

STAFF MANUAL

CITY OF FORT WORTH
PARKS AND COMMUNITY SERVICES
2010 SUMMER DAY CAMP



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Introduction

Congratulations on becoming a City of Fort Worth, Parks and Community Services Department employee. As an employee, you represent the City as well as thousands of Fort Worth citizens that support and fund our programs. In this manual you will find information and resources necessary to be a successful member of the Parks and Community Services Team.

If there is anything in which you do not understand, please feel free to contact the Coordinator/Supervisor of your site. For a complete listing of supervisors and administrative staff phone numbers, ask your supervisor for the Emergency Call List.

City of Fort Worth Mission and Vision

City of Fort Worth Mission

"We are an organization focusing on our future. Together we are building strong neighborhoods, developing a sound economy, and providing a safe community."

City of Fort Worth Vision and Strategic Goals

By the year 2020, Fort Worth will be commonly recognized as the most livable city in Texas. Residents will be able to enjoy Fort Worth's friendly atmosphere and opportunities that are associated with a growing economy and diverse community. There are six specific goals that facilitate our vision.

- ◇ Become the nation's safest major City
- ◇ Create a cleaner and more attractive City
- ◇ Diversify the economic base and create job opportunities
- ◇ Revitalize central city neighborhoods and commercial districts
- ◇ Promote orderly growth in developing areas
- ◇ Ensure quality customer service

Parks and Community Services Mission and Commitment

Parks and Community Services Mission

To enrich the lives of our citizens through the stewardship of our resources and the responsive provision of quality recreational opportunities and community services.

Parks and Community Services Commitment

The City of Fort Worth Parks and Community Services Department is committed to this mission in all aspects of programming, marketing, and management of resources. Our department seeks to provide quality services that meet the current and future needs of the community. Regardless of ethnicity, gender, age, religion, or disability, all residents of Fort Worth should have an opportunity to experience the benefits of our environment, our economy, and our community.

PACS Employee Expectations

All City Employees are expected to know and follow City of Fort Worth policies and procedures. These can be found on the CFW's internet.

Violation of any of the following City Policies may subject the employee to disciplinary action including suspension or termination.

Code of Conduct

- Tell the truth
- Do your best no matter how trivial the task
- Choose the difficult right over the easy wrong
- Look out for the group before you look out for yourself
- Don't whine or make excuses
- Recognize and respect diversity

Code of Ethics

- Personal use of City equipment and supplies is strictly prohibited.
- The City expects all personnel to operate equipment safely at all times and to observe all safety precautions.
- Drinking of any alcoholic/intoxicating beverages or use of illegal drugs during the work day or reporting to work while under the influence of the same is forbidden and will result in termination.
- Employees must conduct themselves in such a manner as to be above reproach; i.e., no profane language, immoral acts, etc

10 Rules of Summer Day Camp

TIP

Camper
must be
supervised
at all times.

Never
leave them
alone.

1. This is a **FUN JOB**. If you are enjoying your job, you are probably doing it right.
2. Share your ideas.
3. The children look up to you. Earn their admiration and respect. Genuinely care and share, and they will return the favor.
4. "Problem" children have special needs. Do your best to accommodate them and understand their needs. If they know that you are concerned with their lives, they are more likely to show you proper respect. REMEMBER: Change does not happen overnight.
5. Be aware of your surroundings: No tunnel vision! If you see improper behavior, nip it in the bud. Make it obvious to the children that you have eyes all over your head.
6. When supervising lunch, make sure all of the children have their lunches.
7. If you are leading an activity, be ENTHUSIASTIC and ENGAGED!
8. Your appearance is important to the way the program is perceived.
9. Gossip and backstabbing will not be tolerated. If you have a problem with another Recreation Leader or your supervisor, please talk to them about it and them only. If you feel the problem has not been eradicated to your approval then see your Supervisor. We have to be able to trust and respect each other in order for our program to function effectively.
10. Work begins at a scheduled time. Take care of all personal business before or after work. If you know that you are going to be absent or late, tell your supervisor ahead of time.

NO CELL PHONES OR ELECTRONIC DEVICES DURING WORK HOURS

Employee Responsibilities

- Employees are to arrive 15 minutes before program begins to provide any needed preparation (if applicable).
- Employees shall, while on duty, devote their full time, attention, and efforts to their City assignments.
- Employees are required to be familiar with, and have at all times, proper department forms; i.e., accident/incident report, permission slips, etc. (All forms should be completed in a neat and timely manner.)
- Employees are responsible for any keys issued to them.
- Employees are responsible for any equipment entrusted to their care.
- Employees must keep their immediate supervisor informed as to their current address and telephone number.
- Unauthorized visitors are not permitted during work hours. Any special visitors must be cleared through the center Coordinator/Supervisor.

TIP

Supervision is the key to a successful and safe summer for our campers and you.

Time and Attendance

The success of the Camp Fort Worth Program depends on staff enthusiasm and most importantly attendance. Each staff is responsible for notifying their immediate supervisor if they plan to arrive late or be absent. Staff must contact their Coordinator or Supervisor one (1) hour prior to the beginning of their shift if at any time staff is unable to report to work. In the event of an emergency, the Coordinator/Supervisor should be contacted immediately. HR questions should be referred to your respective administrative staff. SWR Ann Marie Mendez at 817-392-5757, NER Matt Quinn at 817-392-5758 and CS Theresa Pulido at 817-392-5777.

Orientations and Trainings

All summer staff is required to attend staff orientation training and be certified in CPR/AED-Adult and Child and First Aid. If an employee is not certified, he/she must attend certification classes on their own.

Harassment

Employees have the right to work in an environment that is free of conduct that is harassing or inappropriate. No employee shall be subjected to unsolicited and unwelcome sexual, ethnic, racial or religious overtures or conduct, either verbal or physical by any persons while engaged in legitimate city business. No employee shall encourage or condone such overtures or conduct, either verbal or physical. Any employee who engages in, perpetuates or condones inappropriate behavior shall be subject to disciplinary action. Likewise, any persons conducting business with the City (contractors, vendors, citizens, interns, volunteers, or agents thereof) are expected to treat our employees with respect and to conform to the same workplace standards of conduct as City employees.

Sexual Harassment – Unwelcome sexual advances, requests for sexual favors, and other verbal (slurs, jokes) or physical conduct of a sexual nature constitute sexual harassment if:

TIP

Respect
each other.

- a. Submission to such conduct is made either a term or condition of employment or,
- b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions or,
- c. Such conduct has the purpose or effect of interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment.

Ethnic/Racial Harassment – Ethnic or racial slurs or jokes, and other verbal or physical conduct relating to an employee's national origin or race constitute harassment when this conduct:

- a. Has the purpose or effect of creating an intimidating, hostile or offensive working environment or,
- b. Has the purpose or effect of interfering with an employee's work performance or,
- c. Adversely affects an employee's employment opportunities.

Religious Harassment – Religious slurs or jokes, and other verbal or physical conduct relating to an employee's religious beliefs constitute harassment when the conduct:

- a. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment or,
- b. Has the purpose or effect of interfering with an employee's work performance or,
- c. Adversely affects an employee's employment opportunities.

An employee's intentions and motives are not the decisive factors in considering alleged harassment behavior. The effect of one employee's behavior upon another employee is

the decisive factor. If an employee's behavior is considered to be offensive by another employee or if it has an intimidating effect upon another employee, racial, sexual, ethnic, or religious harassment may be present.

Investigation of Complaints

Any employee who feels that he or she has been the victim of racial, sexual, ethnic, or religious harassment or any employee who witnesses behavior that rises to the level of harassment as defined above should notify the Human Resources Department immediately. If there is a question whether the behavior meets the definition(s) above, the Human Resources Department should be contacted for assistance.

Any complaint alleging harassment shall be construed as being a claim against the City of Fort Worth. Each complaint, unless determined by legal counsel to be facially invalid, shall be investigated as if it were a claim. Legal counsel overseeing the claim shall instruct the Human Resources Director or designee to investigate the complaint and claim on behalf of the City of Fort Worth.

All allegations of harassment will be investigated and all findings, decisions, and recommendations will be made on an individual case-by-case basis. Appropriate disciplinary action will be taken when the findings warrant such action.

Allegations of harassment shall be dealt with in strict confidence and any serious breach of confidentiality will result in disciplinary action.

No employee shall be retaliated against for filing a complaint, participating in an investigation, reporting an alleged violation or opposing any action, which is believed to constitute a violation of this policy. Disciplinary action will be taken against any employee who engages in any action deemed retaliatory.

Dress Code

- The values of the City of Fort include delivering quality service, being worthy of trust and demonstrating mutual respect. Employee's appearance can impact citizens' perception of the City relative to those values. This policy has been developed to promote those values and enhance the image of the City of Fort Worth, Parks and Community Services Department.
- Each Recreation Leader will be provided 4 Camp Fort Worth staff T-shirts and one Polo shirt must be worn each day of camp. Polos must be worn on field trips and special events.
- Employees are responsible for providing his/her own pants or shorts. All clothing must be neat and appropriate at all times (no holes, stains, wrinkles etc).
- Shorts must be walking shorts. Cut-offs, daisy dukes, biking, and running shorts are not acceptable clothing choices.
- Pants must be worn at the waist. Sagging or low-rise pants/jeans are not considered appropriate.
- Required footwear includes tennis shoes (socks must be worn). Bare feet or sandals should **only** be worn around an aquatic setting.
- Ball caps with the City of Fort Worth insignia and sports related team or manufacturer's caps or hats may be worn during the work shift. Caps must be forward facing at all times. Hats turned backwards as well as hats tilted to the side are not permitted. Markings or wording which can be interpreted as an adult subject or product, political, religious, or controversial subject matter are not acceptable.
- Accessories including: do rags, bandanas, excessive jewelry (such as large earrings and chains) cannot be worn while working.
- Tattoos and body piercings are to be covered.
- Should any staff violate the dress code, they will not be allowed to remain at work without an appropriate uniform.
- Interpretations of dress code violations will be at the discretion of the Coordinator or Supervisor.

Swimsuit Guidelines

All swimsuits must be in good condition with no visible signs of wear and tear (no frayed straps, worn elastic, holes etc). Avoid white or other light colors that have the tendency to become see through when wet.

TIP

You are required to participate in the water during swimming. Closely supervise all children within your group.

Men

- Must wear swimming trunks (racing/ "Speedo" style suits are not appropriate)
- No cut-offs or denim shorts
- Trunks are to be mid-thigh to knee length (no shorter, no longer)

Women

- Only one-piece bathing suits are allowed.
- The top of the suit must be full shoulder straps with a cross or "T" in the back.
- The bottom of the suit must be trunk style. No strings or thin straps.

NOTICE: These guidelines are to ensure that all staff maintains a professional appearance at the pools and water parks. Violations of this policy are at the discretion of the center Coordinator/Supervisor.

Safety

You are responsible for the safety and well being of the children in your group. It is extremely important to remember the following when supervising children:

- Maintain a minimum of 1:15 staff to child ratio at all times.
- Make sure that a head count is taken BEFORE and AFTER you move from one activity area to the next.

TIP

Ensure children are being supervised before you take a break.

Safety is everyone's responsibility.

- **Never leave a child or group of children alone.**
- Maintain safe ratios when using locker room facilities or bathrooms; never leave the group to take a child to the restroom.
- When taking a child of the opposite sex to the restroom, wait outside the door and be available for immediate intervention. If child is not out in 5 minutes, send a staff member of the same sex into the restroom to report on the child. Use the buddy system when at all possible.
- Unpaid staff and / or volunteers may NOT be left alone with children.
- Ensure ALL children are within sight and sound distance at all times.
- Be sure that authorized individuals sign all children IN AND OUT each day.
- Record daily attendance on the Camper Attendance Sheet.

Field Trips

A field trip is defined as any trip that is taken away from the community center and/or the immediate park area around the building facility. A field trip generally requires that participants are transported to another site.

- A. The Camp Fort Worth committee will provide a menu of options for the camp field trips which includes location, required ratio, supervision complimentary tickets, participant cost, payment method, etc.
- B. Parent/Guardian Permission Release forms must be completed for each participant. These are to be taken by staff on all field trips (see forms section of Manual).
- C. Center staff will be responsible for collecting tickets fees, issuing receipts, and depositing funds in accordance to the Department Policy for Revenue Deposits.
- D. Scheduling – “The requirements for a successful field trip”.
 - 1. Buses or vans must be identified with the site name (beginning and ending points). Record the bus number and driver’s name before exiting the bus.
 - 2. Participants must wear nametags or wristbands with site identification as well as a camp shirt.
 - 3. Staff and volunteers must wear nametags or wristbands and camp shirts.
 - 4. A full-time permanent staff person must accompany participants
 - 5. A field trip roster and the Activity Registration Form (see forms section of Manual) must be taken which includes listing of camper’s name, address, emergency phone number(s), trip location, departure and return information and the names of staff attending. The field trip participant’s emergency medical forms and emergency contact information must be in the possession of the field trip supervisor attending the trip at all times.
 - 6. Staff must check the roster frequently during the field trip, and specifically before departure to and return from the destination.
 - 7. For each field trip staff must possess first aid supplies and a guide to first aid and emergency care available in a secure location.
 - 8. Restroom and water trips must be done in groups and must be accompanied by staff persons. Never send a child on their own.
 - 9. If the group is split, staff must accompany each group and maintain the site location ratio of 15 to 1 (camper to staff) requirements.
 - 10. Select a base station where participants can meet in case they become separated from the group or they get lost.
 - 11. As part of managing the field trip, staff shall select a time and location for groups to meet for departure from the field trip site.

Report All Injuries

Fill out an accident report immediately. When completed, give the accident report to the coordinator/supervisor (the day of the injury). All injuries involving campers or staff are required to be reported immediately. (see forms section of Manual)

Safety In Weather-Related Emergencies

If an emergency situation arises, such as tornado or flooding, follow the procedures for your specific location. In an emergency situation, always keep a radio with you so that you may continue to have contact with the rest of the center staff.

Flooding

- Do not enter any flooded areas that contain electrical motors, fans or pumps.
- Try to move to higher ground.

Fire

If the fire alarm goes off — **evacuate by following the procedures of your location.**

Reporting Child Abuse & Neglect

Texas Law requires that suspicions of child abuse and/or neglect be recognized and reported. As City of Fort Worth employee, Parks and Community Services Team Member it is our duty to protect the youth that we serve with the assistance of concerned citizens and alert staff, child abuse and neglect can be treated and future incidents prevented.

Should you at any time suspect abuse or neglect of a child:

- Contact the Camp Director immediately.
- DO NOT accuse the parent or guardian.
- Arrange to discuss the incident with the Camp Director. He /she will assist in the report to the Department of Human Services.

Signs of Abuse:

- If a child makes a comment to you suggesting they have been abused or harmed.
- If a child has physical evidence of abuse or repeated injuries such as bruises, cuts, burns, abrasions, lesions or welts.
- If a child confides in you about a suicide attempt or is suggesting harm to themselves.
- If anyone brings a situation to your attention, such as observation of verbal or physical abuse.
- If a child is withdrawn, angry, depressed or aggressive.
- If a child exhibits extreme behavior, such as being overly compliant or aggressive, clinging not wanting to separate or being afraid to go with care taker.

- If a child shows signs of, or reports sexual abuse or has a sexually transmitted disease.

In identifying neglect be sensitive to issues such as poverty, cultural expectations, values and child-rearing practices.

Signs of Neglect:

- Abandonment
- Lack of supervision (unsupervised according to age and time).
- Lack of adequate clothing and good hygiene (not properly dressed for weather, rashes or skin disorders resulting from improper hygiene, chronically dirty/unbathed children, etc.).
- Lack of medical or dental care.
- Lack of adequate nutrition (i.e. consistently complaining of hunger, always tired, etc.).

Unauthorized Person/Non-Custodial Parent

In the event an unauthorized person enters the area:

- Call the coordinator/supervisor.
- Ask the person to leave.
- Do not try to physically restrain any person, but try to move the child-at-risk to another room/area.
- Always have other staff nearby at pick-up.

If an unauthorized person leaves or tries to leave with a child:

- Call 911 and call the Coordinator/Supervisor.
- Talk to the person calmly. Try to stall them until help arrives.
- GET THE CHILD TO STEP AWAY. ASK HIM/HER TO GET THEIR THINGS.
- NEVER put yourself and others in a dangerous situation. Restraining, in any form, and/or chasing a person may lead to a dangerous situation for ALL children and staff.

Issues involving a non-custodial parent:

- If the custodial parent is unwilling to give blanket permission for release to the non-custodial parent, permission must be granted for each occasion.
- Children will be released to all natural parents unless a court document assigning custody is provided.

If a non-custodial parent arrives to pick-up a child, and does not have permission, consider the following:

- Politely inform the parent that you do not have permission to release the child and call the custodial parent to see what they want you to do.
- Call the Camp Director.
- Call the police if there is threat of harm or if parent refuses to leave.
- Avoid being drawn into a visitation argument. Refer the non-custodial parent to the custodial parent.

Pick-Up & Drop-Off Procedures

A completed and signed "Pick-Up Authorization Form" MUST be on file for each child. Unused spaces, on the form should be marked through.

Changes to Pick-Up Authorization Forms:

- Changes may not be made directly on the original form.
- If changes are necessary, the original authorizer must complete a new form and the old form is placed in office files for future reference. These forms must be updated each year.
- Any changes, additions, deletions warrant completion of a new form.

One staff person MUST monitor the sign in/out duties at the beginning and end of each day. Authorized persons MUST sign child IN AND OUT each day. Only those individuals listed on the "Pick-Up Authorization Form" will be allowed to pick up children. PICTURE ID IS REQUIRED FOR ALL AUTHORIZED INDIVIDUALS. Be courteous and respectful when asking for ID and explain that it is a safety procedure followed for the sake of the children.

Parents may sign a form allowing their child to walk home at the end of camp.

Missing/Lost Children

1. Before problems arise, quickly identify the children that have trouble staying with the group. Make sure to assign specific staff to supervise those children.
2. The staff is responsible for the whereabouts of all children at all times. Separate children into small groups with direct supervision.
3. Head counts should be taken regularly and required before and after the group moves from one location or activity site to another.
4. Upon discovering a missing child from your group, report to the staff in charge.
5. The assigned Recreation Leaders will search the immediate area where the child was last seen, as well as, areas the child is familiar with or enjoys being in. Don't compromise the safety of the other campers while searching for the missing child.
6. If the child is not located within 15 minutes:
 - Contact Police emergency – dial 911 – explain the circumstances, description of the child, and exact location.
 - Have an accurate description of the child prepared for the police (clothing, height, weight, facial features, etc.) In addition, have the child's file ready for the police, if needed.

- Notify the parents and make sure that the coordinator/supervisor is aware of the problem.
- Keep all parties informed of the situation, to include: staff, parents, and the police.

TIP: Remember anything can happen in a blink of an eye.
Watch the campers carefully.

Activity Transition Techniques

Transition Games

The Name Game: “I’m going to call out a letter. If your first name begins with that letter, you may get in line. Then you may call a letter for someone else to get in line.”

The Sam Game: “I’ll choose Sam and then he will choose the quietest child in the room. Then he will be Quiet Sam and choose another child. All the Sams waiting need to remain quiet so that we can hear the next Sam chosen.” Great to do to get kids in line.

The Maze: “I’m going to give directions to go to the table, listen while I tell you how to go. Go around the chair, under the table, sit in the second chair, hop twice, etc.”

Touch and remember: **“I’ll touch something and choose someone to go next. That person must touch what I touched and then something they choose. They choose another person and that person will touch three things (two of which were the other peoples...in order, and one new thing he/she decides) and so on.**

Other Transition Games You May Know: Charades, Buss, I Spy, 20 Questions, 7-Up, Ghost in the Graveyard, Name Games using adjectives, going to Grandmother’s house

Transition Strategies:

- Try to keep the transition as short as possible when lining up and moving to a different room.
- Use music to move from one activity to another.
- Use transitions while waiting (drink or bathroom break, preparation for next activity, etc.)
- As you move from one activity to the next, continue to talk to the children: let them know where they are going, what they will be doing, and how they will be expected to participate.
- Use rhythm (clapping, tapping) to enhance activities.
- Using the word “Thank You” will help children do what is expected of them. (i.e., “Thank you John for lining up quietly”).

These are only a few techniques that may help to make smoother transitions, and prevent potential behavior problems. Be creative; observe what works best for your group!

Selecting Teams/Groups

Have you ever been the last person selected to be on a team? If it has, then you know how it can lower one’s self esteem. Making teams by using captains who select

players, one by one, from the group has severe consequences. The child may, lose confidence in him/herself, not want to participate, become a behavior problem or not want to return to camp. Being creative in the way you select teams will help you avoid hurting someone's feelings.

Helpful ideas:

- Recreation Leaders randomly select teams (not too exciting, use as last resort).
- Have children line up and count off using numbers.
- Make teams according to birth dates, months or seasons.
- Play a game or icebreaker that results in formed groups.
- Draw names from a hat (allow each child a turn at drawing names).
- Use playing cards by using the suit or color of the card dealt as a way to differentiate teams.

Children are clever and will try to outsmart you in order to be on a team with their friends. Switch your method often. If you are going to use a counting-off method, don't announce your method until you have the children in line, and make a rule that once in line, they cannot move. Being creative when making teams provides more activity and entertainment for the group, and more importantly, no one is left standing alone.

Organizing Games

- Safety is of utmost importance. Inspect play areas and be aware of possible hazards. If injuries begin to occur, it is time to stop the game and change activities.
- Enjoyment for the campers is the second most important factor. Make sure campers are having fun. If you are excited about the activities, it will rub off on the campers and they too will be excited about the activities you plan.
- AVOID making teams using team captains.
- Preparation is key! Make sure you are well organized and have all the equipment needed.
- Participate...kids love it when you play, too.
- Remember to promote the process of playing, not the outcome.
- AVOID games that allow campers to get "OUT" because children sitting on the sidelines may create problems for counselors. Crossover dodge ball and other cooperative games are suggested.
- Repeat successful activities, but enhance the program by introducing new ones each day.

Adaptation of Games/Activities

Methods of modifying games and activities for children with special needs:

- Reduce the size of the playing area. Change boundary lines or increase the number of players.

- Use lighter equipment, such as plastic bats, “whiffle balls”, large plastic beach balls, yarn balls or styrofoam balls.
- Slow down moving objects. Change the throwing style (underhand vs. overhand), throw the ball with one bounce, roll the ball, decrease the air pressure within the ball, are some ways to slow the pace of the activity.
- Modify the rules. Sit rather than stand, walk rather than run, allow for substitution, reduce time periods or do not keep score.

Behavior Guidelines For Working With Children

Prevent discipline situations whenever possible:

- Clearly tell children what type of behavior is expected and let them help come up with guidelines on the first day. Explain rules and review daily. Use positive statements: Please listen. Respect others. Walk please. AVOID using negatives such as “don’t” and “no”.
- Use consistent and fair age ahead and keep the day interesting; combat idleness.
- Give children choices when possible appropriate limits. Provide reasons for these.
- Plan. Never offer a choice if there is not one.
- Redirect child to another activity BEFORE problems arise.
- Help children use their words to express feelings and resolve conflicts.
- Be consistent in your enforcement.

Increase the child's feeling of self worth:

- Provide positive reinforcement whenever possible.
- When giving reprimands, remember it is the BEHAVIOR which is “bad” not the child. AVOID using judgment words such as “good/bad boy”.
- State your desires positively:
 - “Please walk” instead of “Don’t run”
 - “Keep hands down” instead of “Stop hitting”
 - “Lower your voices” instead of “Quit talking”
- Help the children to understand feelings. Feelings are neither right nor wrong, they simply exist and we must respect each other’s feelings.
- Remember it is okay for a child to be angry, but fighting will not be tolerated. Provide other outlets for anger.
- Group discussions about feelings and behavior may be appropriate in certain situations.
- NEVER yell at the children. It is inappropriate and unprofessional.

Reasons why children misbehave:

- Bored, not being challenged
- Unorganized program, down time
- Child is confused, uninterested

Look at:

- The activities
- Yourself
- The child

Reducing the need for time-out:

- Be prepared and well organized. Keep the children challenged and engaged.
- Identify problem behaviors and chart its frequency. Is it related to a certain activity or time of day?
- Are there any emotional or physical causes for the behavior?
- Ignore inappropriate behaviors except when they are unhealthy or unsafe. Since much behavior is aimed at getting attention, ignoring the undesirable will usually extinguish that behavior.
- Redirect child and provide alternatives.
- Teach ground rules, role-play, discuss, and repeat them often.
- Establish and maintain eye contact with children.
- Encourage problem solving. Teach children to negotiate and think of solutions to their problems.
- Encourage children to develop self-control.
- Use songs or chants to change gears when children are misbehaving.

Handling inappropriate behaviors:

- Handle disputes fairly and avoid making judgments.
- Handle situations when they occur.
- Keep your emotions in control. If you feel you are losing your cool, remove yourself and explain to the child you will talk to him/her later.
- Let children solve their own conflicts when appropriate.
- Help child identify problems and possible solutions.
- Only use "Time-Out" as a LAST RESORT. Understand the principle behind it and always give child explanations for disciplinary actions. Time-Out segments must be age appropriate
- Keep parents updated of all discipline situations. Parental support is vital in correcting behavioral problems. Be extremely careful and tactful when talking to parents and be specific when discussing situations.
- Document everything! Keep notes of all actions taken and any discussions with parents. Seek assistance from your Camp Director if necessary.

Staff shall NEVER:

- Use physical punishment or any action administered to the body such as, but not limited to, rough handling, forcing child to assume an uncomfortable position, restraining movement by tying, enclosing in a confined space, shaking, or use exercise as punishment.
- Be verbally abusing including, but not limited to, threats, belittling remarks, humiliation, embarrassment, or frightening a child.
- Give any child the authority to punish another child.

- Place a child out of visual/hearing range, in the dark, or in an unventilated area.
- Punish a child for a toileting accident.
- Taunt a child by using “yo mama jokes” or any other form of jeering.
- Use electronic devices such as a gameboy, Ipods, or cell phones during camp hours.
- Allow staff-staff relationships to interfere with the focus on campers or one’s job responsibilities.
- Give preferential attention to any child over another child. The campers are not your friend; therefore, you should always conduct yourself in an adult manner.

Tips on Behavior Management

Acting Out: This aggressive behavior is usually common among elementary-age kids. Consider the behavior a symptom of something that needs attention, ask: Is the child being rejected by peers, is this the reason for the acting out? Is the acting out telling me something about the group or this child? Could this just be a phase? How much does this behavior interfere with the child’s or the group’s performance? Am I maintaining my own self-control? Am I motivating the campers? Is the acting out resulting from a behavior disorder?

- Talk to the child about his/her behavior. Give reasons why the behavior is inappropriate.
- Discuss possible opportunities for allowing the child to release or vent tension.
- Divert the acting out by giving the child a task.
- Talk to the child’s parents to investigate reasons why the child is acting out.
- Establish logical consequences and rewards with the group on the first day. Aim for achieving something as a group for the last day, making it dependent upon their behavior for the entire session.
- Document and keep records of behavior problems...you may find certain trends for instance, time of the day, or a specific activity can cause the triggering of the behavior.
- Offer praise when a child is behaving appropriately.
- Be firm.
- Offer reminders.

Attention Deficit Hyperactivity Disorder (ADHD): These children respond to their over-stimulation in a variety of ways. Normal, positive stimulation becomes negative. Some withdraw and others exhibit a great deal of physical movement in an effort to connect with certain stimuli. Children with ADHD are often misunderstood. Children with ADHD often experience difficulty focusing on tasks. Up to 10% of children, 3/4 boys, have this problem. This is something children may outgrow. Remember, this is a medical condition.

- Talk with the parent and come up with some strategies to help keep the child focused. Parents know the child best and may be able to offer helpful suggestions.
- Sit close to the child and use non-verbal reminders for getting them refocused.
- Let the child know you are there to help.
- Provide active options for the child when he/she cannot sit still.

Bullying: Bullies are those who enjoy scaring, threatening, and intimidating others. Most likely bullies are compensating for their own fears.

- Set firm ground rules with consequences for breaking rules.
- Document behavior and discuss with parents.
- Plan cooperative games to encourage bullies to work together for the good of the team.
- Work with the child on respect for himself and others. Help the child understand anger.
- Provide alternatives to bullying - games, songs, skits, and introduce an activity the bully is not familiar with.

Hyperactivity: Hyperactivity is the inability to focus in different environments. Hyperactive children often display excessive movements, such as foot or hand tapping, and they appear to be anxious. Sleep disturbances can cause tiredness and inattentiveness.

- Breakdown tasks into smaller components and provide positive reinforcement.
- Create a structured environment with routines.
- Provide opportunities for the child to take on specific responsibilities for the group.

Kicking and Hitting: Kicking and hitting are often natural, convenient responses to something for anger, getting attention, seeking revenge, or showing power.

- Encourage child to express feelings using words.
- Provide opportunities for physical release of anger (i.e. throwing a ball against a wall, kicking a ball into a field...)
- If the child is a threat to himself or others, quickly remove him from the activity until he has regained self-control and you have time to discuss behavior.

Inappropriate Language: The use of bad words or obscenities

- Explain to the child that their behavior is inappropriate and will not be tolerated and you will be documenting on paper the things they say throughout the day and you will be handing it over to their parent at pick-up.

- Follow through with #1...if the child really sees you writing down the words, they will probably stop. If the child thinks you are bluffing, he/she will continue using bad language.

Tattling: Tattling is very common among young children because it is a sure-fire attention getter.

- Encourage children to focus on their own behavior.
- Encourage the tattler to help the one being tattled on to fix his/her behavior.
- Provide cooperative activities for the pair.
- Be sure you are not reinforcing the tattling.
- Remind the group that tattling is not respectful.

Withdrawn Children: The tendency to withdraw to a safe place when threatened is normal defensive behavior, but to spend most of one's time in this manner is not normal. Some children have learned to deal with emotions and behavior in this manner.

- Talk to the parents about what is going on at home. Has the child been through a traumatic event?
- Find out what really motivates and interests the child and plan those activities into your schedule each day.
- Plan cooperative games that encourage students to pair up. Sometimes a withdrawn child is more likely to take to one child at a time.
- Use puppetry for younger children, skits/plays for older children.
- Dance, creative movement, and song may help the child get involved.
- Use positive reinforcement when the child finally does participate.
- Remember to avoid using words like "always" and "never".
- Avoid losing your cool.
- Avoid taking away necessary activities.
- Reiterate the need to uphold the RESPECT for oneself, others (including camp staff), and the environment.

Too often staff gets into a routine of using "time-out" as a means of discipline. Although we say we do not use punishment, we have to look at what "time-out" really is and how it is used. It is true that in some cases "time-out" is the safest solution to aggressive behaviors, but in other situations, it is misused.

Remember:

- Children are forgotten in "time-out".
- Parents don't pay for their children to sit in "time-out".
- It usually doesn't change the child's behavior once they are back in the activity.
- It sometimes serves as more of an attention getter (in some groups of children it is "cool" to be in "time-out").

Onsite Orientation Checklist

- ☐ Performance Expectations: Employee Conduct
- ☐ Time and Attendance
 - ☐ Schedule
 - ☐ Timesheets
 - ☐ Pay Periods
 - ☐ Leave Request (Supervisor - provide staff with form)
- ☐ Health and Safety
 - ☐ Reporting Accidents/Injuries
 - ☐ Facility Tour
 - ☐ First Aid Kit/Location
 - ☐ AED/Location
 - ☐ Emergency Evacuation Plan
 - ☐ MSDS – Material Safety Data Sheets/Location
- ☐ Camp Operational Procedures
 - ☐ Behavior Management with Children
 - ☐ Implementing Lesson Plans
 - ☐ Field Trips
 - ☐ Special Events

NO CELL PHONES OR ELECTRONIC DEVICES DURING WORK HOURS

COMMUNITY CENTER

Print Name

Employee #

Signature

Date

Supervisor Signature

Date

FILE COPY

Acknowledgment of Receipt: 2010 Summer Camp Manual

City of Fort Worth Parks and Community Services Department

I _____ received and read the City of Fort Worth Parks and Community Services Department 2010 Summer Day Camp Staff Manual.

I _____ understand that the 2010 Summer Day Camp Staff manual supports the City of Fort Worth's Personnel Rules and Regulations.

I _____ understand that I must adhere to the areas outlined in the 2010 Summer Day Camp Staff Manual as well as areas outlined in the City of Fort Worth Personnel Rules and Regulations.

In the event that I _____ do not understand a policy, I will request clarification from my center Coordinator/Supervisor.

Should I _____ not follow the policies and procedures I may receive disciplinary action up to and including termination.

Print Name

Employee #

Signature

Date

Supervisor Signature

Date

FILE COPY