



YMCA of Central New Mexico

CHILD PROTECTION POLICIES & GUIDELINES MANUAL

Updated Edition - July 2025

Prepared by YESS Risk Management and YMCA CNM Leadership

YMCA of Central New Mexico
Child Protection Policies & Guidelines Manual
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YMCA Child Protection Policy



YMCA OF CENTRAL NEW MEXICO CHILD PROTECTION POLICY

OUR YMCA PROMOTES A SAFE ENVIRONMENT THAT IS FREE FROM ABUSE. NO FORM OF ABUSE WILL BE TOLERATED.

All allegations of abuse will be taken seriously and responded to in accordance with our Child Abuse Response Procedures. Any instances of confirmed abuse will result in immediate disciplinary action up to and including termination of employment or volunteer engagement and may also include reporting to the appropriate legal and reporting authorities, where necessary as mandated reporters. We will fully cooperate with authorities if allegations of abuse require investigation; staff and volunteers should also cooperate fully with any investigation of child abuse by assigned authorities. Refusal to cooperate can lead to termination of employment or expulsion from volunteering. Our YMCA and its staff will not retaliate against any staff, volunteer, participant or otherwise who makes a report or participates in an investigation of alleged child abuse.

I. CODE OF CONDUCT

The following are required expectations that all staff and volunteers should abide by at all times:

1. Staff/Volunteers will not abuse children in any way. *Refer to Section VIII for further description.*
2. The YMCA will not tolerate the mistreatment or abuse of one youth by another youth. *Refer to Section IV for further description.*
3. Under no circumstances will staff/volunteers release children in child programs to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian (written parent authorization on file with the YMCA).
4. To protect YMCA staff, volunteers and youth, staff/volunteers are not to be alone with a single child where they cannot be observed by others.
5. Staff/Volunteers may not be alone with children they meet in YMCA programs outside of the YMCA. This includes babysitting, sleepovers, driving or riding in cars, and inviting children to their homes. Should a staff member/volunteer have a pre-existing relationship with a child in a YMCA program, that should be disclosed and documented with Human Resources or Risk Management, as appropriate.
6. Staff/Volunteers may not transport children in their own vehicles or allow youth participants old enough to drive to transport younger children in the program.
7. In situations where one-on-one interactions are approved, such as tutoring and private coaching sessions, staff and volunteers should observe the following policies to manage the risk of abuse or false allegations of abuse:
 - i. When meeting one-on-one with a youth, always do so in a public place where you are observable by others.
 - ii. Avoid physical interactions that can be misinterpreted. Limit physical interactions to pats on the shoulder, high-fives, and handshakes.
 - iii. If meeting in a room or office, leave the door open or move to an area that can be easily observed by others passing by.
 - iv. Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.
 - v. Supervisors must keep a schedule of private tutoring and coaching sessions, which should include times, youth involved, and location of sessions.
 - vi. Staff/Volunteers must have supervisor approval for any tutoring or private coaching sessions.
 - vii. Tutoring and coaching sessions with our organization's youth may not occur outside of YMCA Facilities or programs.
8. Staff/Volunteers may not date program participants, volunteers or staff who are under the age of 18.
9. Staff/Volunteers will never leave a child unsupervised.
10. Restroom Supervision
 - i. Staff/Volunteers will make sure the restroom is not occupied before allowing children to use the facilities.
 - ii. Staff/volunteer will monitor the restroom area while it is being occupied by children.
 - iii. This policy allows privacy for the children and protection for the staff (not being alone with a child).
 - iv. When staff are needed to assist younger children with bathroom needs, doors to the facility must remain open. The "rule of three" will be followed (i.e. two children and one staff; two staff and one child; or a staff, child, and volunteer) at all times.
11. Staff/Volunteers will conduct or supervise private activities in pairs: diapering, putting on bathing suits, helping children with bathroom accidents, taking showers, and the like. When this is not feasible, staff shall position themselves so that they are visible to others. Staff should ensure that participants are not 1:1 with other participants, staff or volunteers in changing stalls or showers.
12. Staff/Volunteers will not give excessive gifts to or receive excessive gifts from youth (e.g., TV, video games, jewelry).
 - i. Small gifts may be given on behalf of the YMCA with approvals from a supervisor and the youth's family
 - ii. Small gifts given to staff/volunteers from youth, or their families are permitted if disclosed to a supervisor.
13. Staff/Volunteers should assess all children daily and take note of any fever, bumps, bruises, burns, and all symptoms or issues that are visible on a child. Questions or comments will be addressed to the parent or child in a non-threatening way. If a child states that the parent caused an injury, staff/volunteer will contact the program director immediately. Staff/Volunteers will document any questionable marks or responses.

14. Staff/Volunteers will respond to children in a respectful manner and consideration and treat all children equally, regardless of sex, race, religion, culture, economic level of the family, or disability. Discrimination on any basis will not be tolerated.
15. The YMCA prohibits the access, display, production, possession, or distribution of pornography and Child Sexual Abuse Materials on the YMCA's property or equipment or within any YMCA-associated Facilities, Programs, or events.
16. Staff/Volunteers are to report to a supervisor any observation or suspicion of another staff or volunteer in violation of these policies and/or other concerns related to potential abuse of minors. *Refer to Section II for further information.*
17. While assigned to work with youth, staff/volunteers are not permitted to use electronic communication devices except during approved breaks and emergency situations. Internet use, text messaging and/or emailing pictures while assigned to work with youth is strictly prohibited regardless of the type of device used and whether for business or personal reasons. Staff/Volunteers should ensure that friends and family members are aware of this policy and provide alternate means of reaching them.
18. There are occasions in which staff/volunteers will need to use approved personal or YMCA-issued electronic communication devices. In these cases, staff will have explicit policies and practices from supervisors governing use; staff should abide by all policies and practices for use. Situations which may require use of personal or YMCA-issued electronic communication devices include: (a) Field Trips, (b) Off-site Programs, and (c) Emergencies.
19. Staff/volunteers shall not withhold as punishment or require as punishment any physical activity, such as running laps and doing push-ups. Staff/volunteers shall also not withhold or require food/meals.
20. Staff/volunteers have never been adjudged liable for civil penalties or damages involving sexual or physical abuse of children.
21. Staff/volunteers have never been subject to any court order involving sexual or physical abuse of a minor, including but not limited to a domestic order or protection.
22. Staff/volunteers will immediately notify their supervisor or Human Resources Department if they are arrested or convicted of a crime while they are employed by the organization.

II. **BACKGROUND CHECKS**

YMCA staff/volunteers must satisfy the background check requirements put in place by the YMCA's Human Resources Department. The cost of the required background check will be covered by the YMCA.

All offers of employment at the YMCA are contingent upon clear results of a thorough background check. Background checks will be run on all final candidates and all employees (who are 18 years of age or older) annually, as deemed necessary.

Subsequent background checks will be run for the following scenarios:

- Any break in employment/volunteering that is more than 6 months.
- Any active staff who turned 18 years old in the previous year.
- Background checks will be run every year for staff who have been continuously employed with the YMCA.
- Background checks will be run every 2 years for volunteers who have been continuously volunteering with the YMCA.

If an employee's responsibilities include driving YMCA-owned vehicles or transporting minors participating in any YMCA programs, a mandatory driver's license background check or MVR will be performed annually.

III. **BOUNDARY OR POLICY VIOLATIONS**

A boundary violation is the act of disregarding or disrespecting the limits set by a person or group, or in our case, the Y. These limits can be physical, emotional, or informational. Boundary violations can be intentional or unintentional, but they ultimately cause discomfort or harm to the other person. Boundary and policy violations are common among those that abuse children. They can be innocent in intent but can also be early warning signals that a potential abuser is laying the groundwork for abuse in the future, also known as grooming. Look for the following – or similar – Boundary or Policy Violations:

- Goes above and beyond the call of duty to spend extra time with kids.
- Observed one-on-one with minors and outside of the visibility of other staff or participants.
- Breaks the Y's established rules and doesn't follow policy or program operating procedures like allowing unsafe, overly rough, or inappropriate games like Hide & Seek, Red Rover, or Truth or Dare.
- Discourages other adults from participating in or monitoring his or her activities with children.
- Communicates privately with children via email messages, instant messages, texting, or social networking sites such as TikTok, Instagram or Snapchat.
- Observed using physical touch in an aggressive, overly responsive manner or with anger to engage a minor.
- Observed using physical touch in a seemingly romantic manner with a minor or touching areas on a minor that would be covered by a bathing suit.
- Taking, sending, or posting personal photos or video of children – any photos or videos should be with permission from parent or guardian and must be on YMCA approved camera.
- Allowing or assigning participants to take staff roles/responsibilities (wearing a nametag or staff shirt, or controlling the walkie-talkie, etc.)
- Staff dating youth program participants regardless of staff/participant ages; this is an imbalance of power and prohibited.
- Exclusive relationships of any kind, including singling out one child/friend for different treatment (i.e. gift giving, special treatment, isolated situations or interactions) or acting possessive of a particular child may be seen as "choosing favorites." Spends too much time with a child or is overly involved in the child's private life.
- Encourages children to break or "stretch" rules.
- Gives special gifts, especially without permission or in secret.
- Treats children as if they were peers (uses inappropriate language or swears, tells off-color jokes, talks to kids about details of their personal lives).

- Asking that a secret be kept, or having interactions that are secret.
- Threatens or intimidates a child.

If you observe any of these or other inappropriate behaviors, you should:

1. **Interrupt** and stop the behaviors through direct or indirect intervention
2. **Report** what you witnessed to your supervisor immediately
3. You are required to **document** your observations and response in the form of an incident report, according to the YMCA Incident Reporting Guidelines, within 24 hours of the incident/observation
4. **Cooperate** in any additional steps outlined by leadership staff, Human Resources, or Risk Management

Once a staff member, volunteer, youth or parent has expressed a concern or made an allegation, swift and determined action will be taken to reduce any subsequent risk to the youth, to the accused staff member or volunteer, and to the organization. Because our organization is dedicated to maintaining zero-tolerance¹ for abuse, it is imperative that every staff member or volunteer actively participates in the protection of youth.

IV. **PEER-TO-PEER MISCONDUCT: BULLYING & SEXUALIZED BEHAVIOR**

We have a policy of zero-tolerance for peer-to-peer misconduct be it bullying, sexualized behavior or otherwise; we will take the necessary steps to eliminate such behaviors.

Peer-to-Peer Misconduct is harmful conduct by one child towards another child. Peer-to-Peer Misconduct can take on various forms, including:

1. Physical Misconduct – when one person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
2. Verbal Misconduct – when someone uses their words to hurt another, such as by belittling or calling another hurtful names.
3. Nonverbal or relational Misconduct – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of misconduct also includes intimidating another person by using gestures.
4. Cyberbullying – the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve: (a) sending mean, vulgar, or threatening messages or images, (b) posting sensitive, private information about another person, (c) pretending to be someone else in order to make that person look bad, or (d) intentionally excluding someone from an online group.
5. Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
6. Sexualized Behavior – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposure of, attempt to touch, or touching of private body parts, and verbal bullying involving sexualized language or innuendos.

Y staff and volunteers who witness incidents of misconduct and do not intervene or respond are not upholding the standards of conduct expected at the YMCA.

V. **BEHAVIOR GUIDANCE**

1. Staff/Volunteers must use positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism.
2. Staff/Volunteers will have age-appropriate expectations and set up guidelines and environments that minimize the need for discipline.
3. Physical restraint is used only in predetermined situations (when necessary to protect the child or other children from harm), administered only in a prescribed manner by authorized staff, and must be documented in writing post incident.

VI. **DEFINING APPROPRIATE AND INAPPROPRIATE PHYSICAL CONTACT**

The YMCA encourages appropriate physical contact with youth and prohibits inappropriate displays of physical contact. Any inappropriate physical contact by staff or volunteers towards youth in YMCA programs will result in disciplinary action, up to and including termination of employment/volunteer experience.

1. Staff/Volunteers will respect children's rights not to be touched or looked at in ways that make them feel uncomfortable, and their right to say no. Other than diapering, children are not to be touched on areas of their bodies that would be covered by a bathing suit.
2. Staff/Volunteers will refrain from intimate displays of affection in the presence of children, parents, and other staff/volunteers.

¹ It is the position of the YMCA that we will not interpret a person's intent or motivation, and will therefore, respond to all boundary and policy violations uniformly. We will not interpret the intent of a behavior/actions/report but pass on all observed actions and/or reports to the appropriate authorities.

- Examples of appropriate and inappropriate physical interactions are:

Appropriate Physical Interactions	Inappropriate Physical Interactions
- Side hugs - Shoulder-to-shoulder hugs - Pats on the shoulder or back - Handshakes, fist bumps, high-fives and hand slaps - Pats on the head when culturally appropriate - Touching hands, shoulders, and arms - Side arm around shoulders - Holding hands (with young children in escorting situations)	- Full-frontal hugs - Kisses - Showing affection in isolated area - Lap sitting - Wrestling - Piggyback/shoulder rides - Tickling - Allowing a youth to cling to an employee's or volunteer's leg - Any type of massage given by or to a youth - Any form of affection that is unwanted. - Compliments relating to physique or body development. - Touching any areas that would be covered by a bathing suit.

VII. DEFINING APPROPRIATE AND INAPPROPRIATE VERBAL INTERACTIONS

- Staff and volunteers are prohibited from speaking to youth in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, harassing, or humiliating.
- Staff and volunteers must not initiate sexually oriented conversations with youth, parents, staff, or volunteers. Staff and volunteers are not permitted to discuss their own sexual activities, intimate details of one's personal life in the presence of children, parents, volunteers, or staff.
- Examples of appropriate and inappropriate verbal interactions are:

Appropriate Verbal Interactions	Inappropriate Verbal Interactions
- Positive reinforcement - Silly, age-appropriate jokes - Encouragement - Verbal praise	- Name-calling - Jokes that are of a sexual, vulgar, demeaning, or crude nature or are otherwise not suitable for youth. - Discussing sexual encounters or in any way involving youth in the personal problems or issues of staff and volunteers - Secrets - Cursing/profanity - Off-color or sexual jokes - Shaming - Belittling - Derogatory remarks - Harsh language that may frighten, threaten or humiliate youth - Derogatory remarks about the youth or his/her family

VIII. GOVERNING ELECTRONIC COMMUNICATION BETWEEN STAFF AND YOUTH

- For the protection of YMCA youth, staff, and volunteers, any private electronic communication between staff and youth, including the use of social networking websites like - Facebook, Instagram, Snapchat, direct messaging, texting, etc. - is prohibited except when directed to do so by a supervisor to conduct official business on behalf of the YMCA. Use of personal electronic communication devices or accounts to contact (via voice, text, or pictures/video) youth for personal and/or inappropriate reasons shall be grounds for discipline up to and including termination of employment/volunteer experience.
- All communication between staff and youth must be transparent. Provide this information to your participants' parents so that they know what is appropriate and inappropriate from your staff.

3. The following are examples of appropriate and inappropriate electronic communication:

Appropriate Electronic Communication	Inappropriate Electronic Communication
• Sending and replying to emails and text messages from youth ONLY when copying in a supervisor or the youth's parent • Communicating publicly with youth via "organization group pages" on Facebook or other approved public forums • "Private" profiles for staff and volunteers which youth cannot access	• Harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning or humiliating comments • Sexually oriented conversations • Private messages between staff and volunteers with youth • Posting pictures of organization participants on social media sites • Posting inappropriate comments on pictures • "Friending" or "Following" participants on social networking sites • Allowing participants to "Follow" staff's personal, public or private accounts on social networking sites • Taking or sharing pictures of participants • Video game play outside of scheduled program times (e.g., E-Sports programs at the Y) or use of video game chats or other communication forums between staff and youth.

IX. CHILD ABUSE RESPONSE PROCEDURE

Every staff member and volunteer, as a mandated reporter, has a legal and ethical duty to report any reasonable suspicion of child abuse, molestation, neglect, or sexual misconduct to their local Child Protection Agency. Reasonable suspicion means that it is understandable for a person to entertain the impression, drawing when appropriate on their training and experience, that abuse may have occurred. The Child Protection Agency will determine the validity of the report.

Types of abuse:

- Physical - An injury or pattern of injuries that happens to a child that is not accidental. These may include burns, bruises, bites, welts, broken bones, strangulation or even death. Some examples of physical abuse include striking, spanking, shaking, or slapping.
- Neglect - Neglect occurs when adults responsible for the well-being of a child fail to provide for or protect the child. Neglect may include not giving food, clothing, or shelter; failing to keep children clean; lack of supervision; and withholding medical care.
- Emotional - Any chronic and persistent act by an adult that endangers the mental health or emotional development of a child, including rejection, ignoring, terrorizing, corrupting, shaming, withholding kindness, being cruel, humiliating, degrading, threatening, constant criticism, making mean remarks, insulting and giving little or no love, guidance or support.
- Sexual - Sexual abuse is the sexual assault or sexual exploitation of children. Sexual abuse may consist of numerous acts over a long period or a single incident. Sexual abuse includes but is not limited to rape, incest, sodomy, fondling, exposing oneself, oral copulation, and penetration of genital or anal openings as well as forcing children to view or appear in pornography. The perpetrator keeps the child from disclosing through intimidation, threats or rewards.

In the event that there is a suspicion of abuse in any form (physical, neglect, emotional, or sexual) with a child at the YMCA or participant in one of our programs, the YMCA will take immediate action as follows:

1. If a staff member or volunteer **observes** an incident of abuse, the staff/volunteer is to immediately **interrupt** and then **report** it to their supervisor and directly to the appropriate Child Protection Agency for the county the child lives in. ***If you feel the child is in immediate danger, call 911 to involve law enforcement.***
2. If a staff member or volunteer **suspects** abuse or if abuse is **disclosed** to them, the staff/volunteer is to immediately **report** it to their supervisor and directly to the appropriate Child Protection Agency for the county the child lives in. ***If you feel the child is in immediate danger, call 911 to involve law enforcement.***
3. Staff should immediately **document** their observations, the allegation, or disclosure of the abuse and necessary details in writing. If multiple staff were present or involved each staff member should independently document their staff statement and independently share it with their supervisor before discussing the incident with each other. The supervisor should reinforce the importance of confidentiality for the safety of all involved and the incident/allegation/disclosure should not be shared with anyone outside of the supervisor or the Child Protection Agency and/or law enforcement as assigned.
4. All reports of inappropriate behavior with youth or allegations of abuse should be taken seriously. Our organization will fully **cooperate** with the authorities if allegations of abuse are made and investigated. All staff and volunteers should fully cooperate with any investigation of child abuse by assigned authorities. Refusal to cooperate can lead to termination of employment or expulsion from volunteering.
5. Before reporting to the Child Protection Agency, gather the following information:
 - Child's name and date of birth
 - Parent's name and date of birth (if accessible)
 - Does the child live with both parents?
 - Home address and telephone number
 - Total number of children who live in the home (if accessible)
 - Parents' employers (if accessible)
 - Do we feel the child is in immediate danger?
6. If any staff member or volunteer is named as a suspect in an incident of abuse, YMCA leadership will immediately

remove the staff member from their duties, ask them to document their statement, and suspend their employment and/or volunteer responsibilities immediately during the investigation process. Human Resources should be contacted to determine appropriate terms of the suspension (length, paid/unpaid, alternative work, etc.).

7. When a situation involves a YMCA staff or volunteer- the YMCA should self-report to the appropriate Child Protection Agency and the State Childcare Licensing Agency, if applicable.
8. The supervisor will contact their next level supervisor or administrator and/or the Risk Management Department to inform of the concern. As necessary, these leaders help guide staff in reporting to the appropriate Child Protection Agency in the county which the child lives. For example, the YMCA the child is attending is in Bernalillo County, however, the child lives in Santa Fe County, therefore we would need to contact Santa Fe County to make the report.
9. The supervisor will follow up with staff involved. If you have not heard from your supervisor within 24 hours about the action that has been taken, contact the Child Protection Agency or Risk Management directly.
10. Contact Risk Management with any questions or issues related to abuse prevention or response.

X. CONTACT NUMBER FOR REPORTING ALLEGATIONS, DISCLOSED OR SUSPECTED ABUSE:

New Mexico Child Protective Services	1-855-333-SAFE (7233)
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XI. YMCA REPORTING

All members of the YMCA community are encouraged to participate in the protection of children in all YMCA programs. If you have a grievance, would like to make a report, or would like to ask a question or obtain more information, please contact our YMCA KNOW. SEE. RESPOND Hotline. Call the YMCA KNOW. SEE. RESPOND. Hotline if you have concerns about the safety of anyone in our YMCA Facilities or Programs: (720) 617-7201.

XII. ALLEGATIONS OF ABUSE AND COOPERATION WITH AUTHORITIES

The YMCA has a zero-tolerance policy for abuse. Therefore, all reports of suspicious or inappropriate behavior with youths or allegations of abuse will be taken seriously. The YMCA will fully cooperate with authorities if allegations of abuse are made and investigated. All staff and volunteers should fully cooperate with any investigation of child abuse by assigned authorities. Refusal to cooperate can lead to termination of employment or expulsion from volunteering. Our YMCA and its staff will not retaliate against any staff, volunteer, participant or otherwise who makes a report or participates in an investigation of alleged child abuse.

XIII. PROTECTION OF REPORTING PARTIES

New Mexico state law provides that anyone making a "good faith" report is immune from civil liability and criminal penalty. Furthermore, regarding the terms and conditions of YMCA employment, volunteering or program participation, YMCA policy prohibits retaliation against anyone who makes a good faith report of abuse or neglect in accordance with state mandated reporting requirements.

XIV. INVESTIGATION STATEMENT

The YMCA cooperates fully with the authorities to investigate all cases of alleged abuse. Any staff or volunteer shall cooperate to the fullest extent possible in any external investigation by outside authorities or internal investigation conducted by the organization or persons given investigative authority by the organization. Failure to cooperate fully may be grounds for termination.

ACKNOWLEDGEMENT

I have read and fully understand that I have a legal and ethical duty to report suspected mistreatment or abuse of youth, as a mandated reporter. No type of abuse will be tolerated and may be cause for immediate termination. We are committed to providing all youth with a safe environment.

I also fully understand and agree to comply with the YMCA Child Protection Policy. I understand that any violation of the Child Protection Policy may result in immediate termination of employment/volunteer experience.

I understand I am expected to participate in the annual acknowledgment of this policy and its changes, as well as annual Child Abuse Prevention training. I agree to complete all required Child Abuse Prevention Training prior to my first day of work and annually thereafter.

I acknowledge that I have never been convicted of any violent criminal acts, crimes involving children, or had my parental rights terminated due to situations involving abuse as outlined in this document. I additionally acknowledge that I do not have a history of complaints of abuse of a minor against me, have never resigned, been terminated, or been asked to resign from a position due to complaints of sexual abuse of a minor, and I did not falsify or omit any information during my hiring process regarding my history related to child abuse. I understand that I am bound by my agreement to this document to report to my supervisor or Human Resources if I am arrested or am the subject of any criminal proceeding during my employment with the YMCA.

Employee/Volunteer Signature

Print Name

Date

The YMCA annually reviews all youth abuse prevention policies and reporting guidelines for relevance, utility and necessity and modifies or rescinds as appropriate.



**Identifying and Managing
and Activities with High Risk
For Child Abuse**



YESS–Risk Management Training

SUPPLEMENTAL RESOURCE

**IDENTIFYING AND MANAGING AREAS AND ACTIVITIES WITH
HIGH RISK FOR CHILD ABUSE**

MARCH 2025

COMMON PROCEDURES

FOR MANAGING HIGH-RISK AREAS AND ACTIVITIES

COMMON PROCEDURES FOR MANAGING HIGH-RISK AREAS AND ACTIVITIES

Below are areas and activities that have been identified as high-risk for abuse and are commonly found in Y operations. Ys may use these guidelines when establishing procedures for activities and areas applicable to their spaces and programs. Throughout this document the word “staff” is used to refer to any individual working on behalf of the Y, whether they are employees or volunteers.

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SECTION A: PERSONAL CARE ACTIVITIES

BATHROOMS, TOILETING & DIAPERING

Bathrooms are high-risk spaces for abuse to occur due to the need for privacy. Staff should balance the privacy needs of the minor participants and the need to supervise interactions in this space. Staff should position themselves to protect themselves and their coworkers from allegations of abuse.

General Procedures for Supervising Bathroom Usage:

- Confirm shared bathrooms are unoccupied before allowing minors to enter.
- Continue to monitor the bathroom while in use by program participants.
- Prevent access by others while in use by the program.
 - Remind minors that they should always ask permission prior to entering a bathroom, even if the bathroom is inside the program space and visible to staff.
 - Staff should take minors in groups of two or more to the bathroom.
 - When necessary, two staff may need to accompany a single minor to the bathroom. This may be necessary for children with unique needs or those toilet training.
 - If staff need to assist a minor in the bathroom staff should:
 - Leave the bathroom or stall door open
 - Have another staff member present
 - Document the interaction via the logging procedure established by the Y.
 - Any concerns discovered during bathroom assistance should be:
 - Documented in an incident report
 - Reported to a supervisor
 - Parents should be informed as soon as the nature of concern warrants.
 - Always take a headcount and face-to-name checks before transitioning to the bathroom and before leaving the bathroom.

Multiple Stall Bathrooms:

- If there are multiple stalls, send in only as many individuals as there are stalls.
- Implement a one-in, one-out process to prevent an overlap of students inside the bathroom.
- Stand in the doorway, holding the door open to monitor the children inside as well as any children outside of the bathroom.
- Minimize minors of different ages using the bathroom at the same time.

Single Stall Bathrooms:

- One minor should enter the bathroom at a time.
- Staff should frequently check single stall bathrooms.
- Doors to bathrooms within program spaces should remain open when not in use.
- Bathrooms in common spaces should be checked frequently on facility walk-throughs.

Diapering:

- Staff should know and follow all licensing requirements for diapering if in a licensed program.
- Changing tables should be in an open area where staff's actions can be observed by others.
- Diapers should be changed when at least two adults are present when possible.
- All diaper changes should be documented in the logging procedure determined by the Y.
 - Any concerns discovered during diaper changes should be documented, reported to a supervisor, and parents should be informed as soon as the nature of the concern warrants.

LOCKER ROOMS/CHANGING ROOMS

Whenever possible, minors should only use locker rooms or changing rooms that are not currently being used by members or other groups. Using locker rooms or changing rooms with single stalls like a family changing room is a preferable option if available. In any locker room or changing room, staff will remain present and actively supervise minors while changing.

General Procedures for Supervising Locker Rooms and Changing Rooms:

- Locker rooms and changing rooms should be checked during facility walk-throughs so all users know the locker room is monitored.
- Whenever possible, different age groups should not use the locker room at the same time.
- Staff should enforce rules prohibiting horseplay such as towel snapping, running, jumping, etc.
- Phone use by staff and minors is prohibited while in a locker room or changing room except to call Emergency Services in an emergency.
- For single stall changing rooms, only one minor should enter at a time.

SHOWER & HYGIENE ACTIVITIES

Shower activities are high-risk due to wardrobe changes as well as minors being unclothed or wearing minimal attire. Staff must balance the need for privacy against the shower facility design, the need to monitor interactions between minors, and the need to protect themselves and other staff against allegations of abuse.

Staff Showering:

- Staff are not permitted to shower/bathe at the same time as minors.
- When both staff and minors need to shower, staff should create a shower schedule that will allow for adequate supervision of the minors while staff shower. A separate shower facility or single stall shower facility should be utilized by staff whenever possible.

Communal or Multiple Stall Shower Areas:

- While minors shower, at least one staff member should remain within the locker room.
- Ensure that only one minor is in each shower/stall.
 - Stagger minors in every other shower in a communal shower space to reduce risk of minors interacting.
- Staff should position themselves so that they are observable by others.
- Implement a one-in, one-out system to control numbers in the showers and prevent overlap.
- When possible, minors of different age groups should shower at different times.
- Minors should be permitted to shower in swimwear if they choose.

Single Stall Shower Areas:

- One minor should enter the shower at a time.
- Single stall showers should be frequently checked during facility walk-throughs.
 - Curtains or doors to showers should remain open when not in use.

Personal Hygiene/Bathing During Camping Excursions:

Personal cleanliness is imperative to maintain during camping excursions. Staff must ensure that adequate standards of personal hygiene are maintained. Staff should:

- Provide adequate time for participants to bathe, wash their clothes, and brush their teeth.
- Schedule separate time for staff to bathe. Staff should be monitored while bathing by another program leader to ensure safety.
- Swimwear or similar clothing is required for all participants and staff while bathing.
- Supervise participants while they bathe in approved natural bodies of water.
 - Water should be no deeper than a participant's waist and proposed bathing areas should be examined by a trained staff member before allowing participants into the water.

- Preferably at least one staff member should hold an appropriate lifeguard certification. If a certified lifeguard is not present, at least one staff member should be trained in basic water rescue skills and evaluating a bathing area for safety according to established procedures.
- Ensure throwing rescue equipment (ring buoy, throw bag, heaving jug, etc.) and a first aid kit including rescue mask and non-latex gloves are available for use at the water's edge.

SECTION B: QUIET TIME AND NAPTIME FOR YOUNG CHILDREN

Quiet times and nap times for young children are higher risk due to reduced program ratios, typically lower lighting levels, and potential difficulties with behavior management in putting young children to sleep.

General Procedures for Supervising Quiet Time and Naptime for Young Children:

- Staff should follow all licensing requirements for nap or quiet times in licensed programs.
- Staff should not sit or lay on minors' beds, cots, or nap mats.
- Minors should not sit or lay on a bed, cot, or nap mat other than their own and should not share sleeping bags, nap mats, beds or cots.
- Minors should be taught to inform a staff member if another staff member or another minor lays or sits on their bed, cot, or nap mat.
- Minors cannot be left alone during nap times.
- Sleeping areas should be arranged with as much space as possible between beds, cots, or nap mats.
 - All minors must be visible to staff while napping.
 - The room should be sufficiently lit so all minors can be easily observed.
 - Staff may assist young minors with falling asleep during nap times by patting their back or other similar appropriate touch.
- Headcounts and face-to-name checks should be taken periodically during quiet time or naptime.

SECTION C: TRANSITIONS OR FREE-TIME

Transitions between activities or program spaces and free time pose a high-risk for incidents because during these times, staff may not be assigned a particular group of minors to supervise, the general environment can be unstructured which provides opportunities for minors to slip away, staff may be distracted by other duties like parent pick up procedures and minors could become bored more easily.

General Procedures for Supervising Transition Times or Free-Time:

- Staff should maintain line-of-sight supervision over all minors.
- Established program ratios should be maintained during transitions and free time.
- Minors should be informed prior to the start of free-time what physical boundaries are established in the program area and/or what their activity options are
- Each staff member should be assigned a specific area, activity, or zone to supervise.
- Staff should perform periodic face-to-name checks including
 - Before leaving an activity area or program space.
 - Several times during the free-time period or transition.
 - When arriving in a new space.
- Supervisors should conduct periodic check-ins or walk-throughs of the program area.
- Staff should take special note of situations where there are:
 - Differences in age, size, or power between minors.
 - Follow established procedures for supervising mixed age groups, if present.
 - Set up a limited number of activities for minors to choose from.

Transitions between spaces:

- Staff should perform a head count, face-to-name check, or other attendance taking method before leaving the initial space as minors line up.
- When multiple staff are present, one staff member should position themselves at the front of the line, and another staff member at the end of the line.
 - The staff member at the end of the line should do a check of the space the group is leaving before the line begins moving to the new space.
- When only one staff member is present, the staff member should do a head count, check the space the group is leaving, and position themselves at the front of the line while maintaining line-of-site supervision of the group.
- Minors that pose an elopement risk should be positioned nearest to a staff member
 - Staff members may lead minors by the hand, if necessary to ensure safety.
- Staff should perform a head count, face-to-name check, or other attendance taking method upon arrival to the new space.

SECTION D: PLAYGROUND ACTIVITIES

Playground activities are high-risk due to minors being spread across a wider area, limited organized activities, and playground structures posing line-of-site supervision challenges. Playground activities are less structured, which provides more opportunities for minors to slip away or hide their interactions from staff.

General Procedures for Supervising Playground Activities:

- Staff should maintain line-of-sight supervision over all minors.
- In unfenced playground spaces, staff should define physical boundaries around the playground area before allowing minors to begin playground activities.
- Staff should receive specific instructions on how to monitor barriers to visual supervision such as storage sheds, playhouses, tunnels, slides, and landscaping.
- Implement a one-in, one-out process on play elements where appropriate (slides, tunnels, etc.)
- All staff should be assigned a specific area or zone to supervise.
- Group bathroom break procedures should be followed.
- Staff should conduct periodic headcounts and face-to-name checks to ensure all minors are present and accounted for.
- Supervisors should conduct periodic check-ins and observations of the program and complete regular walk-throughs of the playground.
- Staff should take special note of situations where there are differences in age, size, or power between minors.

SECTION E: TRANSPORTING MINORS

Transporting minors can increase the risk of abuse due to the increased potential for staff to be alone with minors. In addition, transportation periods are inherently less structured and provide an increased potential for minors engaging in peer-to-peer sexual activity or inappropriate behavior to go unnoticed.

Vehicle Transportation:

- Staff should follow all established transportation policies.
- Obtain written parent permission for all minors and take signed permission forms and emergency contact information in the vehicle.
- Staff should carry a roster of the minors being transported.
- Staff should take a roll and complete face-to-name checks when boarding the vehicle and before leaving the vehicle.
- Follow established staff-to-minors ratios.
 - When possible, do not count the driver in supervision ratios.
 - Drivers not employed by the YMCA may not be counted in the supervision ratio.
- When present, non-driving staff should sit in seats that permit maximum supervision and spread themselves throughout the vehicle to sit among the minors.
- When possible, minors of varying ages and gender identities should not sit together.
- When possible, minors with known behavior challenges should be seated by themselves or near a staff member.
- Drivers are prohibited from making unauthorized stops, except in emergency situations.
- Drivers should document the following details of each trip in the method established by the YMCA:
 - Beginning and ending times of the trip.
 - Starting and ending mileage of the vehicle.
 - Names of the minors being transported.
 - The destination and proposed route to be taken.
 - Completed pre and post-trip checklists
 - Any unusual occurrences or incidents are documented through the YMCAs incident reporting procedures.
- Staff are prohibited from transporting minors in personal vehicles.
- Staff should follow the rule of three when transporting minors, when possible.
 - At least two adults should transport a single minor, or at least two minors should be present if transported by a single staff member.

Public Transportation:

- Minors should remain in one area of the bus/train/plane, if possible.
- Staff should be assigned to a specific group and should remain with that group on the bus/train/plane.
- Staff should complete a headcount and face-to-name check immediately after entering and leaving the bus/train/plane.

Walking or Hiking:

- Staff to avoid walking along roadways that do not have sidewalks as much as possible.
- If the group must walk along a roadway that does not have a sidewalk, the group should walk facing opposing traffic and near the shoulder of the roadway.
- If the group must cross a street, parking lot, or other space involving vehicle traffic:
 - Follow all established pedestrian traffic laws and signals.
 - Staff should stop the group and look in both directions prior to crossing the street.
 - Only begin crossing if there is enough time to allow the whole group to cross together.
- If the group is sharing sidewalks, trails, or paths with cyclists, runners, or others:
 - Follow all established pedestrian traffic laws and signals.
 - Walk on the right-hand side of the sidewalk, trail, or path.
 - To the extent possible, keep the group single-file or two-by-two to allow space for others to pass the group.

SECTION F: AQUATIC ACTIVITIES

Aquatic Activities pose a greater risk for abuse to occur due to challenges in supervising underwater interactions, the unstructured nature of many aquatic activities and spaces, the need for wardrobe changes, and minors wearing in bathing suits which cover less of their bodies.

General Procedures for Supervising Aquatic Activities:

- Staff and minor participants are required to wear swimwear that covers all private areas of the body in accordance with established dress codes.
- All Child Protection Policies will be followed by staff.
- Appropriate boundaries will be discussed with minors and will consist of guidelines regarding safe play in and around the pool and will outline all pool rules and appropriate interactions with other minors.
- Games and play in the pool should not involve hanging on anyone or playing rough.
- Staff will have designated roles while supervising minors in aquatic activities.
- Staff are responsible for behavior management while working with lifeguards to ensure appropriate rule enforcement.
- Established program ratios for aquatic activity should be observed.
- Staff should complete a headcount and face-to-name check periodically.

Aquatic Activist with Hands-on Instruction or Interactions:

- Staff working in aquatic activities involving hands-on instruction or interactions between participants (e.g., Lifeguarding Courses and Swimming Lessons) should:
 - Ask for consent before touching a participant's body.
 - Teach participants to ask for consent before touching other participants.
 - Establish space for participants to express their personal boundaries regarding touch and opt out of being touched wherever possible within course requirements.
 - Partner similarly aged participants with one another to prevent mixed ages working together whenever possible.
 - Establish space for participants to voice concerns about appropriate touch to the instructor.
 - Use Instructional Floatation Devices (IFDs) whenever possible to reduce contact between instructors and participants.
 - Use appropriate holding and support techniques for the skill being taught and age/developmental level of the participant.

Swim Lesson	Appropriate Hands-on Instruction	Inappropriate Hands-on Instruction
Skills on the FRONT • Arm Motions • Leg Action • Front Floating • Front Glides • Water Adjustment Skills	• Holding a minor on one hip with arm around minor's waist. • Using the hands to support under an infant's chin, while supporting their body in their underarms. • Infant or minor age 5 and under sitting on instructor's knee with their back to instructor's front for assistance with arm motions.	• Holding a minor front to front or in a full-frontal hug position. • Minor sitting in instructor's lap for assistance with arm motions. • Holding the underarm with fingertips/palms under the chest. • Minor's face pointed toward the instructor's face. • Minor holding around instructor's neck • Grasping the upper thigh or the inside of the leg.
Skills on the BACK • Arm motions • Leg actions • Back floating • Back glides	• Instructor supporting the back of the head, upper shoulders, or mid back. • Infant or minor age 5 and under resting their head on instructor's shoulder, cheek to cheek with instructor.	• Instructor supporting the lower back or buttocks. • Holding the minor's chest • Infant or minor age 5 and under resting their head on instructor's shoulder, cheek to mouth/nose with instructor.

Supervisors and Administrations of Aquatic Activities:

- Supervisors and administrators responsible for aquatic programming involving hands-on instruction should:
 - Periodically observe aquatic activities to ensure all interactions remain appropriate.
 - Supervisors should look for:
 - Instructors using appropriate holding and support techniques for the skills and age or developmental level of the participant.
 - Instructor's hands remain toward the sides of a participant's body or limbs.
 - Instructor's hands remain as visible as possible.
 - Instructors appropriately employing the use of IFDs.
 - Participants looking uncomfortable with an instructor's touch, crying, or trying to escape from an instructor.
 - Appropriate class and/or behavior management techniques.
 - Appropriate rescue skills and support techniques being used instructor-to-participant and participant-to-participant during certification courses with older minors like lifeguarding and swim instruction.

SECTION G: YOUTH SPORTS PROGRAMS

Youth Sports programs are high-risk for abuse to occur due to the relationships built between players and coaches, many sports programs utilizing volunteer coaches, elevated emotional states of players, coaches, and parents during games, matches, or meets, and minors wearing sport specific clothing, which often reveals more of their body than street clothing.

Guidelines for Supervision of Players:

- Coaches should follow all established Child Protection Policies.
- Coaches should not be alone with a single child where others cannot observe them.
- Confidential conversations regarding a player's performance can be held in view of others or conveyed in conference to the player and their parent(s).
- Coaches should follow all bathroom procedures established by the Y.
- Coaches should use positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism.
- Coaches should have age-appropriate expectations and set up guidelines and environments that minimize the need for discipline.
- Coaches should not use physical exertion and/or exercise as a form of discipline (e.g., running extra laps, doing push-ups, etc.).
- Coaches should not withhold as a form of discipline (e.g., snacks, water, playing time, etc.).
- Coaches should respect a player's request to not be touched in ways that make them feel uncomfortable and ask for consent from the player if hands-on instruction is necessary.
- Coaches should follow all established player check-in and check-out procedures.
- Coaches are not permitted to transport players in personal vehicles.
- Coaches should perform headcounts and face-to-name counts periodically.

SECTION H: OFF-SITE ACTIVITIES

Off-site activities typically have less supervision than Y membership facilities or program sites and program supervisors or directors are more likely to be stationed at another location with only periodic check-ins. This environment provides more opportunity for inappropriate interactions to go unobserved. Additionally, program spaces for off-site activities are often not owned by the Y, which limits the Y's control over secondary observation equipment like security cameras as well as the furnishings and space set up.

General Procedures for Off-Site Activities:

- Program supervisors should perform scheduled and drop-in observations of all off-site activities.
- Staff should follow the established site approval process prior to the start of a new program, field trip, etc.
- A list of approved sites should be kept by the Y and all sites should be reviewed periodically against the Y's established criteria.
- Obtain parent permission for off-site activities if the program they are registered for is not based at the off-site location.
 - Permission paperwork should travel with minors being transported by the Y.
 - Permission is implied through program registration if the off-site location is where parents drop-off and pick-up their children.
- Follow all established Child Protection Policies.
- Maintain program ratios should be followed throughout the activity.
- Follow all established bathroom and locker room procedures. Bathroom procedures may need to be adapted to fit the space or site being used as part of the site approval process.
- Follow all established transportation procedures if transport is necessary.
- Staff and minors should be easily identifiable as a group.
- Staff should follow all established dress code requirements.

SECTION I: OVERNIGHT ACTIVITIES AND RESIDENT CAMP

Overnight stays present unique risks for abuse to occur. They often involve wardrobe changes, groups of mixed genders and ages in a more casual atmosphere, fewer structured activities, and increased supervision demands.

General Guidelines for Overnight Activities:

- All overnight activities require prior approval from organizational leadership and should go through a program evaluation process to identify specific risk factors of the activity.
- Administrators should perform scheduled and drop-in observations of overnight activities.
- Staff should receive additional training on the unique risks of overnight activities as well as specifics about each different overnight activity.
- Parents should be provided with written information about the overnight activity.
- Parent permission is required for a minor to attend overnight activities.
- Staff are to follow established program ratios.
- Approved adjustments to program ratios may be made while minors are sleeping.
- Minors should be oriented to established safety, child protection, and conduct rules expectations.
- Staff should be assigned to supervise a specific group of minors.
- Staff will maintain a role sheet that lists all minors in their group.
- Headcounts and Face-to-name checks should be conducted routinely throughout the activity.

Overnights at a YMCA Facility Other than Resident Camp:

- Supervision responsibilities of high-risk areas of the facility should be assigned to specific staff or a schedule for facility walk-throughs should be established.
- Minors should be separated by gender identity into their respective sleeping areas, tents, cabins, etc. or by as much distance as is feasible given the nature of the accommodation location.
- Staff should conduct housing checks in pairs.
- Some overnight activities may require one or more staff members to remain awake overnight. This will be determined prior to the start of the program and specific staff will be assigned overnight shifts with daytime sleep schedules.
- Staff required to remain awake overnight should not be counted on to support daytime supervision ratios without an adequate rest period as determined by YMCA policy or applicable local, state, and/or federal laws.

Overnights away from a YMCA Facility:

- Minors should be oriented to establish safety, child protection, and conduct expectations.
- When sleeping spaces are shared between minors & staff (e.g., camp cabins):
 - Staff are not permitted to sit or lay on minors' beds and minors are not permitted to sit or lay on the beds of staff.
 - Staff should never be alone in sleeping spaces or bathrooms with a minor.
 - Staff should be placed throughout the cabin to maximize supervision and sleep near external doors to reduce opportunities for minors to leave at unauthorized times.
- When sleeping spaces are separate for minors & staff (e.g., hotels, tents, etc.):
 - Staff should not enter a minors' sleeping space outside of emergency or necessity unless accompanied by another staff member or chaperone.
 - Minors should not enter staff' rooms or tents.
 - The group should gather in open and observable areas.
 - If minors must share rooms or tents separate minors by gender identity and age and when possible, assign three or more minors to share sleeping spaces to reduce risk of inappropriate interactions between minors.
 - Staff should remain on duty in hallways, outside tents, etc., until at least one hour after lights-out.

Resident Camps:

- Established program ratios for awake and overnight hours should be followed.
- Staff should develop and follow a written, structured schedule of events.

- Staff should follow established guidelines for conducting and documenting overnight room checks.
- Administrators should perform scheduled and drop-in observations of daytime and overnight activities.
- If video surveillance is available, designated program supervisors should regularly monitor video feeds in real-time, particularly during high-risk times or activities. Video surveillance should never be placed in changing or bathing areas.

SECTION J: TEEN PROGRAMS

Teens engaged in leadership programs like Counselor-in-Training (CIT) or Leader-in-Training (LIT) programs are still minors participants, and should not be treated as staff. These older minors are often given more responsibility than typical minors participants so they should be given guidelines for appropriate conduct, boundaries for their responsibilities, and remain under the supervision of staff. In addition, staff should recognize that these older minors are program participants, not peers.

Job Experience Programs (Counselor-in-Training (CIT) /Junior Lifeguarding)

- Staff should follow all established Child Protection Policies and Guidelines.
- Recommended that staff be at least two years older than those they are supervising.
- Leadership programs should follow a screening process for teen leaders which should include:
 - A standard application
 - An interview with behaviorally based interview questions
 - References (from teachers, counselors, family friends, etc.)
 - Older minor participants should be trained in their role within a program and the organization's policies for appropriate conduct between one another and between themselves and younger minors.
 - Training for leadership program participants should review all Child Protection Policies, including:
 - Appropriate interactions and the importance of maintaining boundaries between older minor participants and younger minors as well as interactions between older minor participants and staff.
 - Older program participants should not be in one-on-one situations with minors, other teens, or with adult staff.
 - Other policies and procedures specific to their role within a program.
- Older minors program participants should be identifiable as participants in a leadership program. Dress code requirements should differentiate them from staff as well as younger minor participants.
- Program supervisors should conduct regularly scheduled and drop-in observations of older program participants and staff.

Club-Based Programs (Leader-in-Training (LIT)/Y Achievers/Youth & Government)

- Minors elected by their peers into leadership positions should not receive special or different treatment than typical group members.
- Policies specific to volunteer opportunities outside of Y premises should be established.
 - All transportation and/or overnight activity procedures should be followed.
- Staff should follow all established Child Protection Policies and Guidelines.
 - Electronic communications with group members should follow the rule of three:
 - A staff member communicating with at least two minor participants together
 - A staff member copies a second staff member when communicating with an individual
 - A staff member copies the parent of the minor participant when communicating.
- Club meeting should be held at a designated location established by the Y.
 - Bathroom procedures should be established (e.g., signing in and out of the meeting when using the bathroom).
 - Check in/check out procedures should be established based on the location and space.
 - A participant code of conduct should be established. Consider:
 - Boundaries around teens transporting other unrelated members to and from meetings.
 - Boundaries around conduct within the Y and facility access based on membership status.

SECTION K: MENTORING, TUTORING, AND PRIVATE COACHING PROGRAMS

Mentoring programs and private coaching are high-risk activities due to the close relationships that mentors/coaches build with participants and the increased likelihood of interactions being one-on-one.

General Procedures for Supervising Mentoring, Tutoring, and Private Coaching Programs:

- Mentors, tutors, and coaches should follow screening and selection practices for staff and high-access volunteers including:
 - Face-to-face interview with behaviorally based interview questions
 - Background check,
 - Reference check with questions regarding their suitability to work with children. All mentoring, tutoring, and private coaching programs must have a supervisor's approval before sessions begin.
- A schedule of one-on-one sessions should be on file with the program supervisor, which should include times, minors involved, and location of sessions.
 - All changes to the schedule should be communicated in writing with and approved by the program supervisor.
 - Mentoring, tutoring, and coaching sessions with Y program participants may not occur outside of the Y facilities or programs.
- Mentors, tutors, and coaches should:
 - Follow all established Child Protection Policies.
 - Only meet one-on-one with a minor in a public place where you are observable by others.
 - If meeting in a room or office, leave the door open or move to an area that can be easily observed by others passing by.
 - Avoid physical interactions that can be misinterpreted. Limit physical interactions to pats on the shoulder, high-fives, and handshakes.
 - Private coaching that requires hands-on-instruction should be done in the presence of another adult and touch should be limited to interactions that are strictly necessary for instruction or safety.
 - Minors and their families should receive information about what physical interaction will be necessary and parents should be permitted to observe all coaching sessions.
 - Keep a log documenting activities and interactions
 - Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior issues and how they were handled, injuries, or any interactions that could be misinterpreted.
- Program supervisors should:
 - Perform scheduled and drop-in observations during mentoring, tutoring, and coaching sessions.
 - Supervisors should meet face-to-face with mentors, tutors, and coaches on a regular cadence to check on progress, safety, goals, and provide support.
 - Hold scheduled and casual face-to-face conversations with participants and their families to gather feedback about their experience in the program.
 - Questions should include those designed to identify improper conduct or policy violations.
 - Review activity logs from mentors, tutors, and coaches.

SECTION L: SPACES AND ACTIVITIES WITH LIMITED SUPERVISION

Ys may have certain spaces or activities designated as appropriate for minors aged 12 and older to enjoy without the direct supervision of a Y Staff member, volunteer, or a parent. These spaces or activities are high-risk due to the limited supervision, unstructured nature of the activities, and the increased likelihood of mixed age groups interacting with one another.

General Procedures for Indirect Supervision:

These spaces or activities (e.g., open gym, table games in communal spaces, etc.) should be consistently monitored in one of the following ways:

- By Y Staff during facility walk-throughs.
- Through other indirect monitoring practices.
- Under the supervision of a program attendant (e.g., gym monitor, table game attendant, etc.).

Limited Supervision Access for Minors Aged 10 & 11:

Ys may permit minors aged 10 & 11 to access the same spaces as those age 12 to 17 but this group should also:

- Review any established minor code of conduct or expectations with their parent/guardian.
- Wear a visual identifier (wristband, sticker, lanyard, etc.) to indicate they are minors under the age of 12 when they check-in to the facility or activity space.
- Sign themselves in and out of these spaces or activities with a designated staff member.

Staff Supervision:

Staff should look for the follow during walk-throughs or drop-in observations of these spaces:

- Interactions between minors are age and developmentally appropriate.
- Interactions between minors and adults remain appropriate.
- Minors respect each other's boundaries.
- Minors are not bullying, teasing, dominating, or displaying sexualized behaviors.
- Minors solve disagreements without fighting either verbally or physically.
- Older minors and adults are not spending excessive time with younger individuals or groups of significantly younger minors.
- Minors in those spaces know who to approach if they need assistance or have an issue.

SECTION M: MIXED AGE GROUPS

Space and activities in which minors of different age groups frequently interact are considered high-risk due to potential social, physical, and/or emotional power imbalances that could develop or exist between older minors and younger minors.

General Procedures for Working with Mixed Age Groups:

- Whenever possible, minors should be broken up into smaller groups that contain minors within a two-year age range (e.g., 6- to 8-year-olds and 9- to 11-year-olds would be separated into two different groups).
- Those established age groups should be prevented from mixing with one another as much as the program space, staffing levels, and activity options allow.
- When age groups mix with one another, staff should:
 - Maintain line-of-sight supervision for all minors.
 - Be aware of power imbalances emerging between individuals or groups of minors.
 - Ensure interactions between all minors remain appropriate to the activity taking place and with established Y policies.
 - Take note of any older minors spending excessive time with younger minors, particularly significantly younger participants.
 - Limit opportunities for older minors to be alone with younger minors.
- Ensure all participants know who to approach if they need assistance.



**Emergency Response Plan:
Reporting Suspicion of Child
Abuse Supplement**

SUSPECTED CHILD ABUSE

1. RECOGNIZE

Suspected child abuse includes but is not limited to:

- **Physical abuse** is an injury intentionally inflicted on a child.
- **Sexual abuse** is any contact of a sexual nature that occurs between a child and an adult or between two children. This includes any activity meant to arouse or gratify the sexual desires of the adult or the other child.
- **Emotional abuse** is mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning.
- **Neglect** is the failure to provide for a child's basic needs or the failure to protect a child from harm.

Child Abuse can be identified in several ways, most commonly those ways are observation of repeated Boundary Violations, disclosure of abuse by the victims, or reports of abuse or suspected abuse by a third party or bystander.

We have a zero-tolerance policy for Child Abuse. This means we will not interpret the intent of a behavior/action/report but pass on all observed actions and/or reports to the appropriate authorities.

2. RESPOND

Suspected Abuse or disclosure of Abuse

- Staff and volunteers are expected to intervene, stop the behavior, and report violations.
- If you encounter a situation in which a minor is at immediate risk of harm or the victim of a criminal act, contact law enforcement immediately by dialing 911. Local law enforcement will make a final determination as to whether a matter merits further investigation.
- If a minor reports that they have been abused, make a report to the Children, Youth, & Families Department. If you are under 18 or so choose, your supervisor can be present while making the report to CYFD.
- In addition to notifying CYFD, the reporting party should notify the Executive Director.

Boundary Violations

- Staff and volunteers are expected to intervene, stop the behavior, and report violations.
- Suspected violations of our Child Protection Policy should be immediately reported to your supervisor and documented in a Boundary Violation Report in the YESS Risk Management Portal or via the KNOW.SEE.RESPOND Reporting Hotline.
- If you find that you have committed a boundary violation you should self-report to your supervisor. Your supervisor will then contact Risk Management.

3. RECOVER

- Contact the Executive Director and Risk Management.
- Fill out and submit an Incident Report with full documentation before completing your shift.



Volunteerism

Standard Operation Procedures

Volunteerism Operating Procedure Synopsis	
Title	YMCA of Central New Mexico Volunteerism Standard Operating Procedures
Creation Date	December 2023
Approval Date	October 2024
Latest Revision Date	
Responsible Manager	Jesse Bess

Purpose and Scope

This operating procedure defines the process for engaging and onboarding volunteers through consistent processes. These procedures will help ensure YMCA of Central New Mexico abides by internal processes as well as track and maintain compliance.

Definitions

Administrative Notes	A field within a contact record where helpful notes about contact can be added
Community/Event Volunteer (Low Access)	An individual who volunteers for an event outside of our programs that usually takes place in a single occurrence (ex. Race volunteer, swim meet timer, Presents for Peace gift wrapper)
Contact Record	A component of Volunteer Matters that contains a volunteer's demographic, availability, interest, contact information, completed credentials, volunteer history and volunteer status that is created during the application process
Contact Status	Found in the contact record and determines a volunteer's access to the Volunteer Matters Database
Credentials	A requirement the volunteer must complete in order to volunteer
Credential Onboarding	A process completed through Volunteer Matters where required and optional credentials are completed
Federal Labor Standards Act (FLSA)	Defines the employee-employer relationship and governs the payment of minimum wage and overtime pay.
Mass Emails	Emails sent within the Volunteer Matters database to large groups of volunteers to recruit them for a certain project
Philanthropy Volunteer (Low Access)	An individual that participates in fundraising efforts for the organization
Policy Volunteer (High Access)	An individual who gives guidance to the organization (ex. Board members at all levels)
Program Onboarding	A process completed within the program the volunteer will be volunteering within that ensures the volunteer will be set up for success
Program Volunteer (High Access)	An individual who volunteers within a YMCA program (ex. Y Learning, Sports, Community Hope, and Afterschool)
Volunteer Application	The first step a potential volunteer takes that provides demographics, availability, interests, and contact information. Through the volunteer application potential volunteers agree to YMCA policies: Child Protection Policy, Electronic Communication Policy, YMCA Photo/Audio/Narrative Release, and YMCA Indemnity Waiver
Volunteer Matters	The database used to recruit, retain, and track volunteers
Volunteer Matters Administrator	An administrative role within Volunteer Matters which allows access to manage contacts, credentials, and projects
Volunteer Matters Organizer	A role within Volunteer Matters which allows access to specific projects they have been assigned to and contacts for those projects

Volunteer Guidelines

1. Age Guidelines
 - a. 3-15 years old
 - Children can volunteer in age-appropriate structured Community/Event activities under parent/guardian supervision.
 - Students cannot volunteer in programs in which they could be a paying participant – based on their age.
 - b. 16 and above
 - Cannot volunteer in programs in which they could be a paying participant – based on their age (ex. CIT)
2. Required Credential Onboarding
 - a. Community/Event Volunteer (Low Access)
 - Volunteer Application through Volunteer Matters
 - b. Repeat Program Volunteer (High Access)
 - Background Check (all age 18 and over)
 - Background Check with Driving Record Check (age 18 and over, driving YMCA vehicle including golf carts)
 - Redwoods Child Sexual Abuse Prevention (all)
 - Interview (all)
 - Heads Up: Concussion in Youth Sports Training (Sports Coaches)
 - References (all)
 - In Person Program Orientation (all)
 - c. Policy Volunteer (High Access)
 - Volunteer Application through Volunteer Matters
 - Background Check
 - Redwoods Child Sexual Abuse Prevention
 - d. Philanthropy Volunteer (Low Access)
 - Volunteer Application through Volunteer Matters
3. Volunteer Placement
 - a. Volunteers must complete an application through Volunteer Matters and complete the required credentials before beginning to volunteer
 - If an interview is a required credential, [interview notes](#) should be uploaded into the volunteer contact record in Volunteer Matters
 - Volunteers should be selected for a program only if they are deemed a 'good fit'
 - b. Volunteers must be assigned a specific job description that fills an essential need of the program
4. Program Onboarding
 - a. Volunteers should receive a program onboarding on or before their first day of volunteering in the program. This should include but is not limited to:
 - Program orientation that includes both logistical and safety information including how to report program concerns to the confidential hotline or YMCA branch leadership
 - Review of job description and expectations
 - Instructions on how to sign in and out of the program
 - Contact information of program volunteer supervisor
 - When possible, volunteers should receive additional training alongside staff to promote consistency and growth in the skills of the volunteer

5. Restrictions

- a. Volunteering does not imply or guarantee a paid position with the YMCA in the future
- b. All volunteer opportunities are provided without promise or expectation of compensation or material reward
- c. Volunteer service should not include access to confidential data/records (health records, contact information, payment methods, discipline documentation)
- d. Youth cannot volunteer in programs in which they can be a paying participant
- e. YMCA staff may not volunteer their services in the same types of service performed by the employee in their regular staff position. To do so would be in violation of the FLSA and staff would be entitled to compensation.
- f. As a standard, the YMCA does not offer court-ordered or lawyer suggested community service. Any exceptions need to be approved by the Senior Executive Director.
- g. Per childcare licensing, volunteers may only volunteer in licensed programs for 6 hours or less per week and must always be supervised by appropriate staff.

Volunteer Matters Database

1. Contact Status Standards

- a. Active- Typical status assigned automatically to a volunteer once they complete the application process, allows access to the Volunteer Matters Database and to apply for project position
- b. Hold- A temporary status that is set manually by a Volunteer Matters administrator until there is resolution on an outstanding issue. The volunteer is unable to apply for a project position but can view them.
- c. Banned- Assigned by a Volunteer Matters administrator when it has been determined by YMCA leadership the volunteer is no longer a good fit for the YMCA. The volunteer is unable to apply for a project position
- d. Felony Hold- Status automatically assigned when applicant identifies they have been convicted of a felony in the past. A Volunteer Matters Administrator can change this status if the background check clears the YMCA adjudication standards as determined by the Director of Compliance and Administration. If adjudication standards are not met, status will prohibit volunteer from applying for a project position.
- e. Exit- Assigned by Volunteer Matters administrator if the volunteer's last login was 3 or more years ago. Volunteers attempting to sign up for project positions will be encouraged to reach out to the Volunteer Matters administrator.

2. Administrative Note Standards

- a. Written in a professional manner
- b. Provide a brief explanation in regard to assigned contact status that would be useful for other administrators to have access to as long as matter is not of a sensitive/confidential nature.
- c. If the explanation is of a sensitive/confidential nature, a note should read, *"Please contact Volunteer Coordinator for more information"*

- d. Provide detail about a volunteer's skill set or accommodations made for the volunteer to be successful
 - e. Each note should include the name of the administrator that made the note as well as the date
- 3. Mass Email Policy
 - a. Should only be sent by the Volunteer Coordinator.
 - b. Should be filtered down by demographics captured in contact records to reach those volunteers most likely to be interested in the project
- 4. Project Setup
 - a. Project Setup will be requested by Branch/Program and submitted to the Volunteer Coordinator will enter it in Volunteer Matters
 - b. The project set up should be consistent in appearance from project to project and include:
 - Consistent project unique name (Project Title-Branch Name, ex. Fall Soccer-McLeod Family YMCA)
 - The project description should start with a brief description of the program gleaned from <https://ymcacnm.org/> and contain the impact on community, responsibilities, age restrictions and level of commitment.
 - Project dates should be accurate to promote accurate yearly reporting
 - The number of volunteer hours per project role should be accurate to promote accurate yearly reporting; each position needs a number of hours assigned.

Responsibilities

- 1. Branch
 - a. Creates projects in Volunteer Matters
 - b. When appropriate, will send list of potential program volunteers to the Volunteer Coordinator so timely communication can be sent out regarding Credential Onboarding
 - c. Refrains from allowing volunteers to participate in projects if Credential Onboarding has not been completed
 - d. Provides Program Onboarding to volunteers before or upon first day of service which shall include the basic requirements listed in this SOP
 - e. Enters branch/program submitted projects for the Association into Volunteer Matters following the guidelines listed in this SOP
 - f. Supports branch volunteer recruitment efforts by requesting lists of potential volunteers from branch staff and communicates next steps in the credential completion process (ex. Sports coaches, Community Hope Volunteers)
 - g. Sends volunteer rosters as appropriate to branch program leaders
 - h. Daily 'thank you for applying' email to all new applicants as determined by daily, automated contact report
- 2. YESS
 - a. Adjudicates Background Checks needing review.
 - b. Audits projects that were entered in Volunteer Matters by branch volunteer liaisons to ensure consistency of appearance, credentials, and reporting.
 - c. Provides Volunteer Matters training to branch/program staff and provides technical support to volunteers
 - d. Will report quarterly volunteer statistics to Association leadership

- e. Will provide yearly reporting to YUSA regarding volunteer demographic data and impact



Third Party Guidelines



YMCA OF CENTRAL NEW MEXICO THIRD PARTY GUIDELINES

Third-party and external organizations or individuals providing services to the organization's consumers or using the organization's facilities fall within the scope of the organization's abuse prevention policies. Third parties are expected to adhere to all applicable abuse risk management policies.

This organization requires third parties and external organizations or individuals to register programming prior to operation as set forth in this policy. Third-party agreements will include, at minimum, language to address compliance with mandatory reporting, insurance requirements, screening procedures and individual background clearances, and consumer protection training. Additionally, such entities or individuals that fall under this policy will be required to sign and adhere to the organization's Code of Conduct related to consumer safety.

Further, the organization will designate a person, a committee, or a department to oversee third-party compliance with the organization's abuse prevention policies.

Third parties may have high access to consumers. Therefore, at a minimum, **third parties must be required to include or adhere to the following items as part of their contractual agreement with the organization:**

Code of Conduct

Require third parties to review and sign organization's Code of Conduct for working with consumers. **Should be included in contracts for facility rentals as well as vendors. One-time emergency vendors without a contract in place (ex. Emergency plumber) should sign into facility, read and agree to code of conduct.*

Defense and Indemnity for Sexual Misconduct and Molestation

Require third parties to defend and indemnify the organization for claims stemming from sexual misconduct and molestation.

Insurance

Name third parties as additional insureds on any applicable insurance policy, including sexual abuse and molestation policy. ***See Language for Contracts/Agreements*

Screening

Require third parties to adhere to our organization's criminal background screening practices including multi-state criminal background checks and sex offender registry checks. ***See Language for Contracts/Agreements and Attestation Statement*

Training

Require all individuals *responsible for consumers* have received some minimal abuse prevention training (which can include the identification, prevention, and reporting of sexual abuse).

Supervision Procedures for Monitoring

Third parties must have defined supervision procedures in place for monitoring their program participants (i.e., adult-to-consumer ratios and management of high-risk activities and locations). For joint events, clearly delineate supervision responsibilities between the organization and the third parties.

Conduct scheduled and random observations of activities and programs to ensure third parties and facility renters are following procedures during their use of organizational facilities.

Reporting

Ensure third parties and facility renters understand and provide written acknowledgement of both the internal and external reporting requirements of the organization.

Require third parties and facility renters to report policy violations and incidents or allegations of sexual misconduct back to the organization, and to follow mandated reporting requirements.

Contracts/Agreements Examples

The following language is not legal advice; it is provided as a guide for consideration and should be reviewed and confirmed to be valid and compliant with your state's requirements. Please consult with legal counsel to ensure this language meets all applicable legal standards and regulations.

Definition. "Third-Party" shall be any individual, company, or entity that is not a party to this contract. This includes, but is not limited to, subcontractors, affiliates, partners, suppliers, agents, or any other entities with which either party to this contract may have a relationship, but which are not bound by the terms and conditions of this contract.

Code of Conduct. All Third-Parties engaged by YMCA of Central New Mexico for the purposes of this agreement must review and sign the organization's Code of Conduct for working with consumers, as detailed in Exhibit A.

The Third-Party acknowledges and agrees to the following:

Review: The Third-Party shall thoroughly review the Code of Conduct provided in Exhibit A.

Signature: The Third-Party must sign the Code of Conduct, indicating their understanding and acceptance of its terms, prior to commencing any work under this agreement.

Compliance: The Third-Party agrees to comply with all the guidelines, rules, and ethical standards outlined in the Code of Conduct throughout the duration of their engagement.

Breach: Any breach of the Code of Conduct by the Third-Party may result in immediate termination of this agreement and any related engagements, at the sole discretion of YMCA of Central New Mexico.

Updates: YMCA of Central New Mexico reserves the right to update the Code of Conduct from time to time. The Third-Party will be notified of any such updates and will be required to review and sign the updated Code of Conduct.

Criminal Background Checks. Third-Party shall conduct criminal record and background checks on each of its employees who will perform services pursuant to this Agreement on YMCA property. The criminal background checks shall be conducted by Third-Party prior to performing any services on YMCA property and shall not assign any employee to provide services on YMCA property if (1) said employee has been convicted contributing to the delinquency of a minor; (2) said employee has been convicted of a sex crime; (3) said employee has been convicted of any misdemeanor or felony involving crimes against children or (4) said employee has been convicted of gang-related or organized crime activity. In

addition, YMCA may conduct additional criminal record checks any time at its sole expense. YMCA will not seek reimbursement of this additional expense from Third-Party or Third-Party employees who are the subject of such checks. If YMCA exercises this right to conduct additional criminal records checks, Third-Party agrees to provide within fifteen (15) days of the request the full name, date of birth, and state of residency for the past 10 years for any Third-Party employees. YMCA reserves the right to prohibit any Third-Party employee from delivering goods or providing services under this Contract if YMCA determines, in its sole discretion, that such personnel has not undergone a criminal record and background check in accordance with this Section or the results of such criminal background check may pose a threat to the safety or well-being of participants, personnel or others.

Sex Offender Registry Checks. Third-Party acknowledges that G.S. 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premise of any place intended primarily for the use, care, or supervision of minors. Third-Party shall conduct, or arrange to have conducted, sexual offender registry checks on each of its employees who will engage in any service on or deliver goods to YMCA property. Said checks shall include at a minimum check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program and the National Sex Offender Registry ("the Registries"). The parties acknowledge that all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at <http://www.nsopw.gov/>. Third-Party shall not assign any employee to provide services on YMCA property if they appear on any of the aforementioned registries.

Insurance Requirements. Commercial General Liability Insurance- Third-Party shall obtain and maintain insurance for the following risks in amounts under such policies as follows: commercial general liability (including contractual and products-completed operations liability) in the amount of Two Million Dollars (\$2,000,000) each occurrence and Two Million Dollars (\$2,000,000) per project aggregate; One Million Dollars (\$1,000,000) any one occurrence; One Million Dollars (\$1,000,000) any one person or organization personal injury; Five Thousand Dollars (\$5,000) medical payments; umbrella liability in the amount of Five Million Dollars (\$5,000,000) general aggregate compensation; Five Hundred Thousand (\$500,000) workers' compensation and employers liability insurance to cover each accident, injury by disease and aggregate claims.

YMCA as Additional Insured: The Commercial General Liability, Umbrella Liability policies shall contain and endorsement adding YMCA as well as their respective employees, agents and representatives as Additional Insureds as respects any liability arising out of Third-Party's operations in the performance of the work.

By signing below, the Third-Party agrees to the terms stated above and confirms their commitment to upholding the standards set forth in the Code of Conduct attached as Exhibit A.

APPENDIX A

CHILD PROTECTION CODE OF CONDUCT FOR THIRD-PARTY

Third-Party & Staff:

- A. Respond to children with respect and consideration and treat all children equally regardless of gender, race, religion or culture.
- B. Shall not physically, verbally, sexually or mentally abuse or neglect children. Any type of abuse will not be tolerated and will be cause for immediate dismissal or termination of services.
- C. Will portray a positive role model by maintaining an attitude of respect, loyalty, patience, courtesy, tact and maturity.
- D. Will refrain from intimate displays of affection in the presence of children, parents, members, staff and volunteers.
- E. Will not smoke or use tobacco while on YMCA premises.
- F. Will not use, possess or be under the influence of alcohol or illegal drugs during working hours or while on YMCA premises.
- G. May not be alone with children they meet in YMCA programs outside of the YMCA. This includes babysitting, sleepovers and inviting children to one's home unless one of the following conditions exist:
 - i. There is a relationship with the child, child's family or guardians that predates employment or position at the YMCA.
 - ii. There is a relationship with the child, child's family or guardians that predates the child's enrollment in a YMCA program.
 - iii. Third-Party or Third-Party employees and the child or the child's family or guardian are related.

When these conditions exist, Third-Party must file with YMCA leadership the appropriate disclosure and parental permission form. Any additional exceptions require a written explanation before the fact, a written parent waiver, and must be approved by the CEO or designate.

- H. May not date YMCA program participants less than 18 years of age.
- I. May not transport participants in YMCA programs in personal vehicles. Any exceptions require a written explanation before the fact, a written parent waiver and must be approved by the CEO or designate.
- J. May not be alone with a child in an area or location where they cannot be observed by others.
- K. Are to refrain from the use of language, physical conduct or behavior, which is sexually suggestive, harassing or intimidating to members, fellow employees, volunteers or other participants in YMCA programs or activities. Examples include sexual innuendoes, profanity, put downs, puns, inappropriate jokes, sharing intimate details of one's personal life or phrases such as "shut up".
- L. YMCAs are required to report suspected abuse. If a third-party organization or employee witnesses or suspects abuse, the branch leadership should be notified immediately.
- M. Third-Party is responsible for conducting, screening, and maintaining documentation on all individuals accessing the facility, including a multi-state criminal record search and a national sex offender registry check.

Any violation of this Code of Conduct may result in dismissal or termination of services.



Know. See. Respond.
Reporting



KNOW. SEE. RESPOND. REPORTING PROGRAM IMPLEMENTATION PLAN

The KNOW. SEE. RESPOND. Reporting Program, encompassing the KNOW. SEE. RESPOND. Reporting Hotline and the KNOW. SEE. RESPOND. Reporting Form is an internal and external optional reporting method that Ys can utilize as an additional reporting tool for abuse, boundary or policy violations, and concerns identified at a YMCA facility or in a YMCA program. This reporting program aligns with the Praesidium Accreditation Standards and sets Ys up to have the resources and tools to strengthen and streamline their accreditation work. Yet, the program is only as good as our ability to ensure staff, members, parents, and volunteers have access to and knowledge of it. The more platforms we use to share this information, the more we arm our Y community to take an active role in Child Protection within the Y.

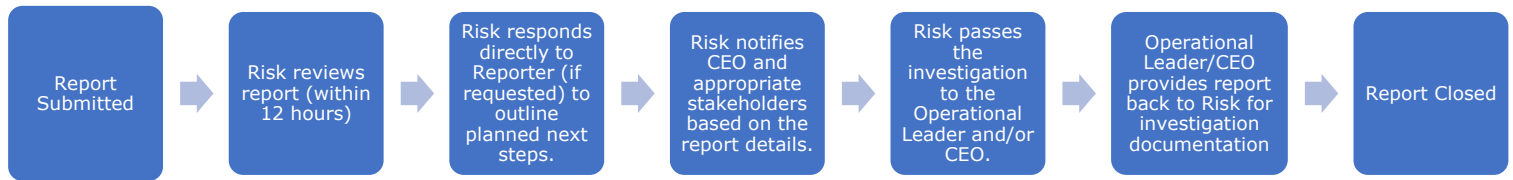
The below implementation details are not an exhaustive list of ways to socialize this critical resource, however, they are a minimum standard to ensure that we are effective in our implementation. As you discover more ways to share this resource with our community, please share those with the Risk Team so that we may learn from your successes as well!

Implementation Details

- Flyers are fillable; ALL 4 layers of staff names/numbers should be included prior to printing.
 - You can use staff as appropriate to your program area, but should include the program director level staff, their supervisor and two levels of branch or association leadership.
 - An example is attached for reference.
- Flyers should be printed on white paper/cardstock and posted in a way that protects them (laminated, hard plastic sign cover, etc.)
 - Flyers can be printed larger and/or professionally mounted (currently set up for 8.5" x 11" prints)
- Signs should be posted in open, clear spaces where easily accessible and seen.
- Signs should comply with your current Marketing & Communications standards.
- CEO to send a message to all staff rolling out the KNOW. SEE. RESPOND. Reporting Program.
 - Suggested content attached.
 - This can be email or snail mail, depending on your current culture of staff communication.
- Use the Youth Flyer in all youth spaces where parents pick up/sign out children, regardless of whether licensed or non-licensed programs. These should include but are not limited to:
 - Off-site Youth Programs
 - Sports Program spaces
 - Child Watch
 - Preschool, Daycare Programs
- Use the Membership flyers in multiple locations throughout the Y facility including but not limited to:
 - Wellness Floor
 - Front Desk
 - Each Locker Room
 - Pool Area
- Below is a standard statement to include in all digital and print collateral materials:
 - "If you have serious concerns about any YMCA youth program participant or staff member, please contact your program director. You may also call our KNOW. SEE. RESPOND. Hotline at (720) 617-7201 or [submit an anonymous report online.](#)"
 - This message can be included in Program Newsletters and Parent Manuals.
 - This message should be added to the YMCA's website. We recommend adding the statement in the following website pages:
 - Membership Policies/Procedures
 - Youth Program pages
 - Youth Policies/Procedures
 - Any pages related to Health/Safety within programs and/or a Commitment to Child Safety

Program Details

Process to expect if a report is received from your YMCA:



Should you have questions or request guidance, please contact us at Risk@YMCAMSO.org.



Victim-Centered Response

VICTIM-CENTERED RESPONSE

YMCA supervisors or administrators who are informed of an incident of abuse, abuse allegation or suspicion of abuse should immediately inform the Operations Director.

The Operations Director will:

- Act as the ongoing point of contact for the person experiencing abuse and their families, as appropriate.
 - Provide updates and follow-up meetings to the person experiencing abuse and their families, as appropriate.
- Reach out to the affected person and/or their families as soon as it is appropriate to do so after being informed of an abuse allegation and incident to initiate communication channels and provide support.
- Provide emotional support and compassion in all interactions and available resources available, including access to the YMCA Employee Assistance Program, counseling, and other external community resources.
- Cooperate with all law enforcement investigations.
- Participate in evaluating the effectiveness of the Y's response to the incident(s) to inform policy or process changes in response to the incident.
- Drive education and prevention initiatives to promote awareness, safety, and foster a supportive environment for all YMCA community members.
 - To include the KNOW. SEE. RESPOND. Hotline and Form.

Tips for speaking with people who may have experienced abuse:

- Remain calm, attentive, and compassionate.
- Listen to all information the reporter provides and be compassionate.
- Offer empathy and support.
- Assure the survivor they did the right thing in disclosing the incident(s).
- Communicate that you believe them and that we take all reports seriously.
- Assure them that the situation was not their fault.
- Provide confidence that the safety of Y participants is your highest priority and safeguards are in place.
- Avoid expressing shock or outrage.
- Avoid questions that could make the person feel responsible (i.e. Why did you take so long for you to report?).



Supervisor & Administrator Response



SUPERVISOR & ADMINISTRATOR RESPONSE YMCA OF CENTRAL NEW MEXICO

BOUNDARY AND POLICY VIOLATION RESPONSE

A boundary violation is the act of disregarding or disrespecting the limits set by a person or group, or in our case, the Y. These limits can be physical, emotional, or informational. Boundary violations can be intentional or unintentional, but they ultimately cause discomfort or harm to the other person. Boundary and policy violations are common among those that abuse children. They can be innocent in intent but can also be early warning signals that a potential abuser is laying the groundwork for abuse in the future, also known as grooming.

Supervisors and Administrators to whom a boundary or policy violation has been report should:

- Take all reports of boundary or policy violations seriously.
- Ensure the reporting person has documented the observation in writing.
 - Employees or volunteers reporting should follow the Y's established documentation procedures.
 - Participants or parents should be asked to provide a statement. Participants who are unable to write their own statement may dictate a statement with two staff members or a parent and a staff member as witnesses.
 - Documentation should include:
 - Name of person committing the violation
 - Date and time the violation was observe
 - Date and time of documentation
 - Detailed, fact-based description of what was witnessed
- Ensure that any violations that meet applicable Mandated Reporting guidelines are properly reported to authorities New Mexico Child Abuse Hotline 855-333-7233

Assigned supervisors or administrators should investigate the incident, allegation, or suspicion, including:

- Interviewing the employee or volunteer who has been reported
 - Two supervisory staff or administrators should be present for the conversation.
 - Document the conversation in writing.
- Review the personnel file of the person being reported to determine if a pattern of behavior exists.
- Determine the appropriate response based on the conclusions of the investigation.
- Notify the parent/guardian of the minor involved.
- Advise the person who reported the situation that they reported is being taken seriously and follow up with all staff members involved about actions that have been taken.
- Ensure all staff members involved and representatives from the Y fully cooperate with the authorities throughout child protection agency or law enforcement investigations.
 - A staff member or volunteer refusing to cooperate can lead to termination of employment or expulsion from volunteering and should be reported separately to Human Resources and/or Risk Management.

BOUNDARY AND POLICY VIOLATION DISCIPLINARY RESPONSE GUIDELINES

The Y should follow established progressive discipline policies when responding to boundary or policy violations. Below are possible disciplinary actions that could be taken by the Y in the event of a boundary violation. Supervisors and administrators are not limited to these responses and should make disciplinary decisions on a case-by-case basis. Factors to consider when determining appropriate disciplinary action:

- Context of the violation
- Severity of the nature of the violation
- History of the person being reported
- Trainability of the person being reported

If assigned supervisors and/or administrations determine that a boundary violation does not to require investigation or immediate termination:

- Staff member or volunteer may receive any of or any combination of the following disciplinary actions:
 - A warning or counseling statement
 - Additional training
 - Assignment to another position or department
 - Suspension

- Disciplinary action should:
 - Include a face-to-face meeting with the person being reported covering:
 - A description of the boundary or policy being violated
 - Strategies to avoid repeating similar violations in the future, as appropriate to the violation.
 - A review and reacknowledgement of the Y's Child Protection Policies and Procedures.
 - Be documented in writing and all documentation should be added to the person's personnel file.

If the boundary violation is determined to be a serious violation or the incident is a repeat offense:

- Staff member may receive any of or any combination of the following disciplinary actions:
 - Be placed on administrative leave while investigation occurs
 - Additional training
 - Assignment to another position or department
 - Suspension
 - Termination (immediate or after the conclusion of an investigation)

ABUSE OR ABUSE ALLEGATION RESPONSE

The State of New Mexico defines abuse as:

1. Physical abuse includes:
 - a. Cases in which a child exhibits evidence of a skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of a bone, subdural hematoma, tissue swelling or death, AND
 - b. There is not a justifiable explanation for the condition or death.
2. Sexual abuse includes:
 - a. Criminal sexual contact
 - b. Incest or criminal sexual penetration
 - c. Sexual exploitation (acts such as allowing, permitting or encouraging a child to engage in prostitution or obscene or pornographic photographing, or filming a child for obscene or pornographic commercial purposes).
3. Neglect includes:
 - a. The abandonment of a child by a parent, guardian or custodian.
 - b. The failure of a parent, guardian or custodian to provide a child with proper parental care and control or subsistence, education, medical or other care or control necessary for the child's well-being.
 - c. When a child is physically or sexually abused and the child's parent, guardian or custodian knew or should have known of the abuse and failed to take reasonable steps to protect the child from further harm.
 - d. Parental inability to discharge their responsibilities to and for the child because of parental incarceration, hospitalization, or physical or mental disorder or incapacity.

(Abuse and Neglect Act (32A-4-2, NMSA, 1978))

Supervisor and Administrator Response

Supervisors and Administrators to whom an incident of abuse or abuse suspicions have been reported should:

- Take all reports of abuse, suspicions of abuse, and allegations of abuse seriously.
- Take the following actions if any staff member or volunteer is named as the perpetrator in an abuse incident or allegation:
 - Immediately remove them from their duties
 - Ask them to document their statement
 - Suspend them from their responsibilities immediately during the investigation process.
 - Human Resources should be contacted to determine appropriate terms of the suspension for employees (length, paid/unpaid, alternative work, etc.).
 - Self-report to:
 - The appropriate child protection agency and/or law enforcement.
 - The appropriate licensing agency, if the incident occurred in a licensed program.
- If an employee or volunteer reports an incident of abuse or suspicion of abuse, support them in making a report to the appropriate authorities according to state mandated reporting laws.
 - When reporting to a child protection agency, you should be prepared with the following information to provide to the agency:
 - Minor's full name and date of birth
 - Minor's home address
 - Name, address, and contact number for the minor's parent/guardian
 - Current whereabouts of the minor
 - Nature and extent of the abuse
 - Any other facts that may help investigators to determine the cause of the abuse and identify the person responsible (i.e. Nicknames, relationship to alleged offender, etc.)
- Ensure the person reporting the incident, allegation, or suspicion has documented their observation(s) or suspicions in writing.
 - Employees or volunteers should follow the Y's established documentation procedures.
 - All adults involved should be asked to provide a written statement.
 - Minors should not be interviewed or questioned but a supervisor should document any conversation(s), capturing words the minor used to describe the abuse.
 - Documentation should include:
 - Name of person committing the violation
 - Date and time the violation was observe
 - Date and time of documentation
 - Detailed, fact-based description of what was witnessed

- Reinforce the importance of confidentiality for the safety of all involved and the incident/allegation/disclosure should not be shared or discussed with anyone outside of the supervisor or the child protection agency and/or law enforcement, as assigned.
- Report to the next level supervisor or administrator in the chain of command, to Human Resources and/or Risk Management.

Assigned supervisors or administrators should investigate the incident, allegation, or suspicion, including:

- Interviewing the employee or volunteer who has been reported
 - Two supervisory staff or administrators should be present for the conversation.
 - Document the conversation in writing.
- Review the personnel file of the person being reported to determine if a pattern of behavior exists.
- Determine the appropriate response based on the conclusions of the investigation.
- Notify the parent/guardian of the minor involved.
- Advise the person who reported the situation that they reported is being taken seriously and follow up with all staff members involved about actions that have been taken.
- Ensure all staff members involved and representatives from the Y fully cooperate with the authorities throughout child protection agency or law enforcement investigations.
 - A staff member or volunteer refusing to cooperate can lead to termination of employment or expulsion from volunteering and should be reported separately to Human Resources and/or Risk Management.

ABUSE OR ABUSE ALLEGATION DISCIPLINARY GUIDELINES

The Y should follow established progressive discipline policies when responding to boundary or policy violations. Below are possible disciplinary actions that could be taken by the Y in the event of an incident of abuse or allegation of abuse. Supervisors and administrators are not limited to these responses and should make disciplinary decisions on a case-by-case basis.

- Investigation Pending:
 - Employees and Volunteers: an assigned supervisor will inform them that their employment is suspended pending investigation.
 - YMCA Members: an assigned staff member will inform them that their membership is suspended pending investigation.
- Investigation Closed: Ruled Guilty
 - Employees and Volunteers: Termination of Employment or Volunteer Assignment, Not Eligible for Rehire
 - YMCA Members: Termination of Membership and banned from all YMCA facilities and programs, Code of Conduct Violation
- Investigation Closed: Ruled Not Guilty or Inconclusive
 - Employees and Volunteers: Supervisors and administrators with input from Human Resource, Risk Management, and/or legal counsel will review behaviors that led to allegations to identify boundary and/or policy violations.
 - If boundary and/or policy violations are identified, supervisors and administrators with input from Human Resources, Risk Management, and/or legal counsel will determine disciplinary actions as outlined in the Boundary Violation Response procedures.
 - YMCA Members: Membership Reinstated after a meeting with assigned supervisors and administrators and signing an acknowledgement of the Member Code of Conduct.

YOUTH-TO-YOUTH BULLYING AND PROBLEMATIC SEXUAL BEHAVIOR RESPONSE

Youth-to-youth bullying and problematic sexual behavior are defined as harmful conduct by one minor towards another minor. These behaviors can take on various forms, including:

- Physical Misconduct – when one person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
- Verbal Misconduct – when someone uses their words to hurt another, such as by belittling or calling another hurtful names.
- Nonverbal or Relational Misconduct – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of misconduct also includes intimidating another person by using gestures.
- Cyberbullying – the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs).
 - Cyberbullying can involve:
 - Sending mean, vulgar, or threatening messages or images
 - Posting sensitive, private information about another person,
 - Pretending to be someone else in order to make that person look bad, or
 - Intentionally excluding someone from an online group.
- Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
- Sexualized Behavior - Youth-to-youth problematic sexual behavior is differentiated from normative sexual play or anatomical curiosity and exploration. Youth-to-youth problematic sexual behavior refers to overt, deliberate and nonconsensual acts (unless otherwise defined in your state).
 - Examples can include, but are not limited to:
 - Bullying behaviors of a sexual in nature.
 - Sexting and/or sending unclothed or sexually suggestive images
 - Exposing private body parts
 - Using sexualized language or innuendos
 - Touching private body parts of another
 - Intimidating, threatening, or forcing another into touching the aggressor's private body parts.

Supervisor and Administrator Response

Supervisors and administrations to whom peer-to-peer misconduct is reported should:

- Investigate the incident or allegation.
 - Interview the person who reported the misconduct to gather information.
 - Confirm that the minors allegedly involved have been separated and/or placed under increased supervision.
 - Speak with all minors allegedly involved individually, in the presence of at least one other supervisor or administrator, and document words they used to describe the incident.
 - Notify parent/guardian(s) of the minors involved.
 - Review the actions and supervision practices of the staff or volunteers present when the incident occurred.
- Notify the appropriate authorities and/or licensing agency based on the nature and severity of the misconduct and in accordance with state mandated reporting laws.
- Determine appropriate corrective actions for the minors involved to ensure there is no recurrence, including assessing the enrollment status of the minors involved.
 - Consider the:
 - Context of the incident
 - Severity of the nature of the misconduct
 - Incident history of the minors involved
- If minors remain enrolled in the program, develop a written behavior or safety plan to monitor behavior or address supervision concerns following established behavior management policies and procedures.
- Address any supervision or training gaps identified with appropriate disciplinary action, procedure and/or policy changes, and/or additional training for employees or volunteers.



**Guidelines on Using and
Analyzing Relevant Data to
Prevent and Detect
Organizational Abuse**

We are committed to fostering safe environments by proactively identifying and mitigating risks associated with abuse. Our approach integrates data from multiple sources to enhance our prevention and detection efforts, ensuring that informed decisions lead to meaningful organizational and programmatic changes.

DATA COLLECTION FROM MULTIPLE SOURCES

We gather critical data from a variety of sources to monitor, detect and prevent potential abuse. These sources include:

- Incident Reports: Detailed documentation of reported concerns or incidents, providing valuable insights into patterns and emerging risks.
- Know. See. Respond (KSR): Anonymous Reporting hotline and form for staff, members, parents and volunteers to report serious concerns and policy/boundary violations.
- Behavior/Incident Summaries: Aggregated accounts of behavioral incidents that highlight trends and recurring issues requiring intervention.
- Association Risk Reports: Quarterly comprehensive risk assessments that help identify vulnerabilities at a program, location and organizational level.

DATA COMPILATION AND ANALYSIS

Once collected, data is systematically compiled and analyzed to identify trends, emerging threats, and high-risk areas. Our analytical approach includes:

- Trend Identification: Recognizing patterns in reported incidents to anticipate potential risks before they escalate.
- Risk Assessment: Evaluating data points to determine areas where additional training, policy updates or intervention may be necessary.
- Comparative Analysis: Cross-referencing data from different sources to validate findings and enhance accuracy in risk detection.

UTILIZING DATA TO DRIVE CHANGE

The insights derived from our data analysis play a critical role in informing our policies, training, and operational decisions. Our strategies include:

- Enhancing Training Programs: Using trend analysis to adapt and improve training to address emerging risks.
- Strengthening Policies and Procedures: Updating protocols to close gaps identified through incident reports and risk assessments.
- Targeted Risk Mitigation Efforts: Implementing focused interventions in high-risk areas to proactively reduce the likelihood of abuse.
- Continuous Improvement: Regularly reviewing and refining our approach based on data-driven insights to maintain a culture of safety and vigilance.



YMCA Youth Programs Family Interview Guide



YMCA of Central New Mexico

Youth Programs Family Interview Tips and Tricks

WHAT:

A family interview is a great opportunity for Y staff to ask questions to get to know a child and his/her family before the child joins our programs, as well as provide an opportunity for parents/caregivers to get to know us. The following interview guide is just that, a guide; it can be used in multiple ways. You are encouraged to think about each family individually and make a decision about how best to serve that family based on their needs/situation/etc.

WHY:

The YMCA of Central New Mexico's mission is "to put Christian principles into practice through programs that build healthy spirit mind and body for all." In our youth programs, we seek to provide a fun and safe experience for all children. We desire to work with families to provide a positive program experience for all children while working within the structure and policies of our camp.

Also, The YMCA of Central New Mexico does not discriminate against any individuals on the basis of a disability or on the basis of any individual's association or relationship with an individual with a disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations offered at any of its locations. The YMCA of Central New Mexico will make reasonable modifications for individuals with diabetes or other disability upon request from them or, if the disabled individual is a child, from the child's parent or guardian, unless such a request amounts to a fundamental alteration of the relevant program (i.e., child care, camps, before and after school programs, classes and recreational programs).

HOW:

As mentioned above, this guide can be used multiple different ways. Regardless of how you choose to use this form, the following should be kept in mind:

- Utilize the Y voice in all conversations with all families.
- You can send the form to the family ahead of time or just walk through it together at the meeting.
- The purpose of the meeting with the family is to gather information that helps us partner to create a successful experience for their child(ren). This is not, necessarily, to make a decision about whether or not our program is a good fit for the family.
- Many families of children with special needs are cautious to share information about their child's needs. There are many possible causes for this hesitancy. We don't need to know the origin- it is just important for us to interact with empathy and understanding that we may not know the full story.
- Keep notes during your meeting that can help to recall the details later (and/or in the future when memory does not suffice).

AFTER:

After the meeting, please reach out to the **Community DVP** and YESS Risk Management to discuss next steps. They can assist you in navigating any legal requirements of supporting the needs of the children and families in our programs. Other things to remember post family interview:

- Follow up with the family within 24 hours to thank them for the time and communicate the timeline and next steps.
- Update the Special Accommodations tracking log; ensure to update again, once decision details are finalized.
- Follow up with family within 5 business days to provide a response to what the YMCA can offer to support their child being successful in the program (what accommodations are able to be made).

MORE QUESTIONS? Please contact YESS Risk Management.



Other Resources Strengthening the YMCA's Commitment to Child Safety

OTHER RESOURCES STRENGTHENING THE YMCA OF CENTRAL NEW MEXICO'S COMMITMENT TO CHILD SAFETY

At the YMCA of Central New Mexico, nothing is more important than the safety and well-being of the children and families we serve. We are steadfast in our commitment to creating safe environments, preventing abuse, and upholding the highest standards of protection across all our programs. Here are a few additional resources that show our commitment to child safety.

Public Commitment to Families and Community

Our dedication to child safety is clearly communicated through our website, YMCACNM.ORG, where families and community members can learn more about the policies, practices, and values that guide our prevention efforts. This public-facing commitment reflects our seriousness in being a trusted community pillar for child protection. You can view this commitment by clicking here: <https://ymcacnm.org/child-protection-commitment/>

Employee Policies and Accountability

Every YMCA employee is expected to uphold our child protection standards. Our personnel policies require all staff to read and sign acknowledgment of our Child Abuse Prevention policies through our Employee Handbook. In addition, every job description and performance appraisal reinforces this responsibility, ensuring that child safety remains at the core of our organizational culture.

Rigorous Employee Onboarding and Training

We ensure that all YMCA employees, at every level, are thoroughly vetted and prepared to prioritize child safety. This includes comprehensive criminal background checks, national sex offender registry checks, and mandatory annual training on the prevention of child abuse and child protection policies.



APPENDIX



YMCA Volunteer Interview Guide

Candidate Name: _____ Date: _____

Interviewer Name: _____

Introduce yourself and describe the Y and the important purpose that volunteers serve in our Association (sample language below).

The YMCA of Central New Mexico is a 501(c)(3) nonprofit organization dedicated to Youth Development, Healthy Living, and Social Responsibility. We provide a wide range of programs and services to meet the needs of our community. As a nonprofit and cause-driven organization, we rely on the support of volunteers to deliver a high-quality experience for all – regardless of income or ability.

Interviewer will identify the purpose of the interview (sample language below).

The purpose of this interview is to determine if this is a good fit for you and for the Y. We value your time, so want to make sure this is a good opportunity for you. By the same token, we also invest time and resources into our volunteers so want to make sure we bring on individuals who align with our mission. We will also use this interview as an opportunity to mold the position to your goals and interests so that you get the best out of this experience.

Interview will ask and record answers to the questions below. You may need to give time for the candidate to think of a response/situation or guide the applicant to describe how they have performed.

- 1. Please introduce yourself and tell me about your background, achievements, and any relevant experience.**
- 2. Why have you elected to volunteer for the Y over another organization?**
- 3. Often in school or work, we're expected to adhere to policies that don't really make sense to us. Tell me about a time when you had to stick to a rule, even though it didn't seem reasonable. How did you handle that situation?**
- 4. Tell me about a time when someone commended you for your good judgement and common sense. What was the situation, and how did you handle the situation?**



5. Give me an example of a time when someone really tried your patience. Specifically tell me about an instance in which that person seemed to want to make you angry. How did you respond to that situation?

6. What do you hope to gain from this experience?

Ask Candidate if they have any questions for you.

Explain next steps to Candidate.



RAISE YOUR CONCERNS IN CONFIDENCE

TELL US. IT MATTERS.

HAVE CONCERNS? | YOUR FEEDBACK IS CRITICAL

Call the **KNOW. SEE. RESPOND. Reporting Hotline** if you have concerns about the safety of anyone in our YMCA Facilities or Programs (720) 617-7201.

Direct Reporting:

You may report your concerns directly to any YMCA Staff, including the four listed below, or follow the QR code or web address below to report online.

YMCA STAFF

Examples: Theft | Fraud | Abuse (sexual, physical, verbal) | Conflicts of Interest | Harassment | Discrimination | Other potential ethical, legal, and/or internal business policy compliance violations or concerns.

After reporting you can expect:

- Follow-up within 48 hours (if requested).
- A thorough investigation of concerns/allegations.
- Privacy and discretion.
- Y Staff to follow all Mandated Reporting requirements.



WAYS TO REPORT ANONYMOUSLY ONLINE:

Follow the QR Code directly to the online **KNOW. SEE. RESPOND. Reporting Form.**
OR

Visit Risk.YMCAMSO.org and follow the link to the **KNOW. SEE. RESPOND. Reporting Form.**



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YMCA STAFF

Examples: Secret Keeping | Risqué Jokes | Gift Giving/Special Privileges | Isolated One-On-One Interactions | Profanity | Private, Outside of the YMCA contact | Photographing | Sudden Change in Child's Behavior | Favoritism

After reporting you can expect:

- Follow-up within 48 hours (if requested).
- A thorough investigation of concerns/allegations.
- Privacy and discretion.
- Y Staff to follow all Mandated Reporting requirements.



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YMCA INTERVIEW GUIDE YOUTH DEVELOPMENT

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Interview DOs

- Select applications that meet or exceed minimum requirements for the position.
- Prepare in advance. Review application and resume prior to interview.
- Take application and resume with you to the interview for reference during conversation.
- Be on time.
- Greet applicant with a smile and introduce yourself.
- Give an overview of the YMCA and its mission and cause.
- Define position realistically and accurately.
- Dress in a clean and professional manner.

Interview DO NOTs

- Ask any questions about age, religion, national origin, marital status, gender, or disability
- Ask about criminal background/arrest record.
- Dominate the conversation. Let the applicant answer the questions and talk more than the interviewer.
- Make notes on the employee's application. Keep notes on separate sheets of paper.
- Misrepresent the YMCA, the position or pay.

Below are sample questions to use during your interviews.

- *You don't have to use all of them.*
- *Do pick questions from each group and ask each candidate the same questions.*
- *You need to be consistent with questions as to not show discrimination in any form.*

OPENING INTERVIEW QUESTIONS:

- Why have you applied for the position?
- What classes/college courses or experience have you taken that will help you in this position?
- Describe your ideal work environment. What did you like most?
- Describe what you would say about yourself in a group of work colleagues?
- How do you go about making important decisions?
- What is your greatest achievement to date and why?

YOUTH DEVELOPMENT INTERVIEW QUESTIONS:

- What experience do you have working in summer camp or with children?
- How do you build rapport or relationship with children?
- Tell me about an instance in which you were confronted with a change and handled it successfully.
- What is it that makes you enjoy working in summer camp?
- What is your greatest strength when it comes to working with youth?
- How do you handle conflict between others?
- What is your favorite age group to work with and why?
- Describe your approach to discipline when it comes to working with kids.
- What skills or knowledge do you have that you plan to use working in summer camp?
- What group games, songs or activities have you lead at camp?

CLOSING QUESTIONS:

- Have you heard any details or information that makes you uncertain about working as a [camp counselor]? Are you still interested in the position?
- How will your work performance enhance the YMCA?
- Do you believe this position is a good fit for you?
- Tell me anything else you would like for us to know about you that will aid us in making our decision.
- What questions do you have for me?

WRAP UP INFORMATION:

- Discuss the next steps in the process.
- Let the candidate know when you will be making decisions on hiring. I.E., We will make final decisions the week of [March 2023]/[Time Frame].
- Thank them for coming in and speaking with you.
- Stand when they go to leave. You can walk them to the lobby to say goodbye and thank them for coming if you have time.

RED FLAGS/ITEMS OF CONCERN TO LOOK FOR:

- Too eager to work with children.
- Answers don't match resume or application information.
- Talks poorly about previous employer.
- They are constantly changing jobs.
- Failure to provide good references.
- Not answering questions clearly.
- Having too many demands.
- Unreliable in communication and follow through.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA of Central New Mexico

Youth Programs Family Interview

The YMCA of Central New Mexico's mission is "to put Christian principles into practice through programs that build healthy spirit mind and body for all." In our youth programs, we seek to provide a fun and safe experience for all children. We desire to work with families to provide a positive program experience for all children while working within the structure and policies of our camp.

The purpose of this conversation is to get to know each other, to share information about our program and to answer any questions you have about our staff and our program. The information gathered during this conversation is to help us get to know you and your child better for the purpose of supporting your child's participation in our programs. All information will be kept confidential and only shared with the staff who will be working with your child.

Child Name: _____ Child Nickname: _____

Child Age: _____ Gender: _____

Parent/Caregiver Name: _____ Phone #: _____

1. What does your child do that makes YOU smile?
2. What does your child do that makes him/her smile?
3. What are your child's favorite things to do?
4. What are your child's strengths?
5. What is challenging for your child?
6. What makes your child angry or sad?
7. What does it look like when your child gets upset?
8. How can we support your child when they get upset?
9. How does your child calm him/herself? Does he/she need help to calm?
10. What support will your child need to be successful in our program?
11. Can you tell me what accommodations have worked for your child in the past?
12. What would you like your child to gain/achieve by being a part of our program?

Bathroom Habits

1. How does your child handle toileting?
Independent Diapers/Pull-ups Scheduled breaks
2. What is the frequency of accidents?
3. What assistance is needed with toileting?
None Verbal Directions Assistance with clothing Help cleaning themselves
4. Can your child communicate when they need to go, or do they need reminders? How often?

Schedule

1. What time do you anticipate dropping off? Picking up in the afternoons?
2. Does your child get tired in the afternoon? What time?
3. What time do you see your child at their best?
4. What time do you see your child at his/her worst?

Meals & Medication

1. Does your child know when he/she is hungry?
2. Is your child able to feed him/herself?
3. Does your child need reminders to hydrate?
4. Does your child need to take medication at while at the Y? Anything we need to know about helping your child take his/her medication?

Temperament

1. Would you consider your child more active or withdrawn?
2. Would you describe your child as more flexible or feisty?
3. Would you describe your child as more social or solitary?
4. Does your child need motivation to participate?
5. What types of physical touch (ex: high fives, side hugs, pressure on shoulders, hand on back, etc.) are helpful with your child?
6. What types of physical touch (ex: high fives, side hugs, pressure on shoulders, hand on back, etc.) does your child dislike?
7. Is your child small for his/her age? Average? Or large for his/her age?
8. Does your child struggle with reading social cues?
9. Are your child's responses to others appropriate?

Communication

1. How does your child communicate wants/needs?

Complete Sentences

Short Phrases

Pictures

Written Words

Other: _____

2. What is the best way to communicate with your child?

Complete Sentences

Short Phrases

Pictures

Written Words

Other: _____

Program Specific Questions

1. Does your child like to swim?
2. Does your child need a personal floatation device for swim time? (Flotation is required for children who do not have a swim band.)
3. How does your child react to large groups?
4. How does your child react to loud noises?
5. If 3 or 4 is an issue, do you have a fix to help with these situations?

Is there any additional information you would like for us to know about your child?

Is there anyone else we should talk to who knows your child who may help us in creating a plan for his/her participation in our program (ex: teacher, coach, therapist, guidance counselor, etc.)?

What questions do you have about our program? Our staff?

Tour the program together.