



# CHILD ABUSE PREVENTION HANDBOOK

YMCA of Honolulu

At the Y, we expect staff, members, and guests to behave in accordance with our mission and values, code of conduct respecting the rights and dignity of others, and commitment to protecting kids and teens from sexual abuse.

July 2025



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## Message from our Chief Executive Officer

At the YMCA of Honolulu, nothing is more important than the safety and well-being of the children and youth in our care. As an organization deeply committed to strengthening our communities, we recognize that ensuring a safe, nurturing environment is the foundation of everything we do. Child protection is not just a policy; it is a shared responsibility that requires unwavering commitment at every level of our YMCA.

This comprehensive Child Abuse Prevention Handbook serves as a vital resource to guide our staff, volunteers, and leadership in creating and maintaining a culture of safety. Inside, you will find clear policies, best practices, and essential resources to prevent, identify, and respond to any concerns regarding child abuse. Each chapter has been thoughtfully curated to equip every member of our team with the knowledge and tools necessary to uphold the highest standards of child safety.

As you read through this handbook, I encourage you to embrace its principles with a sense of urgency and dedication. Our collective vigilance and adherence to these policies will help ensure that every child who walks through our doors experiences a safe, caring, and enriching environment.

Thank you for your commitment to our mission and to the protection of the children and families we serve. Together, we can create a community where all children feel safe, supported, and empowered to reach their full potential.

Greg Waibel  
Chief Executive Officer  
YMCA of Honolulu



## Y Participants



## Participant Code of Conduct

The Code of Conduct for participants in YMCA programs.

### Abuse or Mistreatment

The YMCA's top priority is keeping our participants and community safe. Any form of abuse or mistreatment of our participants, children, employees, and volunteers is prohibited.

Youth participants shall not abuse or mistreat employees, volunteers, or other youth participants in any way. Use of abusive language, obscene or profane language, including racial, religious, or sexual references directed at other people, will not be tolerated. It is important to treat others as you would like to be treated.

Youth participants shall not engage in the verbal or emotional abuse or mistreatment of other youth participants, employees, or volunteers.

| Appropriate Verbal Interactions for Youth Participants                                                           | Inappropriate Verbal Interactions for Youth Participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Appropriate jokes</li> <li>• Encouragement</li> <li>• Praise</li> </ul> | <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Bullying</li> <li>• Ridicule or humiliation</li> <li>• Discussing sexual encounters</li> <li>• Cursing</li> <li>• Hazing</li> <li>• Off-color or sexual jokes</li> <li>• Shaming</li> <li>• Belittling</li> <li>• Derogatory remarks</li> <li>• Harsh language that may frighten, threaten, or humiliate another participant</li> <li>• Derogatory remarks about another participant or their family</li> <li>• Inappropriate games like "Truth or Dare" and "Never Have I Ever"</li> <li>• Coercion</li> </ul> |

Youth participants shall not engage in the physical abuse or mistreatment of other youth participants, employees, or volunteers.



| Appropriate Physical Interactions                                                                                                                                                                                                                                                                         | Inappropriate Physical Interactions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Side hugs</li> <li>• Shoulder-to-shoulder or “temple” hugs</li> <li>• Pats on the shoulder or back</li> <li>• Handshakes</li> <li>• High-5s</li> <li>• Touching hands, shoulders, and arms</li> <li>• Arms around shoulders</li> <li>• Aloha greeting</li> </ul> | <ul style="list-style-type: none"> <li>• Full-frontal hugs</li> <li>• Kisses</li> <li>• Showing affection in isolated areas</li> <li>• Lap sitting</li> <li>• Wrestling</li> <li>• Piggyback rides</li> <li>• Tickling</li> <li>• Exposing oneself</li> <li>• Any type of massage</li> <li>• Any form of affection that is unwanted</li> <li>• Compliments relating to physique or body development</li> <li>• Touching bottom, chest, or genital areas</li> <li>• Hitting</li> <li>• Spanking</li> <li>• Shaking</li> <li>• Slapping</li> <li>• Unnecessary restraints</li> <li>• Viewing or showing others pornographic materials</li> </ul> |

## Personal Relationships

Appropriate personal relationships between participants are encouraged. However, the YMCA strongly discourages romantic relationships between youth participants while in programming. Youth participants are not permitted to hold hands, sit on laps, use full-frontal hugs, or kiss other youth participants while in programming.

There should never be, under any condition, a romantic or otherwise personal relationship between a youth participant and an employee or volunteer.

## 1-on-1 Interactions

Most abuse occurs when an adult is alone with a youth participant or when a youth participant is alone with another youth participant. The YMCA aims to eliminate or reduce these situations and prohibits private 1-on-1 interactions unless approved in advance by administration. If you observe 1-on-1 interactions between employees and youth participants, you should report this to any staff member or call (808) 541-5264 ext. 8264 to report the incident anonymously.



## Electronic Communication

All communication between employees / volunteers and youth participants must be approved by a participant's parents / guardians and must be in an open electronic environment. The "Rule of 3" must be observed in all electronic communications between youth participants and employees / volunteers. For example, there should be 2 employees / volunteers included in text messages and emails with youth participants. Direct, private messaging between youth participants and employees / volunteers is not allowed.

Youth participants will comply with the YMCA's policies governing the use of personal mobile communication devices.

## Alcohol, Drugs, and Tobacco

Possession and/or use of alcoholic beverages, drugs, and tobacco products while at the YMCA is strictly prohibited. Youth participants will not be permitted to participate in any program while under the influence of alcohol, drugs, or illicit substances. Parents / guardians will be notified as appropriate.

## Weapons

We want our YMCA to be a safe place for youth participants, children, and families. Weapons and items that may be considered weapons are prohibited. Anyone found to be in possession of such items will be required to leave, and the items will be confiscated. This includes laser pointers. Parents / guardians and/or the authorities will be notified as appropriate.

## Violence

Our YMCA seeks to provide a safe environment for individuals in our community. Violence and threats of violence will not be tolerated at the YMCA of Honolulu, on our grounds, in our facilities, in other facilities utilized by the YMCA, or during YMCA of Honolulu-sponsored activities and events. Employees are available to assist in the resolution of differences.

## Disruptive Behavior

We take pride in the appearance of our YMCA, and we always want to ensure that our members are safe. Inappropriate or disruptive behavior is not permitted. This includes but is not limited to graffiti, littering, spitting, or throwing objects that could intentionally or unintentionally harm others or cause disorder.



## Bullying

The YMCA will not tolerate the mistreatment or abuse of a youth participant by another youth participant. Bullying is aggressive behavior that is intentional, is repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms, including:

- **Physical bullying**—when a person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
- **Verbal bullying**—when someone uses their words to hurt another, such as by belittling or calling another hurtful name.
- **Nonverbal or relational bullying**—when a person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying 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 to make that person look bad
  - 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 bullying—when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposure of private body parts, and verbal bullying involving sexualized language or innuendos.

Anyone who sees an act of bullying and who then encourages it is engaging in bullying. This policy applies to all youth participants, employees, and volunteers.

## Reporting

Because we are dedicated to maintaining zero tolerance for abuse, it is imperative that everyone, including youth participants, actively participates in the protection of youth participants. If youth participants observe any suspicious or inappropriate behaviors and/or policy violations on the part of other employees, volunteers, or other youth participants, it is their personal responsibility to immediately report their observations. At the YMCA, the policies apply to everyone.



### Examples of Suspicious or Inappropriate Behaviors Between Employees / Volunteers and Youth Participants

- Violation of any abuse-prevention policies
- Seeking private time or 1-on-1 time with a youth participant
- Buying gifts for an individual participant
- Making suggestive comments to participant
- Picking favorites

Youth participants are encouraged to report concerns or complaints about other employees and volunteers, other adults, or youth participants to any staff member or call (808) 541-5264 ext. 8264 to report the concerns anonymously. Alternatively, youth participants can report their concerns anonymously online at [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond).

| Participant Signature | Print Name | Date |
|-----------------------|------------|------|
|                       |            |      |

| Parent / Guardian Signature | Print Name | Date |
|-----------------------------|------------|------|
|                             |            |      |



## Membership Code of Conduct

The YMCA of Honolulu is committed to providing a safe and welcoming environment for all members, participants, and guests. To promote safety and comfort for all, all individuals are asked to always act appropriately when in YMCA programs or while visiting Y property.

Our values are honesty, caring, respect, and responsibility. We expect individuals using the YMCA to act maturely, behave responsibly, and respect the rights and dignity of others. This Code of Conduct outlines expectations and prohibited actions. Noncompliance may result in suspension or termination of membership, program participation, and/or access to YMCA properties.

### General Conduct Expectations

- Follow all YMCA policies, procedures, and safety protocols.
- Treat others with respect, dignity, and kindness.
- Maintain respectful and suitable attire that aligns with our community standards and safety guidelines, according to the rules posted online and in each area of the Y.
- Refrain from inappropriate or disruptive behavior, including shouting, obscene language, or gestures.
- Adhere to all fitness floor, pool, locker room, and facility-specific guidelines posted onsite and online.
- Respect YMCA property and the property of others.

### Prohibited Actions

The following outlines prohibited actions on YMCA property, but the actions listed below are not an all-inclusive list of behaviors considered inappropriate in our facilities and programs.

- Possessing, using, or being under the influence of illegal substances
- Demonstrating signs of intoxication on YMCA property
- Smoking, vaping, or using tobacco products on YMCA property
- Carrying or concealing weapons or dangerous objects
- Harassment, discrimination, or intimidation by words, gestures, body language, or any type of menacing or unwelcome behavior
- Engaging in physically aggressive or threatening behavior, including fighting, attempting to cause or causing bodily injury, threatening, or coercing
- Verbally abusive, disruptive, discourteous, or disparaging behavior, including obscene or vulgar language, shouting, name-calling, or the use of profanity towards another
- Sexually explicit conversation or behavior; any sexual contact with another person on Y property
- Theft, vandalism, or any behavior that results in the destruction or loss of property
- Loitering within or on the grounds of the YMCA



- Use of electronic devices that can take photos and/or videos within locker rooms and restrooms
- Solicitation, promoting, or selling non-YMCA of Honolulu products or services within any YMCA facility, program, or service location, including the parking lot, all facility spaces, and YMCA-hosted events or gatherings
  - Exceptions are made only for YMCA-authorized vendors or sponsors who have received formal consent from YMCA management for specific, approved events

## Communicable Diseases

If you have a fever or have any symptoms of a contagious illness, please stay home until you are well.

- Wash hands frequently and use provided sanitizer before and after a workout.
- Wipe down equipment with the disinfectant provided before and after use.

## Abuse or Mistreatment

The YMCA's top priority is keeping all individuals safe. Any form of abuse or mistreatment of others is prohibited. Individuals should not abuse or mistreat others in any way. Use of abusive language, obscene or profane language, including racial, religious, or sexual references directed at other people will not be tolerated. It is important to treat others as you would like to be treated.

## Child Abuse Prevention Standards

The YMCA of Honolulu adheres to strict Child Abuse Prevention Standards to ensure a safe environment for minors. All members, staff, and volunteers must follow the following guidelines when interacting with minors:

*Always maintain appropriate physical and verbal interactions with minors.*

### Appropriate Physical Interactions

- Side hugs, high-5s, and pats on the shoulder
- Handshakes and verbal praise
- Touching hands, shoulders, or arms in a respectful manner

### Inappropriate Physical Interactions

- Full-frontal hugs, kissing, or lap-sitting
- Showing affection in isolated areas
- Wrestling, tickling, or piggyback rides
- Exposing oneself



- Viewing or showing others pornographic materials
- Hitting, spanking, shaking, or slapping
- Touching bottom, chest, or genital areas
- Any unwanted form of affection or physical contact

### Appropriate Verbal Interactions

- Encouragement and praise
- Respectful conversations

### Inappropriate Verbal Interactions

- Name-calling, bullying, belittling, or shaming
- Ridiculing, humiliation, or hazing
- Discussing sexual topics or making inappropriate jokes
- Harsh or derogatory language or cursing
- Inappropriate games like “Truth or Dare” and “Never Have I Ever”

### Additional Inappropriate Behavior Towards Minors

In addition to the inappropriate verbal and physical examples listed above, other suspicious or inappropriate behavior includes but is not limited to:

- Violation of any child abuse prevention policies
- Seeking private time or 1-on-1 time with minors
- Buying excessive gifts for minors
- Making suggestive comments to minors
- Showing favoritism to an individual

### Electronic Communication Guidelines

- Direct, private messaging between minors who are not family members and employees / volunteers / members is prohibited.
- The "Rule of 3" applies—communication with minors should include at least 1 additional adult.
- Parent / guardian approval is required for electronic communication with minors.

### *Relationships with Minors*

There should never be, under any condition, a romantic or otherwise inappropriate personal relationship between a minor member / participant and an adult member, employee, or volunteer.

### *Reporting Responsibilities*

All members of the YMCA community are encouraged to participate in the protection of children in all YMCA programs. Because our YMCA is dedicated to maintaining zero tolerance for



abuse, it is imperative that everyone actively participates in the protection of all by reporting any suspicious or inappropriate behavior observed.

## Reporting

- Any suspicion or violation of child abuse prevention policies must be reported immediately.
- Contact the YMCA Confidential Hotline at (808) 541-5264 ext. 8264 or use the online reporting tool at [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond).

## Bullying

The YMCA strictly prohibits bullying in any form. Bullying is repeated, intentional aggressive behavior that creates an imbalance of power. It includes:

- **Physical bullying:** Hitting, pushing, kicking, or other physical harm
- **Verbal bullying:** Insults, name-calling, or belittling remarks
- **Relational bullying:** Social exclusion, gossip, or intimidation through gestures
- **Cyberbullying:** Harassment through digital means, such as emails, messages, or social media
- **Hazing:** Any act that humiliates, degrades, or endangers someone, regardless of consent
- **Sexualized bullying:** Unwanted sexual comments, sexting, or inappropriate exposure

Encouraging or ignoring bullying behavior is also a violation of this policy. The YMCA will take necessary action to prevent and address bullying to ensure a safe and respectful environment for all members, participants, guests, employees, and volunteers.

## Registration, Member Photo, and Waivers

Providing false information when registering for membership or programs can result in immediate termination. All members, participants, and visitors must sign the waiver as is to enter the facility or participate in Y programs. No changes may be made to the waiver. We require a photo of all members on file.



## Application of Policy

All expectations outlined in this Code of Conduct pertain to members of all ages. Additional guidelines for youth members' use of the facility are outlined in the chart below. Membership ages and types are as follows:

| Type                     | Details                                                                                  |
|--------------------------|------------------------------------------------------------------------------------------|
| Y Adult Membership       | Ages 27-64                                                                               |
| Y Dual Membership        | 2 adults ages 19 and up                                                                  |
| Y Family Membership      | Includes 1 adult and all dependent children ages 18 and under that live at your address  |
|                          | Includes 2 adults and all dependent children ages 18 and under that live at your address |
|                          | Includes 3 adults and all dependent children ages 18 and under that live at your address |
|                          | Includes 4 adults and all dependent children ages 18 and under that live at your address |
| Y Senior Membership      | Ages 65 and up                                                                           |
| Y Young Adult Membership | Ages 19-26                                                                               |
| Y Teen Membership        | Ages 13-18                                                                               |

Chart Addendum for Age Guidelines [Age Ranges for Using the Y.xlsx](https://docs.google.com/spreadsheets/d/16uq_zlRKYh84PI2mGblStwdnSQHli_oM/edit?gid=574992872#gid=574992872)  
([https://docs.google.com/spreadsheets/d/16uq\\_zlRKYh84PI2mGblStwdnSQHli\\_oM/edit?gid=574992872#gid=574992872](https://docs.google.com/spreadsheets/d/16uq_zlRKYh84PI2mGblStwdnSQHli_oM/edit?gid=574992872#gid=574992872))

## Termination of Membership

The YMCA reserves the right to revoke or deny membership or access to any individual who fails to adhere to established safety protocols, policies, and procedures designed to safeguard the well-being of all members, guests, and staff.

Additionally, the YMCA retains the right to deny access or membership to any person who has been accused or convicted of a crime involving sexual abuse, is or has been a registered sex offender, has been convicted of offenses related to the use, sale, possession, or transportation of illegal substances, or is currently or habitually under the influence of drugs, narcotics, or intoxicating substances.

## Commitment to a Safe Community

All members, guests, and participants play a role in fostering a safe and respectful YMCA environment. Failure to adhere to this Code of Conduct may result in immediate disciplinary action, including suspension or termination of membership privileges. Thank you for helping us uphold a culture of safety, respect, and inclusiveness at the YMCA of Honolulu.



## Fitness Facility Guidelines

Stay fit, stay safe!

### Honesty

- Fitness areas are open to members 13 years and older, unless the youth is in an organized YMCA program supervised by an adult staff member.
- Personal Trainers and Private Coaches must be certified YMCA of Honolulu staff.
- Please observe branch-specific time limits while using the fitness equipment.

### Respect

- Please use headphones when listening to personal audio devices.
- Please do not converse on your phone while in any fitness area. If you use your phone, please do so in our lobby areas.
- Photography or videotaping is not allowed without prior consent from the Branch Executive.
- Please do not drop or slam weights, except on the Olympic Platform.

### Caring

- Please use paper towels and disinfectant to wipe down the fitness equipment before and after use.
- Please share equipment. When performing multiple sets, let others work in. Do not rest, text, or email while on the strength fitness equipment.
- Please refrain from horseplay, fighting, using profanity, or making loud noises.
- Place all beverages in a spill-proof container with a secured lid. Glass containers are prohibited.

### Responsibility

- Tops and bottoms suitable for exercise must be always worn.
- Closed-toe and closed-heel exercise shoes must be worn when using the weight room, fitness machines and equipment, and in certain group exercise classes as required.
- Please leave your valuables at home. Always secure your belongings.
  - Lockers are available for your convenience.
  - Bags and backpacks are not allowed in fitness areas.
  - A small fanny pack can be worn while using the fitness area.
- Please return all fitness equipment to the proper location after use.



## Diversity

The YMCA of Honolulu is committed to equity, inclusion, and justice for all. We work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, race, or sexual orientation feels welcome, connected, and secure. We aim to empower everyone to participate fully in Y programs and services and develop to their greatest potential. Our programs and service locations embrace diversity, reflect the needs of the communities they serve, and strive to ensure access, inclusion, and engagement for all.



## Participant Discipline

The YMCA has a participant code of conduct, situation-specific safety rules, and other such behavioral standards that participants in our programs must adhere to. Our YMCA is committed to creating safe communities where young people can grow, thrive, and build lasting relationships. To the extent that discipline of a participant is warranted, our Y and its representatives will apply discipline in a professional, fair, and consistent manner. Employees or volunteers engaging in any discipline beyond verbal redirection should document the behavior and disciplinary method. The Y retains the option to exclude participants from future programs based on disciplinary issues.

**Staff never administer, nor are there any circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child.**

Below are some examples of appropriate and inappropriate disciplinary practices:

| Appropriate Discipline Practices                                                                                                                                                                                                                                                                                                                                     | Inappropriate Discipline Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Develop rules and consistently enforce them</li> <li>• Remain calm, but firm</li> <li>• Remind people of appropriate actions</li> <li>• Address the person's behavior, not their character</li> <li>• Loss of privileges</li> <li>• Consider program or activity restrictions, such as sitting out or suspension</li> </ul> | <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Spanking</li> <li>• Shaking</li> <li>• Slapping</li> <li>• Using extreme or unreasonable (in length or type) physical exercise as a consequence</li> <li>• Withholding food, light, or medical care</li> <li>• Name-calling</li> <li>• Shoving or pulling hair or ears</li> <li>• Biting</li> <li>• Pinching</li> <li>• Shaming</li> <li>• Derogatory remarks</li> <li>• Ostracizing</li> <li>• Mechanical tape or rope restraints</li> <li>• Angry yelling directed at the participant</li> </ul> |



## Behavior Contract

| Child's Name | Date |
|--------------|------|
|              |      |

It is our policy to meet the individual needs of each child to the best of our ability. It is our responsibility to the families that we serve to provide a program that is safe and orderly. If a child's behavior is consistently disruptive to the program or a danger to others, it is our policy to enter into an agreement with the child and parent to resolve such unacceptable behavior.

**The YMCA staff will agree to:**

- Provide necessary guidance to the child
- Communicate with the parent

**The child agrees to:**

- Abide by the rules
- Follow instructions of staff

**The parent agrees to:**

- Support the YMCA staff
- Communicate any pertinent information
- Follow through with agreed upon steps

If the child is unable to comply with this agreement it will result in his or her being released from the program. The following steps will also be in effect as part of this specific agreement:

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |

Next disciplinary action:

---



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---

| Parent / Guardian Signature | Child Signature | Date           |
|-----------------------------|-----------------|----------------|
|                             |                 |                |
| Staff Name and Position     | Date            | Follow-up Date |
|                             |                 |                |



## Behavior Notification

| Name | Site |
|------|------|
|      |      |

| Date of Incident | Time of Incident |
|------------------|------------------|
|                  |                  |

This notice is to inform you of an incident that needs your immediate attention. Their behavior was not acceptable for the following reason(s):

- ☐ Swearing, teasing, or other improper language or gesture
- ☐ Provoking or fighting with others or other inappropriate physical contact
- ☐ Failing to follow safety or discipline procedures
- ☐ Leaving the premises or group without permission
- ☐ Talking back to or failing to pay attention to any supervising staff person
- ☐ Possessing a dangerous item or controlled substance
- ☐ Disruption of YMCA activities
- ☐ Misusing YMCA, school, or others' equipment or facilities
- ☐ Endangering others
- ☐ Engaging in improper behavior in a school bus or other transport vehicle
- ☐ Theft / tampering with someone else's belongings
- ☐ Other: \_\_\_\_\_

Comments:

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**Consequence(s):**

- ☐ 1st notification to parent / guardian
- ☐ 2nd notification to parent / guardian
- ☐ 3rd notification to parent / guardian
- ☐ Crisis suspension: \_\_\_\_\_ day(s)
- ☐ Suspension from program: \_\_\_\_\_ day(s)
- ☐ Removal from YMCA Program
- ☐ Other: \_\_\_\_\_



The YMCA strives to provide opportunities for every child to be successful in our program. The behavior notification is to inform parents of unacceptable behavior and to involve parents in the discipline process. The consequences listed above are NOT in progressive or chronological order. Each incident will be handled on a case by case basis and depending on the severity of the incident IMMEDIATE SUSPENSION or REMOVAL from program may result.

| Parent / Guardian Signature | Date |
|-----------------------------|------|
|                             |      |

### YMCA Staff Section

|                                                     |  |
|-----------------------------------------------------|--|
| <b>Parent / guardian was notified on this date:</b> |  |
| <b>Via this method:</b>                             |  |
| <b>Staff member completing report:</b>              |  |
| <b>Staff signature:</b>                             |  |
| <b>Date:</b>                                        |  |
| <b>Site director initial (if applicable):</b>       |  |
| <b>Program director initial (if applicable):</b>    |  |



## Peer to Peer Interaction Monitoring

### Supervision of Participants in Our Care

Employees and volunteers must effectively monitor and supervise participant-to-participant interactions to prevent participant-to-participant inappropriate behaviors and abuse. When supervising participants, it is important to remember that adult employee and volunteer behavior sets the tone, and participants should not determine what is and isn't acceptable behavior.

#### *Employees and Volunteers Should Ensure*

- Participant interactions are developmentally and age-appropriate
- Participants respect each other's boundaries
- Participants are not bullying, teasing, dominating, or displaying sexualized behaviors toward others
- Participants solve problems without fighting
- All participants are accounted for in their program, having been signed in to the program, and all exiting participants properly signed out from the program area

Employees and volunteers will utilize monitoring and supervision best practices such as line of sight supervision, zone monitoring, and listening and observing for inappropriate behaviors between participants. Using these methods, employees and volunteers consistently monitor high-risk areas where sexual behavior between participants is most likely to occur.

Refer to specific Program Standards for situational application of these requirements for the following programs:

- Playgrounds
- Early Childhood
- Overnight Camping
- Bathrooms and Showers
- Field Trips
- Aquatics
- Mentoring



## YMCA Commitment to Participants Who Report or Disclose Abuse

The YMCA will protect the confidentiality of anyone who reports allegations or disclosures of abuse, or other violations of law or policy to the extent possible under law. Legal and civil authorities (e.g., police, child or adult protective services) may require confidential information to investigate any report of illegal conduct, but this does not eliminate the requirement to maintain confidentiality within the YMCA and its employees, volunteers, and participants.

The YMCA will provide written communication of any changes to this policy to all employees, volunteers, participants, and parents / guardians.

## Follow-Up with Individuals who Report Concerns or Complaints

The YMCA is committed to creating a safe environment for our employees, volunteers, and especially our participants and their parents / guardians. For that reason, we will treat every concern or complaint with the utmost seriousness and provide a timely, thorough, and objective response in every instance. When an individual shares a concern or complaint:

- They will be given the time and attention necessary to allow them to share their thoughts in person.
- They will be thanked for sharing their concerns with us and for contributing to maintaining a healthy and safe environment for everyone.
- They will be advised that their concern is being taken seriously, and that action will be taken.
- They will be reassured that they have done the right thing by reporting and that their communication is valued.
- They will be informed, in general statements, of the steps that we will take to address the matter.
- They will be given contact information for someone with whom they can contact should they become aware of additional information.
- They will be provided regular updates on how the process is advancing.
- The YMCA will protect them from any form of retaliation.

The employee receiving the complaint should then ensure the following steps are taken:

- Ensure an incident report is completed and filed.
- Ensure the Program Area is made safe from any immediate and obvious concerns raised in the report.
- The Program Director is informed of the complaint.
- Engage in any investigation initiated by the next level of management.
- Follow up to ensure the participant and parent / guardian has had all promises of communication completed.



## Informing Our Youth

At the beginning of, and periodically throughout a season of classes, day camp, A+, or summer camp, the YMCA conducts training with its staff on how to operate our programs safely and effectively. During this training, the YMCA staff will be trained in how to ensure the youth participating in their programs are also champions of their own safety, and the safety of those around them. To do so, the YMCA staff will deliver short awareness sessions that are:

- Trust building and establish open communication and questions
- Not strict or tense
- Present the material sensitively but clearly
- Brief and concise, to match the attention span of the youth being addressed
- For youth under 6, it will only be directed to parents / guardians
- Parents will be made aware of the YMCA's training, and directed to learn more at [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond)

## Know. See. Respond Training for Youth Programs

### *Know*

- Nobody is allowed to make you or anyone else feel physically uncomfortable, scared or upset here at the Y.
- Nobody is allowed to touch you inappropriately. Can anyone tell me what an example of appropriate or inappropriate touching might be?
- We only talk to each other with respect here at the Y. Can anyone tell me an example of appropriate or inappropriate ways that we might talk to each other?

### *See*

- Is someone, an adult at the Y or another participant, breaking the rules that you know from the last section?
- Has anyone asked you to do something you aren't comfortable with?
- Has anyone made you feel scared or upset?

### *Respond*

- Tell your parents.
- Tell me.
- Tell anyone you see wearing a YMCA nametag.
- Tell an adult.



## Y Parents and Guardians



## Parent / Guardian Guide

By providing parents / guardians with information about our YMCA policies, we hope to enlist you as informal members of the risk-management team. Parents / guardians can recognize interactions that may be inappropriate or that put participants at risk.

The YMCA of Honolulu is providing you with open access to our Employee Child Abuse Prevention Handbook.

This document can be found here [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond) and includes:

- Code of conduct for employees / volunteers
- Policies regarding appropriate and inappropriate displays of physical affection
- Policies regarding appropriate and inappropriate verbal communication
- Policies regarding 1-on-1 interactions and outside contact between employees / volunteers and participants
- Policies regarding electronic communication between employees / volunteers and participants
- Policies regarding gift giving and receiving with participants and employees / volunteers
- Policies regarding appropriate and inappropriate interactions between participants
- The process for parents / guardians to report concerns, complaints, or grievances back to the YMCA

Please be on the lookout for various ways in which we might reiterate this message and further partner with you in our mission to keep every participant safe from child abuse, including:

- Workshops
- Newsletters
- Informational handouts
- Videos
- Online resources
- Posters, bulletins, and signs
- Orientations and informational meetings

## Know. See. Respond.

### *YMCA Abuse Prevention Information for Parents and Guardians*

#### Information for Parents of Young Children

Even very young children can learn skills to help keep themselves safe from sexual abuse, but it is often up to parents / guardians to help them learn what they need to know. Here are some important things you can teach your child to stay safe. (Note: many of these tips may be applicable to parents / guardians of individuals with disabilities.)



## Teach Your Children About Their Bodies

### *Names of all Parts of Their Bodies*

Talk to your child about the proper names for body parts and use the proper name for private parts in that discussion. This will give your child the correct words to use when they need to tell you anything about their body, like an injury, rash, or other problem in that area.

### *Rules About Appropriate Physical Touch*

Children understand the idea of rules. They know there are rules about hitting and biting, rules about playing nicely with others, and rules about being safe, like wearing seat belts. So, as you teach these rules, just add rules about appropriate physical touch. Say things like, “Never let other people touch your private parts,” or “Never let anyone make you touch their private parts either.”

### *What to Do if Someone Tries to Break the Rules*

Your children need to know what to do when someone breaks the rules about touching them. They need to know:

- What to say to someone who breaks the rules about touching
- To move away from someone who is breaking the rules about touching
- To tell you or another adult if someone breaks the rules about touching

**Teach your child to say**, “No!” Or “No! Don’t touch my private parts.” Or “My body is private. You can’t touch me there.” Or “Leave me alone.” Or simply “Don’t do that.” Teach your child to say this to other children as well as to adults. Practice saying phrases like these with your child.

**Teach your child to move away** from anyone who is breaking the rules about touching. Tell your child that it’s ok to get out of someone’s lap or pull away from a hug, even if an adult tells or asks you to sit on their lap or hug them.

**Teach your child to tell you or another trusted adult**, like a teacher or caregiver, if someone breaks the rules about touching them. Keep telling someone until they respond and do something about it.

## How to Recognize Warning Signs in Your Child

Now, let’s talk about what you can do if someone is breaking the rules about touching your child. Nobody knows your child better than you. So, as parents / guardians, watch and listen for warning signs, and follow up when you see or hear warning signs.

If something is wrong, you may see a sudden change in your child’s behavior, or you may hear unusual comments. If you see or hear these things, follow up. Find a relaxed time to talk 1-on-1 with your child.



## Responding to Inappropriate Behavior or Touch Your Child Reports

If your child tells you about inappropriate behavior or you witness it, such as someone who is too physical with them or who makes them uncomfortable, ask them to give you an example. If the interaction was inappropriate but not actual abuse—talk with their teacher or caregiver. Specify your concern and check back with your child and with the teacher. Abuse can be very private and embarrassing, so keep in mind that your child may not say anything at all.

## How to Respond if Your Child Tells You About Sexual Abuse

Your response plays a big role in how your child understands the abuse and how they recover. You may find yourself in a situation where a person confides in you that he or she has been sexually abused by a teacher, family member, another participant, a coach, or other trusted adult. If this happens, follow these 4 steps:

### Step #1: Listen

Do your best to stay calm and let the person talk. Don't pry, but you can ask a few questions that will help you understand what happened.

### Step #2. Reassure

The person may be scared, angry, confused and crying. You can reassure them with a few simple comments like:

- "I know how hard this is to talk about."
- "You are very brave for bringing this out."
- "Don't worry; you are doing the right thing by letting someone know."
- "This isn't your fault. You've done nothing wrong."
- "I'm very sorry this has happened to you."

### Step #3. Protect

Make sure the person is safe. Do not let the accused person have any further contact with the victim-survivor and tell the victim-survivor that you will do everything you can to keep them safe and/or supported. Let them know you must share what he or she has told you with others who can help.

### Step #4. Report

Write down as quickly as you can everything the person shared with you in as much detail as possible, using the person's actual words, not your own interpretation. To report concerns or suspected abuse, call your local police department.

It's up to adults to do all we can to prevent child sexual abuse. It's up to all of us, especially parents / guardians, to create safe environments for children. Teaching them about their bodies, recognizing warning signs, and responding to your and your child's concerns are important first steps.



## Tips for Parents / Guardians When Talking with Children

This information is designed to help you talk to your child in situations where there is a possibility that they might reveal information about inappropriate boundaries they have experienced with an adult or another participant.

It may be difficult to do, but it's important to stay calm when you speak with your child. Your demeanor will communicate more than your words. Children can be traumatized by emotional, angry, or accusatory reactions.

### *Things to Consider Before Talking with Your Child About Sensitive Subjects*

- Timing and atmosphere are very important. Choose a calm, unhurried, private time to talk with your child.
- Before beginning this type of conversation, be sure you're ready. Be calm, emotionally controlled, and confident. You want to communicate to your child that you are open to discussing this topic and can handle whatever they need to tell you.
- If this is difficult for you to talk about, practice first with a friend, your spouse, or in a mirror.
- Use simple, conversational language gauged to your child's level of understanding.
- Do not make the talk scary or gloomy. Self-protection is an issue to discuss with children regularly. Conversations such as this should be a positive learning experience for children so that they feel comfortable talking about their bodies. This also increases the chances that your child will seek your advice in the future. Remember, "If you can't talk about it, you can't protect it."
- If your child shares difficult information, stay calm.
  - Do not say, "Why didn't you tell me?" Do let the child continue to talk.
  - Say that you are proud that he or she found a way to get help.
  - If you are at all agitated, it may be best to wait until you have a chance to contact a local resource to continue the discussion. Tell your child, "I'm really proud that you've shared this with me, and I think we should continue this discussion when we can get some extra help from a counselor who has helped other children with these things. How does that sound?"

### *How to Begin*

#### **Start the conversation casually.**

- "How was your day?"
- "What did you do at school today?"
- "It's nice to have a chance to sit and talk for a minute, isn't it?"

#### **Identify the circumstances in question.**

- "How is everything going at camp?"
- "What is your favorite thing to do there?"
- "What is your least favorite thing to do?"



- “Has anyone made you feel uncomfortable?”
- “Remember that if anyone makes you feel uncomfortable, you should tell mommy, daddy, a teacher, or another grown-up you trust.”
- “You know it’s very important that if anything like that happened to you that you tell me right away, right? That way, I can make sure you are safe.”

**Explore if you and your child want to continue to talk.**

- “Tell me more, I’m listening.”

Your child may be uncomfortable, so you will want to do what you can to put them at ease. Sitting close, using a calm tone of voice, giving a hug, or keeping your arm around them will help.

You can also say something like, “Honey, you know I love you very much, and I’m concerned that you might be upset about something. Can you tell me what you’re thinking?”

If your child stops talking or gets upset, continue comforting them.

*What to Say if Your Child Discloses That Something Happened*

“I’m really glad you told me about this. You did the right thing by telling me. I know you are upset, but you know I am here for you. We are here for you.”

**After the conversation**

Write down notes about the conversation while it is fresh in your mind.

**How to Support a Loved One Who Has Experienced Abuse or Exploitation**

It can be hard to know what to do to help a friend, family member, or student who is a survivor of abuse or exploitation. Victims of abuse and/or exploitation may experience a range of emotional responses after an incident. Please read below for some helpful hints for parents / guardians or partners / friends of those who have experienced abuse and/or exploitation.

*What to Say to a Survivor*

- “I’m sorry this happened to you.”
- “It wasn’t your fault.”
- “Thank you for telling me.”
- “I’m always here if you want to talk.”
- “Can I do anything for you?”

*What Parents / Guardians Can Do*

The process of recovering from abuse and/or exploitation takes time. As a parent / guardian, your help during this process is essential. Survivors need a great deal of support and caring as



they begin to address and survive a very frightening and sometimes violent experience. Parents / guardians can help by:

- Listening and being available
- Believing and not judging
- Recognizing that recovery takes a long time
- Respecting the decisions that the survivor makes
- Being gentle, sensitive, and respectful of the survivor's wishes for closeness and affection
- Finding your own support

#### *What NEVER to Say to a Survivor*

- "It was your fault."
- "You could have avoided it."
- "It's been so long! Get over it!"
- "You wanted it." / "You were asking for it."
- "It's not that big of a deal; it happens to lots of people."
- "I don't believe you."

#### *What Friends and Partners Can Do*

Friends and partners play a key role in both preventing abuse and exploitation from occurring as well as lending support to a survivor. They are often the first people in whom a survivor might confide. Here are a few things to keep in mind to support your friend.

- Believe your friend / partner. People rarely lie about sexual assault, intimate partner violence, stalking, or harassment.
- Listen to your friend / partner and concentrate on understanding their feelings.
- Ask how you can help ... and do it.
- Offer to accompany your friend / partner in seeking medical attention, counseling, or reporting to law enforcement.
- Help the friend / partner regain a sense of control by supporting them in making decisions about whom to tell and how to proceed.
- Remind your friend / partner that sexual violence is NOT their fault!
- Offer shelter or companionship so that they don't have to be alone.
- Be available and supportive.

There's no "right way" to heal from trauma. Be there to listen, to care, and to help!

#### *How to Cope with the Effects of Abuse of Exploitation*

Recovery from psychological trauma is often a difficult and gradual process. When a trauma survivor takes direct action to cope with problems, they often feel a greater sense of personal power and control. Positive coping actions are those that help to reduce anxiety or other distressing reactions and improve the situation in a way that does not harm the survivor further.



Positive coping methods can include:

- Learning about trauma and its effects
- Talking to another person for support
- Practicing relaxation methods
- Challenging negative thoughts and beliefs
- Increasing positive and enjoyable activities
- Calling a therapist for help

### Recommended Reading for Young Children and their Parents / Guardians

*If Only I Had a Green Nose, by Max Lucado*

**Themes:** Self-esteem, self-acceptance, peer pressure, and bullying

**Grade range:** K-8

**Summary:** Punchinello is a Wemmick who falls into the trap of peer pressure. Once he stops visiting his maker, he becomes desperate to get a green nose like everyone else. The popular green nose then changed to red, blue, and so on. Punchinello becomes tired of trying to fit in and becomes sad. His friend, Lucia, lets him know that his maker asks about him every day. He decides to go back to see his master, Eli, and he helps Punchinello be the Wemmick that he made him to be.

*Impatient Pamela Calls 9-1-1, by Mary Koski*

**Themes:** Calling for help, patience, and knowing important information

**Grade range:** 1-4

**Summary:** This book teaches a very important lesson about when to call 9-1-1 for help. It also stresses the importance of learning pertinent information, such as your home address. Throughout, the book stresses the importance of being patient and waiting to call 9-1-1 until there is truly an emergency.

*Little Monkey's One Safe Place, by Richard Edwards*

**Theme:** A safe place for children

**Grade range:** K-3

**Summary:** Little monkey searches through the jungle for the place where he can be safe. He found his safe place in his mother's arms. This book can help you talk with children about safety, whether it is in the arms of a parent / guardian or in the arms of someone else. This book helps adults work with kids to help them locate a place where someone makes them feel secure and loved.

*My Body is Private, by Linda Girard*

**Theme:** Appropriate touching

**Grade range:** 1-5

**Summary:** A mother-child conversation introduces the topic of sexual abuse and ways to keep one's body private. The book respects readers' intelligence by using the proper terminology for genitalia and the generic term "bottom" to mean the buttocks. This book is a good teaching tool



for discussing a serious topic. All ages can find it beneficial. Gray areas such as tickling are explored. Tickling can be fun, but it can also go too far, where the person being tickled is not enjoying it. That is another example of when to demand that a certain “touch” or tactile activity be stopped. The children are well within their rights to do so at any time. Hugs and kisses are described as generally being welcome and acceptable, but children should not be forced to kiss or endure being kissed by someone who makes them feel uncomfortable.

*Something Happened, and I’m Scared to Tell, by Patricia Kehoe*

**Theme:** Sexual Abuse

**Grade range:** 1-4

**Summary:** This book takes an honest approach to the subject and, more importantly, emphasizes that the blame for sexual abuse belongs to the perpetrator, not the victim. Many victims have been groomed to believe the opposite and need this message. This book is a good resource for school counselors and parents / guardians.

*The Right Touch, by Sandy Kleven*

**Theme:** Appropriate touching

**Grade range:** 1-4

**Summary:** This book gives tools for parents / guardians to facilitate discussions with their children. The book addresses bad touch and good touch, private parts, and telling parents / guardians or other trusted adults if someone makes children feel uncomfortable. Be aware that the book includes an illustration of the mom and son looking at a book, and their book has a picture of a little boy and girl naked so that they can identify “private parts.”

*The Trouble with Secrets, by Karen Johnson*

**Themes:** Secrets and follow up to discussing good touch / bad touch

**Grade range:** 1-4

**Summary:** This book uses concrete examples to help children learn how to decide which secrets should be kept and which should be told. This is an appropriate book to read with young children who need to understand the difference between a good secret and a toxic secret. It helps children realize they are not alone, that not all secrets are fun, and that some even need to be shared with a trusted adult.

*Who Is a Stranger and What Should I Do?, by Linda Walvoord Girard*

**Themes:** Strangers and what children should do in different situations

**Grade range:** 3-6

**Summary:** This book discusses both strangers who do not pose a threat and those who may make children feel uncomfortable. More importantly, the book describes specific steps that children can take in various situations, such as when children are approached by a stranger, when children see strangers in playgrounds, or when strangers call by phone or ring the doorbell. In addition, the book describes some “tricks” that strangers may use to lure children into talking with them or going somewhere with them. In all situations, children receive specific



advice for keeping themselves safe. For younger children, this book will be best received, and its suggestions best reinforced, if read with a parent / guardian.

*Your Body Belongs to You, by Cornelia Spelman*

**Theme:** Touching

**Grade range:** K-2

**Summary:** This is an introduction to talking about physical boundaries with children. The kids start to learn about touching without having to hear about “bad” people or scary things. Additionally, it gives the parent / guardian and child a common vocabulary to use in their early discussions. The book encourages children not to keep secrets if they are approached and touched inappropriately or made to touch someone else against their will. Private parts are rightfully defined as the parts of the body of one’s underwear and bathing suit cover. The book stresses what to do if the touch is neither wanted nor welcome and that it is perfectly all right not to want to be touched in certain ways.

### Tips for Protecting Children

#### *How Offenders Operate*

- Access
- Privacy
- Control

#### *How to Recognize Boundary Violations*

##### **Physical Boundary Violations**

- Tickling
- Horseplay
- Hugging
- Massaging
- Wrestling
- Going overboard with affection

##### **Emotional Boundary Violations**

- Making them feel overly important, cared about, understood
- Spending too much time with them
- Choosing favorites
- Giving gifts
- Acting possessive
- Sending excessive or inappropriate text messages
- Pretending to be the participant’s friend on social networking sites like Facebook
- Sharing personal information to make the participant feel like they have a special relationship
- Promising extra coaching time, a college scholarship, a place on a national team, or even a spot on the Olympic Team



## **Behavioral Boundary Violations**

Offenders manipulate kids into doing things they would not otherwise do, such as:

- Sneaking around by saying they will be in a place when they actually are in another
- Keeping secrets with the offender
- Looking at pornography
- Using drugs or alcohol

## **How to Respond to Warning Signs**

Follow these 5 steps:

1. Keep your eyes and ears open.
2. Talk with your child or loved one.
3. Then, ask them about your concerns.
4. If what you learn from them or if what you've observed or overheard sounds like abuse, call Child Protective Services or local law enforcement.
5. If what you learn from them, or if what you've observed or overheard, sounds like a boundary violation, suspicious or inappropriate behavior, or a policy violation, then:
  - a. Share your concerns with the employee and/or with his supervisor and/or with an employee of the YMCA of Honolulu. All employees are trained in how to receive and respond to public concerns around Child Abuse Prevention.
  - b. If you are unable to do this, you can share your concerns with a Director, and you can make a report by making a call or sending an email.



## Participant and Parent Grievance Policy

The YMCA believes that participants, and parents / guardians have valuable thoughts and insights to share regarding our operations. Accordingly, the YMCA encourages participants and parents / guardians to share opinions, suggestions, concerns, questions and/or grievances about our policies, personnel, and/or other matters impacting the YMCA.

In general, the best person initially to bring opinions, suggestions, concerns, and/or questions to is the staff member supervising the program in question. However, to the extent the concerns relate to the supervisors of the program, or to the extent a participant or parent / guardian believes the supervisor of the program did not fully address a matter, participants and parents / guardians may direct their opinions, suggestions, concerns, and/or questions to the next level of management or directly to Branch Executive Director, or VP of Youth Development.

To remedy concerns that appear to have been ignored or unresolved after initial reporting, utilize this formal grievance procedure. This procedure provides for a timely, thorough and objective investigation of the following concerns:

- Inappropriate behavior by employees / volunteers
- Inappropriate behavior by participants
- Retaliation
- Whistleblower complaints

## Written Complaint Required for Formal Process

Verbal complaints are encouraged, particularly for issues that may be easily and expeditiously resolved, but a written complaint is required to initiate this grievance process. The grievance form can be delivered by hard copy or filled in electronically and sent by email.

To ensure a timely and effective response, complaints should include the following information to the extent possible:

- The name(s) of individuals(s) involved
- The date(s) the behavior occurred
- The name(s) of any known witness(es)
- A summary of the conduct meriting the grievance including:
  - The behavior complained of and/or the alleged policy or legal violation(s)
  - Direct quotes when relevant and available
  - Any relevant documentation
- The remedy sought by the person making the complaint

## Timeline

Participants or parents / guardians who themselves have a complaint or who are aware of behavior meriting a complaint, must provide the above described written complaint via email to



the Program Director, Executive Director, or VP of Youth Development within 5 days of the incident occurring, or of their becoming aware of the concern. This allows the YMCA the best opportunity to investigate the problem. The recipient of the written notice of complaint will then initiate a meeting to more fully understand the concerns raised.

Following that meeting, the recipient of the complaint, or other Y representative, will provide a brief written response to the participant or parent / guardian who brought the complaint no later than 10 days later, that includes brief written findings on the issues raised and relief sought, or to inform the participant, parent / guardian that more time is needed. It is the YMCA's goal to complete all investigations with all prudent haste to allow resolution, and peace of mind about participating in YMCA programs.

If the participant or parent / guardian is not satisfied with the written response, the individual who brought the complaint may submit an appeal to the next level of management, such as the Branch Executive Director and/or VP of Youth Development for further response.

## Investigation

The recipient of the complaint, engaging any necessary resources, will thoroughly investigate the issues raised in the grievance and will protect the privacy and confidentiality of all parties involved to the extent possible by law. All parties must cooperate with the investigation.

If a violation of policy or law has occurred, the YMCA will take appropriate action, up to and including termination and notification of external authorities.

## Retaliation

This YMCA strictly prohibits retaliation against participants and/or parents / guardians for reporting, filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by the YMCA or a federal or state law enforcement agency or court. Participants and/or parents / guardians should report any suspected retaliation to their Branch Executive Director and/or VP of Youth Development] and/or a member of the Child Abuse Prevention Committee immediately after becoming aware of it. Any report of retaliatory conduct will be objectively, timely and thoroughly investigated. If a report of retaliation is found to be valid, the YMCA will take appropriate remedial action, up to and including discharging the individual(s) responsible. The YMCA will not retaliate against any participant or parent / guardian for raising a complaint and will not knowingly permit retaliation by management or other employees.



## Publication and Communication to Participants and Parents / Guardians

This Grievance Policy and form can be found in the Child Abuse Prevention Handbook, online at [www.ymcahonolulu.org](http://www.ymcahonolulu.org), and at any Welcome Center in our YMCA. Any changes to this policy will be communicated in writing to participants and parents / guardians via email on file.

## Grievance Form for Parents / Guardians and Participants

Email or deliver completed form to Program Director, Branch Executive Director and/or VP of Youth Development. A full list of senior figures to reach can be found at [www.ymcahonolulu.org/about/leadership](http://www.ymcahonolulu.org/about/leadership)

| Individual Filing Complaint | Relationship to the YMCA |
|-----------------------------|--------------------------|
|                             |                          |

| Date of Occurrence | Time of Occurrence |
|--------------------|--------------------|
|                    |                    |

Other individuals involved / witnesses to complaint:

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Type of complaint (select all that apply):

- ☐ Inappropriate behavior by employees / volunteers
- ☐ Inappropriate behavior by participants
- ☐ Retaliation
- ☐ Whistleblower complaints

**Describe the situation:** What happened, where it happened, when it happened, who was involved, who was present, who was notified? If suspected abuse, was it reported to the State?

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Has this situation ever occurred previously?

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| Submitted By | Phone Number | Location or Organization |
|--------------|--------------|--------------------------|
|              |              |                          |

| Signature | Date |
|-----------|------|
|           |      |

Reviewed by:

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## Y Programs



## New Program Proposal

### Background

Periodically, a Quality Team, Branch, or Department desires adding a new program or new activity to offer its members or participants. For example, this could be adding a new association-wide program, service, or a new field trip, including offsite destinations such as beaches for swimming or hiking trails.

When these new programs or activities have the potential to either significantly increase liability exposure, significantly increase program expenses (\$5K or more for the fiscal year) that may or may not have been budgeted for, and/or has an association-wide impact (i.e., multiple branches participating, could potentially impact the revenue and/or expenses of other branches, etc.), formal approval, as described more fully below, is required prior to the program, service, or activity being implemented.

### Review and Approval Process

Below is a method and process for properly planning and developing a new program and should be used through the consideration process. Depending upon what is being considered, the review and approval process could differ. For a new association-wide program, the process is usually initiated by a Quality Team, Program Task Force, or from the Operations Team. The Operations Team must review and approve all new Association-wide programs and must obtain prior approval from the Chief Executive Officer. For a new Branch program, feedback should be provided by the appropriate Quality Teams with final approval for implementation by the Chief Operations Officer.

### *New Program*

For a new program, the following information should be considered:

- General program information
  - Brief description of the program
  - Purpose / goals of program
  - What similar programs, if any, already exist at the Y?
  - Ages of participants / youth to be served, if applicable
  - Estimated number of participants / youth to be served
  - Estimated number of staff required (ratio description)
    - Is the YMCA responsible for staff screening and selection?
    - Is the YMCA responsible for additional staff training?
    - Are there any special certifications required for staff?
  - Will volunteers / independent contractors be required?
  - Program budget, taking into consideration sustainability, revenue generation, outside funding sources, and community partners
- Appropriateness



- How does this program fit within the goals / strategic focus of the YMCA?
  - Describe the background research that has been completed on this proposed program.
  - Has a needs assessment been completed? If not, provide information that can further support the need for this new program.
- Program procedures
  - Will transportation be required / provided? If so, what are the transportation guidelines?
  - What are the bathroom procedures?
  - Does the program involve overnight stays?
  - Does the program include aquatics? If so, what are the procedures for monitoring locker rooms and changing clothes? Will additional lifeguards be required?
  - What are the procedures for managing additional high-risk activities during the program?
- Authorization
  - Name of staff member that will be overseeing this program
  - Name of approving Branch Executive / Department Head
  - Name and signature of the Chief Operations Officer, or their designate, approving the program proposal
  - If applicable, for association-wide new programs, approval by the Chief Executive Officer

### *Approval*

Final approval of a new program or activity is required from the Chief Operations Officer. Considerations should be submitted well in advance of the expected date that the program will commence / activity will take place for proper review. For off-site field trips or hikes, this process is usually initiated by a staff member of a Branch or a Quality Team. Refer to the New Field Trip Analysis section, which should be completed and approved prior to the activity being undertaken.

### *Maintaining Approved Programs / Activities*

Branch Executive Directors and Department Heads will be responsible for the ongoing oversight of any approved programs and will report to the Chief Operations Officer regularly and to the Operations Team at its monthly meeting. A full roster of available and operational YMCA programs will be kept current through the utilization of our suite of registration software. All active programs will be available for registration through these software options.



## Commitment

Since its inception, the Y has responded to society's most pressing needs with relevant programs and activities for youth development, healthy living, and social responsibility. Y programs nurture the potential of young people, allow members to become more deeply committed to improving their health and well-being, and connect more people to their communities and to one another.

Program administration in the Y has continually strengthened programs by engaging members and communities in planning, responding with safe and meaningful activities and programs, and committing to deepening relationships among members and within the community to bring about enduring change.

YMCAs understand that providing programs that help improve lives and communities requires intention and focus on planning, people, and safety and prevention. Programs change, but with YMCAs consistently focused on engagement, innovation, and impact, we continue to make the Y 1 of the most relevant, cause-driven organizations in the nation.

### *New Program*

A program is a service which directs resources to address a specified need in the community. A new program does this in a way that is unique to what other branches in the association offer.

### Instructions

Complete this form and submit it to your supervisor and branch executive. The proposal will be reviewed by branch executive and Chief Operating Officer. If for a new association-wide program, obtain the approval of the Chief Executive Officer.

Requester's Name:

---

Requester's Position:

---

New Program Name:

---

How does the program align with the strategic plan and/or the Y's cause and mission?

What research has been done? (Attach, if applicable)



## Outline Logic Model of the Proposed Program

| Resources                                                              | Activities                                                                       | Outputs                                                                                                                    | Short- & Long-Term Outcomes                                                                                              | Impact                                                                                                |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <i>To accomplish our set of activities we will need the following:</i> | <i>To address our problem or asset we will conduct the following activities:</i> | <i>We expect that once completed or underway these activities will produce the following evidence of service delivery:</i> | <i>We expect that if completed or ongoing these activities will lead to the following changes in 1-3 then 4-6 years:</i> | <i>We expect that if completed these activities will lead to the following changes in 7-10 years:</i> |
|                                                                        |                                                                                  |                                                                                                                            |                                                                                                                          |                                                                                                       |

Outcomes and impacts should SMART:

- **Specific**
- **Measurable**
- **Action-oriented**
- **Realistic**
- **Timed**

## Define the Environment

Consider the facility requirements that will best support your program and participants. Assess space options, on- and off-site. The important factor is to find a site that will support the needs of your programs and participants (bathrooms, parking, cleanliness, equipment). What are potential risk factors and accessibility issues?

## Budget

Please attach budget (template and/or example may be attached).

## Staffing and Training

Who will be responsible for delivering, monitoring, and evaluating the program?  
What trainings are needed?

## Timeline

Provide a timeline of the process (planning, promotion, delivery, and evaluation).

## Goals

What are the desired outcomes and how would they be measured?

What and who will determine the continuation / sustainability of the program?



---

Branch Executive Approval

---

Chief Operations Officer Approval

---

Chief Executive Officer Approval (If required)



## New Field Trip Analysis

### Instructions

This form is required for any offsite field trip or venue being considered for YMCA participants.

- Refer to approved list of field trips to determine if this venue was previously approved.
- Complete all information and if not applicable, insert "n/a."

### Basic Information

|                             |  |
|-----------------------------|--|
| <b>Assessment Date</b>      |  |
| <b>Staff Completing</b>     |  |
| <b>Venue Contact Person</b> |  |
| <b>Venue Name</b>           |  |
| <b>Venue Phone</b>          |  |
| <b>Venue Address</b>        |  |
| <b>Venue Website</b>        |  |
| <b>Description:</b>         |  |
|                             |  |

### Mission Alignment

Does the proposed venue align with the YMCA's mission, core values, and areas of focus?

☐ YES ☐ NO

### General Questions

Has a physical visit been made to the venue to identify any risks or supervision challenges?

☐ YES ☐ NO

If yes, by whom? On what date?

Is there an engagement required for this venue? Obtain a copy and attach to this assessment.

☐ YES ☐ NO



## Risk Analysis

|                                                                                                                                    | Yes / No                                                 | Access to Control / Eliminate Risks |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------|
| <b>Venue Selection</b>                                                                                                             |                                                          |                                     |
| Are there areas of the venue that may expose children to unsuitable content? (i.e., gambling, alcohol, adult-rated content, etc.)? | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| <b>High-Risk Activities</b>                                                                                                        |                                                          |                                     |
| Does the venue include high risk activities (i.e., roller skating, trampolines, climbing wall, ropes courses, equine, etc.)?       | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Does the venue have a swimming component? Describe lifeguard requirements to be met.                                               | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Will staff be required to participate in the high-risk activity with participants?                                                 | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Is there a venue-specific waiver which must be completed by participants? (obtain a copy)                                          | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Should any attractions at the venue be off-limits? If yes, which ones?                                                             | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| <b>Supervision</b>                                                                                                                 |                                                          |                                     |
| Does the venue pose any supervision challenges that must be considered?                                                            | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| What ratio will be followed? Is it sufficient for this venue?                                                                      | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Will the location / nature of the venue make it difficult for participants or staff to be identified (large crowds, dark areas)?   | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| <b>Emergency Response</b>                                                                                                          |                                                          |                                     |
| Does the venue have an emergency action plan? (obtain a copy)                                                                      | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| <b>Communication</b>                                                                                                               |                                                          |                                     |
| Is communication possible between staff of different groups while at this venue? How will communication be managed?                | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |
| Is there mobile phone coverage at the venue?                                                                                       | <input type="checkbox"/> YES <input type="checkbox"/> NO |                                     |

|                                                                                                                 |                                                          |  |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--|
| <b>Environmental Exposure</b>                                                                                   |                                                          |  |
| Could weather conditions affect this venue? (i.e., extreme heat, rain, surf etc. Lifeguard required?)           | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Illness / Injury Exposure</b>                                                                                |                                                          |  |
| Does the venue have a first aid area / clinic? Where is it located? Is it staffed with a medical professional?  | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Food and Water</b>                                                                                           |                                                          |  |
| Are there any unique food hazards to manage at this venue?                                                      | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Do children and staff have access to drinking water?                                                            | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Can food be stored / refrigerated at the venue? (Outline food and drink requirements for the day.)              | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Toilets and Hygiene</b>                                                                                      |                                                          |  |
| Are the facilities at the venue clean/hygienic?                                                                 | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Are there adequate hand washing facilities?                                                                     | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Are there multiple entry points or other supervision challenges to toilet facilities (i.e., required supplies)? | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Transport</b>                                                                                                |                                                          |  |
| Will YMCA bussing (leased or owned) be used for this trip?                                                      | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Does the mode of transportation pose additional threats (i.e., public transportation, etc.)?                    | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Are there required or planned stop(s) along the way?                                                            | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Accommodations</b>                                                                                           |                                                          |  |
| Does the venue pose any challenges for individuals with special needs?                                          | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| Does the venue allow for refrigeration of medications if required?                                              | <input type="checkbox"/> YES <input type="checkbox"/> NO |  |



## Obtain the Following Items

- ☐ Venue contract
- ☐ Venue waiver
- ☐ Venue emergency action plan
- ☐ Venue menu(s)
- ☐ Venue map

| Trip Plan                                                                                                                                                                                                        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Has this venue been approved on the "APPROVED FIELD TRIP VENUE" list for the age-group you are planning to take? If not, speak with Risk Management.<br><input type="checkbox"/> YES <input type="checkbox"/> NO |  |
| <b>Off Limit Areas / Activities</b>                                                                                                                                                                              |  |
| <b>Bathroom Considerations / Plan</b>                                                                                                                                                                            |  |
| <b>Unique Considerations</b>                                                                                                                                                                                     |  |
| <b>What factors will cause this field trip to be cancelled?</b>                                                                                                                                                  |  |
| <b>Detail the backup venue or plan if field trip cannot proceed.</b>                                                                                                                                             |  |
| <b>Who is responsible for cancelling the field trip if conditions are not acceptable?</b>                                                                                                                        |  |

| Communication Systems and Devices                                                                           |
|-------------------------------------------------------------------------------------------------------------|
| List at least 2 different types of communication systems or devices which will be utilized for emergencies. |
| 1) Location of Closest Hard-Line Telephone:                                                                 |
| 2)                                                                                                          |
| 3)                                                                                                          |



| <b>Emergency and Venue Contacts</b>                                                               |                                    |                      |
|---------------------------------------------------------------------------------------------------|------------------------------------|----------------------|
| Not only provide internal YMCA emergency notification contacts but also VENUE-specific person(s). |                                    |                      |
| <b>Name</b>                                                                                       | <b>Emergency Role(s)</b>           | <b>Phone Numbers</b> |
| 1)                                                                                                | Missing Child / Emergency Services |                      |
| 2)                                                                                                |                                    |                      |
| 3)                                                                                                |                                    |                      |
| 4)                                                                                                |                                    |                      |
| 5)                                                                                                |                                    |                      |

|                                    |             |
|------------------------------------|-------------|
| <b>Reviewed / Approved By</b>      | <b>Date</b> |
|                                    |             |
| <b>Operations Team Approved By</b> | <b>Date</b> |
|                                    |             |



## Guidelines for Field Trips and Off-Site Activities

The YMCA of Honolulu will establish all the following before taking youth participants on field trips, or to other off-site activities:

- Visit the destination in advance, when possible, to assist with planning.
- Field trip locations will be pre-approved by Department Leadership.
- Parents / guardians will be informed of the field trip locations in advance.
- Standard ratios of staff to youth will be altered based on age of youth and nature of activity.
- All staff supervising the trip will wear YMCA logo clothing to be instantly recognizable.
- Youth participants will receive clear guidance as to acceptable behavior while on their trip.
- Youth participants will be designated a group and a staff leader for them to check in with and be accountable to.
- Field trip leaders will receive supplementary training in the following:
  - Position themselves to be able to see and hear all participants to whom they are assigned.
  - Anticipate what youth will do and redirect when necessary.
  - Listen and notice changes in sound or absence of sound.
  - Remain engaged with the participants rather than socializing with other employees or volunteers.
  - How, and how often, to take role in the environment in which the field trip will take place.
- Before departure on a field trip, the responsible Director will:
  - Ensure employees have a method to communicate with their Director or home site.
  - Communicate to site Director concerning the duration of the trip, potential risks, purpose of the activity, and anticipated return time.
  - Have filed an emergency plan, including roster of youth participants, contact numbers and access to emergency contacts.
  - Communicate to the site Director the bathroom and locker room dynamics at the site, if applicable, and confirm the plan for proper supervision.



## Supervising and Monitoring Bathroom and Shower Procedures During Youth Programs

When supervising bathroom use, adult staff and volunteers should first quickly scan the bathroom before allowing participants to enter to ensure the bathroom is vacant and follow the procedures below. During this quick scan, they should sign the clipboard hanging from the bathroom door to indicate to the public that this bathroom is regularly checked and monitored.

For some programs, such as swim lessons, martial arts and other enrichment programs, parents are responsible for supervising their child and monitoring bathrooms with their child. This ownership will be strictly enforced.

For group bathroom breaks:

- The “Rule of 3” must be always followed.
- If the bathroom only has 1 stall, only 1 participant should enter the bathroom while the others wait outside with the employee or volunteer.
- If there are multiple stalls, only send in as many participants as there are stalls available for use.
- Minimize youth of different ages using the bathroom at the same time.
- Staff must stand outside the bathroom door but remain within earshot.

For single-occupancy restrooms:

- Youth must ask permission from a staff member before using the restroom.
- Un-assigned staff should regularly check restrooms.

For shower time:

- Only 1 youth can be in a shower stall at any given time.
- If there are multiple stalls, only send in as many participants as there are stalls.
- Shower doors / curtains should not extend all the way to the ground so employees and volunteers can easily glance into the bathroom to see how many feet are in each shower stall.
- Staff should stand outside the shower area but remain within earshot and conduct feet checks periodically.
- Supervising staff on active duty should not use shower facilities at the same time at participants.
- When necessary to assist young participants in the stalls, staff should keep the door to the stall open.
- Participants who require assistance with personal care activities should have this noted within their file and include the level of assistance necessary.
- Staff who are authorized to provide assistance with personal care activities need specific training on appropriate diapering and toileting procedures.



## Supervising and Monitoring Locker Rooms and Changing Areas During Youth Programs

Our locker room and changing areas procedures:

- Wherever possible, single-occupancy changing stalls should be used.
- Staff should stand within earshot of locker room when in use by participants.
- Staff should intermittently and briefly check inside the locker room, so users know the locker room is monitored.
- Staff should provide young people with a strict time limit of how long they can be in the locker room to limit opportunity for inappropriate interactions and activities.
- Towel snapping and other horse play is prohibited.
- Staff member should be aware of and regularly check blind spots within locker room facilities.
- Staff should be extra vigilant for members of the public coming and going while youth are in public locker rooms.
- When necessary to assist young participants in the stalls, staff should keep the door to the stall open.



## Bathroom Quick Check

Every signature you see on this form is a YMCA staff member who monitored this bathroom, locker room and shower area at a random time to ensure that a potential child abuser cannot gain privacy with a child in our facility.

For more information, please visit [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond)

| Initials | Date / Time | Initials | Date / Time | Initials | Date / Time |
|----------|-------------|----------|-------------|----------|-------------|
|          |             |          |             |          |             |
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## Supervising Playground and Recreational Activities

To reduce risk, procedures for playgrounds and recreational activities require:

- Standard Childcare and A+ ratios apply to all recreational and playground activities.
- Director or site leadership should conduct a risk assessment of their playground / recreational area that clearly identifies and trains their staff on:
  - Boundaries
  - Blind spots
  - Dangerous equipment
  - Access and exit
  - Age appropriateness
- Staff should be given specific instructions on how to monitor barriers to supervision (such as storage sheds, playhouses, tunnels, and shrubs) through designation of zones to monitor, and how to position themselves to ensure coverage and containment.
- Staff should be trained in active supervision:
  - Employees and volunteers should position themselves to be able to see and hear all youth to whom they are assigned.
  - Anticipate what youth will do and redirect when necessary.
  - Listen and notice changes in sound or absence of sound.
  - Remain engaged with youth rather than socializing with other employees or volunteers.
- Staff should review boundaries and rules with young people prior to the activity, including that they are to always remain in line of sight of employees and volunteers and how to report inappropriate behaviors.
- Youth should be informed on the bathroom policies for the playground.
- Staff should periodically take a head count of participants.
- Staff should be aware of emergency plans for response to incidents, and how they will communicate with each other, and program leadership.



## Monitoring and Supervising Aquatic Programs

Aquatics programs are the YMCA's highest risk programs, from a drowning prevention standpoint and from a Child Abuse Prevention standpoint.

During Free Swim and Swim Lessons, any children in the YMCA are the responsibility of, and under the supervision of, their parent / guardian. During Day Camp use of YMCA pools or aquatic areas, the Day Camp staff are responsible for the supervision of the program participants.

These standards relate the role of the aquatics staff in the safe operations of the aquatic environment from a Child Abuse Prevention standpoint. To ensure efficient monitoring and supervision of aquatics programs, and in addition to training our employees, the YMCA follows supervision procedures in the below areas:

### Monitoring for Suspicious or Inappropriate Behavior in the Water

- It is important to watch for, and respond to, these red-flag behaviors in adults and kids:
  - Violating our policies regarding appropriate and inappropriate physical interactions with or between youth (for example, piggyback rides in the water, allowing youth to hang on them in the water, etc.)
  - Loitering during youth only lessons or activities
  - Watching a youth or group of youth for an extended period
  - Inappropriate sexual behavior by an adult
  - Seeking unsupervised areas
  - Youth who seem uncomfortable with the attention they are receiving from an adult or another participant
  - Inappropriate length of time in areas out of view (slides etc.)

### Monitoring During Swim Lessons

- Instructors must teach Swim Lessons in open, viewable swim areas under the supervision of other employees.
- Instructors must monitor interactions with youth that are following the YMCA's guidelines for appropriate and inappropriate physical interactions.
- Instructors must keep their hands visible to others.
- Instructors are required, when assisting a child during the lessons, to explain out loud where they will touch the child—"I am going to put my hand under your back to help you float."
- Parent / guardian must be present during all Swim Lessons.



## Monitoring the Pool Deck and Any Lounge Areas

- Ensure all entrances and exits to the pool deck are appropriately and regularly monitored.
- Monitor adults and youth to ensure they are following the YMCA's guidelines for appropriate interactions (including physical interactions, verbal interactions and electronic communications).
- On-deck changing is not allowed and will be addressed directly by YMCA staff.



## Procedures for Monitoring Mentoring Relationships

In addition to screening and training mentors, the YMCA of Honolulu follows these supervision procedures:

- Supervisors are required to contact mentors at least once a month to monitor progress, safety, check in about goals, and to provide support for mentors. Face-to-face or Virtual meetings are required.
- Supervisors are required to contact youth, and their families once a month, or as the program or mentoring relationship is active. Face-to-face or virtual meetings are required.
- Mentors are required to maintain a weekly log documenting all activity with the participants. This log is reviewed and signed by supervisors bi-monthly.
- Family members and youth are required to review and confirm records of contact and activities as reported by the mentor.
- Supervisors are required to talk to youth to ask questions relevant to the detection of improper conduct or policy violations on a regular basis.
- Supervisors must interview the participants and interview the family to discuss the mentoring relationship at the end of a mentoring relationship. These interviews should include questions that assess abuse risk.
- The YMCA must provide community partners (schools, recreation centers, etc.) with information about what is appropriate and inappropriate in the mentoring program so that the community partners can assist in the monitoring of the match. This should include the intended nature of the relationship, goals, typical boundaries, red flags, and indicators of potential grooming or abusive behavior.



## Supervising Transportation Activities and Transporting Participants

### General guidelines:

- Staff should have a copy of permission confirmation and medical release for all participants being transported.
- Long-distance or overnight trips requiring transportation should be approved by executive leadership.
- There must be at least 2 staff members on a vehicle transporting participants.
- A full roster of participants on each vehicle should always be with the trip leadership.
- Drivers do not count towards supervision ratios.
- Staff member should be seated in positions to maximize supervision.
- Age groups should be separated while being transported, and participants with differing developmental stages than their peers should be kept close to staff members.
- Drivers should stick strictly to the agreed itinerary unless in case of emergency.
- Transportation of YMCA participants should not happen using privately owned vehicles.
- Public transportation is permitted under the supervision of YMCA Staff, ensuring proper containment, participant head counts, and safety procedures are followed. Public transportation should be treated like any other Y transportation, but with a heightened focus on head counts and the additional threat of public engagement.



## Overnight Programs

These standards apply to different styles of overnight activities that may be engaged in at the YMCA of Honolulu. Prior to supervising any overnight activity program, staff will be given refresher training to ensure knowledge and understanding of the expectations of them during the particular style of overnight programming being operated.

### Supervision Guidelines for Overnight Activities at Camp Erdman from another Program

- The YMCA of Honolulu holds regular resident camp activities at Camp Erdman. Any supplementary overnight activities must be approved by executive leadership, and follow resident camp guidelines
- Directors and leadership are expected to regularly and randomly observe overnight activities on a scheduled and periodic basis.
- Any overnight activity must always have a manager on duty, and leadership must have received training in unique elements of overnight camping and review the specific policies and procedures that apply to the overnight activity.
- Parents or guardians must be made aware of the types of activity, duration, and return date for any overnight camping activity.
- YMCA Camp Erdman ratios must be maintained for any overnight camping activity.

### Overnight Activities at a Branch

- Authorized areas within the branch must be clearly defined and explained to the participants.
- Staff members are to be assigned to a specific group of participants to supervise. Each staff member should then maintain a roll sheet that lists participants in their group. Head counts and roll checks should be conducted routinely throughout the overnight activity.
- Staff members will be assigned to high-risk areas in the branch, such as the bathrooms, entrances and exits, hallways, etc. Periodic walkthroughs will be conducted by the assigned staff member.
- Regarding sleeping arrangements, separate the male and female participants into separate rooms and post employees at the entrances and exits to these rooms. If this is not feasible, separate males and females by as much space as possible.
- When performing room checks, employees should always go in pairs.
- For overnight activities, where sleeping is not part of the activity (i.e., a lock-in), at least 3 staff members are to stay awake overnight.
- All employees are to be on duty in the halls or cabins at night until an hour after lights out and all rooms are quiet.



## Overnight Activities Elsewhere

- Overnight stays at private homes are prohibited unless approved by the administration.
- Physical boundaries at the off-site location must be clearly defined and explained to the participants.
- Each staff member is to be assigned to a specific group of participants to supervise. Each staff member should then maintain a roll sheet that lists the participants in their care. Head counts and roll checks should be conducted routinely throughout the event.
- If in a cabin-type setting, the staff should position themselves in bunks to maximize supervision around the cabin and in a way that decreases the chances of participants sneaking out (such as by the door).
- In hotel rooms, assign participants to rooms based on gender and age. Staff should not share rooms with participants.
- All employees are to be on duty in the halls or cabins at night until an hour after lights out and all rooms are quiet.

## Camp Erdman and Similar Facilities

- Staff members are required to remain awake as long as campers are awake.
- Cabins will have a minimum of 2 staff members, and no more than 14 youth.
- Cabins will be routinely checked by a rotating schedule of leadership staff, in pairs.
- Overnight cabin checks will be conducted at least 1 hour after all lights are out, and noise has ceased.
- Scheduled leadership will report to the Director or Manager on duty in the morning to confirm completion of their duties.
- Cabins will be checked by leadership immediately after activity transitions out of the cabin area—for meals, activity blocks or changing periods.
- Counselors will be in bunks nearest the doors, and to eliminate blind spots.
- Counselors will shower and change at different times to allow for continuous supervision of campers in their care.

## Tent Camping At Camp Erdman

- A Director's approval must be obtained for all "out of cabin" camping.
- Staff are required to be awake while campers are awake.
- There will be a minimum of 2 staff members, in ratio with no more than 14 campers.
- Each camper group will have designed geographic boundaries for their tent site.
- Other leadership and Directors will be provided with an itinerary and expected tent and head counts.
- Bathroom procedures will be explained to all participants and staff.
- Male identifying and female identifying tent areas will be separated.
- Head counts by group leaders will be executed regularly.



- Directors are to regularly and randomly observe overnights on a scheduled and periodic basis.



## Early Childhood

### Supervision of Children

Supervision is the act of directing and watching over the performance and activities of the children while in care. When a child is in attendance, staff responsible for supervising the child shall always:

- Be alert and responsive.
- Know where each child is at all times.
- Be able to see and hear the child as required.
- Provide supervision appropriate to the individual age and needs of each child.
- Ensure their actions are clearly visible to other adults

Simply being within sight or sound does not mean staff are providing adequate supervision. Staff must also be near enough to the child to provide immediate assistance when needed. Children's play may be physically active, but it is up to staff to be sure that it does not become unsafe. Staff's guidance of children's behavior and active intervention is an important part of supervision.

In addition, staff should adhere to the following:

- If 1 or more infant, toddler, or young 2-year-old cannot be easily heard and seen at all times by at least 1 member of the teaching staff, the child(ren) is/are in a safe environment.
- If 1 or more infant, toddler, or young 2-year-old is out of the direct sight or sound supervision of all teaching staff while in a safe environment, it is for no more than 5 minutes.
- If a preschooler is out of the direct sight AND sound supervision of all teaching staff, it is for no more than 1 minute, and the child is in a safe environment.
- If a preschooler is out of direct sight OR sound supervision of all teaching staff, it is for no more than 10 minutes, and the child is in a safe environment.
- Teachers of kindergartners and school-age children keep these children within sight and/or hearing most of the time. A teacher may allow kindergartners and school-agers to leave their supervision (out of sight AND sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office). Staff must check on any children who do not promptly (within 10 minutes) return to the group as expected or if an adult at the child's destination does not confirm his or her arrival.
- Staff complete face-to-name checks throughout the day including during transitions.



- Staff practice face-to-name by matching the child's face to their name on the attendance sheet and ensures the parent / guardian is authorized for pick-up, signs the child in / out, and records the time.
- The Assistant Director conducts face-to-name checks throughout the day for all classrooms.

Staff should always position themselves so someone can always hear and see any sleeping infants or toddlers, including when staff are engaged with other children who are awake.

## Hand Washing

Hand washing is required by all staff, volunteers, and children. Staff should assist children with hand washing as needed to successfully complete the task. Children can wash either independently or with staff assistance. Proper hand-washing technique that adults and children should follow includes:

- Using liquid soap and running water
- Rubbing hands vigorously for at least 20 seconds, including backs of hands, wrists, between fingers, under and around any jewelry, and under fingernails
- Rinsing well
- Drying hands with a paper towel, a single-use towel, or a dryer
- Avoiding touching the faucet with just-washed hands (e.g., use a paper towel to turn off water)

Hand washing should always occur:

- After diapering or using the toilet (use of wet wipes is acceptable for infants)
- After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
- Before meals and snacks, before preparing or serving food, and after handling any raw food that requires cooking (e.g., meat, eggs, poultry)
- After playing in water that is shared by 2 or more people
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- When moving from 1 group to another (e.g., visiting) when it involves contact with infants and toddlers

In addition, adults should also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning (except when handling blood or body fluids that might contain blood, which requires wearing gloves)



Wearing gloves is an optional supplement to, but not a substitute for, handwashing in any required hand-washing situation listed above. Staff must wear gloves when contamination with blood may occur. Handwashing sinks should not be used for bathing children or for removing smeared fecal material. In situations in which sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food. For children over 24 months and for adults, hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand washing with soap and water when visible soiling is not present.

## Diapering

For children who are unable to use the toilet consistently, our facility is equipped to change diapers and soiled clothing in safe and sanitary fashion. Staff members whose primary function is preparing food should not change diapers until their food preparation duties are completed for the day. The following procedures should be followed by staff:

- Change diapers, underwear, and other clothing when wet or soiled.
- Check children for signs that diapers or pull-ups are wet or contain feces when sleeping children awaken and check at least every 2 hours when children are awake.
- Change children's diapers or soiled underwear in the designated changing area.
- Ensure changing they are visible to other adults while in the act of changing a child's diaper

Changing procedures are posted in the changing area for staff to follow. The surfaces used for changing and on which changing materials are placed should not be used for other purposes, including temporary placement of other objects—and especially not for any object involved with food or feeding. The diaper bin must be kept closed and kept outside of the classroom, so it is not accessible to children.

For children who require cloth diapers, the diaper should have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

## For Toileting

- Require employees to stand in the doorway with the door ajar while the participant uses the restroom.
- If employees must enter the restroom to assist a participant, ensure that the door to the restroom remains open.
- When possible, send in only 1 participant at a time. If that is not possible, send in only as many participants as there are stalls.



## Naptime / Sleeping Areas

- Employees, volunteers, and participants should not sit or lie on anyone's bed or be in anyone else's sleeping bag.
- Encourage participants to draw an imaginary line around their sleeping space and encourage them to report violations to an employee or volunteer.
- Employees and volunteers will not leave participants alone during nap time.
- Do not let participants share a sleeping mat, blanket, or sleeping bag.
- Pay attention to who is sleeping next to whom.
- Arrange sleeping areas with as much space as possible between each participant.
- Do not let participants nap in areas not visible to employees and volunteers.
- Keep the room sufficiently lit so that you can easily observe all participant areas
- At all times, have a hand on the child when the child is being changed on an elevated surface.



## Third-Party Agreement Requirements

Third-party and external organizations or individuals providing services to the YMCA's participants fall within the scope of the YMCA's abuse-prevention policies. Third parties are expected to adhere to all applicable abuse risk-management policies. Third-party agreements are distinct from facility use agreements in the level of access to YMCA program participants.

Our YMCA 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 participant protection training. The YMCA will review third-party agreements with counsel to consider risk before executing a new agreement.

All third-party agreements will be submitted to the YMCA Abuse Prevention Committee for recordkeeping and review. The Executive Director for the program area will assume direct oversight of the third-party agreement and required paperwork listed below.

Third parties may have high access to our participants. Therefore, at a minimum, third parties are required to include or adhere to the following items as part of their contractual agreement with the YMCA:

### Code of Conduct

- Third parties and their employees to review and sign the YMCA's Code of Conduct for working with participants. The YMCA shall maintain a copy of the signed Code of Conduct.

### Defense and Indemnity for Sexual Misconduct and Molestation

- Third parties are required to defend and indemnify the YMCA 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).

### Screening

- Third parties are required to adhere to our YMCA criminal background screening practices including multi-state criminal background checks and sex-offender registry checks.



## Training

- All individuals responsible for participants must receive some minimal abuse-prevention training.

## Supervision Procedures for Monitoring

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

- Third parties must understand and provide written acknowledgment of both the internal and external reporting requirements of the YMCA.
- Require third parties and facility renters to report policy violations and incidents or allegations of sexual misconduct back to the YMCA, and to follow mandated reporting requirements.



## Y Staff and Volunteers



## Employee Abuse Response

Our YMCA has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of participants.

If employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with reporting procedures.

At the YMCA, the policies apply to everyone.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of abuse-prevention policies
- Seeking unauthorized private time or 1-on-1 time with participants
- Seeing or visiting with a participant outside of scheduled programming
- Buying gifts for individual participants
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of our electronic communication policy
- Making suggestive comments to participants
- Showing favoritism towards a participant or type of participant
- Participants disclosing that an employee or volunteer makes them feel uncomfortable

All reports of suspicious or inappropriate behavior with participants will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or through provided reporting tools.
- If you are not comfortable making the report directly, make it anonymously.
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not investigate.
- Keep reporting until the appropriate action is taken.

## Employee and Volunteer Response to Allegations or Incidents of Abuse

As required by mandated reporting laws, employees and volunteers must report any suspected abuse or neglect of a participant—whether on or off YMCA property or whether perpetrated by employees, volunteers, or others—to State authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or



criminal liability, if the report was made in good faith and without malice. If you are in need of more information on your state's specific reporting requirements, please visit the [Child Welfare](http://www.childwelfare.gov/topics/can/) website ([www.childwelfare.gov/topics/can/](http://www.childwelfare.gov/topics/can/)).

In addition to reporting to State authorities, employees and volunteers are required to report any suspected or known abuse of a participant perpetrated by employees or volunteers directly to leadership, so that immediate and proper steps may be taken to ensure the safety of alleged victims and others who may be at risk. Reports of suspected or known abuse may be made confidentially to the following:

- Immediate supervisor
- Directors
- Administrators
- Through reporting tools listed in this manual

Additional guidelines for employee and volunteer response to incidents or allegations of abuse:

- If you witness abuse, safely interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that they were correct to tell you.
- Protect the alleged victim from intimidation, retribution, or further abuse to the extent possible.
- Immediately report the allegation or incident to the proper organization authorities (based on mandatory reporting requirements) and the designated authority.
- Be sure to document the incident, disclosure, or any circumstances causing your suspicion of abuse according to incident reporting and documentation requirements. State only the facts.
- It is not your job to investigate the incident, but it is your job to report the incident to your supervisor in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or the Child Abuse Prevention Committee

## Employee and Volunteer Response to Participant Sexual Activity

Sexual behaviors between participants can include inappropriate touching, exposing body parts, using sexualized language, making threats of sexual activity, engaging in sexual activity, and similar types of interactions.

If employees or volunteers witness sexual behaviors that are contrary to defined behavioral expectations between participants, they are instructed to follow these guidelines:

- If you observe sexual activity between participants, you should safely separate them as soon as possible.
- Calmly explain that such interactions are not permitted.
- Notify your supervisor.



- Complete the necessary documentation including what you observed and how you responded.
- Follow your supervisor's instructions regarding notifying the authorities and informing the parents / guardians of the participants involved.
  - Do not attempt to determine whether the participants behavior was “sexual curiosity.” There is not a standard definition of what normal sexual curiosity looks like. An external body, such as law enforcement, utilizes criterion to investigate and determine whether the participants’ behavior is sexual curiosity.
- If the problem is recurring, additional action may be required including not allowing 1 or both participants to return to the program.
- Identify in partnership with management how participants will be managed or supported to prevent further occurrences of sexual activity (i.e., safety or behavioral plans including additional supervision requirements).



## Staff Code of Conduct

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 Organizational Response to Abuse Reports process (see page 122). 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.

## Code of Conduct

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

- 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.
- In situations where 1-on-1 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:
  - When meeting 1-on-1 with a youth, always do so in a public place where you are observable by others.
  - Avoid physical interactions that can be misinterpreted. Limit physical interactions to pats on the shoulder, high-5s, and handshakes.
  - 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.
  - 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.
  - Supervisors must keep a schedule of private tutoring and coaching sessions, which should include times, youth involved, and location of sessions.
  - Staff/Volunteers must have supervisor approval for any tutoring or private coaching sessions.
  - Tutoring and coaching sessions with youth may not occur outside of the YMCA facilities or programs.
  - All pre-existing relationships with youth outside of the YMCA, such as third-party youth groups, churches, sports leagues etc., must be declared on the Off-Duty Relationships with Children in YMCA Programs Form.



- Staff / volunteers will never leave a child unsupervised.
- Restroom supervision
  - Staff / volunteers will make sure the restroom is not occupied before allowing children to use the facilities.
  - Staff / volunteers will monitor the restroom area while it is being occupied by children.
  - This policy allows privacy for the children and protection for the staff (not being alone with a child).
  - When staff are needed to assist younger children with bathroom needs, doors to the facility must remain open. The “Rule of 3” will be followed (i.e., 2 children and 1 staff; 2 staff and 1 child; or a staff, child, and volunteer) at all times.
  - Staff will conduct random observations of the bathrooms in the facility at each opportunity that their duties allow them and record their observation on the Bathroom Quick Check log (see page 55).
- 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 should position themselves so that they are visible to others. Staff should ensure that participants are not 1-on-1 with other participants, staff or volunteers in changing stalls or showers.
- 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 / volunteers will contact the program director immediately. Staff / volunteers will document any questionable marks or responses.
- 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.
- 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.
- 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 there exist a pre-existing relationship with a child, it should be disclosed and documented with Human Resources via the Off-Duty Relationships with Children in YMCA Programs Form.
- The YMCA prohibits the access, display, production, possession, or distribution of pornography on the YMCA’s property or equipment or within any YMCA associated



Facilities, Programs, or events.

- Staff / volunteers will not give or receive excessive gifts (e.g., TV, video games, jewelry) to youth.
- The YMCA will not tolerate the mistreatment or abuse of 1 youth by another youth.
- Staff / volunteers may not date program participants, volunteers or staff who are under the age of 18.
- 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).
- 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.
- Staff / volunteers will not abuse children in any way.
- There are occasions in which staff / volunteers will need to use 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:
  - Field trips
  - Off-site programs
  - Emergencies
- While assigned to work with youth, staff / volunteers are not permitted to use private 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.
  - Exceptions to this rule will be expressly instructed by YMCA Directors for circumstances where use of electronic communication devices are required for program delivery components.
- Staff / volunteers shall not withhold as punishment or require as punishment any physical activity, such as running laps and doing push-ups.



- Staff / volunteers should immediately notify their supervisor or Human Resources Department if they are arrested or convicted of a crime while they are employed by the YMCA.
- Staff will be subject to the Drug and Alcohol Testing Policies that ensures a drug and alcohol free environment at the YMCA. Employees may be subject to random or for-cause drug testing.

## Red-Flag Behaviors / Boundary Violations

The safety of those participating in YMCA programs is a priority for us. Red-flag behaviors or boundary violations are specific behaviors that are common among those who may abuse children.

Look for the following red-flag behaviors, boundary, or policy violations:

- Goes above and beyond the call of duty to spend extra time with kids.
- Breaks the Y's established rules and doesn't follow policy or program operating procedures.
- 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.
- Becomes overly physical or becomes progressively more physically inappropriate.
- Taking personal photos or video of children—any photos or videos should be with permission from parent or guardian and must be on a YMCA-approved camera.
- Allowing or assigning participants to take staff roles / responsibilities (wearing a nametag, in control of 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 1 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 suspicious behaviors, you should interrupt and stop the behaviors and report to your supervisor immediately. You are required to submit your



observations and response using the [YMCA Child Abuse Reporting Tool](https://forms.gle/GQp6gkPKFWr3MvW17) (<https://forms.gle/GQp6gkPKFWr3MvW17>), within 24 hours of the incident / observation.

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 YMCA. Because our YMCA is dedicated to maintaining zero tolerance for abuse, it is imperative that every staff member or volunteer actively participates in the protection of youth. If a staff member or volunteer observes any suspicious or inappropriate behaviors and/or policy violations, it is their responsibility to report their observations immediately.

## Background Checks

YMCA staff 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
- Every year for staff who have been continuously employed with the YMCA
- 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 will be performed annually.

## Peer-to-Peer Misconduct: Bullying and Sexualized Behavior

We have a zero tolerance of 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 1 child towards another child. Peer-to-peer misconduct can take on various forms, including:

- **Physical misconduct**—when 1 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 1 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
  - 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**—when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.

Anyone who sees an act of misconduct, and who then encourages it, is engaging in misconduct—this policy applies to all youth, staff and volunteers. Staff / volunteers must use positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism. Staff / volunteers will have age-appropriate expectations and set up guidelines and environments that minimize the need for discipline. 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 after the incident.

### 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 towards youth in YMCA programs will result in disciplinary action, up to and including termination of employment / volunteer experience.

- 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.

- Staff / volunteers will refrain from intimate displays of affection in the presence of children, parents, and staff / volunteers.
- Examples of appropriate and inappropriate physical interactions are:

| Appropriate Physical Interactions                                                                                                                                                                                                                                                                                                                                          | Inappropriate Physical Interactions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Side hugs</li> <li>• Aloha Greeting</li> <li>• Shoulder-to-shoulder hugs</li> <li>• Pats on the shoulder or back</li> <li>• Handshakes, fist bumps, high-5s</li> <li>• Touching hands, shoulders, and arms</li> <li>• Side arm around shoulders</li> <li>• Holding hands (with young children in escorting situations)</li> </ul> | <ul style="list-style-type: none"> <li>• Full-frontal hugs</li> <li>• Kisses</li> <li>• Showing affection in isolated area</li> <li>• Lap sitting</li> <li>• Wrestling</li> <li>• Piggyback/shoulder rides</li> <li>• Tickling</li> <li>• Allowing a youth to cling to an employee's or volunteer's leg</li> <li>• Any type of massage given by or to a youth</li> <li>• Any form of affection that is unwanted</li> <li>• Compliments relating to physique or body development</li> <li>• Touching any areas that would be covered by a bathing suit</li> </ul> |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Silly, age-appropriate jokes</li> <li>• Encouragement</li> <li>• Verbal praise</li> </ul> | <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Jokes that are of a sexual, vulgar, demeaning, or crude nature or are otherwise not suitable for youth.</li> <li>• Discussing sexual encounters or in any way involving youth in the</li> <li>• personal problems or issues of staff and volunteers</li> <li>• Secrets</li> <li>• Cursing/profanity</li> <li>• Off-color or sexual jokes</li> <li>• Shaming</li> <li>• Belittling</li> <li>• Derogatory remarks</li> <li>• Harsh language that may frighten, threaten or humiliate youth</li> <li>• Derogatory remarks about the youth or their family</li> <li>• Coercion</li> </ul> |

### 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 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.



- The following are examples of appropriate and inappropriate electronic communication:

| Appropriate Electronic Communication                                                                                                                                                                                                                                                                                                                                             | Inappropriate Electronic Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sending and replying to emails and text messages from youth ONLY when copying in a supervisor or the youth's parent</li> <li>• Communicating publicly with youth via "organization group pages" on Facebook or other approved public forums</li> <li>• "Private" profiles for staff and volunteers which youth cannot access</li> </ul> | <ul style="list-style-type: none"> <li>• Harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning or humiliating comments</li> <li>• Sexually oriented conversations</li> <li>• Private messages between staff and volunteers with youth</li> <li>• Posting pictures of organization participants on social media sites</li> <li>• Posting inappropriate comments on pictures</li> <li>• "Friending" participants on social networking sites</li> <li>• Taking or sharing pictures of participants</li> <li>• Use of video game communication between staff and participant</li> </ul> |

In addition, provide this information to your participants' parents so that they know what is appropriate and inappropriate from your staff.

## Child Abuse Reporting Procedures

Every staff member and volunteer, as mandated reporters, have a legal and ethical duty to report any reasonable suspicion of child abuse, molestation, neglect, or sexual misconduct to their local Child Protection Services agency. Suspicion means that it is understandable for a person to entertain such suspicion, drawing when appropriate on his or her training and experience to suspect abuse. The child protective agency will determine the accuracy 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 1 of our programs, the YMCA will take immediate action as follows:

- If a staff / volunteer member suspects and/or knows of abuse of a youth, the staff / volunteer is to immediately report to their supervisor or directly to the appropriate Child Welfare / Child Protective Services agency, as set forth by the county of the child's home jurisdiction. Suspected abuse can be observed, disclosed, or overheard. The staff member should be careful to only listen to the child; further questioning, investigation or interrogation is not necessary and should be left for professionals trained to work with children in abuse cases. If you feel that the child is in immediate danger, call 9-1-1.
- Staff / volunteers should immediately document their statement of the allegation or disclosure of abuse and necessary details in writing. If multiple staff were present or involved, each staff / volunteer should independently document their staff statement and independently share it with their supervisor. The supervisor should 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 Welfare agency and/or law enforcement as assigned.
- All reports of suspicious or inappropriate behavior with youths or allegations of abuse should be taken seriously. The YMCA will fully cooperate with the authorities if allegations of abuse are made and investigated. All staff and volunteers should fully cooperate, be forthcoming, truthful and act with candor with any investigation of child abuse by assigned authorities. Refusal to cooperate can lead to termination of employment or expulsion from volunteering.
- The supervisor will contact the lead Youth Development leader and/or the Risk Management Department to inform of the concern. As necessary, these leaders will help guide staff in next steps of reporting to Child Welfare Services.



- Director will need to have the following information prepared prior to call to Child Welfare Services:
  - 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?
- If any staff member or volunteer is named in a suspected case, 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.).
- When a situation involves a YMCA staff member or volunteer, we should self-report to both Child Welfare Services and State Licensing Agency (if a licensed program).
- 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 Child Welfare Services or Risk Management Manager directly.
- If any staff member, volunteer or youth needs a contact for support or consultation for abuse prevention questions or issues, contact the Management Manager

## Contact Numbers for Reporting Allegations, and Disclosed or Suspected Abuse

| Contact                                            | Phone Number             |
|----------------------------------------------------|--------------------------|
| Anonymous reporting hotline                        | (808) 541-5264 ext. 8264 |
| Chief Executive Officer                            | (808) 541-5471           |
| Risk Management Manager                            | (808) 773-4741           |
| VP of People and Culture                           | (808) 541-5477           |
| Honolulu Child Abuse and Neglect Reporting Hotline | (808) 832-5300           |

## Confidential 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 Confidential Hotline. Call the YMCA Confidential Hotline if you have concerns about the safety of anyone in



our YMCA facilities or program at (808) 541-5264 ext. 8264 or use our online reporting tool by visiting [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond).

## 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.

## Protection of Reporting Parties

Hawaii law provides that anyone who makes a report in good faith or participates in an investigation by Child Protective Services / Department of Social Services, will be protected from any criminal or civil liability. 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.

## 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 YMCA or persons given investigative authority by the YMCA. 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 annual acknowledgement of this policy and its changes, as well as annual Child Abuse Prevention training. I agree to complete my online Child Abuse Prevention Training prior to my first day of work and annually thereafter.

| Employee / Volunteer Signature | Print Name | Date |
|--------------------------------|------------|------|
|--------------------------------|------------|------|



|                                         |                                              |  |
|-----------------------------------------|----------------------------------------------|--|
|                                         |                                              |  |
| <b>Employee / Volunteer Home Branch</b> | <b>Employee / Volunteer Primary Position</b> |  |
|                                         |                                              |  |

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



## Name Tag and Visitor ID Policy

### Employees and Volunteers

Every employee and volunteer of this organization is required to always wear a Y name tag while present at a Y facility. The identification badge must be worn on the person's clothing at or above the waist level and in such a fashion to be clearly visible to other employees, volunteers and participants, parents or guardians at all times.

Exemptions are made to this rule of YMCA staff in uniform and engaged in activities in which a name tag would be a hindrance to safety—Lifeguard, Ropes Course Facilitator, etc.

When an employee or volunteer, whom Welcome Center staff does not recognize, arrives at the facility without an appropriate Y name tag, the Welcome Center staff will assist that person as provided in subparts (a) and (b) below.

- a) A person without a name tag shall present photo identification to the Welcome Center staff. The Welcome Center staff will check the name against the current employee or volunteer roster and, if the identification is verified, the Welcome Center staff will require the person to sign in and then issue a temporary name tag.

If the Welcome Center is unable to verify employment or volunteerism, the Welcome Center staff will contact the person's department or office by phone to seek verification. If employment or volunteerism is verified, the Welcome Center staff will require the person to sign in and then issue a temporary name tag. If employment or volunteerism cannot be verified, the person will be denied access.

- b) Employees or volunteers without name tags, but who are known by the Welcome Center staff will be required to sign in and then be issued a temporary name tag, which they must return at the end of the workday.

### Visitors

When a visitor (non-member) arrives at the facility, they will be welcomed by a Welcome Center staff who will help. The Welcome Center shall verify a visitor's identity by inspection of a form of photograph identification, when applicable. The Welcome Center staff will request that the individual sign in, issue the person a "Visitor" name tag, and notify the department or office that the visitor has arrived. The "Visitor" shall then be guided to their meeting, program or office destination within the facility.



## Off-Duty Relationships with Children in YMCA Programs Form

I, \_\_\_\_\_, as parent / guardian of \_\_\_\_\_ understand that the YMCA of Honolulu has a policy restricting staff from having outside contact with youth in YMCA programs. I further understand that this policy is intended to protect my child from having 1-adult / 1-child situations where child sexual abuse is most common. I understand that my decision to allow my child to have contact with a YMCA staff member outside of YMCA programs eliminates the YMCA's ability to protect my child from abuse when outside the care of YMCA programs. I understand that as the parent / guardian I have an obligation to ensure my child's interactions outside of YMCA programs are safe and appropriate and I further acknowledge that the below-named YMCA staff member is not acting in the capacity as a YMCA employee when outside of YMCA organized programs or activities.

I authorize my child(ren), \_\_\_\_\_ to have contact outside of YMCA programs with \_\_\_\_\_, a YMCA staff member for the purpose of \_\_\_\_\_.

Our relationship with the staff member(s) is:

- ☐ A prior relationship that predates their employment with the YMCA.
- ☐ A relationship that predates my child's enrollment in a YMCA program.
- ☐ That we're related.
- ☐ A relationship through another youth-serving program in the community.
- ☐ Other, please describe pre-existing relationship: \_\_\_\_\_

I further acknowledge that the YMCA of Honolulu has shared information with me regarding the prevention of child abuse and I will take steps necessary to keep my child safe and report to the YMCA if any interaction the staff has with my child causes concern, whether in a YMCA program or outside a YMCA program.

| Parent / Guardian Signature | Print Name | Date |
|-----------------------------|------------|------|
|                             |            |      |

| Staff / Volunteer Signature | Print Name | Date |
|-----------------------------|------------|------|
|                             |            |      |
| Branch                      | Position   |      |
|                             |            |      |



| YMCA Staff Supervisor Signature | Print Name | Date |
|---------------------------------|------------|------|
|                                 |            |      |



## Employee and Volunteer Grievance Policy

Our YMCA believes employees have valuable thoughts and insights to share regarding the workplace and our operations. Accordingly, the YMCA encourages employees to share opinions, suggestions, concerns, questions and/or grievances about our policies, personnel issues, and/or other workplace matters and the YMCA.

In general, the best person initially to bring opinions, suggestions, concerns, and/or questions to is the employee's direct supervisor. However, to the extent the concerns relate to their direct supervisor, or to the extent an employee believes their direct supervisor did not fully address a matter, employees may direct their opinions, suggestions, concerns, and/or questions to the next level of management or directly to your Executive Director and/or our VP of People and Culture.

A reminder, that as a YMCA employee or volunteer, if you discover child abuse of any kind, you are a mandated reporter and should follow the Code of Conduct guidelines for making a report to authorities.

To remedy concerns that appear to have been ignored or unresolved after initial reporting, utilize this formal grievance procedure. This procedure provides for a timely, thorough and objective investigation of the following concerns:

- Wages, hours, and/or conditions of employment (for employees)
- Harassment or discrimination
- Other violations of law or policy
- Retaliation
- Whistleblower complaints

### Written Complaint Required

Verbal complaints are encouraged, particularly for issues that may be easily and expeditiously resolved, but a written complaint is required to initiate this grievance process. This can be submitted by printing and filing the form, or by email.

To ensure a timely and effective response, complaints should include the following information to the extent possible:

- The name(s) of employee(s) involved
- The date(s) the behavior occurred
- The name(s) of any known witness(es)
- A summary of the conduct meriting the grievance including:
  - The behavior complained of and/or the alleged policy or legal violation(s)
  - Direct quotes when relevant and available
  - Any relevant documentation
- The remedy sought by the employee making the complaint



## Timeline

Employees who themselves have a complaint against another employee who are aware of employee behavior meriting a complaint, must provide the above described written complaint via email to their direct supervisor, Branch Executive Director, or VP of People and Culture within 5 working days of the incident or display of behaviors. The timeliness of complaint allows for effective investigation of the complaint. The recipient of the complaint, and necessary others, will meet with the employee to hear their concern and attempt to resolve the complaint within 10 working days of the complaint being filed.

Following that meeting, the manager receiving the complaint will provide a written response to the employee who brought the complaint no later than 10 working days later that includes brief written findings on the issues raised and relief sought.

If the employee is not satisfied with the written response, the employee can raise the matter to the VP of People and Culture, who may consult with the Chief Executive Officer. The VP of People and Culture will be the final arbiter on the matter.

## Investigation

The direct supervisor, Executive Director and/or VP of People and Culture will thoroughly investigate the issues raised in the grievance and will protect the privacy and confidentiality of all parties involved to the extent possible by law. All employees must cooperate with the investigation.

If the YMCA determines a violation of policy or law has occurred, the YMCA will take appropriate disciplinary action, up to and including termination.

## Retaliation

The YMCA strictly prohibits retaliation against employees for reporting, filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by the YMCA or a federal or state law enforcement agency or court. Employees should report any suspected retaliation to their direct supervisor or another supervisory level employee immediately after becoming aware of it. Any report of retaliatory conduct will be objectively, timely and thoroughly investigated. If a report of retaliation is found to be valid, the YMCA will take appropriate remedial action, up to and including discharging the employee(s) responsible. This YMCA will not retaliate against any employee for raising a complaint and will not knowingly permit retaliation by management or other employees.



## Publication and Communication to Employees

This policy must be shared with employees annually and must be included in any YMCA handbook or employee manual. Any changes to this policy will be communicated in writing to employees via YMCA email.

## YMCA Employee Grievance Form

|                                                                |  |
|----------------------------------------------------------------|--|
| <b>Individual Filing Grievance</b>                             |  |
| <b>Date of Occurrence</b>                                      |  |
| <b>Time of Occurrence</b>                                      |  |
| <b>Other Individuals Involved /<br/>Witnesses to Complaint</b> |  |

Type of complaint (select all that apply):

- ☐ Wages, hours, and/or conditions of employment
- ☐ Harassment or discrimination
- ☐ Other violations of law or policy
- ☐ Retaliation
- ☐ Whistleblower complaints

**Describe the situation:** What happened, where it happened, when it happened, who was involved, who was present, who was notified? If suspected abuse, was it reported to the State?

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Has this situation ever occurred previously? ☐ YES ☐ NO

**Describe the remedy you seek.** Please list all remedies sought as a result of bringing this grievance. What would you like to see happen to solve this issue?

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|                     |              |                         |
|---------------------|--------------|-------------------------|
| <b>Submitted By</b> | <b>Phone</b> | <b>Location or YMCA</b> |
|                     |              |                         |
| <b>Signature</b>    | <b>Date</b>  | <b>Reviewed By</b>      |
|                     |              |                         |

*\*Email completed form to your direct supervisor, Executive Director and/or VP of People and Culture.\**



## Anonymous Reporting Mechanism for Employees and Volunteers

While we hope that our employees and volunteers feel that they can openly communicate any concerns, complaints, or grievances directly to someone at the YMCA, we understand that doing so can often be difficult. Because it is important to us that everyone be able to share their concerns, we provide the following mechanisms through which you can make an anonymous report:

The following is a list of anonymous reporting methods that are available to you at all of our locations:

- A mailbox, located at your site, which will be checked every other day by the Site Director
- An anonymous online form that you can find and submit at <https://forms.gle/GQp6gkPKFWr3MvW17>
- A reporting line you can reach by calling (808) 541-5264 ext. 8264

Please keep in mind that our ability to respond quickly and adequately may be affected if the information provided is limited. However, we are committed to responding to all anonymous concerns to the extent possible.

### YMCA of Honolulu Hotline: (808) 541-5264 ext. 8264

This organization is committed to creating an environment where everyone is encouraged to share their concerns, and those concerns are taken seriously. You can reach this hotline 365 days a year, 7 days a week, 24 hours a day. Please leave as detailed a message as possible.

#### *What is the YMCA Hotline?*

The YMCA hotline is a telephone mailbox where you can leave a detailed anonymous complaint. You will hear a brief message from our VP of People and Culture welcoming you and outlining the best details to leave in your message.

#### *What happens once you get off the call?*

The YMCA monitors this hotline closely. Based on the details you leave; the YMCA's Child Abuse Prevention Committee will conduct the most thorough investigation possible and take all required action to ensure a safe and healthy environment. If your call shares specifics of participants being hurt, abused, or in any other way unsafe, the YMCA may involve other authorities as necessary, and provide all possible resources to protect the people involved. Your confidentiality will be maintained.



## Y Supervisors



## Supervisor Abuse Response

### Reporting of Red-Flag or Inappropriate Behaviors and/or Policy Violations

Our YMCA has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of participants.

If employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with reporting procedures.

Remember, at the YMCA, the policies apply to everyone.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of abuse prevention policies
- Seeking unauthorized private time or 1-on-1 time with participants
- Seeing or visiting with a participant outside of scheduled programming
- Buying gifts for individual participants
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of our electronic communication policy
- Making suggestive comments to participants
- Showing favoritism towards a participant or type of participant
- Participants disclosing that an employee or volunteer makes them feel uncomfortable

All reports of suspicious or inappropriate behavior with participants will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to:

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or other authority.
- If not comfortable making the report directly, make it anonymously.
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not investigate.
- Keep reporting until the appropriate action is taken.



## Supervisor and Administrator Response to Red-flag or Inappropriate Behaviors and/or Policy Violations

If a supervisor or an administrator receives a report of suspicious or inappropriate behaviors or policy violations from an employee, volunteer, participant or parent / guardian, the supervisor is instructed to do the following:

- Report to the next level supervisor or administrator, including the VP of People and Culture and Branch Executive.
- Follow the VP of People and Culture's lead, who will personally, or with your assistance, accomplish the following:
  - Speak with the employee or volunteer who has been reported.
  - Review the file of the employee or volunteer to determine if similar complaints were reported.
  - Determine the appropriate response based on the report. Take into consideration factors such as:
    - Context of red-flag or inappropriate behavior or policy violation
    - Severity of red-flag or inappropriate behavior or policy violation
    - History of red-flag or inappropriate behaviors or policy violations
    - Trainability of employee or volunteer
- Document the report on an incident report and submit it to the Abuse Prevention Committee.
- If at any point in gathering information about a report of red-flag or inappropriate behavior, a concern arises about possible abuse, contact the State authorities and file a report.
- If appropriate, notify parents / guardians and make record of these notifications.
- Advise the person who reported the behavior that the report is being taken seriously and document these interactions.

Based on the information gathered, the following may be required:

- Increase monitoring or supervision of the employee, volunteer, and/or program.
- If policy violations with participant(s) are confirmed, the employee or volunteer must be subject to disciplinary action up to and including termination and prosecution. Disciplinary action will follow the current process for progressive discipline.
- If more information is needed, interview and/or survey other employees and volunteers or participants.



## Supervisors and Administrators Responding to Allegations or Incidents of Abuse

As required by mandated reporting laws, employees and volunteers must report any suspected abuse or neglect of a participant—whether on or off YMCA property or whether perpetrated by employees, volunteers, or others—to State authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or criminal liability if the report was made in good faith and without malice. If you are in need of more information on specific reporting requirements, please visit [www.childwelfare.gov/topics/can](http://www.childwelfare.gov/topics/can).

Guidelines for supervisors and administrators responding to allegations or incidents of abuse:

- First, determine if the participant is still in danger and if so, take immediate steps to prevent any further harm.
- Engage with the Branch Executive Director, VP of People and Culture and Child Abuse Prevention Committee to ensure the following steps are taken:
  - If receiving report from employee or volunteer, be sure to verify they have followed mandated reporting requirements or will follow immediately after making internal report.
  - Report to all applicable external licensing or governing bodies.
- Gather as much information about the allegation as you can. For example, who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc.
- Accurately record everything you learn in as much detail as you can. Remember your notes may be read by others. Stick to the facts.
- Contact the appropriate local authorities as indicated by your mandatory reporting procedures. Make sure you get a case number and the name and contact information of the person with whom you speak at the reporting agency.
- Notify the Abuse Prevention Committee of the incident.
- If the alleged abuse involves an employee or volunteer, notify the VP of Communications and follow your role in the crisis communications plan as directed.
- Place the employee on administrative leave, or remove volunteer from the schedule, until investigation can be completed.
- Ensure that participant's parents / guardians are notified (when applicable).
- Provide resources for victims, families, and other stakeholders.



## Procedure for Supervisors and Administrators Responding to

### Participant-to-Participant Sexual Activity

If a supervisor or administrator receives a report of a participant's sexualized behavior or participant-to-participant sexual activity, they should:

- Meet with the employee or volunteer who reported the sexual activity to gather additional information.
- Engage with VP of People and Culture, Branch Executive and Child Abuse Prevention Committee.
- Confirm that the participants involved have been separated or placed under increased supervision.
- Notify the proper authorities.
- Review the incident report to confirm it is accurately and thoroughly completed.
- Meet with parents / guardians of the participants involved (when applicable).
- Review the immediate steps taken by the employee or volunteer who initially responded.
- Determine what additional actions should be taken to ensure there is not a recurrence.
- In some cases, participants' behavior can be managed through a safety or behavior management plan.
- Develop a written corrective action or follow-up plan in response to the incident.

Based on the information gathered, the following may be required:

- Assess the suitability of the program for the participants involved.
- Review the need for additional participant or program supervision.
- Review the need for revised policies or procedures.
- Review the need for additional employee or volunteer training.
- Review the need for additional participant education.
- Alert others at the YMCA.



## Hiring Manager Interview Training Module

### Interview Questions and Answer Interpretation—Child Abuse Prevention Lens

The interview provides the most comprehensive source of information about an applicant. It provides information needed to assess individual experiences, values, attitudes, and skills that determine whether the applicant meets the criteria for the position.

Before making a hiring decision, all hiring managers must complete the Hiring Red-Flag Quick Check: <https://forms.gle/Z57APdAVvz15DxGK6>. This Quick Check ensures that the hiring manager is considering information from viewpoints of the applicant—application, references, interview and background checks.

The entire interview should take between 30 minutes and 1 hour to complete. The process is most effective when the interview is conducted at a time and place where neither the interviewer or interviewee will be distracted or interrupted.

Behavioral interview questions are generally encouraged for the interview process. Behavioral interviewing is a proven method for identifying an applicant's skills. The method is based upon research indicating that the best predictor of future behavior is past behavior. Behavioral interviewing offers decision makers a way to predict how an applicant will perform job responsibilities by identifying how they have performed in similar situations in the past.

Applicants often need a few questions to get used to answering behavioral interview questions in the fashion desired. The applicant may have difficulty recalling past experiences or may provide theoretical responses rather than describe what they have actually done in the past. The interviewer will sometimes need to give applicants time to think of situations or guide applicants to describe how they have actually performed.

The Interpretive Guide for the Interview provides information about evaluating interview responses. The information in the Interpretive Guide for Interviews helps the interviewer accomplish 2 tasks.

- First, the Interpretive Guide will help assess the applicant's levels of the Essential Skills: Trainability, Policy Adherence, Patience, Supportiveness, Judgment and Boundaries.
- Second, the Interpretive Guide helps determine the applicant's risk to abuse participants (to the extent applicable).

### *Essential Skills*

The following skills are considered critical for adults working with vulnerable populations. Use the definitions to help you listen to the applicants' examples of their previous work with participants. Specific examples of previous situations will help you evaluate the applicants' skill levels.



**Trainability.** Able to comprehend and behaviorally incorporate new information and skills; willing to utilize training and supervision to modify and improve known techniques.

*Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?*

**Policy adherence.** Able to conform to established policies and procedures and to address issues in a manner that is consistent with existing guidelines for the program.

*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?*

**Patience.** Able to maintain a mature, problem-solving demeanor when faced with interpersonal conflict, personal rejection, hostility, or other stressful circumstances. Able to control anger, control frustration and demonstrate compassion in difficult circumstances.

*Give me an example of a time when a child (or teen) really tried your patience. Specifically, tell me about an instance in which this participant seemed to want to make you angry. How did you respond to that situation?*

**Supportiveness.** Able to show genuine concern for others, determine when a person needs comfort, provide appropriate comfort in a manner that is helpful.

*Describe a time when you were personally supportive and reassuring to a person who needed a friend. How did you know the person was in need? How did you show your support?*

**Judgment.** Able to generate useful, effective solutions. Exhibits a realistic understanding of issues and uses reason, even when dealing with emotional or sensitive topics.

*Tell me about a time when someone commended you for your good judgment and common sense. What was the situation, and how did you handle the situation?*

**Boundaries.** Able to maintain strong, appropriate relationships with Participants that are not mistaken by others as social or sexual in nature. Always maintains positive role modeling.

*Tell me about a time when you were able to make a difference in a participant's life?*

### *Interpretive Guide for Interviews*

The Interpretive Guide for Interviews provides information about how to interpret applicant responses, based on our experience. As an interviewer, you should ensure to **ask 2-3 of these questions for every interview you conduct** with an applicant. Taking notes about the applicant's answers will allow you to review notes with a critical lens later in your hiring process.



The Interpretive Guide includes sample responses. For questions designed to assess risk, the Interpretive Guidelines describe a lower risk and a higher risk response, with an example of each. For questions designed to assess skills, the Guidelines describe what would constitute a positive and a negative response.

### 1. Tell me why you are interested in this position.

This question may be used to assess the extent to which an applicant desires to work with a participant to fulfill their own needs, rather than the needs of the participant.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Lower risk response:</b> The applicant describes what he has to offer and the qualities he has that will make him good with the participant.</p> <p>For example: “I believe that if you give young people a solid foundation, that it can sustain them throughout their lives. I’ve always been really good at listening to kids and making them feel understood. I think I can use this skill to help them make good choices about life.”</p> | <p><b>Higher risk response:</b></p> <p>1) The applicant describes how the participant fulfills her needs or validates her sense of competence or well-being.</p> <p>2) The applicant is unconcerned about what the duties of the position are, as long as it involves working with participants.</p> <p>For example: “When I’m surrounded by children, I know I am right where I belong. With adults you never know what their motives are, but with kids, their motives are pure. They are so loving they just make me feel good.”</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 2. What group of participants would you prefer to work with? Why?

This question may be used to assess the extent to which an applicant has an age or gender or disability preference.

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Lower risk response:</b> The applicant is not concerned with the gender, age or other particular traits. Or the applicant prefers a specific gender or age because of practical reasons.</p> <p>For example: “I would like to teach CCD in the third-grade class, because my daughter is in third grade.”</p> | <p><b>Higher risk response:</b> The applicant prefers a specific gender, age, or other particular traits.</p> <p>For example: “I would like to work with the kids who are 8 or 9 years old. That is such a fun age. And I do great with the boys. I think it would be good for you to assign me to that group.”</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### 3. Tell me about some of your hobbies or volunteer work.

This question may be used to assess whether an applicant might be excessively interested and involved with participants. Particularly note any hobbies, activities or volunteer work, which was not identified on the application.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Lower risk response:</b> The applicant describes involvement with adult peers and shows interest in activities with friends or family members.</p> <p>For example: “I like ceramics and pottery. About 2 years ago my sister and I took a crafts class together and we just really enjoyed it. So, we found a community workshop where you can bring your own clay and use their wheels and ovens to make your own pots. There are 3 of us now that meet every Tuesday and Thursday afternoon.”</p> <p>Or “In my last job, I really didn’t have much time for hobbies, but about 4 friends and I did meet for lunch about once a month. We used to laugh that eating was our hobby.”</p> | <p><b>Higher risk response:</b> The applicant is involved in numerous activities involving Participant, particularly 1-to-1 activities involving little monitoring.</p> <p>For example: “Well, I like to work out ... so I’ve got a couple of kids I’m training on the weight machines at the gym downtown 2 nights a week. I think it’s really good for them. I also coach a participant team 2 nights a week, volunteer as a big brother with 2 participants, and teach 4th grade Sunday school at my church.”</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 4. Tell me about a time in your life when you had to quickly learn how to do something. What did you have to learn? How did you learn it? Did you use the new information?

This question may be used to assess the applicant’s level of trainability.

|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Positive:</b> Was the applicant motivated to learn quickly and willing to work hard to make changes?</p> <p>For example: “In my last job, I had to learn how to run a new computer program, so I attended the training classes they offered, and then I worked at home in the evenings to try to sharpen my skills. Now I can do just about anything with that program.”</p> | <p><b>Negative:</b> Did the applicant have trouble understanding the new material or was the applicant unwilling to make extra effort to learn quickly?</p> <p>For example: “Well, I have a way of sort of knowing things naturally. I don’t need a lot of training or teaching. I usually just figure things out on my own.”</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



5. 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?

This question may be used to assess the applicant's level policy adherence.

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| <p><b>Positive:</b> Was the applicant open to understanding the policy and willing to adhere to a policy that was inconvenient? Did the applicant work to get a truly unreasonable policy changed by working through the system, rather than simply ignoring it?</p> <p>For example: "I worked in a school program for kids with disabilities. We had this boy who wore a leg brace, and the teacher always wanted me to walk with him when he was going to lunch. I didn't see the point in that because he was so capable of walking by himself, and other children needed more help. But sure enough, in an accident at his home, he fell and broke his leg. I was really glad that we had watched him so closely at school."</p> | <p><b>Negative:</b> Was the applicant unwilling to learn the rationale for the rule? Did the applicant disregard the policy without attempting to get it modified?</p> <p>For example: "You know it seems to me that every situation is different. Instead of having a lot of silly rules, we ought to just handle the kids individually. This place I worked insisted that we not tickle the kids, not even when we were just playing with them. That is so ridiculous to me because kids need a lot of love and attention that they don't always get at home."</p> |
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6. Tell me about a time when a participant really tried your patience. Specifically tell me what happened. How did you respond to that situation?

This question may be used to assess the applicant's patience.

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| <p><b>Positive:</b> Did the applicant maintain their composure even when others attempted to provoke them into anger? Was the applicant able to maintain boundaries with participant and recognize that the situation is not personal?</p> <p>For example: "My mother-in-law has Alzheimer's Disease, and she gets things on her mind and just won't let them go. She asks the same questions over and over, and no amount of explaining satisfies her; she just becomes more and more agitated. So, we've</p> | <p><b>Negative:</b> Was the applicant provoked into an emotional display of frustration or anger? Does the applicant take interactions with participants personally and deal with them on a child-like or immature level?</p> <p>For example: "Oh, yeah. I've worked with difficult kids before. With those really tough guy types, you've just got to show them that you're tougher than they are to keep them in their place. Otherwise, they'll just run all over you. This kid had made up a nickname for me to make fun of me. Well, I just came right</p> |
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| learned just to agree with her and assure her that we're doing as she asked. We just say, 'Yes, yes, you're right; I know; we'll do that right away.'" | back with a nickname for him and got all the other kids to call him that, which settled him down quite a bit." |
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7. Describe the 2 most frustrating situations you have encountered when interacting with supervisors and/or coworkers. What happened and how did you handle it?

This question may be used to assess the applicant's ability to handle stress and work with adults despite frustration.

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| <p><b>Lower risk response:</b> The applicant can continue problem-solving despite frustrating circumstances. The applicant seeks help from others, stays calm and eventually finds solutions.</p> <p>For example: "Well, I know 1 for sure. It was my supervisor. When I worked for the childcare center that I told you about, my supervisor would talk about my work performance with everyone but me. Oh, it was just awful! It was aggravating but I asked for a meeting so we could discuss my performance and work on improving our communication. The other was a person I supervised who was often late to submit work and it was riddled with mistakes. I met with the employee to explain why the tardiness and sloppy work were problematic and worked with them to improve future projects.</p> | <p><b>Higher risk response:</b> The applicant either denies ever encountering a frustrating situation or describes an incident in which he or she quickly lost patience and used poor judgment.</p> <p>For example: "Frustrating? Gosh I can't really say that I can think of a situation I found particularly frustrating. I guess some people do get a little put out with their supervisor, but I can't say that's ever happened to me." Or "Well, I get along with everyone, but I had an employee who was lazy. She was mean, and I'd just about had it with her. One day in a team meeting I raised my voice at her and let her know her work was not satisfactory! Now that I think about it, I probably wouldn't do that again, but she made me so mad, I just couldn't help it. Anyway, I'll bet she thought twice before submitting sloppy work again."</p> |
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8. Have you ever been accused of inappropriate conduct with a participant or coworker?

This question may be used to evaluate the applicant's history of inappropriate behavior with a participant or coworker. A direct question is an extremely useful tool if you look closely at the responses.

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| <p><b>Lower risk response:</b> The applicant may be surprised by the question but is not indignant. The applicant provides a direct, non-evasive response.</p> | <p><b>Higher risk response:</b> The applicant is angered by the question, indignant at being asked, and/or evasive in the response.</p> |
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| For example: “No, I haven’t.” | For example: “I can’t believe you would ask me such a thing! What kind of a person do you think I am? I really don’t appreciate your implication!” |
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9. Tell me about a time when you were able to make a difference in a participant’s life. What did you do, and how did it influence the Participant? Where is the Participant now?

This question may be used to assess the applicant’s skill for boundaries.

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| <p><b>Positive:</b> Did the applicant demonstrate warmth, compassion, confidentiality and concern without developing a personal relationship?</p> <p>For example: “I worked with this teenager that nobody liked. She was sort of rude with everybody. I didn’t like her, either, but I found myself sitting next to her at lunch 1 day, and I just decided I’d try to talk with her. When she talked with me, I realized how insecure she was about herself. She was new there, and she could tell that people didn’t like her. Once I understood, I helped her get to know some of the kids. They saw that I was friendly with her, they started visiting with her, too. Then she actually became nicer, too.”</p> | <p><b>Negative:</b> Did the applicant get overly involved in the life of a Participant?</p> <p>For example: “Well, about 3 years ago I was working in a shelter for homeless participants. There was 1 kid there who just wanted to go to school and make something of his life. I got to know him and after a while I told him that if he was ready to work hard and make good grades, he could come and live with me. And he did. I became the father he never had. That’s just me. When there’s a special kid out there, I find him.”</p> |
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10. Tell me about a time when someone commended you for your good judgment and common sense. What was the situation and how did you handle it?

This question may be used to assess the applicant’s judgment.

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| <p><b>Positive:</b> Did the applicant receive praise for coping with and resolving a genuinely difficult situation? Did they use careful analysis and sound judgment?</p> <p>For example: “One time a child became really upset before lunch. I remembered that the she had Diabetes, and I thought she might just need to eat something. Sure enough, we were able to get her to drink some orange juice, and within minutes she calmed down.</p> | <p><b>Negative:</b> Was the applicant praised for merely completing the solutions generated by others and following through with directions?</p> <p>For example: “A couple of years ago, a kid fell on the playground and cut his knee. It scared me to see how badly he was hurt, but I kept my head about me and sat there with him until the nursing assistant came to help. I think I did a good job under stress.”</p> |
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| Then we realized that she hadn't even known what she was doing, because she needed to eat. My supervisor was impressed that I thought about why she was acting that way instead of just reacting to it." |  |
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**11. Tell me about a time when someone you worked with broke the rules or did something that made you or someone else feel uncomfortable. How did you respond?**

This question may be used to assess the applicant's level policy adherence.

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| <p><b>Lower risk response:</b> The applicant provides a direct, non-evasive response that gives specifics about the incident.</p> <p>For example: "At my last school I noticed a teacher was allowing students to hang out in his classroom after school with no stated purpose. It wasn't alarming but we learned in our annual training that we weren't supposed to do that. I talked to the teacher and let our supervisor know that we'd discussed it."</p> | <p><b>Higher risk response:</b> The applicant has never experienced this or is evasive in the response.</p> <p>For example: "Not that I can think of. I really try to focus on myself and making sure I'm meeting expectations. I don't get involved in other people's business or tattle on coworkers."</p> |
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*High-Risk Checklist for Interviews*

- Applicant gave higher risk responses from the Interpretive Guide
- Applicant gave defensive / angry responses
- Applicant gave evasive responses
- Applicant described patterns or themes of gaining access to participants
- Applicant described preferences for a particular participant with no reasonable explanation
- Applicant described patterns or themes of problems with authority
- Applicant is not applying for a specific position and is willing to accept positions which vary significantly in pay and/or responsibilities



## Child Abuse Prevention Quick Check

All Program Directors should complete a Child Abuse Prevention Quick Check each month for their program areas. Every other YMCA Director at all levels should complete a Child Abuse Prevention Quick Check of a random program in our YMCA portfolio once per quarter.

### How to Conduct a Quality Quick Check

**Keep a record.** These quick checks should be completed using the following online form:  
<https://forms.gle/rkQt1hYV1TWAVE2LA>

**Look for concerns focused on ACCESS, PRIVACY AND CONTROL** dynamics between participants, staff, volunteers, and parents.

**Vary your observation times.** Do not develop a predictable pattern of observation. Drop in at different times each day. Occasionally leave and come back immediately.

**Arrive before employees and volunteers.** Check punctuality and the routine that employees and volunteers follow to prepare for the participants to arrive.

**Survey the physical environment.** Is this a suitable location for the activity (e.g., size of area for number of participants, ability to supervise all areas used by participants, landscaping that may inhibit supervision)?

**Watch activities.** Are they planned and organized? Are the employees and volunteers actively involved? Ask to see the schedule of activities and compare it with what is happening at a given time.

**Observe bathroom and locker room activities.** Observe bathroom and locker room activities to ensure that the employees and volunteers are complying with the established policies and procedures.

#### **Observe employees and volunteers' interaction with participants.**

- Do employees and volunteers use the proper voice tone with participants?
- Do employees and volunteers give praise to participants?
- Do employees and volunteers follow the physical interaction guidelines?
- Do employees and volunteers know the participants by first and last name?
- Do employees and volunteers sound enthusiastic?
- Do employees and volunteers set limits and boundaries with participants?
- Do employees and volunteers interact with all participants?
- Do employees and volunteers pay undue attention to any participants?



- Do employees and volunteers listen to the participants when they make reports or express concerns?

**Observe employees and volunteers' interactions with each other.**

- Do employees and volunteers pay more attention to the participants than to each other?
- Are employees and volunteers spread out and monitoring the entire facility?
- Do employees and volunteers know who is supervising which participants?
- Do employees and volunteers communicate to each other when 1 must leave the area?
- Do employees and volunteers use polite voice tones with one another?
- Do employees and volunteers share responsibilities around the program?

**Observe employees and volunteers' interactions with parents / guardians.**

- Do employees and volunteers greet the parents / guardians?
- Do employees and volunteers know the parents / guardians by name?
- Do employees and volunteers provide adequate information to the parents / guardians?
- Do employees and volunteers ask the parents if they have any questions?
- Do employees and volunteers spend too much time with any particular parent / guardian?

**Ask parents / guardians questions, such as:**

- Are you satisfied with the care your child is receiving here?
- What can we do to make it better?
- Does your child ever say anything about his or her (title of employees and volunteers)?
- Have employees and volunteers ever contacted you or your child about anything other than the program?
- Do you ever have a chance to observe your child at the program?
- What does your child say about the time they spend here?

**Ask employees and volunteers how they would respond to "what if" situations that you describe, such as:**

- A participant is not picked up by a parent / guardian at the end of the program.
- Another employee or volunteer shakes a participant for hitting another participant.
- A parent / guardian confides in you that they think an employee or volunteer does not have appropriate boundaries with participants.



## Drug and Alcohol Testing Policies

To uphold our commitment to a safe, productive, and drug-free workplace, the YMCA of Honolulu enforces a comprehensive drug and alcohol testing policy. This policy is designed to ensure the well-being of employees, protect workplace safety, and comply with legal and regulatory requirements. The following types of drug and alcohol testing may be conducted under specific circumstances.

### Pre-Employment and Post-Offer Testing

Job applicants and professional staff who will be employed in positions involving safety-sensitive functions (i.e., vehicle drivers and lifeguards) will be subject to controlled substance testing after being offered employment or a new position. The tests will be scheduled by the Human Resources Department and/or other authorized personnel, and applicants and professional staff will be notified of their testing date and time.

If an applicant or professional staff fails to attend a scheduled controlled substance test, the offer of employment will be withdrawn, and the applicant or professional staff shall no longer be considered for employment with the YMCA. No job applicant shall be given an opportunity to reschedule a controlled substance test after being notified that the test is scheduled.

An applicant who refuses to undergo testing or is detected as having unlawful controlled substances present in his or her body shall not be employed by the YMCA.

Any current professional staff seeking a transfer to a different job position shall be considered an applicant and will be subject to the requirements of this section, unless the professional staff has undergone controlled substance testing pursuant to this Policy within the past 6 months.

Any former professional staff seeking to be re-hired shall be considered an applicant and will be subject to the requirements of this section, unless the professional staff has undergone controlled substance testing pursuant to this policy within the past 3 months.

### Random Testing

Random testing refers to unannounced controlled substance testing of professional staff chosen through a random selection process. Random testing serves as a strong deterrent and is essential to carry out the YMCA's goal of establishing a controlled substance-free workplace. Any staff employed in a position involving "safety sensitive" functions (i.e., vehicle drivers and lifeguards) may be subject to random controlled substance testing. Up to 20 percent of the staff employed in positions involving "safety-sensitive" functions will be randomly tested for controlled substances each year.



Professional staff who are required to submit to random testing by the YMCA shall report promptly to the testing site. The staff member will continue to work pending the results of the testing, unless the YMCA deems that the staff poses a risk to themselves or others.

All professional staff, regardless of status or position, are subject to testing where the YMCA has "reasonable suspicion" to believe that a violation of this policy has occurred. For purposes of this policy, "reasonable suspicion" is defined by:

- A good-faith belief by YMCA management, even if incorrect, that the actions, appearance, and/or conduct of a staff member is indicative of the use of alcohol and/or a controlled substance, the unauthorized use of prescription drugs, or any other violation of this policy.
- A good-faith belief by YMCA management, even if incorrect, that there is evidence to believe that a staff member is in violation of this policy.

### Reasonable Suspicion Testing

"Reasonable suspicion" may be evidenced by various factors such as, but not limited to the following:

- Physical conditions and/or symptoms, such as unstable balance, smell of alcohol or drugs on breath, dilated, glassy or reddened eyes
- Professional staff observed to have any significant changes in personality (e.g., uncharacteristic hostile behavior) or work performance, or abnormal personal behavior and/or poor interpersonal relations on the job
- Excessive absenteeism and/or frequent or unexplained absences from the workplace or job site during the staff member's shift
- Unsafe work habits or practices that endanger the professional staff themselves and/or others.
- Discovery of controlled substances, alcohol, or drug paraphernalia at the work area or on the job site, in the possession of a staff member; and/or evidence of the unlawful possession, use, sale, purchase, transfer, distribution, solicitation, offering, manufacturing, promotion, storage and/or transport of any controlled substance as provided by any Federal, State, or local enforcement agency
- Staff being arrested or convicted of a crime involving the use, possession, sale, purchase, transfer, distribution, solicitation, offering, manufacturing, promotion, storage and/or transport of any controlled substance

Any professional staff subject to reasonable suspicion testing will be escorted to the collection site by YMCA management and/or security. The staff member will be placed on indefinite suspension without pay pending investigation and receipt of the test results. If the test results are negative and the YMCA determines that there has been no violation of this policy or any other policy or procedure of the YMCA, the staff member will be returned to work immediately and reimbursed for lost wages during the period of suspension.



## Post-Accident Testing

Any staff member who is involved in a work-related accident resulting in death, bodily injury to any person, or property damage in excess of \$1,000.00 shall automatically be required to undergo immediate alcohol and controlled substance testing.

A professional staff member required to undergo post-accident testing shall provide the urine specimen(s) to be tested as soon as possible, but in no case later than 24 hours after the accident. The sample will be provided to YMCA management or security or to a YMCA designated representative. Post-accident testing should be done immediately in accordance with this policy. If, as a result of injury, the staff member is unable to provide a specimen or sample for testing, the staff member must consent to disclose the results of any alcohol and/or controlled substance testing performed by the hospital or any other third party or is subject to discipline under this policy.

A professional staff member subject to post-accident testing will be escorted to the collection site by YMCA management and/or security. The staff member will be placed on indefinite suspension without pay pending investigation and receipt of the test results. If the test results are negative and the YMCA determines that there has been no violation of this policy or any other policy or procedure of the YMCA, the staff member will be returned to work immediately and reimbursed for lost wages during the period of suspension.



## Y Facilities



## Facility Readiness Checklist

Each of our YMCA's building's architectural design differs widely. It is the responsibility of managers and executive leadership to understand the layout of the space in which they will be executing their programs, and mitigate the risk created by the nature of that space.

Each program manager should conduct a safety check of their space before the commencement of each week of programming. The purpose of these checks is to familiarize the Director with the risks inherent to the space, and ensure that all privacy, access and control measures are in place.

The required Child Abuse Prevention Space Audit form to check your space can be found at:  
<https://forms.gle/PSXn9heTzqDXnjzK9>

If a space is found to be deficient, there are 3 courses of action:

- 1) If problem can be resolved immediately, resolve and proceed with programming (e.g., remove posters from windows).
- 2) If problem can be resolved but may take time and resources, discuss with executive leadership the temporary solutions to keep the program in place while long term solutions are found (e.g., new locks or signage).
- 3) If the problem cannot be resolved—discuss with executive leadership about a recommendation to relocate the program immediately and for the long term.



## Your Quick Check Responsibilities

Below you will find a shortcut list to all the required e-file reporting tools and the expectations of you as an employee.

### All Staff

If you see a red-flag behavior, suspect abuse, or have abuse reported to you:

- Report using the form at: <https://forms.gle/GQp6gkPKFWr3MvW17>.
- Call (808) 541-5264 ext. 8264 to talk to someone internally.
  - In case of Mandated Reporter responsibility, call (808) 832-5300.
- Fill out an Employee Grievance form available online and at the Welcome Center of each branch.

As you utilize bathrooms, locker rooms and walk through facilities, you are expected to perform a quick check for suspicious behavior, individuals or conditions within our facilities—this is then noted on the clipboards mounted by the bathroom entry points.

### Program Staff

You must conduct this Quick Check of the space once per week before putting your phone away and commencing programs. Find the Facility Readiness Checklist at:

<https://forms.gle/o9myuUnH8omTfqTo9>

### Director Staff

You must conduct this Quick Check of a program, once per quarter. Find the Abuse Prevention Quick Check at: <https://forms.gle/NdhwNwq3yyenAYZH6>

### Hiring Managers

You must fill out this Quick Check for everyone that you want to make an offer. Human Resources will not send an offer letter to an applicant until this Quick Check is complete. Find the Hire Quick Check at: <https://forms.gle/Z57APdAVvz15DxGK6>



## Internet Usage

### Purpose

This document establishes clear procedures for the proper use of internet resources provided by the YMCA, ensuring security, productivity, and compliance with legal and regulatory requirements.

### Scope

This procedure applies to all staff, contractors, consultants, and volunteers who access the YMCA's internet resources.

### Responsibilities

- **IT Department:** Enforces internet usage policies, monitors traffic and resolves internet-related issues.
- **Users:** Adhere to usage guidelines, avoid prohibited activities, and report suspected misuse.
- **Managers:** Ensure team compliance and address potential misuse within their departments.

## Acceptable Usage Guidelines

### *General Usage*

- Internet access is primarily for business purposes.
- Limited personal use is permitted during non-work hours or breaks, provided it does not interfere with work responsibilities or violate policy.

### *Examples of Permitted Activities*

- Accessing online resources, tools, and applications required for job functions
- Conducting research relevant to work tasks
- Accessing HR-related services or approved training platforms

### Prohibited Activities

- Accessing or sharing inappropriate, illegal, or offensive content (e.g., adult material, hate speech)
- Streaming non-work-related media (e.g., movies, games) during work hours
- Downloading unauthorized software or large files that may affect bandwidth
- Using the YMCA's internet for personal financial gain or political campaigns
- Engaging in cyberbullying, harassment, or phishing activities



- Bypassing network security controls or using anonymizers (e.g., VPNs) without approval

## Internet Security Measures

- All internet traffic is subject to monitoring and logging.
- Users must avoid accessing unsecured or suspicious websites.
- Report any pop-ups, phishing attempts, or suspected malware to the IT Department immediately.
- Use organization-provided VPNs for secure access to internal systems from remote locations.

## Reporting Internet Misuse

- Identify and document suspected misuse.
- Report the incident to the IT Helpdesk immediately.
- The IT Department will investigate and escalate issues as needed.

## Enforcement

Violations of this policy may result in:

- A warning or mandatory re-training
- Temporary or permanent restriction of internet access
- Disciplinary actions, including termination of employment and legal action

## Procedure for Requesting Exceptions

- Submit a written request to the IT Department detailing the reason for an exception.
- IT reviews the request for security and compliance impacts.
- Approved exceptions are documented, and users are notified.

## Review and Revision

This policy will be reviewed annually or as changes to technology, organizational needs, or regulatory requirements arise.



## Y Organization



## Abuse Prevention Committee Charter

Creating and maintaining a culture of safety requires the coordinated efforts of many different operations in an organization: human resources, training, program management, finance, risk management, Chief Executive Officer, and the governing body. It also requires specialized expertise. The Abuse Prevention Committee is a sub-committee created, and reporting to, the Enterprise Risk Management Committee of the YMCA of Honolulu. Members of the Abuse Prevention Committee will participate in annual training to stay current on developments in the area.

### Purpose of Committee

The YMCA of Honolulu's Enterprise Risk Management Committee has created an Abuse Prevention Committee that oversees abuse prevention efforts. The committee is responsible for:

- Responding to any allegation or incident of sexual misconduct, molestation, or abuse
- Reviewing Quick Checks and Incident Reports for frequency, compliance and trends
- Analyzing incident data on an annual basis and using this information to identify areas of improvement
- Coordinating abuse prevention training
- Monitoring third-party program provider agreements
- Reviewing and updating policies and procedures annually and as needed
- Reporting changes to policy during management team meetings
- Defining screening procedures for individuals with access to participants.
- Ensuring the YMCA responds to drift from organizational policies and standards
- Communicating the following to the Senior Leadership Team and Board of Directors:
  - Potential exposures and/or drift from organizational policies and standards
  - Pending litigation
  - Media involvement
  - High-level incident data and allegations of abuse
  - The YMCA's abuse risk-management efforts

### Board Involvement

The YMCA of Honolulu Board of Directors plays a key leadership role in keeping our YMCA safe. To do this, they must understand how the actions of a person can hurt a child for a lifetime and financially ruin an organization, as well as the steps that can be taken to ensure everyone's safety. They also must understand that effective risk management requires a commitment of time, expertise, and financial support. To carry this out, the Board must be trained in their role in abuse management and child protection. Ongoing training helps keep board members updated and informed.

Training for board members helps set expectations and should include the following content:



- Scope and nature of the problem
- How abuse affects victims and organizations
- Liability and insurance issues
- Cost and commitment of the YMCA's abuse-prevention efforts
- System-wide strategies for prevention
- Response mechanisms
- Critical steps every board member should take to keep the YMCA safe

### Data to Provide to YMCA of Honolulu Board of Directors and Senior Leadership

The YMCA of Honolulu's Board of Directors and Senior Leadership will receive regular updates about issues related to abuse risk-management, such as trends across participant, staff and volunteer complaints, incident reports, licensing standards violations, and other changes or issues in programs that may impact risk.

This committee will create and share aggregate data and trends on the types or categories of incidents experienced on a quarterly basis and across different programs.



## Abuse Prevention Committee Use of Data

### Guidance for Compiling and Analyzing Data to Identify Increased Risk for Abuse

The Abuse Prevention Committee will, at least quarterly, compile all available data from reporting sources for analysis with a Child Abuse Prevention lens (Quick Checks, Licensing Violations, Incident Reports, Anonymous Reporting, Hotlines, Grievance Reports). The goal is to identify patterns, areas of concern, areas of repeated complaint, and a raised level of oversight or investigation in the following areas:

- Increase or decrease over time
- Frequency of types of incidents and/or disproportionate number of occurrences
- Dissatisfaction or low morale
- Inadequate or lack of documentation
- Identified high-risk characteristics
- Comparison to other programs/sites
- Continuous issues or concerns:
  - With specific individuals involved (employees, volunteers, participants)
  - With monitoring and supervision practices

After analyzing data for trends and patterns that prevent or detect abuse risk, the YMCA will make informed decisions and actions to prevent re-occurrence and strengthen its culture of safety. The Abuse Prevention Committee will make recommendations to utilize data analysis to inform organizational and programmatic changes that affect abuse risk management efforts or program improvement, such as:

- Inform policy changes or revisions
- Highlight training needs
- Identify monitoring and supervision needs
- Create or modify safety plans
- Provide resources and support
- Develop new program services
- Identify potential barriers to reporting concerns
- Evaluate responses to incidents
- Respond to drift from standards



## Organizational Response to Reports

### Procedure for internal review of red-flag or inappropriate behaviors and policy violations

If there is a report of red-flag or inappropriate behaviors or policy violation, the Abuse Prevention Committee will be responsible for reviewing circumstances surrounding red-flag or inappropriate behavior and should be trained to conduct internal reviews or investigations so that larger or system-wide implications may be identified.

Additionally, it is recommended, when possible, that these internal reviews occur collaboratively outside of the program involved so that an objective and thorough review can be conducted. The Abuse Prevention Committee will evaluate the root-cause of the red-flag or inappropriate behaviors or policy violations, including:

- Define the problem and identify the who, what, when, and where.
- Gather all information and data surrounding the problem.
  - Review the incident
  - Review documentation
  - Interview key individuals
  - Review policies
  - Review training curriculum
- Perform the analysis and determine root cause(s).
  - Ask why?
  - What are the system-wide causes that allowed the incident to occur?
- Identify corrective action—recommendations to stop the recurrence of the problem in the future.
  - What operation(s) in Praesidium’s Safety Equation was found to be deficient?
  - What best practice standards can be put in place to prevent a reoccurrence?
  - What are the resources needed to implement the best practice standard?
  - How are we going to implement and ensure compliance?
- Implement the necessary solutions, varying and progressing at different paces depending on severity and frequency of concern from:
  - Verbal coaching
  - Written warning
  - Final written warning
  - Termination



## Procedures for Internal Review of Allegations and Incidents of Sexual Abuse

If there is a report or incident of sexual abuse, the Abuse Prevention Committee is responsible for conducting an internal review or investigation of the circumstances surrounding the allegation or incident of abuse. The Abuse Prevention Committee should be trained to adequately fulfill their responsibilities in a manner that will help them identify larger or system-wide implications. Additionally, it is recommended, when possible, that these internal reviews are led and conducted by an employee outside of the program involved or by a professional, external investigator, so that an objective and thorough review can be conducted.

In the case of potential sexual abuse, the YMCA will conduct an internal review or investigation only after reporting to the civil authorities and with their consent. If the authorities investigate, the YMCA will cooperate fully with them and will not take any steps that may interfere with said investigation.

If the civil authorities do not proceed with an investigation or if they consent to the YMCA conducting a simultaneous internal review, the Abuse Prevention Committee are instructed to do the following:

- Define the problem and identify the who, what, when, and where by reviewing the initial allegation report (if written) and interviewing the potential victim-survivor.
- Gather all information and data surrounding the circumstances and the accused.
  - Review the initial allegation report
  - Review additional documentation and materials (personnel file, documentation completed by others with respect to the incident, training records, disciplinary records, video footage, etc.)
  - Interview additional key individuals (accused, supervisors, witnesses, etc.)
  - Review policies
  - Review training curriculum
- Perform the analysis and determine root cause(s).
  - Ask why?
  - What are the system-wide causes that allowed the incident to occur?
- Identify corrective action—recommendations to stop the recurrence of the problem in the future.
  - What operation in Praesidium's Safety Equation was found to be deficient?
  - What best practice standards can be put in place to prevent a reoccurrence?
  - What are the resources needed to implement the best practice standard?
  - How are we going to implement and ensure compliance?
- Elaborate a report to document your findings and corrective actions.



- Implement the necessary solutions, varying and progressing at different paces depending on severity and frequency of concern from:
  - Verbal coaching
  - Written warning
  - Final written warning
  - Termination

### *Victim-Centered Response*

- The victim will be designated a point person at the YMCA through which all information will flow. This point person will communicate with the individuals and their families who may be affected.
- The YMCA will communicate in a timely fashion with the individuals affected.
- The YMCA and its representatives will always listen first and provide considered response.
- The YMCA will ensure that resources for healing are made available to the affected individuals and their family.
- The YMCA will be transparent and compassionate in all communications with affected individuals and keep all communications confidential.
- The YMCA will ensure that the individuals and their families are regularly made aware of their point person's name and contact details.

### *Additional Guidelines for Employees Conducting Internal Reviews*

- The employee will advise any interviewees that they represent the YMCA and that conversations with the employee are not subject to any attorney / client privilege.
- The employee will strive to maintain the rights of all concerned in the process.
- If the internal review results in additional information that may suggest an incident of sexual abuse has occurred, the civil authorities shall be re-contacted and a follow-up report will be submitted, if requested.



## Child Abuse Prevention is Everyone's Role

The YMCA is committed to ensuring that all employees know their role in Abuse Risk Management and are aware before accepting a role with the YMCA that the organization expects the following from them as a core function of their job.

All new hires after June 1, 2025 will recognize the language below from the Job Posting and their signed Job Description. Everyone at the YMCA has a key role to play in preventing Child Abuse. The below items are required for employees and volunteers.

### Employees and Volunteers Who Directly Supervise Participants Will:

- Adhere to policies related to boundaries with participants.
- Attend required abuse risk-management training.
- Adhere to procedures related to managing high-risk activities and supervising participants.
- Report suspicious or inappropriate behaviors and policy violations.
- Follow mandated abuse-reporting requirements.

### Employees and Volunteers Who Don't Directly Supervise Participants Will:

- Adhere to policies related to boundaries with participants.
- Attend required abuse risk-management training.
- Report suspicious and inappropriate behaviors and policy violations.
- Follow mandated abuse-reporting requirements.
- Adhere to job specific abuse risk management responsibilities.
  - Maintenance employees and volunteers—ensure unused rooms and closets remain locked; routinely monitor high-risk locations (locker-rooms and bathrooms), etc.
  - Front desk personnel—ensure participants are properly signed in and signed out, ensures only authorized adults are allowed in the facility, etc.

### Supervisors and Administrators will:

- Follow employee's and volunteer's screening requirements and use screening instruments to screen for abuse risk.
- Provide employees and volunteers with ongoing supervision and training related to abuse risk.
- Provide employees and volunteers with regular feedback regarding their boundaries with participants.
- Require employees and volunteers to adhere to policies and procedures related to abuse risk.



- Respond quickly to policy and procedure violations using progressive disciplinary procedures.
- Respond seriously and confidentially to reports of suspicious and inappropriate behaviors.
- Follow mandated reporting requirements.
- Communicate to all employees and volunteers the YMCA's commitment to protect their participants from abuse.
- Report essential abuse risk-management information to the Board of Directors.



## Classification of Volunteers

### No-Access Volunteers

A no-access volunteer is defined as a volunteer with no access to program participants and will be supervised by a YMCA staff member throughout their time at our facility.

### Low-Access Volunteers

Low-access volunteers typically interact with participants only in line-of-sight of an employee and only infrequently. Low-access volunteers may not be known by the participants in the program or to other volunteers and employees. Low-access or occasional volunteers have limited access to participants and have few opportunities to develop relationships with participants over time.

Examples of low-access volunteers include a 1-time event volunteer (such as for a fun run), parents / guardians who assist at a program where their child is a participant, a volunteer who works strictly with adults outside of the YMCA's property, a volunteer who helps with business activities and does not interact with participants, or a board member.

### High-Access Volunteers

High-access volunteers typically interact often or over an extended period with participants. Such volunteers may be readily known to participants under their supervision and to other volunteers and employees in the program. They may also supervise participants with or without an employee present. High-access volunteers may carry a substantial amount of responsibility in a program serving participants and such volunteers may have opportunities to develop relationships with participants over time.

Examples of high-access volunteers include a volunteer program instructor, a regularly scheduled volunteer coach, or a mentor for a participants.



## Background Check Policy for Employees and Volunteers

The YMCA of Honolulu requires the background checking and screening procedure below for each category on the following schedule:

- Upon hire or re-hire
- Return from seasonal absence or furlough longer than 6 months
- Annually on anniversary of hire

### No-Access Volunteers

These volunteers must sign a waiver to participate in their volunteer experience, and must be always supervised while on YMCA property

### Low-Access Volunteers

The same elements as no-access volunteers, plus a signed code of conduct and:

**Confidence Multi-State Criminal and Sex Offender Database w/Alias**—A Multi-State Criminal and Sex Offender Database is a proprietary tool that contains millions of court, incarceration, sex offender, terrorist watch list, and fraud database records compiled from across the country that will be searched for your applicant's name. A Social Security Number (SSN) Trace is included in this service, and all aliases discovered using this tool will also be processed through the database.

**DOJ National Sex Offender Registry Search**—A DOJ National Sex Offender Registry Search is a real-time search of all offenders currently located on the National Sex Offender Public Website, encompassing records from all 50 U.S. States, the District of Columbia, U.S. Territories and various tribal authorities.

**County Criminal Records Search (county of residence)**—A County Criminal Record Search is a search of criminal records housed at the central courthouse in a given jurisdiction. Most criminal cases in the U.S. are tried in county courts and records found here will include both felonies and misdemeanors related to violations of state laws.

### Employees and High-Access Volunteers

The same elements as low-access volunteers, plus Employee Onboarding, County Criminal Records Search for ALL counties where the individual has lived, worked, or gone to school in the last 7 years. Role-specific employees may also require fingerprint background checks.

**Reference Checks.** High Access volunteers must complete 4 reference checks, including 1 family member upon first joining the YMCA as a volunteer.



**Employment / Education Verification.** These checks evaluate whether an applicant / employee received the degree and/or held the jobs identified during the hiring process.

### Policy Requiring Notification of Arrest or Conviction

Any employee or volunteer who, after their engagement with our YMCA, is arrested for, or convicted of (including pleas of guilt and nolo contendere), a misdemeanor or felony offense must notify their supervisor within hours of such arrest or conviction. Supervisors must immediately notify the YMCA's Human Resources department who will notify legal counsel. Employees and volunteers need not report convictions for routine traffic infractions such as speeding unless driving is a required part of the employee or volunteer's job duties.

The arrest or conviction of an employee or volunteer may result in corrective action. Corrective action depends upon a review of all factors involved—including whether the crime was work-related, the nature and severity of the act, or any resultant circumstances that adversely affect the employee or volunteer's ability to function in their role. Such corrective actions may include termination. Corrective action may only be taken after consultation with the YMCA's legal counsel.

Any employee or volunteer's failure to report an arrest or a conviction for a misdemeanor or felony within hours, or misrepresentation of the circumstances of an arrest or conviction, will result in disciplinary action up to and including termination. Volunteers and independent contractors who fail to disclose an arrest or conviction after their engagement with our YMCA will have their relationship terminated immediately.



## Background Check Review Procedure

### Criminal Background Screening Procedures For Employment Candidates

In the interests of preserving the safety and security of employees, clients, and members of the public, as well as ensuring a high-quality workforce, the YMCA of Honolulu operates a background screening program. This document outlines the steps that the YMCA of Honolulu's management and human resources employees are expected to take to facilitate criminal background checks.

**Step #1:** Make each offer of employment contingent upon the results of a criminal background check.

**Step #2:** Once a candidate has received a conditional offer of employment, arrange for the candidate to: (1) receive all necessary background screening disclosures and (2) provide written consent for the background check to be run.

- Note: Only approved background screening disclosure and consent paperwork may be used. Such materials shall comply with all applicable Federal, State, and local laws.

**Step #3:** Wait for the background screening firm to prepare the background screening report.

**Step #4:** Once the screening report has been returned to the YMCA, assess whether the report reflects any criminal convictions.

- If it does, move to Step #5.
- If it does not, continue with the hiring process.

**Step #5:** If the screening report contains a criminal conviction, assess whether any Federal, State, or local laws require the candidate to be automatically disqualified (e.g., State law indicates that an individual in X position cannot have a conviction for Y).

- If Federal, State, or local law requires automatic disqualification, move to Step #8.
- If not, move to Step #6

**Step #6:** If the screening report contains a criminal conviction, but it does not result in automatic disqualification under Federal, State or local law, make a preliminary assessment of whether there is a substantial relationship between the job and the crime. To make this assessment, analyze: (1) the nature of the job, (2) the nature of the crime, and (3) the amount of time that has passed since the conviction.

- If there appears to be a substantial relationship between the job and the crime, move to Step #7.
- If there does not appear to be a substantial relationship between the job and the crime, continue with the hiring process.

**Step #7:** If a substantial relationship between the job and crime exists, double-check that there are no Federal, State, or local laws that preclude the YMCA from making a decision based on the



criminal conviction at issue (e.g., based on the amount of time that has passed since the offense).

- If there is no legal restriction prohibiting the YMCA from making a decision based upon the criminal conviction, move on to Step #8.
- If there is a legal restriction prohibiting the YMCA from making a decision based upon the criminal conviction, continue with the hiring process.

**Step #8:** If the YMCA's preliminary review finds that the candidate likely needs to be disqualified, send the candidate: (1) a pre-adverse-action letter, (2) the relevant background screening report, (3) a governmental notice entitled "A Summary of your Rights Under the Fair Credit Reporting Act," and (4) a written questionnaire / invitation for the candidate to provide the YMCA more context about the potentially disqualifying criminal matter as well as additional information about how they have grown / matured / functioned since the time of the crime.

- Note: Only approved background screening pre-adverse action paperwork and related materials may be used. Such materials shall comply with all applicable Federal, State, and local laws.

**Step #9:** Wait at least 5 business days from the date of the pre-adverse-action letter to allow the candidate to dispute the accuracy of the report and/or provide the YMCA additional information related to the matters covered in the report.

**Step #10:** After the waiting period has elapsed, assess whether the candidate has disputed the accuracy of the report.

- If the candidate has disputed the accuracy of the report, allow the screening firm to reinvestigate the information and resolve the dispute before taking any further steps.
- If the candidate has not disputed the accuracy of the report, move to Step #11.

**Step #11:** Review any additional information submitted by the candidate about the crime and their actions since the crime.

- If the additional information submitted by the candidate sufficiently allays concerns related to the crime, continue with the hiring process.
- If not, move to Step #12.

**Step #12:** If the YMCA reaches a final determination that the candidate will not be hired, send the candidate an adverse action letter communicating the decision.

- Note: Only approved adverse action letters and materials may be used. Such materials shall comply with all applicable Federal, State, and local laws.

**Step #13:** Document the reason why the candidate was not hired (e.g., "Candidate has criminal conviction that is substantially related to the job. Criminal Conviction Questionnaire responses did not reflect reduced risk.")



## Reference Checking for Abuse Prevention

### An Overview for Association Reference Checkers

#### *Required References*

Each applicant must submit the names and phone numbers of 3 references. At least 1 reference must be a personal or family relationship. Professional references must be familiar with the quality of the individual's work and have known the individual in a work environment. If the applicant has identified previous employment or volunteer work with participants, the references must include a supervisor or co-worker from that position. The personal reference should only include individuals who have known the applicant for more than 1 year.

#### *Reference Procedure*

References should be contacted after a face-to-face or virtual-with-video interview with the applicant. Individuals who conduct references must be trained in how to conduct reference checks and the types of responses that could indicate risk.

A standard form should be completed for each reference. The interviewer should ask behaviorally based reference questions and write down each of the responses.

All references must be completed before an offer is made.

#### *Steps for Obtaining the Best Reference List*

Obtaining references may be 1 of the most difficult tasks in screening and selection. Taking the following steps will help you gain the best possible information from this important source. Reference checks can be conducted by standardized form via an email or reference checking tool or can be conducted by phone interview.

#### *Before Collecting References:*

- Review the list of references with the applicant. Make sure the applicant knows that they must inform each reference that you will be calling. Find out how the applicant knows each reference.
- Inform the applicant that they are responsible for making sure that the references are willing to talk with you and provide a reference.
- Give the applicant a deadline for contacting the reference.
- Make sure the list contains accurate phone numbers and/or email addresses.

#### *If Calling for a Reference:*

- Use a standard reference form for each call but be sure to modify questions so that you can learn about the specific experiences the reference has had with the applicant. A



guide to potential questions to ask, depending on the role, is provided below. Asking at least 4 or 5 of these questions will give you a good data set to analyze.

- Be friendly and always treat the references with respect. They will feel more comfortable in the hands of a professional. Require applicants to give the reference's preferred name and use that name when addressing the reference.
- Listen for pauses or hesitation and then politely ask "I noticed you hesitated; may I ask why?" Write short quotes from the reference to prompt your memory.
- Review and elaborate upon your notes immediately after the call.

#### If Utilizing Electronic Reference Collection:

- Utilize a set of 4 or 5 questions from the recommended list that are most appropriate to the position being recruited. Utilize a consistent set of questions to get a good data set to analyze
- Review the answers carefully for word choice and tone to discern all possible information and potential red flags.

#### After Completing Reference Checks:

- Note any areas of concern or questions to be clarified with other references or the applicant.
- Require applicant to follow up with nonresponsive references or provide alternative references.
- Review the Interpretive Guide for references and the High-Risk Indicators for References. Use the skills questions to complete the Essential Skills Rating Sheet. References should be considered in the final decision-making for selection.
- Reference Checks should be kept on file for all successful applicants.

#### *High-Risk Indicators for References*

- References were reluctant.
- References did not know the applicant well.
- References have short-term relationships with the applicant. References refused to answer particular questions.
- Reference information differed from the applicant's account. References described applicant as having high-risk characteristics. References provided evasive responses.
- References reported specific concerns about the applicant.



### *Interpretive Guide for Professional References*

- How long have you known the applicant?
- How do you know the applicant?
  - Higher risk responses:
    - The reference has only known the applicant for a short time, such as less than 6 months.
    - The reference knew the applicant some time ago but has not seen the applicant in more than a year.
    - The reference knew the applicant briefly years ago.
    - The reference knew the applicant in a capacity different than has been claimed by the applicant.
- How would you rate the applicant's ability to learn new information and skills?
  - This question may be used to assess the applicant's level of trainability.
- We are looking for someone who will adhere to the best practices of our YMCA. How would you rate the applicant's ability to follow policies and procedures?
  - This question may be used to assess the applicant's level of policy adherence.
- How would you rate the applicant's ability to work with and relate to other adults?
  - This question may be used to assess the applicant's level of risk to abuse.
  - Higher risk responses:
    - The applicant has difficulty relating to or working with members of the opposite gender.
    - The applicant has trouble accepting authority.
    - The applicant has low impulse control.
    - The applicant has difficulty asking for help.
    - The applicant has need for power and control.
    - The applicant has emotional and social immaturity when relating to other adults.
    - The applicant has better relationships with participants than adults.
- How would you rate the applicant's ability to use good judgment in stressful conditions?
  - This question may be used to assess the applicant's judgment.
  - Higher risk responses:
    - The applicant makes immature decisions.
    - The applicant does not consider consequences before making decisions.
    - The applicant uses poor judgment in stressful or difficult situations.
    - The reference describes the applicant as hot tempered, high strung or "stressed out."



- Have you observed the applicant interacting with participants? If yes, how would you rate the applicant's ability to relate to participants?
  - These questions may also be used to assess the applicant's level of patience.
  - Higher risk responses:
    - The applicant lets participants get away with too much.
    - The applicant acts more like a participant than an adult.
    - The applicant lets participants walk all over him or her.
    - The applicant does not closely supervise participants in their care.
    - The applicant relates to participants on their level, just like another participants.
    - The applicant has difficulty relating to adults.
    - Other adults have a hard time talking to the applicant.
- What roles or types of work has the applicant engaged in with participants? Have they maintained appropriate boundaries with or adequately supervised participants?
- Have you observed the applicant not working well with participants (becoming frustrated, angry, resentful, etc.)? If so, please give an example.
- How would you rate the applicant's ability to maintain appropriate boundaries with participants (bends the rules for participants, violates policies, acts more like a peer than a professional, engages with participants on social media/text)?
  - Higher risk responses:
    - The applicant only works well in unsupervised situations.
    - The applicant only works well in unstructured environments where they can "do their own thing" with the participants.
    - The applicant can become physically or emotionally abusive in some situations.
    - The applicant is easily agitated by participants.
    - The applicant openly demonstrates anger when frustrated.
    - The applicant can be punitive or shaming toward participants.
    - The reference describes paid or volunteer work which the applicant has not previously disclosed.
- Are you aware of any reason why we should not allow the applicant to work with the participants we serve?
  - This question provides the reference with the opportunity to disclose information in areas that are not addressed in the standard interview. If the reference has general concerns or suspicions, they may reveal these in a general comment at this time.
- Do you have any additional comments or questions?
  - Give the reference ample time to consider anything else they would like to say about the applicant. Allow the reference to answer before wrapping up the interview. If



they have been withholding information and considering whether to provide the information, a moment of silence allows the reference to collect their thoughts.



## Personal Reference Form

|                          |  |
|--------------------------|--|
| <b>Name of Applicant</b> |  |
| <b>Date</b>              |  |
| <b>Name of Reference</b> |  |
| <b>Address</b>           |  |
| <b>Phone Numbers</b>     |  |
| <b>Email Address</b>     |  |
| <b>Interviewer Name</b>  |  |

Hello, my name is [your first and last name] with the YMCA of Honolulu. [Applicant's name] has applied for a position with us and said you might be able to tell us about their previous work with participants. Is this a good time for you to talk with me? I would like to start by letting you know that the applicant has applied for a position working with participants, so it is extremely important for us to make sure that every applicant is suitable for this type of position. I appreciate your help with this.

- How long have you known the applicant? \_\_\_\_\_
- What is your relationship to the applicant? \_\_\_\_\_
- Have you observed the applicant interacting with participant?  
☐ YES ☐ NO
- How would you rate the applicant's ability to work with and relate to participants?  
☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory
- Can you give me an example of how the applicant relates to participants?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- We are looking for someone who can stay calm and control frustration even under very frustrating conditions with participants. How would you rate the applicant's ability to be patient and stay calm?



☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory

- Have you ever known the applicant to use harsh or abusive discipline with a participant?
- Would you be comfortable placing 1 of your own loved ones in the care of the applicant?  
Why or why not?
- What are the applicant's hobbies and recreational activities?
- How would you rate the applicant's ability to relate to adults?  
☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory
- Can you give me an example of how the applicant relates to adults?

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- We need a person who can be supportive and understanding of a participants' needs.  
How would you rate the applicant's ability to be genuinely supportive and understanding  
to a person in need?  
☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory
- Think of a time when the applicant was able to show genuine concern for another  
person who needed comfort. Tell me about that time.
- How would you rate the applicant's ability to maintain appropriate boundaries with  
participants?  
☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory
- Do you have any additional comments or questions?

Thank you very much for your time.

| Signature of Screening Manager | Date     |
|--------------------------------|----------|
| <br><br>                       | <br><br> |

### Interpretive Guide for Personal References

- How long have you known the applicant?
- How do you know the applicant?
  - Higher risk responses:



- The reference has only known the applicant for a short time, such as less than 6 months.
  - The reference knew the applicant some time ago but has not seen the applicant in more than a year.
  - The reference knew the applicant briefly years ago.
  - The reference knew the applicant in a capacity different than has been claimed by the applicant.
- Have you observed the applicant interacting with participants?
- How would you rate the applicant's ability to work with and relate to participants?
  - These questions may be used to assess the applicant's judgement.
  - Higher risk responses:
    - The applicant lets participants get away with too much.
    - The applicant acts more like a participant than an adult.
    - The applicant does not closely supervise participants in their care.
    - The applicant relates to participants on their level, just like another participants.
    - The applicant has difficulty relating to adults.
    - The applicant becomes abrupt with participants.
    - The applicant does not like to be an authority figure and would rather be viewed as "1 of the kids."
- We are looking for someone who can stay calm and control frustration even under very frustrating conditions with participants. How would you rate the applicant's ability to be patient and stay calm?
- Have you ever known the applicant to use harsh or abusive discipline with a participants?
  - This question may be used to assess the applicant's patience.
  - Higher risk responses:
    - The applicant is quick-tempered.
    - The applicant is unable to handle stress.
    - The applicant uses harsh forms of discipline.
    - The applicant is impatient or easily upset.
    - The applicant is degrading to participants.
    - The applicant humiliates participants.
    - The applicant uses inappropriate physical punishment with participants.
- Would you be comfortable placing 1 of your own loved ones in the care of the applicant? Why or why not?
  - This question may be used to identify any specific concerns of the reference that should be investigated prior to the applicant's working with participants.



- Probe any affirmative answers for details and specific examples of the applicant's behavior that the reference found disturbing. If the reference is unable to be specific, any concerns should still be noted and followed-up.
- What are the applicant's hobbies and recreational activities?
  - Higher risk responses:
    - The applicant is excessively interested and involved with participants.
    - Reference identifies hobbies, activities or volunteer work that is not identified by the applicant.
    - The applicant's hobbies and recreational activities solely involve participants.
- How would you rate the applicant's ability to relate to adults?
  - Higher risk responses:
    - The applicant has difficulty interacting with adults.
    - The applicant has difficulty working as a team player.
    - The applicant has problems with authority figures.
    - The applicant has problems with persons of the opposite gender.
    - The applicant seems immature.
- We need a person who can be supportive and understanding of a participant's needs. How would you rate the applicant's ability to be genuinely supportive and understanding to a person in need?
- Think of a time when the applicant was able to show genuine concern for another person who needed comfort. Tell me about that time.
  - These questions may be used to assess the applicant's skill of supportiveness.
- How would you rate the applicant's ability to maintain appropriate boundaries with participants?
  - These questions may be used to assess the applicant's skill for boundaries.
- Do you have any additional comments or questions?
  - Give the reference ample time to consider anything else they would like to say about the applicant. Allow the reference to answer before wrapping up the interview. If they have been withholding information and considering whether to provide the information, a moment of silence allows the reference to collect their thoughts.

### *High Risk Indicators for References*

- References were reluctant.
- References did not know the applicant well.
- References have short term relationships with the applicant.



- References refused to answer particular questions.
- Reference's information differed from the applicant's account.
- References described applicant as having high-risk characteristics.
- References provided evasive responses.
- References reported specific concerns about the applicant.



## Inservice and Onboarding

Each new YMCA Employee and high-access volunteer must complete the following prior to commencing their duties:

- Two Praesidium training videos—Mandated Reporter and Fundamentals
- If employee with supervise others—1 additional Praesidium training video—Supervisor Training
- A local operating procedures video in supplement to Praesidium videos
- Sign job description
- Review and sign Child Abuse Prevention Handbook
- Review and sign Employee Code of Conduct with Supervisor

## Required Annual Inservice

Each YMCA employee must annually complete the following, within 30 days of the anniversary of hire:

- Review and sign the Employee Code of Conduct
- Review and sign the Child Abuse Prevention Handbook
- Re-watch the appropriate Praesidium training videos
- Background and National Sex Offender Registry Check
- Participate in team meetings communicating child abuse-prevention policies led by supervisors and administrators.
- Participate in 5 Days of Action Y-USA Events

*\*Reminders will be sent to Supervisors and individual staff members, initiated by the Association HR Department.\**



## Performance Evaluation Commitment

The YMCA is committed to the upholding of our standards in all areas and will craft performance evaluations to match this commitment.

The performance of our front-line staff and volunteers who interact daily with participants is of paramount importance. Each employee in these positions will be evaluated under the criteria below on an periodic basis (change of season, role etc.):

- **Trainability:** Attends all required trainings. Able to comprehend and behaviorally incorporate new information and skills. Willing to utilize training and supervision to modify and improve performance. Keeps required training hours current.
- **Teaching:** Able to identify opportunities for teaching and to use these opportunities to help others develop and maintain new ideas and skills.
- **Team Interaction:** Able to communicate with others in a helpful manner while simultaneously building credibility and rapport. Able to accept the suggestions and feedback of others and provide suggestions and feedback in a manner that is conducive to success.
- **Policy Adherence:** Able to conform to established policies and procedures in all functions of job performance, both with clients and with colleagues.
- **Judgment:** Able to solve problems by considering all aspects of a situation. Able to balance the desires and needs of participants with the concerns of parents / guardians. Consistently exhibits good decision-making and a realistic understanding of issues even when dealing with emotional or sensitive topics.
- **Spoken Communication:** Able to verbalize information clearly. Able to influence or persuade others in both positive and negative circumstances. Able to listen well and understand others. Able to communicate directly and appropriately with supervisors, co-workers, parents / guardians, and participants.
- **Boundaries:** Able to establish rapport with participants without relinquishing the adult role. Able to separate personal needs and issues from those of the participants in care.



## Youth Development Performance Evaluation

### A+ Staff Evaluation Form

| Employee's Name | Position | Site |
|-----------------|----------|------|
|                 |          |      |

| Evaluator | Date of Evaluation |
|-----------|--------------------|
|           |                    |

| Rating Factor                                                                | Poor | Needs Improvement | Satisfactory | Good | Very Good | Excellent | Comments |
|------------------------------------------------------------------------------|------|-------------------|--------------|------|-----------|-----------|----------|
| Organizes groups of elementary school children in an orderly manner.         |      |                   |              |      |           |           |          |
| Leads groups of elementary school children confidently and enthusiastically. |      |                   |              |      |           |           |          |
| Instructs groups of elementary school children effectively.                  |      |                   |              |      |           |           |          |
| Deals cooperatively and responsibly with parents and other adults.           |      |                   |              |      |           |           |          |
| Deals cooperatively and harmoniously with other A+ Program staff.            |      |                   |              |      |           |           |          |
| Reports to work regularly and on time.                                       |      |                   |              |      |           |           |          |
| Plans A+ Program activities that meet children's interests and               |      |                   |              |      |           |           |          |



|                                                          |  |  |  |  |  |  |  |
|----------------------------------------------------------|--|--|--|--|--|--|--|
| needs (if applicable).                                   |  |  |  |  |  |  |  |
| Effectively supervises A+ Program aides (if applicable). |  |  |  |  |  |  |  |

|                     |             |
|---------------------|-------------|
| <b>SC Signature</b> | <b>Date</b> |
|                     |             |

|                        |             |
|------------------------|-------------|
| <b>Staff Signature</b> | <b>Date</b> |
|                        |             |

## Youth Development Staff Evaluation Form

|                        |                 |             |
|------------------------|-----------------|-------------|
| <b>Employee's Name</b> | <b>Position</b> | <b>Site</b> |
|                        |                 |             |

|                  |                           |
|------------------|---------------------------|
| <b>Evaluator</b> | <b>Date of Evaluation</b> |
|                  |                           |

| Rating Factor                                                    | Poor | Needs Improvement | Satisfactory | Good | Very Good | Excellent | Comments |
|------------------------------------------------------------------|------|-------------------|--------------|------|-----------|-----------|----------|
| Attending, comprehends and adheres to Policy Training            |      |                   |              |      |           |           |          |
| Identifies opportunities to teach and mentor youth appropriately |      |                   |              |      |           |           |          |
| Interacts, communicates with and hold team members accountable   |      |                   |              |      |           |           |          |
| Adheres to YMCA policies                                         |      |                   |              |      |           |           |          |
| Exercising good judgement in youth                               |      |                   |              |      |           |           |          |



|                                                               |  |  |  |  |  |  |  |
|---------------------------------------------------------------|--|--|--|--|--|--|--|
| interactions and programming                                  |  |  |  |  |  |  |  |
| Communicates well with all stakeholders                       |  |  |  |  |  |  |  |
| Establishes and maintains appropriate boundaries at all times |  |  |  |  |  |  |  |

| Supervisor Signature | Date |
|----------------------|------|
|                      |      |

| Staff Signature | Date |
|-----------------|------|
|                 |      |



## Employee and Volunteer Surveys

Using a scale of 1 to 5, please circle your level of satisfaction with each item below. A rating of 1 indicates “Not at all satisfied”, a rating of 5 indicates “Very satisfied.”

|                                                                                      | Not at all satisfied |   |   | Very satisfied |   |
|--------------------------------------------------------------------------------------|----------------------|---|---|----------------|---|
| How satisfied are you with how seriously your concerns are taken by your supervisor? | 1                    | 2 | 3 | 4              | 5 |
| Overall, how satisfied are you with the safety of participants at your YMCA?         | 1                    | 2 | 3 | 4              | 5 |

## Questions for Volunteers and Employees

- How often does your supervisor visit your site?
- Has the YMCA provided you with information about how to protect yourself in 1-on-1 situations with participants? If yes, please explain.
- Have you been informed that you should report suspicious or inappropriate behavior between an employee / volunteer and a participant?
- Have you been informed of your responsibility to immediately report suspicions or allegations of abuse?
- Have you been informed of your responsibility to immediately report participant- to-participant sexual activity?
- Does the YMCA have an anonymous method for employees or volunteers to report concerns or complaints? If yes, please explain.
- Can employees or volunteers have contact with participants outside of regular programming (for example, babysitting, swim lessons, etc.)? If yes, please explain.
- Within your program, is there anything about working with participants that you are concerned about?
- What situation or interaction do you think is the most vulnerable for an employee or volunteer to be falsely accused of sexual abuse?
- Where do you think is the greatest risk for a participant to be sexually abused or bullied within the program where you work?
- Is there anything you would like to see change in this program to help keep participants safe?

*\*A survey following this outline will be circulated during 5 Days of Action to all YMCA Staff and Volunteers.\**



## Participant Surveys

Annually, during 5 Days of Action, the YMCA will conduct a survey of all participants across all its programs, with the express intent to gain insight into red flags or abuse. The participants will be made aware that the YMCA takes these matters seriously, and will respond with respect, dignity and in a timely fashion to all concerns raised in the survey results.

The survey will include questions like the ones below for participants:

- Do you feel there is someone at the YMCA you could go to for help if you are being bullied?
- Is there anything else you would like to say about bullying within the YMCA?
- Are some areas of this organization unsafe? If so, where?
- Have employees, volunteers, or participants here ever made you feel uncomfortable? If so, please explain.
- Are there any circumstances when you can be alone with other participants without employees present? If so, when?
- Are there any circumstances when you can be alone with only 1 employee without any other employees present? If so, when?
- Have employees and volunteers ever tried to contact you via text message, phone call, email, or through a social networking site? If so, please explain.
- We are constantly striving to improve our YMCA. Do you have any suggestions for what we can do to make the YMCA better?

## Examples of Questions for Parents and Guardians

- Are you satisfied with the care your participant is receiving here?
- What can we do to make it better?
- Does your participant ever say anything about their (title of employees and volunteers)?
- Have employees and volunteers ever contacted you or your participant about anything other than the program?
- Do you ever have a chance to observe your participant at the program?
- What does your participant say about the time they spend here?



## Publicizing Reporting Mechanisms

The YMCA is committed to making the reporting of red flags, abuse or concerns as barrier free as possible for participants, parents and guardians, staff, volunteers or all other stakeholders.

In pursuit of this commitment, the YMCA has available:

### In this handbook

- Parent / Guardian Grievance Forms
- Employee and Volunteer Grievance Forms
- Anonymous hotline for all staff, volunteers, and participants
- Anonymous reporting guidance
- Red Flag and Abuse Reporting E-Form

### Publicly posted in our facilities

- QR codes to Red Flag and Abuse Reporting E-Form
- Anonymous reporting hotline numbers
- Available copies of Grievance Forms at Welcome Center
- Mailboxes for anonymous tips
- Participation in 5 Days of Action YUSA initiative
- Age-appropriate signage in program spaces

### Online

- Parent / Guardian Grievance Forms
- Employee and Volunteer Grievance Forms
- Anonymous hotline for all staff, volunteers, and participants
- Anonymous reporting guidance
- Red Flag and Abuse Reporting E-Form
- Participants and parents / guardians will receive periodic reminders of reporting mechanisms by email
- [www.ymcahonolulu.org/knowseerespond](http://www.ymcahonolulu.org/knowseerespond)