

# **Glastonbury Parks & Recreation**



# **Volunteer Manual**

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# **1. INTRODUCTION**

## **TOWN OF GLASTONBURY VISION STATEMENT**

Building on over 300 years of tradition and heritage, Glastonbury continues to balance the preservation of its natural resources with the evolving needs of our community. Through positive community partnerships, careful planning and professional management, we are committed to the highest levels of responsive and equitable service, integrity, and fiscal responsibility. Ongoing innovation, regional cooperation, and effective leadership will ensure that Glastonbury will always be a great place to live, learn, work and do business.

## **DEPARTMENT MISSION STATEMENT**

It is the mission of the Town of Glastonbury, Parks & Recreation Department to provide safe recreational and aquatic programs.

This goal is accomplished by:

- ensuring that Town staff are well trained, understand their responsibilities and are able to affectively perform their duties on a daily basis;
- ensuring that Town staff provides a positive environment for all residents of the community;
- recognizing that Town staff must be polite and friendly at all times; and
- displaying a positive image by actions and work ethic.

## **WELCOME STATEMENT**

Welcome all new and returning volunteers! This manual is your guide to understanding what is expected of you. This manual serves as a guide and reference. It is only a guide and will not address all individual situations. You are, therefore, encouraged to consult with your Supervisor whenever you need help in interpreting or applying a policy, procedure etc. You will be expected to meet with your Supervisor and/or other staff to discuss the contents of this handbook as part of your orientation.

As volunteers of the Glastonbury Parks & Recreation Department, you are here to serve our customer – Glastonbury residents. We believe that the success of the programs depends on the daily performance of each and every individual. Each of you performs duties which are essential to the smooth operation of these programs and to this mission. Remember that you are representing the Parks & Recreation Department as well as yourself. Recreation staff and volunteers are among the most visible representatives of the Town's government. Accordingly, their image must be exemplary as reflected in appearance and behavior. Any misconduct, discourtesy or inattention to detail is a direct reflection of the Parks & Recreation Department.

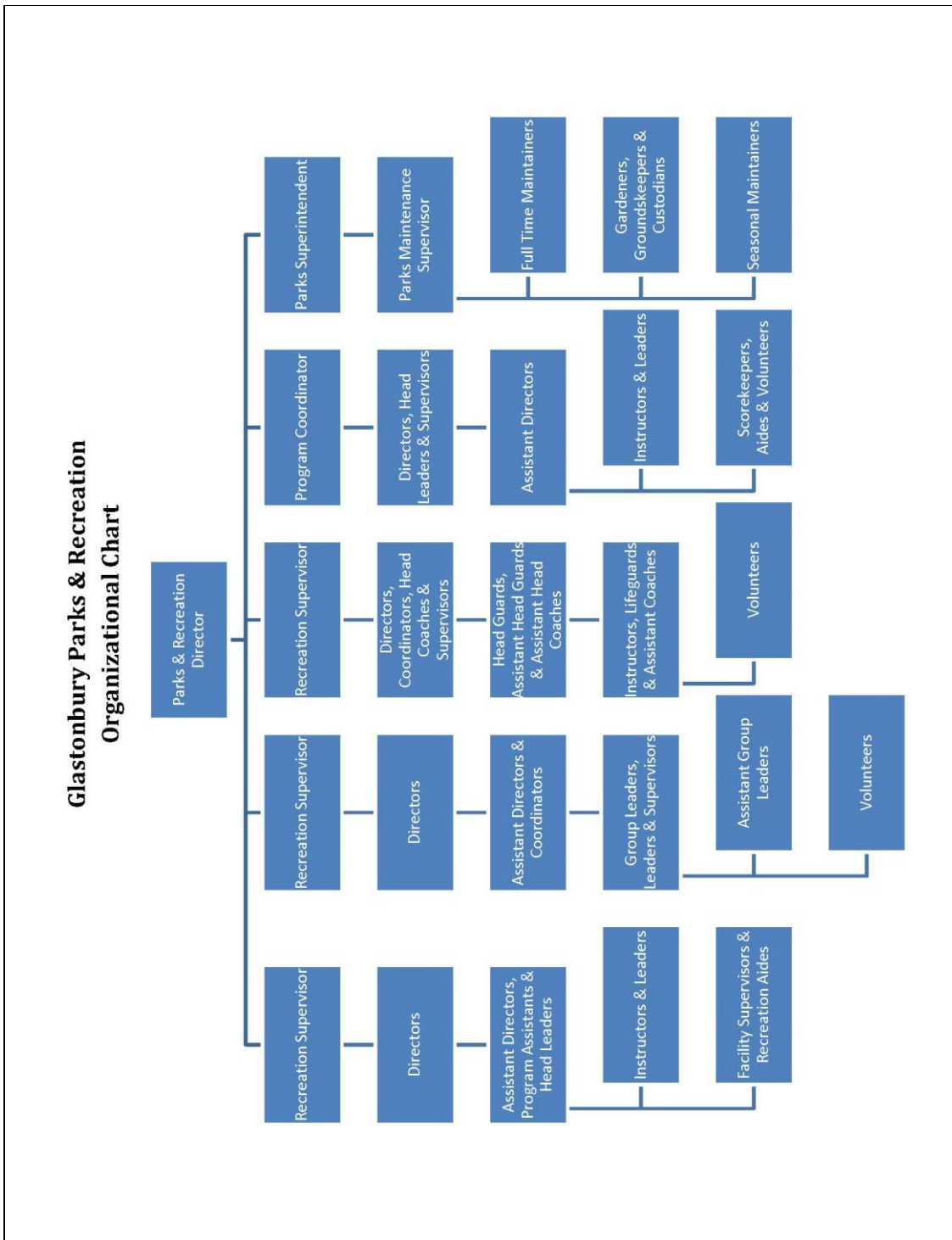
## **VOLUNTEER RESPONSIBILITIES & GROUP ASSIGNMENTS**

A general summary of responsibilities is listed below:

1. Volunteers will be assigned a specific group and camper(s) that they are expected to assist throughout the day. It is essential that volunteers stay with their assigned camper(s). Each week the specific group and camper(s) will change.
2. Volunteers are at camp to help and assist the campers and are expected to follow directions from the Group Leader they have been assigned to.
3. While at camp, all volunteers are expected to participate in the camp activities with the campers, including morning exercises and daily swimming. If this presents a problem, the Camp Sunrise Director must be informed in advance.
4. Volunteers will need a bag lunch on any day that they will be at camp. Lunches are not provided by the camp and volunteers will not be permitted to leave camp in order to buy lunch.
5. Transportation to and from camp must be arranged by the volunteers and their parents. On days of field trips, volunteers will be transported to the designated field trip site by Town vehicles.
6. Volunteers are to sign in and out every day. Volunteers are not to leave the camp during their appointed hours for any reason unless the Camp Sunrise Director is informed in advance through a note from a parent or guardian.
7. Please keep in mind that you will have very close contact with the campers, so use appropriate language and behave appropriately. Never call others names or talk about campers in negative terms to other volunteers. Think about what you say before you say it.
8. Volunteers have a great deal of responsibility and there is a great deal expected from you. If there are any situations in which you feel uncomfortable, please advise your group leaders.
9. Communication is the key to your success in this program. If you have any issues, areas of concern or experience difficulty with any situations you encounter, consult your immediate supervisor immediately.
10. Volunteers are permitted to have their cell phones and are encouraged to communicate with staff when needed. A staff list will be provided to all volunteers during staff training on the back of each nametag. Cell phones are NOT to be used for personal calls or texts during the camp day.
11. Volunteers are NOT permitted to take photos of campers under any circumstances.

# ORGANIZATIONAL CHART

Volunteers are encouraged to follow the proper chain of command by reporting to their immediate Supervisor first.



## **2. TOWN OF GLASTONBURY POLICIES**

**\*\*Although these policies are specific to employees, they apply to volunteers as well\*\***

### **POLICY AGAINST SEXUAL HARRASMENT**

It is the policy of the Town of Glastonbury to provide its employees with a workplace free from sexual harassment. The Town does not condone, and will not tolerate sexual harassment by, or directed toward, any of its employees. No employee should be subjected to unsolicited and unwelcome sexual overtures or conduct either verbal or physical or be led to believe that an employment opportunity or benefit will in any way depend upon cooperation of a sexual nature.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. submission to such conduct is made either explicitly or implicitly a term or condition of employment;
- B. submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee;
- C. the harassment unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Sexual harassment may include: verbal joking, or kidding of a sexual nature; repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading comments about an individual or his or her appearance; the display of sexually suggestive objects or pictures; physical contact such as patting, pinching, or brushing against another's body; or demands for sexual favors.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior which is not welcome, is personally intimidating, hostile, or offensive which debilitates morale.

The Town of Glastonbury will investigate complaints, take appropriate steps to insure that sexual harassment does not occur, and impose discipline when appropriate. Individuals who believe that they are encountering sexual harassment from a supervisor, co-worker, client or vendor should make the complaint known to the appropriate Town official as soon as possible. Employees may, at their discretion, bring a complaint directly to the Director of Human Resources, department director, immediate supervisor, or the Town Manager. All complaints will be investigated promptly, maintaining confidentiality when possible, and with the utmost discretion. No retaliation will be allowed against an employee who reports sexual harassment or who participates in a sexual harassment investigation. Appropriate disciplinary action, up to and including termination, will be taken in confirmed incidents of sexual harassment. Any questions concerning this policy should be directed to the Director of Human Resources.

### **POLICY AGAINST WORKPLACE HARASSMENT**

It is the policy of the Town of Glastonbury to provide its employees with a workplace free from derogatory remarks, unwelcome sexual advances and any other verbal or physical conduct constituting harassment on the basis of race, color, religion, age, sex, national origin, marital status, disability, veteran status or sexual orientation. The Town of Glastonbury does not condone, and will not tolerate harassment by, or directed toward, any of its employees.

The Town of Glastonbury will investigate complaints, take appropriate steps to insure that harassment does not occur, and impose discipline when appropriate. Individuals who believe that they are encountering harassment from a supervisor, co-worker, client, or vendor should make the complaint known to the appropriate Town official as soon as possible. Employees may, at their discretion, bring a complaint directly to the Director of Human Resources, department director, immediate supervisor, or the Town Manager. All complaints will be investigated promptly, maintaining confidentiality when possible, and with the utmost discretion. No retaliation will be allowed against an employee who reports harassment or who participates in a harassment investigation.

Appropriate disciplinary action, up to and including termination, will be taken in confirmed incidents of harassment. Any questions concerning this policy should be directed to the Director of Human Resources.

## **POLICY AGAINST WORKPLACE THREATS AND VIOLENCE**

It is the Town of Glastonbury policy to promote a safe working environment for its employees. The Town is committed to working with its employees to maintain a work environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

The Town of Glastonbury maintains a zero tolerance policy with respect to workplace violence. Any violent act, implied or actual, and/or threatening or intimidating conduct will not be tolerated. Participating in, provoking or otherwise contributing to any threat or violent act in the workplace, including, but not limited to, verbal or physical abuse, assault, battery, property damage, oral or written threats, intimidation, and/or harassment may result in removal from the premises and the violator will be subject to disciplinary action up to and including termination of employment and/or criminal arrest. Possession of a dangerous and/or deadly weapon, as defined by the State of Connecticut Penal Code, is not permitted on an employee's person, any Town of Glastonbury property or work location(s), including a Town vehicle, or in a private vehicle when the vehicle is being used for Town business, or if the private vehicle is parked on Town property, unless such possession of a dangerous and/or deadly weapon is by a Police Officer. Possession of such weapons will result in disciplinary action up to and including termination of employment.

It is the shared obligation of employers and employees to maintain a safe work environment. Do not ignore violent, threatening, harassing, intimidating, or other disruptive behavior. If you observe or experience such behavior by anyone on Town property, whether he or she is a Town employee or not, report it immediately to a supervisor or manager. Supervisors or managers who receive such reports must contact the Department Director, Director of Human Resources, or Town Manager. Supervisors receiving notification shall ensure that an investigation is initiated. The complaint will be documented and investigated promptly. No retaliation will be allowed against an employee who reports real or implied violent behavior or who participates in the investigation.

**THREATS OR ASSAULTS THAT REQUIRE IMMEDIATE ATTENTION BY POLICE SHOULD BE IMMEDIATELY REPORTED BY DIALING 911.**

The Town of Glastonbury reserves the right of inspection, pursuant to the following notice:

**THE TOWN OF GLASTONBURY RESERVES THE RIGHT TO INSPECT THE PROPERTY AND PERSON OF EMPLOYEES WHILE ON ITS PROPERTY. THIS RIGHT INCLUDES, BUT IS NOT LIMITED TO, THE INSPECTION OF VEHICLES, LOCKERS, WORK AREAS AND DESKS. EMPLOYEES SHOULD NOT EXPECT TO MAINTAIN PERSONAL PRIVACY IN THE CONTENTS OF SUCH ITEMS OR LOCATIONS WHEN ON THE TOWN OF GLASTONBURY'S PREMISES.**

Inspection will be conducted by no fewer than two representatives of the Town of Glastonbury. Any questions concerning this policy should be addressed to Director of Human Resources.



## **CODE OF ETHICS**

Staff is advised not to accept gifts for any reason from individuals participating in the program or from their Parents. The Town of Glastonbury has a Code of Ethics with the purpose to maintain and enhance a tradition of responsible and effective public service by setting forth standards of ethical conduct to guide employees in the conduct of the public responsibilities. Included is the Town's Administrative Policy for your review:

The Town of Glastonbury Code of Ethics, Section 2-62 states Gifts & Favors: No Official, Employee or Consultant or any member of his/her Immediate Family, nor Agency, Employee organization or group of Employees shall solicit or accept any Valuable Gift, whether in the form of a service, a loan at a less than commercially available rate, a material thing or a promise, from any person, or entity who or which is interested directly or indirectly in any business transaction or pending matter that is within the purview of such prospective recipient's official responsibilities. No Official, Employee or Consultant shall accept any valuable favor, treatment, consideration or advantage beyond that which is generally available to citizens of the Town from any person who, to the knowledge of the Official, Employee or Consultant, is interested directly or indirectly in any business transaction or pending matter that is within the responsibilities of the Official, Employee or Consultant. For the purposes of this section, a pending matter includes, but is not limited to any application to an Agency, a bid for work to be performed, application for employment, and any bid for the furnishing of supplies, equipment or services. A "Valuable Gift" is a gift of more than \$50 in value. A Valuable Gift includes, but is not limited to, entertainment, food, beverage, travel, and lodging to the extent that the gift value exceeds \$50 for any one occasion, and \$100 total in any one year from the same person, as well as loans that are not commercially reasonable.

## **SAFETY/WORK ENVIRONMENT**

It is the basic responsibility of each staff member to make safety a part of their daily and hourly concern. The Town is committed to providing a safe and healthy work environment. Staff are expected to be safety conscious at all times and to follow all the safety procedures in place to prevent accidents and injuries. Staff are also expected to be able to identify conditions that might cause an accident or create a hazard. Staff should know and understand Emergency Protocol and report any unsafe conditions to their immediate supervisor as needed. Always familiarize yourself with the location of fire extinguishers, fire exits, first aid locations and kits, emergency equipment etc.

Staff are expected to keep their work area neat and orderly at all times. Neatness and good housekeeping are signs of efficiency and good customer service. It is necessary to keep hallways and passageways clear of any obstructions that might hinder an escape route should an emergency arise.

## **3. DEPARTMENT POLICIES & GUIDELINES**

### **DRESS CODE**

Volunteers are required to have a personal appearance appropriate for their specific line of work. While the Town has no desire to dictate the styles of clothing worn, it is expected that everyone will dress appropriately while at work. Dress for volunteers should be comfortable and conservative. Please be as neatly dressed as your work permits.

- Volunteers will wear nametags on-site and off-site during field trips.
- Appropriate footwear should be worn.
- Jewelry that will interfere with your job in any way is not allowed (i.e. long dangling earrings)
- Hats may be worn while on duty, when outdoors.

Different positions may require specific dress codes.

### **RULES OF CONDUCT**

- Use or possession of drugs, alcohol or tobacco products are not permitted while on duty.
- Use of profanity and telling of inappropriate stories is not permitted while on duty.
- Be enthusiastic and supportive at all times.
- No one-on-one alone time with kids under any circumstances (ask another staff person to accompany you if a child needs assistance in the bathroom etc.).
- Visitors are not allowed without prior approval.
- Communicate ideas or problems to your supervisor

### **MISCELLANEOUS GUIDELINES**

#### **Personal Cell Phones**

Volunteers should not be using their cell phones for personal reasons while on duty. Personal cell phones are permitted, but should be turned off or on silent and used for important/emergency situations only. When answering a facility or Town cell phone, use the following statement: “(Name of Program or Facility), this is (your name) speaking. How may I help you?”

#### **Personal Belongings**

Personal belongings are your responsibility at all times. Please ensure articles of value are secured. The Parks & Recreation Department does not expect nor require volunteers to use their personal belongings in the performance of their job and is not liable for damage to or loss of personal possessions.

#### **Transportation of Participants & Personal Vehicles**

Volunteers of the Parks & Recreation Department are not permitted to transport program participants in their personal vehicles under any circumstances. In other words, even should a volunteer: “not mind” or “volunteer to do so” Department policy does not permit it. In a case where a volunteer is babysitting for a participant, written permission from the Parent/Guardian outlining the situation will be required.

#### **Lost & Found**

Lost & Found items should be turned into the facility or Parks & Recreation Department office. If the item is of significant value, put the name & number of the person submitting the item. These items will be submitted to the Police Department.

#### **Expenditure of Funds**

Department funds are not to be expended for any reason without the approval of your Supervisor.

## **Use of School/Town Facilities**

It is your responsibility to ensure our use of school areas comply with the policies and general operating procedures of the Board of Education and Town of Glastonbury. Our continued use of school facilities depends on you. Do not underestimate your responsibility.

## **Equipment Use & Care**

Volunteers and staff are responsible for equipment at their area. All equipment should be checked before the area is opened. The proper care and storage of equipment is everyone's responsibility. Any equipment moved from its stored position must be put back in place at the conclusion of its use.

## **Natural Environment**

Always treat the natural environment with respect. Protect the grounds from litter by disposing of trash in proper places. Stay on paths and sidewalks as much as possible so as not to destroy plant life.

## **Public Relations**

Any requests for information from the media will be provided by the Parks & Recreation Department. Should volunteers be approached for any information by the media, they should refer the matter to their Supervisor or the Parks & Recreation Department Office. **You are not authorized to talk to the media.**

## **CUSTOMER SERVICE**

As a volunteer of the Parks & Recreation Department one of your roles is to serve the residents of the town. If you can't answer their questions or concerns, direct them to someone who can. Always remember you are representing the Parks & Recreation Department and the Town.

- A resident is not a person with whom to argue or match wits.
- A resident is not dependent on us. On the contrary, we are dependent on him/her.
- A resident is not an outsider in our work. He/she is part of it.
- A resident is not an interruption of our work. He/she is the purpose of it.
- A resident is not a cold statistic. He/she is a human being with feelings and emotions like our own.

## **COMPLAINT RESOLUTION PROCEDURE**

Volunteers are encouraged to bring questions, suggestions and complaints to the attention of their immediate Supervisor who will give careful consideration to each in a continuing effort to improve operations. If there is a problem, please present the situation to your immediate supervisor so it can be handled quickly. Most problems can be settled through a basic examination and discussion of the facts with your immediate supervisor. If you are not satisfied with the response, or if for some reason you do not wish to bring the matter to your immediate Supervisor, you may want to discuss it with administrative personnel. The Town wants to provide volunteers with every reasonable opportunity to discuss a problem freely so that it may be remedied.

## **HOURS OF SERVICE**

Volunteers are required to arrive 15 minutes prior to their scheduled starting time. If it becomes necessary for you to be late, you are required to contact your immediate Supervisor at the earliest possible time. If you are unable to reach your Supervisor, you must contact the Recreation Supervisor. If you are unable to reach the Recreation Supervisor, you should leave a message. **Tardiness without satisfactory explanation is grounds for dismissal.** Generally, programs meet rain or shine (exceptions noted under specific programs).

## **VOLUNTEER MEETINGS**

Volunteers will meet weekly with the Assistant Director and Director of Health & PE to review activities for the week and discuss any issues/areas of improvement. Specific days and times will be discussed during volunteer training.

## **ABSENSE & ILLNESS FROM DUTY & MEETINGS**

Any volunteer unable to report is required to contact the Camp Director/Assistant Director at the earliest possible time. If you are unable to reach them, e-mail the Recreation Supervisor. Absence from duty without satisfactory explanation is grounds for dismissal. Absence from staff meetings and/or training sessions is allowed in case of illness or when special permission is granted. If you are taken ill while on duty, your supervisor should be notified so that you are properly relieved before leaving your station.

## **SIGN IN/OUT PROCEDURES**

You are required to sign in and out each day. Sign in sheets can be found in your volunteer folder at the sign-in area. A staff member must initial at the end of the day on your "VOLUNTEER TRACKING SHEET" to verify hours volunteered. Group assignments will be posted near the volunteer sign-in area.

## **ARRIVAL & DEPARTURE PROCEDURES**

Arrival time is 8:45 a.m. Campers will be transported by Town vehicles and will arrive at 9:00 a.m. As soon as you sign-in, proceed to your assigned group immediately. Departure time for volunteers is 3:15 p.m. Buses will arrive to pick campers up at 3:00 p.m. You must wait until all the campers in your group have left prior to signing out.

## **HEALTH & PE CREDIT**

Those volunteers volunteering for Health and PE credit should refer to the paperwork they received with their application for grading, evaluation and final paper information.

## **VOLUNTEER EVALUATION**

All volunteers will be evaluated following their 2 week assignment. Evaluations may be reviewed with each volunteer by the Assistant Director.

## **SOCIAL MEDIA**

Many volunteers are participants of one or more social networking sites such as Facebook and LinkedIn; video sharing sites such as YouTube; blogs and image networks such as Twitter. It is recognized that these are current examples and that social software media will continue to evolve.

All volunteers need to understand that they are role models at all times and should limit access to personal profiles. Information, comments, photos, etc. should only include those that are appropriate for all audiences including children and parents.

Volunteers are encouraged to follow the following generally accepted guidelines:

Maintain appropriate boundaries with participants, parents, and colleagues. For example, it is not appropriate to "friend" or accept as a "friend" a child or his/her parent or guardian or otherwise establish special relationships with participants through social media.

Volunteers are never allowed to post or share information such as names, addresses, phone numbers, photographs or internal communications from any Parks & Recreation Department sponsored programs or activities.

Agree not to use a social networking profile, group page, blog or other Internet medium to discuss behavior that is prohibited by the Town of Glastonbury policies, but not limited to, alcohol or drug use, sexual behavior, delinquent behavior, etc.

Much like it is the Town's expectation that volunteers act professionally at all times in the workplace, it is also expected that volunteers conduct themselves professionally when participating on various social media sites. Volunteers are reminded that immoral, unethical, notoriously disgraceful, or any other action of personal conduct affecting or impairing the efficiency of the Town service or creating a negative image of employee production or generating negative public perception of Town operations or staff is sufficient cause for disciplinary action.

## **4. WORKING WITH KIDS**

### **CHARACTERISTICS OF CHILDREN**

Volunteers should be aware of the following typical characteristics of kids and their tendency to do the following:

- Become tired and hungry more quickly than adults
- Fall apart (i.e. become irritated, cranky etc.)
- Become restless when idle and therefore prone to becoming impulsive
- Focus on being first rather than doing things more thoroughly
- Lose track of the big picture and get stuck on the details
- Interpret the use of the word maybe by adults to mean yes
- Fear loss of self-control, abandonment, and being humiliated

### **Age Related Characteristics**

Being able to avoid unreasonable behavior with kids depends on you're having expectations that fit with their level of maturity. It is important to understand the typical characteristics of kids at different ages.

#### **AGES 5-7**

- Short attention span and easily distracted
- Require prompting if they are to be on time, not stray or finish things
- Extremely impressionable
- May struggle with separation and become homesick
- Some kids in this age group obey authority simply to stay out of trouble
- Other kids this age obey authority when there is something to be gained by doing so

#### **AGES 8-11**

- Respond extremely well to interested and fair adults
- Peer and social pressure builds within this age group
- More social, and tend to gravitate to being in groups

#### **AGES 12-14**

- Strive for independence from adults, but often need more guidance than they can admit
- Can be insecure regarding their appearance and crave belonging to a peer group
- Tend to want to be nice to people who are nice to them

### **POTENTIAL FOR MISTREATMENT OF CHILDREN BY VOLUNTEERS**

Working with kids can be stressful. They are inherently and naturally noisy, messy, dependent, impulsive, curious, and imperfect. The only way they grow out of these tendencies is through the patient, firm, non-punitive experiences they have with adults and with each other.

Since kids do not have the experience, perspective or judgment that you are expected to have, your expectations of them (regarding messes, noise, the speed with which they comply, general use of language, etc.) needs to be different than those you have for yourself and other adults.

#### **As a Volunteer you must be aware that:**

- Misbehavior is often a result of the kid's lack of maturity and not a deliberate attempt to frustrate you
- Volunteers need to be able to detach from children they are working with to keep from taking control battles or growing up challenges personally.

#### **For a successful experience working with kids, a Volunteer must:**

- Be able to enter a kid's world without giving up their own maturity (to become child-like and not childish) even though kids may directly or indirectly encourage childishness.

- Understand that kids develop a greater sense of self-esteem through positive, meaningful interaction with others.
- Use only practices that ensure the physical safety of each kid as well as interactions that protect their emotional well-being by accounting for their age and maturity level (i.e. not humiliating a child or abusing a child in any emotional or physical way)
- Understand that children will not thrive as well, try new things, share concerns, be as cooperative or grow as much unless they feel safe both emotionally or physically.

## **APPROPRIATE STAFF-CHILD CONTACT**

As volunteers, you play a special role as a care-taker of children. For your protection and the safety and well-being of the children you work with, staff is instructed to:

- Watch for signs of stress in yourself and each other as a way of maintaining a safe environment at camp.
- Help other volunteers who seem at risk for hurting or abusing a child; alert your supervisor as to the need for more careful supervision, intervention or support.
- Seek help if you feel at risk of hurting, over-stimulating or abusing a child, or if you feel over-stressed or over-stimulated.

The topic of abuse may be divided into 3 levels or degrees.

**FIRST DEGREE ABUSE:** The most obvious and inexcusable type of abuse. It involves conscious hurting of a child. Some examples are sexual assault, hitting, punching, scratching or cutting a child. A staff member who has engaged in any of the above may face legal consequences, and dismissal. First-degree abuse is totally unacceptable. It demonstrates a lack of judgment, control, and character on the part of the adult. The offender's reputation is stained for years to come.

**SECOND DEGREE ABUSE:** Not as dangerous as the first but none the less unacceptable and may be damaging physically and emotionally. Examples of this type of abuse are pushing, shoving, grabbing, dragging, tripping, and slapping, etc. There are also instances of verbal abuse in the form of name calling (racial/ethnic) and swearing at kids. These examples are most commonly the result of loss of one's control and they, too, are inexcusable. Offenders in this category may be dismissed and would be spoken to by supervisors so that the offender will learn more appropriate ways to respond.

**THIRD DEGREE ABUSE:** The most subtle of the abuses to identify and prevent. Examples are patting bottoms, kissing, excessive hugging, undressing, being too personal/close to certain children, or discussing inappropriate subject matter in front of campers. While these behaviors may be of good intention, it is perception that leads to the accusation of abuse. "Stereotyping" and "labeling" children may be construed as being abusive. Name calling such as "dummy," "nerd," "jerk" is to be avoided. Allowing a child's peer to victimize also falls into the third area of abuse. Fairness is important in dealing with children. If you are perceived as favoring or disfavoring particular campers, questions will be asked. The examples cited in the third degree have the potential for ruining a child's esteem - not just for today but also well into the future. It is a staff member's responsibility to curtail and deal with these abuses.

This has been put a brief outline of what constitutes abuse of a child. It does not begin to cover or exhaust the possibilities for the abuse or legal ramifications of such acts. It is not intended to scare volunteers from being close, friendly, caring of and with the children in their care. It is set out to assist volunteers in evaluating their intentions, judgments and behavior toward children they are responsible for. If you have any concerns about abuse be sure to speak with a Supervisor.

## **SPECIFIC GUIDELINES FOR TOUCHING & PHYSICAL CONTACT WITH CHILDREN**

So that nothing you do can be misinterpreted by an overly sensitive, insecure or frightened child, the following guidelines have been developed with regard to physical contact with a child:

- Only on the hand, shoulder or upper back, unless for a clear medical necessity, and then only in the presence of another adult.
- Never against a child's will (unless in the case of clear and present danger of the child and/or staff).
- Camp Sunrise staff who have PMT Management training may employ those techniques only when ABSOLUTELY NECESSARY!
- Never against a child's verbally or non-verbally expressed discomfort.
- Only in the company of other adults.
- Never when it would have the effect of over-stimulating the child.
- Younger children should be encouraged to change their own clothes as much as possible.
- All children should apply their own sunscreen.
- Leaders will set limits with children who cling or hang on them.
- Reinforce personal space rules (e.g., personal space bubble)

**UNDER NO CIRCUMSTANCE SHOULD A VOLUNTEER**

- Embarrass a child about his or her body.
- Draw undo attention to a child while he or she is changing clothes.
- Tickle, wrestle with or otherwise touch a camper in a way that is over-stimulating or invasive of his or her privacy.
- Share personal information about his or her romantic or sexual life.
- Sit on a campers lap.
- Tell stories or engage in conversation that is lurid or over-stimulating.

Physical abuse and/or sexual contact with a child can have severe emotional and psychological effects that can last a lifetime.

**ANY CRIMINAL CONDUCT INVOLVING VOLUNTEERS WILL BE REPORTED TO THE AUTHORITIES – ESPECIALLY ANY CONDUCT IN WHICH THE HEALTH AND/OR SAFETY OF THE CHILDREN MAY BE THREATENED.**

**AS A VOLUNTEER YOU NEED TO BE AWARE OF NOT ONLY YOUR OWN STATE OF SELF CONTROL, BUT ALSO OF THE IMPACT YOUR ACTIONS MAY HAVE ON THE KIDS YOU ARE INTERACTING WITH!**

## **CHILDREN WITH SPECIAL NEEDS**

Parents provide detailed information about their child through the individual Camper Applications. All staff employed by Camp Sunrise have reviewed the applications and spoken with parents. **Staff are not permitted to share detailed information about each child's disability with volunteers.**

### **Americans with Disabilities Act**

The Americans with Disabilities Act prohibits discrimination on the basis of disability by public entities and protects qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. We are required to make programs accessible to individuals with disabilities. Often times that will require some kind of reasonable accommodation (modification or adjustment) to an activity, environment, or way in which something is customarily done that permits a child with a disability to participate along with children without disabilities.

### **Children with ADD/ADHD**

*Children with ADD/ADHD often exhibit behavior that is not willful, such as not listening, messing up on rules that were just stated or going ahead without permission of the Staff. Since most of these children have trouble paying attention, keeping track of the rules and knowing what is expected of them, they will require a special partnership with you as a leader. The following information is provided to help you work more effectively with children with ADD/ADHD or who may simply be very active for other reasons.*

#### **KIDS WITH ADHD TEND TO:**

- Show signs of high anxiety (tics, fidgeting, restlessness, etc.)
- React poorly to surprise and unscheduled changes
- Need high dose of positive feedback and reinforcement
- Respond well to frequent prompts, count downs, reminders, etc.

#### **WHAT CAN STAFF DO?**

- Keep ADD/ADHD children closer to you.
- Make your routines consistent. Use the same phrases and order of events.
- Give frequent and immediate positive feedback.
- When transitioning, give warnings, do countdowns, and/or allow extra time for these kids.

### **Children with Intellectual Disabilities**

*An individual is considered to have an intellectual disability based on the following three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skill areas; and the condition is present from childhood.*

*One type of Intellectual Disabilities that is very common is Down syndrome. Down syndrome is a genetic variation which usually causes delays in physical, intellectual and language development. There is a wide variation in cognitive abilities, behavior, and physical development in individuals with Down syndrome. Each individual has his/her own unique personality, capabilities and talents.*

#### **KIDS WITH INTELLECTUAL DISABILITIES TEND TO:**

- Learn and develop more slowly than average.
- Have delays in speech and self-care skills like feeding, dressing, and toilet teaching
- Wander/Run off
- Exhibit Stubborn/Oppositional Behavior
- Have difficulty focusing/paying attention for long periods of time
- Exhibit Obsessive/Compulsive Behaviors
- Kids with IDs can and do learn, and are capable of developing skills throughout their lives.

#### **WHAT CAN STAFF DO?**

- Instructions simplified, repeated.
- Provide frequent reinforcement/praise and consistent positive feedback.



- Have high expectations – be enthusiastic and encouraging, but flexible
- Minimize distractions in the environment
- Model the task and provide opportunities to perform it
- Provide immediate corrective feedback for negative behaviors
- Give clear signals and use picture cues when needed

### **Children with Cerebral Palsy (CP)**

*CP is a group of disorders characterized by loss of movement or loss of other nerve functions. These disorders are caused by injuries to the brain that occur during fetal development or near the time of birth.*

#### **KIDS WITH CP TEND TO:**

- Have trouble or are unable to control or move their muscles in the normal way
- Mild CP may mean the child is clumsy.
- Moderate CP may cause the child to walk with a limp.
- Severe CP can impact all of the child’s abilities including learning, sensory problems, speech difficulties, bladder and bowel trouble and eating problems.
- As children with CP progress through life, they may use a walker or be confined to a wheelchair.
- Some children with cerebral palsy cannot suck and swallow and chew easily, so eating may be messy.

#### **WHAT CAN STAFF DO?**

- Incorporate outdoor activities into the daily routine since it becomes increasingly important to stimulate the child’s sensory system.
- Do **with** the child not **to** the child – remember all activities are also learning experiences.
- Encourage hand/eye coordination – ask children to reach for things; don’t just give things to them.
- Always give more time to achieve any physical task.
- Encourage eye contact and speak clearly.

### **Children with an Autism Spectrum Disorder**

*Autism Spectrum Disorder (ASD) is a general term for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.*

#### **KIDS WITH AN ASD TEND TO:**

- Avoid eye contact
- Not be able to express what they’re thinking through language
- Find it hard to keep up a conversation
- Have trouble controlling emotions
- Perform repetitive behaviors like hand-flapping, rocking, jumping, etc.

#### **WHAT CAN STAFF DO?**

- Keep the environment predictable and familiar, and prepare the child for changes.
- Provide structure and routine.
- Pay attention to sensory input from the environment, like noise, temperature, smells, lots of people around, etc.
- Be logical, organized, clear, concise and concrete.
- Avoid sarcasm, nicknames, and teasing.
- Explain abstract concepts in concrete terms.

### **Children with Oppositional Defiance Disorder**

*Oppositional Defiance Disorder (ODD) is a persistent behavioral pattern of angry or irritable mood; argumentative, defiant behavior towards authority figures and vindictiveness. In some children with ODD, these behaviors are only in evident in one setting, usually at home. In more severe cases they occur in multiple settings.*

#### **KIDS WITH ODD TEND TO:**

- Be easily aggravated and annoyed

- Irritate others intentionally
- Exhibit sudden, unprovoked anger
- Blame others for their mistakes or for their misbehavior
- Refuse to comply with adult requests
- Brag about being mean and never truly being sorry
- Lie and be vengeful without provocation
- Provoke conflict among peers

#### WHAT CAN STAFF DO?

- Set a few non-negotiable rules and enforce them with consequences. For example, “We don’t hurt ourselves, others or property”. “ We use kind language and don’t raise our voices”. Decide ahead of time on consequences for breaking a rule so kids know what to expect if they do. Once the child completes the consequence, move on from the incident.
- State your directions in simple, straight forward language. Be as clear, immediate and as consistent as possible.
- Use a calm voice when dealing with behavior. Explain in as few words as possible what you want and don’t continue to discuss the issue. Do not exchange in a back and forth discussion..
- Recognize when a child is successful managing their behavior. Let them know you notice and appreciate their effort.
- Create a Structured Environment. Changes in routine may be upsetting to children with ODD. Provide the child with a schedule or briefing of the day’s activities.
- Discover what activities the child truly enjoys doing

## **5. SUPERVISING KIDS**

Different situations require different supervision strategies. Supervision may be direct and constant, intermittent, focused on an area of play space or related to a specific group of children. **You will be assigned to assist in a specific group each week. Within the group, you may be asked to work with 1 individual camper or a few campers depending on their needs.**

The system of supervision will vary according to:

- The type of activity.
- The location of the activity.
- The age and skill of the kids involved in the activity.

Supervision requires a volunteer to:

- Regularly scan the area and note movement of the children.
- Position their body to face the kids they are supervising.
- Be “one step ahead” of the action by
  - Looking for patterns of behavior
  - Anticipating behaviors before they occur
  - Being aware of each child’s needs
- Be “with it” at all times by knowing
  - What has happened
  - What is happening
  - What is likely to happen next

### **SUPERVISION SKILLS**

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include scanning, positioning, listening and being “with-it”.

- **SCANNING:** Involves regularly glancing around the whole area to see what is happening. If you are assisting a child in an activity with a group of children (i.e. a game of kickball), you must still be aware of the other children in your vicinity. By continually scanning the area you will be able to quickly intervene in a dispute or situation where children could be placed at risk. As you scan the area note the number of children present, what they are doing and the movement of children within the area.
- **POSITIONING:** The physical position you take will determine how well you are able to supervise the children in your vicinity. Always position your body to be able to observe the maximum area possible. Never sit or stand with your back to the children. Observe the movement of children to determine favorite and popular areas of play (i.e. on playscape). Position your body so that you can monitor these areas closely. If you are responsible for managing a higher risk activity, it is important you do not leave the activity. However you can still glance around the area, listen and call for assistance if you notice an incident requiring attention.
- **LISTENING:** As well as positioning and scanning your area, you will need to listen carefully to what is happening. As you listen to children at play you will learn the sounds that indicate “all is well” or sounds that say “something is not right”. A sudden bang, swearing and abusive language, yell, cry, silence and running feet are indications something may need your attention.
- **BEING “WITH-IT”:** Being “with-it” requires you to know the children in your care and monitor what they are doing. This includes knowing the child’s range of skills, interests, ability to interact with others and developmental stage. With this knowledge you can assess the situation at any time and determine whether intervention is or will be required. You can track children as they move through the activity and be one step ahead of their actions. By being alert, you will see the highlights of a child’s day. You will notice children engaged in cooperation, kindness, sharing, leadership, perseverance and caring. Acknowledging these qualities will further enhance behavior that assists in maintaining a safe and secure environment.

## **SUPERVISION SYSTEMS**

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of children. All of the following systems may be used in various situations during a day's program. Camp Sunrise staff and volunteers will employ all of these supervision systems during different activities, field trips, etc... **As a volunteer, you are expected to stay with your buddy and/or the group you have been assigned at all times.**

- 1. DIRECT AND CONSTANT SUPERVISION:** Some activities will require direct and constant supervision from a staff member to ensure kids safety. They include activities involving high risk materials and equipment. While children are participating in these activities, a staff member should never leave the activity area or be expected to supervise children in nearby areas. To determine whether direct and constant supervision is required, an assessment must be made on the level of risk involved in the activity against the skills and developmental stages of the children participating in the activity. An older child who is experienced at using scissors during a craft project may not require direct supervision however; a five year would need close and constant supervision.
- 2. INTERMITTENT SUPERVISION:** Intermittent supervision is an appropriate form of supervision for more mature and responsible children participating in low risk activities (i.e. older children playing board games). Children are permitted to play in a designated area without the fulltime presence of a staff member. Through this form of supervision, children experience opportunities to take greater responsibility for their behavior. As kids age and mature, it is important that the supervision system reflects the growing independence and increased skill of older kids. Intermittent supervision must be well planned. The expectations of the children should be clearly stated; the level of responsibility, maturity and self-control of the children known; play areas defined; and, the children must be checked regularly. This form of supervision does not work if the staff member gets involved with an activity and forgets to check on the children.
- 3. AREA SUPERVISION:** Area supervision requires a staff member to take responsibility for a particular play area (i.e. gym, café, outdoor area). The staff member is accountable for any child in the designated area. A watchful eye and sharp ear are used to observe proceedings and intervene when required. Area supervision allows children to move freely between play areas and is easy to manage and plan. One staff member may have responsibility for the outdoor play space and another indoor play space. A disadvantage of areas supervision lies in the limited contact between staff of the various areas. Children are less accountable to a staff person in this system. A child who intends to misbehave can exploit the "unsupervised seams" between the supervised zones.
- 4. GROUP SUPERVISION:** Group supervision relates to the supervision of a group of children regardless of the play area they are in. In its purest form the staff member and a group of children would do all activities together (i.e. field trips). In more flexible forms of this system children may be scattered throughout the different play areas but one specific staff member would have responsibility for them. The responsible staff member would handle any major issue or misbehavior. Group supervision is useful on field trips where it is difficult to supervise a large group of children or to allow children to be grouped according to age or skill level.
- 5. FLOATER SUPERVISION:** Floater supervision refers to a system where a staff member moves among all the play areas supporting and encouraging other staff and children. The "floater" keeps track of the "big picture" and does not monitor a specific activity or area. This person is aware of the children's movements and is available to step in and help when required. Floater supervision works well in large service areas where it is possible to dedicate a staff member to this role.

# 6. LEADERSHIP

## LEADERSHIP SKILLS

Fundamental leadership skills are essential to ensuring a safe environment for both the kids and volunteers. As a volunteer you are expected to understand the following:

- Your interactions with EACH kid are witnessed by ALL kids. They will watch to see how you behave.
- You need to be aware of your own stress level when interacting with kids.
- There are predictable stressful times during your duties (i.e. lunch, dismissal).
- You need to RESPOND to kids rather than REACT to them.
  - Responding involves: Thoughtful action, working together with other staff. It involves clear separation between your personal feelings and what is called for, procedures that are not brought on by anger.
  - Reaction involves: Impulsive behavior. Acting alone or without consulting others, actions based on personal feelings, actions that arise out of intemperate gut feelings.

Volunteers are responsible for establishing a safe atmosphere that encourages kids to approach them about conflicts or issues that might be bothering them. Taking kids aside whenever possible during times of confrontation allows them to save face.

### **Creating a healthy and safe environment for kids involves:**

**Trust:** Establishing a sense of trust early is essential to communication, cooperation and creating a safe environment.

**Interest:** Taking an interest in all kids. Being mindful of playing favorites and being fair are keys to creating healthy relationships with children.

**Listening:** Listening to kids and discerning their needs is crucial to preventing difficulties.

**Enthusiasm:** Kids generally reflect the attitude of the staff and volunteers. It is, therefore, imperative that everyone participate enthusiastically in all activities and aspects of the program!

**Cooperation:** By working together, staff will become effective, positive role models for the kids. Constructive input following an activity will help ensure that a positive atmosphere exists for future activities.

**Encouragement:** Staff and volunteers should encourage kids to be creative and imaginative. They want to know that you are interested in what they are doing! Show them that the point to participating in an activity is to have fun and learn. Enjoyment of the activity should not be affected by the kid's success or failure.

**Creativity:** Staff will consider their group's skills, capabilities and desires when selecting activities. Two-way communication will help to identify activities that the kids prefer and will make for a more enjoyable activity.

## LEADERSHIP QUALITIES

- Know kids by name. Poorly chosen nicknames may have undesirable effects and should be avoided.
- Take initiative. Be friendly. Show interest in what kids are doing and how they are progressing.
- Greet kids personally. A friendly attitude will create in children a desire to play, learn new skills, and take part.
- Stimulate the active participation of everyone in one form or another.
- Try involving trouble makers in tasks that require responsibilities. This gives them needed recognition.
- "To have fun" is not enough. Strive for the deeper results like teaching kids how to get along with one another, to learn new skills, to understand the ideals of fair play and good sportsmanship and enhancing self-esteem.
- Give everyone equal opportunity to take part. Pay special attention to children on the fringe, but not obviously so.
- Don't allow vulgar language, negative talk or stories. Positively reinforce appropriate behavior.
- Avoid snapping at kids
- Control your temper. A loss of temper involves a loss of self-respect, as well as the respect of others.

# 7. DISCIPLINE & BEHAVIOR MANAGEMENT

## DISCIPLINE & BEHAVIOR MANAGEMENT GUIDELINES

- Volunteers may, under no circumstances, hit a child.
- Volunteers may not use abusive or derogatory language with children.
- Volunteers should follow guidelines that create a safe environment for all children.
- Volunteers should take time to get to know kids. Having a relationship with and taking an interest in a child is the most effective tool any staff member can use with children.
- Volunteers should use activities to help children channel aggression, stay active or buy time when there is a conflict.
- When kids are engaged in a conflict, volunteers should seek assistance from Group Leaders to ensure that physical fighting does not occur and that children have the opportunity to cool off when necessary to maintain self-control.
- Volunteers should help kids arrive at a *win-win solution* to conflicts.
- Volunteers should make use of each other, finding someone who may have a better rapport with a particular child than he/she.
- When dealing with individual children, Volunteers should consider what motivates that particular child to obey authority.
- Staff might consider raising the status of a child by making him/her a special helper. Volunteers can assist in this by helping to identify tasks that may be appropriate.
- When a child is particularly resistant or aggressive, Staff can employ time outs. Volunteers should seek assistance from Group Leaders so that the staff member can:
  - Identify clearly the undesired behavior
  - Ask a child first whether he or she needs a time out, giving a choice (cooperation versus timeout)
  - Assign a time out when a child persists in undesired behavior
  - Keep track of the time out and end it when the child can demonstrate compliance with desired behavior. Children who complete a time out should also be given credit for doing so.
- Camp Sunrise staff trained in PMT Management may employ those techniques only when ABSOLUTELY NECESSARY!

## BEHAVIOR POLICY

One of the biggest obstacles staff will face is maintaining a well-behaved group. As a volunteer, you can help the Group Leaders by being **friendly and firm with your assigned camper(s)**. Children need structure and consistency.

Group Leaders may have kids agree to rules of conduct that clearly state the expectations we have for children and what the consequences will be should they break a rule. Each group may add certain things to the rules based on the specific program. The wording may also need to be geared up or down depending on the age.

### **Rules of Conduct:**

- Have respect for self, others, and property.
- Work together as a group.
- Adhere to all camp safety and behavior guidelines.
- Exhibit good sportsmanship.

### **Consequences:**

1. Verbal warning
2. Time Out
3. Make the child responsible for their actions. Child calls their parents and/or Send Home a Behavior Form

## **CONFLICT RESOLUTION & PROBLEM SOLVING**

Conflict is a natural part of a child's life and there can be many ways they choose to handle it. They may respond by fighting, screaming and yelling, or by ignoring the situation. Always encourage children to settle things by talking it out. As a volunteer, you can do a lot to teach children constructive ways to handle disagreements and conflicts:

- Cool off
- Move away from the larger group
- Listen carefully
- Be strong, not mean
- Benefit of the doubt
- Acknowledge feelings
- See conflict as a problem to be solved
- Ask for help if you don't seem to be getting results

In working with children, you will learn that dealing with problems and conflicts are part of everyday life. When problems are anticipated, we feel in control, when unexpected, we feel we are losing control and ineffective. Realistically, it is not possible to have the answers to any situation that may arise, however the positive handling of them may represent a significant opportunity for children to learn and grow.

### **The Problem Solving Process:**

You will see staff employ several techniques to resolve some problems when they occur. Generally, there are several steps they will use in the problem solving process:

- Identify the problem. What is really going on?
- Get the facts. Explore both sides of the picture.
- Communicate. Talk with the group or child involved and discuss what happened.
- Have the group or child come up with possible solutions, not you. Enable, guide and suggest. Don't dictate
- Examine the ideas. Discuss the pros and cons.
- Select a solution. Implement it. Check and see how it went.

## **BULLYING BEHAVIOR**

**Do not tolerate bullying behavior.** Every child has the right to feel safe. Bullying behavior is more than misconduct. It is any overt act(s) by a child or group of children directed against another child with the intent to ridicule, humiliate or intimidate.

- Bullying behavior is usually not an isolated incident. Pay attention! Consider the words chosen, actions taken, if the conduct occurred in front of others or was communicated to others, how the person doing the bullying interacted with the victim, and their motivation, either admitted or appropriately inferred.
- Bullying can take many forms and include different behaviors. Examples of conduct that could constitute bullying: Physical violence or attack, verbal taunts, name-calling and put downs, including taunts based on ethnicity, gender, religion, sexual orientation and other protected and/or individual characteristics; Threats and intimidation (though words and/or gestures); extortion or stealing of money and/or possessions.

Volunteers who become aware of an act of bullying must report the behavior to their Group Leader who will take immediate steps to intervene.

## **CRISIS INTERVENTION**

These are situations where danger is present to the child or others around him/her. The two priorities during these times are to protect the people (children, staff, volunteers etc.) in close proximity to harm and to lower the activity of the child who is losing control. Your role as a volunteer is to listen and follow instructions provided by camp staff. You may see staff utilizing the following strategies:

- Every opportunity should be provided for the child to control his/her own behavior before physical management is used. Never grab or touch an acting out or violent child unless he/she is causing harm to his/herself, others or property.
- Send for assistance. If possible, always wait for help if you perceive there may be physical involvement.
- Always ensure the child is supervised.
- Keep your voice tone normal. Repeat any instructions until the child complies. Try to remain calm. If the child is violent or about to hurt another, yell **STOP** and the child's name, then lower your voice. Screaming many words or threatening only confuses or further elevates the child's activity level.
- Ensure any instructions or commands given to the child are brief and action oriented (e.g., "Please take a seat" or "You need to keep your body still.")
- Staff should keep their bodies angled in a position so they have full line of site of the child (e.g., do not put your back to the child)
- Immediately try to get the aggressive child to an isolated area where he/she can calm down. Talk to him/her in a low, calm voice or remain silent.
- **Staff may implement a protective hold in the case of overt aggression that challenges the safety of the child, staff, other children or volunteers. Staff have been trained and parents have provided permission.**
- Discuss his/her behavior and the consequences of the behavior only after he/she has become calm.

## **DEALING WITH AGGRESSIVE/VIOLENT BEHAVIOR**

There is to be a zero tolerance of behavior that is harmful to the safety of other children and/or staff!

- Contact the your Supervisor **IMMEDIATELY** regarding any talk or threat of violence or harm directed toward any child or staff member/volunteer by anyone involved in the program.
- If any kind of weapon or dangerous object is brought to Camp, staff will contact the Glastonbury Police Department at (860)633-8301 or Dial 911 if necessary.
- Be Aware of the following Indicators of Violent Behavior:

### **MOOD**

Apathetic (indifferent, uninterested)

Chronically Angry

Sullen (brooding, moody)

Given To Violent Outbursts

Emotional Flatness to You

Quick to Anger

### **NON-VERBAL AND BODY LANGUAGE**

Clenched Fists

Red-faced

Pessimistic

Stares Back

Space Violation

Breathing heavily

Sweating

Shaking



Be Aware of the following Do's & Don'ts in an aggressive situation:

**DO**

Keep a Distance  
Try to get the child to say he/she won't hurt you  
Get Help (Send another staff person/child)  
Listen  
Use open ended questions (who, what, where etc.)  
Be passive, cooperative  
Allow child to vent  
Allow child to save face  
Isolate the incident (keep it from spreading)  
Provide redirection

**DON'T**

Confront  
Antagonize  
Negotiate  
Ask "why"  
Invade Their Space  
Tell the child to relax or calm down  
Sympathize  
Force the Issue  
Lie

## **8. MANDATED REPORTER**

### **SUSPECTED CHILD ABUSE/NEGLECT REQUIREMENTS**

One of the hardest things for us to accept and understand is the fact that there are people who abuse and/or neglect children. Given the number of children attending our programs, we cannot deny the existence of abuse or our responsibility to report it.

- As Parks & Recreation Department staff working with children, we are mandated by the State of Connecticut to report suspected child abuse-neglect. A person required to report who fails to do so shall be fined not more than \$500. Any person, institution, or agency reporting in good faith is immune from any liability, civil or criminal.

### **REPORTING PROCEDURE**

- Any situation you encounter involving suspected child abuse/neglect requires your immediate attention and action.
- Verbally notify your Supervisor. If the situation does not allow you to talk comfortably with your Supervisor you may report the incident to the person above your Supervisor.
- As mandated, an oral or written report of Suspected Child Abuse/Neglect will be made to the Department of Children and Youth Services.

### **RECOGNIZING CHILD ABUSE/NEGLECT**

The most common way to identify Child Abuse & Neglect is through the Child and Parent/Guardian's behavior. Below is a list of physical and behavioral indicators. A combination or pattern of indicators should alert you to the possibility of a problem.

**Physical Abuse:** Unexpected bruises, welts, abrasions, burns, broken bones etc.

Child's Behavior: Reports an injury or threat of an injury by Parent/Guardian; afraid to go home; shrinks from adults; withdrawn or aggressive; complains of soreness, moves uncomfortably, wears clothing inappropriate for the weather, reluctant to change clothes.

Parent/Guardian's Behavior: Offers vague, illogical, contradictory or no explanations of a child's injury; uses harsh discipline inappropriate to the child's age and transgression, has unrealistic expectations of the child, significantly misperceives the child (sees them as bad, stupid, etc.); misuses alcohol or drugs.

**Sexual Abuse:** Torn, stained or bloody underwear; difficulty walking; pain or itching in genital area; bruises or bleeding in external genitalia; frequent urinary or genital infections, venereal disease

Child's Behavior: Reports sexual assault by a Parent/Guardian; reluctant to change clothes; withdrawn; fantasy or infantile behavior; bizarre, sexual behavior or detailed sexual knowledge especially in young children; poor peer relations.

Parent/Guardian's Behavior: Extremely protective or jealous of the child; sexually abused as a child; misuses alcohol or drugs; non-abusing caretaker/spouse frequently absent from the home.

**Emotional Abuse:** Speech disorders, lags in physical development, failure to thrive.

Child's Behavior: Sucking, biting, rocking in older children; antisocial; destructive and self-destructive; passive/aggressive; demanding; inappropriately adult or infantile; attempts suicide.

Parent/Guardian's Behavior: Excessively blames or belittles; repeatedly ignores or rejects the child; treats siblings unequally; seems unconcerned about the child's problem, unreasonable demands or impossible expectations with regard to the child's developmental capacity.

## **9. FIELD TRIP PROCEDURES**

### **FIELD TRIPS**

Each Group will go on a varying number of field trips per week. Field Trip calendars can be found in your volunteer folder. The Camp Director will assign a “Trip Leader” for each trip, usually the Group Leader or Assistant Director. The volunteer’s responsibilities include:

- Assist in making sure all campers get on and off the van safely.
- Make sure your camper(s) have their lunches and juice packed in coolers if the trip requires a lunch to be brought.
- Make sure your camper(s) have their backpacks and or swim materials if the trip requires.
- Stay with your camper(s) and/or group at all times.

### **Advance preparation will include:**

1. Discussion of the trip with the group. Group Leaders will tell them where they are going and what they will be doing. Parents will have received information on each trip in advance.
2. You will be assigned a group/camper to stay with at the field trip location. Make sure you stay with the group or camper you have been assigned.
3. Help go over what you expect from each camper and make sure they know the rules for the specific facility you will be attending.

### **During and After the Trip:**

1. Be aware of where everyone is. Everyone should stay together. Stay with your group.
2. Have a good understanding of safety practices.
3. Share cell phone numbers and make sure check in times are utilized, if required.
4. Make sure your camper(s) are safely back on the bus/van.

### **THUNDER/LIGHTNING**

If severe weather is imminent staff may move everyone to the gym. Avoid open fields, water, or unhealthy trees. Staff at the pool must be particularly aware of not putting children on the water when threatening conditions prevail – the lifeguards will determine this. Children will be kept out of the water at least 30 minutes after thunder stops.

### **BUS BEHAVIOR POLICY/GUIDELINES**

1. Campers are to board and unload the bus in an orderly manner as directed by Camp Sunrise Staff.
2. Riders are to stay in their seats when the bus is in motion.
3. No standing is allowed.
4. Children must stay seated faced forward with feet on the floor. Kneeling on the seats and/or looking backwards is not allowed.
5. There are to be no more than three (3) children in any one seat.
6. Children must keep their hands and other objects inside the windows at all times.
7. Do not throw any object in the bus or out the windows of the bus.
8. Eating on the bus is not permitted.

# **10. ADDISON SWIMMING PROCEDURES**

## **ADDISON POOL ACTIVITIES**

Campers will have the opportunity to the Addison Pool Facilities approximately 2-3 times per week. Parks and Recreation Lifeguards will watch the pool at all times, but most Group Leaders and Volunteers will be required to get into the pool. **YOU MUST BRING YOUR ONE PIECE SWIMSUIT TO CAMP EVERY DAY.** Camp Sunrise staff, volunteers, para's and campers will be transported to and from Addison pool at least 2 times per week.

## **CAMP SUNRISE SWIM PROCEDURE**

1. When swimming is called, bring your campers that are swimming that day to the changing facilities. Stay with the group that you have been assigned to work with that day. ALL Group Leaders, Assistant Group Leaders and Volunteers must help with changing.
2. When everyone is lined up, the designated male and female staff member will assign volunteers, and the remaining Group Leaders to campers who will need help changing. Encourage campers to use the bathroom before putting on their bathing suits.
3. A list of swimming buddies will be posted and/or announced at the volunteer sign-in area. All volunteers and Assistant Group Leaders will have a buddy. If necessary, Group Leaders may have a buddy also.
4. Familiarize yourself with your buddies swim ability (posted at the group mat).
5. Line up with your buddy/group and prepare them to board the bus/van to Addison Pool. Make sure camper(s) stay with you!
6. As campers enter the pool area, they should sit in their group's assigned area.
7. Make sure your campers have the necessary equipment to swim with – get a lifejacket if needed!
8. When the Director indicates, campers that are swimming alone or that have their buddy may go in.
9. If a camper wants to get out of the pool early, first find the camper's Group Leader. Some campers are more difficult to swim with. Before taking a camper out of the water, check with the Group Leader.
10. When swimming is over, make sure your camper gets out of the pool. They will be transported back to camp for changing. When you get back assist the campers that you originally helped.

## **WALKING TO ADDISON POOL**

You will be walking to and from Addison Pool on the days your group is scheduled to swim. In the event of inclement weather, a decision will be made regarding the feasibility of swimming that day. Once your buddy/group is lined up and ready to go, proceed with the following:

- Stay with your "buddy" or group.
- A staff member will be positioned in the front, middle and end of the group.
- Stay on the sidewalks at all times!
- Once it comes time to cross the street to Addison Park, the staff member at the back of the group will verify that the road is clear of traffic. The staff member will stand in the crosswalk to allow the entire group to cross the street. Once the group has crossed, the staff member will take their post back at the end of the group.
- Proceed to Addison Pool located at the back of Addison Park. Make every effort to walk through the grass and not the parking lot once at Addison Park.

## **POOL RULES**

- Walk at All Times
- No Pushing, Dunking, or Horseplay will be permitted
- Always use the ladders to climb in and out of the pool
- Jumping Only (No Diving) – except off the diving board
- Poles and Guard chairs are off limits

- Do Not chew gum on deck or while in the water
- No excessive screaming, this may distract the lifeguards
- Keep the area clean - pick up your trash

### **PROECDURE FOR POOL ACCIDENTS**

1. If a camper has an accident in the pool, immediately take the camper out of the pool. Get the Group Leader.
2. The Group Leader will inform the Director or Assistant Director of the accident. One of them will inform the lifeguard.
3. The lifeguard will determine whether or not we must evacuate the pool.
4. If we do, return to group area as if it is the end of the swim period. Do not discuss what happened with the campers, as this may be embarrassing for the camper who had the accident. If asked why we need to leave early, tell the campers that the lifeguards need the pool. If you are unaware of the situation, do not ask other staff members around the campers for the same reason as stated previously.
5. Upon return to Smith, proceed to the locker room for changing. Depending on the time, we may have an activity of free time.

# **11. MISSING CAMPER SITUATIONS**

Staff is responsible for knowing where campers are at all times! Volunteers MUST stay with their assigned camper. If you are not able to account for your assigned camper for any reason, immediately implement the following procedures:

## **ON- SITE**

Immediately notify the Group Leader if you suspect you have a missing camper

- Check the area where the child was last seen.
- The Group Leader will take attendance and confirm the head count
- Group Leader radio all staff to bring their groups inside and await further instructions.
- Director/Assistant Director assigns staff to do a sweep of the area (gym, café, bathrooms, hallways, playground)
- If child isn't located within the initial sweep, contact Recreation Supervisor
- If child is not located within 15 minutes, Director or assigned staff must call 9-1-1
- Call the parent to alert them of the situation
- Follow any instructions from the police
- Continue to assign some staff to search
- Complete an Incident Report when camper has been found.

## **FIELD TRIPS**

- Staff will have a plan in place in the event of a missing child.
- Know where any lost child, first aid, management offices etc. are located.
- Tell your kids what to do in the event they become separated from the group.

A planned meeting place should be agreed upon in advance in the event that a camper becomes separated from the group. If the meeting place is staffed by a facility employee make them aware of your lost camper plan and give them the phone number of the Field Trip Leader.

A volunteer who cannot account for a child should immediately notify the Group Leader with the following information:

- The last place the child was seen
- Child's name, age, description of what they're wearing and any information that may be helpful.
- Upon notification of a missing child, check the planned meeting place and have an announcement made as soon as possible.
- Staff will complete an Incident Report when camper has been found.
- Inform the parent about the situation

## **SWIMMING**

- Immediately notify the Lifeguard and Group Leader if you suspect you have a missing camper
  - Be prepared to give a description of the child (gender, hair, swimming ability, bathing suit, last seen)
  - Lifeguards will take charge of any water search
- Staff will get all the campers out of the pool
- Staff/Volunteers will stay with campers and keep everyone calm and on their towel
- One Leader will check the bathroom
- One Leader will check the ice cream truck area/park grounds
- If the camper is still missing, staff will contact the Recreation Supervisor/Parks & Recreation Office

## **12. SAFETY, FIRST AID, CONCUSSIONS**

### **GUIDELINES**

The most important responsibility of camp staff is the safety of all campers. The following standards and practices are important in maintaining a safe environment and program.

- Staff are responsible for the health safety and welfare of their group. From the moment a parent drops off his/her child at camp, they need to know where the child is and what they are doing at all times. Staff will take attendance at strategic times throughout the day to ensure that all campers are properly accounted for. As a volunteer, you **MUST** stay with your assigned camper(s).
- Be aware of the skill and general physical conditions of the campers at all times during their participation in an activity to avoid over-exhaustion.
- Know which campers have allergies (posted at each group mat) and be alert to changes in behaviors or other physical indicators
- Be aware of the dangers of overexposure to the sun. Remind kids to reapply sunscreen and wear hats for protection. When campers are swimming, they should especially use sunscreen. **Neither Volunteers nor Staff may not apply sunscreen (unless it is a spray).**
- Use common sense and safety consciousness when assisting your camper(s) with activities. Stay alert to potential hazards related to the facilities, grounds and equipment.
- Report any safety hazards to the Group Leader or Director.
- Report any unusual or questions situations and/or persons to the Group Leader or Director.
- Make sure campers use supplies and equipment such as climbing bars, swings and slides etc. only as intended
- Volunteers are not permitted to have visitors/guests without permission from the Director

### **HEAT WAVES**

A Heat Wave is a prolonged period (more than 48 hours) of excessive heat and humidity. People suffer heat-related illness when the body's temperature control system is overloaded. Staff and volunteers can help to prevent, recognize and cope with heat-related health problems. The following tips are important:

#### **DRINK PLENTY OF FLUIDS**

During hot weather, you will need to drink more liquid than your thirst indicates. Increase your fluid intake. Carry water or a sports drink with you and drink even if you do not feel thirsty. Avoid very cold beverages because they can cause stomach cramps. Avoid drinks containing caffeine or alcohol which dehydrate the body.

#### **WEAR APPROPRIATE CLOTHING AND SUNSCREEN**

Wear lightweight, light-colored, loose fitting clothing. Wearing a hat will provide shade and keep the head cool. Sunburn affects your body's ability to cool itself and causes a loss of body fluids. Apply sunscreen 30 minutes before going outdoors and reapply according to the package directions.

#### **PACE YOURSELF**

Avoid strenuous activity. Do not over do it. Those with chronic respiratory conditions such as asthma should not take part in active events during heat waves, especially when there is a heat/humidity advisory in effect. If exertion in the heat makes your heart pound and leaves you gasping for breath, STOP all activity, get into a cool area, or at least in the shade, and rest, especially if you become lightheaded, confused, weak or faint.

**STAY INDOORS WHEN POSSIBLE** Stay out of the heat and humidity by staying indoors during the hottest time of

the day (usually mid morning to mid afternoon). Most of the gyms/cafes at the schools are not air conditioned. Fans do not cool the air, but they do help sweat evaporate, which cools your body. Most school locations will have an area (classroom, office, etc.) where you could go to cool down.

### **TAKE REGULAR BREAKS**

While outdoors, rest frequently in a shady area. Resting periodically will give your body's thermostat a chance to recover. When engaging in physical activity on hot days, take time out in a cool place. If you recognize that you, or someone else, are showing signals of a heat related illness, stop activity and rest in a cool place.

### **USE A BUDDY SYSTEM**

When working in the heat, monitor the condition of other volunteers and have someone do the same for you. Heat-induced illness can cause a person to become confused or lose consciousness. Always work in pairs/teams.

### **ADJUST TO THE ENVIRONMENT**

Beware that any sudden changes in temperature, such as an early summer heat wave, will be stressful to your body. You will have a greater tolerance for the heat if you limit your physical activity, until you become accustomed to the heat.

### **USE COMMON SENSE**

Avoid hot foods and heavy meals. They add heat to your body. Overweight people may be prone to heat sickness because of their tendency to retain more body heat. Any health condition that causes dehydration makes the body more susceptible to heat sickness. If you are at higher risk, it is important to drink plenty of fluids; avoid overexertion; and get your doctor or pharmacist's advice about any medications taken for high blood pressure, depression, nervousness, mental illness, insomnia or poor circulation etc.

## **HEAT/HOT WEATHER PROBLEMS**

### **HEAT RASH**

Skin irritation caused by excessive sweating during hot, humid weather. Looks like a red cluster pimples or small blisters. It is more likely to occur on the neck and upper chest, in the groin, under the breasts, and in elbow creases.

**Treatment:** If a child brings it to your attention, keep the area dry and notify the Group Leader.

### **SUNBURN**

Skin becomes red, painful, and abnormally warm after sun exposure.

**Treatment:** If a child brings it to your attention, avoid repeated sun exposure and notify the Group Leader.

## **HEAT/HOT WEATHER EMERGENCIES**

### **HEAT CRAMPS**

Muscle pains or spasms usually in the abdomen, arms or legs, due to heavy exertion. Although they are the least severe, they are an early signal the body is having trouble with the heat.

**Treatment:** Get the person to a cooler place and have him/her rest in a comfortable position.

Drink water or a sports beverage.

Do not return to strenuous activity for a few hours after cramps subside because further.

Exertion may lead to heat exhaustion or heat stroke.

### **HEAT EXHAUSTION**

Cool, moist pale skin (skin may be red after physical activity); headache,



dizziness and weakness or exhaustion, nausea and the skin may or may not feel hot. Typically occurs when people exercise heavily or work in hot, humid places where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to vital organs. This results in a mild form of shock. If not treated, the victim may suffer heat stroke.

**Treatment:** Notify the Group Leader who will call 911 if symptoms are severe, the person refuses water, vomits or loses consciousness!

Get the person to a cooler place and have him/her rest in a comfortable position.

If the person is fully awake and alert, give them a half glass of cool water every 15 minutes. Do not let them drink too quickly.

Do not give liquids with alcohol or caffeine in them, as they make conditions worse.

Remove or loosen tight clothing and apply cool, wet cloths such as towels or wet sheets.

## **HEAT STROKE**

Heat stroke is a life threatening situation. Notify the Group Leader who will call 911! The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly. Vomiting; Decreased alertness level or complete loss of consciousness; High body temperature; Skin may still be moist or the victim may stop sweating and the skin may be red, hot and dry; Rapid, weak pulse; Rapid, shallow breathing.

**Treatment:** Notify the Group Leader who will call 911! Move person to a cooler place. Keep the person lying down.

Wrap wet sheets/towels around the body and fan it. Wrap ice packs or cold packs in a cloth and place them on the victim's wrists, ankles, in the armpits and on the neck to cool the large blood vessels.

## **FIRST AID**

All first aid/medical concerns will be handled by the Group Leader, Assistant Director or Director. Volunteers must be aware of any allergies (posted at each group mat) of the campers in their group, but will not be expected to administer medication or intervene with medical situations. Notify the Group Leader or Assistant Director/Director with any medical concerns that arise.

## **MEDICATIONS**

Only the Assistant Director and Director are authorized to administer medication in accordance with Department policies and procedures.

## **ALLERGIES & ASTHMA**

Volunteers must check the posted list at each group mat to identify children with asthma and food allergies.



# Heads Up to Schools: KNOW YOUR CONCUSSION ABCs

- Assess the situation
- Be alert for signs and symptoms
- Contact a health care professional



## Signs and Symptoms of a Concussion

A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Be alert for **any** of the following signs and symptoms.

### SIGNS OBSERVED BY SCHOOL PROFESSIONALS

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events *prior* to hit, bump, or fall
- Can't recall events *after* hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

### SYMPTOMS REPORTED BY THE STUDENT

#### Thinking/Remembering

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

#### Physical

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

#### Emotional

- Irritable
- Sad
- More emotional than usual
- Nervous

#### Sleep\*

- Drowsy
- Sleeps *less* than usual
- Sleeps *more* than usual
- Has trouble falling asleep

*\*Only ask about sleep symptoms if the injury occurred on a prior day.*

## What can school professionals do?



Know your Concussion ABCs:

**A**—**Assess** the situation

**B**—**Be alert** for signs and symptoms

**C**—**Contact** a health care professional

May 2010

✦ For more information and to order additional materials **FREE-OF-CHARGE**, visit: [www.cdc.gov/concussion](http://www.cdc.gov/concussion)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



## **13. EMERGENCY INCIDENT PROCEDURES**

*A safe environment is our top priority. Development of protocols is a key component in ensuring participants are not disrupted by any safety concern and that staff are properly trained to respond to emergency situations. The Department will be using the same Standard Response Protocol used in the Glastonbury Public Schools to ensure familiarity for youth and the police department response.*

### **PREPAREDNESS**

#### **Identification**

Volunteers must be clearly identified.

- Wear your volunteer name tag at all times.

#### **Communication**

Communication is key to assessing and reacting to emergency situations. Some staff members will be issued a two-way radio to enable quality communication between staff.

#### **Awareness**

- Be aware of your surroundings (look for safety hazards, people who don't belong, know where exits are etc.)
- If you see someone that doesn't belong there, notify the Group Leader.

#### **Building Security**

When possible, only the main building entrance should be open during the program day. Rooms used should be opened and locked, so in the event of an emergency, staff can close the door and it will be locked.

### **IF AN EMERGENCY OCCURS**

#### **1. STAFF WILL EVALUATE THE SITUATION**

*Follow the directives from Standard Response Protocol. Putting your own safety and those of the participants with you first.*

#### **2. STAFF WILL CALL 911**

*The 911 call is the first action to be taken after initial assessment of an emergency situation.*

#### **3. STAFF WILL CALL PARKS & RECREATION**

*Call Parks & Recreation 860-652-7678 to report the emergency/incident.*

#### **4. STAFF WILL ACCOUNT FOR PARTICIPANTS**

*Group Leaders will have an accurate list of Attendance, Child Information Forms and that everyone has been accounted for.*

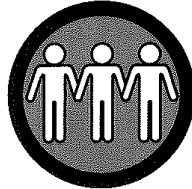
# In an Emergency When you hear it. Do it.



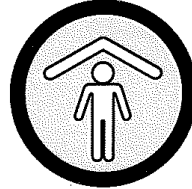
**Lockout**



**Lockdown**



**Evacuate**



**Shelter**

---

## Lockout! Secure the Perimeter.

### **Students**

Return inside  
Business as usual

### **Teachers**

Bring students into the building  
Increase situational awareness  
Take roll  
Business as usual

---

## Lockdown! Locks, Lights, Out of Sight.

### **Students**

Move away from sight  
Maintain silence

### **Teachers**

Lock classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Wait for responder to open door  
Take roll

---

## Evacuate! (Directions to Follow.)

### **Students**

Leave your stuff behind  
Form a line  
Hand in hand

### **Teachers**

Lead evacuation to location  
Take roll  
Notify if missing, extra or injured students

---

## Shelter! (Directions to Follow.)

### **Students**

Shelter types:  
1. For tornado  
2. For bomb  
3. For hazmat  
Shelter methods:  
1. Drop, cover and hold  
2. And seal  
3. In silence

### **Teachers**

Shelter type  
Shelter method  
Take roll



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# **IMPORTANT PHONE NUMBERS**

**WHEN CALLING FROM SCHOOL/TOWN PHONE DIAL 9 FIRST**

## **EMERGENCY NUMBERS**

EMERGENCY (Medical, Fire, Police):	911
POISON CONTROL CENTER: (U-Conn Health Center)	1-800-222-1222

## **TOWN NUMBERS**

PARKS & RECREATION (Main Office):	860-652-7678
FIRE DEPARTMENT (Routine Calls):	860-652-7550
POLICE DEPARTMENT (Routine Calls):	860-633-8301 (Press 8)
HEALTH DEPARTMENT:	860-652-7534
CAMP SUNRISE:	860-652-7025

## **STAFF PHONE NUMBERS**

A list of staff phone numbers will be printed on the back of each volunteer nametag.

## **14. A TYPICAL DAY AT CAMP SUNRISE**

- 9:00 A.M.**     **CAMPERS ARRIVE:** You should have already arrived at camp and signed in. Receive your group assignment for the day. Go immediately to your groups mat and wait for instructions from the Group Leader.
- 9:15 A.M.**     **OPENINGS (Announcements, camp song, exercises, juice):** When “openings” is called, make sure all members of your group come to the front of the cafeteria. It is your responsibility to make sure that all your campers come to “openings” when called, and that they participate. Sit with your buddy if one has been assigned. If not, sit with the group and assist any campers that may need help.
- 9:45 A.M.**     **SNACKS:** Help your campers pick out the type of juice they would like and help them get their snacks out of their bags. Sit quietly with your group at your mat and enjoy snack time.
- 10:00 A.M.**     **ACTIVITY PERIOD 1:** Activity periods are for structured, planned activities. Group Leaders will have planned activities for the day. Make sure to assist your buddy or those campers that need it with the activity. The group should be together during this time. No camper should be playing independently.
- 10:30 A.M.**     **ACTIVITY PERIOD 2 OR FIELD TRIPS**
- 11:00 A.M.**     **LUNCH – NON FIELD TRIP GROUPS:** Campers still need to be supervised during this time. Even during lunch, campers need to be with a group leader or volunteer.
- 11:30 A.M.**     **PREP FOR SWIMMING - NON FIELD TRIP GROUPS**
- 12:00 P.M.**     **WALK TO SWIMMING - NON FIELD TRIP GROUPS**
- 12:30 P.M.**     **SWIMMING**
- 1:30 P.M.**     **TRANSPORTATION BACK FROM SWIMMING**
- 2:00 P.M.**     **CHANGE AND/OR FREE PLAY**
- 2:45 P.M.**     **PARACHUTE (SOMETIMES):** When Parachute is called, ALL campers, staff and volunteers should form a circle. Look around and make sure your group and/or buddy is participating.
- 3:00 P.M.**     **DISMISSAL:** Groups will be dismissed from parachute by town. When a town van arrives, the Camp Director will call the town and all the campers should grab their bags and head over to the van. Continue to play parachute with the campers until all the vans have been called. Once the group you have been working with is gone, assist your Group Leader with clean up. Sign out for the day and make sure a staff initials your sheet.

**GLASTONBURY PARKS & RECREATION DEPARTMENT**

**CAMP SUNRISE  
VOLUNTEER MANUAL**

*Please Sign and Return to the Recreation Supervisor*

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(Print Name)

I have read, accept and understand the rules, policies, procedures and guidelines outlined in the Camp Sunrise Volunteer Manual.

I understand that I will be held to these rules and guidelines and can be disciplined up to and including termination, for failure to comply.

I realize that this manual serves only as a guide in performing my volunteer assignment, and that I must use my good judgment and common sense in all matters when volunteering with children.

I will do my best to represent the Glastonbury Parks & Recreation Department and the Town of Glastonbury in a positive manner.

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(Signature)

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(Date)