

**BEDFORD
AREA
FAMILY
Y M C A**

**STAFF
MANUAL**

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FACILITY USE

The staff will have full membership privileges during their employment with the Bedford YMCA. However, these privileges will be taken away if there is a termination of the contract agreement. The use of any equipment for personal recreation or projects must be approved by the Executive Director. Staff using the facility must check in at the front desk and present a form of identification.

DRESS AND APPEARANCE

It is expected that all employees dress cleanly and neatly for each day. Swimsuits should be conservative and females are to wear one piece suits. No cut off shorts or tank tops.

VISITORS

The staff is not allowed to have visitors during working hours. Remember that your full attention should be on the children and a visitor can create an unsupervised (dangerous) situation.

TRAINING

All staff members are required to attend CPR and First aid training and keep certifications current. In addition, staff must attend at least twelve hours of staff development activities related to children and the functions of the center. Training may include but not be limited to audio and visual tapes, conferences, workshops, and in-service training. Training must include safety for children, child development and discipline, and playground supervision.

There must be a staff member on duty at all times trained in performing the daily observation of children. There must also be one staff member on duty holding current first aid certification by the American Red Cross or another nationally recognized certifying body.

TERMINATION OF WORK AGREEMENT

Bedford YMCA reserves the right to cancel work agreements on the basis of low enrollment, epidemic, catastrophe, or other unusual cause. Work agreements shall continue only as long as the employee complies with its terms. The Bedford YMCA may terminate agreements for cause by giving in writing one week in advance of termination. Termination by mutual agreement may be effected on shorter than one week notice.

In order to tender a resignation, a staff member must give a minimum of two weeks notice. During the time between notice and actually leaving the position, the staff member should do all in his/her power to protect the interests of the

camp by leaving his/her work in good shape and by assisting in paving the way for his/her successor.

Voluntary abandonment of required duty by staff member during the employment period shall result in forfeiture of any and all unpaid compensation of said staff member. This means that if a staff member decides not to complete agreed work term for reasons other than physical or mental health or military service, said person shall receive no compensation beyond that already paid. In the event of a fire, epidemic, accident, staff reduction due to low enrollment, etc., salaries will be paid for all time actually worked.

DISMISSALS

Dismissals may be made for the following reasons:

1. Insubordination
2. Incompetence and unreliability
3. Poor example and faulty leadership
4. Jeopardizing the safety of the children
5. Breach of YMCA policy, regulations, or indulging in criticism of same
6. Conduct or behavior that can be construed to be detrimental to the YMCA program
7. Possession of, use of, or being under the influence of alcohol in any YMCA activity
8. Use of narcotics, drugs or stimulants or depressants unless with a written statement or prescription from a doctor
9. Striking a child or any physical, verbal or mental abuse of a child
10. Sexual relations between staff members or with children during the YMCA program or on YMCA property
11. Damaging, stealing or "borrowing" YMCA property or unauthorized personal purchases charged to the Bedford YMCA
12. Leaving the child care program without the permission of your supervisor
13. Smoking or use of tobacco during the program
14. Leaving children unsupervised for any reason
15. Falsifying work records

DISCIPLINARY ACTIONS

COUNSELING WARNING – A written record of a counseling sessions between a supervisor and a staff member directed at helping the staff member see their errors and deficiencies. It serves as a warning for the staff member to correct his/her errors and deficiencies. The counseling warning is kept in the staff member's file.

WRITTEN PROBATIONARY WARNING – Serves as notice to a staff member of his errors and deficiencies, and unless corrected, they will lead to dismissal of

the staff member. The probationary period will be a minimum of six days. The written probationary warning will be kept in the staff member's file.

DISMISSAL – Of a staff member can occur if the staff member violates the general rules listed as cause for dismissal, for the reasons listed in the YMCA personnel policy, or if the staff member does not correct his errors or deficiencies during a probationary period. Dismissal notices shall be given in writing with reasons for dismissal clearly stated. Dismissals may be immediate.

JOB DESCRIPTIONS

DIRECTOR

The child care director reports to the Bedford YMCA Executive Director. Their primary function is to plan and carry out the child care program. The child care director responsibilities are:

1. To select, train and supervise the preschool, before and after school child care staff.
2. To promote, publicize the program and oversee the registration process.
3. To plan special events, trips and activities for the children to have a balance of activities.
4. To organize transportation.
5. To oversee the financial operation of the program.
6. To assist the child care staff in planning and carrying out a specific activity.
7. The administration and general supervision of daily operations.
8. To evaluate the child care staff.
9. To support the staff and give advice.
10. To communicate with parents.
11. To assist with discipline of children when needed.
12. To discuss each activity with the staff and assign them duties as needed.
13. To provide an attitude and atmosphere conducive to developing positive attributes among the campers.
14. To develop children's programs appropriate to the age.
15. To develop personnel policies, admission policies, and program policies.
16. To meet with state and local agencies to meet child care requirements.
17. To see that licensing requirements are being met on a daily basis.

CHILD CARE STAFF

The child care staff reports to the child care director. The staff must have understanding, patience, and an interest in youth. The staff will provide leadership, growth experience, and a healthy and safe environment for children. All staff members are models for the children to demonstrate respect for all people. All staff must have a positive attitude, be resourceful, imaginative and creative. All staff must be sensitive to children's interest, needs and problems. Staff will give as much notice as possible when sick in order for the Site Director or Childcare Director find a replacement. Unexcused or no shows will not be tolerated and may result in an "Employee Counseling Form" and/or termination. Because you are responsible for the safety of children in the program, NO PERSONAL CELL PHONES shall be used for personal use.

CHILD CARE STAFF RESPONSIBILITIES:

1. To understand and promote the philosophy, goals and objectives of the Bedford YMCA.
2. To follow YMCA policies and rules.
3. To know and follow each health and safety standard, and make a safe atmosphere the first consideration at all times.
4. To see that the children enjoy themselves.
5. To exercise good common sense and use their best judgment at all times.
6. To be concerned with the safety, health and overall physical and emotional well-being of each child. Do not place children in danger or potentially dangerous situations.
7. To provide leadership in the development of child care activities, in harmony with YMCA policies.
8. To encourage active and democratic participation by the children in planning various group activities.
9. To participate in all activities but don't be dominating.
10. To plan and implement group activities that focus on non-competitive fun and sportsmanship.
11. To encourage each child to participate.
12. To see that all children get any medication they may require and complete the necessary forms when doing so.
13. To care for all accidents and injuries and complete the necessary forms being sure that the parent will be notified at the end of the day.
14. To maintain discipline.
15. To make sure that all areas and vehicles are kept clean and all equipment is in good working condition and properly stored.
16. To keep personal information about the children and their families confidential. Records are only to be seen by YMCA paid staff members and should be kept in a locked area.
17. To be familiar with and carry out the minimum standards set by the Virginia Department of Social Services.

18. To be able to complete all forms necessary to maintain proper records required by the Bedford YMCA during child care operations.
19. To greet each child and parent upon arrival and oversee departure being sure to complete attendance forms.
20. To work cooperatively with staff members to carry out the program.
21. Must attend mandatory trainings as scheduled by the Childcare Director.
22. To conduct drills as follows: Fire Drills>Monthly; Shelter-in-Place>Twice a year; Tornado Drill>Twice a year; Lockdown>Once a year
23. To participate the reviewing of plans on yearly basis or as needed.

SELF EVALUATION

Questions to ask yourself at any time throughout your work period.

- ❖ Am I really interested in my work?
- ❖ Do I try to prevent crises by good humor?
- ❖ Am I growing in my power of self-control?
- ❖ Can I accept criticism objectively?
- ❖ Am I flexible to meet new situations?
- ❖ Do I promote friendliness by being friendly?
- ❖ Do I keep play areas clean and safe?
- ❖ Am I alert to the emotional and physical state of the participants?
- ❖ Am I able to create an atmosphere of happiness?
- ❖ Do I try to provide a program of great variety to meet the needs of all the children?
- ❖ Do I make it clear and evident to all children that I care for them and are here to help them?
- ❖ Do I make it clear and evident to all staff members that I care for them and am willing to share myself with them?
- ❖ Do I carry my share of the responsibilities so that others do not have to bear some of my load as well as their own?
- ❖ Are the people I relate to better people because they have known me?
- ❖ Do I strive to love the "unlovable" child as well as the ones who are easy to manage and work with?
- ❖ Do I make an effort to understand and be a friend to everyone on staff?
- ❖ Can I be without my personal cell phone during my shift?

GOALS AND OBJECTIVES

The Bedford YMCA child care program provides creative, recreational and educational opportunities for children. The YMCA uses trained staff and the natural environment to contribute to campers' mental, physical, social and spiritual growth.

The following goals and objectives will be used by the Bedford YMCA child care staff:

1. Provide fun and recreation by:
 - Having a child focus.
 - Developing games and activities that are fun for all the children.
2. Develop friendliness among children and adults by:
 - Being an adult friend to each child.
 - Providing an atmosphere conducive to friendliness and inter group relations through group time and values clarification strategies.
 - Using projects and exercises that develop relationships between children and their peers and adults.
3. Help children grow by:
 - Developing or strengthening self-respect.
 - Providing a variety of activities, introducing new skills and developing existing ones.
 - Developing health and safety practices during activities.
 - Actively challenging the child to think about him/herself and the world around them in new ways.
 - Using the group setting and group projects to develop the child's social skills, self-control and to encourage independence.
 - Encouraging each child to participate in the activities.
 - Being an example, to each child, of the Christian lifestyle.
4. Help children adjust socially by:
 - Using group times to develop group relationships by using values clarification techniques.
 - Developing an understanding of responsibility, i.e. respect for equipment and property of others and to leave areas as they found them or better.
 - Being perceptive and looking for the "teachable moment."
5. Help children express themselves by:
 - Using arts and crafts time to develop each camper's individual creativity.
 - Having opportunities for individual self-expression.
 - Using values clarification strategies to help children define and articulate their values.
6. Develop sportsmanship by:
 - Focusing the child's attention on fun and sportsmanship rather than winning and losing while involved in all sport and game activities.
 - Using new games and other games that de-emphasize competition and focus on fun.
7. Expand the child's spiritual horizons by:

- Being perceptive and looking for the teachable moments that occur each day and capitalize on them.
- Exemplify the Christian principles of the YMCA.

8. Increase children's appreciation of nature by:

- Participating in active nature awareness times.
- Gearing activities to the outdoors so that children will experience nature first hand.

Each individual child may have his/her own personal objectives. It is up to each staff member to find out the goals and objectives of each child and to help them to reach those goals.

Talk with the children in an informal manner, and draw out the things he/she hopes to get from our child day care program.

Have discussions with the children to find out each individual child's values, interests, hopes and dreams.

Ask questions such as – "What new things do you want to do today, or in what skills do you hope to improve?" Use your own approach to find out what makes each child tick.

VALUES EDUCATION

THE LEADERS ROLE

As a leader there are dozens of value decisions made every day. These decisions are around both personal and leadership issues. Youth learn important values and valuing skills from their peers, group leaders, counselors, coaches and their families. Leaders have a unique opportunity to influence youth and the values they hold. You influence by enforcing rules, modeling the rules, understanding how values work, focusing on the awareness of one's own values and focusing on action. A good leader should not force their opinion on the children. Your role is to facilitate the values of the group. The facilitator serves as the resource person and at times the catalyst for action. He/she learns in the process of doing and must be open to experience. As a facilitator, you must believe in the problem solving abilities of the children so that the children can solve their own problems. It is more important to help the children solve their own problems than to give them the answers.

WHAT ARE VALUES?

Values are basic beliefs about what is good beliefs that serve as criteria or guidelines, for decision making and actions. A value is a harmonious or

consistent relationship between a person's thoughts, feelings, and actions on a particular belief or issue.

WHAT IS VALUING?

Valuing is the process of developing values, of becoming conscious to them, and of utilizing them as criteria in making decisions and carrying out actions.

WHY DO WE HAVE VALUES EDUCATION?

1. To help young people learn how to build his/her self-esteem. With a high self-esteem he/she should be more capable of making the right choices that are in closer harmony with his/her values.
2. To allow positive behavior by another to oneself to raise one's self-esteem. We determine our self-worth in part from the appraisals given by people who are significant to us.
3. To build a community where approval of self and others is acceptable and commendable, where real relationships and sharing of love and affection are fostered and encouraged.
4. To help our young people become more conscious of how they use values.

WHAT VALUES DO

Values help leaders to:

- Become more aware of own valuing system
- Develop listening skills
- Learn to select words more carefully
- Become more responsible for own actions, as well as the children.

Values help staff to:

- Become a much closer knit group
- Have a tool through which to share ideas
- Become more effective as a unit to the needs of the YMCA

HOUSE RULES

- Accept others
- Speak for yourself
- Avoid put-downs
- It's OK to pass
- Expect unfinished business

STEPS TO THE VALUING PROCESS

Getting ready – it is important that every staff person be prepared before the valuing session starts. The success of a valuing lesson is determined by what happens before the group ever comes together. The three factors each staff member must prepare are: meeting place, materials, and attitude.

Informing – at the beginning of each valuing lesson, counselors should inform his/her children about certain facts like dismissal time and breaks. The more information the staff person can give the group about what will be happening to them, the more their initial anxiety will disappear.

Building atmosphere – you must create an environment where the children will feel good about themselves. With a positive environment, the children are more likely to be open and honest, to share feelings, to accept different opinions, to risk and develop trust. Suggestions to create this atmosphere are: you being a role model of behavior, establish ground rules and be democratic.

Communication – a good facilitator can influence the way his/her group members listen and respond to one another by the way he/she interacts verbally and non-verbally with them and by the way he/she structures the group activities. Suggestions to develop effective communication are: arrange seating for good seeing and hearing, redirect questions instead of answering them, redirect questions to encourage everyone to listen closely, reward only the behavior that you want, focus on the speaker and non-verbally signal that you are listening.

Handling situations – unexpected things happen when a group is working together. Someone is offended, everyone gets excited about working on a particular issue, arguments break out, ground rules are being broken. At this point the staff person must step in. You can do one of three things. First you can report to the group your view of what is happening without any evaluation or suggested course of action. Next, reporting your feelings without laying the blame on anyone can be a powerful stimulus for a group to come to grips with the problem. The hardest but best things you can do in some situations is nothing. By taking no action to solve the problem, you create a powerful motivation for the group to handle their own situation. This can be learning at its best!

Evaluating – while the valuing lesson is going strong, always evaluate every situation. Respond according to what is happening at each moment of the lesson. After the lesson has finished, evaluate the whole lesson in your mind. Share the outcome with other staff members and your supervisor.

STRATEGIES AND ACTIVITIES

Voting- participants respond by agreeing or disagreeing with each statement or question.

Ranking- three or more possible choices for participants to rearrange in their order of preference or priority (example: best to worst).

Continuum- participants select that place on the continuum – between the choices – which most closely represents their personal views. (example: scale of 1 – 5).

Either/Or- participants select the option with which they most closely identify.

Listening- each person in a group of three responds individually while other listen to him/her.

Dilemma- a story that presents a dilemma but stops short of the solution, participants try to solve the dilemma.

Interviewing- questions asked by the leader or volunteer from the group.

Goal setting- value learning is incomplete unless values are linked to one's commitments and behavior.

Unfinished sentences- I get happy when...I wonder what would happen if...

Skits-acting our situations.

DISCIPLINE

BEHAVIOR MANAGEMENT

Appropriate language and behavior is expected from every child in our program. Children are to follow all of the rules of the program. If children are having trouble following rules, the staff will speak with the parents concerning the matter. Depending on the severity of and/or reoccurrence of the problem, the child may be suspended or removed from the program immediately. Communication with parents is critical in maintaining positive behavior. Please help to reinforce the behavior that we require at the YMCA.

The YMCA staff will use the following techniques when dealing with the behavior problems:

1. Be fair and consistent.
 2. Explain wrong behavior to the child, being sure they understand, and explain how they could avoid it.
 3. Give reasons for limits.
 4. Model and redirect to acceptable behavior.
 5. Arrange schedule and activities to promote positive behavior.
- Give positively worded directions.

HELPFUL HINTS FOR STAFF MEMBERS

- Remember that you are the role model – not the babysitter.
- Punishment should be administered as soon after the offense as possible.
- Punishment should bear some relation to the offense.
- Discourage aimless loitering.

- ❑ Busy children seldom cause trouble.
- ❑ Your first day will determine your success in disciplining. Be severe at first and let up only as you gain their confidence.
- ❑ Be friendly but not familiar.
- ❑ Find out the facts of the case before inflicting punishment.
- ❑ In case of a fight, should it become necessary for the leader to interfere, immediate contact should be made with the child care supervisor.
- ❑ Stop at the first sign of a problem or it will increase rapidly.
- ❑ Staff members are encouraged to freely discuss questions or problems with the program director or childcare director. Never hesitate!
- ❑ What may seem petty to you may not be to the child and may come back to you through a parent.
- ❑ Remember that there are no problem children, only children with problems.
- ❑ Never laugh at children or use sarcasm.
- ❑ Children need attention and will do things purposely to be called down. By doing so, you are giving positive reinforcement for bad behavior. Ignore inappropriate behavior.
- ❑ Give positive reinforcement often for good behavior, a friendly act, a job well done, helping out, etc.
- ❑ 99% of behavior can be controlled with positive reinforcement. Positive comments should outnumber negative comments 3 to 1. Don't discipline in front of others.
- ❑ Avoid arguments with children – "I understand, that's not the point"
- ❑ Keep eye contact.
- ❑ Remain calm.
- ❑ Keep your attention on the whole group even when working with a few.
- ❑ Be patient – sensitive.
- ❑ Be a good listener
- ❑ If a child causes you to lose your cool, have another staff member handle the situation.
- ❑ Be fair, don't play favorites.
- ❑ Discuss discipline actions with co-workers and how they would handle different problems.
- ❑ Don't expect too much of the child.
- ❑ P.A.C.E.- Positive Attitude Creates Enthusiasm.
- ❑ Separate personal life with work.
- ❑ Never use the word "shut-up".
- ❑ Avoid comparisons and competition.
- ❑ Have children put away games and materials and clean up.
- ❑ Never talk to children in front of non-staff members.
- ❑ Children learn by watching.

RECURRING MISBEHAVIOR

When recurring misbehavior becomes a problem, employ a three step plan:

1. Examine (observe)
 - What exactly is happening?
 - When does it occur?
 - With whom does it occur?
 - How frequently does it occur?
 - What precedes the misbehavior.
2. Identify
 - Spell out the problem.
 - What has already been tried?
 - List possible solutions.
 - Check all resources
3. Attack (the problem)
 - Map out an attack plan
 - Who will do what to whom?
 - Consequences
 - Contract
 - Time limit
 - Evaluate

When things are not going well, when none of the old tricks work, then...something needs to be CHANGED directly or indirectly. You can change:

- A. Yourself (directly)
 - Attitude – point of view
 - Actions – your way of reacting
 - Approach – your method of dealing with the situation
- B. Environment (directly)
 - Surroundings – rearranging work areas, traffic patterns
 - Time – restructuring through scheduling and time management
 - Social setting – changing seating arrangements or groupings
- C. Children (directly)
 - Esteem – student's view of self
 - Motivation – willingness to try, to achieve
 - Behavior – cooperation, responsibility for own actions

SAFETY AND EMERGENCIES

TRANSPORTATION POLICY

The YMCA is responsible for transportation to and from your child's site during field trips. Safety procedures are implemented to ensure the well-being of your child during these activities. Children will be transported in school busses, or other vehicles, and remain seated with their arms, legs, and head in the vehicle. There is always at least

1 staff in the vehicle with the children as well as a list of children's names, emergency numbers, and a first aid kit. Each location will have a posted sign showing the location, route, and phone number for each field trip destination. All children at the site will attend the field trip. If for some reason you don't want your child to attend or have a time conflict you will need to make other arrangements for childcare. For supervisory reasons parents are not permitted to drop off or pick up their child from a field trip location. In the unlikely event of an accident while transporting children to or from a field trip the YMCA will contact each parent. If a vehicle breaks down while transporting children to or from a field trip the YMCA will provide alternate transportation in a timely matter. If you have any questions about our transportation policy contact the Member Service Desk at the Bedford YMCA.

Safety Procedures for Field Trips

The procedure to identify where children are at all times:

1. Frequent counts, every 15 minutes.
2. Monitor bathroom use one child at a time.
3. Designate groups of children to specific staff.

The procedure to ensure that all children return to the site after a field trip:

1. Children are accounted for before the group leaves on the bus and upon arrival.
2. Each staff will be responsible for his or her group.
3. Close communication will be kept between all staff.

The procedure for the search of a missing child:

1. The surrounding area will be searched.
2. The notification of Emergency Services (911).
3. The notification of the child care director.
4. Our office will contact the parents.

The safety procedure for field trips to a pool:

1. The staff and children are informed of the safety rules of the pool.
2. The swimming skills are determined before the children enter the water.
3. The children are counted by the staff and life guard while in the pool.
4. Children also use the buddy system while in the water.

The playground safety plan for all Y after school and Y summer camp locations:

1. Our staff remain on the playground area at/near each group of children.
2. If an injury occurs the nearest staff attends to the child.
3. If needed emergency services will be notified by the staff.
4. The YMCA Child Care director contacts the parents.
5. Our staff will accompany the child to the hospital.

The procedure for a child arriving late to our program (not on a field trip day):

1. Welcome late-arriving child.
2. Make them feel welcome.
3. Quickly involve child into current activities.

The procedure for a child arriving late to our program during a field trip day:

1. Parent may drive his/her child to the field trip location and sign him/her in with the staff.
2. Parent must find other childcare options for his/her child, as there is not childcare staff that stay behind.
3. If the bus has not yet left, the parent may sign-in his/her child and inform the staff of his/her child's arrival. The child must be released from parent/guardian to a Y staff member.

Procedure to follow in case of a disaster natural or man-made:

In the event of a fire, thunderstorm, severe winter weather, tornado, earthquake, flood, bomb threat, terrorist attack, or any other natural or man-made disaster; staff and the child care director will keep each other informed. The program staff will contact each parent of the children at our program and inform them of any location changes or pickup instructions. If the staff is unable to contact parents, the YMCA main office will contact each parent. The child care director and staff will evaluate the environment for safety and determine if the children need to move to a safer location. The staff will gather the attendance records, emergency and health supplies, and each child's registration file to be taken with them. The staff will complete the evacuation checklist prior to leaving the site. Each site has an emergency evacuation plan and shelter available. If a disaster or emergency occurs our child care director will have at least two cell phones

available to contact parents and / or emergency personnel as needed. If a disaster or emergency occurs before the program begins or after the program ends, please listen to local television and / or radio stations for information regarding the YMCA programs.

PROCEDURE FOR AN INJURED CHILD AND INJURY PREVENTION

If a child shows signs of needing first aid, don't hesitate – the time for treatment is then. If you are in doubt of treatment needed, check with the Site Director and/or the Child Care Director.

The staff will make an immediate attempt to contact the parents if your child either has an injury that may require more than our first aid skills allow or if your child has had an injury of any kind to his/her head. If the staff is unable to reach the parents, they will call the emergency contacts that have listed on the registration form or they may call the child's physician. If necessary, the YMCA staff will call the ambulance. The program will maintain a parent's signed consent form agreeing to this provision. Please make every effort to keep the YMCA staff and forms up-to-date on phone numbers, emergency phone numbers and other pertinent information. Parents have agreed to be responsible for any medical expenses incurred. If your child is taken to the hospital, it is extremely important for the staff to have accurate contact records so that your child can get immediate care. The hospital will not treat any child without a parent/guardian being there.

Transportation, if necessary, will be provided by the local emergency services.

First aid supplies will be kept in an accessible place for the counselors but not readily available to the children. Children's files will remain locked in an area easily accessible to YMCA child care staff.

The YMCA Staff will document all injuries and medical care on the First Aid/Sickness Form. This form must be completed to its entirety including a parent's signature. Documentation should include but is not limited to tick bites, bee stings, abrasions, etc. Upon pick up, the

Staff shall notify parents of all documented injuries or first aid required to their children. Depending on the specifics of the injury, the parent may receive a phone call to inform them of the injury. Based on the results of this call, the staff and parent will determine the need to come early to pick-up their child for further medical advice.

If an accident requires or possibly could require future medical assistance, a "Redwood's Group YMCA Incident Reporting Form for YMCA's" must be completed. The Child Care Director must be notified immediately as well as the Executive Director. The Parent will be notified as to the extent of the injury. The Child Care Director must receive this form via fax or hand delivery to the YMCA Main Office within 24 hours. The Staff on-site will contact the parents to follow-up with the child's injury and report this to the Child Care Director. The Executive Director must read and sign the above form. This form must be faxed to Scott and Bond Insurance within 24-48 hours of the incident/accident.

The Child Care Director and Staff will review the injury logs on annual basis to ensure the safety of the children.

Staff will be provided training in safety, first aid, CPR, playground safety, and emergency evacuation plans.

One Staff member per site must have a current First Aid/CPR Certification.

Regularly check the play area to make sure it is clear of hazards.

Make policing the grounds a part of everyone's routine and responsibility.

Keep children away from danger zones. Enforce safety rules such as throwing stones, playing near traffic areas, being near decks or tall grass, etc.

Discourage rough-housing. This often becomes serious and can result in injuries.

No bare feet. Shoes must be worn. When using the sandbox, kids may remove their shoes and socks. Every time a child leaves the sandbox he/she must put his/her shoes back on.

Teach children to always let you know where they are and the dangers involved in being in public places.

Children should be closely monitored for injuries or illness.

All children and staff must wash hands before meals, snacks, and after using the restroom. After meals and snacks the children need to either wash their hands or the children may use a baby wipe handed to them by the staff.

Cosmetics and medication must be stored in areas not accessible to children. Staff purses and backpacks must be stored in areas not accessible to the children. Hazardous substances (cleaning supplies) are kept locked.

Staff will keep safety their number one priority and never leave children unsupervised. Staff will insure that children are within sight and sound supervision of authorized adults at all times.

Ratio of 1 staff to 18 children maintained with 2 staff on site at all times.

Bathroom supervision – children must be in sound supervision.

Staff will position themselves in a way that insures best sight and sound supervision of all children. Staff should separate themselves so that they are not distracting one another.

Staff needs to rotate themselves in order to see entire playground or free play area.

Staff should only allow children to play on structures that have resilient surfaces under and around them. Staff should frequently check the surface and report the need for more or rake the area. Play equipment that may cause head entrapment will not be used. If a 3½ x 6¼ rectangle can fit through an opening, a 9" circle must also fit. If tubular structures are on the school playgrounds, they are not to be used by children in the Y Program.

PROCEDURE FOR PLAYGROUND SAFETY

It is the policy of the Bedford Area Family YMCA child care and the Virginia Department of Social Services, that any child that is in a program from two to five hours a day will have at least 30 minutes of

OUTSIDE PLAY per day, weather permitting. For those children in our program for more than 5 hours, 60 minutes of outside play are required. Children need the space for running and jumping and the opportunity on a daily basis for proper muscle development. If children are to gain strength and develop to their fullest, outside play is essential. Please communicate to parents to dress their children appropriately, as they should always assume that the children will be going out to play.

Staff must be identifiable by wearing a name badge, in uniform shirt, and/or clothing in a recognizable color.

ALL children are within sight of a staff person. Staff must be engaged with and supervising children at all times. There should be no obstructions that prevent staff from keeping children in line of sight.

Staff must spread out across the playground. Staff shall not congregate in one area. Each staff person must position himself/herself throughout the playground area and move in a way as to be able to see all the children they are supervising. Staff should be diligent in watching, guiding, and controlling the behavior of children. This is not a time for doing any other activity. Child-to-staff ratios should be maintained. A staff member must supervise elevated areas (e.g. bridges, monkey bars, etc)

Staff must ensure that the playground' fall zones are surfaced appropriately. No less than 9 inches of loose-fill material is used. At least 25% compression over time is accounted for (i.e. 12 inches of initial fill will compress down to 9 inches). Staff must ensure that there is a method for containing material around the perimeter of the playground and that good drainage is possible. More materials are needed in high-trafficked areas such as under swings and the slide exits. If levels of mulching are below standards than swings, slides, and other "fall zone" equipment are off limits.

Prior to using the playground, staff must inspect the playground for evidence of trash and other debris.

EMERGENCY PROCEDURES

- Know where first aid supplies are and how to use them.
- Get to victim fast and keep them still.
- Other staff should get the group away from the accident and into other activities.
- Keep your cool to keep panic down.
- Check victim for
 - Breathing
 - Bleeding
 - Fracture
 - Bumps
 - Contusions
- Send someone to first aid supplies.
- Send someone to call 911 and notify the program director.
- Notify parent before transporting to hospital.
- If further than 10 minutes from help, 2 staff members will transport the victim to the hospital with their medical file. At least 2 staff must stay with the other children.
- Fire – call 911, get children in line and a safe distance from the building then take roll, someone confirms evacuation and closes doors, etc.
- In the event of death, the parent, YMCA Executive Director and Social Services representative must be notified.

POOL POLICY

It is very important to know all of the Pool Safety Rules. These rules will be gone over with your child at the beginning of the program. Please review these rules with your child prior to the first scheduled swim class.

POOL RULES

Swimming attire must be worn (no cut-offs). Shower before entering pool. No running, pushing, dunking, or horseplay allowed. No playing on ladders. No food, drinks, glass, chewing gum, or metal objects allowed. No air mattresses or inner tubes. No sitting or hanging on lane lines. No flips, no diving off blocks. Personal floatation aids are not allowed in the deep end. No diving in shallow end. Non-swimmers must stay in the shallow end.

LOST OR MISSING CHILDREN

- The staff member will immediately take a physical count of the children to determine which child is missing.
- The staff will notify the program director.
- The child's parent will be notified.
- An organized search of the area will be done in the area where the child was last seen.
- If a child is not found, the Sheriff's department will be called to assist. A Social Service representative will also be notified.

ABSENT OR LATE ARRIVAL

Attendance sheets should be marked if a parent informs us of an upcoming absence. If a child has not arrived within 15 minutes of the start of the program, staff will try to reach the parent by phone. If a child arrives late they will be instructed to follow normal check in procedures of putting their things away and joining the group. If a child arrives beyond a time that your group has moved away from the sight of check in, the program director will assist in late arrivals.

IDENTIFYING WHERE CHILDREN ARE AT ALL TIMES

A head count will be taken every 15 minutes to assure the safety and location of all children. When children are leaving the program, a parent or authorized person must check their child out with the staff on duty.

NATURAL DISASTERS

Disasters such as, but not limited to, flood, hurricane, tornado, thunder & lightning will use the following precautions:

- Get children to a safe building or shelter immediately.
- Keep them calm and sitting down together quietly.
- Keep the flashlight and radio (first aid kit) with you in the event of lost power or darkness.

MAN MADE DISASTERS

Manmade disasters such as a broken air conditioner or not having heat may cause the program to close. In this case, the program director will contact each parent to pick up their child.

CHILD ABUSE

Child abuse is a crime, no matter who the abuser is or how young the victim. As much as we would like to believe that the abuse only happened once, or will not happen again, the abuse is likely to continue unless it is reported. Other children may also be suffering similar abuse and are afraid to tell someone. The cycle of abuse may continue for another generation if nothing is done to stop it.

The Virginia Department of Social Services has a toll-free child abuse hotline available 24 hours a day, seven days a week. 1-800-552-7096. Child care

professionals are required by Virginia law to report suspected cases of child abuse or neglect to the local department of social services or to the hotline within 72 hours of becoming suspicious. When a case is reported, the social worker asks for the needed information such as what prompted the call, what is the problem, the extent of harm, how long the problem has been going on, the whereabouts of the caretaker and the child, and who else knows about the situation. You are required to give your name. A social worker will be sent to investigate and offer services.

Changes to watch for in children include:

- ☐ Not wanting to go to a certain place or be around a particular person.
- ☐ Regression of behavior. Extremes in behavior.
- ☐ Withdrawn or poor peer relations.
- ☐ Distrustful.
- ☐ Having sleep problems such as bedwetting, nightmares, or fear of sleeping alone.
- ☐ Eating problems. Inappropriate food
- ☐ New fears and the return of old fears.
- ☐ Low self-esteem.
- ☐ Seems to not know how to play.
- ☐ Apathetic.
- ☐ Oblivious to hazards. Destructive.
- ☐ Often unclean.
- ☐ Wary of physical contact.
- ☐ Bruises, welts, sores.

Remember your reaction has the power to calm or upset a child. Show support and willingness to understand. A child's greatest fear may be that he is to blame. Respect the child's privacy. Let them know that telling you is the right thing to do.

MEDICINE POLICY

Non-prescription medicine may be administered with a parent consent form. This form must be renewed every 10 days. Prescription medicine must have both the parent and physician's signature on the consent form even if it is medicine taken on an as needed basis. The consent is good for the length of the prescription.

Medicine must be in its original container with prescription label or direction label.

The medicine log must be completed by staff administering medicine when it is given. This insures that a double dose is not given.

Medicine is usually given by the staff member that has the child in their group.

Medicine is to be refrigerated if needed and returned to parent when no longer valid or no longer used.

Medicine will be located in a locked box in the refrigerator.

Medicine is to be locked at all times.



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Bedford Area Family YMCA

Child Care Staff Manual

Please remove this page – sign it and return it to the Child Care Director.

Please keep the Child Care Staff Manual as a reference tool.

I have read and understand the BAFY Kids' Club Child Care Staff Manual.

Employee Printed Name _____

Employee Signature _____

Date _____

What to do if you were exposed to COVID-19?

If you had close contact with a person with COVID-19,

Close contact includes:

- Being within 6 feet of someone who has COVID-19 for more than 15 minutes
- Providing care at home to someone sick with COVID-19
- Having direct physical contact with someone with COVID-19 (touching, hugging, or kissing)
- Sharing eating or drinking utensils with someone who has COVID-19
- Being sneezed or coughed on by someone who has COVID-19



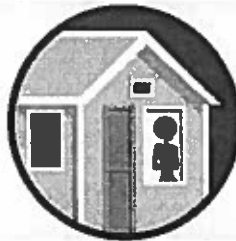
Close contact does not include:

- Being indoors, such as in a classroom or hospital waiting room with a person with COVID-19 and remaining more than 6 feet away does not generally put you at a higher risk of being exposed.
- Briefly walking by or being briefly in the same room as a person with COVID-19 does not generally put you at a higher risk of being exposed.

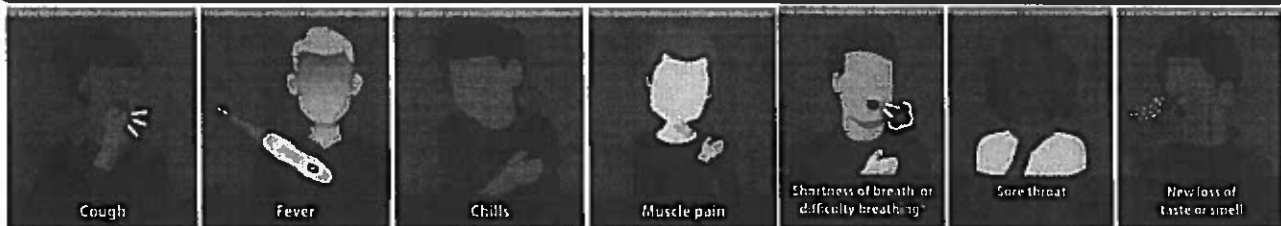


The Virginia Department of Health (VDH) recommends that you:

**Stay home (self-quarantine)
for 14 days after your last contact with a person who has COVID-19.**



**Monitor your health
and be aware of the symptoms of COVID-19 including:**



IF YOU HAVE MORE QUESTIONS ABOUT COVID-19

CONTACT 877-ASK-VDH3 (877-275-8343)

WWW.VDH.VIRGINIA.GOV/CORONAVIRUS

IF YOU ARE HAVING A MEDICAL EMERGENCY, CALL 911

What to do if you were exposed to COVID-19

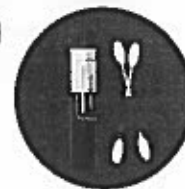
Answer the call

- Your [local health department](#) will reach out to you with more recommendations if you are identified as a close contact during contact tracing.



Get tested

- Contact your local healthcare provider to ask about getting tested because of your exposure. There are many [testing sites](#) available in Virginia where you can get tested. Schedule an appointment online or call ahead and wear a cloth face covering when you leave your home.
- Even if you test negative during your self-quarantine period, you will still need to complete your full 14-day quarantine before it is safe to go back to work or be around others.



Stay home and away from others (self-quarantine)

- Avoid contact with others, especially people who are at [higher risk](#) for getting very sick from COVID-19.
- Do not go to work or school. If you are a [healthcare worker](#) or [critical infrastructure worker](#), talk to your employer or the health department for instructions specific to your job.
- Do not take public transportation, taxis, or ride-shares, if possible.
- Your [local health department](#) can assist you with making sure your basic needs (e.g., food or medication) are being met.
- If you must go out or be around others, keep at least 6 feet between yourself and others and wear a cloth face covering.



Monitor your health

- Take your temperature with a thermometer two times a day (once in the morning and once at night) and watch for fever.
- Watch for other signs and symptoms of COVID-19 such as cough, shortness of breath, chills, muscle pain, sore throat, or new loss of taste or smell.
- You can download [VDH's Daily Symptom Monitoring Log](#) to help keep track of your symptoms.



How long do you need to stay home?

- You need to self-quarantine and stay home for 14 days since your last close contact with someone with COVID-19.
- If you live with someone with COVID-19 and continue to have close contact in the household, you will need to self-quarantine for 14 days after that person is no longer contagious.
 - Someone with COVID-19 is considered [no longer contagious](#) after 10 days have passed since they first had symptoms (or 10 days since their first positive test if they never had symptoms) **and** they have not had a fever for 24 hours without using fever-reducing medication **and** their symptoms have improved.



IF YOU HAVE MORE QUESTIONS ABOUT COVID-19

CONTACT 877-ASK-VDH3 (877-275-8343)

WWW.VDH.VIRGINIA.GOV/CORONAVIRUS

Updated 7/23/2020

IF YOU ARE HAVING A MEDICAL EMERGENCY, CALL 911

PERSONNEL POLICY

PRIOR TO EMPLOYMENT

Paid staff must have the following on file prior to working: Employment application with emergency contacts, date of employment and job title, 2 references, sworn disclosure, criminal record check, state and federal tax forms, employment verification, and a TB test dated within the past 2 years. A record of completed training and attendance record will also be in each employees file.

SICK AND EMERGENCY LEAVE

If you cannot report to work due to sickness or other emergency situation, you must notify your supervisor no later than one hour prior to the scheduled work time on the day of the absence. There will be no time off without prior agreement with your supervisor. Two unexcused absences or tardiness will result in dismissal. One excused sick day a month is allowed before a doctor's note is required.

HOSPITALIZATION – MEDICAL CARE

All staff members are covered by Workmen's Compensation Insurance, as required by law, which covers any injury incurred while on the job. It will provide medical care and compensation. The Bedford Area Family YMCA is not liable for medical treatment or expenses occasioned by pre-existing conditions of staff members, nor for accidents that are not connected or arising out of staff members' duties.

SALARY SCHEDULES

Salaries are based on leadership ability, experience, maturity, skill, and years of service to the Bedford YMCA. Salaries will be paid by check at two different pay periods during the month. Pay period covers the dates listed on your ADP Account. Your supervisor will assist you in getting you registered on the ADP website. Under no circumstance are you to clock in or out a co-worker. Please contact your supervisor when you miss a "punch".

CONDUCT

The staff member agrees that while employed at the Bedford YMCA he/she will adjust personal habits and actions to the customs, policies, and the Christian objectives of the YMCA. Each employee must sign a code of conduct before employment.