

# URBANA YOUTH CENTER

*a project of the GrandWorks Foundation*

## UYC Policy & Procedure Handbook (PPH)

Last Revised: 8-21-23

**3<sup>rd</sup> Edition**

This is the published version of the PPH. Some information has been redacted or some pages have been removed that may contain sensitive information for the safety of staff and students and therefore should not be made available to the public at-large.

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## **Introduction to UYC**

The Urbana Youth Center is an after-school program that offers services at no cost to students in grades 6-12. Homeschool students, open enrolled students, and students pursuing other academic programs are eligible to be members of UYC as long as they live within the geographic district of Urbana City Schools. Once a student turns 21, their continued membership will be handled by UYC staff on a case-by-case basis.

While no handbook could encompass all situations that might arise in our broad range of work, the goal of this Policy & Procedure Handbook is to address common situations that may occur, operating procedures, and protocol for certain emergency situations.

This handbook is a collection of multiple documents, some interdependent and some independent. It is possible certain information may be restated or referenced in more than one place.

## **UYC's Guiding Principles**

What fundamentally defines everything we do, how can we decide how best to address situations, and what principles guide the design of our programming?

### **Mission**

The Urbana Youth Center provides comprehensive youth services to reach, restore, and revive our community. With open hearts, open minds, and open doors we educate students through respectful, honest, and open-minded programming.

### **Motto**

"Open Hearts. Open Minds. Open Doors." This motto guides the design of all that the youth center does.

1. Open Hearts – to get students to voluntarily participate and take advantage of programs that can help them build better futures, we must meet students where they are. This requires us to open our hearts to them. Likewise, we cannot begin the process of transformation and skill building if a student has not developed trust with us by opening their hearts.
2. Open Minds – after building mutual trust and meeting students where they are, we must begin the process of opening their minds to new possibilities and new opportunities. Showing students the world and all it entails allows us to expand their thinking and help them broaden their horizons.
3. Open Doors – with trust established and new possibilities presented, we can now open doors for our students. UYC connects students with a broad range of services and provides various programs.

### **Core Rules**

Everyone at UYC – students, volunteers, and staff – are expected to follow all the rules all the time. To streamline and make it easy to remember for everyone, 95% of our rules can fit under the "core rules" below. Students must recite them every time they check in at UYC.

1. Be Respectful – high regard for the feelings, wishes, rights, and rules of UYC and others
2. Be Honest – sincere and free of deceit
3. Be Open-Minded – willing to consider new ideas; unprejudiced

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## UYC Organization Structure & Oversight

Real, meaningful change is always a challenge to accomplish. Without the support of the community, an open mind, and a willingness to explore the opportunities before us, this inspiring project would not be possible. UYC is committed to ongoing improvement through our own experiences, expert input, and community feedback.

The Urbana Youth Center is a wholly owned project of the GrandWorks Foundation (GW), a federally recognized 501(c)(3) not-for-profit, public charity organization. As such, our ultimate governing authority is the GW Board of Directors.

### **GW Board of Directors**

This volunteer board is made up of community members and field experts who provide the oversight and organization wide objectives for all project under the auspice of GW. The board chooses its own members and is governed by its bylaws.

### **UYC Executive Committee (EC)**

Our EC operates as an extension of the GW Board of Directors and is able to address situations that may arise in between regular meetings of the board. It is chaired by the Executive Director and meets at least once per year and as necessary. The EC provides updates at each meeting of GW's board, and the board may reverse any actions taken by the EC.

### **Education & Program Advisory (EAPA) Board**

This is the entity responsible for reviewing and approving all the evidence-based programming implemented at UYC. Several members of this board taught in the Urbana City School District for many decades, and all of the members are program professionals and educators with over 145 years of combined experience.

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## Staff Members

At the youth center, our team is made up of volunteers and staff. While volunteers are empowered and expected to issue write-ups, the staff determines consequences and is here to support the essential work of our volunteers.

If a volunteer is unsure about a behavior or questions what they need to do, they should immediately get the assistance of UYC staff. One of the roles of the staff is to help volunteers make serving at UYC a rewarding experience.



**Justin T. Weller**  
Executive Director

Justin is the chief executive of UYC and reports to the GrandWorks Foundation Board of Directors.



**Natalie Yoder**  
Director of Programs

Natalie oversees the full range of programs at UYC in partnership with the EAPA Board.



**Amber Landis**  
Facilities Manager

Amber manages the front desk, volunteer corps, and recording write-ups. She is also in charge of the kitchen, cleaning, and supplies.

### Part-Time Staff

These individuals are essential to our operation.

- Tim Weller - Bus Driver & General Maintenance
- Judy Richardson – HSA/HSEP Supervisor
- Nancy Hunter – HSA/HSEP tutor
- Lance Jackson – HSA/HSEP tutor
- Richy Richardson - Development Specialist

## **Student Safety – Recognizing & Reporting Child Abuse and Neglect**

First and foremost, team members collectively have a responsibility to keep students safe and recognize signs that require attention. Through our work with students, our team will inevitably learn more about each students' background and current life situation. The following information helps us all identify potential situations that involve abuse or neglect. As a volunteer, if you are debating whether you need to involve staff, then it is time to involve staff. Always err on the side of caution and bring any questionable situations to the staff's attention.

A total of 1,840 children died in the United States from child abuse or neglect in 2019.<sup>1</sup> Knowing the warning signs of child abuse can help diminish the abuse, neglect, and dependency in our community.

### **Forms of Child Maltreatment**

Abuse may be physical, sexual, or emotional in nature. Physical neglect could be a lack of supervision, educational neglect, medical neglect, an unsafe shelter and/or failure to protect a child, such as exposing the child to domestic violence, driving under the influence or other forms of child endangerment.

There is also emotional neglect and dependency. Dependency is when a child lacks the physical and emotional support he or she needs because the parent or guardian is unable to provide it. This leaves the child to fend for him/herself.

#### **Signs of Emotional Maltreatment**

Consider possible emotional maltreatment when the child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult (parenting other children for example) or inappropriately infantile (e.g., frequently rocking or head-banging)
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports having experienced emotional maltreatment.

#### **Signs of Neglect**

Consider the possibility of neglect when the child:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

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<sup>1</sup> Statistics taken from the Child Abuse and Neglect Fatalities 2019 report: [Child Abuse and Neglect Fatalities 2019: Statistics and Interventions \(childwelfare.gov\)](#)

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## Signs of Physical Abuse

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes.
- Has fading bruises or other marks noticeable after an absence from school.
- Seems frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by a parent or another adult caregiver.
- Abuse's animals or pets.

## Signs of Sexual Abuse

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Reports nightmares or bed-wetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under the age of 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.
- Attaches very quickly to strangers or new adults in their environment.

## Reporting Suspected Child Abuse & Neglect

If you notice any of these warning signs in a child's behavior, speak up! If you are unsure if you have observed one of these behaviors, talk to a UYC staff member immediately; don't wait.

Report any suspected abuse. Notify UYC staff immediately and they will advise you to contact the Champaign County Department of Job & Family Services by calling 937-484-1500 during regular business hours (Monday-Friday 8am-4:30pm) and ask to speak to Children Services. To make a report on holidays or after hours, contact the Champaign County Dispatch Center at 937-653-3409 and ask that the on-call children services worker be paged. **If you believe a child is in immediate danger of serious harm, call 911.**

## Student Behavior Program

There are many possible roles you could serve in as a volunteer at UYC. Regardless of where you are working, you must understand what behaviors to watch for and how to appropriately handle situations that arise. Students will make mistakes and display unacceptable behavior at times.

When students display challenging behaviors and attitudes, it creates an opportunity for growth. We believe by implementing the five following management tools, we can continue to keep students safe by creating an increase in positive behavior and a decrease in negative behavior.

### **1. Reinforcing the Core Principles & Rules**

We will establish firm boundaries by clearly communicating the core principles to students through orientation, signage, and continued correction. Rules (see page 5) are enforced consistently for all students.

### **2. Meet Student Needs**

We will do our best to provide ways for students' basic needs to be met at the youth center. These needs include safety, community, creativity, nutrition, education, and communication.

### **3. Encourage Positive Behavior**

We will reinforce positive behavior by looking for ways to catch students doing the right thing and rewarding that behavior. On a day-to-day basis, team members create a culture that helps students be successful through offering rewards like verbal praise, a caring gesture, giving attention, privileges, etc.

### **4. Teach Coping Skills**

We will not just identify the negative behavior, but we will also teach the students how to change their behavior and make better choices. Many students learn maladaptive behaviors in childhood that must be corrected to help the student mature into a healthy adult. Learning to exercise healthy coping skills is a key for students to overcome the challenges they face now and in the future.

### **5. Administer Decisive Discipline**

We will administer discipline in a calm and determined way that keeps the needs of the students and UYC in mind. Managing positive and negative consequences are an essential part of establishing and maintaining an effective discipline program.

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## Basic Definitions & Important Abbreviations

**Behavior** – the way in which one acts or conducts oneself, especially toward others.

**HSEP** – High School Equivalency Program. Typically, this runs Monday through Friday and is customized to each student’s individual needs. The goal is to help students prepare for life and earn their Ohio High School Equivalency Diploma (formerly known as the GED).

**HSA** – Homework & Study Assistance. This refers both to the physical rooms and the program itself. Generally, the distinction is made by adding “program” or “classrooms” after “HSA.” This program typically is offered after school on the days UYC is open for all student members. The homework and study rooms are located in the first floor of the building beside UYC at 128 W Market St.

**Remediation** – a program offered to select students who request it. The goal is to improve behavior and allow for the student to return from a strike sooner. Generally, this is only offered to those students with a 2<sup>nd</sup> strike.

**Strike** – immediate suspension from the youth center which is generally based on accumulated strikes to date (see page 20). Suspension is generally for 30 days or 6 months depending on accumulation of strikes.

**Team Members** – refers to all adult volunteers and staff members at UYC.

Staff – all paid employees and contractors of UYC and GrandWorks

Volunteers – all unpaid individuals who are donating their time

**Write-Up/Incident** – refers to any event or behavior that requires written documentation. The documentation may result in a written warning, being sent home/a 1-day suspension, or strike.

**Written Warning** – the first step in the write-up sequence. Students are given a verbal warning and written up for their behavior before being allowed to join the other students again. For more details on the write-up sequence, please refer to page 20.

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## UYC Programming

Currently, many UYC members come from a background of poverty, experience an unstable home life, or are classified as disadvantaged by the Ohio Department of Education. UYC seeks to address these challenges by providing a comprehensive lineup of programs at no cost to students. For more detailed information about programming, please reference the Program Supplement document.

**Standing Programs** – Available whenever UYC is open for students.

- **Homework & Study Assistance** – students receive assistance with homework and study habits. Often, volunteers are retired schoolteachers. The program also provides a quiet space for students who may not need assistance, but wish to work independently.
- **Hygiene Program** – access to basic hygiene items like toothbrushes, toothpaste, deodorant, and shampoo as well as laundry services at no cost.
- **Career Readiness Program** – students are inspired and equipped to find fulfilling careers that meet their interests and skills. This includes job application and resume assistance, pairing students with prospective employers, and preparing students for the workforce.
- **Nutrition Program** – students enjoy a secure and consistent food source by receiving free snacks and dinner on days the youth center is open.
- **Hangout Spaces** – a space for students to create friendships, build community, and have fun in a safe environment.
- **Mentoring Program** – for students facing disciplinary action at UYC or for those seeking a guiding hand, this program connects students regularly with adult guidance and provides a safe space to be heard.

**Auxiliary Programs** – Available on specific days and times.

- **Essential Life Skills** – students learn how to perform tasks and techniques that will help them become more independent and ready for adulthood.
- **Art & Crafts** – students express themselves through a variety of mediums like drawing, painting, crafting, and digital design.
- **Music Program** – freedom to practice musical instruments, to have fun, develop skills, and express emotions in a healthy way.
- **Drama/Theatre Program** – interactive games to teach basic drama skills and a summer program to provide students the opportunity to further their performance skills or experience a musical for the first time.
- **Yoga & Meditation** – students are taught basic yoga and meditation practices to improve flexibility, reduce stress, and increase relaxation.
- **Pet Care** – students learn how to take responsibility by assisting with the care, training, and socialization of animals in local shelters.
- **HSEP** - The High School Equivalency Program (HSEP) equips students to achieve a high school equivalency diploma (HSED). This highly individualized program provides a pathway to enter the workforce and prepares students to pursue a career or higher education.

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## Remediation Program

Students who have received a suspension at UYC may be eligible to participate in the Remediation Program. This highly individualized program is designed to help students develop methods to modify challenging/unacceptable behavior through focused mentoring sessions.

Mentoring sessions are mandatory and typically scheduled one or two times a week. Mentoring sessions may include instruction, guided discussion, volunteer projects, homework help, and more.

### Steps to pursue remediation:

1. Students that would like to participate in remediation must express that interest by submitting a remediation request form, either in person or through UYC's website.
2. The student and the parent/guardian will then be scheduled to meet with the UYC team to discuss eligibility for the program.
3. At the next Student Behavior Meeting, it will be decided if the student is rejected or accepted into the program.
4. The student and/or guardian will be informed of the decision.
5. Mentoring sessions and a 2-week progress review meeting will be scheduled.
6. Attend all scheduled mentoring sessions.

### The conditions are as follows:

- Student must express written or verbal remorse over the behavior.
- Students must participate in regular meetings with an UYC mentor.
- Student must exhibit positive improvement on behavior that constituted their suspension.
- Student must remain in good standing with the entire mentoring term. A written warning is grounds for suspension for the remainder of the term.

This program and its availability are solely at the discretion of UYC staff. Not all students may be presented this option, and UYC's resources will not always permit us to offer this program.

More information can be obtained from the Director of Programs.

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## Behaviors & Appropriate Responses

UYC wants to quickly identify behaviors and, if necessary, correct them. There are fast ways to get write-ups and receive strikes (starting a fight) and slow ways to get a strike (accumulated smaller incidents). For the full Incident Sequence, refer to page 20.

### Identify Student Behaviors & Their Consequences

The chart below shows the difference between positive, challenging, unacceptable, and dangerous behaviors. This list is not exhaustive, but gives common examples of behaviors.

UYC wants volunteers to feel empowered to make informed decisions about student behaviors. **While volunteers may decide if a behavior merits a “write-up,” they are not responsible for determining the consequences. The discipline will be determined after consultation with UYC staff.**

Positive Behaviors 	Challenging Behaviors 	Unacceptable Behaviors 	Dangerous Behavior 
Encouragement	Written Warning	Sent Home/1-day Suspension	Immediate Strike (30 days or 6 month)
Offering to help without being asked.	Slow response to a team member’s instruction.	Directly disobeying or disrespecting a team member	Threatening bodily harm to a team member or other student.
Using words to build up or compliment another student.	Cursing in conversation (f-ck, sh-t, -ss, p-ssy, etc.) Playing music with profanities.	Using words that are intended to intimidate, abuse, insult, or threaten. Calling someone a (c-nt, f-g, n-gger, etc)	Using words to make others fear for their lives. (“I’m going to blow this place up!”)
Sharing food, supplies, or possessions.	Cutting in line or taking someone’s stuff, but willing to give it back right away.	Snatching someone’s stuff, won’t admit fault, and must have to be forced to give it back.	Stealing or intentionally destroying someone’s property. (Smashing someone’s phone)
Handshakes, fist bumps, high fives, or kind pats on the back.	Play fighting, teasing, throwing food. Agitated poking, pushing, shoving, jostling.	Aggressive behavior intended to intimidate, abuse, insult, or threaten. Hitting, slapping, spitting, or kicking.	Inflicting physical violence on themselves or others. Punching or starting a fight.
Encouraging others to stay sober.	Intentionally making a mess or leaving a mess without cleaning it up.	Discussing using or possessing drugs outside of UYC. Being under the influence of drugs or alcohol at UYC.	Using, possessing, or distributing drugs, alcohol, cigarettes, vapes, etc. while at UYC.
Politely asks to be checked in or out.	Walking out the doors to play outside without permission.	Entering a restricted area without permission. Running out of sight of a team member when offsite.	Intentionally leaving the youth center without checking out. Refusing to leave a restricted area.
Dating couple being respectful of boundaries.	Sitting on someone’s lap, cuddling together on the floor, lingering hug, etc.	Making out, intimate touching, etc. Talking to others in a sexually suggestive way.	Any written, verbal, visible, or physical form of sexual harassment or exploitation (including porn). Engaging in any type of sexual act.
<b>ACTION STEPS:</b> Identify the positive behavior and provide reward to encourage the behavior.	<b>ACTION STEPS:</b>  <b>These types of behaviors should follow the process outlined under “How to Issue a Write-Up”</b>  <i>*The I-ESCAPE Plan is explained later in this document.</i>		

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## **Behavior Response Procedure**

When a student displays challenging, unacceptable, or dangerous behavior, immediately use the steps described below to issue a write-up. **Do NOT delay in implementing the protocol.** Do NOT inform the student they are receiving discipline until specified below. This is important to prevent the situation from escalating.

**For the safety of our team and our students, it is essential that all team members follow this protocol every time.** Remember, while volunteers may decide a behavior merits a “write-up,” they are not responsible for determining the consequences. The discipline administered will be determined after consultation with UYC staff. Staff members may request consultation from another member of staff to confirm the appropriate steps to take.

1. **Inform - Notify the front desk immediately of a behavior incident and request cover for your area** or responsibility. There should be no time that passes between the occurrence and notification.
  - a. *“Hi, this is Kari in the high school room. I have a behavior incident involving Jonny and need someone to cover for me.”*
  - b. Identify yourself, your location, say *“behavior incident”*, state the student’s name.
  - c. In the event of an EMERGENCY (such as a fight), call the front desk and say, *“we have an emergency in [location]. There is a fight [or list other type of issue such as medical].”*  
This will allow staff to call a code and begin emergency response protocol (pg. 55).
2. **Separate - Immediately separate the student.** Have them come stand by you, or if possible, immediately outside the room where you can see them. If they ask why, do not tell them they are being written up. Just inform them you need to speak with them, and they need to follow your directions. Do not begin discussing the situation.
3. **Walk -** Once another team member arrives to cover your room or responsibility, then **walk with the student to the time out area.**
4. **Write -** Have the student sit quietly while you **complete the write up (see page 19)**. Once completed, consult with the staff to determine the appropriate consequence.
5. **I-ESCAPE - Discuss the situation with the student** using I-ESCAPE. Staff may work with you to discuss the situation with the student.
6. **Communication –** If the primary person is a volunteer, they will inform the staff member they are working with when I-ESCAPE is completed. Depending on the consequences of the write-up (see page 20), **staff may be required to contact the guardian.**

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## The “I-ESCAPE” Procedure

If a student gets triggered and is starting to escalate physically or verbally, you can help!

- **Think:** How are you feeling? How is the student feeling? What are the student’s needs?
- **Speak:** In a calm voice, address the student. Seek to understand and identify needs.
- **Act:** Use a non-threatening stance. Remove the trigger or target.
- **Recover:** Being angry or stressed makes it difficult to access the logical and rational side of the brain. Students may need time to “cool down” before they are ready to think about the situation. Once a student has sufficiently calmed down, use the **I-ESCAPE** plan to teach ways to prevent future issues.

1. **I**solate the student. Move them away from the group.
  - a. *“Let’s step into the chill out room to talk.”*
2. **E**xplore the student’s point of view. Ask clarifying questions. Hear them out even if it is not how you perceived the incident.
  - a. *“So from your point of view, what just happened?”*
3. **S**ummarize the student’s statement. Allow them to clarify or correct if you didn’t understand correctly or missed key details.
  - a. *“So, if I heard you right, this happened...Let me know if I miss anything.”*
4. **C**onnect the student’s emotions to their behaviors. Connect the student’s actions to UYC’s rules and ask them to identify the challenges.
  - a. *“You got mad and cussed them out. When you get mad, you cuss people out.”*
  - b. *“What are the three rules? [have the student recite them] ...Which rule do you think you broke?”*
5. **A**lternative behaviors are considered. Ask the student to come up with behaviors that would be acceptable to exhibit the next time they experience that emotion.
  - a. Team member - *“What will you do the next time you get mad?”*
  - b. Student - *“When I get mad, I can take 5 deep breaths.”*
6. **P**lan and **p**ractice the alternative behaviors. Role play with the student to develop the habit of responding differently.
  - a. *“You said you are going to take 5 deep breaths when you get angry. Imagine someone just snatched your game controller and stormed off with it. What will you do?” (Have student practice taking 5 deep breaths.)*
7. **E**xplain expectations and rejoin with the group, if appropriate.
  - a. *“Remember, everyone must remain respectful at the youth center so when you get mad, you need to take some deep breaths instead of cussing people out. Are you ready to rejoin the group?”*

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## Communicating with Guardians & Sending Students Home

The following procedure outlines how to contact a guardian when a student needs to be sent home for the day or is being suspended. This is the process staff follows.

- 1. Before calling the guardian**
  - a. Have the student wait in an area away from other students.
  - b. Make sure the student understands clearly why the guardian is being called.
- 2. Contact the parent/guardian** using the information on file (see page 26). When speaking to the guardian, be sure to do the following:
  - a. Be respectful.
  - b. Be honest and inform the guardian of the situation.
  - c. Answer any questions they may have.
  - d. Ask the guardian if they wish to pick up the students in the next 30 minutes, or if they should get home some other way.
  - e. UYC cannot hold students at the youth center for more than 30 minutes. UYC does not have the space or human resources to consistently monitor students that have been suspended for more than 30 minutes. Guardians must pick them up during this window or students will be required to leave on their own.
- 3. Important things to remember**
  - a. Practice the dialog before you call if needed.
  - b. Remain calm if the parent yells, screams, or throws a fit.
  - c. Remain respectful and firm while listening.
- 4. If the guardian does not answer the phone**
  - a. Leave a voicemail and be sure to include all relevant information. State the time and let them know that the student will be signed out in the next 30 minutes and directed to return home if we do not hear back from them.
  - b. Immediately send them a text message with the same information.
- 5. Sample phone conversation**
  - a. Hello Mr. Doe. Jane was roughhousing with another student. A team member told her to stop but, she continued. This was the third write-up since January. The third write-up is a strike that results in a 30-Day Suspension. That means we need to send her home at this time. Do you want to pick her up in the next 30 minutes or have her get home some other way? Do you have any questions?
- 6. While the student is waiting for a ride**, they are not allowed to mingle with other students.
  - a. They must wait in the “chill out” room or another isolated location indicated by staff.

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## Identifying Team Member Response Methods

The way team members respond to undesirable behavior can have a long-term impact on the student and the rest of the youth center. Examine the chart to understand how different responses affect students. Often, we find that all team members can inadvertently rely on the Enablement column, circled in yellow below, which we all must work diligently to avoid.

Understanding the difference between the two acceptable responses, Discipline and Punishment, is essential to effective student management at UYC. Our goal is to use Discipline as much as practically possible in order to teach students how to treat others and make better choices. Some circumstances will require Punishment to gain control over dangerous or potentially dangerous situations.

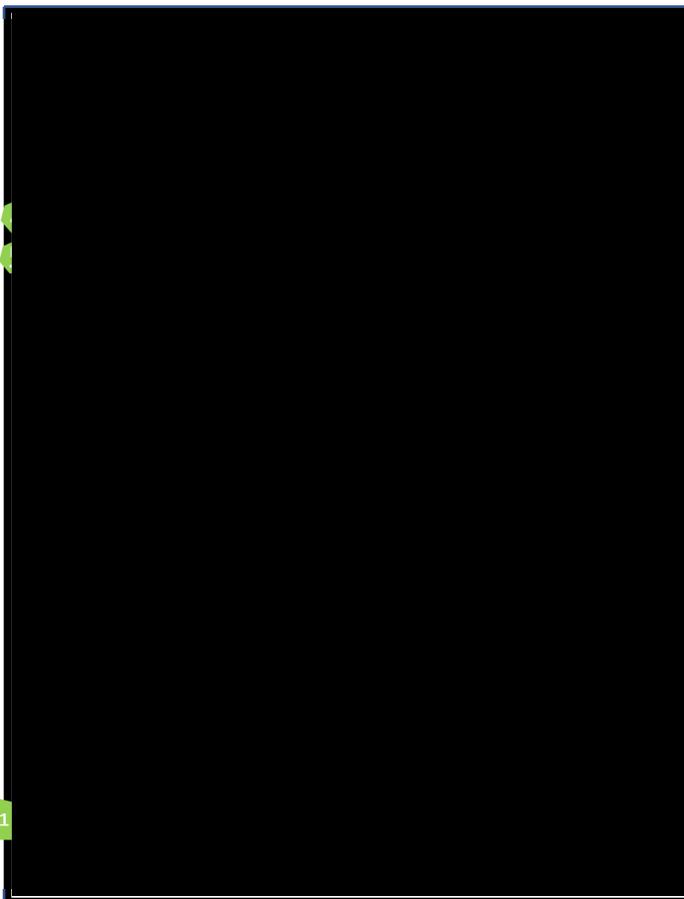
	Discipline	Punishment	Enablement	Abuse
	Generally the Best	Acceptable on Occasion	Incorrect Response	Incorrect Response
<b>Goal</b>	Create cooperation with student.	Gain control over student.	Appease student.	Harm student or retaliate.
<b>Mindset</b>	"Let's discuss the problem and find solutions together so everyone's needs can be met."	"Gaining control over this situation is the most important goal at the moment."	"You can do whatever you want. I just want you to like me."	"You are always wrong. You are the problem."
<b>View of Conflict</b>	Uses situation as a "teachable" moment.	Punitive/ reactionary consequences.	Passive and fearful of saying no.	Cruel and unfair consequences.
<b>Method</b>	Meets needs and helps the student make plans to make better choices.	Students are judged by right or wrong behavior as determined by the authority.	Doesn't want to upset the student or establish leadership.	Adult's needs are always more important than the students'. Adult is always right and student is always wrong.
<b>Motivation</b>	Compassion	Control	Fear	Revenge
<b>Student's Response</b>	Students learn how to regulate their own behavior and make wise choices.	Students learn to do as they are told but may not learn how to make decisions on their own.	Student is left confused about what rules matter. They end up disrespecting and manipulating the adults.	Students only obey out of fear.
<b>Result</b>	Team members that offer loving and firm discipline help students learn ways to make better choices.	Team members who seek only to control students can stunt student maturity by not helping them learn how to make wise choices.	<b>Allowing students to get away with everything enables the students to continue making poor choices and makes the youth center unsafe for those who are following the rules.</b>	Team members who seek revenge from a student are abusive and will leave the students fearful.

## Complete & Process Write-Up Forms

To effectively provide a consistent experience for students, it is essential that we identify behaviors correctly (pg. 14), initiate the appropriate response (pg. 155), and document the incident using a write-up form as described herein.

After completing the form and depending on the disciplinary action, we may need to notify the student's guardian (determine if this is necessary on page 20) and we must record the write-up.

### Understanding the Write-Up Form



#### Input the following:

- 1) Student's Full Name
- 2) Team Member Name
- 3) List the additional person(s) involved (such as the victim of bullying)
- 4) Date you are completing the form
- 5) Type of incident that occurred
- 6) Explain what happened and the rule that was violated
- 7) Explain what you did
- 8) Your signature & the date
- 9) Another staff member's signature & date
- 10) Student Signature & Date
- 11) Indicate type of disciplinary Action
- 12) If suspended, input date suspension ends.

Note: Immediately after completing the write-up, have another staff member review it and determine the disciplinary action.

Before disciplinary action is decided it must be reviewed by another staff member and agreed upon. Volunteers do not determine the disciplinary action. Staff members will do this after following the appropriate protocol.

**SEE FURTHER INSTRUCTIONS in the following pages on How to Process a Completed Write-Up**

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## Write-Up/Incident Sequence

There are fast ways to get strikes (starting a fight) and slow ways to get a strike (accumulated smaller incidents). In other words, certain dangerous behaviors (as defined on page 144) will skip lesser warnings and move immediately to a strike. This determination is made by a staff member in consultation with another staff member and is based on the policies established in this handbook.

This sequence is based on any combination of behaviors that are non-violent or threatening and fall within the “Timeframe of Relevant Write-Ups” as defined below. While this timeline shows the standard process, students may also be presented with remediation options (see page 13).

1. The 1<sup>st</sup> incident will result in a written warning.
2. The 2<sup>nd</sup> incident will result in a written warning and EITHER:
  - a. If incident occurs 1.5 hours or more from closing time, the student will be sent home for the day and the guardian informed.
  - b. If less than 1.5 hours from closing, the student will be sent home and suspended from UYC for the next day UYC is open to students (a one-day suspension).
3. **The 3<sup>rd</sup> incident is a first strike which results in a 30-day suspension. Guardian is informed.**
4. The 4<sup>th</sup> incident will result in a written warning and sent home.
5. **The 5<sup>th</sup> incident is a second strike which results in a 180-day suspension. Guardian is informed.**
6. The 6<sup>th</sup> incident is a third strike which results in expulsion for one calendar year and the guardian is informed. After a year, a staff review will be conducted to determine if the student should be permitted to return.

### Timeframe of Relevant Write-Ups

UYC’s behavior program is intended to correct negative behaviors and make sure they do not occur again in the future. To that end, we do not count all past incidents against students indefinitely.

If the write-up occurs:

- **September through May** - only incidents that occurred during this time and during the summer preceding (June-August) apply.
  - For example, if a student has an incident in November of 2022 and previously had a 2<sup>nd</sup> Warning and was sent home for the day in July of 2022, the new write-up would continue in the write-up sequence from where the July one left off. In this case, that would be a 1<sup>st</sup> Strike and result in a 30 day suspension.
  - However, if the previous incident was in February of 2022 instead of July 2022, and there had been no incidents since then, it would revert to the first item in the write-up/incident sequence.
- **June through August** – only incidents that occurred during this time and during the preceding school year (September-May) apply.
- **View chart below for a simplified explanation...**

Current Month	Count incidents that have occurred since...
January, February, March, April & May	June of PREVIOUS year
June, July, & August	September of PREVIOUS year
September, October, November, & December	June of CURRENT year

## Student Behavior & Guardian Records – Visitu System

The online software known as Visitu (pronounced Visit-U), is the UYC’s primary system for recording student visits (checking in and out) and for maintaining quick access to behavior records.

The full Visitu platform is accessible from a computer and web browser. The iPad app allows for the quick sign in of students, staff, volunteers, and visitors.

Visitu notifies the guardian on file each time a student checks in or out of the youth center. The notification process is automatic.

### Important Terms

Using Visitu correctly requires an understanding of the terminology the platform uses.

- **“Visits”** refers to each time a student is signed in and out of the youth center. The duration is recorded, and notifications are automatically sent.
- **“Attendance”** is how we record student write-ups. For example:
  - A student who is only getting a “warning” and is permitted to remain at the youth center will have their attendance recorded as “present.” The details of the incident will be documented for future reference.
  - By contrast, a student who is being sent home or suspended will be recorded as “dismissed” with the details of the incident.
- **Roles** – distinguishes the types of users in the Visitu system and grants different permissions.
  - **Employees** – refers to all paid staff at the youth center, both contractors & employees.
  - **Parents** – includes guardians of registered students and their information.
  - **Students** – refers to all registered student members of UYC.
  - **Visitors** – includes all volunteers and other individuals who show up to the youth center and are not defined by one of the other roles.
  - **Graduated** – refers to students who have graduated high school and therefore aged-out of our program.
  - **Aged-Out** – refers to students who are 21 years or older, or students between the ages of 18-21 who are not currently enrolled in an education program.
  - **Unauthorized** – refers to students who have been suspended indefinitely via UYC rules, the guardian’s request, or the student’s request.

### Accessing Visitu

Any team member can access Visitu on the iPad at the front desk. [REDACTED] and the “✓” icon is at the bottom of the screen. No additional login is required. The iPad app will allow a team member to sign students in or out. It will not allow access to behavior (attendance) records. Only team members are allowed to use the iPad for Visitu. Students are not allowed to use the iPad for Visitu or any other purpose.

To access the full system, a staff member can use their assigned information and go to [REDACTED] on a computer.















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## Physical Contact Policy (PCP)

Students initiating physical contact with their friends and partners can be a positive way to grow and improve relationships when done appropriately. However, there is a time and a place for different displays of affection and physical contact.

### Public Displays of Affection & Other Physical Contact

Part of maturity is learning when and where behaviors are acceptable. Having appropriate physical boundaries is a key part of respecting yourself and others.

Behaviors that are **generally acceptable** for students with other students at UYC:

- Handshakes
- High fives
- Fist bumps
- Gentle pats on the back
- Handholding
- Front or side hug (not lingering, 3 seconds or less)
- Sitting next to each other and leaning a shoulder or arm against each other

Behaviors that are **generally unacceptable** for students with other students at UYC:

- Cuddling
- Giving hugs from the rear
- Laying together or on top of each other
- Long, lingering front hugs
- Sitting on laps
- Sharing a chair meant for one person
- Piggyback rides/carrying
- Sitting or standing between someone's legs
- Kissing of any kind, anywhere on anyone's body
- Making out
- Intimate touching
- Engaging in any sexual or sexually suggestive act

### Consent is Essential

Physical contact is only permitted if both individuals are consenting to the contact. Consent exists when both individuals allow contact without being forced or coerced. Requesting for consent may sound like "may I give you a hug?" or "can I sit here?" If consent is in doubt, you do NOT have consent. It must be clear. It must be conscious. It must be spoken.

### Discipline is Delivered

We understand there will be times students will unintentionally or intentionally cross a physical boundary at UYC. These behaviors will be dealt with on a case-by-case basis. Some situations may call for education, while others may require suspension or expulsion.

### Team Members

Handshakes, fist bumps, and pats on the backs of students are generally acceptable. The only time it is acceptable for a team member to give a student a hug is if a student requests a hug (and only a hug), or a team member sees that a student may be in need of comfort and asks, "could you use a hug?" or "would you like a hug?" and the student clearly replies by verbally saying "yes." There are no other acceptable forms of contact unless absolutely necessary to stop a fight (see student behavior program for specifics).

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## Student Record and Confidentiality Policy

Safety is our #1 priority for the students who walk through the doors of the youth center, it would logically follow that we want to prioritize keeping their personal information in confidence. As such, all UYC team members are expected to adhere to the following confidentiality policy:

### Student Record Confidentiality

Student records come in various forms, whether it be paper or online applications, physical write-ups, or online attendance records. Online records can be found in Visitu or under the Urbana Youth Center shared computer files and these records are only to be accessed by a UYC staff member. Physical records are kept temporarily behind the front desk as needed, and the front desk can only be accessed by a team member. At the earliest convenience, these physical records are permanently placed in a locked file cabinet in a secure location, which can only be accessed by a UYC staff member.

### Confidentiality Among Team Members

At any point, team members could hear about or encounter a sensitive situation. Team members are expected to maintain appropriate confidentiality in the following ways:

1. Addresses and phone numbers of students, staff, or team members should never be shared with non-staff or other students.
2. Never leave staff phone lists, schedules, or reports with student info in plain sight.
3. Any personal information about a student that is shared at an all-staff meeting does not leave the meeting room.
4. **Team members are not to discuss students while students are present.** Not only does this break confidence, but it can also break a student's trust in the team members. If a team member needs to discuss something with another student, they should bring the student to the chill-out room or another quiet room to talk confidentially with the student. If a team member needs to discuss something with another team member about a student, they should find a private spot away from the students.
5. **Any and all personal information about a student is never to be shared with someone outside the youth center** (without the express written authorization from the Executive Director and authorization from the student's guardian). This includes family members, friends, coworkers, media personnel, etc. The only exception to this would be in an emergency situation when personal information needs to be shared with police or other emergency personnel (please refer to our Emergency Action Plan on pages 38-57).
6. **Need to know basis.** Information about students is not for idle conversation amongst team members. Pertinent information – such as items regarding student safety – can and should be shared as needed. If a team member is unsure, they should consult the decision-making authority on site.

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## UYC Dress Code for Team Members

### Purpose

The dress code policy at UYC reflects that we want to exemplify Respect, Honesty, and Open Mindedness. This policy is not intended to be prohibitive, but to ensure that the attire we wear represents the values of the Urbana Youth Center.

UYC expects its employees, interns, and volunteers to present a professional image. Dress and proper grooming conveys the message of professionalism just like the way we behave conveys a message of professionalism. Since students, parents, visitors, and contributors often form an opinion of UYC by the appearance of the team members, a favorable and professional appearance is essential. A good rule of thumb: If in doubt as to whether your attire is appropriate – change.

### Dress Code

- UYC Shirt or Jacket – provides team members with a consistent and professional appearance and instills a sense of pride. Students, visitors, contributors, and staff can easily identify a team member by the uniform.
- Pants/ Skirts – khakis, slacks, and jeans in any color are permitted as long as they are not ripped, torn, or stained. Dresses, skirts, and shorts should be no shorter than mid-thigh.
- Shoes – team members must wear shoes (preferably closed-toe) while at the youth center. Bedroom slippers are not considered professional attire and are not permitted.
- Headwear – hair should be clean and well-groomed. Hats are okay if the logo is appropriate.
- Hygiene – expected to be neat and clean in appearance and practice good hygiene.
- Unprofessional Attire – items not appropriate for the youth center: tank tops, strapless and backless tops, see-through blouses, off the shoulder blouses, tops with low neck lines, crop tops, backless dresses, sundresses, etc.
  - Clothes should fit properly and not be so tight or so baggy as to detract from personal appearance.

### Responsibility

Team members are responsible to dress and conduct themselves in a way that is appropriate. It is the responsibility of staff to ensure that team members are fully informed of and adhere to proper dress code and to take corrective action when team members do not adhere to the dress code or comply with acceptable standards of grooming, personal cleanliness, and proper attire where not specifically addressed in this policy.

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## Decision Making Authority

During regular operations, the Org Chart outlines standard reporting procedures and department breakdowns. Job descriptions define responsibilities and authority.

In the absence of the Executive Director (ED), if a decision must be made when UYC is open for students and cannot wait, decision-making authority falls to the person who is on-site and holds the title of “Director” with the most years of educational program experience. As of 8/18/2023, that is Natalie Yoder, Director of Programs (DOP), with 11 years of program experience. In the event of the absence of the DOP, decision-making authority is vested in the Facilities Manager. UYC must close immediately if there is not at least one “Director” on-site and one other staff member.

The Executive Director should be notified immediately of any situation involving:

- Police
- Fire & EMS
- Physical fights
- Any potential public relations issues

Situations that do not require notification or consultation with the ED include:

- Standard student write-ups
- Minor technical issues
- Parental issues (if not urgent)
- Program execution issues (like a late dinner)

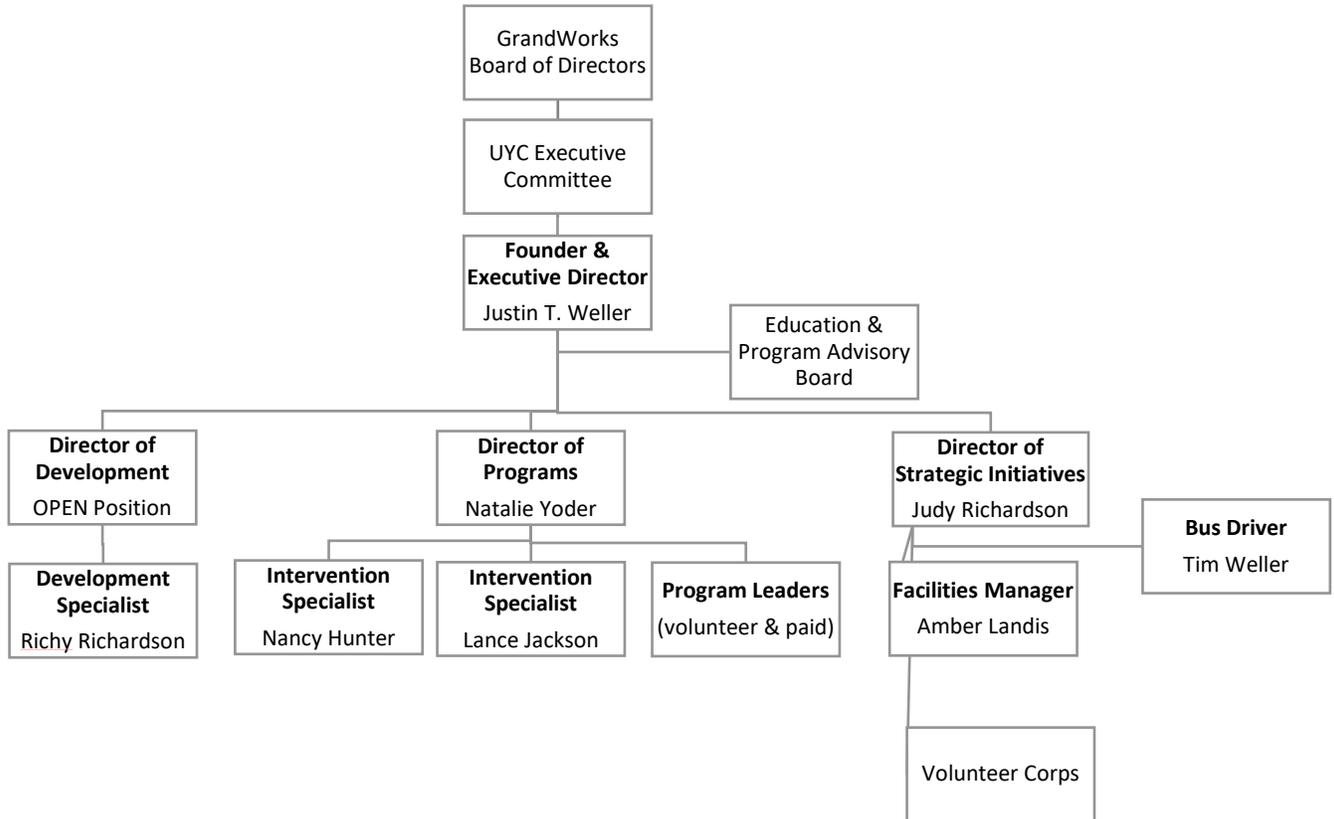
If you are unsure if the ED should be contacted, the “Director” with decision-making authority should send a text with a description of the situation to the ED. If no response, call the ED. In the event the ED cannot be reached in a timely manner as to quickly resolve the situation at hand, contact the Chief Executive Officer of the GrandWorks Foundation immediately.

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## Organizational Hierarchy Chart

The chart below outlines the basic reporting and responsibility structure of UYC. This chart is intended as general guidance. Specific reporting procedures and responsibilities are outlined for each staff member separately.



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## Volunteer Information & Policies

### Introduction to Volunteering at UYC

UYC wants all of our volunteers to enjoy their time at the youth center and help our students thrive. To do that, we need all volunteers that work with students to:

- Be engaged with students
- Interact with students
- Get to know students and understand who they are
- Incorporate your responsibilities in such a way that you enjoy what you are doing while serving our students

Our approach is to mesh as a team, to share our experiences and communicate both the good and the bad situations. We seek to understand and help each student become a well-rounded person, both at the youth center and in all aspects of their life.

At the same time, we must keep the students safe while they enjoy the Youth Center in a respectful manner. **The number one priority at the youth center is and always will be student safety.** This section of the PPH serves as a guide to becoming an effective volunteer at the youth center and is designed to make clear UYC's expectations and requirements for volunteers. A unified, consistent, and safe experience is essential for student success.

Our PPH is not static. At UYC, we believe in continual growth and development both for our students and team members. This guide is intended to be delivered in tandem with an orientation session led by one of UYC's staff members.

This section of the PPH, Volunteer Information & Policies, was developed collectively by UYC's staff and the Education & Program Advisory Board – who collectively have more than 145 years of professional education and program experience (see page 6 for more information).

### Volunteer Roles

Below is a brief overview of the common roles volunteers serve at UYC. **Regardless of where a volunteer is placed, they will be responsible to ensure safety and engage with students** (for more details, please refer to points A and B below). More details and additional training will be provided depending on where the volunteer is assigned to serve.

- Companion Volunteer:** Engages students with games, discussion, or small talk. Is willing to join a group of students and get to know them personally and have fun on their level. Listening with an open mind is key in this role. May help the Director of Programs with activities as needed.
- Safety Monitor:** Monitors and responds to the behavior of students in such a way that all students feel safe, welcome, and enjoy the atmosphere at UYC.
- Kitchen Assistant:** Ensures after-school snacks and dinner are provided to students. May help in preparation and serving of meals. Works to keep the kitchen, auditorium, and other food areas clean.
- Other Roles:** The several roles listed above are a few of the many opportunities at UYC. We need people of various skill sets, and there are a number of roles that involve little to no student interaction. Talk to a staff member for details.

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## Volunteer Background Check Process

First and foremost, team members collectively have a responsibility to keep students safe. Before serving as a volunteer, a background check based on our current process is required. UYC not only performs a background check but also requires a completed application with references.

1. Receive Volunteer Application
2. Contact potential volunteer and inquire as to their interest and experience. Let them know they will receive a request from Background Checkology requesting to do a background check.
3. The Facilities Manager inputs the initial information into a background check request. The request then routes to the potential volunteer via email. The potential volunteer completes the request, and then the check will begin.
4. The background check process reviews the following:
  - ✓ Social Security Number Address Trace
  - ✓ County Criminal History
  - ✓ Multi-jurisdictional Criminal Alias and Sex Offender History
  - ✓ National Federal Criminal History
  - ✓ Current County History
5. The report will come back to UYC as Clear or Flagged:
  1. Clear reports allow us to proceed with volunteer orientation and training.
  2. Flagged reports require us to do a deeper investigation as to what was flagged and/or denial of the volunteer application.
6. Driver License or State ID Check:

In addition, to the background check, UYC scans the identification of the potential volunteer into "Visitu" before they start their first volunteer shift. This does two things:

  1. Provides an automatic "Sex Offender Registry" check and driver's license check. If the potential volunteer is "flagged," it will route the concern to UYC's staff for further investigation and review.
  2. Registers the new volunteer into our system so they sign in and out of our facility.

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## Volunteer Training & Checklists

UYC wants all of our volunteers to enjoy their time at the youth center, help our students thrive, and keep UYC safe for everyone. To accomplish this, it is important our team be well equipped to handle day-to-day occurrences at the youth center. Therefore, all our volunteers must complete guided training with a staff member.

### Training References & Checklist

A staff member will talk through the following sections with new volunteers and answer any questions that may arise.

1. The entire *Introduction to UYC* chapter – pg. 5
2. The entire chapter on *Student Safety – Recognizing & Reporting Child Abuse and Neglect* – pg. 8
3. The entire chapter on the *Student Behavior Program* – pg. 10
4. The section on the *Physical Contact Policy (PCP)* – pg. 29
5. The section on the *Student Record and Confidentiality Policy* – pg. 30
6. The section on the *UYC Dress Code for Team Members* – pg. 31
7. The section on *Introduction to Volunteering at UYC* – pg. 34
8. The section on *Volunteer Roles* – pg. 34
9. Everything in Volunteer Training & Checklists section – pg. 36
10. Key sections from the *Emergency Action Plan*, including *Emergency Equipment Locations* (pg. 39), *Injury Procedures* (pg. 40), *Active Shooter* (pg. 47), *Weather Emergencies* (pg. 49), *Evacuation Procedures* (pg. 53), and *Code System* (pg. 55).

### Volunteer Checklist Upon Arrival

Arrive 15-30 minutes early to enjoy each other's company and get prepared for the students.

1. Check-in upon arrival with in Visitu on the iPad
2. Confirm schedule for next two weeks with Facilities Manager
3. Confirm assigned role and room for the day
4. Put on name tag
5. Greet everyone present and check for changes/updates
6. Review and complete the room checklist, when applicable
7. Inspect room/area and make notes of any problem items that need to be addressed
  - a. If it can be addressed before the students arrive, let a staff member know ASAP
8. Make sure you have everything you need to effectively manage your role

### Items Volunteers Need to Have or Know Where to Access:

- |                                  |                                                    |
|----------------------------------|----------------------------------------------------|
| ✓ Discipline Policy              | ✓ Paper                                            |
| ✓ Write-up forms                 | ✓ Water (For yourself)                             |
| ✓ Schedule of events for the day | ✓ Snack (For yourself)                             |
| ✓ Access to a UYC phone          | ✓ Break arrangement set in advance with front desk |
| ✓ Pencil or pen                  |                                                    |

If you need a non-scheduled break, contact the front desk so someone can relieve you. We do not want anyone stressed out over not being able to take a break when needed.

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## Important Reminders for Volunteer

**Physical Contact Policy:** Public displays of affection and other forms of physical contact between students or team members is addressed on page 29. The PCP is also available for quick reference at various stations throughout the youth center. Be vigilant and ask questions when you are unsure of the acceptability of a behavior.

**UYC is a Non-Profit Public Charity & Place of Business:** Please understand this is a place of business. We need to manage who comes and goes for the efficiency of the business and the safety of the students. If you need to see one of the staff members, please schedule an appointment for a time when students are not present.

We ask that all volunteers keep in mind that most of the staff work at the youth center full-time. We have a schedule of other responsibilities that are required for us to get done to serve the students safely and effectively. Please try to be on-time for your appointments, and let us know as soon as you can if you will be late. If you are too early, you may have to wait. If you are too late, we may have to reschedule.

**Volunteer Schedule:** You will receive a volunteer schedule via email the day before you are scheduled to volunteer. If something comes up and you are unable to volunteer that day, please notify the Facilities Manager as soon as possible so we can schedule someone to fill in for you. Please realize that when you are scheduled to volunteer, the students depend on you to be here so we can deliver the programs we have committed to offer. We may not have a back-up person available. If you are a no-show or are consistently late or changing plans, we may not be able to schedule you anymore. Consistency for our students is essential.

**Uniform:** All volunteers should wear UYC branded clothing whenever possible. We know this is not always feasible, but it is particularly important for new team members so students know that you are part of the team. A UYC shirt will be provided to new volunteers on their first day.

## What to Do When You Don't Know

Ask a staff member immediately. Don't wait. Allowing situations to go unanswered is dangerous and does not promote positive student growth. If you don't know, ask. Don't wait.

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## Emergency Action Plan

While it is impossible to anticipate the intricacies of every potential emergency scenario, the Emergency Action Plan (EAP) has been designed as a strategic plan to provide the procedures necessary to cope with what is understood as the most likely UYC emergencies.

The purpose of any plan is to enable emergency responders, staff, and volunteers to perform essential emergency planning and response functions that will save lives; establish responsibilities necessary to performing these functions; prevent, minimize, and repair damage; and ensure continuity of operations so that essential services may continue to be provided.

## Phone Numbers & When to Use Them

### Important Phone Numbers

1. **EMERGENCY 911**
2. **Mental Health Crisis 988**
3. **Non-Emergency Urbana Police 937-653-3409**
4. **Non-Emergency Urbana Fire 937-652-4371 or 937-652-4374**
5. **Poison Control 937-222-2227**
6. **Health Department 937-484-1605**
7. **Urbana High School 937-653-1412**
8. **Urbana Jr High School 937-653-1439**

### Staff Phone Chain

In the event of an emergency or urgent situation, the staff member on-site with Decision Making Authority or, if staff is unavailable any volunteer, should attempt to reach the following people in the order listed. If #1 is reached, #2 does not need to be called, etc.



### When to Call 911

Call 911 if the victim:

- Becomes unconscious
- Is vomiting blood
- Has chest pain or pressure
- Is bleeding severely
- Has a seizure
- Appears to have been poisoned
- Has an injury to the head, neck, or back
- Has possible broken bones
- Is pregnant and becomes ill
- Fire or explosion
- Down electrical wires
- Presence of poisonous gas
- Victims who cannot be moved easily
- Has pressure or pain in the abdomen that does not go away
- Has trouble breathing or is breathing in a strange way

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## Emergency Equipment Locations

### Fire Extinguishers

- Located east of the front desk
- Located directly inside the kitchen door
- Located in the basement pantry
- Located in the East Corridor next to the high school room
- Located on the back porch of the classrooms

### Smoke Detectors

- One in the high school room
- Two in the auditorium
- One in the kitchen

### First Aid Kits

- Front Desk
- High School Room Desk
- On paper towel rack in Kitchen
- Basement
- At front desk in HSA classroom 101

### Personal Protection Equipment (PPE)

- Gloves can be found in all the first aid kits.

### Narcan (To be used for suspected drug overdose)

- Located with first aid supplies at front desk

### PA System, Textline, and Phone Locations

- All land-line phones are equipped to make announcements. See “Public Address (PA) System” on page 55 to learn how to make an announcement. See “Phone Locations” (listed below) for exact locations.
- Announcements can be made to parents and students through our automated texting system called Textline. It can be accessed on any desktop computer or cell phone with the app.
- Phone Locations
  - Front Desk
  - Program Room Desk
  - Kitchen
  - High School Desk
  - HSA Classroom Desk (both)
  - Chill Out Room Desk
  - Executive Director’s Office Desk

### Food & Resources

We have an abundance of non-perishable and perishable food items in the basement pantry to meet the food needs of students for a short-term emergency.

### Incident Reports/Documentation

- Blank reports are kept at the front desk, in the high school room, and in the kitchen.
- After each emergency, a report must be completed by a staff member.
- Completed reports are turned into the front desk to be recorded.

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## Injury Procedures

### Minor Injuries

1. Identify the primary source of injury
2. Get covered (i.e. get a Team Member to watch the room) and put on Personal Protective Equipment (PPE) to protect yourself!
3. Treat (see chart below for basic first aid procedures)
4. Contact a parent or guardian for anything bigger than a band-aid
5. Complete incident report

### Major Injuries

1. Identify the emergency; assess the situation; ensure that it is safe for you to approach
2. Use PA system to call **CODE BLUE** and location
3. Stop all activity around the injured person to prevent further injury
4. Assess the situation. If the injury appears life-threatening, call 911
5. Do not move the injured person(s) unless in immediate danger (fire, down power line, etc.)
6. Do not attempt to treat the injury unless it is necessary to ensure the health and well-being of the injured person(s) AND YOU HAVE RECEIVED THE PROPER MEDICAL TRAINING; be sure to protect yourself by using PPE like gloves, mask, etc.
7. Contact parent or guardian
8. Complete incident report

### Understanding the Differences

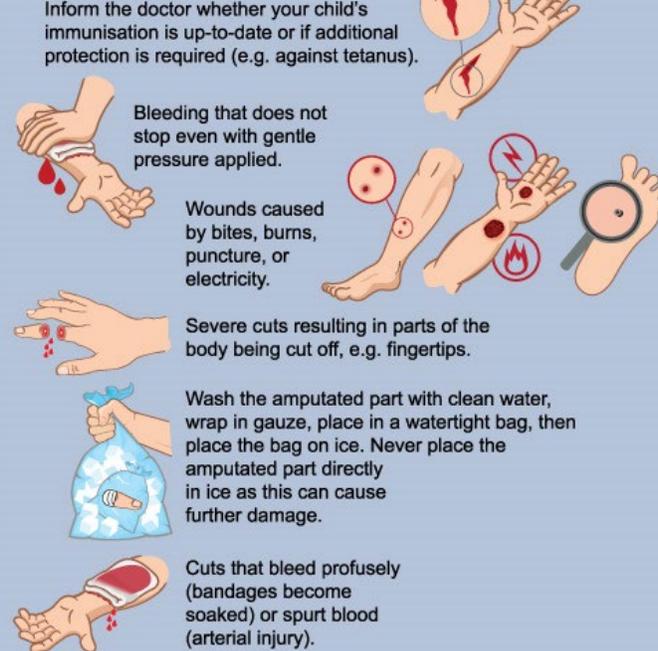
What you can do if your child is wounded by cuts and scrapes	Seek immediate medical attention for:
 <p>Use clean running water to rinse out the cut or wound.</p> <p>Place a sterile gauze, bandage, or clean cloth over the cut/wound and apply gentle pressure. Do not apply a tourniquet!</p> <p>To slow the bleeding, keep the injured part raised.</p> <p>If the bandage is soaked in blood, just place another bandage on top and continue applying pressure.</p> <p>Replace with a new, clean bandage once bleeding stops.</p>	 <p><b>Deep/wide cuts</b> Inform the doctor whether your child's immunisation is up-to-date or if additional protection is required (e.g. against tetanus).</p> <p>Bleeding that does not stop even with gentle pressure applied.</p> <p>Wounds caused by bites, burns, puncture, or electricity.</p> <p>Severe cuts resulting in parts of the body being cut off, e.g. fingertips.</p> <p>Wash the amputated part with clean water, wrap in gauze, place in a watertight bag, then place the bag on ice. Never place the amputated part directly in ice as this can cause further damage.</p> <p>Cuts that bleed profusely (bandages become soaked) or spurt blood (arterial injury).</p>

Image Source: PositiveParenting.org

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## Biohazard Procedure

All team members will be cautious to avoid exposure to blood or other potentially infectious materials (OPIM). Should an exposure incident occur, team members should report the incident to a staff member immediately or as soon as feasible. That staff member should inform other team members as necessary.

### **Personal Protective Equipment (PPE)**

PPE like gloves and face masks are provided to team members at no cost to them. PPE is located with first aid kits.

All team members using PPE must observe the following precautions:

1. Wash hands immediately or as soon as feasible after removing gloves or other PPE.
2. Remove PPE after it becomes contaminated and before leaving the work area.
3. Used PPE may be disposed of in regular garbage, but that garbage bag must immediately be sealed and taken to the dumpster outside.
4. Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured, or contaminated, or if their ability to function as a barrier is compromised.
5. Never wash disposable gloves for reuse.
6. Wear appropriate face protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
7. Remove immediately, or as soon as feasible, any garment contaminated by blood or OPIM in such a way as to avoid contact with the outer surface.
8. PPE, paper towels, etc. contaminated with blood or OPIM must be disposed of in a trash bag. That trash bag must be tied and moved to the dumpster outside.

### **Biohazard Clean Up**

The most common biologically hazardous materials will be bodily fluids such as blood or vomit. Staff will respond by doing the following:

1. Clear and/or block the area to prevent others from coming in contact with hazardous materials.
2. Put on a pair of gloves and gather cleaning materials
3. Clean up the spill using paper towels
4. Once it has been cleaned up, spray the spill area with antibacterial spray and allow to set for 30 seconds.
5. Wipe up area until all is clean and disinfected.
6. Place paper towels and other contaminated materials into a trash bag.
7. Carefully remove the gloves and place them in the trash bag. DO NOT allow your bare skin to come into contact with the contaminated gloves.
8. Any trash bag containing biohazard material must be tied and moved to the dumpster outside.
9. Immediately wash hands with warm water and soap.
10. Staff completes an incident report when necessary.

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## General Emergency Situations

### Anxiety/Panic Attacks

The following procedures are for anxiety and panic attack situations that could be harmful to the individual and/or bystanders.

1. If you suspect a person to be the victim of a panic attack, ensure another team member is able to watch the room so you can calmly approach the victim.
2. Introduce yourself by your name; assure them that you are here to help and that they are safe.
3. Keep the victim's environment as calm as possible by keeping others away from the scene. Escort them to a small, quieter space if possible. Maintain a calm demeanor.
4. If the victim's anxiety level does not subside within a half hour or if it begins to worsen, contact the parent or guardian. If they are unreachable or request additional assistance, call 911 and tell them the student has the symptoms of an anxiety attack. Stay with the victim until help arrives.
5. Complete incident report.

### Suicidal Emergency

A suicidal threat becomes an emergency when students begin discussing plans to end their life or are actively in the process of making attempts to end their life. Below are basic procedures to follow when people are seriously concerned about a student's health or safety (e.g., a threat to self or others, unable to care for oneself, noticeable change in one's appearance or behavior, verbal statements). The purpose of these procedures is to support a student's health and safety and to promote the safety and well-being of others.

1. All suicidal threats should be taken seriously, but discretion must be used to determine if the individual is an immediate active threat that would constitute a suicidal emergency.
2. If you believe the student is actively threatening to end their life, call **CODE BLUE** and location through the PA system. If there is an immediate concern about a student, team member, or guest, call 911.
3. Assess the situation; determine if the scene is safe. Attempt to establish rapport with the victim if possible. To establish rapport, talk directly with the student, share your concern, offer your support and assistance, and inform the student that help is available.
4. Stay with the victim until help arrives or the situation has been resolved. Victim may be referred to the emergency room or services like TCN Behavior Health.
5. Complete incident report.

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## Alcohol/Drug/Overdose-Related Emergencies

The following procedure is for drug and alcohol-related situations that could be harmful to the individual or bystanders. Signs of alcohol poisoning include confusion, unconsciousness, vomiting, seizures, slow breathing, irregular or shallow breathing, low body temperature, and incontinence. Signs of drug overdose are unresponsive, unconscious, shallow or low breathing, blue lips and fingertips, clammy skin, and gasping or not breathing.

1. Use your best judgment when approaching someone under the influence. Do not put yourself in harm's way.
2. If the person becomes confrontational, is clearly under the influence, is disruptive, or exhibits the signs of drug use use PA system stating **CODE BLUE** and location.
3. If the individual has overdosed, use Narcan spray on victim (available at front desk).
4. Call 911.
5. Send staff to meet EMS/UPD.
6. Complete incident report.

## Missing Student

If you become aware that a student is missing, immediately contact the front desk so they can check the records to see if the student checked out. They can also be available to help organize the search process.

1. Look around the immediate area for the student. Ask other students or team members if they have seen the student. Attempt to reach the student via phone call and texting.
2. If needed, the student's photo on the database may be used to assist in the search.
3. If you are responsible for watching other students, DO NOT leave the students you are watching without supervision to look for the lost student.
4. All available team members should look around the building for the student. Check all open rooms as well as HSA classrooms, restrooms, storage closets, the basement, off-limits areas, and outdoors.
5. Contact the parent to inform them of the situation and see if they have heard from their student. See "Communicating with Parents" in the Communication section.
6. Call 911 and follow their recommendations.
7. Complete incident report.

## Intruder/Unwelcome Visitor



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## **Sexual Assault**

If someone approaches you and discloses an incident of sexual assault in the past, ask them if they would like to speak with police. You can help them contact the police. You may also refer them to the TCN counseling. If you witness or suspect a sexual assault in progress, you should follow the procedures as follows:

1. Use PA system to call a [REDACTED] and location.
2. Assess the situation. Determine if you are able to safely stop the incident. Never put yourself in harm's way
3. If it is unsafe to intervene, stand at a safe distance and verify that 911 has been called.
4. Do your best to ensure that other students do not join or walk into the assault.
5. Keep mental notes of the offending individual's appearance like height, weight, gender, race, clothing, hair color, etc.
6. If they leave the location, remember which way they went to better assist the police.
7. After the situation has been dissipated by police, meet with an officer to obtain all needed documentation of the incident
8. Complete incident report.

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## Potentially Violent Emergencies

### Violent or Dangerous Conduct/Terrorist Attack

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### Armed Robbery

UYC [REDACTED]

[REDACTED]

[REDACTED]

### Hostage Situations

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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## Bomb Threat

[REDACTED]



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## Shooter Is Outdoors

1. [REDACTED]

## Shooter Is Indoors

1. [REDACTED]

## Shooter is in Your Immediate Area

1. [REDACTED]

*\*The decision to negotiate, overpower, or flee will have to be made quickly based on which option gives you the best chance at survival. Only you will know when to make these decisions. All of these last-resort decisions are very dangerous and may risk lives, but they're certainly no more dangerous than doing nothing.*

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## Weather Emergencies

### Tornado/Severe Weather

**Tornado WATCH:** Conditions are favorable for a tornado to develop.

1. The program director will monitor severe weather via websites and weather apps.
2. Front desk will notify all team members if a WATCH is issued and remind them sheltering is not required unless a WARNING is issued.
3. If a tornado watch is issued, all outdoor activities should be canceled, and students should come inside immediately.

**Tornado WARNING:** Tornado has been seen in the area, or radar has indicated a tornado in the area.

1. If a tornado WARNING is issued for the area, the front desk will make a PA announcement: "The National Weather Service has issued a Tornado WARNING. Please quietly and calmly follow team members to the shelter areas."
2. All team members will clear their assigned areas and lead students into the basement.
3. Once in the designated areas, team members will report the number of students in their area to the program director. The program director will ensure no students have been left behind.
4. If able, a Textline message can be sent to parents to inform them that the students have safely made it to the shelter.
5. Once the tornado warning has expired, staff will first inspect the building to be sure it is safe for students to go back into all areas of the facility.
6. Send Textline update to parents if needed to let them know their children are safe.
7. Complete incident report.

*Having trouble remembering the difference between a tornado WATCH and a WARNING? Use this silly example to help you remember for next time!*



**TACO WATCH**



**TACO WARNING**

### Shelter Procedures

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In the event that a tornado WARNING is issued, the following chart describes where everyone is to seek shelter. Generally, the warning is only issued a few minutes before a tornado hits, so it is very important to guide students to their specific shelter area as quickly and efficiently as possible.

Room Location	Capacity	Order of Filling
Shoe Room	15	1 <sup>st</sup>
Clothing Closet	20	2 <sup>nd</sup>
Center Supply Room	15	3 <sup>rd</sup>
Pantry	15	4 <sup>th</sup>
Laundry Room	5	5 <sup>th</sup>
Workroom	10	6 <sup>th</sup>
Hallway	15	7 <sup>th</sup>
Back Storage Room	25	8 <sup>th</sup>

\*Note: If an area of proper protection cannot be reached, find the lowest point in the area and take cover under the most secure object you can find.

Responsibilities and roles in a sheltering situation:

## Volunteers

- Help students exit their assigned rooms
- Once everyone has been evacuated from your room, let the team know via text. Example: "This is Barb, and the High School Room is clear!"
- Once in the basement, have everyone sit down so you can easily count the number of students in your shelter room and let the team know via text. Example: "This is Barb, and there are 17 students and 2 volunteers in the clothing closet in the basement."
- Stay with the students in the basement. Help the students remain calm by talking with them, playing small games, listening to music, etc.
- Wait for further instruction to be conveyed over text.

## Staff

- Encourage exiting individuals to move into the basement.
- Coordinate the evacuation progress, noting who has cleared their area and is in the basement.
- Position yourself at a point where you will be the first person to reenter the building. Restrict student access to the rest of the facility until staff are back and ready to go.
- Ensure all students are accounted for in the shelter spaces.
- Complete incident report.

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## Facility Emergencies

### Chemical Accident/Hazardous Material

Chemical releases can be classified into two distinct categories:

1. **Incidental Releases**- small, isolated releases of chemicals such as cleaning solvents that do not have the potential to cause injuries or require evacuation other than the immediate release area. This type of incident would NOT require the response of the fire department or outside agency.
2. **Emergency Releases** - incidents that involve large quantities of chemicals and/or have the potential to cause injuries. Emergency releases require the response of the fire department.
3. **What To Do for Emergency Releases:**
  - Clear the immediate area of all students, instruct team members to evacuate (see page 533), and secure the area. If the situation appears to be a serious release, begin evacuation of the entire building.
  - Prevent sources of ignition (cigarettes, electrical equipment, etc.)
  - Call 911 from another location (See "Instructions for Calling 911" on page 54)
  - If available, send one team member to meet emergency personnel and lead them to the incident area.
  - Provide assistance to the emergency personnel as requested.
  - Complete incident report.

### Power Failure

Power failures are common and are usually harmless. It is, however, important to be prepared should one occur. Darkness can be a danger in a public facility. The following procedures are to be used during a power failure:

1. If a power failure occurs during the day, vision should be satisfactory due to windows and doors providing natural light. Programming should continue as much as possible.
2. If the power goes out at night, programming should be paused, and the building should be evacuated. The exception would be if the power goes out due to a weather emergency and everyone is sheltering in place.
3. Contact the power company ASAP to get an idea of how long power may take to get turned back on. Once the length of the power outage is determined, the staff member with decision-making authority will make the final call to open or close the facility.
4. If the decision is made to close, inform the students and ensure they have a ride home.
5. If UYC is already closed, contact any students or staff who may be impacted to tell them they do not need to report until power is restored.
6. When the power returns, inspect your area and report any damage which may have occurred (vandalism, electronics damage due to a surge, etc.)
7. Complete incident report.

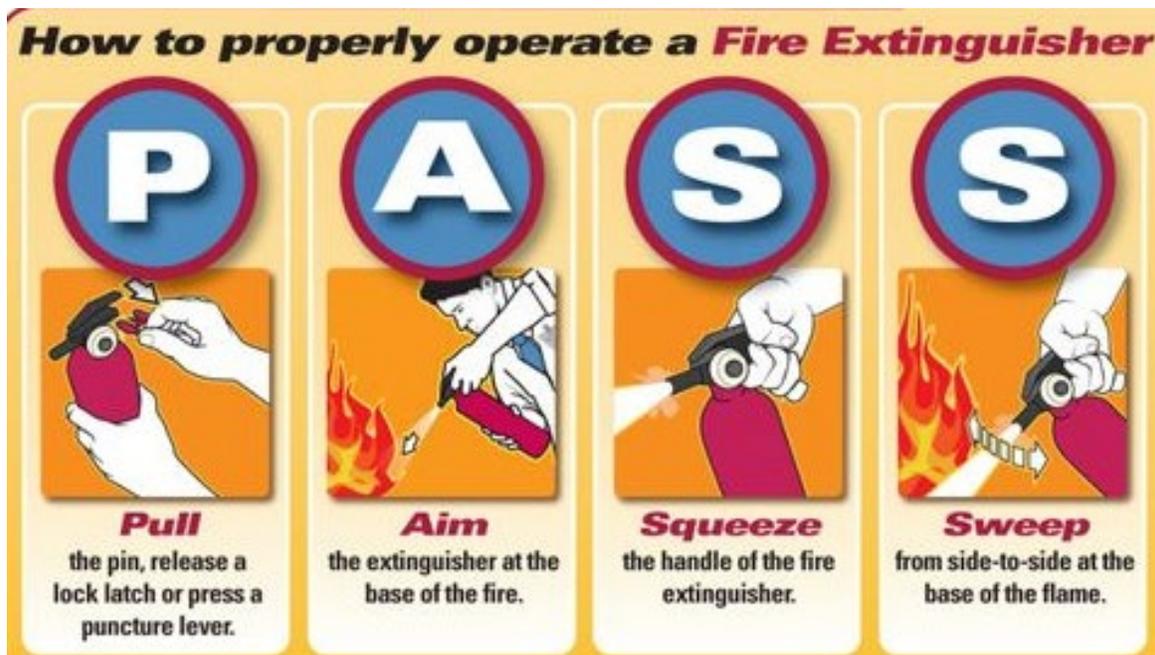
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## Fire

The goal when addressing a fire is to minimize the occurrence and impact of a fire emergency. The procedure for responding to a fire (R.A.C.E.) and the procedure for using a fire extinguisher (P.A.S.S.) can be done together to reduce the impact of the fire!

1. R.A.C.E. - Procedure for responding to a fire:
  - RESCUE: Rescue any person in immediate danger if it does not endanger your own life.
  - ALARM: At the nearest phone, make an announcement on the PA system. Example: "There is a fire in the kitchen. Please evacuate the building immediately." Use your cell phone to call 911 so you are able to stay on the phone with the emergency responders while you evacuate. (See "Instructions for Calling 911" on page 54) Please stay on the phone until the building name and location have been repeated back to you by the police dispatcher.
  - CONFINE: Confine the fire by closing all doors and windows. If possible, turn off fans and air conditioners.
  - EXTINGUISH or EVACUATE: Locate the nearest fire extinguisher and use it if the fire is small; if not, evacuate the area immediately (see page 533). LEAVE LIGHTS ON . . . light aids in controlling the situation.
2. P.A.S.S. - Procedure for using a fire extinguisher:
  - PULL the pin after breaking the plastic seal on the extinguisher.
  - AIM the nozzle of the extinguisher at the base of the fire.
  - SQUEEZE the handles together.
  - SWEEP from side-to-side until the fire is extinguished.



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## Evacuation Procedures

Reasons for evacuating UYC include fire, chemical spill, escaping a dangerous individual, or any other reason the staff believes the facility to be unsafe.

1. Briefly announce evacuation and cause over PA system. Example: *“There is a fire in the kitchen. Please calmly evacuate the building immediately.”*
2. If police are not already involved, the front desk should call 911.
3. Volunteers assist in the evacuation process by ensuring all students leave the buildings through appropriate exits. If the main exits are blocked, people should leave through any available exit.
4. Students should be led to the rally location at the Gloria Theatre or Caring Kitchen. A team member should be stationed at the entrance of the theater and help facilitate counting everyone who enters. This number will be compared to the digital list of everyone signed in.
5. Team members should help students remain calm and administer first-aid as needed until help arrives.
6. Complete incident report.

### Maps

Locations for sheltering inside the buildings and evacuation routes out of the buildings.

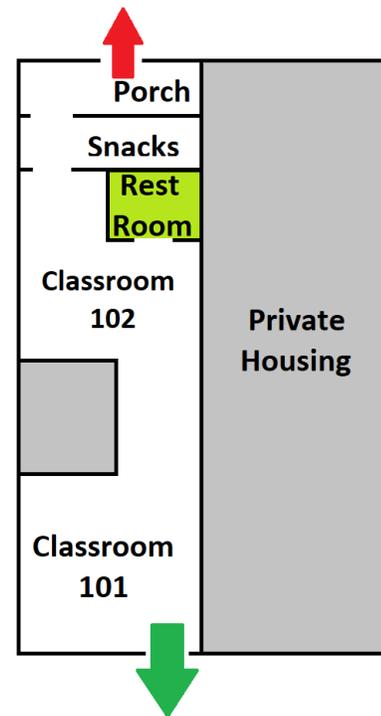


Image 1: **UYC Main Building** at 160 W Market St.

The **light green** spaces on the image are areas where individuals may seek shelter on the first floor away from windows. The **green arrow** indicates the preferred method of exiting UYC. The **red arrows** indicate secondary methods of exiting UYC.

Image 2: **UYC Classrooms** at 128 W Market St.

The **light green** spaces on the image are areas where individuals may seek shelter on the first floor away from windows. The **green arrow** indicates the preferred method of exiting classrooms. The **red arrows** indicate secondary methods of exiting classrooms.

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## Communication

### Confidentiality and Public Information

Team Members may encounter situations and incidents that will be of a sensitive nature. Team members are to maintain appropriate confidentiality in the following ways:

1. Addresses and phone numbers of students, staff, or team members should never be shared with non-staff.
2. Never leave staff phone lists, schedules, or reports with student info in plain sight.

### Dealing with The Media

There will be times when reporters will come into our facility and want to talk to someone in regards to either a program that we are offering, an emergency situation that has occurred, or our opinion on a certain issue. We want to ensure that the UYC reputation continues to be held in high regard. To help ensure that our public relations efforts are fulfilled, follow the procedures for handling media inquiries that are listed below:

1. Politely, but firmly tell them you need to direct all their questions to the Executive Director. If the Executive Director is unavailable, follow the chain of command.
2. If the media asks to interview a team member or student, they need to communicate with the Executive Director first.
3. Never answer anyone's questions about the condition or status of anyone at the UYC.

### Instructions for Calling 911

1. Dial 911.
2. Give the dispatcher:
  - Your name
  - The location of the situation (Urbana Youth Center at the corner of W Market and Walnut St)
  - The nature of the emergency
  - The number and conditions of victims
  - The number for UYC: 937-772-4022
3. DO NOT HANG UP until you are told to do so or if there is an immediate threat to your safety.
4. Sample script for phone call (You fill in the blanks)  
*Hello, this is \_\_\_\_\_ from the Urbana Youth Center. There has been an accident in the \_\_\_\_\_ room that requires EMS. There are \_\_\_\_\_ people injured. The condition of the injured is/are \_\_\_\_\_. The first aid being given is \_\_\_\_\_. Please come to the \_\_\_\_\_ door. There will be someone to meet you at the door. The phone number here is 937-772-4022. (DO NOT HANG UP! – let them hang up first!!)*

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## Public Address (PA) System

1. The PA system can be used on all land-line phones in the facility to communicate to all students and team members in the buildings.
2. Phones are available throughout the buildings. See “Phone Locations” on page 39 for exact locations.
3. To make an announcement from a land-line phone: Press PAGING -> then PAGE -> Pick up receiver -> Make announcement -> Hang up phone

## Code System for Staff Members



## Individually Communicating with Parents

Parents should be informed when there is a concern involving their student. The primary method of communicating directly with a parent is through a phone call. To look up a guardian’s information, refer to page 26. If they are not reachable by phone call, Textline and email can be used.

1. Non-Emergency Communication (Sample Script):
  - *Hello Mrs. Smith, this is Natalie with the Urbana Youth Center. There is no emergency or anything, we just want to let you know Billy tripped while playing ping pong and skinned his knee. We were able to get it cleaned up and put a band-aid on it. He is back playing, we just wanted you to be aware of what happened.*
2. Emergency Communication (Sample Script):
  - *Hello Mrs. Smith, this is Natalie with the Urbana Youth Center. Billy was involved in an accident while playing ping pong and choked on a ping pong ball. He had difficulty breathing so we called the EMS and they have just arrived. He is still struggling to catch his breath and they are transporting him to the Urbana Hospital. We’re sending a staff member with him to the emergency room. Are you able to meet us there right away?*

## Mass Communication with Parents and/or Students

In the case of a major incident or evacuation, parents must be informed through Textline. To send a message to all parents, follow these steps:

1. Go to Textline Website
2. Select Messaging Tools
3. Select New Announcement
4. Type title and message to parents
5. Click Next
6. Select By Tag
7. Select “Parent” and/or “Student” in the dropdown menu
8. Click Next
9. Under “Status” select “Resolve”
10. Click Next
11. Select Preview
12. Check box at bottom of page
13. Click Send

### Mass Communication (Sample Script)

*Students at the Urbana Youth Center have been evacuated from the building due to a minor fire in the kitchen. No injuries have been reported. Students have been transported to the Gloria Theatre for their safety. Please arrange for your child to be picked up from the Gloria Theatre as soon as possible. The primary phone line is down, so please text 937-772-4022 if you have specific questions or concerns.*



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## After the Emergency

### Parent Pick Up/ Reunification After Evacuation

1. In the case of an event where students need to be evacuated, students will meet at the Gloria Theatre or Caring Kitchen.
2. Students will not be permitted to check out without a parent or guardian's permission. Students must wait in the movie theater area until parents or guardians are able to arrange pick up for their child.
3. Two or more team members should be stationed at the front door to facilitate check-out and pick up of students.

### Terminating The Emergency

A Textline message should be sent to parents, students, and team members letting them know that the emergency is over and normal operations can continue.

### Recovery Of Operations

The recovery of building operations and services will be based on the extent of damage suffered to the building. Staff will need to prioritize activities that can be accomplished with available staff and resources.

### Counseling Services

The after-effects of emergencies can be very shocking and traumatic. UYC will arrange for counseling services after such an incident for students and team members. Counseling can take place at UYC if available. If the building is not an option, we may be able to offer counseling at the school at an off-site location.

### Incident Report/ Documentation

1. After each of these emergencies, it is important to complete an incident report as soon as possible to the time the incident occurred. Waiting to document too long can cause your testimony of the incident to be influenced by others and could result in inaccuracies.
2. Following an emergency situation, the staff will have the responsibility of collecting all records and forms used during the incident.
3. All records and forms used during the incident to document activities must be retained for future reference.
4. All forms must be completed in ink and be legible. Report only what you have heard, seen, or smelled. Do not make a medical diagnosis on reports unless a medical professional is available.

### Critique

The critique of the incident is a review of what actions took place during the incident, both good and bad. A critique is not designed to place blame, but rather to allow for the flow of ideas and recommendations to improve the emergency action plan and the facility policies and procedures.

The critique should take a reasonable amount of time after the incident to allow time to consider actions once emotions have calmed down.