safety and equipment	●	●	●
Vehicle safety	●	●	●
Alcohol and drug abuse policy	●	●	●
Free time injuries	●	●	●
Dress code and hygiene	●	●	●
Emergency communications	●	●	●
Contractor safety	●	●	●
Topics Regulated by OSHA			
Recording and reporting requirements	●	●	●
Blood borne pathogens	●	●	●
Security and visitors	●	●	●
Hazardous materials and waste	●	●	●
Material Safety Data Sheets	●	●	●
Compressed gas tanks and equipment	●	●	●
Flammable and combustible liquids	●	●	●
Personal protective equipment	●	●	●
Eye and face protection	●	●	●
Respiratory protection	●	●	●
Head protection	●	●	●
Foot protection	●	●	●
Sanitation	●	●	●
Safety color code for physical hazards	●	●	●
Welding, cutting and brazing	●	●	●
Machine guarding and safe operation	●	●	●
Woodworking safety	●	●	●
Hand and portable power tools	●	●	●

Sample Introduction to Safety and Health Employee Handbook

We value the safety and health of all our employees. A systematic approach has been developed for identifying and evaluating hazards, and we actively work to act on that knowledge in preventing accidents, injuries or illnesses in the workplace. While we strive to maintain compliance with all applicable laws and regulations, our policy goes beyond compliance and calls for using a safe and healthful method for any task, whether or not there are regulations that require safe techniques. This program was modeled on the guidelines promulgated by OSHA and modified to suit our particular needs. Our occupational safety and health program is based on four elements:

1. **Management and employee commitment and involvement** – Having a safe and healthful environment in our facilities requires the dedication and cooperation of all employees. Management provides the motivating force and resources for organizing and controlling safety and health activities. Employees work to develop and express their own commitment to safety and health protection for themselves and their fellow workers.
2. **Worksite analysis** – We engage in a series of worksite examinations to identify not only existing hazards but also conditions and operations in which changes might occur to create hazards. Through inspections, analyses, audits and employee alertness, we strive to identify all potential hazards so we can anticipate and prevent harmful occurrences.
3. **Hazard prevention and control** – Whenever hazards are identified, we strive to prevent them by effective job design for the position or the work site. When it is not feasible to eliminate the hazards, they are controlled to prevent unsafe or unhealthy exposure. Elimination or control is accomplished in a timely manner, once the hazard has been recognized.
4. **Safety and health training** – An extensive training program is scheduled and carried out each year. Training is conducted regularly for employees at all levels.

Additional sections should be added to include the goals and objectives for the safety and health program, roles and responsibilities of the safety team, accountability of the employees, and the medical program and procedures.

Building Checklist

Floors

- No slip, trip, fall hazards
- Apertures and openings enclosed or covered
- No standing water on floors
- Grates over floor drains
- Non-slip surfaces wherever possible
- Aisles are clear
- No holes or depressions in floors

Steps, Ramps and Ladders

- Uniform height and tread depth of steps
- Non-skid surface on steps and ramps
- Platform levels to break long flight of stairs
- Sturdy railing on porches of three or more steps
- Ramps at less than 7% grade with curbs intact
- Proper lighting on stairs and ramps
- No rotten or damaged steps
- Ladder safety feet in good operable condition
- No metal or aluminum ladders in electrical areas
- Ladder rungs are clean and in good repair
- Ladder tied at top and properly positioned
- If used above roof, 3' extension above roof level

Lighting and Electricity

- Illumination level sufficient for activities
- Emergency lighting adequate and operating
- Emergency lighting of all exit routes
- Protective covers over lighting
- Covers on electrical outlets and light switches
- Surge suppressor on electrical equipment
- Electrical control panels identified and secure
- Flexible extension cords fray-free and splices absent
- Electric fans properly guarded

Exits and Emergency Preparedness

- Adequate number of exits for emergency escape
- No locked or barred exits restricting escape
- Exterior exit surfaces clear for prompt exit
- Flammable materials removed from exit areas
- Exterior exit doors open outward to flat surface
- Emergency evacuation plan with map posted in all areas
- First aid kit stocked with appropriate level of equipment
- Blood borne pathogen clean-up kit fully stocked
- Emergency phone numbers posted beside phones
- Clear instructions on contacting medical assistance
- Fire extinguisher tagged and charged (inspector signs and dates tag)
- Smoke detector/rise of heat detectors tested

General Housekeeping

- Cleaning chemicals stored in secure location
- Cleaning chemicals stored below paper products
- Food cleaned up daily or kept out of buildings
- Trash removed
- Vermin or insect infestation eliminated
- All lights (including emergency) functioning

Ventilation and Noise Control

- Adequate ventilation for activities or storage
- Hoods properly connected to exhaust system
- Employees wearing approved hearing protection
- Pressurized gas, such as chlorine and helium, stored in well ventilated area without obstructing exits

Office Areas

- Floors have no slippery surfaces from excessive polish
- No holes or depressions in floors
- No top heavy filing cabinets (either by loading or by drawer opening)
- Glass doors either frosted or with lettering/decals
- No fire hazards from cigarette butts
- Safe storage of flammables
- Correct type and placement of fire extinguishers
- First aid facilities available
- Telephones and computers on surge suppressors
- No splinters in furniture or accessories
- OSHA Job Safety and Health Protection poster

Maintenance Areas

- Tools and fuel tanks electrically grounded
- Good condition of extension cords and air hoses
- Guards and safety fixtures safe and operable
- Emergency stop buttons readily accessible and operable
- Each individual trained in operation of equipment
- Eye, hearing, and hand protection available
- Respirators available and operating for chemicals on shelves
- Eye baths located near chemical storage areas such as paint locker, pool chlorine and industrial cleaners
- Material Safety Data Sheets for each hazardous chemical on site
- Labels on all chemical bottles
- Employees trained on written haz-com program
- Photography chemicals handled and disposed of per EPA
- Chemical containers inspected for corrosion
- Staff wearing appropriate clothing and footwear
- Pressurized gas tanks secured to wall or gas cart
- Pressurized gas tanks with safety cap in place

5

Long-Range Planning Worksheets

The worksheets in this chapter are designed to help you, your staff and board be prepared for issues should they arise. Use them to formulate action plans and next steps for ensuring a safe Club environment.

Create an Action Plan

CRISIS COMMUNICATIONS

What's at Risk?	<ul style="list-style-type: none"> • Club's image • Staff image • Crisis amplification • Funding • • •
Focus Areas	<ul style="list-style-type: none"> • One spokesperson • Crisis team formation • Training and orientation • Pre-written press release • • •
Challenge Questions	<ul style="list-style-type: none"> • Have we appointed our primary Club spokesperson? Who is our backup? • If a crisis occurs, do all staff members know how to contact spokespeople immediately? • Is our Club legal advisor an integral part of our Crisis Communications Team? • Do we have a pre-written media release statement? • Do we have a plan for our area Clubs to work together in a crisis? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

BOARD OF DIRECTORS

What's at Risk?	<ul style="list-style-type: none"> • Conflicts of interest • Legal action, fines, imprisonment • Fraud or embezzlement • Decrease in funding • Loss of reputation or charter • • •
Focus Areas	<ul style="list-style-type: none"> • Selection process • Orientation • Active participation • Fiscal accountability • Succession • • •
Challenge Questions	<ul style="list-style-type: none"> • What safeguards do we have in place to screen for potential conflicts of interest among board members? • What policies do we have in place for ensuring compliance with local, state and federal laws? With BGCA guidelines? • Does our board initiate policy, performance and contractual reviews on a defined schedule? • Do we have a plan for conducting regular assessments and evaluations of each board member? • Are the driving and criminal records of each board candidate checked prior to inviting them to serve? • Do we know what board member activities are covered by our insurance? What actions are not covered? When exactly is a board member acting on behalf of your Club? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

COMMUNICATIONS: Telling Our Story

What's at Risk?	<ul style="list-style-type: none"> • Professional image • Erroneous facts and figures • Breach of member/staff privacy • Libel accusations and/or lawsuits • • •
Focus Areas	<ul style="list-style-type: none"> • Accuracy/facts only • Consent forms • Being proactive with “good news” • Media relationships • PR firm as consultant • • •
Challenge Questions	<ul style="list-style-type: none"> • Does our Club have a standard release form for consent to use photos and stories? Is this part of our membership and volunteer application? • Do we know the reporters at our local news outlets? Are their beats relevant to our Club's activities? • Do we invite media to our special events and functions? • Do we provide regular “good news” stories to media? • Is there a media person on our board? Marketing committee? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

EMERGENCY RESPONSE

What's at Risk?	<ul style="list-style-type: none"> • Serious injury/illness/death • Fire/building emergencies • Bomb/terror threats • Poisons/hazardous materials • Intruders • Weather/natural disasters • Vehicular emergencies •
Focus Areas	<ul style="list-style-type: none"> • Experts - fire, police, EMS • Planning • Crisis management team • Emergency contact list • Training – staff, volunteers, members • Written tests • Preparedness drills • Maintenance • Documentation •
Challenge Questions	<ul style="list-style-type: none"> • When was the last time we reviewed our emergency response plan? Does it work? • Have we reviewed our emergency response plan with local emergency officials? • How are Club members prepared for emergencies? Is our emergency response plan covered during staff and volunteer orientation? • Can all staff and volunteers give fast and accurate directions to our Club? • Is our Club prepared for being used as an emergency or overnight shelter? • When was the last time our Club was inspected by a fire marshall? • Does our emergency response plan extend to off-site activities? • Rural or remote Clubs: Do we know GPS coordinates for helicopter evacuation? What would be our nearest landing site? • Have we appointed a spokesperson in the event of an emergency? • What happens if this spokesperson is not available?
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

FACILITIES: Building

What's at Risk?	<ul style="list-style-type: none"> • Injury • Liability • Unnecessary replacement costs • Appeal to funders • Morale • • •
Focus Areas	<ul style="list-style-type: none"> • Access and use • Accountability • Insurance • Upkeep • Continuous improvement • Evaluation and inspection • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we have a defined process for obtaining access to the building? Who controls distribution of keys? • Who is accountable for building matters? How are responsibilities assigned? • When was the last time our building was inspected for safety and insurance matters? • Do we have a regular and defined maintenance routine? How do we know if it is being followed? • How do we keep our building current with new codes and new technologies? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

FACILITIES: Grounds

What's at Risk?	<ul style="list-style-type: none"> • Injury • Vandalism, graffiti and theft • Liability • Public image • Funding appeal • • •
Focus Areas	<ul style="list-style-type: none"> • Boundaries • Trash and dumpsters • Lighting • Signage • Maintenance • Evaluation and inspection • • •
Challenge Questions	<ul style="list-style-type: none"> • Who has access to this property? Who is entering the property now? • What are the qualifications of the person who oversees this property? • How do other nonprofits in our community maintain and manage their grounds? • Are contracts/indemnity/additional-insured statements used for outside groups? • How frequently are the grounds inspected with a written report and recommendations for corrective action? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

FACILITIES: Pools

What's at Risk?	<ul style="list-style-type: none"> • Drowning • Falling injuries • Diving injuries • Sickness from waterborne pathogens • Molestation and sexual violation • • •
Focus Areas	<ul style="list-style-type: none"> • Access • Water quality (visual) • Water quality (chemical) • Qualified supervision • Changing room security • Posted rules • Swim tests • Parental permission • • •
Challenge Questions	<ul style="list-style-type: none"> • Is our pool water crystal clear? What is our program for maintaining chemical cleanliness? • Can we show why our lifeguards are qualified to supervise? • What are our lifeguard-to-participant ratios? • Who supervises our lifeguards and/or trains them? What quality control system do we have for lifeguard training? How do these compare against current standards? • How are our changing rooms monitored and protected against inappropriate activity? • Who has access to the pool and how is access controlled? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

FACILITIES: Camps

What's at Risk?	<ul style="list-style-type: none"> • Slow police, fire, EMS response times • Lack of access to medical care • Increased fire hazard (woody setting) • Theft and vandalism • • •
Focus Areas	<ul style="list-style-type: none"> • Adequate staff-to-kid ratios • Constant supervision • Secured access • Secured property • Stocked-up health and medical provisions • Medical screenings • • •
Challenge Questions	<ul style="list-style-type: none"> • When was the last time an electrician gave us a written evaluation of our electrical system, particularly around the dining hall? Do we request an annual inspection and written report from the governing fire authority? • How do we control combustible or hazardous materials, such as fuel or cleaning chemicals? • Do we have medical screening procedures in place for campers? What are they? • Are parents adequately informed about the activities and supervision at our camp? • If the facilities are rented to others, are they additionally insured? • How do we manage rental groups? • Who controls medication for children? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

FACILITIES: Equipment

What's at Risk?	<ul style="list-style-type: none"> • Injuries • Theft • Vandalism • Premature replacement • • •
Focus Areas	<ul style="list-style-type: none"> • Rules and regulations • Training • Access • Inspection and repair program • Planned replacement • • •
Challenge Questions	<ul style="list-style-type: none"> • When was the last time our equipment was reviewed for potential safety risks? • Does our inventory system include checking the condition of equipment? For arts and crafts? For sports? For games room? • Do we have an annual review of inventory and condition of inventory, particularly for high-use equipment, such as tables and chairs? • Do we have a process for removing failed or damaged equipment from use, access? • What program do we have for regular equipment maintenance? Who is made responsible? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

LEGAL

What's at Risk?	<ul style="list-style-type: none"> • Criminal acts • Employment issues • General liability • Financial exposure • Imprisonment • • •
Focus Areas	<ul style="list-style-type: none"> • Legal counsel • Policies and procedures manual • Certifications • Contracts • Staff documents in a secure file • Member documents in a secure file • Facility safety documents in a central file • • •
Challenge Questions	<ul style="list-style-type: none"> • Is the attorney who advises our Club experienced in tort law and employment, youth service organizations and premise liability? • Do we have a current, clear and concise policies and procedures manual? Does it cover employment and facility use policies? • Do our orientation materials exist in a cohesive, written form? • Do we require written acknowledgment that all staff members and volunteers have received orientation, and read and understood policies and procedures? • How do we stay current on changes in labor laws and legal trends for employment or standard of care for youth service organizations? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

INSURANCE

What's at Risk?	<ul style="list-style-type: none"> • Inadequate coverage • Ability to get insurance • Fiduciary responsibility • Financial loss/bankruptcy • • •
Focus Areas	<ul style="list-style-type: none"> • Basic coverage • Special coverage • Stay with current insurance company? • • •
Challenge Questions	<ul style="list-style-type: none"> • Is our insurance agent an expert on youth clubs and the risks associated with nonprofit organizations? • When is the last time our insurance agent made a detailed inspection and analysis of our Club? • Have we made a photo inventory of our Club, either with a still camera or video camera? • Do we know the limits on our existing general liability policy? Our professional liability? • Is our staff classified in proper categories for worker's comp? (e.g., office workers are classified differently from maintenance workers.) • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PERSONNEL: Hiring Practices

What's at Risk?	<ul style="list-style-type: none"> • Drug use • Criminal backgrounds • Employee theft • Abuse • Lawsuits • • •
Focus Areas	<ul style="list-style-type: none"> • Background checks • Job descriptions • Job classification • Confidentiality • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we have a job description for each position? When were they last reviewed? • Do we know which of our staff are exempt and non-exempt employees? Do they know? • Do we check criminal and driving records for each state in which the candidate has lived? • Do we verify candidates' citizenship? How? • Do we protect the confidentiality of personnel information? Who has access? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PERSONNEL: Performance Management

What's at Risk?	<ul style="list-style-type: none"> • Productivity • Lawsuits • Fines • Morale • • •
Focus Areas	<ul style="list-style-type: none"> • Feedback • Reward and penalty systems • Reviews • Full compensation • State and federal laws • BGCA guidelines • • •
Challenge Questions	<ul style="list-style-type: none"> • Who is responsible for conducting our employee reviews? Are the results documented? • How are our employees and volunteers rewarded or recognized for doing good work? • Are poorly performing employees coached on how to do their jobs better? • When did we last review our compensation policies for time off, vacation, travel and overtime? • Do we have a copy of our state's Employer's Handbook? Do we know our state's current laws regarding performance management? • Are we familiar with BGCA compensation guidelines? Are we in compliance? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PERSONNEL: Corrective Actions and Terminations

What's at Risk?	<ul style="list-style-type: none"> • Discrimination lawsuits • Wrongful terminations • Bad publicity • Employee morale • • •
Focus Areas	<ul style="list-style-type: none"> • Fairness • Consistency • Documentation • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we communicate verbally and in writing the reason for all corrective actions or terminations? • Do we have an established process for appeal? • Do we give written notice to employees of the rules or policies they are expected to follow and a chance to correct improper behavior? (The law requires it.) • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PERSONNEL: Benefits Administration

What's at Risk?	<ul style="list-style-type: none"> • Financial exposure (inadequate insurance) • Out-of-pocket costs • Insurance penalties • Loss of Club benefits • • •
Focus Areas	<ul style="list-style-type: none"> • Timely distribution • Immediate notification • Worker's comp • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we check each monthly statement to make sure policies are accurate and up-to-date? • Do we document all notifications of changes to our insurers? • Do we offer "helpful" suggestions to employees regarding benefits? We could be liable for misinformation! • Do we know our COBRA obligations related to continuation of insurance coverage? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PERSONNEL: Volunteers

What's at Risk?	<ul style="list-style-type: none"> • Injury • Inappropriate activity • Criminal activity • Breach of privacy • Reputation • • •
Focus Areas	<ul style="list-style-type: none"> • Screening • Privacy and confidentiality • Orientation and training • Clear expectations • Placement • Feedback and grievance • Supervision • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we check references, criminal and driving records for volunteers as thoroughly as we check them for staff? • Do we train our volunteers in youth supervision techniques and language? • Do we train our volunteers in emergency response and first aid? • What does our volunteer orientation and training program consist of? Could it be improved? How does it compare to other Clubs? • Do we have an appropriate problem solving and reporting process in place for volunteers? • What quality controls does our Club have for volunteers? How do we periodically assess a volunteer's progress? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PROGRAMS: Activities

What's at Risk?	<ul style="list-style-type: none"> • Injury • Liability • Apathy and dropouts • Financial loss • Quality of outcomes • • •
Focus Areas	<ul style="list-style-type: none"> • Appropriateness • Safety orientation • Kid input/feedback • Insurance advice • • •
Challenge Questions	<ul style="list-style-type: none"> • Can we explain why each of our activities was selected? Can we define the desired outcomes? How do we measure the success of those outcomes? • What is the greatest factor guiding the selection of our activities: fun, convenience or accomplishing mission? Of each activity? • What risks are posed by each specific activity? What steps have been taken to minimize them? • What are the potential conflicts between our activities (e.g., are two activities taking place in the gym at the same time?) • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PROGRAMS: Supervision

What's at Risk?	<ul style="list-style-type: none"> • Chaos • Injury • Liability • Abuse and molestation • • •
Focus Areas	<ul style="list-style-type: none"> • Knowledge of duty/intent • Progressive orientation • Staff-to-member ratios • • •
Challenge Questions	<ul style="list-style-type: none"> • Have staff and volunteers been trained and educated on the potential risks of each activity? • How does the knowledge, conduct and training of our staff and volunteers compare to professionals supervising youth at other venues? • Does our scheduling take into account supervision ratios required for different activities? • Does our scheduling take into account experience/maturity levels of specific personnel? • Does our administrative staff spot check to make sure supervisors are actually supervising? How often? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

PROGRAMS: Environment

What's at Risk?	<ul style="list-style-type: none"> • Injury • Property damage • Liability • Gang/criminal violence • Visual appeal/funding appeal • • •
Focus Areas	<ul style="list-style-type: none"> • Code/standards compliance • Security • Defined sense of “turf” • • •
Challenge Questions	<ul style="list-style-type: none"> • What is our system for assessing the physical defects of our facilities? • Are our buildings and grounds up to code? How do we keep current on changing laws/standards? • Are all our Club environments adequate and appropriate for the activities carried out within them? • Has our external environment been assessed by security professionals and/or gang prevention experts? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TECHNOLOGY: Young Computer Users

What's at Risk?	<ul style="list-style-type: none"> • Pornography and violent content • Stalking by Internet "friends" • Privacy • • •
Focus Areas	<ul style="list-style-type: none"> • Filters – anti-pornography and anti-spam • Supervision • Parental consent • Posted rules • Behavior modeling • Awareness • • •
Challenge Questions	<ul style="list-style-type: none"> • Are our young computer users supervised at all times? • What anti-spam and anti-pornography software is currently installed on our computer network? • In what instances are our members told they can give out personal information on the Internet? • Have the computer room rules been reviewed with all our members? Can they recite the gist of them from memory? • What constitutes good supervision in our computer room? What criteria do we have for success? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TECHNOLOGY: Computer Security

What's at Risk?	<ul style="list-style-type: none"> • Loss of crucial records and data • Loss of confidential information • Illegal and unlicensed software • Down time and loss of productivity • • •
Focus Areas	<ul style="list-style-type: none"> • Virus protection • Firewall • Controlled access • Separation of staff-to-member computers • • •
Challenge Questions	<ul style="list-style-type: none"> • What anti-virus software is our Club using? Are the virus definitions in it downloaded and updated at least once a month? • Is our anti-virus software set to scan all incoming files – both from the Internet and from local disk drives? • Do we have a list of software licensed to our Club – one that can be compared to the contents of our computers' programs/ applications folders? • How often do we change our passwords in the computers? • Have we ever shared our password with other personnel? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TECHNOLOGY: Data/Records

What's at Risk?	<ul style="list-style-type: none"> • Lightning strikes and power surges • Information loss • Down time • Lost time • Confidentiality and privacy • • •
Focus Areas	<ul style="list-style-type: none"> • Backup procedures • Offsite data storage • Surge protectors • Power supplies • Training and updates • Support contract • • •
Challenge Questions	<ul style="list-style-type: none"> • Where are our backup files stored? How far are they from the computers that created them? • Are auto save features enabled on all applications in all computers? • Do our surge protectors guarantee replacement costs in the event of failure? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TECHNOLOGY: Equipment

What's at Risk?	<ul style="list-style-type: none"> • Theft • Vandalism • Fire and electric shock • Network and system damage • Premature replacement • Premature obsolescence • • •
Focus Areas	<ul style="list-style-type: none"> • Training • Access • Supervision • Documentation • Accountability • ID tags • Help desk and tech services • Purchase and upgrade strategies • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we have an inventory system in place that includes checking the condition of computer equipment? • Is all computer property marked with non-removable ID tags? • Is any of our computer equipment at risk for overheating or causing a fire (e.g. ventilation ducts blocked, electric cords frayed, electric circuits overloaded?) • Do we have a process for removing failed or damaged equipment from use, access? • What program do we have for regular computer equipment maintenance? Who is made responsible? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TRANSPORTATION: Drivers and Driving

What's at Risk?	<ul style="list-style-type: none"> • Life, limb and property • Increased insurance rates • Club reputation • Liability • • •
Focus Areas	<ul style="list-style-type: none"> • Waivers and permission slips • Trip documentation • Insurance • Driver screening • Driver training • Supervision ratios • • •
Challenge Questions	<ul style="list-style-type: none"> • Do we specifically train our drivers on safe procedures for backing up? (It's the most common situation in which accidents occur.) • Do we know if commercial drivers' licenses are required for van and bus drivers in our area? • Do we inform drivers that their records are being checked? (It's the law.) • Do our travel logs record mileage and expenses, purpose of trip, arrival and departure times? • When using public transportation, are our members trained and oriented on gathering locations and means of identification? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

Create an Action Plan

TRANSPORTATION: Vehicles

What's at Risk?	<ul style="list-style-type: none"> • Injury • Vehicle loss • Vehicle malfunction • Additional costs (due to poor maintenance) • Negligence claims • • •
Focus Areas	<ul style="list-style-type: none"> • Inspection and maintenance • Replacement and repair • Collision avoidance sensors • Vehicle care training • Key control • Emergency safety equipment in vehicle • Camera (for recording accident conditions) • • •
Challenge Questions	<ul style="list-style-type: none"> • Have each of our vehicles been inspected by a certified mechanic/inspector? • Do each of our vehicles contain seating charts and accident report forms? • Are each of our vehicles carrying current and valid registration and proof of insurance? • When was the last time we reviewed our fleet with our insurance agent? • Are we aware of DOT laws in our state that affect youth transportation, such as vehicles carrying 9+ passengers, or vehicles in association with school programs? • • •
Our Potential Solutions	<ul style="list-style-type: none"> • • •
Target Date for Completion	
Person Responsible	

TAB 2

SECTION TWO

Training Staff and Volunteers



6

Basic Safety Training for Staff and Volunteers

This chapter is dedicated to providing you with staff training materials for maintaining a healthy, safe and positive environment. Topics include five important safety principles, how to create a safer Club and how to help others understand Club safety. Because the content is so broad, these materials should serve as merely a foundation for your Club's safety training efforts for you to build upon.

Protecting Our Kids

Protecting Our Kids is divided into two parts: Facilitator's Guide and Participant's Guide (see page 92). It makes many references to the Appendix, which is in the fourth section of this book. It is also designed to be completed within a couple of hours, which should give you the flexibility to train everyone on staff when it works best for you.

Facilitator's Guide

TOTAL TIME: 120 MINUTES

WELCOME

Time: 15 minutes

Ask participants to find someone who they do not know, or do not know well, and ask them to share the following information:

- Name
- Which Club they came from
- Position
- Their Club's number one safety issue

Inform participants that they will be introducing each other. (Make sure their introductions go quickly.)

Start by introducing yourself and giving a safety issue you've encountered while working at a Club. (Set a good example, by just giving the safety issue, not presenting a long narrative about it.)

Facilitator's Note:

The purpose of this icebreaker is to give each participant an opportunity to speak in a group setting. The activity should be kept light and set the tone for a comfortable learning environment.

Post their safety issue on a chalkboard or with Post-it notes. Tell participants that you'll check back at the end of the session to see if they were all discussed.

SESSION INTRODUCTION

Total Time: 10 minutes

Program Description

Your most important role in the Club is keeping members safe. But a safe Club doesn't just happen – it requires knowledge, observation, teamwork, and the skill to react quickly and correctly. In this session you will learn the Five Safety Principles that will help you create a safer Club and teach others.

Introduction

The safety of your Club members should be the number one priority to you, the youth development professional. Safety is part of the Boys & Girls Club Movement's core promise.

But safe, positive environments don't just happen; they require knowledge, skill and consistent practice. Staff and volunteers must learn how to continuously monitor Club activities, evaluate settings, and take immediate action to prevent physical injuries, abductions, sexual abuse or accidental death.

You, the youth development professional, are the front line of defense for protecting our members. The safety skills you will learn here contribute to the overall knowledge of your organization and improve your organization's standard of care to protect the kids we serve.

Importance

As a Boys & Girls Club Professional, you interact with Club members every day. The safety of each member is an important part of your job. Parents trust that the Club is a safe place for their children to attend. According to the *2008 Kids Count Data Book*, the leading cause of death for children ages 1 through 14 is unintentional injury. The National Center for Injury Prevention and Control reports that for each injury-related death in 2005, there were more than 1,400 injury-related emergency room visits and about 23 hospital admissions for children who survived their injuries. Although a child is more likely to be injured in their home than at a Boys & Girls Club, parents have good cause to be concerned about their children's safety.

A safe, positive environment is one of the Five Key Elements for Positive Youth Development.

Goal

The *goal* of this session is to help participants create a safer Club.

What the Experts Say

Each year, thousands of lawsuits are filed against youth-serving organizations. Accidents, with very few exceptions, don't just happen. More than 90 percent of all accidents and injuries at Clubs could have been prevented by better responses from youth development professionals.

Session Objectives

By completing this session, you will be able to:

- apply the Five Safety Principles to your Club;
- help create a safer Club; and
- help others understand how they can improve Club safety.

Order of Lessons

This lesson includes the following topics:

- Welcome and introductions
- Five Safety Principles
- How to create a safer Club
- How to help others understand how to improve Club safety
- Conclusion

LESSON 1: FIVE SAFETY PRINCIPLES

Total Time: 50 minutes

Introduction

The Five Safety Principles are the key concepts of Club safety for youth development professionals. Ensuring these principles are constantly practiced greatly reduces the chances of members being harmed.

The Five Safety Principles are derived from *Standard Practices for Child Safety: The Boys & Girls Club Way*. They are:

1. Foster and enforce **personal boundaries**.
2. Appearances help improve **security**.
3. Look for **hazards** and minimize them.
4. Know your role in any **emergency** situation.
5. **Membership orientations** help keep members safe.

Safety Principle 1

Foster and enforce personal boundaries.

Everyone has a set of personal rules, or boundaries, governing his or her conduct with other people. For example, some people greet others by hugging, some by kissing. Others bow or shake hands. The words, gestures, touching or distances that are considered appropriate by one person might be different for another.

Often people feel uncomfortable or even threatened when they encounter someone who interacts with them in a way they did not expect or want. If this is carried too far, problems will arise. For a Club to function properly, it needs a common set of standards governing the personal interactions between different individuals.

Your good intentions are not always enough to protect you from the appearance of impropriety. Club staff must ask themselves, “How might this look to someone else?” A code of conduct is the best way to respect each person’s dignity and protect each person’s reputation.

Appendix A: Code of Conduct

This is an example of a generic Boys & Girls Club code of conduct.

Facilitator’s Note: Summary

What you can do to foster boundaries:

- Take your Club’s code of conduct seriously and be mindful of you and others “crossing the line.”
- Think of members as your responsibility, not your family or peers.
- Intervene to stop unwanted actions, and report any suspicions pertaining to sexual misconduct or child abuse to your supervisor.

Safety Principle 2

Appearances help improve security.

A Club must be a place that is safe from intentional harm to members. It is hard to imagine your Club being threatened by an intruder, a weapon brought in by a member, a member abducted from the Club or someone assaulted in front of the Club. The better you prepare, the less likely such situations could ever happen.

Crimes require a motive, an opportunity and a place. We cannot change a criminal's motive, but we can reduce the opportunity by improving the place. Most crimes begin with the criminal assessing the place and looking for indicators that the crime will succeed. If the place appears to be disorganized, it indicates an opportunity for the criminal.

A secure Club environment is made up of many details that are organized to work together. Some of the most important aspects of security are within your control and are your responsibility.

Each Club needs security plans that take into account its unique setting and organizes many details into an easily maintainable system that protects members from intentional harm. One way to do this is to think of your Club's security in layers that start on the outside and systematically move inside.

Appendix B:
The Seven Layers
of Club Security

This document provides a concept for each layer and possible actions within the reach of every youth development professional.

**Facilitator's Note:
Summary**

What you can do:

- Help control access in and out of Club property.
- Monitor activities in and around the Club.
- Detect and report unwanted or unusual behavior.

Safety Principle 3

Look for hazards and minimize them.

Every year Clubs file thousands of insurance claims for minor and major injuries. We know from experts that about 90 percent of these claims are the result of common hazards or horseplay. Likewise, we know that about 90 percent of the injuries could have been prevented or reduced if Club staff had been paying closer attention to hazardous conditions and situations.

Hazards are problems waiting to happen, and it is you who makes the difference! Seemingly ordinary things become dangerous through neglect.

**Facilitator’s Note:
Summary**

What you can do:

- Be observant and notice when things are wrong.
- Think about the potential danger it presents.
- Intervene to minimize it, or report it to your supervisor.

Appendix C:
Checklist
Hazards

Ask: “What in this room is responsible for 6 percent of all Club insurance claims?” *Answer: A door.*

This document provides a checklist of the most common Club hazards.

Safety Principle 4

*Know your role in any **emergency** situation.*

It is critical for you to know your Club’s emergency response plans and your role in any emergency situation. For example, what would be *your* responsibilities in a natural disaster, such as a hurricane, tornado, lightning storm or flood? What about a fire or hazardous chemical spill? How should *you* react if there’s a threatening intruder, a missing child or a bomb threat?

Even a situation involving a single injury has many actions that must be performed quickly and correctly. If a child in your Club has been knocked unconscious and was bleeding, who would:

- Contact the immediate supervisor?
- Stay with the injured child?
- Call 911?
- Administer first aid?
- Clean up bodily fluids?
- Continue to supervise the other kids?
- Inform other staff?
- Contact the child’s parents?
- Share information with the public?

Appendix D:
Generic Accident &
Incident Report

Imagine how complicated this situation would become if it happened on a field trip! This is why emergency situations must be thought through and planned in advance. You, the youth development professional, should be mentally and emotionally prepared for emergencies. You should also help your organization identify improvements to existing emergency plans and, possibly, new plans or procedures that should be added.

This is an example of a generic Boys & Girls Club accident & incident report form.

**Facilitator’s Note:
Summary**

Ask participants for a raise of hands if they have completed an accident report. Follow this question with, “How long after the accident were you required to submit the report?” (The answer should be within two hours because the longer you wait, the more details you forget and the details will protect your organization.)

Appendix E:
Athletic Emergency
Plan

This is another example for participants.

**Facilitator’s Note:
Summary**

What you should do:

- Be familiar with each of your Club’s emergency plans.
- Know and practice your role in each situation.
- Think about ways to improve existing emergency plans with your supervisor.

Safety Principle 5

Membership orientations help keep members safe.

Your Club members’ success at the Club requires preparation at the very beginning of membership. The membership orientation works like an owner’s manual, letting members know that this is their Club. It gives them knowledge so they can protect themselves and others from potential harm.

Minimally, these five areas should be addressed in your membership orientation:

1. Code of conduct that establishes unacceptable behaviors and their consequences, such as: refusing to obey staff, irresponsible or destructive acts, foul language, bullying, and sexual contact or overtures.
2. Rules for safe participation in Club activities, such as the proper use of game room equipment.
3. Physical boundaries inside and outside of the Club, such as entering and exiting the Club or gathering in restrooms.

4. Precautions concerning any known hazards, such as adjacent streets or leaking electric water fountains.
5. What to do in an emergency, such as staying with the group, remaining quiet and following directions.

The membership orientation needs to be supported by:

- emergency drills in which members learn to remain calm and follow directions during an actual emergency;
- resistance and personal safety training to help members identify potentially threatening situations, and avoid or resist drugs, alcohol, sexual relations and violence (there are many programs available from BGCA and other national organizations that you can adapt for your Club); and
- Internet safety training. Before gaining access to the Club's Internet, members must participate in a training session to learn what is and is not allowed. Members should also sign a contract that outlines their loss of Internet privileges for violations.

Appendix F: Internet Safety Checklist

This is an example of a generic Boys & Girls Club Internet safety checklist.

Facilitator's Note: Summary

What you can do:

- Get creative! Think of interesting ways to make the orientation fun and memorable, such as a scavenger hunt or a skit.
- Use experienced Club members to help you teach.
- Inspect what you expect. Follow up after the orientation to make sure the new members remember what they learned and know how to be safe.

Peeling Away The Onion: The Five Safety Principles

Time: 30 minutes

Introduction: The following case scenarios are based on actual Club incidents. Each scenario provides an opportunity for you to test your understanding of the application of the Five Safety Principles.

Instructions to Participants:

Individually (5 minutes)

- Read the assigned scenario (or scenarios).
- Make a list of how you would use the Five Safety Principles to prevent or solve this problem. (The more principles you can use, the better.)

With others (5 minutes)

Share your list and form one list.

With large group (20 minutes)

1. Take turns presenting your scenario and sharing the ways in which you would use the Five Safety Principles to prevent or solve the problem.
2. Open discussion follows each presentation.

Safety Scenarios

Facilitator's Note:

All of these scenarios were reported by Clubs to BGCA.

- 1) A female staff member walks into the girls' restroom and discovers an 8 year-old girl graphically demonstrating to another girl how sex is performed between a man and a woman.
- 2) One boy reports that another boy at the Club has a handgun in his backpack. So far, no one has been harmed or threatened by it.
- 3) It's a rainy day, and the Club is packed. The program rooms are filled to capacity, a basketball game is going on in the gym, and the game room is a sea of kids. A fight breaks out in the game room between two BIG 12 year-old boys.
- 4) Your Club always has at least one staff member trained in first aid. A girl is cut deeply on a piece of metal and is bleeding severely. The only person trained in first aid panics at the sight of so much blood and cannot maintain his focus to perform first aid until the ambulance arrives.
- 5) You are the unit director. You learn from a parent that one of your part-time staff members, a 20 year-old male, has been having an affair for months with a 14 year-old member.

Summary: Five Safety Principles

Applying these Five Safety Principles to your work at the Club will significantly decrease the risk of harm to your members.

PROCESSING SUGGESTIONS

Scenario 1 – Unplanned Sex Education Class
(Personal

A female staff member walks into the girls' restroom and discovers an 8 year-old girl graphically demonstrating to another girl how sex is performed between a man and a woman.

Boundaries)

Facilitator’s Note

Discuss these possible answers for what to do at this point.

- Stop the girls and ask them what they’re doing.
- Take them in to talk with the unit director and tell them what they were doing was wrong and not to do it again.
- Call their parents and explain what happened.
- Call Child Protective Services because it is suspicious that an 8 year-old girl would have such knowledge of sex.

Discuss these possible answers for how to prevent this.

- Better membership orientation on personal boundaries.
- Require staff to conduct more surprise inspections of the restrooms.
- Limit the number of users in the restrooms.

**Scenario 2 –
Gun Shy (Security)**

One boy reports that another boy at the Club has a handgun in his backpack. So far, no one has been harmed or threatened by it.

Facilitator’s Note

Discuss these possible answers for handling the situation.

- Call the police.
- Discreetly ask the boy to come into the unit director’s office.
- Discreetly get the backpack and other personal possessions.
- Let the police examine the backpack and other possessions and determine where it goes from there.
- Call the boy’s parents.

Discuss these possible answers for prevention.

- The Club should require all bags/coats to be checked in.
- Kids should be oriented not to bring in weapons to the Club.
- Staff should have spotted something suspicious about the kid’s behavior.

**Scenario 3 – Fight
Club (Hazards)**

It’s a rainy day and the Club is packed. The program rooms are filled to capacity, a basketball game is going on in the gym, and the game room is a sea of kids. A fight breaks out in the game room between two BIG 12 year-old boys.

Facilitator's Note:

Discuss these possible answers for intervening or handling it.

- The Club should have limited the number of kids it would let in that day. But where would those kids go?
- The Club should have called more staff or volunteers to help with supervision. But what if they weren't available?
- The staff must physically stop them from fighting. But should the staff get another adult to be present to prevent accusations against him/her?
- Call the police. But do you want to turn this situation over to the police and begin possible criminal charges against one of your members?

Discuss these possible answers for preventing it.

- The Club director should bring the parents into the conflict resolution discussions as soon as possible. This helps you come to a decision on whether to allow the member to remain in the Club or be sent home.
- Depending on the nature of the injuries, criminal charges may be brought against the member who started the fight.
- Have a back-up plan on such days: Stop the game in the gym and use the space for an organized activity to keep more kids engaged (such as a relay for prizes).

Scenario 4 – The Weak Stomach (Emergencies)

Your Club always has at least one staff member trained in first aid. A girl is cut deeply on a piece of metal and is bleeding severely. The only person trained in first aid panics at the sight of so much blood and cannot maintain his focus to perform first aid until the ambulance arrives.

Facilitator's Note:

Discuss these possible answers for how to prevent this.

- Train everyone in basic first aid. Can the Club afford this? Is it going too far?
- Put some people through a higher level of Red Cross training.
- Show realistic training films to prepare the staff emotionally.

Scenario 5 – Third-Rate Romance (Member Orientation)

You are the unit director. You learn from a parent that one of your part-time staff members, a 20 year-old male, has been having an affair for months with a 14 year-old member.

Facilitator's Note:

Discuss these possible answers for how this could have happened.

- Poorly understood code of conduct for staff and members.
- Sloppy hiring practices.
- No one is supervising the staff supervising the kids.
- Too many ways to slip in and out of the Club.

Discuss these possible answers for why it hasn't been brought to your attention.

- Staff don't value the Club's reputation.
- Staff don't want to be snitches.
- Staff don't understand this is a crime and they have a legal duty to report it.
- Staff don't even know what's going on with their co-workers and don't care.
- Everyone hates the unit director.

Discuss these possible answers for how to prevent this.

- Training staff
- Better code of conduct
- Regular discussions and communications
- Better supervision of staff
- Training for the teens

Summary

Applying these five safety principles to your work at the Club will significantly decrease the risk of harm to your members.

LESSON 2: HOW TO HELP CREATE A SAFER CLUB

Total Time: 10 MINUTES

Introduction

Knowledge without action is almost meaningless. Just having knowledge of the Five Safety Principles, without applying them to your Club, will not achieve our goal of *protecting our kids*.

Appendix G: Creating a Safer Club Worksheet

Using the worksheet located at Appendix G, this exercise is designed to provide you the time to form a plan of action upon your return to the Club.

Instructions: Individually complete the worksheet, then find a partner and share your plans.

Summary: Creating a Safer Club

Actually doing what you have learned today will significantly help to decrease the risk of harm to your members.

LESSON 3: HOW TO HELP OTHERS TO IMPROVE SAFETY

Total Time: 15 minutes

Introduction

A good way to help others improve safety is to share what you have learned during this session.

Here are some suggestions:

- Use the worksheets and scenarios that were used during this session.
- Rewrite the scenarios for your members, remembering that one-size-fits-all does NOT work with members. Age and developmental differences greatly affect the appropriate use of learning materials and the way in which you facilitate information.
- Make sure the suggested topics are presented in your Club's membership orientation and follow-up sessions.

Instructions to Participants

Individually

Write or rewrite a short scenario addressing one of the five safety principles for specific age groups.

In a large group

You may be asked to share your scenario with the large group.

Select as many as time allows.

Summary

Doing these things will greatly improve the safety of your members.

SESSION CONCLUSION

Total Time: 10 minutes

Revisit Objectives

By completing this session, you will be able to:

- apply the Five Safety Principles;
- help create a safer Club; and
- help others understand how they can improve Club safety.

Session Summary

Use the list of posted Club safety issues from the “Introductions” to summarize the session. Check to make sure that all of the issues were addressed during the workshop.

Closing remarks

We all know accidents are going to happen, but we can't let a tragedy happen. This session has prepared you to do a better job and prepare others to do a better job *protecting our kids*. A safe Club doesn't just happen – it's up to you!

Solicit volunteers to share what they learned during the session.

For more information, contact:

Child & Club Safety team
Boys & Girls Clubs of America
childsafety@bgca.org
404-487-5930

Evaluation and Credits

As a result of attending this session, you will be awarded 2 Continuing Education Credits (CEU). To review your official transcript, visit bgca.net.

Protecting Our Kids: Participant’s Guide

SESSION INTRODUCTION

Program Description

Your most important role in the Club is keeping members safe. But a safe Club doesn’t just happen – it requires knowledge, observation, teamwork, and the skill to react quickly and correctly. In this session you will learn the Five Safety Principles that will help you create a safer Club and teach others.

Introduction

The safety of your Club members should be the number one priority to you, the youth development professional. Safety is part of the Boys & Girls Club Movement’s core promise and it is one of the five Key Elements for Positive Youth Development.

But safe, positive environments don’t just happen – they require knowledge, skill and consistent practice. Staff and volunteers must learn how to continuously monitor Club activities, evaluate settings and take immediate action to prevent physical injuries, abductions, sexual abuse or accidental death.

You, the youth development professional, are the front line of defense for protecting our members. The safety skills you will learn here contribute to the overall knowledge of your organization and improve your organization’s standard of care to protect the kids we serve.

Importance

As a Boys & Girls Club professional, you interact with Club members every day. The safety of each member is an important part of your job. Parents trust that the Club is a safe place for their children to attend. According to the *2008 Kids Count Data Book*, the leading cause of death for children ages 1 to 14 is unintentional injury. The National Center for Injury Prevention and Control reports that for each injury-related death in 2005, there were more than 1,400 injury-related emergency room visits and about 23 hospital admissions for children who survived their injuries. Although a child is more likely to be injured in their home than at a Boys & Girls Club, parents have good cause to be concerned about their children’s safety.

A safe, positive environment is one of the five Key Elements for Positive Youth Development.

Goal

The *goal* of this session is to help participants create a safer Club.

What the Experts Say

Each year thousands of lawsuits are filed against youth serving

organizations. Accidents, with very few exceptions, don't just happen. More than 90 percent of all accidents and injuries at Clubs could have been prevented by better responses from youth development professionals.

Session Objectives

By completing this session you will be able to:

- apply the Five Safety Principles to Clubs;
- help create a safer Club; and
- help others understand how to improve Club safety.

LESSON 1: FIVE SAFETY PRINCIPLES

Introduction

The Five Safety Principles are the key concepts of Club safety for youth development professionals. Ensuring these principles are constantly practiced greatly reduces the chances of members being harmed.

The Five Safety Principles are derived from *Standard Practices for Child Safety: The Boys & Girls Club Way*. They are:

1. Foster and enforce **personal boundaries**.
2. Appearances help improve **security**.
3. Look for **hazards** and minimize them.
4. Know your role in any **emergency** situation.
5. **Membership orientations** help keep members safe.

Safety Principle 1

Foster and enforce personal boundaries.

Everyone has a set of personal rules, or boundaries, governing her or his conduct with other people. For example, some people greet others by hugging, some by kissing; others bow, or shake hands. What are considered appropriate words, gestures, touching or distances by one person might be different for another.

Often, people feel uncomfortable or even threatened when they encounter someone who interacts with them in a way they did not expect nor want. If this is carried too far, problems will arise. For a Club to function properly, it needs a common set of standards governing the personal interactions between many different individuals.

Your good intentions are not always enough to protect you from the appearance of impropriety. Club staff must ask themselves, “How might this look to someone else?” A code of conduct is the best way to respect each person’s dignity and protect each person’s reputation.

To help foster personal boundaries, you should:

- Take your Club’s code of conduct seriously and be mindful of you and others “crossing the line.”
- Think of members as your responsibility, not your family or peers.
- Intervene to stop unwanted actions, and report any suspicions pertaining to sexual misconduct or child abuse to your supervisor.

Appendix A: Code of Conduct

This is an example of a generic Boys & Girls Club code of conduct.

Safety Principle 2

*Appearances help improve **security**.*

A Club must be a place that is safe from intentional harm to members. It is hard to imagine your Club being threatened by an intruder, a weapon brought in by a member, a member abducted from the Club or someone assaulted in front of the Club. The better you prepare, the less likely such situations could ever happen.

Crimes require a motive, an opportunity and a place. We cannot change a criminal's motive, but we can reduce the opportunity by improving the place. Most crimes begin with the criminal assessing the place and looking for indicators that the crime will succeed. If the place appears to be disorganized, it indicates an opportunity for the criminal.

A secure Club environment is made up of many details that are organized to work together. Some of the most important aspects of security are within your control and are your responsibility.

To help improve security, you should:

- help control access in and out of Club property;
- monitor activities in and around the Club; and
- detect and report unwanted or unusual behavior.

Each Club needs security plans that take into account its unique setting and organizes many details into an easily maintainable system that protects members from intentional harm. One way to do this is to think of your Club's security in "layers" that start on the outside and systematically move inside.

Appendix B: The Seven Layers of Club Security

This document provides a concept for each layer and possible actions within the reach of every youth development professional.

Safety Principle 3

*Look for **hazards** and minimize them.*

Every year, Clubs file thousands of insurance claims for minor and major injuries. We know from experts that about 90 percent of these claims are the result of common hazards or horseplay. Likewise, we know that about 90 percent of the injuries could have been prevented or reduced if Club staff had been paying closer attention to hazardous conditions and situations.

Hazards are problems waiting to happen, and it is you that makes the difference! With hazards, seemingly ordinary things become dangerous through neglect.

To help reduce hazards, you should:

- be observant and notice when things are wrong;
- think about the potential danger it presents; and
- intervene to minimize it, or report it to your supervisor.

Appendix C: Checklist for Common Club Hazards

This document provides a checklist of the most common Club hazards.

Safety Principle 4

*Know your role in any **emergency** situation.*

It is critical for you to know your Club's emergency response plans and your role in any emergency situation. For example, what would be *your* responsibilities in a natural disaster, such as a hurricane, tornado, lightning storm or flood? What about a fire or hazardous chemical spill? How should *you* react if there's a threatening intruder, a missing child or a bomb threat?

Even a situation involving a single injury has many actions that must be performed quickly and correctly. If a child in your Club had been knocked unconscious and was bleeding, who would:

- Contact the immediate supervisor?
- Stay with the injured child?
- Call 911?
- Administer first aid?
- Clean up bodily fluids?
- Continue to supervise the other kids?
- Inform other staff?
- Contact the child's parents?
- Share information with the public?

Imagine how complicated this situation would become if it happened on a field trip! This is why emergency situations must be thought through and planned in advance. You, the youth development professional, should be mentally and emotionally prepared for emergencies. You should also help your organization identify improvements to existing emergency plans, and possibly new plans or procedures that should be added.

To improve emergency response, you should:

- be familiar with each of your Club's emergency plans;
- know and practice your role in each situation; and
- think about ways to improve existing emergency plans with your supervisor.

Appendix D: Generic
Accident & Incident
Report

Refer to Appendix D: Generic Accident & Incident Report.

Appendix E: Athletic
Emergency Plan

Refer to Appendix E: Athletic Emergency Plan.

Safety Principle 5

Membership Orientations help keep members safe.

Your members' success at the Club requires preparation at the very beginning of membership. The membership orientation works like an owner's manual, letting members know that this is their Club. It gives them knowledge to protect themselves and others from potential harm.

Minimally, these five areas should be addressed in your membership orientation:

1. Code of conduct that establishes unacceptable behaviors and their consequences, such as: refusing to obey staff; irresponsible or destructive acts; foul language; bullying; and sexual contact or overtures
2. Rules for safe participation in Club activities, such as the proper use of game room equipment
3. Physical boundaries inside and outside the Club, such as entering and exiting the Club or gathering in restrooms
4. Precautions concerning any known hazards, such as leaking electric water fountains or adjacent streets
5. What to do in an emergency, such as staying with the group, remaining quiet and following directions

Appendix F: Internet
Safety

Refer to Appendix F: Internet Safety.

The membership orientation needs to be supported by:

- drills in which members learn to remain calm and follow directions during an actual emergency;
- resistance and personal safety training to help members identify potentially threatening situations, and avoid drugs, alcohol, sexual relations and violence (many programs that you can adapt for your Club are available from BGCA and other organizations); and

- Internet safety training. Before gaining access to the Club's Internet, members must participate in a training session to learn what is and is not allowed. Members should also sign a contract that outlines their loss of Internet privileges for violations.

To help make membership orientations successful, you should:

- Get creative! Think of interesting ways to make the orientation fun and memorable, like a scavenger hunt or a skit.
- Use experienced Club members to help you teach.
- Inspect what you expect. Follow up after the orientation to make sure the new members remember what they learned and know how to be safe.

Peeling Away The Onion: The Five Safety Principles

Time: 30 minutes

Introduction: The following case scenarios are based on actual Club incidents. Each scenario provides an opportunity for you to test your understanding of the application of the Five Safety Principles.

Instructions to Participants:

Individually (5 minutes)

- Read the assigned scenario (or scenarios).
- Make a list of how you would use the Five Safety Principles to prevent or solve this problem. (The more principles you use, the better.)

With others (5 minutes)

Share your list and form one list.

With large group (20 minutes)

- Take turns presenting your scenario and sharing the ways in which you would use the Five Safety Principles to prevent or solve the problem.
 - Open discussion follows each presentation.
1. A female staff member walks into the girls' restroom and discovers an 8 year-old girl is graphically demonstrating with another girl how sex is performed between a man and woman.

Safety Scenarios

2. One boy reports that another boy has a handgun in his backpack at the Club. So far, no one has been harmed, or even threatened, by it.
3. It's a rainy day, and the Club is packed. The program rooms are filled to capacity, a basketball game is going on in the gym, and the game room is a sea of kids. A fight breaks out in the game room between two BIG 12 year-old boys.
4. Your Club always has at least one staff member trained in first aid. A girl is cut deeply on a piece of metal and is bleeding severely. The only person trained in first aid panics at the sight of so much blood and cannot maintain his focus to perform first aid until the ambulance arrives.
5. You are the unit director. You learn from a parent that one of your part-time staff members, a 20 year-old male, has been having an affair for months with a 14 year-old member.

Summary: Five Safety Principles

Applying these Five Safety Principles to your work at the Club will significantly decrease the risk of harm to your members.

LESSON 2: HOW TO HELP CREATE A SAFER CLUB

Time: 10 minutes

Introduction

Knowledge without action is almost meaningless. Just having knowledge of the Five Safety Principles, without applying them to your Club, will not achieve our goal of *protecting our kids*.

Appendix G: Creating a Safer Club Worksheet

This exercise is designed to provide you the time to form a plan of action to enact upon your return to the Club.

Instructions: Individually complete the worksheet (Appendix G), then find a partner and share your plans.

Summary: Creating a Safer Club

By actually applying what you have learned, you can significantly help to decrease the risk of harm to your members.

LESSON 3: HOW TO HELP OTHERS IMPROVE CLUB SAFETY

Time: 10 minutes

Introduction

A good way to teach others to improve safety is to share what you have learned during this session with others.

Here are some suggestions:

- Use the worksheets and scenarios that were used during this session at your next staff training.
- Rewrite the scenarios for your members, remembering that one-size-fits-all does NOT work with members. Age and developmental differences greatly affect the appropriate use of learning materials and the way in which you facilitate information.
- Make sure the suggested topics are presented in your Club's membership orientation and follow-up sessions.

Instructions to Participants:

Individually

Write or rewrite a short scenario addressing one of the Five Safety Principles for a specific age group.

In a large group

You may be asked to share your scenario with a large group.

SESSION CONCLUSION

Session Summary

We all know accidents are going to happen, but we can't let a tragedy happen. This session has prepared you to do a better job and prepare others to do a better job *protecting our kids*. A safe Club doesn't just happen – it's up to you.

7

Training Scenarios and Checklist

12 Safety Scenarios

Listed below are scenarios that can be used in the form of a pop quiz or on the spot training during a regular staff meeting. Using these topics, you can engage your staff in analytical thinking, enabling them to develop the mindset it takes to handle a crisis. Discuss how policies and procedures; staff and volunteer training; or member orientation and parental waivers might prevent these from happening. What protects the organization's assets?

1. In the Boys & Girls Club, a 12 year-old girl receives a flood of hateful text messages on her cell phone. You find her hiding in the restroom, crying deeply. That night the girl unsuccessfully attempts suicide by cutting her wrists. Is the Club responsible?
2. It's a rainy day and the Club is packed. The program rooms are filled to capacity, a basketball game is going on in the gym, and the game room is a sea of kids. A fight breaks out in the game room between two BIG 12 year-old boys. Who breaks it up and how? What prevents it?
3. A female staff member walks into the girl's restroom and discovers an 8 year-old girl is graphically demonstrating with another girl how sex is performed between man and woman. What to do?
4. Your Club always has at least one staff member trained in first aid on site. A girl is cut deeply on a piece of metal and is bleeding severely. The only person trained in first aid panics at the sight of so much blood and cannot maintain his focus to perform first aid until the ambulance arrives. What would prevent this?
5. You learn one of your staff members, a 20 year-old male, has been having a romance for months with a 14 year-old Club girl. Why hasn't anyone brought this to your attention until now? How do you prevent this?
6. Your Club has no IT Director, but pays Geek Squad to check Club computer problems. You also use an Internet filter. The Geek Squad technician discovers a long list of pornographic Internet sites visited on the computer in one of the open staff workstations in the admin offices. What to do?
7. Your Club operates out of an elementary school. On Wednesdays, the school's music teacher retrieves a 10 year-old boy from the Club for a private music lesson in a nearby soundproof practice room. The teacher covers the window on the door to keep students from being

distracted by other kids. It is discovered that the teacher has been molesting his individual students for some time. Are you liable?

8. You use a janitorial service at the Club, which claims to do background checks on all its employees. One of its employees (who cleans at the Club), was arrested by Dog the Bounty Hunter for jumping bail on an out-of-state statutory rape case that is under appeal. What should you do?
9. You take a group of 6 & 7 year-olds to a water park. When you get there, the park has less than the proper number of lifeguards on duty. You decide to go ahead, using Club staff as spotters. A Club kid gets piled-on at the bottom of a water slide and drowns. Who is responsible?
10. A 7 year-old member with ADD leaves the Club alone and disappears for two hours. He is found and his parents are hysterical. They tell the press they didn't know the Club's "open door policy" meant the Club wouldn't restrain their son from walking out of the Club. How do you prevent this?
11. One boy reports that another boy has a handgun in his backpack at the Club. So far, no one has been harmed, or even threatened, by it. What should you do immediately and in the future?
12. It's late, and a member wasn't picked up by her mom, who can't be reached. One staff member is left at the Club, but he must get home for dinner, so he decides to drop the girl off at her house. The next day her mom calls the Club accusing the staff member of improperly touching her child. How do you prevent this?

Employee Safety Training Checklist

Training	Date Completed & Trainer
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	New employee indoctrination: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Back & knee injury prevention: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Kitchen safety training: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Blood borne pathogens: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Personal protective equipment: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Driver & vehicle safety: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Environmental safety issues: _____ (Lightning/storms/tornadoes/animals and insects/heat/cold/etc.)
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Athletic/activity safety: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Alcohol and staff leisure time: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Fire and campfire safety: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Reporting hazards (how to): _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Reporting injuries (how to): _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Security: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Pool chemicals and maintenance: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	Maintenance crew orientation: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(a) Heavy machinery & tractors: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(b) Power tools & safety equipment: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(c) Flammable & hazardous chemicals: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(d) Lawn mowers, weed eaters, chain saws: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(e) Electricity & tagout procedures: _____
<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No	(f) Ladder safety guidelines: _____

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8

Supervision

Insurance experts cite the lack of supervision as the primary reason for youth-serving organization injury claims. However, most minor injuries can be reduced with just a few hours of staff training. A basic training program should include teaching staff how to develop a reliable supervision strategy for each activity they supervise. The strategy should address eight key areas:

1. Reasonable supervision ratios
2. Pre-activity inspection
3. Supervision behavior patterns
4. Communication between staff
5. Appropriate interactions
6. Establishing rules
7. Supplies or equipment needed for the activity
8. Accident and incident reporting procedures

Supervision Ratio

Club activities should be under continuous supervision by an appropriate adult staff- or volunteer-to-member ratio. The ratio may be based on your organization's experience, common practices in your community or standards within the youth-serving profession. BGCA-recommended supervision ratios:

- Drop-in: 1 adult to 25 youth
- Instructional: 1 adult to 20 youth
- Group clubs: 1 adult to 15 youth
- Teams: 1 adult to 15 youth
- Day camp: 1 adult to 10 youth
- Day trips: 1 adult to 8 youth
- Overnight: 1 adult to 6 youth, with a minimum of 2 adults present
- Swimming: 1 lifeguard to 25 swimmers + 1 spotter to 10 swimmers

Pre-Activity Inspection

Club activities must take place in a safe setting that helps prevent accidental or intentional harm. Every year Clubs file thousands of insurance claims for minor and major injuries. We know from experts that most of these claims are the result of common hazards or horseplay. Likewise, we know that most of the injuries could have been prevented or reduced if Club staff had been paying closer attention to hazardous conditions and situations.

Hazards are problems waiting to happen, and it is you who makes the difference! With hazards, seemingly ordinary things become dangerous through neglect. To help reduce hazards, you should:

- be observant and notice when things are wrong;
- think about the potential danger if you notice something is wrong; and
- act to eliminate the risk, or report it to your supervisor.

Supervisor Behavior Patterns

Supervision requires undistracted, active monitoring by staff. Selecting and utilizing a specific supervision behavior pattern will increase staff effectiveness and child safety. There are four primary behavior patterns:

- **Random Movement.** Random location changes facilitate supervision in large areas that do not involve fast paced activities, such as sports. The movement patterns should appear unpredictable because problems increase when youth are able to forecast supervisor location and scanning angle.
- **Looping.** Looping involves making occasional, unexpected full turns in the middle of a random movement route, giving the supervisor a quick 360-degree view of the area.
- **Sight Lines.** Sight lines can be established along a random movement route to permit quick visual scans of an entire area. Ideally, a sight line would allow the supervisor to see through an area, from one side to the other.
- **Scanning.** Scanning is a systematic means of continually observing a faster paced activity from a fixed position, much like a lifeguard scanning the water surface or a referee scanning a ball game. A good standard is to survey the complete area every ten seconds, which ensures that an impending injury situation or an injured child is recognized almost immediately.

Communication between Staff

Supervisors need a reliable system for communicating and interacting with one another while continuing to supervise an area. Where normal verbal communication is not possible, consider using a two-way radio, whistles, hand signals or even utilizing members as messengers. It is not advisable to allow supervisors to use cell phones for inter-staff communication because of possible conflicts with the organization's code of conduct on the use of cell phones.

Appropriate Interactions

Staff should be interacting primarily with youth, not other staff or volunteers. Interactions with youth should be primarily to provide guidance on an activity or to prevent undesirable actions and injuries.

It is absolutely critical that staff establish a professional approach to supervising youth, remembering that they are your responsibility, but not your children, peers or siblings. Staff should avoid:

- displaying favoritism or intimacy with any member;
- inappropriate language, gestures, touching or materials; and
- situations where they may be alone with a member, such as one-on-one situations or off-site fraternization.

Rules

All Club activities should have rules concerning acceptable behavior. The process of developing, revising, posting, and enforcing rules is very important to the safety of the children. A few simple rules are often better remembered than multiple detailed rules, especially for young children.

Needed Supplies

Staff should anticipate and have on hand any supplies that will be needed for a planned activity. This will prevent them from being distracted by searching for them or leaving the children unattended while retrieving them.

Injury-Report Procedures

Last, but not least, a supervision plan should include procedures for reporting injuries. Accurate injury records are hard to maintain. More serious injuries are usually recorded, with both initial treatment and follow-up documented by Club staff. Minor playground injuries are frequently overlooked. Yet these injuries provide valuable help in determining potential hazards on the playground. Frequency of minor injuries could indicate potential for more serious injuries requiring emergency room care. By attending to minor injury reports, a supervisor can more or less predict potential future injury sites.

9

Emergency Response Planning

The Essentials of an Emergency Response Program

Emergency response plans exist to protect lives and property in the event of an emergency, and to facilitate the restoration of normal activities. For a plan to be usable and effective, it needs an organizing structure, commonly referred to as an **Incident Command System (ICS)**. The ICS is the universal standard by which law enforcement, fire departments and other first responders organize on an emergency scene, and by establishing it you create a common language for understanding roles and responsibilities in an emergency. The failure to have a common language could result in delays that cause the loss of lives and property, and create much confusion and frustration.

The ICS is applied by function rather than staff position (e.g. Director of Operations) and can expand or collapse as a situation unfolds or resolves. For many organizations, the ICS concepts are familiar; it is the language that is new. Most organizations have only to change titles and add a few new components to their existing response team structure to adapt to the ICS. The time and resources to make the adaptations are well worth the effort.

The functions of a fully expanded ICS could include the following roles. As noted previously, these functions can be collapsed and simplified in order to serve a smaller organization or smaller incident.

- **Incident Coordinator.** Coordinates the overall response efforts, delegates responsibilities, continually monitors the status and needs of the other functions.
- **Public Information Officer.** Manages the media, is the spokesperson, arranges interviews and stays in contact with the media as the situation unfolds.
- **Liaison and Safety Chief.** Coordinates with first responder agencies on the scene, stays alert to unsafe actions by team members, gives other team members breaks if needed; works closely with mental health crisis team.
- **Operations Chief.** Responsible for accountability, member release, first aid/medical, search and locate actions, security.
- **Logistics Chief.** Responsible for resources, transportation, communication between functions, food, water.
- **Planning/Intelligence Chief.** Gathers information, maintains status board and develops plans of action.

- **Administration/Finance Chief.** Keeps records, budget, tracks costs and funding.

The overall emergency plan is comprised of six key components.

A **communication system** is essential because it ensures communication between all areas of a Club and/or all parts of an organization during an emergency. Procedures for communicating with members, staff, main office, parents, the community and the media should be developed for each site. Clubs operating in schools or shared facilities should clearly identify lines of responsibility and jurisdiction with the other parties involved.

An **accountability system** allows the Club to quickly account for all persons on site or under control of the Club if off site. In a situation causing mass confusion, such as an explosion in the kitchen, an intruder or a vehicular accident, it is essential to quickly determine the location of all members and staff to restore order and protect lives.

An **alternate location** for safely relocating persons should be identified ahead of time. Ideally two locations should be designated: One close enough for walking, and one more remote and secure, requiring persons to be bused to it. For some emergencies, the closer site will suffice; in others it may serve as a staging area in order to take members to the other site. Both sites should offer access control, protection from the elements and good lighting. If the site is not owned by the organization, then a written agreement for use should be in place.

A **family reunification plan** allows the organization to return members to their parents or guardians in an orderly manner, regardless of the nature of the emergency. It also allows the organization to create documentation that may be needed later to determine where a particular member has gone and with whom.

An **aftermath plan** helps avert the risk of post-traumatic stress syndrome. Studies indicate that 85 percent of all persons exposed to a traumatic incident will exhibit symptoms within the first three weeks, such as sleep disturbances, eating disruptions, intrusive memories, fear, agitation and anger. Children and adults need the opportunity to express their feelings and understand that they are experiencing a normal reaction to a traumatic event. The plan should include immediate defusing activities, and activities that will be done for the next few days, weeks or even months, taking into consideration trigger events, such as anniversaries. The aftermath plan may be treated as separate from the emergency plan, but it is an essential component for the plan to be complete.

The emergency plan should be in a usable, checklist format and be immediately available. A copy should be placed in the **emergency evacuation kit**. However a plan is meaningless without trained people. Staff and volunteers must be trained and retrained annually in the roles and responsibilities they may be asked to perform. Although the actual format will vary, an effective emergency plan must contain some version of all of these elements. Without them, it will be hard to bring a major emergency under control. With them, an organization will come through a major emergency much sooner and with fewer long-term effects.

Suggested Best Practices for Emergency Response

- (1) There are up-to-date, written emergency response and crisis communication procedures, reviewed by counsel, that address:**
 - the organization's intent to be prepared for foreseeable emergency situations affecting Club members, staff and others involved in Club sponsored activities; and
 - a commitment to provide crisis communications that are in the best interests of the persons affected and the organization.

- (2) There is an Incident Command System or other organized structure that clearly outlines the organization's roles and responsibilities, including:**
 - coordination with existing community response services, such as police and fire departments, hospitals and emergency medical services;
 - an internal communication and accountability system;
 - a family reunification plan and alternative location;
 - an aftermath plan to provide emotional support to persons directly and indirectly affected by an emergency or crisis;
 - getting approval on evacuation and lockdown plans from local law enforcement; and
 - determining the role facilities will play in an emergency/disaster that occurs outside Club hours.

- (3) Guidelines are established for the protection of people and property during the most common types of emergencies, including:**
 - natural disasters, such as hurricanes, tornados, earthquakes and floods; and
 - man made disasters, such as fires, electrical hazards and chemical spills.

- (4) Guidelines are established for the protection of people from acts of violence or threat of harm that could occur at the Clubhouse or at Club activities, including:**
 - response to suspicious persons, intruders and weapons detection;
 - missing persons, abductions and kidnappings; and
 - intervening or minimizing the threat of harm to Club members.

- (5) Staff and volunteers receive training, allowing them to:**
 - quickly and correctly identify an emergency situation;
 - know the proper protocol for each emergency situation, including their role and the roles of others;
 - take correct and timely actions to protect Club members and others who may be affected by the emergency; and
 - maintain a current knowledge of best practices and the capacity to carry them out.

- (6) Proper emergency equipment and supplies are available to staff and volunteers, including:**

- basic first aid kits and supplies;
- AED and CPR devices; and
- emergency charts for common incidences, such as choking, shock or fainting.

(7) Drills are conducted on a regular schedule to maintain the capacity of staff and volunteers to confidently carry out emergency procedures, including:

- lock down or stay in place;
- building evacuation;
- building re-entry; and
- evacuation of the site and family reunification.

(8) The organization has a communications strategy allowing it to communicate in a consistent, straightforward and timely manner through such means as:

- an organizational spokesperson;
- an established, positive relationship with local media;
- prepared holding statements for the media;
- the ability to respond to media questions in a manner that respects the individuals involved and protects the organization's reputation; and
- an understanding of BGCA's requirements for membership in the area of child safety, hiring practices and compliance with local safety regulations.

Emergency Response Self-Assessment

Assess your current readiness status using the following rating scale:

<i>Team in place and plan ready to go:</i>	<i>1 point</i>
<i>Some planning done, but not ready to go:</i>	<i>2 points</i>
<i>Having nothing developed:</i>	<i>3 points</i>

SCORE: Have you...

- decided who would be in charge during a crisis?
- selected your incident management team?
- developed appropriate policies and procedures for handling crisis situations before it happens?
- when it happens?
- post crisis follow up?
- written a crisis response plan that incorporates an Incident Command System?
- evaluated your site communication system (office/activity rooms, etc)?
- developed a plan for emergency coverage of responsibilities?
- established a code or signal to alert staff ?
- completed initial staff awareness training?
- trained your incident management team?
- established a media liaison and a plan for contacting and handling the media?
- established at least two possible evacuation sites?
- incorporated the local school district crisis plans into the BGCA plan?
- established a working relationship with community service providers?
- developed a list of telephone numbers of key contacts and resources?
- established a designated space or location for parents to assemble?
- set up phone trees (staff and parents)?
- established an accountability system so you can immediately know the whereabouts of every person (student and adult) in your Club?
- developed and printed forms to assist in crisis management?
- developed a generic aftermath plan and resource library of activities?
- held practice drills testing all procedures – shelter in place, evacuation, accountability, communication, etc.?
- established an ongoing training plan, including annual awareness and update/review by all staff?
- TOTAL**

Pre-Crisis Rating Score:

- 23-28 points - Looks like you're prepared, but you may need more advanced level training.
- 29-46 points - Good probability that more work and training is needed.
- 47 + - Help needed!

Who Performs Emergency Functions?

Who is the most likely staff or volunteer to fill each role:

Incident Coordinator

Public Information Officer

Operations Chief

Logistics Chief

Planning/Intelligence Chief

Incident/Log Scribe

Administration/Finance

Could act as interpreter

Has relationship with many parents

Knows most of the members

Has first aid/medical skills

Is familiar with the physical facility

Has keys to all locks (doors, padlocks, file cabinets, etc.)

Has ongoing relationships with community agencies

Could be responsible for the visitor sign-in information

Could be responsible for member medications

Could be responsible for Club members' emergency information

Could be responsible for emergency information on all staff members

Is familiar with the communication and surveillance technology

The Incident Command Team

Fill in the team assignments.

Incident Commander

Safety	PIO
Liaison	Mental Health Crisis Team

Operations Chief	Logistics Chief	Planning and Intelligence	Administration/Finance
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Accountability Student Release Assembly Shelter	First Aid Search and Locate Maintenance/Fire Security	Transportation Food, Water, Supplies Resources Communications	Incident Log Scribe	Record Keeping
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Community Coordination

Who are your community partners? List agency name, contact person and phone number:

Police: _____

Fire: _____

Ambulance: _____

Hospital: _____

Red Cross: _____

City/county emergency management: _____

Other local BGC Clubs: _____

BGCA Regional Service Center: _____

BGCA national office resources: _____

Local board contact: _____

Local school contacts: _____

On-site partners: _____

Other key partners: _____

Staging Areas

Our evacuation sites are/could possibly be _____ and _____

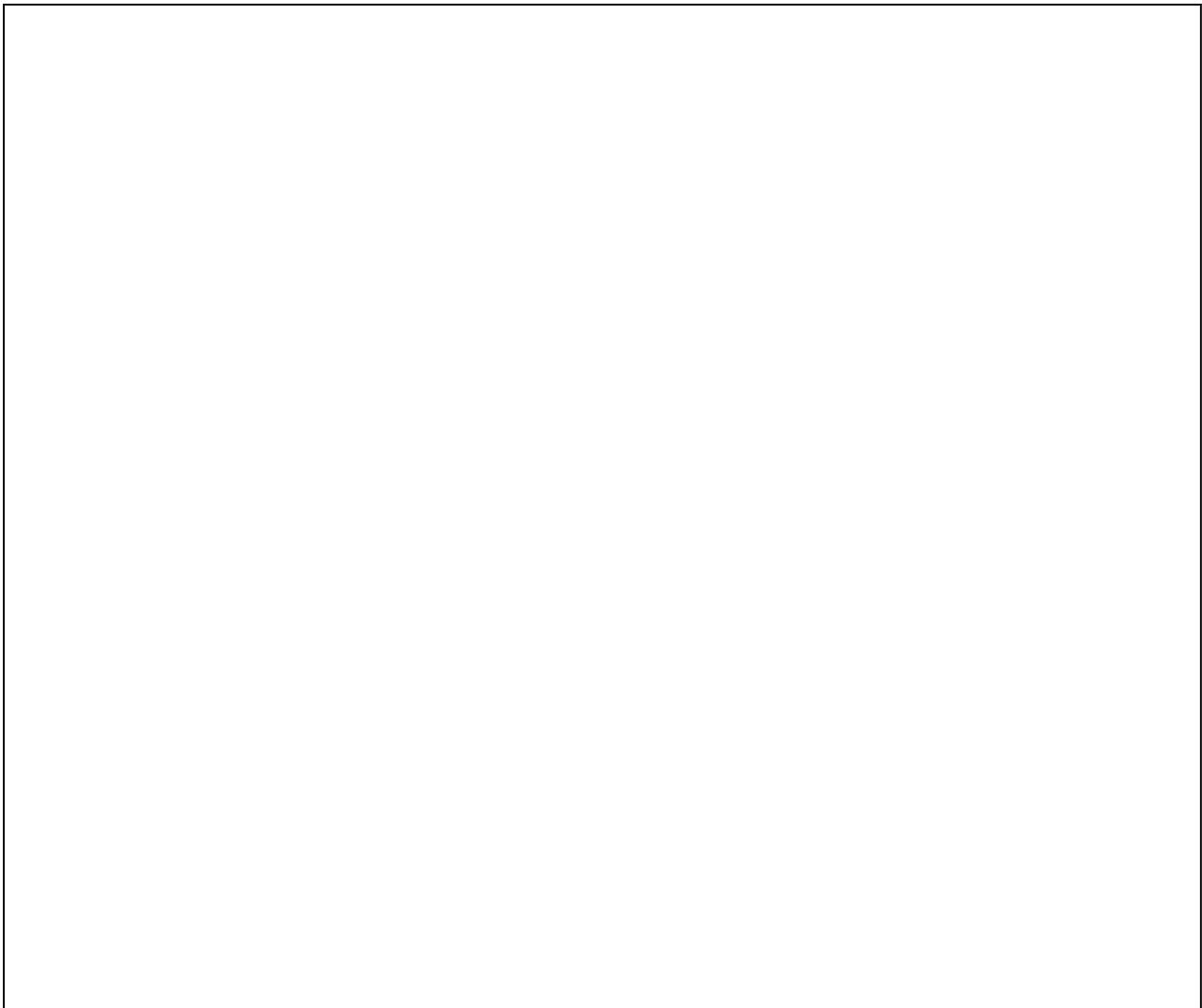
Our parent release center is/could possibly be _____

Our medical triage area is/could possibly be _____

Our command area is/could possibly be _____

Our media area is/ could possibly be _____

Sketch your Club site. Show buildings, roads, open areas.

A large, empty rectangular box with a thin black border, intended for a hand-drawn sketch of the Club site. The sketch should include buildings, roads, and open areas as specified in the text above.

Site Plan Checklist

A site plan for emergency planning should map the Club site and bordering within a 1,000 foot range. It should identify:

- The legal limits (property lines) of your property
- The outline (footprint) and name of buildings and permanent structures
- Utility pipes, tanks and power lines
- Ball fields and other outdoor facilities
- Identification of bordering areas (e.g., railroad tracks, streets and parks)
- Access points onto the property
- Site evacuation routes
- Fenced areas
- Tree lines and wooded areas
- Potential incident command center locations
- Potential media staging areas
- Potential family reunification staging areas (alternatives considered in plan)
- Potential Public Safety equipment staging areas
- Potential van/bus evacuation staging areas (allow for turnaround space)
- Outbuildings identified and labeled (i.e., greenhouses, utility sheds, etc.)

Floor Plan Checklist

A facility floor plan can assist public safety personnel in their response efforts. The plan should indicate or identify the location of:

- Walls, doors and windows
- Room and hallway names
- Building evacuation routes
- Central power control panel
- Mechanical room or equipment
- Fire sprinkler controls
- Alarm system control panels
- Master keys
- Emergency evacuation kits
- Roof access points
- Security cameras and monitor
- Cable TV access control
- Public address system
- Standpipes, hydrants or other external water source for the fire department
- Fire extinguishers

Communication

Communications equipment we have _____ . Our radios are kept _____ . The person responsible for keeping radios charged is _____ , and _____ is responsible for getting the radios in an emergency.

If a crisis happens during Club open hours, we will communicate with the incident management team by

With the staff by _____

With the members by _____

With parents by _____

With the board by _____

If a crisis happens during non-Club hours, we will communicate with the incident management team by

With the staff by _____

With the members by _____

With parents by _____

With the board by _____

During a shelter in place or lock down incident, we will communicate with the incident management team by

With the staff by _____

With the members by _____

With our parents by _____

With the board by _____

Aftermath

The kind of support our Club would need after a crisis is _____

The resources we have to assist from within our own Club are _____

The resources we have to assist from our own region are _____

The resources we have to assist from the community are _____

We can get more information about the Critical Incident Stress Management resources in our community by _____

Emergency Response Summary

Club name, address and phone number:

Incident management team members and phone numbers:

Primary Incident Coordinator _____
PIO _____
Operations Chief _____
Accountability _____
Family Reunification _____
Security _____
Search and Locate _____
First Aid _____
Logistics Chief _____
Resources _____
Transportation _____
Communication Equipment _____
Planning/Intelligence Chief _____
Incident Log Scribe _____
Administration/ Finance Chief _____

During an emergency we will notify:

1. _____
2. _____
3. _____
4. _____

The steps we'll take to communicate are:

1. _____
2. _____
3. _____
4. _____

Our primary staging areas are:

Evacuation: _____
Family Reunification: _____
Medical: _____
Command Post: _____
Media: _____

During an evacuation, the steps we'll take for accountability are:

1. _____
2. _____
3. _____
4. _____

During a lock down/shelter in place, the steps we'll take for accountability are:

1. _____
2. _____
3. _____
4. _____

The equipment we have and the locations are:

1. _____
2. _____
3. _____
4. _____
5. _____

Our community agencies and contacts are:

Hospital: _____

Police department: _____

Fire department: _____

Schools: _____

On site programs: _____

Other: _____

Other key information contacts:

1. _____
2. _____
3. _____
4. _____

We will update our plan by:

1. _____
2. _____
3. _____
4. _____

Emergency Response Checklist

- ❑ Don't panic, take a deep breath, assess situation.
- ❑ Determine type of initial emergency response, i.e., monitor continuing situation, evacuate, shelter in place, lock down, etc.
- ❑ Call 911 if appropriate.
- ❑ Take measures to insure safety of Club members, staff and guests.
- ❑ Activate BGCA Incident Management Team.
- ❑ Assign ICS (Incident Command System) roles and responsibilities.
- ❑ Start youth and adult accountability.
- ❑ Set up command post.
- ❑ Notify regional office and ask for their assistance if needed.
- ❑ Bring emergency/crisis box to designated area.
- ❑ Assemble communication tools, i.e., radios, forms, memos, bullhorn, cell phones.
- ❑ Coordinate Club activities with emergency responders if they are on scene.
- ❑ Advise staff of known facts.
- ❑ Activate youth supervision/release system if appropriate.
- ❑ Ask staff to begin informal triage of all students to begin identifying ongoing needs.
- ❑ Public Information Officer begins preparing statements for the media.
- ❑ Begin parent notification and general communication.
- ❑ Continually update command center and incident commander of changes in the situation of facility, missing or injured youth or adults, progress of all activities being done to manage this event.
- ❑ Perform a short tactical debrief of all Incident Management Team members. Have them report on current status, progress and needs. Create plan for next time frame (i.e., an hour) or phase of crisis.
- ❑ Utilize community resources and coordinate with their Incident Management Team.
- ❑ Establish contact with parents of affected members and offer whatever resources may be needed.
- ❑ If any members or staff are injured and transported to local hospitals, send a Club Incident Management team liaison to the hospital.
- ❑ Notify and activate the mental health crisis team.
- ❑ Prepare formal statement or announcement for parents, youth and staff. Provide to the media through the Public Information Officer.
- ❑ Expand span of Incident Command System as needed, deactivate ICS when activities are complete.
- ❑ Begin planning for recovery phase.
- ❑ Document actions taken, gather status sheets and secure records as legal documents.
- ❑ When crisis is managed, do an evaluation of how the plan worked and revise as needed.

Emergency Evacuation Kit

Clubs should develop an emergency kit to be taken during an evacuation. The kit will allow the director to quickly manage the emergency and provide critical information to first responders. It should be also taken during drills. A second kit should be developed specifically for use at the reunification site.

An emergency evacuation kit should contain the following:

1. A copy of the Club emergency operations plan
2. Emergency telephone numbers of assistance agencies
3. The current day's member sign-in roster
4. Emergency medical information regarding members and staff
5. Parent/guardian contact information for each member
6. Forms for releasing members to parents or guardians
7. A current phone book
8. A copy of the facility tactical site survey
9. List of group activities to keep members occupied until they are released
10. Flashlight with extra batteries
11. Megaphone with extra batteries
12. First aid kit
13. Photographs or video of the facility (exterior and interior) for insurance claims

Response Protocol:

- The kit should quickly be taken to the area where first responders will arrive.
- The lead staff should ensure that the command of the scene is transferred to the safety site commander.
- The lead staff member should ensure that the safety site commander has access to the information contained in the kit and provides assistance if required.
- In situations requiring members to be released to their parents or guardians, the designated staff member should proceed with the duplicate emergency evacuation kit to the family reunification site and begin the process of contacting parents or guardians.

Family Reunification Site

Determine in advance a separate but easily accessible Family Reunification Site to provide a safe place to hold Club members until their parents or guardians can pick them up. The following situations might be reasons for relocation:

- A situation that indicates danger is present and evacuation is required
- A situation that would make normal Club programming impossible to continue
- A person seriously or fatally injured on the Club site
- A bomb threat
- A hostile intruder or hostage situation
- The facilities are rendered unsafe by severe weather, fire, electrical hazards, chemical hazards or other extreme conditions

Procedures:

The lead staff member determines within the first 5-10 minutes of a crisis if members and staff should relocate to the Family Reunification Site. Upon arrival at the family reunification site:

1. Establish a command post and make contact with first responders or lead staff member if that person is still at the Club site.
2. Check identification of all non-uniformed personnel who arrive to provide assistance.
3. Secure an area for arriving members and staff.
4. Set up a sign out area.
5. Begin contacting parents/guardians.
6. Only release students to authorized persons using the sign out procedure.
7. Instruct parents/guardians to leave the site once they have signed out their child.
8. Members without a parent/guardian to pick them up will be taken to a secure area until an authorized person arrives to pick them up.
9. Make every effort to maintain an orderly reunification process. Utilize emergency personnel to calm those who are waiting and explain to them that an orderly process is required for the safety of the evacuees.

Missing Child

Procedures:

1. Conduct an immediate search of Club building and grounds.
2. Call 911 with a description of the child.
3. Notify chief professional officer, who notifies chief volunteer officer.
4. Notify all staff to keep Club members engaged and away from the area being searched.
5. Contact the parents of the child involved and establish a communication plan with them.
6. Activate the Incident Command System.
7. Provide police with a current picture of the child, if available.
8. Call an emergency staff meeting and provide staff an outline of the situation.
9. If appropriate, arrange for counseling assistance for members and staff.
10. When the child is found, contact the appropriate parties as needed.

Kidnapping

Procedures:

1. Call 911 with a description of the child and the abductor or suspect.
2. Notify chief professional officer, who notifies chief volunteer officer.
3. Notify all staff and move Club members away from the area of abduction.
4. Contact the parents of the child involved and establish a communication plan with them.
5. Activate the Incident Command System.
6. Provide police with a current picture of the child, if available.
7. Call an emergency staff meeting and provide staff with an outline of the situation.
8. If appropriate, arrange for counseling assistance for members and staff.
9. When the child is found, contact the appropriate parties as needed.

Serious Injury

Procedures:

1. Call 911.
2. Stabilize the victim and protect from further injury.
3. If required, apply first aid to control bleeding.
4. Instruct staff to keep members away from the injury scene and to remain calm.
5. Notify the chief professional officer.
6. Gather any emergency or medical information on file for first responders.
7. Assist first responders as required.
8. Contact the parent/guardian of member, or if an adult, next of kin.
9. Clean up any bodily fluids and sanitize the injury scene.

Death

Procedures:

1. Call 911.
2. Instruct staff to keep members away from the deceased and to remain calm.
3. Notify the chief professional officer.
4. Assist first responders as required.
5. Contact parent/guardian, or if a member, next of kin.
6. Clean up any bodily fluids and sanitize the scene.

Severe Weather

Procedures:

1. Monitor the situation via the media or Internet.
2. Alert all staff.
3. During a severe weather watch, keep members from field trips and modular buildings.
4. During a severe weather warning, take members to a designated area and take roll.
5. If weather begins to damage the building, have occupants assume a kneeling position against a wall, head down, hands covering the head.

Intruder

Procedures:

1. Call 911.
2. Remain calm and invoke Intruder Alarm (may be word of mouth).
3. Secure immediate area to confine the problem.
4. Secure building by locking appropriate doors.
5. Wait for police.
6. Contact chief professional officer once police have situation under control.

Vehicular Accident

Procedures:

1. Driver:
 - a. Calls 911 for emergency assistance and/or accident report
 - b. Notifies the Club Staff at administrative office or unit
 - c. Calms passengers and keeps/places them in safe location
 - d. Attends to basic first aid until first responders arrive
 - e. Reports names of victims or injured to Club
 - f. Suggests safe access routes for responding Club employees
 - g. Collects pertinent information from passengers
 - h. Completes Club Accident Report Form
2. Club:
 - a. Notifies chief professional officer, who may activate Incident Command System
 - b. Locates emergency or medical information on persons involved in the accident
 - c. Prepares a script and notifies parents/guardians with basic information
 - d. Designates a family liaison to coordinate information with families of the injured

Bomb Threat

Procedures:

1. Staff taking the call obtains as many details as possible from the caller using Caller ID and Bomb Threat Checklist.
2. Dial 911 and activate emergency plan as instructed by supervisor.
3. Evacuate occupants and move to an area 500 feet or more from building (avoid backing up to a fence or other barrier).
4. While evacuating, look for suspicious items or noises and report to supervisor.
5. Call roll and, if necessary, check toilets, lockers, storage and other non-program space for members and staff, report to supervisor when building is clear.
6. Shut off gas and electricity.
7. Assist first responders as needed.

Bomb Threat Checklist

When will the bomb go off?

Where did you place the bomb?

What does the bomb look like?

What kind of a bomb is it?

What will cause it explode?

Who placed the bomb?

What is your name and address?

Identifying Information

Sex/age of caller

Voice/accent

Time of call

Background noise

Caller's exact words

Other

Your name and phone number

Fire

Procedures:

1. Sound fire alarm and call 911.
2. Begin evacuating all occupants.
3. Take emergency evacuation kit.
4. Verify building is clear, checking all rooms, toilets, lockers, storage areas, etc.
5. Shut off gas and electricity.
6. Close windows and doors to contain the fire and smoke.
7. Move occupants to a safe area away from the building.
8. Administer first aid, if needed.
9. If building re-entry is not advised, move occupants to family reunification site.

Hazardous Materials

Procedures:

1. Call 911.
2. Evacuate and secure area where hazardous materials are present.
3. If applicable, identify materials from Hazardous Materials Information Sheets (MSDS).
4. If necessary, evacuate and secure entire building.
5. Take emergency evacuation kit.
6. Verify building is clear, checking all rooms, toilets, lockers, storage areas, etc.
7. If building is evacuated, move occupants to a safe area away from the building.
8. Administer first aid, if needed.
9. If building re-entry is not advised, move occupants to family reunification site.

Earthquake

Procedures:

1. Instruct occupants to immediately “drop, cover and hold.”
2. When shaking stops, proceed to designated location and assume a kneeling position against a wall, heads down, hands covering head.
3. Shut off gas, electricity and water.
4. Stay inside during the earthquake to avoid objects falling on you while you are trying to leave the building.
5. Wait for aftershocks to pass and evacuate the building.
6. Take emergency evacuation kit.
7. Verify building is clear, checking all rooms, toilets, lockers, storage areas, etc.
8. Move occupants to a safe area away from the building.
9. Administer first aid, if needed.
10. If building re-entry is not advised, move occupants to family reunification site.

Public Relations: Crisis Communications

A crisis can hit an organization at any time. A child may drown in the pool, a staff member may be arrested for sexual abuse, the Club may be sued for alleged discrimination in hiring, or toxic waste may be discovered on the Club's property. The moment word *gets out*, the press can be expected to call or appear at the doorsteps looking for comments.

Every Club's public relations strategy should include a plan for managing crisis situations. When developing the crisis communications plan, include the following steps that the Club will follow in an actual crisis:

1. Notify crisis management team (note: have phone numbers or e-mail addresses readily available).
2. This crisis may have legal implications. Contact your legal counsel for advice.
3. Remind everyone (staff and board) *not* to talk directly with reporters, but to refer the media to the Club's designated spokesperson.
4. Brief the Club's spokesperson and prepare a response.
5. Inform Club staff and board members of the situation.
6. Alert the BGCA regional office.
7. Draft a prepared statement for possible release to the media.
8. Reassure members and their parents or guardians.
9. Inform major contributors.
10. Look to return to business as usual as quickly as possible.

Tips For Working with the Media

- 1. Prepare a statement and fact sheet** that can be shared with the media upon request. Anticipate questions and have prepared answers for each one. Get an idea of questions in advance if possible.
- 2. Deflect** controversial questions by focusing on BGCA's policies, procedures and award-winning programs.
- 3. Don't say "no comment."** This can drive the reporter to irresponsible sources. At the very least you can say, "Let me look into that further and get back to you" or "Because this is a matter under investigation by the police, we cannot provide you with any further details."
- 4. Don't talk off the record.** Just assume that everything you say will be on the record or may be quoted out of context.
- 5. Don't repeat negative questions** or misleading words. They may end up in print as part of your quote.
- 6. Don't argue with a reporter,** even when provoked. Again, any of your statements may end up in print.
- 7. Don't make "ad lib" comments.** Stick to prepared statements.
- 8. Don't expect a review for approval,** i.e., don't expect the reporter to clear his story with you before it is published or aired.
- 9. Designate a single spokesperson** for dealing with the media. This is the best way to ensure continuity and control of your message.
- 10. Think about how you look.** Project a professional image (check your appearance, how are you sitting, standing, etc.) Don't fidget. Try to look relaxed yet professional.
- 11. Always listen very carefully** to what the reporter says. Respond only to what is specifically asked – unless it is to make a point you have carefully thought out in advance. Otherwise, don't expand – that can lead to trouble.

Ten Ways To Avoid Saying “No Comment”

1. I can't tell you that, but I can tell you about the process that is underway to get those facts.
2. I can't tell you that, but I can tell you who will be releasing that information.
3. I can't tell you right now, but I can tell you that we will have those answers in three days.
4. The hallmark of our organization is that we never assume any information. What you are asking for is speculation, and I cannot provide you with what might be inaccurate information.
5. I don't know but let me look into that for you and get back to you.
6. If you are asking me to speculate and give my personal assessment of the situation, I would tell you that a gut feeling is just as good from one person as another and I simply cannot speculate. What I can tell you is what we are doing to find out the answers.
7. That's a good question. Believe me, I think we all wish we had that answer. I can't give you the facts you want but I can tell you we have talked to all government agencies, and have crews on the scene cleaning up as we speak. Let's look at the visual with our three-step action plan.
8. I'm glad you asked that question. We are aware of the severity of the situation, and of course, we are taking things very slowly at this point to avoid any rash action that might be construed as reckless.
9. Frankly, I would like to give you that answer, but we have not been able to confirm facts in that area. We will issue a full report of the details the minute we have them.
10. I would like to give you that information, but the fire/police department, et al., has that information and will be releasing it when their investigation is complete.

Crisis Communications: Sample Basic Holding Statement

(Date)

Paragraph 1. Briefly state the situation and the Club's concern.

Allegations of misconduct by an employee have been reported to the Boys & Girls Clubs of *(your town)*. The organization is deeply concerned about these allegations, and is cooperating fully with local law enforcement authorities in a thorough investigation of this case.

Paragraph 2. State any relevant action the Club has taken.

Pending the conclusion of the investigation, the employee has been suspended without pay, and is barred from any access to Boys & Girls Club facilities and programs.

Paragraph 3. State the Club's strong position of care and concern for children.

The Boys & Girls Clubs of *(your town)* has as its primary concern the safety and well-being of the young people it serves. The organization does not tolerate illegal or inappropriate activity or behavior on the part of any staff member, volunteer or youth member.

Paragraph 4. Summarize: No further comment until investigation concludes.

The organization will withhold further comment on this case until the investigation is completed and the case is resolved.

Contact: *(Name of Club contact and phone number)*

###

Sample Holding Statement: Employee Arrested

(Date)

The Boys & Girls Clubs of *(your town)* has been informed that *(employee name, title)* for the Club, is under investigation for an alleged crime. We are cooperating fully with law enforcement in the investigation of this matter.

As soon as the Board of Directors learned about the allegations, it took immediate action. *(Employee name)* has been placed on unpaid leave, prohibiting *(his/her)* access to the organization and any of its operations. In addition, we have begun an internal investigation.

Our most important priorities are the safety and well-being of the children we serve, and the responsible stewardship of the resources entrusted to us by donors. Boys & Girls Clubs of *(your town)* is committed to the highest standards of ethical behavior and integrity, and does not tolerate inappropriate or illegal activity on the part of any Club staff, volunteer or youth member. In addition, all employees and volunteers must undergo a thorough criminal background check.

The Boys & Girl Clubs of *(your town)* will withhold further comment on this case until the investigation is completed and the case is solved.

Contact: *(Name of Club contact and phone number)*

###

Sample Holding Statement: Club Member Crime

(Date)

Allegations of inappropriate behavior involving two Club members have been reported to the *(your town)* Boys & Girls Club. We are deeply concerned about these allegations and are cooperating fully with local law enforcement authorities in a thorough investigation.

The safety and well-being of the young people we serve remains our number one priority, and we will not tolerate alleged inappropriate or illegal behavior on the part of staff, volunteers or Club members.

In addition to requiring background checks on all employees and volunteers who have direct or repetitive contact with the young people we serve, we offer a variety of prevention programs for Club members, ages 6 to 18, to help them resist negative peer pressure.

Pending the conclusion of this investigation, the accused teen is prohibited from attending any programs or activities at the *(your town)* Boys & Girls Club.

The organization will withhold further comment on these allegations until the investigation is completed. Any additional questions should be directed to the *(your town)* Police Department. The *(your town)* Boys & Girls Club has been serving the community for more than *(insert #)* years, and we remain steadfast in our mission of serving those who need us most.

###

Sample Holding Statement: Accidental Death

(Date)

We are deeply saddened by the death of *(person's name)* and want *(his/her)* family to know they are in our prayers.

We want to assure parents and the entire community of *(your town)* that the safety and well-being of the children we serve is our number one priority. Although the Club's safety policies and procedures are routinely updated, the Board of Directors *(is conducting an investigation to see if they need to be revised/ has revised them)* in the wake of this situation.

(Add specific details about incident – you may want to consult with legal counsel before releasing this information)

We are cooperating fully with the Sheriff's Department and defer any specific questions about the accident to them.

Contact: *(Name of Club contact and phone number)*

###

Sample Letter to Parents: Employee Arrested

(Date)

Dear Boys & Girls Clubs of *(your town)* parents and donors:

As you may have heard, there have been accusations of impropriety by *(employee name, title)* for the Boys & Girls Clubs of *(your town)*. We are fully cooperating with law enforcement in the investigation of this matter.

As soon as the Board of Directors learned about these allegations, it took immediate action. *(Employee name)* has been placed on unpaid leave, prohibiting *(his/her)* access to the organization and any of its operations. In addition, an internal investigation has begun.

Our highest priorities are the safety and well-being of the children we serve, and the responsible stewardship of the resources entrusted to us by donors. The Boys & Girls Clubs of *(your town)* is committed to the highest standards of ethical behavior and integrity, and does not tolerate inappropriate or illegal activity on the part of any Club staff, volunteer or youth member. In addition, all employees and volunteers must undergo a thorough criminal background check.

We are reviewing all of our internal and external processes, and will implement changes that will strengthen our organization. We are also receiving assistance from Boys & Girls Clubs of America to ensure that our Club continues to provide quality programming and a caring environment for our community's youth.

We thank you for the support you have always offered our organization, and hope that we can continue to count on you in the future.

Sincerely,

(Name)

(Title)

Boys & Girls Clubs of *(your town)*

Sample Letter to Parents: Accidental Death

(Date)

Dear Boys & Girls Clubs of *(your town)* parents and donors:

We are deeply saddened by the death of *(person's name)*. *(His/her)* family is in our thoughts and prayers. We are cooperating fully with law enforcement in the investigation of the matter.

We want to assure parents and the entire community of *(your town)* that the safety and well-being of the children we serve is our number one priority. We are committed to achieving the highest safety standards on behalf of our Club and staff members. Although the Club's safety policies and procedures are routinely updated, the Board of Directors *(is conducting an investigation to see if they need to be revised/has revised them)* in the wake of this situation.

As our community mourns this loss, we must come together to ensure that our children continue to have access to a safe and positive place to learn and grow. We value your support, and hope that we can count on you in the future.

Sincerely,

(Name)

(Title)

Boys & Girls Clubs of *(your town)*

TAB 3

SECTION THREE

Areas of Concern



10

Common Hazards

Perhaps no single responsibility is more important for a Boys & Girls Club than conducting a thorough property inspection to identify and correct physical hazards. To ensure this responsibility is effectively carried out, the organization should establish a Safety Committee comprised of persons who are knowledgeable about local safety standards and safe facilities. The committee's responsibilities include:

- regularly inspecting the condition of Club buildings, grounds, equipment and vehicles to ensure they are free of hazardous conditions;
- investigating reports of hazardous conditions;
- documenting the property's condition using forms, checklists and written reports;
- complying with local building codes; and
- developing written recommendations, budgets and timetables for board review.

The committee should conduct a room-by-room survey of every facility that the organization operates, noting all needed repairs or improvements. The survey should also include the exterior of the building and all outdoor areas, such as playfields, pools, storage buildings and vehicles.

A medium-sized facility (15,000 square feet) in good condition can be surveyed in two to three hours. Facilities not in good repair and not routinely inspected may require substantially more time and expertise. It is important to be thorough, as taking short cuts will only lead to continued problems or unforeseen hazards. Once the inspection forms have been completed and gathered, the work should be prioritized according to:

- safety/health – items that may adversely affect members' health or present a safety hazard;
- function – items that cannot function as originally designed without repair or replacement;
- appearance – unattractive areas that can be improved; and
- improvement – work that can increase efficiency, effectiveness or operation.

For guidance on how to form a safety committee, please see chapter four of this desk reference.

Common Hazard Prevention

Following are the most common reasons that Clubs cite when filing insurance claims. Tips for preventing each hazard are also included below.

Trips and Falls

Trip, slip and fall incidents are typically caused by water on the floor, cracks in the sidewalk and icy conditions. A comprehensive set of measures should be part of your Club's daily safety efforts.

- Place absorbent mats under water fountains to reduce the likelihood of excess water on the floor.
- Secure entryway rugs so they do not slip and replace rugs that start to curl up or unravel.
- Inspect inside and outside of the Club for potential trip hazards and correct any conditions found, particularly sidewalks.
- In shared facilities, determine your responsibilities for clearing sidewalks and walkways of debris, snow and ice.
- Have a wet/snowy weather action plan to have additional absorbent rugs for entries, snow/ice melting products and caution signs.
- Position gutter downspouts to empty into grassy areas and away from walkways.
- Document cleaning procedures and inspection efforts.

Doors

The National Safety Council estimates there are 300,000 finger injuries each year, with 15,000 resulting in amputations. Most of these injuries happen to children under age 14. When a door closes, it can exert up to 40 tons of pressure at the hinge area, which can easily snip off a child's finger.

Finger pinch protection devices can be installed on doors to reduce this risk. Other safety ideas include the following:

- Ensure door hinges are firmly installed.
- Adjust automatic door closers so doors close slowly, giving children time to remove their fingers.
- Inspect the ends of panic hardware bars to make sure they can't pinch fingers.

In addition to being a finger-pinch hazard, a door can create a number of hazards for a child who may be in its path when it opens. A door safety zone can help you respond quickly to prevent injuries by moving children away from the door when they enter the safety zone. To do this, identify the path of the door swing, plus three inches and highlight it with a line of yellow (or other visible color) hazard paint. You could also use different colored tile or carpeting to identify the area. Once a child enters this area, you can quickly recognize the potential hazard and remove the child safely.

Bleachers

Thousands of people are injured from falls from bleachers every year. Falls can occur when guardrails are missing from the back and open sides of bleachers, and when there is enough space between components for a person to fall through. The Consumer Product Safety Commission offers the following guidelines:

- Inspect bleachers for damage, wear and misalignment before each use.
- Conduct regular routine inspections and maintenance.
- Use only trained personnel, not Club members, to open and close bleachers.
- Install guardrails as a precaution and to indicate that bleachers are fully extended.
- Install guardrails on the front if the footboard, seatboard or aisle 30 inches or more above the ground or floor; install guardrails on the backs and open ends.
- Make sure openings between guardrail seating components and under the guardrail are no more than four inches wide.
- When retrofitting bleachers, incorporate aisles, handrails and non-skid surfaces to help prevent falls.
- A qualified technician should inspect bleachers at least every two years and provide written certification that the bleachers are fit for use.

Falling Objects

Bookcases or book bag storage cubbies can be pulled over onto a young child and cause injuries, such as arm or leg fractures. Therefore, it is important to secure these items to a structural component, such as a masonry wall or framing behind drywall.

Another related problem involves equipment storage on top of cabinets and closets. These items can easily fall when being retrieved or may fall during an earthquake.

Cleaning Supplies

Keeping your facility clean and sanitized is an important part of making it safe, but it is essential to securely store cleaning supplies to prevent children access. Store toxic materials in a locked room or cabinet, fitted with a child-resistant opening device. The American Poison Control Centers recommends the following precautions:

- Keep poisonous cleaners in their original containers.
- Never use food containers, such as cups or bottles to store chemical products.
- Read and follow the directions and caution labels on chemical products before using them.
- Never mix chemical products together.
- Turn on fans and open windows when using chemical products.
- Discard old or outdated products, as the first aid instructions may be outdated.

Space Heaters

Sometimes it is necessary to utilize a portable space heater for temporary or emergency heating. However, space heaters are a common cause of fires. When they must be used, follow these guidelines from the Electrical Safety Foundation:

- Read and follow the manufacturer recommendations on labels and instructions.
- Keep flammable materials – including clothing, draperies, rugs and furniture – at least three feet away from the heater.
- Don't use space heaters around unsupervised children.
- Turn off the heater and unplug it when leaving the room.
- Don't poke fingers or objects through the heater's protective guards.
- Don't use extension cords with space heaters.
- Don't use space heaters on an electrical circuit that is burdened with other appliances or fixtures.
- Keep the power cord away from traffic areas to prevent a tripping hazard.
- Do not run the power cord under a carpet or rug.
- Do not use spaces heaters in potentially wet areas (such as restrooms or kitchens) unless it is approved for such use.

11

Child Sexual Abuse

If it were easy to prevent child molestation, the problem would not persist. The Centers for Disease Control reports that more than 500,000 children in the U.S. are sexually molested each year. Yet molesters are rarely caught in the act, and when children do report abuse, there is little evidence or few clues. Most people are so baffled by the problem that they typically do nothing, putting children even more at risk.

In youth-serving organizations, child sexual abuse can be greatly reduced, but doing so requires more than criminal background checks or teaching children to “say no.” Organizations need clearly articulated standards to define and prohibit unacceptable behaviors. By quickly responding to unacceptable behaviors with corrective actions, organizations minimize opportunities for predators and protect the reputations of everyone involved.

However, nothing will improve until the organization’s leadership, staff, members and parents work together to address this persistent threat. According to psychologist and author Carla Van Dam, ordinary people must be willing to do four things to help prevent child molestations:

1. **Accept that “nice people” molest children.** Child molesters often succeed because they are liked and respected individuals. When people cannot consider this reality, they inadvertently invite molesters into their organizations.
2. **Learn the behavior patterns of child molesters.** Molesters are skilled, but their behavior is predictable. They can be unusually helpful in order to gain access to children, will test a child’s tolerance for physical contact by touching, tickling or roughhousing, show favoritism and often share too much personal information with children.
3. **Intervene when the rules are disregarded.** Molesters test the rules to see which ones will be enforced. Skilled molesters think they’re above reproach and become defensive when challenged. However, they tend to disappear where boundary violations are not tolerated.
4. **Share your concerns with others.** Child sexual abuse flourishes in secrecy and isolation, so adults must share information to send the message that child sexual abuse will not be kept secret or tolerated.

Setting and maintaining clear boundaries is the key. Sexual predators will find this intolerable and go elsewhere. In addition, Club members will learn about maintaining their own personal boundaries, strengthening their ability to resist and increasing the chances they will tell a trusted adult.

Frequently Asked Questions: Child Sexual Abuse

Why is child sexual abuse such a concern?

Child sexual abuse can have a devastating and lifelong effect on children and their families. Although the consequences vary, victims often turn to substance abuse, promiscuity, criminal behavior or even suicide to escape prolonged psychological suffering. If an incident takes place at your Club or involves Club staff, it can damage your organization's reputation, reduce sustainability and compromise your ability to serve children.

What is the typical predator like?

People who sexually abuse children come from all walks of life and are often seen as nice or respected people. To further complicate detection, about half of all reported incidents involve juvenile molesters. Molestations by strangers are infrequent, while almost 95 percent of incidences involve someone the victim knows and trusts, such as family members, friends or authority figures. In a sense, molesters succeed more by seduction, or "child grooming," than by force, and are therefore rarely caught in the act.

Who is likely to be a victim?

Although both girls and boys of all ages are potential victims of sexual abuse, some children are more likely to be victimized. Factors include: low self-esteem, being quiet or picked on, seeking attention or being eager to please, and being raised by a single mother. Girls make up almost 75 percent of all victims, particularly those 14 or under.

What signs do I look for?

There is no absolute list of warning signs, and any violation of a Club's code of conduct could be the beginning "test" that eventually leads to molestation. Experienced molesters "groom" their victims in predictable ways in order to gain their trust and cooperation, such as:

- selecting a vulnerable child;
- showing favoritism to the child;
- giving gifts to the child for no apparent reason;
- sharing inappropriate topics with the child;
- sharing adult problems with the child;
- initiating physical contact with the child;
- invading the child's privacy;
- seeking isolation with the child; and
- making the child feel responsible for the relationship.

What do I do if I suspect a child has been sexually abused?

Most states' child protective services consider youth service organization employees to be "mandated reporters." If you suspect the actual sexual abuse of a child, you must report it

immediately to your supervisor or to the designated person within your organization, who in turn will report to the appropriate agency.

However, violations of a Club's code of conduct are not necessarily reportable to a state's child protective agency, if they are not violations of the law. Likewise, sexual acts between children often fall outside the jurisdiction of child protective agencies. In all cases, it is imperative that the Club responds with appropriate corrective actions and documentation of the incident.

What do I do if a child tells me that he/she has been sexually abused?

- Take the time to really listen to the child when he/she wants to talk.
- Believe what the child tells you no matter how unbelievable the information sounds.
- Assure the child that telling you was the right thing to do and you will get help.
- Tell the child that you are sorry that this happened, and the abuse was not their fault.
- Don't agree to keep what they have told you a secret, even if they ask you to do so.
- Never blame, punish or embarrass the child.
- Control your emotions and let the child know that your feelings are not directed at her/him.
- Don't take notes while the child is talking to you, but after your conversation, document the disclosure.
- If you have a supervisor, immediately report the disclosure to him/her, but remember that this does not remove your ultimate responsibility to make the report to the authorities.
- If you represent the organization, report the child's disclosure to law enforcement or a child protective services agency as outlined by reporting laws in your state.

What Would You Do? Scenarios to Think About

Scenario 1:

You open a closed door and walk into a storage room and observe a new staff member alone in the room with a child. The lights are on, and when asked why they are in there, the employee states that they are looking for holiday decorations. Neither the boy nor the employee appear embarrassed, or in the least bit upset at being discovered together. You later ask the boy alone why he was in the storage room and he answers that he was helping the staff member find the decorations. The employee gives the same answer when later questioned alone. You then instruct the employee that he should never be alone in the storage room with any child with the door closed. You have never observed any similar conduct before or after the incident. Over time you observe no change in the child or the employee's behavior or relationship with one another.

Analysis:

What you observed may be exactly what both the employee and the child described. If you do not observe other similar situations or changes in behavior for the child or the employee, there is probably no need to report this situation to law enforcement or child protection authorities. You should inform your immediate supervisor of your observations and document the instruction that you gave the employee about being alone with children. You should also continue to monitor his performance for similar actions. Additionally, you should also closely observe the child and look for changes in behavior, especially involving his or her relationship with that employee.

Scenario 2:

You open a closed door and walk into a storage room and observe a new employee alone in the room with a child. The lights are on, and the child is standing near the employee. When asked why they are there, the employee becomes flustered and hesitates before answering that they are looking for holiday decorations. Both the boy and the employee appear embarrassed and surprised at being discovered. You later ask the boy why he was in the storage room and he answers that the employee asked him to help him move some boxes. When questioned, the employee answers that the boy was helping him find some holiday decorations. You then instruct the employee that he should never be alone in the storage room with a child with the door closed. He becomes defensive and asks you why you are accusing him of doing something wrong. You have never observed any similar conduct before or after this incident. You do not observe any change in the child's behavior around that employee.

Analysis:

This situation has many signs that indicate the possibility that something inappropriate did or was about to happen. While there may not be enough to report this situation to law enforcement or child protection authorities, there is still plenty to be concerned about. In this situation, you should immediately notify your supervisor about what you observed and the employee's reaction. This event should also be documented in the employee's personnel file along with the instruction that you gave about being alone with children. You should continue to carefully

observe his performance for similar actions. Additionally, you should carefully observe the child for any changes in behavior or relationship with the employee.

Scenario 3:

You open the door and walk into a storage room and observe a new employee alone in the room with a child. The lights are off, but you can see the child is sitting on the employee's lap. They both immediately stand up. When asked what they are doing, the employee becomes flustered and hesitates before answering that they are looking for holiday decorations. Both the boy and the employee appear embarrassed and surprised at being discovered. The boy's clothes appear disheveled. Before you can say anything, the boy runs out of the room. You later ask the boy alone why he was in the storage room and he refuses to answer. When asked why they were in the room together and why the boy was sitting on his lap, the employee answers that the boy asked to help him find some holiday decorations. He goes on to say that the boy was sitting in his lap because he was telling him a scary story. He tells you that this is the reason why he turned the lights off. You then instruct the employee that he should never be alone in the storage room with a child. He becomes defensive and asks you why you are accusing him of doing something to the child. You have never observed any similar conduct before this incident.

Analysis:

At this point, it would be appropriate to immediately report this situation to your direct supervisor and to the proper authorities as required by your state's child abuse reporting laws. The involved employee should immediately be prohibited from returning to the Club or being around children until the investigation is completed. The child's parents should also be notified about the incident as soon as possible. The situation clearly indicates that the child was abused or was about to be abused.

Child Sexual Abuse Prevention Checklist

Policies

Do our policies:

- N/A Yes No Communicate zero tolerance for abuse and misconduct?
- N/A Yes No Define appropriate and inappropriate interactions between persons?
- N/A Yes No Require staff to respond to any suspicion of abuse or misconduct?
- N/A Yes No Identify criminal records barring a person from working with youth?

Screening and Selection

Does our Club:

- N/A Yes No Utilize Boys & Girls Clubs standard practices for hiring?
- N/A Yes No Involve more than one person in the screening and selection process?
- N/A Yes No Systematically assess questionable information about a candidate?
- N/A Yes No Vary our screening process based on a candidate's access to members?

Training

Does our Club:

- N/A Yes No Conduct sexual abuse prevention training annually for all staff?
- N/A Yes No Train supervisors to document and report all incidents?
- N/A Yes No Train supervisors to monitor staff interactions with members?
- N/A Yes No Train hiring managers to screen out potential offenders?

Supervision

Does our Club:

- N/A Yes No Maintain reasonable ratios between staff and members?
- N/A Yes No Identify high-risk areas or situations affecting normal supervision?
- N/A Yes No Have standardized procedures for monitoring facilities?

Educating Club Members and their Parents/Guardians

Do our Clubs provide members and their parents/guardians with:

- N/A Yes No Educational information related to preventing abuse?
- N/A Yes No Information about the Club's policies related to preventing abuse?
- N/A Yes No Methods for reporting concerns, complaints or grievances?

Feedback Systems

Does our Club:

- N/A Yes No Provide staff with a reliable method for reporting concerns?
- N/A Yes No Have an anonymous method for reporting concerns?

Reporting and Administrative Actions

Do our Club's:

- N/A Yes No Staff understand their roles in responding to reports of policy violations?
- N/A Yes No Administrative actions address specific policy violations?
- N/A Yes No Administrative actions consistently apply to all persons?

12

Aquatic Safety

A drowning is one of the most traumatic events any Boys & Girls Club could face. The trauma is not restricted to the child who is injured or dies, but encompasses the family, lifeguards, Club staff and leadership, and the community.

The World Congress on Drowning defines drowning as “the process of experiencing respiratory impairment from submersion/immersion in liquid.” Under this definition, drowning is a process that can be interrupted, by rescue for example, although the victim may sustain permanent injuries. Approximately 5,000 children ages 14 and under are hospitalized annually as a result of drowning incidents; 15% die in the hospital, and as many as 20% suffer severe, permanent neurological disability.

It is very difficult for an organization to defend itself after a drowning because of two reasonable expectations: that the facility will be maintained safely, and appropriately trained personnel will be on the job during swimming activities.

There are five key areas for an organization to maintain its own safe aquatic program or ensure that special events that involve swimming are safe. These are:

- understanding the principal causes of drowning;
- staff certification and training;
- rescue equipment and emergency procedures;
- communications equipment;
- facility design; and
- managing visiting groups or using others’ facilities.

Ultimately, program participants’ health and safety is the organization’s responsibility. The scope of a safe program should extend beyond the water to the deck or beach, and into the locker rooms and showers. Service areas, such as pump rooms and pits, should be secured from member access to prevent the inhalation of chemicals, falls or other injuries.

Frequently Asked Questions: Aquatic Safety

What are the principal causes of drownings?

In a controlled environment, there are three primary causes for drowning: unsafe conditions, unsafe acts and errors in judgment. Common unsafe conditions include broken equipment, cloudy water, obstructed views and exceeding the zone of coverage by lifeguards or spotters. Common unsafe acts include inadequate instruction, inadequate supervision and the poor positioning of the lifeguard. Common errors in judgment include fatigue, distraction and miscommunication.

How should our lifeguards be trained?

Qualified lifeguards should be certified by an outside agency (Red Cross, Jeff Ellis, etc.) and trained to follow your organization's procedures. There should be emergency and operational procedures that address the hazards, activities and patrons that are specific to your facilities.

How should we screen our lifeguards before hiring?

To ensure you hire properly trained lifeguards who are physically able to provide rescue services, conduct several pre-employment screenings. First, verify their certification records are genuine by checking with the certifying agency. In some cases these have been forged. Second, conduct a physical screening to determine any physical limitations that might impact the lifeguard's performance. Finally, conduct a vision screening to determine if the lifeguard requires corrective eyewear to perform the job. If lifeguards can't clearly see the victim, they can't perform their job properly.

How critical is response time in a drowning?

Studies have shown that youth can die when they are underwater from 90 to 120 seconds. Make sure your lifeguard training includes quick response times and searching large areas quickly.

How can we help our lifeguards maintain alertness?

Studies show that fatigue can reduce peripheral vision by 30 percent and reduce response time. Fatigue can be caused by noise, temperature, glare, the time spent in the sun and monotony. Lifeguard locations should be rotated every 20-30 minutes, with body position changes every 5-10 minutes. Lifeguards should be positioned to see 100 percent of their zone of coverage. Shade, proper clothing and polarized sunglasses will also help reduce fatigue.

Source: Risk Management for Your Aquatic Safety Program, Markel Insurance

Lifeguarding Tips

“*Monotony is the lifeguard’s biggest enemy,*” says Dr. Thomas Griffiths, founder of Aquatic Safety Group, Inc. “Constant, vigilant supervision is the primary duty of all lifeguards. But vigilance is hard to maintain when the visual tasks required by lifeguards become boring, repetitive and routine.”

Here are seven tips taken from Dr. Griffiths’ website (www.aquaticsafetygroup.com):

1. **Maintain brain stimulation.** In the early 1900’s, researchers discovered that there is an optimal level of psychological stimulation for each physical or mental task. Their research showed that moderate levels of mental stimulation produce the best performance.
2. **Know the 10/20 Protection Rule.** Lifeguards should strive to take no more than 10 seconds to detect a swimmer in distress and no more than 20 seconds to rescue them, since a swimmer can drown in as little as 30 seconds. Testing has shown that the average recognition/response time is 1 minute, 14 seconds.
3. **Learn new scanning techniques.** Lifeguards are traditionally trained to scan the surface for signs of a struggle. But a person in the process of drowning spends the majority of time below the surface. Dr. Griffiths recommends that lifeguards also be trained to scan the bottom—then the top.
4. **Take nothing for granted.** Is it a towel on the bottom or a child? Research demonstrates that even in picture perfect conditions (proper lighting, crystal clear water) the active water surface is not like a clear window to view the bottom of the pool, but more like pebble textured shower glass that obscures. It is very difficult to detect a swimmer lying on the stripe of a racing lane, or in the corner. Dr. Griffiths adds, “*When in doubt—fish it out!*”
5. **Invest in the best.** Portable observation stations allow lifeguards to keep changing their perspective every 20-30 minutes, giving them a muscular break and keeping their brain stimulated. For outdoor situations, invest in high quality polarized sunglasses specifically designed for the purpose. Using the best equipment helps save lives.
6. **Know your blind and weak spots.** Use a towel, a weighted mannequin or a CPR dummy to regularly test lifeguards’ and spotters’ ability to detect a body on the bottom, from different positions. Learn how the shape, color and depth of your pool combine with natural or artificial lighting to produce scanning problems.
7. **Let the swimmers help.** Case histories show that bodies on the bottom of the pool are usually discovered by other swimmers spotting them or stepping on them, not by the lifeguards or spotters. Make swimmers aware they are as important to safety as the staff.

Aquatic Safety Checklist

Lifeguard Screening and Training

- Yes No Do lifeguards hold current, valid Red Cross certification?
- Yes No Does your Club train lifeguards in site-specific procedures?
- Yes No Do you conduct a physical screening/test for lifeguards?
- Yes No Do you conduct a vision screening/test for lifeguards?
- Yes No Does at least 1 staff member hold current certification in Lifeguard Management?
- Yes No Do you maintain accepted lifeguard to swimmer ratios?
- Yes No Do you maintain accepted spotter to swimmer ratios?
- Yes No Do you train your lifeguards to follow the same procedures?
- Yes No Do you have 20 to 30 minute rotation schedules?
- Yes No Do you require lifeguards to change body position every 5 to 10 minutes to prevent fatigue?

Equipment Use and Maintenance

- Yes No Do you regularly inspect rescue equipment, such as tubes and buoys, for wear and replace them as necessary?
- Yes No Does your facility use plastic backboards, and are lifeguards trained to use a variety of straps and restraints?
- Yes No Do you regularly inspect your first aid kit and replenish items as necessary?
- Yes No If your facility uses AEDs, are lifeguards trained in their use?
- Yes No Are lifeguards trained to deliver oxygen?
- Yes No Does your facility have the proper type and sufficient numbers of PFDs for your aquatic activities?
- Yes No Are lifeguards trained to use communications devices (phones, walkie-talkies)?
- Yes No Do you post signs that detail rules for use in your aquatic area?
- Yes No Do diving boards, including competition boards, meet established standards for minimum water depth and distance from the beginning slope of the diving well?

Visiting Groups and Use of Other Facilities

- Yes No Do you require your own lifeguards to be on duty when visitors come to swim?
- Yes No If you take youth to swim at another facility, do you require parents to sign informed consent forms, including release of liability?
- Yes No If you take youth to swim at another facility, are you named as an additional insured on the host's insurance policy?
- Yes No If you take youth to swim at another facility, do you verify with the facility manager the number of lifeguards present and their certification?

Source: Markel Insurance

13**Transportation**

Imagine the unimaginable: a dozen Boys & Girls Club members are seriously injured at one time, some possibly killed. This is a highly unlikely scenario on Club property, but it could easily occur with a single vehicular accident.

Vehicles are one of the keys to our growth. Clubs often provide transportation to get members safely to and from the Club or utilize partnerships with other organizations, such as parks and recreation departments, churches, public housing or school districts. This reliance on transportation comes with increased community expectations for safety.

Finding the right vehicle for your Club begins with fully analyzing your program and capacity, not just responding to a donation. Start by defining how many kids must be transported on a typical trip. How far and at what speeds will the vehicle go? What driver skill training and vehicle maintenance are necessary to provide the highest practical level of safety? What standards are set by other agencies?

Once you've objectively looked at your needs, your choices will typically come down to three categories of vehicles:

- Vans. These seat 11 to 15 passengers. Most Clubs own at least one van due to their lower cost and need for non-commercial drivers. Vans have been the focus of much controversy, research and legal action, primarily due to injuries resulting from rollovers. Vans are typically built on a passenger vehicle chassis and are not required to comply with the same federal safety standards as buses.
- Minibuses. These seat 20 to 30 passengers. They are gaining in popularity, since they are only slightly more expensive than a large van and are built to the same federal safety standards as larger buses.
- Standard School Buses. These seat 30 to 66 passengers. The growth in the non-school market has resulted in more choices, features and affordability.

However, it is not the equipment you purchase that determines if your transportation program is safe. Transportation safety relies on three primary factors: the driver's skill, equipment maintenance and safe driving procedures.

Frequently Asked Questions: Transportation

Are 15-passenger vans inherently dangerous?

Driver skills are the primary reason for van accidents because the driver is not required to have a commercial driver's license (CDL) to operate a van in most states. For example, more than half of insurance claims involving vans are due simply to backing up accidents, which are clearly the fault of the driver.

A second cause of accidents is overloading the vehicle, which changes its center of gravity. A fully loaded 15-passenger van has a 40 percent greater chance of rolling over than the same vehicle with only 10 passengers. Concentrating luggage or equipment in the back of the van raises the front, reducing the steering ability of the front tires. When either of these factors combine with minimum driving skills, there is little or no margin of error to recover from driving mistakes or surprises.

What is the best way to improve our drivers?

There are two primary ways to improve your drivers: requiring a CDL and/or requiring additional vehicle-specific training. Drivers with a CDL are trained to estimate braking distances, conduct a walk-around inspection of the vehicle before each trip and turn in a checklist. A driving record check and physical are required upon application and renewal, which will question driving and drug/alcohol use.

To improve non-commercial driver skills, most insurance companies offer free or reduced-cost online or CD-based driving courses specifically for van drivers. These focus on such basic skills as following distance (often miscalculated because of the weight of the vehicle), turning speed, adverse road conditions and backing up.

What policies should we adopt?

Your transportation policy should address your organization's intention to comply with applicable regulations, conduct a systematic check of all drivers' motor vehicle records, the prohibition of drivers with a history of violations involving alcohol, drugs or road rage, and the requirement that all drivers demonstrate their level of driving competence. It should also establish the maximum speeds for vehicles transporting Club members.

Why is it important to document all riders for each trip?

Transporting Club members seems routine until a child is left behind or dropped off at the wrong location. Drivers should maintain a log of all riders for every trip and check off each rider on the log as he/she leaves the vehicle.

Transportation Program Checklist

Policies

Does our Club:

- Yes No Conduct motor vehicle safety checks for all drivers?
- Yes No Require drivers to be at least 19 years old with two years' experience?
- Yes No Require drivers to hold licenses appropriate to the vehicle?
- Yes No Require drivers to complete additional training appropriate to the vehicle?
- Yes No Require drivers to be certified in first aid and CPR?
- Yes No Have a written policy limiting speeds?
- Yes No Require drivers to document all trips?
- Yes No Maintain our vehicles for safety and mechanical soundness?
- Yes No Require the companies providing chartered vehicles to verify the condition of the vehicle provided and the experience of the driver?

Driver Training

Are Club drivers trained to properly:

- Yes No Back up and park?
- Yes No Make quick stops?
- Yes No Approach intersections and make turns at safe speeds?
- Yes No Load and unload passengers?
- Yes No Assist passengers with disabilities?
- Yes No Perform vehicle safety inspections and complete reports?
- Yes No Use emergency equipment and follow emergency procedures?

Passenger Training

Do we teach our riders to:

- Yes No Properly board and exit the vehicle?
- Yes No Look both ways before crossing the street?
- Yes No Wear their seatbelt properly?
- Yes No Act appropriately in a moving vehicle – no horseplay?
- Yes No Keep their hands inside the vehicle, not outside the window?
- Yes No Walk, not run, up and down the steps, one at a time?
- Yes No Be careful around vehicles?
- Yes No Wait for the driver's signal before crossing in front of the bus/van?

Vehicle Inspection Checklist

Are all vehicles monitored and maintained daily?

- Yes No Ammeter
- Yes No Gas gauge
- Yes No Radiator
- Yes No Battery
- Yes No Gear shift
- Yes No Radio (AM/FM)
- Yes No Body bolts (loose)
- Yes No Generator
- Yes No Reflectors
- Yes No Brake lines
- Yes No Glass
- Yes No Seat Belts
- Yes No Brakes (foot, emergency)
- Yes No Heater
- Yes No Signals (directional)
- Yes No Horn
- Yes No Speedometer
- Yes No Bumpers
- Yes No Lights (crossing, head, marker/clearance, stop & tail, step & inside)
- Yes No Springs
- Yes No Child restraint seats
- Yes No Starter
- Yes No Clutch
- Yes No Steering gear
- Yes No Defroster
- Yes No Tachometer
- Yes No Door latches/locks
- Yes No Tires/wheels
- Yes No Exhaust pipe
- Yes No Lubrication
- Yes No Transmission
- Yes No Fan belt
- Yes No Mirrors (rear view, side & crossover)
- Yes No Windows
- Yes No Fenders
- Yes No Windshield wipers
- Yes No Fire extinguisher
- Yes No Mobile phone
- Yes No Inspection due
- Yes No First aid kit
- Yes No Motor
- Yes No Flags, flares, flashlight
- Yes No Oil pressure

Transportation Rules and Procedures Checklist

Are drivers prohibited from:

- Yes No Operating a vehicle while under the influence of alcohol or drugs?
- Yes No Smoking, playing loud music, and wearing earphones?
- Yes No Leaving children unattended in a vehicle?

Is each vehicle equipped with:

- Yes No Reflective Danger signs (the triangle)?
- Yes No A radio, cell phone or other communication device?
- Yes No A fully stocked first aid kit?
- Yes No Emergency identification and contact information for each child?
- Yes No Flashing lights like a school bus to warn oncoming traffic that kids are getting on and off the vehicle?

Does the facility director:

- Yes No Approve each driver, and are only approved drivers allowed to drive?
- Yes No Keep all vehicle keys in one central location?
- Yes No Ensure its vehicles are replaced regularly?
- Yes No Ensure that drivers are experienced in using the type of vehicle that is rented?
- Yes No Ensure that, when using a chartered bus, the driver provided by the bus owner or charter company is a professional?

Do drivers ensure that:

- Yes No All passengers are seated and secured?
- Yes No All doors are properly closed and locked?
- Yes No Passengers don't put their heads, arms or other body parts outside windows?
- Yes No Horseplay and rowdy behavior are not tolerated?

Do drivers always:

- Yes No Follow agreed-upon routes, or get director approval to change them?
- Yes No Strictly obey all traffic laws?
- Yes No Check the oil, tire pressure and battery when they buy gas?
- Yes No Leave vehicles in park, with the emergency brake on?
- Yes No Shut off the motor before loading or unloading children?
- Yes No Check before garaging to make sure no passengers were left onboard?
- Yes No Use a spotter to help back up a large vehicle safely?
- Yes No Receive instruction to call an authorized service station for flat tires and other on-the-road vehicle problems?

In each vehicle:

- Yes No Are there enough adults (not including the driver) to maintain the Club's required adult-to-child supervision ratio?
- Yes No With more than 6 passengers, is there an adult onboard who is trained in safety procedures and group management?

Yes No Is the air conditioning/heat maintained between 50-75°F?

Vehicle First Aid Kit Checklist

Do all vehicles' first aid kits contain a **minimum** of:

- Yes No 2 Accident report forms?
- Yes No 25 Adhesive plastic bandages (3/4"x3")?
- Yes No 24 Alcohol cleansing pads?
- Yes No 3 Antibiotic ointment packs?
- Yes No 12 Antiseptic cleansing wipes (sting free)?
- Yes No 1 Burn relief gel pack?
- Yes No 2 Butterfly wound closures, large?
- Yes No 2 Castile soap towelettes?
- Yes No 1 Conforming gauze roll bandage, 2"x4.5 yd.?
- Yes No 1 Conforming gauze roll bandage, 3"x4.5 yd.?
- Yes No 2 Cotton tipped applicators, 6"?
- Yes No 2 Decongestant tablets?
- Yes No 2 Elbow & knee plastic bandages, 2"x4"?
- Yes No 1 Emergency blanket?
- Yes No 2 Exam quality vinyl gloves?
- Yes No 2 Exposure to blood or body fluid report?
- Yes No 8 Extra-strength non-aspirin tablets?
- Yes No 1 Finger splint, 6"x3/4"?
- Yes No 2 Fingertip fabric bandages, large?
- Yes No 1 First Aid Guide booklet?
- Yes No 1 First aid tape roll, 1/2"x10 yd.?
- Yes No 8 Gauze dressing pads, 2"x2"?
- Yes No 4 Gauze dressing pads, 4"x4"?
- Yes No 1 Hot/cold reusable compress, 4"x6"?
- Yes No 8 Ibuprofen tablets?
- Yes No 1 Instant cold compress, 4"x5"?
- Yes No 20 Junior plastic bandages, 3/8"x1-1/2"?
- Yes No 2 Knuckle fabric bandages?
- Yes No 2 Non-stick pads, 2"x3"?
- Yes No 1 Scissors?
- Yes No 1 Saline solution (eyewash)?
- Yes No 2 Sterile eye pads?
- Yes No 1 Trauma pad, 5"x9"?
- Yes No 1 Tweezers?

Additional Equipment:

- Yes No 1 Bag valve mask
- Yes No 1 Cervical collar
- Yes No 1 Hazardous waste bag
- Yes No 1 Oxygen cylinder and associated equipment

14**Safe Technology Use**

Today's young people are the Internet generation. They do not know a time when the Internet did not exist, and they have made it a part of their everyday life. For today's teens, the Internet is part of their neighborhood. Whereas, in the past, having 20 or 30 friends was considered the norm, today having 500 or a 1,000 "friends" is the norm, many of whom are known only through the online neighborhood. And yet, these online friends are as much a part of a teen's life as the 20 or 30 in-person friends were part of their parents' lives. This paradigm shift challenges today's adult Boys & Girls Club staff as much as it is perfectly normal and natural for today's teen Club member.

The place of social networking in society and the Web sites that provide these services continue to evolve. For example, in the past a musician would create a Web page about her music, concert schedule, etc. Today, that artist would create a MySpace or Facebook page in addition to a Web page. Even BGCA has created a presence on YouTube and Facebook to keep up with current communications trends. As such, teen use of these sites will evolve. Staff must be prepared to keep up with the latest technology and talk with their teens about how they are using social networking and other communication technologies at both the Club and on other computers.

Social networking's importance in our society will only continue to grow. The advent of Web 2.0 tools that move interactivity and communications online to the next level shows that Clubs need to help members learn these important skills and how to use them safely, ethically and effectively. By crafting appropriate policies, providing active adult assistance and working with members to craft goals and outcomes for online experiences, Clubs can help members prepare themselves to take their place in the wider, wired society and to contribute productively to their own and to society's future.

Fast Facts: Safe Technology Use

- Ninety-three percent of teens use the Internet.
- Fifty-five percent have created a profile on MySpace, Facebook or a similar site.
- Fifty-nine percent of teens report doing at least one online content creation activity (such as uploading a photo or video, creating or adding to a blog or bulletin board, creating a Web page, etc.).¹
- Ninety-six percent of online teens use social networking technologies (which includes communication and content creation activities); 71 percent of online teens use them at least weekly.
- Fifty-nine percent of teens who use social networking technologies report using them to discuss education-related topics outside of school time; 50 percent use these technologies to discuss schoolwork specifically.
- Only 4 percent of youth surveyed reported participating in an online conversation that made them uncomfortable.
- Only 3 percent of youth surveyed said someone they met online tried to get them to meet in person.
- Only .08 percent of youth surveyed reported meeting someone offline without parental permission.
- School district leaders believe that negative experiences are more common than either students or parents report. For example, 52 percent of school district leaders believe that giving out personal information online is a problem, yet only 3 percent of students report ever giving out their personal information to strangers online.²

¹ Amanda Lenhart, Mary Madden, Alexandra Rankin Macgill, Aaron Smith, Teens and Social Media. Pew Internet and American Life Center, December, 2007.

² National School Boards Association, Creating and Connecting: Research and Guidelines on Social – and Educational – Networking, July, 2007.

Developing a Safe Social Networking Strategy

If a Club chooses to allow social networking in its technology center, then it is important that it ensures the experience is a positive one. The Club must encourage safe Internet behaviors and provide appropriate educational opportunities about social networking. The following list of considerations can help Clubs craft a safe and positive social networking strategy:

- **Work with the Club’s Board of Directors to craft a social networking policy.** Due to the issues and media attention about social networking, it is important that the board give input and signoff on any social networking usage policy.
- **Decide which social networking sites will be allowed and understand how they work and their terms of service:** Social networking sites all have different levels of privacy protection and ways that those controls are engaged. Make sure that staff who supervise teens using these sites understand how to engage those controls. It’s also important to understand the sites’ terms of service, particularly regarding age restrictions. Make sure your teens’ profiles adhere to all terms of services for the sites you allow in the Club.
- **Make sure parents are informed.** Some parents may have barred their teen from using social networking sites. It’s important that Clubs notify parents of teens that have earned the privilege of using social networking sites in the Club. The Club might consider requiring a special parental/guardian permission form before a teen can use a social networking site.
- **Ensuring adequate staff assistance during social networking times.** Active assistance by adult Club staff is essential for creating a positive social networking experience for members. Staff members can review members’ postings during Club social networking time and talk with them about appropriate online behaviors.
- **Social networking in the Club is a privilege that is earned.** By setting conditions for the use of social networking sites, the Club helps members engage in positive behaviors that will earn them social networking privileges. Some ways that members could earn it:
 - Writing a personal Internet safety essay that details what safer Internet behaviors the members will personally use and why those are important to them.
 - Creating and conducting Internet safety training with both younger Club members and with their peer group.
 - Demonstrating their commitment to personal Internet safety in their other online experiences at the Club.
- **Establish and enforce procedures for responsible use.** By focusing on positive behaviors, the Club encourages members to act appropriately and to see the value of good behaviors online. Some appropriate behaviors that the Club might encourage include:
 - Making sure that privacy controls are set appropriately with a high level of security.
 - Keeping all online postings and pictures appropriate for all to see, including Club staff, parents and younger children.
 - Having only online friends who are friends in the offline world.

- Talking with Club staff if the teen encounters something that makes them anxious, confused or upset.
- **Establish and enforce consequences for inappropriate use.** It is important that the Club establish procedures for when members do not engage in safe Internet behaviors. Clearly delineated consequences for inappropriate behaviors help members to see that their own actions have consequences. In addition, it shows that the Club sees the value of providing access to members while upholding high standards of behavior. Some possible consequences include the loss of privileges in the technology center, parental/guardian meetings and even suspension from the Club.
- **Social networking is restricted to certain groups and certain times.** Keeping social networking restricted to certain groups (such as teens) conveys the message that this is a privilege for older Club members that should not be taken for granted. Restricting it to certain times makes monitoring easier.
- **Work with members to establish goals and outcomes for their social networking experience.** This will help members see this as both an educational and entertainment experience and help them develop skills for using these technologies to enhance their own career development.
- **Include media literacy as part of the Club education program.** Youth today are bombarded by media. Teaching media literacy (which includes accessing, analyzing and evaluating media as well as media safety) can help members navigate through the new media world with positive results.

Acceptable Use Policy Guiding Points

General Suggestions:

- 1) State laws vary. Make sure your policy is in accordance with any laws in your state.
- 2) Since this will be an official policy of your Club, have your Board approve it.
- 3) Involve all your stakeholders (Club leadership, board members, staff, Club members, parents, etc.) in the formulation of your policy.
- 4) Make sure the policy is written in clear and easy to understand language. Try to avoid any “legalese” if possible.
- 5) The Acceptable Use Policy (AUP) must balance the good of the organization with the need for individuals to use the Internet. Ultimately, the system and its contents belong to the Club/organization. Develop guidelines and procedures for when it is necessary to read emails, tracking Internet usage, etc. Include that the chief professional officer or her/his delegate has the authority to access anything on the system at any time.
- 6) Communicate the policy to everyone. Continue throughout the year to make staff and members aware of the policy. Make it a part of computer orientations and new employee orientations. Include information on the AUP in your membership packet for parents/guardians. Include a statement in your membership application (that parents/guardians sign) that members will access the Internet at the Club.
- 7) Come up with a list of computer room rules that are easy for members to remember. (e.g., a tech center code of conduct.) Review the rules often. Post them in the technology center and wherever members use computers. They should reflect the contents of the AUP in simple language the members can understand and remember and can be added as an addendum to the AUP.
- 8) Develop guidelines for when it is acceptable for members to give personal information over the Internet (e.g., an email address may be needed to receive back information the member is seeking). Train staff to understand and interpret these guidelines.
- 9) Develop guidelines for posting photographs of Club activities to the Club web page.
- 10) Develop guidelines for posting members’ creative work on the Club web page.
- 11) Develop guidelines for the use of social media in your Club and by your Club staff and members for both resource development and marketing and for use in the technology program. Include policies on staff friending members outside of sanctioned Club social networking pages. You may wish to consider a separate policy document regarding social networking that is referenced in your AUP.
- 12) Consider “re-certifying” members for Internet safety throughout the year so that safety skills remain fresh in their minds.
- 13) Make the AUP part of your staff meetings at least annually. Have members sign a statement that they read, understand and accept the AUP and place that form in their personnel file.
- 14) Review the policy at least once a year. Update it as necessary.

Suggestions for Acceptable Use Policy Content

Include a statement:

- of the purpose for having computers and other technologies in the Boys & Girls Club;
- of the ownership of the technologies and the computers' content;
- that the policy covers all who use the computers and Internet access (i.e., staff, members, parents, board members, outside groups);
- that copyrights are strictly enforced regarding software licensing and copying of copyrighted material from any source (including the Internet). Fair use of copyrighted material, according to the copyright laws, is allowed;
- that staff and members must protect their passwords;
- that relates what is and is not acceptable uses of technology in the Club:
 - access sites that are necessary for job performance
 - access sites that enrich the BGC's learning environment
 - access sites that support BGC programs
 - do not access sites that contain nudity, sex, violence, hate speech or that are inappropriate in a Club
 - members and staff may not use the equipment:
 - for personal profit
 - for sectarian religious activities
 - to harass others
 - to attempt to gain access to any computer systems illegally or to access information to which the user does not have authorized access
 - to spam, create viruses or worms or perform other acts of destruction or harassment;
 - for partisan political activity
 - to conduct illegal activities;
- that explains the Internet safety policy of the Club:
 - members may not provide any identifying information on the Internet without staff and/or parental permission
 - staff should supply personal information only as necessary to perform their jobs
 - staff and members should complete an Internet safety orientation
 - the Club Internet filtering policy and that staff and members may not circumvent the filter or firewall
 - specify that while the Club does all it can to keep members and staff safe, it is up to each individual to look out for his/her own safety as well
 - policies on social networking sites;
- of the policies on posting information to the Club/Organization website:
 - no identifying information about members is posted
 - group shots are best
 - for members' creative work (pictures of paintings, sculptures, written stories, etc.), only first names are used to identify the author
 - avoid detailed personal or location information;
- that delineates the consequences of inappropriate behavior:
 - spell out specific consequences for staff and for members
 - spell out exceptions; and

- on consent to the policy:
 - copy of consent/policy acceptance form
 - part of employment contract
 - part of members handbook
 - staff signoff on policy
 - members and their parents/guardians sign off.

15**Security**

Security measures at a Club are designed to prevent intentional physical or psychological harm to a member, staff member, volunteer, guest or other person. The offender may be an adult or juvenile, someone with permission to be on site or an intruder. Offenses could include physical assaults, an intruder's threats to harm, abduction, robbery, sexual molestation, and in extreme cases, bullying.

Because each Club site is unique and the types of risks vary greatly, making a single, universal security prescription is impractical. Crimes are a response to the opportunities offered by specific locations and times. If no opportunity exists, then the crime probably won't occur. Therefore, the organization should be cognizant of crime patterns, neighborhood security issues and challenges presented by shared facilities, large or multi-storied buildings, multiple buildings or large properties.

An effective security strategy would include some combination of physical, administrative and/or electronic solutions. Examples of physical solutions are controlled access in and out of the facility; a dedicated Club entry; and the removal of visual barriers that would impede supervision. Administrative solutions might include the training, appearance and demeanor of staff and volunteers; maintaining the appearance of the facility; and the response to incidents or violations of the Club's code of conduct. Some electronic solutions could be exit alarms; motion detector sensors in isolated rooms; and surveillance cameras.

Offenders hope to gain something by their actions, and it is well-documented that they make some level of rational choices by assessing their chances of success before attempting a crime. Therefore, it is important that the potential offender be able to easily "read the landscape" and determine that they have little chance of succeeding. By employing a systematic approach to security, the organization will change the way the potential offender perceives their own risk and rewards.

Regardless of the strategy employed, it is important to accept that crime is not static, but continues to surface in response to social and technological changes, or in response to relaxed standards. Every security incident, however small, should be considered a possible indicator of a future major incident.

Club Security Tips

1. Project a safe image.
 - Keep grounds neat and free of trash and debris.
 - Maintain landscaping and eliminate hiding places.
 - Remove graffiti within 24 hours.
 - Repair or remove vandalized items.
 - Install security lighting to discourage loitering, vandalism or illegal entry.
 - Post signage that establishes the jurisdiction of the Club.
 - Establish a surveillance method for remote or inaccessible areas.
2. There should only be one entrance into the Clubhouse for members, visitors or contractors.
 - Position the front desk to engage and identify all who enter.
 - Use barriers in large lobbies to prevent people from entering unnoticed.
 - Monitor vestibules, sidewalks, playgrounds and parking areas where people naturally gather.
 - Lock, set up an alarm system for, or otherwise secure other points of entry or exit.
3. The front desk should be staffed by a person with good judgment, a clear sense of authority and who has been trained to skillfully supervise front desk operations. Front desk staff should:
 - identify all persons before admitting them into the Clubhouse;
 - require members to present their membership card;
 - require parents, guests and contractors to be escorted by staff or volunteers;
 - record all persons entering and leaving the Clubhouse; and
 - verify with Club leaders that contractors or repeat guests have been properly screened.
4. The Club interior should be easy to observe with few, if any, visual restrictions.
 - Establish key observation points with clear lines of sight.
 - Remove posters or other items that restrict observation into a space from interior windows.
 - Discourage gatherings in restrooms, locker rooms, stairwells or other isolated spaces.
5. Club members' personal belongings should be secured and should not contain items that are harmful to other members.
 - Define members' responsibilities for personal belongings in the Club's code of conduct.
 - Establish a system for keeping track of coats and backpacks, such as a check-in system, storing belongings in an observable room or providing individual storage bins in each program area.
 - Obtain permission from Club members and their parents/guardians to conduct random and targeted inspections of belongings.

6. Staff and volunteers should exhibit a clear presence.

- Convey a sense of professionalism in your manner and work.
- Wear uniforms or other distinctive apparel.
- Communicate with other staff and volunteers through visual cues or communication devices.
- Have some staff “float” to compensate for facilities that are difficult to supervise.

7. The organization should develop a comprehensive emergency response plan that:

- is adaptable to suit the conditions of each site;
- can also be shared with and applied to other parties who own, rent or use the facilities;
- shows how the Club will communicate with local emergency and rescue agencies;
- demonstrates how the Club will respond to specific and predictable types of emergencies;
- identifies the roles and actions of staff and volunteers during and after an emergency;
- addresses how the organization’s leadership will communicate in a timely manner; and
- is systematically reviewed, updated and practiced.

Frequently Asked Questions: Security

How would we know if our Club is secure?

Identifying crime opportunities and security weak spots requires a creative approach; you have to be able to think like the offender. Assembling a team to assess your facilities is a good start. The team could include experienced Club staff, police officers, security contractors and insurance agents or adjustors. The team should also survey staff, volunteers and Club members at each site to identify crime opportunities that have been overlooked.

What are practical steps we can take to reduce crime opportunities?

Although there is no way to prevent crime entirely, the Crime Prevention through Environmental Design (CPTED) methodology is considered a practical response to preventing crimes that take place in physical settings (i.e., building and grounds).

What is CPTED?

CPTED is a way to design or modify your physical environment so that it positively influences peoples' behaviors and reduces crime. People who use CPTED-designed areas perceive them as safe and are more confident to exhibit ownership of the area. Would-be criminals see them as risky places to attempt a crime.

How does it work?

CPTED defines your physical environment (whether owned or shared) as your property through a combination of access control (e.g., fences, barrier plantings and secure doors), surveillance (e.g., lighting, clear sightlines or compensations for blind spots) and territoriality (e.g., signage defining ownership or expectations, and care of property).

What about using security cameras?

Security cameras in Clubs have limitations. Generally speaking, they tend to be more effective in reducing property crimes than detecting subtle behaviors that precede injuries, such as assault or molestation. In some settings, cameras may deter abductions if positioned prominently at building exits. When used for this purpose, it is important to back up all recordings. Cameras are also effective in settings such as entry lobbies, long hallways or isolated parking lots.

It is also important to consider the expectations created by security cameras. A camera implies a higher level of security is being offered and suggests that a person is watching a monitor and is prepared to quickly respond to help. The worst thing a Club could do is to mount dummy cameras to fool potential criminals, which only creates a false sense of security for the potential victim, and greatly increases the negligence of the organization.

Security Checklist

Club Exterior

Do we:

- N/A Yes No Keep grounds neat and free of trash and debris?
- N/A Yes No Trim shrubbery to eliminate hiding places?
- N/A Yes No Remove graffiti within 24 hours?
- N/A Yes No Replace burned-out security lights?
- N/A Yes No Repair or remove vandalized items?
- N/A Yes No Monitor remote areas around our property?
- N/A Yes No Monitor sidewalks, playgrounds, parking lots or gathering places?

Club Entry

Do we:

- N/A Yes No Position the front desk to engage and identify all persons entering?
- N/A Yes No Use barriers in large lobbies to prevent persons from entering unnoticed?
- N/A Yes No Monitor and post signs on exits to prohibit use except in emergency?

Front Desk Staff

Can our front desk staff:

- N/A Yes No Identify and record all persons before admitting them into the Club?
- N/A Yes No Require members to present their membership card?
- N/A Yes No Require parents, guests and vendors be escorted by staff or volunteers?

Staff and Volunteers

Do all staff and volunteers:

- N/A Yes No Take pride in their appearance, language and manner?
- N/A Yes No Wear a uniform or some type of distinctive clothing?
- N/A Yes No Coordinate monitoring strategies and methods with other staff?
- N/A Yes No Compensate for large settings through random observation or floating?

Members' Personal Belongings

Do we:

- N/A Yes No Define member's responsibilities for personal belongings?
- N/A Yes No Have a system to control belongings, such as check-in or storage areas?
- N/A Yes No Obtain written permission from members and their parents to conduct inspections of belongings?

Club Interior

Do we:

- N/A Yes No Establish key observation points with clear sight lines?
- N/A Yes No Remove visual restrictions that interfere with observation?
- N/A Yes No Discourage gatherings in restrooms, locker rooms, stairwells and isolated areas?

Shared Facilities

Do we:

- N/A Yes No Have an effective means of preventing non-members, strangers or others from entering areas under our control?
- N/A Yes No Have an effective means of securing or monitoring shared areas, such as restrooms, locker rooms, entries or hallways?
- N/A Yes No Document and report unauthorized use of the facility by other parties?
- N/A Yes No Document and report inappropriate behaviors by other parties, such as consumption of alcohol, inappropriate language or gestures?
- N/A Yes No Report any suspicious behavior that suggest gathering information about, attempting to talk privately with, or take photographs of Club members?
- N/A Yes No Know procedures for releasing members to people outside the program?

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Sports Injuries

Every sport program runs the risk of athletic injuries. These range from minor sprains to serious injuries, such as concussions. Improvements in safety equipment, training practices and warm-up procedures can reduce the frequency and severity of injuries. But these efforts are often compromised by athletes who are bigger, push the envelope harder and have prior injuries.

One significant problem for Club staff and volunteer coaches is identifying when an athlete needs to be taken to a hospital or seen by a doctor. Does the staff member or volunteer know the difference between an ankle sprain and a fracture? Can they determine whether the athlete is having trouble breathing, hyperventilating, suffering from asthma or having a heart attack?

Staff and volunteers should always seek medical treatment if (a) a delay in treatment might make the injury worse; or (b) the injury is unstable (i.e., the athlete is unable to bear weight on the injury) or compromises circulation. The last thing a Club ever wants to tell a parent or guardian is, “We did not care enough about your child to seek medical care.” It is always better to err on the side of caution.

Among the most common and life-threatening sports injuries are concussions: a brain injury caused by a blow to the head or body. Concussions can be difficult to identify because they can happen even if a participant remains conscious. Symptoms vary, but commonly include:

- headache, nausea or vomiting;
- confusion, difficulty remembering or paying attention;
- balance problems, dizziness, slow reaction time or blurry vision;
- irritability or sensitivity to light noises; and
- loss of consciousness.

It is also important for the organization to know participants’ medical and athletic background. By understanding athletes’ physical capabilities and medical conditions, you can minimize injuries. Participants should be required to have a physical exam by a doctor prior to starting a sports program. Coaches should be aware of potential risks related to young athletes, such as:

- suitable physique for a specific sport or activity;
- problems with bone structure alignment;
- lack of flexibility;
- lack of muscularity or strength imbalance;
- marginal or poor skill development; and
- injury history, specifically inadequate rehabilitation from a prior injury.

First Aid and Safety Guidelines

No matter the age, experience level or activity, injuries are a part of sports. Since it's impossible to eliminate them, you need to be prepared to treat them. Hopefully, most of the injuries you'll encounter will be minor in nature, though they probably won't seem that way in the eyes of athletes, particularly those who have never suffered one before. So not only do you need to know how to recognize and treat minor injuries the moment they occur, you must understand how to handle more severe injuries. How efficiently you treat injuries impacts the Club member's experience and, in more serious cases, their health.

Cuts and Scrapes

These are some of the most common injuries that you'll see, and they're easily treatable. Once administered to, athletes can return to the activity fairly quickly. While dealing with cuts, keep the following in mind:

- Wear latex gloves, since it's important to have some type of blood barrier anytime you're treating an open wound. If the injured person is HIV-positive or has AIDS, latex gloves will protect you. Note that you are only at risk of being exposed if the blood of an HIV-positive person comes in contact with your open wound.
- To stop the bleeding, apply direct pressure to the cut or scrape with a clean gauze pad.
- Elevate the injured area if the bleeding doesn't stop, and check to see if stitches may be needed. Generally, when a participant has a wound that is an inch or longer, or he/she has a deep cut and the edges don't touch, stitches are required. In these situations, it's important that the athlete be taken to a doctor.
- To prevent infection, clean the wound with an alcohol swab or an antibiotic cream.
- If the athlete wants to continue playing, use a bandage or sterile gauze to cover it up.
- Always dispose of any materials that you used to treat a wound by throwing them away in a sealed bag.

Twists, Sprains and Strains

Youth involved in activities that require lots of movement, running, stopping and starting are susceptible to suffering a variety of twists, sprains and strains – most of which will be minor. These injuries include twisted and sprained ankles and wrists, as well as assorted muscle strains.

- A sprain occurs when a joint gets stretched or twisted and results in stretching or tearing the ligament or other soft tissue at the joint.
- A strain is an injury resulting from a pull of the muscle or tendon that causes various degrees of stretch or tear to the muscle or tendon tissue surrounding the area.
- A twist simply refers to a body part, such as an ankle, being turned slightly beyond discomfort.

To treat these common injuries, see the RICE Method located in this chapter.

Nosebleeds

Whenever there's a lot of activity, the chances for someone's nose to get accidentally bumped are pretty good. Bloody noses are commonplace. A lot of athletes cringe at the sight of blood – both theirs and someone else's – so act quickly to control the damage. Grab a clean piece of gauze and put it over the nose, while gently squeezing the Club member's nostrils together. Tilt the athlete's head slightly upward. If you notice that the bleeding hasn't stopped after a couple of minutes, the injury may be more serious, and the athlete should be taken to a doctor immediately.

Wind Knocked Out

Anytime an athlete has the wind knocked out of him or her, the first reaction is likely going to be panic – and with good reason. The inability to get the normal amount of air into the lungs can be a frightening experience for an athlete, particularly if it's the first time it has ever happened. Do your best to comfort the athlete and help him/her relax. Advise the injured person to take short, quick breaths, and to pant like a puppy. Normal breathing should return within a minute.

Tooth Knocked Out

Unfortunately, sometimes a tooth gets knocked out during physical activity. A knocked-out permanent tooth is a dental emergency. Every minute that a tooth is out of its socket means the less chance that it will be able to be preserved, so it's crucial to act quickly. As soon as it happens, locate the tooth and pick it up by the top part, never by the root at the bottom. Don't scrub, but gently rinse the tooth with saline solution or milk. Tap water has the potential to damage the root because of the chlorine, so it should only be used as a last resort. In order to keep the tooth from drying out, insert it back into the athlete's mouth in its socket as long as he is able to hold it in place. Or, if the athlete is young and unable to hold it in place himself, store the tooth in milk and get him to a dentist or the emergency room right away.

Concussions

Any type of injury involving a Club member's head should be taken seriously, and he should *never* be allowed to resume the physical activity until a doctor has examined him.

A concussion is a head injury in which the brain gets jarred. They range from mild to severe, but both require observation and care. Symptoms of concussions include headaches or pressure in the head, dizziness, nausea, balance problems, confusion, double or blurry vision, glassy-eyed looks, trouble remembering, sensitivity to light or noise, feeling sluggish or does not “feel right.” Note that a participant doesn't have to lose consciousness to suffer a concussion.

Anytime you see an athlete bump heads with another individual, or collide with a piece of equipment, remove him from the activity and carefully observe him. Check for concussion symptoms. Competitive athletes may not report symptoms for fear of appearing soft or being removed from a game. If symptoms appear, seek medical attention immediately.

Remember, any head injury should be taken seriously, and athletes should never be allowed to return to play until a doctor gives the okay. A participant who suffers a mild concussion typically needs at least a week to recover before resuming normal activities. Severe concussions usually sideline athletes for at least a month and need a doctor's permission before returning to play.

Broken Bones

Fingers, hands, arms, ankles and feet are some of the most common body parts that are susceptible to being broken during physical activity. These injuries are classified as simple or compound fractures. A simple fracture consists of a break that doesn't protrude through the skin, while a compound fracture is an injury that goes through the skin.

Breaks are also classified as single or multiple. When the bone is broken in one spot that is known as a single fracture, and it's referred to as a multiple fracture when the bone is broken in more than one place. Be on the lookout for the following symptoms, which can signal that a Club member has broken a bone and requires medical treatment:

- **Intense pain:** A sharp pain is usually felt at the site of the injury.
- **Swelling:** Within about 10 minutes there is usually swelling and bruising, and the injured area will become stiff and difficult to move.
- **Bruising:** The more severe the injury, the quicker bruising will occur.
- **Numbness:** The athlete may have some numbness in the area if there is a lot of swelling.

Always proceed cautiously when dealing with any type of injury that may involve a broken bone, and never attempt to straighten broken bones.

Broken fingers – one of the more common injuries – can be propped up on a splint and wrapped gently with tape to hold in place until a doctor can examine it.

For more severe breaks – such as an **arm or leg** – call for medical attention. Place a pillow under the participant's arm or leg for support and comfort. If possible, elevate the athlete's injured area without moving it too much, and apply a cold pack to reduce swelling and pain.

A **compound fracture** – a broken bone sticking through the athlete's skin – requires calling medical personnel immediately. Never try to push the bone back in. Keep your hands off it and cover with sterile gauze until help arrives.

Eye Problems

Here are some of the problems you may encounter with a Club member's eyes:

Poked in the eye: When an athlete gets poked in the eye, take a close look. If you notice any blood coming from the eye, or any discharge, get the athlete to a doctor right away. If there's minimal pain and only some redness, wash the eye out with cool water. Allow the athlete to rest for a while, and if he's not in significant pain, he can return to action.

Foreign object in the eye: When an athlete has something in his eye, you'll likely notice some tearing and even redness, and he'll probably be rubbing it. Squirting some saline into the eye is usually enough to wash away the debris, and the athlete can return to the activity. If you're unable to remove whatever is aggravating the athlete's eye, he'll probably need to see an eye specialist for an examination.

Injury to the eyeball: Direct contact on the eyeball, regardless of whether it's from a ball or another player, qualifies as a medical emergency. The symptoms that accompany this injury include everything from vision loss, double vision, lacerations, abrasions and, of course, intense pain. Put ice in a bag (crushed ice is best), wrap in a piece of gauze and apply it gently to the eye. Take the athlete to an emergency facility right away.

The RICE Method

Anytime a youth twists an ankle or strains another body part, turn to the RICE method for treatment. It can help the Club member bounce back more quickly from the injury and return to having fun.

Rest – Anytime an athlete twists or turns an ankle, it's critical that he doesn't put any more pressure on the injured area. Help him off the playing area so he can rest comfortably. Make sure he's far enough away from the sidelines so that he's not at risk of being hurt by other players participating in the ongoing activity.

Ice – This must be applied to the injured area to reduce the swelling and minimize the pain. Don't apply the ice directly to the skin. Instead, put it in a bag, wrap it with a towel or cloth and apply it to the injured area for about 20 minutes. Immediately following an injury, the ice should be applied for 20 minutes and then taken off for 20 minutes. That rotation should continue for the next few hours.

Compression – The ice should be compressed against the injured area, either by hand or by wrapping it with athletic tape or another type of adhesive.

Elevation – Have the athlete elevate the injury above his heart. This prevents blood from pooling in the area and helps speed along the recovery period. Don't allow the athlete to return to the activity unless all of the swelling, discoloration and pain have subsided around the injured area. If any of these conditions are present several days after the injury occurred, the Club member should see a doctor to ensure that it's not something more serious.

COACH: Assessing Serious Injuries

Chances are you will probably never have to deal with a life-threatening situation involving a Club member, but if you do it's important that you know the proper steps to ensure the Club member's safety. Also, it is strongly recommended that anyone working with youth take a CPR course so they can provide quality treatment in case of an emergency. When helping a seriously injured athlete, follow the COACH method.

C – Check to see if the athlete is **conscious**.

O – Determine if the athlete is breathing and getting **oxygen**. Inspect the color of his lips, put your hands on his chest and put your cheek next to his nose and mouth to evaluate if oxygen is being taken in. Place your forefinger and middle finger on the inside of his wrist or the side of his neck to feel for a pulse. If you can feel the athlete's heartbeat but he isn't breathing, begin mouth-to-mouth resuscitation – without chest compressions. If you're unable to find a pulse, begin CPR right away and have someone call for immediate medical assistance. Exercise great caution and avoid pressing down on the lower part of the child's breastbone, since this can cause damage to the internal organs.

A – If the child is breathing and conscious, **ask** him where he is hurt.

C – **Control** the area that is painful and comfort the child. Talk to him in a calm and relaxed voice. If he sees concern in your eyes or hears panic in your voice he's going to become more upset than he probably already is. Tell him that he will be okay and that medical help is on the way.

H – Determine what kind of **help** is needed and if immediate medical assistance is required. When providing care, only do what you have been trained to do.

First Aid Equipment Checklist

Always keep the following items on hand:

- Yes No Antiseptic spray or wipes
- Yes No Athletic tape
- Yes No Automated External Defibrillator (AED)
- Yes No Bandages (a variety of sizes)
- Yes No Emergency tooth-preserving system
- Yes No Freezer storage bags (for ice and used gauze disposal)
- Yes No Gauze
- Yes No Latex gloves
- Yes No Nail clippers
- Yes No Scissors
- Yes No Sterile eyewash

TAB 4

APPENDIX



Club Staff Code of Conduct

I. General

- Encourage and enforce proper personal boundaries persons at the Club.
- Be mindful of the personal boundaries between all persons.
- Treat members as your responsibility, but not as your children, peers or siblings.
- Avoid displaying favoritism or intimacy with any member.
- Avoid inappropriate materials, language, gestures or touching.
- Avoid one-on-one situations with members.
- Avoid off-site fraternization with members.

II. Technology and Other Media

The following are not allowed:

- Any material that is sexually explicit, provocative, inappropriate, unwholesome or unprofessional on any computer or personal digital assistant (PDA) in the Clubhouse or any computer or PDA owned by the organization
- Communications to other staff or members that is unprofessional, inappropriate or unwholesome
- Communications with members by email or instant message except via their Club email address
- Communications with members by text message
- Sharing home or personal email or instant message addresses with members
- Sharing any magazines, literature, photos, videos or music with members that would be considered inappropriate or “adult” in nature. Such materials shall not be present on Club premises.
- Any inappropriate personal photos in their office or on their person

III. Physical Contact

- Utilize verbal expressions of approval and encouragement in lieu of physical contact, whenever possible.
- It is advisable for staff to express themselves to members via physical contact through handshakes or “high-fives.”
- A hug, pat on the back or placing arms around the shoulders of a member should only be done in public or plain view of others.
- Do not let members hang on you or sit in your lap.
- Do not touch members through a pat on the buttocks, backrub, massage or other similar touching.
- Physical contact between staff and members during athletic activities must be Club-supervised.

Club Staff Code of Conduct, continued

IV. Verbal Communication

The following are not allowed:

- Using language of a sexual, vulgar or provocative nature
- Speaking in a teasing, deriding or sarcastic tone
- Sharing personal information with members, such as one's love life, sex life, romances or other similar information
- Sharing your home phone number with a member
- Communications with members by telephone/cell phone for social or any other purposes except for Club matters

V. Off-Campus Contact

The following are prohibited unless approved in advance by your unit director or senior staff:

- Socializing with members off campus
- Performing any service for the family of a Club member
- Sharing any activity that is not Club-sponsored with the family of a Club member
- Entertaining members in your own home
- Entering the home of a member

VI. The Appearance of Impropriety

- There should be few, if any, instances when staff must be alone with a member.
- If you confer with a member, the office or room door must always be open, even if the member wishes to speak in confidence.
- Do not let members wear your clothes or have access to your personal belongings.
- Avoid being alone in a locker room with a member who is showering or changing clothes.

VII. Transportation

- Staff may not drive alone in a vehicle with a member without permission from their unit director or senior staff.
- On Club trips, adult staff shall never share a room with a member or be alone in a room with members.
- On Club trips, beds, blankets or sleeping bags should not be shared between staff and members.

Club Staff Code of Conduct, continued

VIII. Secrets and Confidentiality

- If a member asks a staff member not to reveal a secret, the staff member should advise the member that in some instances they may be required to reveal the secret, especially if the secret carries potential harm to themselves or others. In such cases the staff must reveal it to the proper authorities.

IX. Accusations of Impropriety

- Record keeping is a necessary means of protecting all staff and members. If you are accused of impropriety or are a witness to an incident that is the basis of such an accusation, write down all details (date, time, who was present, who said what, who did what) before the memory fades.
- In the course of an investigation into accusations of impropriety, you must never withhold information or provide false or misleading information out of loyalty to a friend or co-worker.
- All staff hold positions of responsibility, and your first obligation is to the emotional, physical and mental well-being of the members who are entrusted to your care.

The Seven Layers of Club Security

Layer 1: The Club Exterior

Concept: Building and grounds should convey a sense of order and control.

Possible actions by youth development staff:

- Keep grounds neat and free of trash and debris.
- Trim shrubbery to eliminate hiding places.
- Remove graffiti within 24 hours.
- Replace burned-out security lights.
- Repair or remove vandalized items.
- Monitor remote or inaccessible areas.
- Monitor sidewalks, playground and parking areas where people gather.

Layer 2: The Club Entry

Concept: There should be one primary entry for members, parents and visitors.

Possible actions by youth development staff:

- Position the front desk to engage and identify all persons who enter.
- Use barriers in large lobbies to prevent persons from entering unnoticed.
- Monitor and post signs on exits to prohibit use except in emergency.

Layer 3: The Front Desk Staff

Concept: Select a person with mature judgment, a clear sense of authority, and who has been trained to skillfully manage front desk operations.

Possible actions by youth development staff:

- Identify and record all persons before admitting them into the Club.
- Require members to present their membership card.
- Require parents, guests and vendors to be escorted by staff or volunteers.

Layer 4: The Appearance of Staff and Volunteers

Concept: Project an overall sense of professionalism and confidence.

Possible actions by youth development staff:

- Take pride in your appearance, language and manner.
- Although a uniform is best, at the minimum wear some distinctive clothing.
- Coordinate monitoring strategies and methods with other staff.
- In large or difficult to supervise settings, have one or more staff “float” to offset staff predictability.

Layer 5: Members' Personal Belongings

Concept: Belongings should be placed where they can be observed by staff and subject to inspection.

Possible actions by youth development staff:

- Define member's responsibilities for personal belongings.
- Establish a reliable system for keeping track of belongings, such as check-in, a common storage room or storage in each program area.
- Obtain written permission from members and their parents to conduct random and targeted inspections of belongings.

Layer 6: The Club Interior

Concept: Where possible, remove or relocate visual restrictions that interfere with easy observation.

Possible actions by youth development staff:

- Establish key observation points with clear sight lines.
- Remove posters or other items from interior windows, where they would restrict observation into a room.
- Discourage gatherings within restrooms, locker rooms, stairwells and other isolated areas.

Layer 7: Shared Facilities

Concept: When sharing property with other organizations, be aware of each party's roles and responsibilities to maintain a safe environment.

Possible actions by youth development staff:

- Understand the extent of the facility or grounds under your control.
- Establish a means of preventing strangers from entering areas under your control.
- Establish a means of securing or monitoring shared areas, such as restrooms, locker rooms, entries or hallways.
- Report unauthorized use of specified areas within the Club by other parties.
- Report unauthorized behavior by other parties, such as consumption of alcohol, inappropriate language or gestures.
- Report any suspicious behavior by other parties that suggests they are gathering information about, attempting to talk privately with, or take photographs of Club members.
- Know the procedure for releasing members to people outside your own program.

Checklist For Common Club Hazards

Club Exterior

- Grounds are free of trash and debris.
- Grounds are free of toxic materials.
- Hazardous areas are fenced and marked with warnings.
- Sidewalks and steps are free of trip hazards.
- Fences and gates are free of sharp edges.
- Outdoor equipment are free of sharp edges.
- Ice and snow are removed quickly from sidewalks, steps and ramps.

Building – General

- Emergency doors are unblocked and operable.
- Fire exit routes and stairs are clear of combustibles.
- Fire exit routes and stairs are marked and well lighted.
- Roof access is restricted.
- Entrance mats are at entries and exits.
- Tile and linoleum floors are free of leaks and slip hazards.
- Carpet is free of tears, runs or other slip hazards.
- Building, equipment and furniture are free of sharp edges or other cut hazards.
- Building, equipment and furniture are free of projections or other bruise hazards.
- Stairway railings are high enough and secure to prevent falling.
- Chemicals, medications and dangerous equipment are secured from members.
- Flammable materials are secured in a fireproof enclosure.
- First aid supplies are present, visible and easily accessible.

Electrical Hazards

- Electrical sockets are securely covered.
- Electrical cords are secured and in good condition.
- Leaking electric water coolers are unplugged until repaired.
- Overhead light fixtures are enclosed with a protective lens.

Art Room

- Only safe, non-toxic art supplies are used.
- Cutting instruments and tools are supervised and secured.
- No aerosol or solvent-based glues are used.
- Temperature of tap water for hand washing is 120°F or less.

Technology Lab

- Liquids are not allowed near equipment.
- Members are supervised when equipment is in use.
- Surge protectors are installed for all computer equipment.

Checklist For Common Club Hazards, continued

Kitchen

- Only authorized personnel are allowed in the kitchen.
- Sharp utensils are kept out of reach of children.
- Fire extinguishers are easily accessible.
- Items on shelving units are neatly organized, secure and not piled high.
- Temperature of tap water for hand washing is 120°F or less.

Gymnasiums

- Food and drink are not allowed on gym floor while games are being played.
- Retractable bleachers are closed when not in use.
- Broken bleacher seats are reported.
- Members are not allowed to play on bleachers.
- Light fixture protective covers are secured to prevent broken bulbs.

Restrooms and Locker Rooms

- All fixtures and surfaces are regularly sanitized.
- Anti-bacterial soap, paper or hand dryers are available to members.
- Floors are non-skid.
- Temperature of tap water for hand washing is 120°F or less.

Furnace, Mechanical and Electrical Rooms

- Rooms are clean and free of combustibles and debris.
- Doors are kept locked with limited access to key.

Swimming Pool

- No trip or cut hazards are on floors or walls.
- Rescue and first aid equipment are present.
- Water is clear enough to see a 6-inch ring at the bottom.
- Pool chemicals and filtration equipment are secured.
- Pool rules and regulations are clearly displayed.
- Pool accessories are safely stored.
- No rusted metal that could cut or infect is present.
- Pool access is securable at all times.

Transportation

- Access to vehicles and keys is secured.
- Vehicle tires, brakes, lights and horn are checked before each use.
- Seatbelts are used and maintained.
- First aid kit and emergency equipment are available.
- Vehicle is checked for sharp or rusted edges.

Generic Accident & Incident Reports

Sample Accident Report

Name of injured _____ Age _____

Branch _____ If non-member, explain _____

Home address _____ Phone _____

Parent/guardian name _____

Time of accident _____ Time reported _____

Place of accident _____

Who was supervising activity at time of accident? _____

Description of accident _____

Nature & extent of injury _____

When were parents notified? _____ By whom? _____ How? _____

First aid provided? _____ By whom? _____

Was professional treatment provided? _____ By whom? _____

Was injured transported? _____ By whom? _____

How? _____ Time? _____

Witnesses to accident

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

Comments by person making report _____

Staff signature

Date

Title

(any additional information on back)

Generic Accident & Incident Reports, continued

Sample Incident Report

The staff member directly involved in an incident should file an incident report (a) any time police are called or (b) any time there is a disruption of services such as closing a branch/location. The report is to be sent to the branch director and then sent on to the director of operations as soon as possible following the incident.

BACKGROUND

Day _____ Date _____ Time _____

Branch/location _____

Name of staff in charge _____

Members/subjects involved _____

Approx. number of members in branch/location at time of incident _____

Witnesses _____

APPROACH CONSIDERATIONS

Decision-making

- Why did you call the police or disrupt services? _____
- Weapon involved _____
- Gang activity _____
- Violent behavior _____
- Fire emergency _____
- Other _____
- Explanation: _____

WHAT INTERVENTION ACTIONS DID STAFF TAKE:

- Call others to the scene _____
- Talk with the subjects _____

Athletic Emergency Plan

Coach: _____ Contact Number: _____

Sport: _____

Game site street address: _____

Specific directions to game site from nearest major intersection: _____

Please complete and distribute a copy to all members of your coaching staff and the athletic trainer. Discuss this plan with your coaching staff. Proper preparation can lead to quick, appropriate action.

- _____ Where should EMS come to have quick access to the injured athlete?
- _____ Who will give primary care to the athlete?
- _____ Where is the first aid kit?
- _____ Who calls EMS?
- _____ From which cell phone/telephone will the call to EMS be made?
- _____ Who will notify the parents that the athlete is being transported to an emergency care facility?
- _____ Who has Liability Release Forms signed by a parent or guardian to take to the emergency room?
- _____ To which emergency care facility will athletes be transported?
- _____ Who will manage the rest of the team while care is given to the injured athlete?
- _____ Who will open any gates or doors for EMS?

Athletic Emergency Plan, continued

- _____ Who will meet EMS and direct them to the injured athlete?
- _____ Who will travel with the injured athlete to the emergency care facility?
- _____ Who will follow up with the parents?
- _____ Who will document the injury?
- _____ Who will speak to the parent in the instance of catastrophic injury?
- _____ Who can identify the early signs of thunderstorms and tornados?
- _____ Where will players be moved to safety in the event of threatening weather?

Emergency Telephone Numbers

EMS _____
Certified Athletic Trainer _____
Name/Number _____
Emergency Care Facility _____
Name/Number _____

Prior to implementing an Athletic Emergency Plan, see your chief professional officer to ensure it is in accordance with the policy set forth by your Board of Directors.

Building a Comprehensive Internet Safety Plan

It is essential that all Clubs develop a comprehensive Internet safety plan for their organization. Below are some suggestions that could be included in your plan.

1. Policies and Procedures
 - a. **Acceptable Use Policy** defines appropriate use of computer equipment and the Internet for both staff and members, is approved by the Board of Directors and is signed by each staff member and placed in their personnel file.
 - b. **Code of conduct** is a list of rules for members that can be written in simple, easy-to-understand language and posted in the technology center and signed off on by members and a parent/guardian.
 - c. **Membership forms** can include a statement that members will have access to the Internet in the Club, which parents sign.
 - d. **Procedures for handling incidents** and different Internet-based issues should be developed and shared with all staff.
2. Internet Safety Education
 - a. **NetSmartz** is a valuable resource for members of all ages and can be accessed at www.netsmartz.org.
 - b. **Internet safety training** can be made mandatory for all members who use computers.
 - c. **Staff can be trained** on Internet safety in order to protect youth as well as themselves and the organization.
3. Adult Supervision
 - a. Computers should be **supervised by an adult** at all times.
 - b. Supervisors should be **actively engaged** with members and aware of what youth are doing on the computers.
 - c. Members can be trained as tech center helpers to handle regular questions so adult staff can more easily maintain supervisory roles.
4. Space Layout
 - a. Computers can be set up so monitor screens are all **visible from one location**.
5. Internet Filters
 - a. **Internet filters** can help block inappropriate content.
 - b. Filters do not replace other key components of a comprehensive Internet safety strategy. No filter is 100% effective at blocking content.

Creating a Safer Club Worksheet

	How do you currently use the Five Principles at your Club?	What can you personally do to make your Club safer?
Personal Boundaries		
Safety		
Hazards		
Emergencies		
Member Orientation		

Housekeeping Inspection Form

ENTRANCE

- Mat, Carpet _____
- Glass, Metal Surface _____
- Door _____
- Bulletin Board _____
- Signage _____

LOBBY

- Dusting _____
- Floor Appearance _____
- Fixtures _____
- Front counter _____
- Water Fountain _____
- Lights _____
- Bulletin Board _____

CORRIDORS

- Sweeping, Vacuuming _____
- Floor Appearance _____
- Baseboards _____
- Lights _____

STAIRWELLS

- Rails, Walls _____
- Steps, Landings _____
- Lights _____

REST ROOMS/LOCKER ROOMS

- Sweeping _____
- Floor Appearance _____
- Baseboards _____
- Lights _____
- Dispensers, Hardware _____
- Basins _____
- Mirrors _____
- Showers _____
- Lockers _____
- Partitions _____
- Urinals _____
- Toilets _____
- Waste Cans _____
- Walls, Doors _____

OFFICE - EQUIPMENT AREA

- Furniture _____
- Walls, Doors _____
- Waste Baskets _____
- Dusting _____
- Floor Appearance _____
- Baseboards _____
- Corners _____
- Phones _____

GYM

- Floor Appearance _____
- Walls _____
- Bleachers _____
- Thresholds _____
- Lights _____
- Heating _____
- Baskets, Supports _____
- Mats _____

GAMES ROOM

- Sweeping, Vacuuming _____
- Carpet _____
- Games Equipment _____
- Lights _____
- Walls _____
- Bulletin Boards _____
- Vending Machines _____
- Drinking Fountains _____

SNACK BAR/KITCHEN

- Refrigerator _____
- Stove _____
- Sink _____
- Floor Appearance _____
- Sweeping _____
- Counter _____
- Walls _____
- Lights _____
- Door _____

CRAFTS ROOM

- Floor Appearance _____
- Walls _____
- Sweeping _____
- Counters _____
- Doors _____
- Sink _____
- Shelves _____
- Lights _____

MEETING ROOMS

- Floor Appearance _____
- Walls _____
- Sweeping, Vacuuming _____
- Tables _____
- Chairs _____
- Lights _____

LEARNING CENTER

- Sweeping, Vacuuming _____
- Carpet _____
- Floor Appearance _____
- Walls _____
- Lights _____
- Book Shelves _____
- Doors _____
- Tables _____
- Chairs _____
- Bulletin Boards _____

STORAGE ROOM

- Sweeping, Vacuuming _____
- Floor Appearance _____
- Walls _____
- Lights _____
- Shelves _____

EXTERIOR & GROUNDS

- Policing _____
- Sidewalks _____
- Stairwells _____
- Lawn _____
- Parking Area _____
- Dumpster _____
- Signage _____
- Fencing, Gate _____
- Graffiti _____

VEHICLES

- Log Books _____
- Maintenance Records _____
- Cleanliness _____
- Safety-Mechanical Condition _____

Comments:

Action to be completed:

Facility Inspection

Unit: _____
 Room: _____

Size: _____
 Date: _____

AREA	CONDITION	REPAIR REQUESTED	PRIORITY		
			None	Low	High
Walls					
Ceilings					
Floor					
Base					
Windows					
Doors/Hardware					
Electrical Outlets					
Lights					
Mechanical Equipment					
Plumbing					
Program Equipment					

Comments: _____

Swimming Pool Inspection Checklist

Inspector's Name _____

Date _____

Time _____

Instructions: Perform the specified inspection. Make any comments which are pertinent to future maintenance needs.

<i>Item to be inspected</i>	<i>Frequency</i>
<input type="checkbox"/> Check pool concrete for cracks, breaks, spalling, exposed reinforcing, settlement.	_____
<input type="checkbox"/> Check pool tile for chipped, cracked, loose and missing pieces, mortar joints.	_____
<input type="checkbox"/> Check pool expansion joints for leakage and damage.	_____
<input type="checkbox"/> Check pool wall and floor finishes for roughness and dirt.	_____
<input type="checkbox"/> Check depth markers and lane strips for legibility.	_____
<input type="checkbox"/> Check springboards for cracks, breaks, splintering, and other _____ damage, loose or missing fastenings, absence of nonslip coverings.	_____
<input type="checkbox"/> Check ladders for rust or corrosion of metal parts, loose, missing, broken, rot or other damage to wooden parts, alignment of towers.	_____
<input type="checkbox"/> Check main drains for sediment and rust.	_____
<input type="checkbox"/> Check gutter drains for obstructions.	_____
<input type="checkbox"/> Check fences, barricades, dividing walls, and footings for broken, loose, missing, or other damage. (Outdoor pools)	_____
<input type="checkbox"/> Check painted surfaces for blistering, checking, cracking, scaling, wrinkling, flaking, peeling, rust, corrosion, absence of paint.	_____
<input type="checkbox"/> Check room walls for stains.	_____

Window and Door Inspection

Club: _____ Inspected By: _____

Staff: _____ Date: _____

WINDOWS

- Hinges
- Caulking
- Operation/Closure
- Glass
- Window Glazing
- Weather Stripping

DOORS

- Hinges
- Latches
- Panic Hardware
- Door Checks
- Locks

Condition	Repair Priority			Repair
	None	Low	High	Date completed

Comments: _____

Request for Repair

UNIT: _____

LOCATION: _____

DATE: _____

DESCRIPTION OF PROBLEM/REPAIR REQUIRED:

REQUESTED BY: _____

AUTHORIZED: _____

TO BE FILLED OUT BY ADMINISTRATION

DATE RECEIVED: _____ DIRECTED TO: _____

REPAIR SCHEDULED: _____

REPAIR COMPLETED: _____ BY: _____

OUTSIDE ASSISTANCE REQUIRED: _____

COST ESTIMATE: _____

APPROVED BY: _____ DATE: _____

SPECIAL INSTRUCTIONS: _____

Facility Impression

Area	Grade	Comments
EXTERIOR		
Signage		
Parking Area		
Landscaping		
Play Fields		
General Building Appearance		
Other:		
INTERIOR		
Front Desk/Reception		
Displays		
Games Room		
Learning Center		
Arts and Crafts Room		
Meeting Room		
Kitchen		
Gymnasium		
Other:		
Boys Locker Room		
Girls Locker Room		
Boys Restroom		
Girls Restroom		
Office		
Other:		
Overall facility impression		

Other Comments:

GRADING SYSTEM

- A - Excellent
- B - Good
- C - Average
- D - Poor



**BOYS & GIRLS CLUBS
OF AMERICA**

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