

Fourth Presbyterian Church of South Boston

# Summer Meals Programs Handbook 2017

## MISSION

We are called to bear witness to the Good News of new life in Jesus Christ by praising God, growing together in the Spirit, and serving our neighbors in love. Through the blessing of the Holy Spirit, we seek to glorify God and shine as a beacon of hope in the community with open doors, eager hands and caring hearts.

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## History

The Summer Meals Program of Fourth Presbyterian Church began in 1995 in partnership with the Summer Food Service Program (SFSP) of the Department of Education. Over the last 20+ years, we have since grown!

## Mission of Summer Meals Programs

The Summer Meals Programs of Fourth Presbyterian Church seek to feed the bodies, minds, and spirits of our participants and our broader community through our summer feeding program with creative and engaging curriculum that challenges all of us to shine as beacons of hope.

## Theology

We believe and we teach that:

- God loves you.
- We love you.
- You matter.

Kids, youth, or other staff may ask you questions about what you believe about any variety of religious/theological issues. You may

- Respond to those questions out of the authenticity of what you believe,
- And/or choose not to answer those questions
- and/or refer the person asking to the Director or Pastor

Theologically (and otherwise), you can be you but you must give others room for them to be them. Hateful, fear-mongering, xenophobic rhetoric and behavior will not be tolerated and is grounds for termination.

## Program Overview

The Summer Meals Programs are made up of three programs: the Summer Meals Program (ages 4-8), the Mazemakers Program (ages 9-13), and the Teen Crib Program (ages 12-18).

### Summer Meals Program

In the Summer Meals Program, all participants attend three of four classes a week, led by Activity Leaders. These stations include:

- Outdoor Games (Moakley Park)
- Art (Hall)
- Imagination Station (Narthex)
- Music (Sanctuary)

Program participants are divided into groups by age, and are led by Shepherds.

- 4 year olds (Ducklings)
- 5 year olds (Frogs)
- 6 year olds (Monkeys)
- 7 year olds (Sharks)
- 8 year olds (Wolves)

Each group eats together in the hall, attends class together, sits together in assembly, goes on field trips together, and sings or performs together on Summer Meals Sunday.

### Mazemakers Program

The Mazemakers Program serves children ages 9-13, in a setting and with a curriculum designed to develop community, choice, and consequence. Mazemakers get to choose their own classes and participate in a variety of field trip experiences and teambuilding activities. Each class lasts three weeks, and a new session of classes begins during Week 4. Generally, Mazemakers go on field trips every Friday. The summer culminates with a final family Banquet and sleepover on Thursday night of Week 6.

### Extended Day

Summer Meals Kids with siblings in the Mazemaker Program are eligible to stay until 2:30pm for the Extended Day childcare program. The extended day program costs \$15/week. There is no extended day on Thursday or Friday of Week 6.

### Teen Crib

The Teen Crib Program serves dinner to children ages 12 and older three nights a week. The purpose of the program is to provide a safe and welcoming space for kids to be during the heat of the summer. The program lasts from 6pm to 9pm on Tuesday, Thursday, and Friday during the summer. The program lasts for seven weeks.

### Daily Schedule

7:45am	Staff Arrive and start set-up	
8:15am	Standing Staff Meeting	
8:30am	Kids Enter Building	
8:45am	Breakfast Served	
9:10am	Morning Assembly	
9:35am	Transition	
	Summer Meals Program: 9:35am – Period 1 10:20am – Period 2 (Snack) 11:05am – Period 3	Mazemakers Program: 9:40am – Morning Circle 10:00am – Period 1 11:00am - Snack 11:15am – Period 2 (Snack)
11:55am	Afternoon Assembly	12:05pm – Afternoon Assembly
12:10pm	Lunch	12:25pm - Lunch
12:30pm	Dismissal	12:45pm - Transition to Basement
	Extended Day (for kids with *siblings* in Mazemakers)	12:45pm Period 3 (Free Period) 1:30pm Period 4 2:20 Afternoon Circle
2:30pm	Extended Day Dismissal	Dismissal

	Outdoor Games	Art	Music/Imagination Station
Period 1	Wolves (8)	Monkeys (6) Sharks (7)	Ducklings (4)/ Frogs (5)
Period 2	Ducklings (4) Frogs (5)	Wolves (8)	Monkeys (6)/ Sharks (7)
Period 3	Monkeys (6) Sharks (7)	Ducklings (4) Frogs (5)	Wolves (8)/(free period)

### Special Events

#### Birthdays

If any child or staff has a birthday during the summer program, let the Director or Pastor know, and we will celebrate them by singing to them during assembly.

#### Field Trips

Every group goes on fun field trips during the summer. Permission slips are sent home a week in advance. It is the Shepherd's responsibility to collect all permission slips and follow up with parents.

When a group goes on a field trip, the shepherds will take with them:

- Registration Cards (with emergency contact and health information on them)
- A First Aid Kit
- Cell Phones (so that they may call the Director in case of an emergency)

#### Special Guests

We have special guests perform for the program throughout the summer. Past performances have included Magician Matias, Curious Creatures, and the BU Dance

Troupe. When guest performers attend, they typically set up in the hall. Breakfast cleanup staff must break down all tables and chairs and sweep the floor in preparation for the performance. On Special Guest Days, we will use the following modified schedule:

9:10am	Later Dismissal into Morning Assembly	
9:35am	Performance Period	
10:40ish	Summer Meals Program: Extended Period 1	Mazemakers Program: Shortened morning circle Modified Period 2
11:55am	Afternoon Assembly	

The Performance Period may precede or follow the modified class periods, depending on the scheduled performance time of the special guests.

**Water Days**

On especially hot days during the summer, we will schedule a Water Day for the Summer Meals Kids. Flyers will be sent home with children at the beginning of the week so that they bring appropriate swimwear, sunscreen, and change of clothes.

Water Days are determined in coordination with the Director, Pastor, and Outdoor Games Leader. The Outdoor Games Leader is responsible for planning and implementing a successful water day, which includes planning age appropriate games and coordinating use of the water hoses at the Ollie.

On Water Days, we will use the following schedule:

	4 -Ducklings	5 -Frogs	6 - Monkeys	7 - Sharks	8 -Wolves
9:35am Period 1	Music/ Imagination Station	Music/ Imagination Station	Water Day	Water Day	Water Day
10:20am Period 2	Water Day	Water Day			
11:05am Period 3			Art	Music/ Imagination Station	Music/ Imagination Station

Schedule is definitely subject to change.

**Carnival**

On Thursday of Week 6, the Mazemakers will put on a Carnival for the Summer Meals Kids at Moakley Park. Mazemakers will be dismissed to their morning circle directly from breakfast to set up the program. The Summer Meals Kids will have an extended morning assembly and then dismiss to the park. On Carnival Day, we will use the following schedule:

8:45am	Breakfast Served	
9:05am	Morning Assembly for Summer Meals Kids; Mazemakers dismissed to set up Carnival	
9:45am	Depart to Moakley	
10:00am	Station Rotation 1	
10:20am	Station Rotation 2	
10:40am	Station Rotation 3	
11:00am	Station Rotation 4	
11:20am	Station Rotation 5	
11:40am	Return to Church for Afternoon Assembly	Mazemakers enjoy stations!
12:10pm	Lunch	Lunch
12:30pm	Dismissal (Summer Meals Kids AND Mazemakers)	

**Mazemaker Banquet & Sleepover**

On Thursday of Week 6, the Mazemakers will host a banquet and invite their families to attend. After a potluck dinner, the Mazemakers will present the various projects they have worked on all summer, sing songs, and watch the final summer slideshow.

After the banquet is over, Mazemakers that have been invited and have permission from their parents will spend the night at Fourth Presbyterian Church. Once the joint program of the sleepover is finished, boys and girls will divide for the night. The larger gender group will sleep in the church, and the smaller group will sleep in 5 Vinton. Mazemaker Staff will prepare breakfast for the Mazemakers, who will depart at 8:30am on Friday morning.

**Cleaning Party**

On Friday of Week 6, the staff will enjoy a massive cleaning party of the campus of Fourth Presbyterian Church. Once the Mazemakers have left the sleepover, the dog-tired-but-doggedly-persevering Mazemaker Staff will clean the basement level of the church and 5 Vinton. Mazemaker cleaning checklist is generally completed by 11:30am, and once they are done with cleaning they will go home and sleep.

Once the Summer Meals Kids have been dismissed for the day, the great cleaning party will commence. Summer Meals Staff are responsible for cleaning the Hall, Sanctuary, Narthex, Bathrooms, Kitchen, Loft, and grounds of Fourth Presbyterian Church. The cleaning checklist is generally completed by 3pm.

A portion of your final paycheck will be given once the cleaning checklists are complete, and the facilities have been inspected to the satisfaction of the Pastor or Director.

### Summer Meals Sunday

The Sunday following the conclusion of the Summer Meals Program is known as Summer Meals Sunday. All kids and their families are invited to worship that day. We will all wear our t-shirts, sing songs, tell stories from the summer, share the slide show, and conclude the summer together.

Staff is expected to attend Summer Meals Sunday, and was discussed in all hiring interviews and included in all hiring letters. Full participation in this Sunday is important because:

- it is important to close the summer with celebration
- it is important to share with the worshipping congregation of Fourth Presbyterian Church the important work and stories of our summer
- this Sunday is often the only opportunity that all kids, families, staff, and congregation can gather together. When we connect and build these relationships, all of us benefit for it.

### **\*\*Final checks will be distributed at the end of Summer Meals Sunday.\*\***

Historically, a staff party follows the conclusion of Summer Meals Sunday; staff are invited and encouraged to attend (and bring their partners/families). Partying is not mandatory.

## Program Participant Arrival and Release

Doors open to the program at 8:30am.

### Summer Meals Kids

Summer Meals Kids check in with the Summer Meals Registrar (Diane), who will move their information card from the front of the attendance box to the appropriate group. Once the child has been checked in, they will go sit with their shepherd group. Once the day has begun, daily attendance will be recorded again on a master check-list.

At the end of the day, parents will pick up their children by checking in with Diane. Diane will hand the child's information card to one of the designated runners, who will hand that card to the shepherd in exchange for the child. The runner will then walk that child to the door.

The Extended Day leader will check out Extended Day children by getting those children's cards before dismissal begins.

Once all children have been dismissed, the shepherds will return their cards to Diane, who will reset the attendance box.

### Mazemakers

Mazemakers will check in with the Mazemakers Director (Nate), and then go find their seat in the Mazemakers section of the hall.

At the end of the day, Mazemakers with written permission from their parents will be allowed to walk home by themselves and be dismissed out the ramp door from the Mazemaker room. Otherwise, Mazemakers await their parents on the Vinton Street steps and are checked out by Nate.

Extended Day dismisses with Mazemakers, and will use the same card system of the Summer Meals Kids.

## Contingency Plans

### For children who fail to arrive in the morning (via parent drop-off):

- Double check attendance and/or roll call.
- Call parents/guardians or other contact name provided on the child's application form.

### For children missing from the point of pick-up at the end of the day:

- Double check attendance and/or roll call
- Check with Registrar, Shepherd, & Director to see if child was picked up early
- Check campus in accordance with lost participant plan

### For unregistered children arriving at the program:

- Check with the child's parents if still on site.
- Find out who the child arrived with: friend, brother/sister, etc. – obtain contact information from forms
- Call the child's parent/guardian if the child's phone number is obtained.

## Staff Expectations and Responsibilities

### Expectations

All staff members of all levels are expected to **invest** in the **people** and **facilities** of the Fourth Presbyterian Church Summer Meals Program.

### Invest in People

Investing in people means:

- Treat all people, of all ages and abilities, with dignity, respect, and reverent curiosity. Do unto others as you would have them do unto others.

- Mentor the newest people and support them as they figure out new landscapes. Some staff are new to the working world, or new to the neighborhood, or new to their respective professional identities. Be patient, support one another, and value the different kinds of intelligence represented on this staff.
- Vent up. If you just need to blow off steam, direct that steam UP instead of out. This means: Youth staff vent to shepherds, activity leaders, or Director. Shepherds, Activity Leaders, or Mazemaker Staff vent to Director.
- Step up. This summer is unique in that the Director (Katie Cole) has a broken ankle and cannot do the things she normally does. Opportunities will arise in which staff will need to step up and function at a higher level. Prepare yourself for that moment and rise to the occasion when your time comes.

**Invest in Facilities**

Investing in facilities means:

- All staff members participate in the food service.
- All staff members clean facilities.
- If you see something that can be prevented, improved, or fixed, take care of it and then say something.

**Responsibilities**

Additionally, all staff members are expected to demonstrate and utilize the same skills, though at different levels of responsibility and ability.

	Lead and Build Groups	Build Community
Everybody	<ul style="list-style-type: none"> <li>• Integrate feedback for improving group dynamics</li> </ul>	Work through conflict
Youth Staff	<ul style="list-style-type: none"> <li>• Actively and continuously engage <b>1-4 kids</b> within shepherd group in all activities</li> </ul>	Shepherd Shepherd Group Staff Director Youth Staff Activity Leaders
Youth Support Staff	<ul style="list-style-type: none"> <li>• Actively and continuously engage <b>4+ kids</b> within shepherd group in all activities</li> <li>• Assess and improve shepherd group dynamics and transitions</li> <li>• Liaise between youth staff and shepherds; mentor new staff into culture of SMP</li> </ul>	Shepherd Shepherd Group Staff Director Youth Staff Scholar Staff Activity Leaders
Shepherds	<ul style="list-style-type: none"> <li>• Lead <b>entire shepherd group</b>, actively and continuously engage with whole group, subgroups, and individuals in all activities</li> <li>• Assess and improve shepherd group dynamics, transitions, partner group dynamics, and whole-program dynamics</li> <li>• Always have back-up games,</li> </ul>	Shepherd Group Staff Shepherd Staff Activity Leaders Youth Staff Scholar Staff Director Parents

	activities, and interventions ready	
Activity Leaders	<ul style="list-style-type: none"> <li>• Design, lead, and adapt developmentally- and age-appropriate activities for all groups</li> <li>• Assess and improve shepherd group dynamics, partner group dynamics, transitions, and whole-program dynamics</li> <li>• Always have back-up games, activities, and interventions ready</li> </ul>	Director Shepherd Staff Scholar Staff Youth Staff Activity Leader Staff
Director	<ul style="list-style-type: none"> <li>• Hire and direct quality staff, actively and continuously engage <b>entire program</b></li> <li>• Assess and improve whole-program dynamics; help problem solve or intervene in smaller group situations.</li> <li>• Always have back-up games, activities, and interventions ready</li> </ul>	All Staff Parents Community Partners

### Cell Phones

Cell phone use distracts from and disrupts community.

- Cell phones may not be used by youth staff. Phones will be left at home, or locked in a locker or office and returned at the end of the day. Parents of youth staff may contact the Director in case of an emergency. Time will be deducted from youth staff hours if they are reported to have been using their cell phone.
- In case of an emergency, Shepherds may use their cell phones to contact appropriate authorities. Shepherds may carry their phones on them but must keep them out of sight.
- Activity Leaders and Mazemaker Staff may use their phones when directly related to the curriculum of the class (music, for example), or in case of emergency. Otherwise, Activity Leaders and Mazemaker Staff will keep their phones out of sight.
- The Director will have a cell phone on her at all times, in case of emergencies, but will otherwise keep her phone out of sight.

### Attire

Staff must wear **close-toed shoes** at all times. Staff members that do not wear close-toed shoes will be sent home to change.

Staff shall wear attire that covers the three Bs: **Butts, Bellies, and Boobs**. Additionally, staff should be able to bend over, squat, and sit on the ground while keeping the 3 Bs covered.

Staff shall wear their staff t-shirt on the first day of the program, and then may wear clothes of their choosing afterward. Clothes should be free of any derogatory language.

### Pay Days

Pay Day is the second, fourth, and sixth Friday of the Summer Program (and additionally the seventh Friday for the Teen Crib Program). Paychecks will be given out once everything is clean to the satisfaction of the Director or Pastor.

Reimbursements will also be made on the second, fourth, and sixth Fridays of the program. To be reimbursed, staff will fill out a reimbursement form (located in the Loft or in the door to the office) and attach receipts. Reimbursement forms should be turned in by the Wednesday before payday.

### Supplemental Teams

In addition to the hired role of Shepherd, Activity Leader, Mazemaker Staff, or Youth Staff, staff may also be part of a supplemental team that is key to helping the summer succeed.

#### Assembly Team

- Prepares props for story telling
- Shares story-telling responsibilities
- Chooses and Leads songs

#### Record Keeping Team

The Record Keeping Team is responsible for providing the administrative support for the successful implementation of the Summer Food Service Program.

#### Site Supervisors

- Ensure civil rights is properly implemented
- Stay at the site for the entire meal service
- Ensure safe and sanitary conditions at the site
- Ensure the safety of food, and comply with local health and safety standards
- Receive and account for delivered meals
- Ensure that children eat all meals on site
- Take accurate meal counts at point of service (unless an alternate system that provides an accurate count has been approved by the State agency)

#### Monitor

- Review the meal counts submitted by sites for unusual meal count patterns, (e.g., first meals always or usually equals meals delivered)
- Report site problems to the Director
- Check on site operations to ensure that site personnel maintain records
- Ensure the Program operates in accordance with the requirements
- Visit all sites within the first week of food service operations
- Review food service operations of all sites within the first four weeks of operation
- Prepare reports of visits and reviews
- Report unresolved or critical issues to the Director
- Suggest corrective actions for problems encountered

#### Ombudsman

- Conduct regular inspections using the USDA SFSP food safety checklist
- Review records for completion and accuracy
- Report anything needing correction to the Director, Pastor, or Session as deemed appropriate
- Be available to go over records with DOE or ISD inspectors if Director is off site at the time of inspection.

### Party Planning Committee

- Coordinate at least 1 joint staff off-site event (kickball game, bowling, etc)
- Coordinate a staff-wide game of GOTCHA starting Week 2
- Facilitate decision-making for what the final staff party will be at the end of the summer

## Background Review of Staff and Volunteers

All staff have submitted a resume including their employment of the last 5 years, three references, undergone a CORI/SORI check, and had a personal interview with the Director prior to being hired.

All volunteers have submitted an application to volunteer, undergone a CORI/SORI check, and had a personal interview with the Director prior to being accepted to volunteer.

## Discipline Policy

Discipline policies must be reviewed with all staff.

- Corporal punishment, including spanking, is prohibited.
- No child shall be subjected to crude or severe punishment, humiliation, or verbal abuse.
- No child shall be denied food or shelter as a form of punishment.
- No child shall be punished for soiling, wetting or not using the toilet.

Inappropriate disciplinary techniques shall be discussed with, and avoided by, staff.

- Bribery. Do not bribe individual children with prizes, especially food prizes.
- Threats. Do not threaten children with any kind of physical or verbal intimidation, and do not imply consequences to actions that you cannot carry out.
- Sarcasm. Limit your use of sarcasm. It confuses the children.

Most “bad” behavior is not bad at all, but a reaction to something. Take the time to figure out what their action is in reaction to.

Ask:

- Is this behavior causing harm to anyone? (If yes, intervene)
  - Harm means physical injury (hitting, kicking, biting, spitting) or emotional injury (hateful, threatening, or hurtful words)
- Is this behavior disruptive to what is happening? (If yes, intervene)
  - Disruptive: prevents the group from engaging in activity in a way that is not easily redirected. (i.e., running away from staff)
- Do I find this behavior personally annoying? (If yes, check yourself)

Different levels of staff will handle discipline at different levels.

Everybody	Models behavior Praises good behavior others demonstrate Listens and Redirects child
Youth Staff/Youth Support Staff	Consults with shepherd. Youth Staff do not determine or hand out discipline.
Shepherds/Activity Leaders	Intervenes with problematic behavior: <ul style="list-style-type: none"> <li>• Time-out (no more than 5 minutes for a 4-5 year old; no more than 1 activity for a 6 to 8 year old)</li> <li>• The logical consequence to outcome of behavior (if child made mess, child cleans up mess)</li> <li>• Write a letter of apology (age appropriate)</li> </ul> <p>Consults with other shepherds and activity leaders to resolve behavioral concerns, as necessary.</p> <p>Communicates with family if problem persists, and in order to ascertain consistency between home and program.</p>
Director	Consults with Shepherds/Activity Leaders to resolve behavioral conflicts  Intervenes <ul style="list-style-type: none"> <li>• Time-out removed from group (in office, Loft or Narthex)</li> <li>• Reinforce (or reframe) consequences put forth by Shepherd or Activity Leader</li> </ul> <p>Communicates concerns with family.</p> <p>Consults supervisory resources for especially difficult cases.</p>

Often, when children are in conflict with each other, adults get pulled in as the official arbiters who determine Guilt and Innocence (this is especially true with Mazemakers). Rather than get pulled in to that trap of who-did-what-when, staff shall follow these guidelines in mediating conflict:

1. **Change space** - A conflict occurs – and an adult goes to a different space/room/area with the two (or three) people in conflict. Even the move of changing spaces can be very helpful (changing energy).
2. **No story** - at the outset – that is, the adult does not ask the young people for their sides of the story. The idea here is that when we ask for a story (“What happened?”), we encourage the young people to enter a kind of quasi-courtroom and advocate for their position, defend themselves, blame, etc. Instead, we want to let the story emerge gradually, not through blame, but through taking responsibility; see below.
3. **Take responsibility** - The adult asks, “Who will be the first to take responsibility for \*something\* in the conflict? It could be something at the beginning, or in the middle, or at the end. It’s hard to go first, but brave and mature people can do it. I know you both can do it. I’ll wait.”

4. **Wait.** This is a key part of the process. The waiting time is cool-down time, and also a message that we aren't going to move on until we take responsibility.
5. **Acknowledge -**  
 #1 takes responsibility for X. (For example, "I yelled at her." Or, "I took her hat." Or, "I got mad and called him a name when he took my hat.")  
 #2 acknowledges that he/she has heard #1 take responsibility.
6. **Apologize and promise**  
 #1 apologizes to #2, and promises to take steps in the future to avoid X.
7. **Acknowledge and accept**  
 #2 acknowledges #1's apology, and explicitly accepts it.
8. **Repeat**  
 #2 takes responsibility for Y.  
 #1 acknowledges.  
 #2 apologizes to #1, and promises to take steps in the future to avoid Y.  
 #1 acknowledges #2's apology, and explicitly accepts it.  
 (back to step #5, and so on...)

When it works, with each round, the young people calm down, and feel more and more respected/dignified. By the end of the process, the full story (or most of it) has emerged. But it's emerged not through snippets of blame, but through snippets of taking responsibility. Overall, the process is designed to incentivize taking responsibility, as opposed to (unintentionally) incentivizing blame and evasion.

Additionally,

- A record should be kept of participant misbehavior, noting date, time, and children/staff involved in the incident.
- Parents shall be notified in the case of consistent problems with a child(ren).

## Food Service and Safety

### Food Service & Safety Overview

#### Types of Meals Served (Self Prepared)

Breakfast at 8:45am  
 Lunch at 12:10pm  
 Dinner at 6:00pm

#### Who May Eat Food

All children must be served before program adults begin eating.  
 Seconds – Serve a complete meal *after* everyone has been served

#### Trash and Cleanliness

Cleaning products are stored in Closet C and the custodial bathroom closet.  
 Trash cans need lids. Trash must be taken out daily.

Personal Hygiene: Don't be gross. Wash your hands.  
Wear close-toed shoes, disposable gloves, tied up hair.  
If you're sick, don't serve food.

### Safety

Food Safety Checklist will be used daily by record keeping staff to maintain food safety in our program.

#### Food Safety

Clean: Wash your hands. Surfaces and utensils should be clean.

Separate: Raw meat should not touch ready-to-eat food.

Cook: Cook food till it's done

Chill – refrigerate and/or freeze perishables within 2 hours.

### Allergens

Super 8: Milk, Eggs, Peanuts, Tree Nuts, Wheat, Soybeans, Fish, Shellfish

Our policy: We will have a posted list in the kitchen of identified allergies.

Shepherds, know your children's allergies. All servers, it will never hurt to ask before serving!

### Food Safety

#### Receiving Food

1. Keep cold foods cold (< 40 degrees) and record the receiving temperature
2. Keep frozen foods frozen (< 0 degrees) and record the receiving temperature
  - a. Reject frozen foods that have ice crystals or freezer burn (that have thawed and been refrozen)
3. Reject bulging, dented, or rusted cans
4. Reject food that has been damaged by pests or rodents
5. Follow First In First Out (FIFO) procedures

#### Documenting Temperatures (Equipment Temperature Logs)

1. Record temperatures on all equipment you use for your program.

#### Maintaining Clean and Sanitary Facilities

1. Master Cleaning Schedule (see notebook)
2. Personal Hygiene
  - a. Wear close toed shoes
  - b. Keep your hair restrained
  - c. Be clean
  - d. If someone comes in sick – fever, jaundice, etc. – do not let them touch food and send them home.

#### Preventing and Reporting Rodent Activity

1. Prevent – use the prevention checklist every time your program runs
2. Report – If you see any rodent activity, make a note in the Boris notebook

### Health Inspections

1. Notify the “Person In Charge” immediately
2. Put the report in the Food Safety Notebook
3. Notify Katie Cole, Jayme Bezan, and Burns Stanfield that an inspection took place

### Filing a complaint or concern

1. Fill out the form in the notebook
2. Submit the note to Katie Cole, Burns Stanfield, or slide it under the door of the office.

### Training Checklist for Site Staff

#### General explanation of the Program

- A. *Purpose of the Program:* See History and Mission
- B. *Site eligibility:* Open Site using school data
- C. *Importance of accurate records especially meal counts:* The Summer Food Service Program (SFSP) is a reimbursed grant program. Fourth Presbyterian Church fronts the money to serve about 7000 meals a summer, and pending review by the Department of Education (DOE) are reimbursed for those meals. Accurate records allow us to serve meals to children throughout the summer.
- D. *Importance of organized activities at sites:* See Program Overview

#### How sites operate:

- A. Types of meals to be served and the meal pattern requirements
  - a. Fourth Presbyterian Church (Summer Meals and Mazemakers) serves **breakfast** and **lunch**.
  - b. Vinton Street Hope Initiative (Teen Crib) serves **dinner**.

- B. For self-preparation sites:
- a. Meal Pattern Requirements (see page 165 in the 2016 USDA Sponsors Administrative Guide).

Food Components and Food Items	Breakfast 3 Components	Lunch 4 Components
Milk – Low Fat Fluid Milk	1 cup (8 oz)	1 cup (8 oz)
Vegetables and Fruits	½ cup (one item)	¾ cup (two items)
Grains/Bread		
Bread	1 slice	1 slice
Rolls, Muffins, etc	1 serving	1 serving
Cold dry cereal	¾ cup or 1 ounce	
Cooked cereal	½ cup	½ cup
Cooked noodles	½ cup	½ cup
Meat and Meat Alternate		
Lean Meat, Poultry or Fish	1 ounce	2 ounce
Alternate Protein Products	1 ounce	2 ounce
Cheese	1 ounce	2 ounce
Egg	½ egg	1 egg
Cooked dry beans	¼ cup	½ cup
Peanut/other seed butters or nuts or seeds	2 Tablespoons	4 Tablespoons
Yogurt	4 ounces (½ cup)	8 ounces (1 cup)

- b. *Inventory (use inventory forms)* – Inventory forms are to be used to account for all food purchased.
  - c. Meal adjustments (use production records) -
  - d. Meal preparation adjustments
- C. Recordkeeping requirements
- a. Daily recordkeeping requirements
    - i. Daily Production Form
    - ii. Attendance
  - b. Delivery receipts (provide sample forms)
  - c. Seconds, leftovers and spoiled meals – Seconds may be served after all children have received their first meal. A child must be served a complete second meal (all components).
  - d. Daily labor – actual time spent on food service and time and attendance records
- D. Collection of daily record forms – Forms are in the sponsor notebook, and will be collected by Katie once the meal service is complete.
- E. Maintain copies of meal service forms

### Monitors' responsibilities

#### A. Duties and authority

- a. Monitoring site operations to make sure that the sites maintain adequate records and that the program is operating in accordance with the requirements.
- b. Conducting site training as necessary, including training on Civil Rights requirements.
- c. Conducting pre-operational visits for new and problem sites.
- d. Visiting all assigned sites within the first week of operation to ensure that the food service is operating smoothly and that any needed adjustments are made or problems resolved.
- e. Reviewing food service operations of all assigned sites within the first 4 weeks of operation to thoroughly examine the meal service from start to finish, correcting problems and providing additional training where necessary.
- f. Reconciling any discrepancies in meal counts and records with the site supervisor.
- g. Suggesting corrective action to the site supervisor for problems encountered.
- h. Revisiting sites for follow-up as necessary to ensure corrective action has occurred.
- i. Preparing reports of your site visits and reviews and ensuring that copies of the reports are included in an official file for each site.
- j. Informing the sponsor about problems found at a site and ensuring that corrective action is completed and documented.
- k. Introduce monitors and discuss areas of assignment

### Nondiscrimination Policy

#### *Guidance for Usage:*

The Summer Food Service Program (SFSP) is a federally funded program which requires the inclusion of the complete USDA non-discrimination statement, or inclusion of the short version of the nondiscrimination statement, on all program forms and informational materials. The purpose of the statement is to inform applicants, participants, and potentially eligible persons of the program availability, program rights and responsibilities, the policy of non-discrimination, and the procedure for filing a complaint.

The full non-discrimination statement must be used in its' entirety and in print size no smaller than the material's text font. The usage requirements in FNS Instruction 113-1 have not changed-only the verbiage. If the material is too small to permit the full statement to be included, the material will at a minimum include the statement, in print size no smaller than the material's text font, that *"This institution is an equal opportunity provider"*. Please note that the use of the shorter version is the exception, not the rule.

Use of printed existing forms (with the old statement) is permitted. New forms and publications must be printed with the updated statement. Websites, online applications, IT systems and social media should be updated immediately.

**USDA Non-Discrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

**Other policies/issues**

- a. What to do in inclement weather and alternate service areas: take shelter inside the building.
- b. How to handle unauthorized adults trying to eat meals
  - a. We do not offer food to non-program adults
  - b. If an adult gets a meal somehow anyway, remind them kindly that this food is for the children, and invite them to make a donation to cover the cost of their meal.
- c. How to handle discipline (see discipline section)

- d. Review equipment, facilities, and materials available for recreational activities (see Program Overview)
- e. Review trash removal requirements:
  - a. Trash is to be taken out every day, or more frequently as needed (empty barrels before they become completely full).
  - b. Barrels get cleaned and rinsed out daily.
- f. Discuss corrective action
- g. Nutrition education (see “Creating a positive eating environment”)

### Training Checklist for Administrative Staff

- A. Purpose of the Program: See History and Mission
- B. Site eligibility: Open site using school data
- C. Recordkeeping requirements
  - a. Daily Meal Production Record
  - b. Weekly Meal Production Record
  - c. Food Inventories
  - d. Receipts of Vended Meals
  - e. Payroll and Time-and-Attendance Records
  - f. Purchase Invoices
- D. Organized site activity – see Program Overview Section
- E. Meal requirements
  - a. Number and type of meals
  - b. Meal pattern requirements
  - c. Meal service requirements
  - d. Meal service options
  - e. How to incorporate local foods
  - f. Meal time requirements
  - g. Strategies to avoid food waste
  - h. Meals served to adults

### Training Checklist for Monitors

- A. Sites for which they will be responsible
- B. Conducting site visits and reviews
- C. Monitoring schedules
- D. Reporting and recordkeeping procedures
- E. Follow-up procedures
- F. Office procedures
- G. Local sanitation and health laws
- H. Civil Rights requirements
- I. Reporting racial/ethnic data
- J. Personal safety precautions, if necessary

### Creating a positive eating environment

From the 2016 USDA Nutrition Guide for Sponsors Manual

- Sit with children at the table for meals.

- Don't rush. Allow enough time for children to eat and experience healthy eating within meal service time requirements.
- Help children recognize hunger cues.
- Encourage and try new foods with children and praise children when they try new foods. Discuss the color, shape, size, nutritional value, or origin of the foods served to stimulate appetite and encourage consumption of new foods.
- Engage children in conversation about the meal and healthy foods. For example, ask children to name the food groups; to name examples of fruits, vegetables, dairy products, meat or meat alternates, and grain products; or to name their favorite healthy foods, and explain what they like about them.
- Be mindful of the language you use to encourage healthy eating. Use phrases that help; avoid phrases that hinder (see the table below).

## Phrases that Help and Hinder

*Family Child Care FUNDamentals (Institute of Child Nutrition)*

### Phrases that Hinder

**Eat that for me. If you do not eat one more bite, I will be mad.**

*Phrases like these teach children to eat for your approval. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.*

**You're such a big girl; you finished all your peas! OR, Jenny, look at your sister. She at all of her bananas. OR, You have to take one more bite before you leave the table.**

*Phrases like these teach children to ignore fullness. It is better for children to stop eating when full or satisfied than when all of the food has been eaten.*

**See, that didn't taste so bad, did it?**

*This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.*

**No dessert until you eat your vegetables.**

**Stop crying and I will give you a cookie.**

*Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.*

### Phrases that Help

**This is kiwi fruit; it's sweet like a strawberry.**

**These radishes are very crunchy!**

*Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.*

**Is your stomach telling you that you're full?**

**Is your stomach still make its hungry growling noise?**

**Has your tummy had enough?**

*Phrases like these help children to recognize when they are full. This can prevent overeating.*

**Do you like that?**

**Which one is your favorite?**

**Everybody likes different foods, don't they?**

*Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.*

**We can try these vegetables again another time.**

**Next time, would you like to try them raw instead of cooked?**

**I am sorry you are sad. Come here and let me give you a hug.**

*Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.*

## Abuse and Neglect Prevention/Reporting Procedures

### Reporting abuse or neglect within the Summer Meals Program

If you suspect that a child has experienced abuse or neglect, consult the Director immediately. Once the Director determines that this is a situation that must be filed, she will make an oral report to DCF within 24 hours, and file a written report within 48 hours. Should the Director advise against filing, the staff member retains the right to contact DCF directly and to notify the local police or the Office of the Child Advocate (Ch. 119, § 51A).

The following information about mandated reporting of child abuse has been adapted from “Child Abuse Neglect and Reporting: A Guide for Mandated Reporters” published by Massachusetts Department of Children and Families (DCF).

#### Who is a mandated reporter?

*As “persons employed by a religious body to supervise, educate, coach, train or counsel a child on a regular basis”, and “any person paid to care for, or work with, a child in any public or private facility, home or program funded or licensed by the Commonwealth, which provides child care... This includes... child care food programs,”* all Summer Meals Staff are mandated reporters.

#### What is abuse?

##### Abuse

Abuse means: The non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or an act by a caretaker involving a child that constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

##### Neglect

Neglect means: Failure by a caretaker, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home or in-home setting).

##### Physical Injury

Physical injury means: Death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child’s age,

circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

### **Emotional Injury**

Emotional injury means: An impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

### **Who is a caretaker?**

A "caretaker" can be a child's parent, step-parent, guardian, or any household member entrusted with the responsibility for a child's health or welfare. In addition, many other persons entrusted with the responsibility for a child's health or welfare, both in and out of the child's home, regardless of age, is considered a caretaker. Examples may include: relatives from outside the home, teachers or staff in a school setting, workers at an early education, child care or afterschool program, a babysitter, foster parents, staff at a group care facility, or persons charged with caring for children in any other comparable setting.

### **How do I make a report of suspected child abuse and/or neglect? When must I file?**

When you suspect that a child is being abused and/or neglected, you should immediately telephone the local DCF Area Office and ask for the Screening Unit. You will find a directory of the DCF Area Offices at the end of this Guide and on the DCF web site. Offices are staffed between 9 am and 5 pm weekdays. To make a report at any other time, including after 5 pm and on weekends and holidays, please call the Child-At-Risk Hotline at 800-792-5200.

As a mandated reporter you are also required by law to mail or fax a written report to the Department within 48 hours after making the oral report. The form for filing this report can be obtained from a local DCF Area Office or from the DCF website: [www.mass.gov/dcf](http://www.mass.gov/dcf)

Your report should include:

- Your name, address and telephone number;
- All identifying information you have about the child and parent or other caretaker, if known;
- The nature and extent of the suspected abuse and/or neglect, including any evidence or knowledge of prior injury, abuse, maltreatment, or neglect; The identity of the person you believe is responsible for the abuse and/or neglect;
- The circumstances under which you first became aware of the child's injuries, abuse, maltreatment or neglect;

- What action, if any, has been taken thus far to treat, shelter, or otherwise assist the child;
- Any other information you believe might be helpful in establishing the cause of the injury and/or person responsible; Any information that could be helpful to DCF staff in making safe contact with an adult victim in situations of domestic violence (e.g., work schedules, place of employment, daily routines); and
- Any other information you believe would be helpful in ensuring the child's safety and/or supporting the family to address the abuse and/or neglect concerns. We recommend that you inform the family that you have referred them to DCF for help, but do not do so if you think it would increase the risk to the child.

### **As a mandated reporter, what are my responsibilities?**

Massachusetts law requires mandated reporters to immediately make an oral report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect. A written report is to be submitted within 48 hours. In addition to filing with the Department a mandated reporter may notify local law enforcement or the Office of the Child Advocate of any suspected abuse and/or neglect. You should report any physical or emotional injury resulting from abuse; any indication of neglect, including malnutrition; any instance in which a child is determined to be physically dependent upon an addictive drug at birth; any suspicion of child sexual exploitation or human trafficking; or death as a result of abuse and/or neglect. In addition, you must report a death as a result of abuse and/or neglect to the local District Attorney and to the Office of the Chief Medical Examiner.

Mandated Reporters who are staff members of medical or other public or private institutions, schools or facilities, must either notify the Department directly or notify the person in charge of the institution, school or facility, or his/her designee, who then becomes responsible for filing the report. Should the person in charge/designee advise against filing, the staff member retains the right to contact DCF directly and to notify the local police or the Office of the Child Advocate. (Ch. 119, § 51A) Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory actions by an employer. The written report must be submitted to DCF within 48 hours after the oral report has been made.

Any profession defined by law as a mandated reporter, is required to assist in a 51B investigation or initial assessment, even if they are not the filer of the 51A report. Mandated reporters who are licensed by the Commonwealth are required to complete training to recognize and report suspected child abuse and/or neglect.

### **When should a report involving domestic violence be filed?**

Domestic violence is defined as a pattern of coercive controlling behaviors that one person exercises over another in an intimate relationship. Not every situation

involving domestic violence merits intervention by DCF. Mandated reporters are encouraged to carefully review each family's situation and to identify any specific impact on the child(ren) when considering whether or not to file a 51A report with DCF. In some cases a report may actually create additional risks for the caretaker and the children. If possible, discuss the filing of a report with the caretaker first and address the potential need for safety planning. A report is more likely necessary if the following higher risk circumstances are current concerns:

- The alleged perpetrator threatened to kill the caretaker, children or self and the caretaker fears for their safety;
- The alleged perpetrator physically injured the child in an incident where the caretaker was the target;
- The alleged perpetrator coerced the child to participate in or witness the abuse of a caretaker;
- The alleged perpetrator used or threatened to use a weapon, and the caretaker believes that the perpetrator intended or has the ability to cause harm.

### Child Protection Information

For more information about reporting child abuse and/or neglect:

- [www.mass.gov/dcf](http://www.mass.gov/dcf) For general information or to find a DCF Area Office
- Child-At-Risk-Hotline 800-792-5200
- DCF Ombudsman 617-748-2444 (9 – 5 pm, weekdays) for inquiries about DCF programs, policies or service delivery

Massachusetts Department of Children and Families  
600 Washington Street, 6th Floor  
Boston, MA 02111  
phone 617-748-2000  
fax 617-261-7435  
[www.mass.gov/dcf](http://www.mass.gov/dcf)

DCF Area Office Directory (BOSTON)

- Dimock Street, Roxbury 617-989-2800
- Hyde Park 617-363-5000
- Harbor, Chelsea 617-660-3400
- Park Street, Dorchester 617-822-4700

### What happens when DCF receives a report of child abuse and/or neglect?

When DCF receives a report of abuse and/or neglect, called a "51A report," from either a mandated reporter or another concerned citizen, DCF is required to evaluate the allegations and determine the safety of the children. During DCF's response process, all mandated reporters are required to answer the Department's questions and provide information to assist in determining whether a child is being abused and/or neglected and in assessing the child's safety in the household.

### What if I fail to report?

Any mandated reporter who fails to make required oral and written reports can be punished by a fine of up to \$1,000. Any mandated reporter who willfully fails to report child abuse and/or neglect that resulted in serious bodily injury or death can be punished by a fine of up to \$5,000 and up to 2½ years in jail, and be reported to the person's professional licensing authority. All mandated reporters who knowingly and willfully file a frivolous report of child abuse and/or neglect can be punished by a fine of up to \$2,000 for the first offense, up to 6 months in jail for a second offense, and up to 2½ years in jail for a third offense.

## Building Use

### Inspections

The Summer Meals Program is a site of the Summer Food Service Program (SFSP), a USDA program that provides free meals to children who qualify for free or reduced lunches during the school year. The Department of Education (DOE) inspects the Summer Meals Program every year for food safety practices, just and fair food service, and record keeping.

The Inspectional Services Department (ISD) also inspects the Summer Meals Program every year for food safety standards.

All inspections are unannounced. All inspectors will have some kind of badge or identification on them when they arrive. When an inspector visits our site, notify the Director promptly.

### Personal items

Fourth Presbyterian Church prides itself on being open to the community and committed to the service of all. That being said, the flip side to being open to the community is that many people come through our doors at any given time.

Therefore, DO NOT leave valuable personal items unsecured. Lockers are available in 5 Vinton for staff, although staff must provide their own lock. Staff may also lock small items, like wallets or keys in the file cabinet in the office.

Fourth Presbyterian Church is not responsible for any items lost or stolen.

## Disaster Plan

### General

- If advised by authorities to evacuate an area, do so immediately.
- The fire alarm will notify occupants to evacuate the building. Otherwise, the need to evacuate or retreat to shelter will be done by staff, either verbally or by phone.

- In case of an evacuation order by the City of Boston, the nearest emergency shelter is the Condon Community Center at 200 D Street, 0.6 miles away from Fourth Presbyterian Church. If staff and kids must utilize emergency shelters, we will walk there.
- For any traumatic experience during the summer, the South Boston (CAN) Trauma Response Team may be utilized for additional support. Contact Kay Walsh at 617-308-1154.

### Tornado or High Winds

- Go to a basement or to interior rooms and halls on the lowest floor. Stay away from glass enclosed places or areas with wide-span roofs, such as an auditorium or lodge.
- Crouch down against the floor and cover the back of your head and neck with your hands.
- If no suitable structure is nearby, lie flat in the nearest ditch or depression and use your hands to cover your head.

### Flash Flood

- Evacuate low-lying areas – go to higher ground.
- Avoid small rivers or streams, low spots, canyons, dry riverbeds, etc.
- Do not try to walk through flowing water more than ankle deep.
- If in a vehicle: Do not drive through a flooded area, even if it looks shallow enough to cross.

### Lightning

#### When inside

- Avoid using the telephone (except for emergencies) or other electrical appliances.
- Do not take a bath or shower.

#### When outside

- Go to safe shelter immediately.
- If boating or swimming, get out of the water immediately and move to a safe shelter away from the water.
- If in a wooded area, seek shelter under a thick growth of relatively small trees.
- If you feel your hair standing on end, squat down with your head between your knees. Do not lie flat.
- Avoid isolated trees or other tall objects, bodies of water, sheds, or fences.

### Wildfire

- Listen to local radio or television stations for updated emergency information.
- Follow the instructions of local officials. Wildfire can change direction and speed suddenly.

- Local officials will be able to advise you of the safest escape route, which may be different than you expect.
- If you are trapped, crouch in a pond or river. You cannot outrun a fire.
- Lie flat and cover your body with wet clothing or soil.
- If water is not around, look for shelter in a cleared area or among a bed of rocks.
- Breathe the air close to the ground through a wet cloth to avoid scorching lungs or inhaling smoke.

## Traumatic Events

### Drug Overdose

- If you think someone is experiencing a drug overdose, contact the Director or Pastor immediately.
- If the person is not responsive to stimuli (yelling, shaking, or sternal rub) call 911.
- Monitor breathing; perform rescue breathing (if not breathing).
- Administer naxolone (Narcan).
- Place the person in the recovery position (on their side, with a knee preventing them from rolling on to their stomach, and their head supported by their hand).
- Stay with the victim until help arrives.

### Gun Violence

In case of gun violence, follow these three steps in this order:

1. Run - Get everyone out of there.
2. Hide - Stay and hide only if you cannot escape.
3. Fight - Take action against the active shooter. Throw things at the shooter, attempt to disable shooter.
4. Once police or authorities arrive, follow their directions.

### Self Harm

- If you suspect or notice that someone is self-harming (cutting, etc.), notify the Director or Pastor immediately.
- Kids don't need to be hospitalized for self-injury unless they're suicidal or the self-injury is so severe it places them in danger. While kids who self-injure have a higher risk of suicide, at the time of self-injury, their motive is to cope – not take their life.
- Director/Pastor will contact parents or appropriate authority to share information/awareness about self-harm.

### Suicidality

Samaritans Hotline: (877)-870 HOPE (4673)

Boston Medical Center 24/7 Psychiatric Hotline: 800-981-HELP (4357)

- If you think that someone might be suicidal, notify the Director or Pastor immediately. The following questions can help assess immediate risk for suicide:
  - Do you have a suicide plan? (PLAN)
  - Do you have what you need to carry out your plan (pills, gun, etc.)? (MEANS)
  - Do you know when you would do it? (TIME SET)
  - Do you intend to commit suicide? (INTENTION)

Level of Suicide Risk	Description	Action
Low	Some suicidal thoughts. No suicide plan. Says he or she won't commit suicide.	Call parents. Offer Psychiatric Hotline number.
Moderate	Suicidal thoughts. Vague plan that isn't very lethal. Says he or she won't commit suicide.	Call parents. Offer Psychiatric Hotline number.
High	Suicidal thoughts. Specific plan that is highly lethal. Says he or she won't commit suicide.	Call Psychiatric Hotline: 800-981-4357 Call parents.
Severe	Suicidal thoughts. Specific plan that is highly lethal. Says he or she will commit suicide.	Call 911, and/or go to hospital. Call Psychiatric Hotline: 800-981-4357 Call parents.

- If a suicide attempt seems imminent, call the Psychiatric Crisis Hotline, dial 911, or take the person to an emergency room.
- Remove drugs, knives, and other potentially lethal objects from the vicinity.
- **Do not, under any circumstances, leave a suicidal person alone.**

### Aftermath

*Adapted from "Community Crises and Disasters: A Parent's Guide for Talking with Children of All Ages," by the Marjorie E. Korff Pact Program of Massachusetts General Hospital*

Once it is clear that everyone is physically safe,

- Debrief as a community.
  - Provide a simple explanation for what is happening. Use low-emotion descriptive words, like "upsetting" instead of "horrifying," or "injured" instead of "blown to bits".
  - If children already know what happened, find out about their understanding of the event and address any worries or misunderstandings. Questions like, "What did you see and hear?" "If [a trusted adult] asked you what happened, what would you tell her?" "What is scary or confusing about this?"
- Acknowledge feelings. If children witnessed adults in distress, share why you were feeling that way.

- If you do not have all the information at that time about an event, let the children know that more information will be available later.
- Let the group know that we will follow up in the coming days and that they can come to you (or Director or Pastor) with any and all questions or concerns.

When following up,

- Normalize feelings. It is normal to feel more worried for a few days, want to do comforting things, want to stay away from or visit where the event occurred, or want to learn more details about what happened.
- Ask about how children and people they know are coping with the aftermath. Talk about what might be helpful or unhelpful things to do during difficult times.
- Offer resources, especially when following up with parents. Offer the Communities in Crises and Disasters Guide, psychological counseling resources, and any worship or gathering opportunities in response.

Conversation Tips

Ages 3-6

- Encourage children to ask you questions and to share what they think are the answers.
- Provide enough detail so that your child can fit together all the pieces of the story he is seeing or hearing.
- Preschool children are usually less emotionally affected by events that do not directly impact their day-to-day functioning than are older children and adults. So letting a young child know about an event that is distressing to you, but distant, helps your child to avoid picking up on parts of the story and assuming he is in any danger.
- Suggest a way to communicate fears that does not involve talking. "If you start feeling more scared, come and take my hand; then I'll know you need to tell me something or just need a hug."
- Recognize that young children might form connections between events that don't make sense to older children or adults, and look for ways to reassure your child that she is safe. For example, a child might believe that if it rains even a little bit, it means that a hurricane is happening again.

Ages 7-12

- Try to identify any specific worries a child can put into words if they seem anxious or upset. "Can you tell me what you're thinking about? Is there something you're imagining might happen?"
- Remember that children can have a hard time figuring out which situations are safe and which are dangerous. Try to listen for concerns about safety that may underlie reluctance to engage in usual activities, and find ways to talk about those worries.

- Convey confidence without promising that nothing bad can ever happen. Try describing future bad events not as impossible, but as really, really unlikely, if this is true.
- Sometimes it is easier to be patient with an anxious child than with an irritable one. If you find yourself getting frustrated with a cranky child, try to remember that she is expressing her distress as best she can and may need your help to settle herself down.
- Even when you can't assure your child that things are 100% safe, give concrete examples of how caregivers, teachers, police, doctors, and others are working together to make things safe for him and the community.

#### Ages 13-19

- It is common after a crisis for parents to want to reinforce to teenagers the importance of their making responsible decisions to keep themselves safe. Think carefully about the message you want your teen to hear, as you talk to him about the world we live in, and try to balance the warning to be cautious with some optimism.
- Talk with teenagers about their role in making the world a better, safer place, in big ways and small.

## Fire Evacuation Plan

### Narrative of occupant response

How staff should respond to a fire condition:

- Notify anyone in the immediate area of danger
- Close doors to confine fire/smoke, but do not lock them
- Activate or request that someone else activate the fire alarm
- Evacuate the building, assist children and other staff under your direction
- Call the fire department (911) and give them the following information:
  - Building name and address: Fourth Presbyterian Church, 340 Dorchester Street, South Boston MA 02127
  - Nearest cross street: Vinton Street
  - Location of fire in the building
  - Known information about the fire/smoke
  - Call-back telephone number: Your cell phone, and the Director's Cell Phone (919-924-1170) and the Pastor's Cell Phone (617-285-0039).
- Do not hang up until the emergency services operator does so.

### Number of staff and the number of children

Staff: 37 total

- 5 Shepherds
- 4 Activity Leaders
- 18 Youth Staff
- 5 Mazemaker Staff

- 3 Admin: Pastor, Director, Registrar
- 2-3 Cook staff

Children: 100

- Summer Meals: 65
- Mazemakers: 35

### Staff to be charge of specific areas

Staff and counselors will, under no circumstances, leave the children that are under their direct care.

- Narthex: Imagination Station Teacher
- Sanctuary: Music Teacher
- Hall: Art Teacher
- Kitchen: Cook
- Bathrooms: Registrar
- Basement: Mazemaker Staff
- 5 Vinton: Mazemaker Staff

### Identify all means of egress

- Narthex: Go out front door
- Sanctuary: Go out ramp door
- Hall: Go out side door to yard
- Kitchen: Go out Vinton Street Entrance
- Bathrooms: Go out Vinton Street Entrance
- Basement
  - Mazemaker Room: Go out ramp door
  - Hallway: Go out ramp door
  - Elvis Room: Go out ramp door
- 5 Vinton: Mazemaker Staff
  - Office, Blue Room, Bathroom, Library, and Locker Room: Go out front door
  - Kitchen: Go out back door or sliding door

### Means of notifying occupants

The fire alarm will be used to notify occupants of the need to evacuate the building.

### Instructions for contacting emergency personnel (fire department)

Call 911.

### Designate an outside area for children and staff to gather.

**Moakley Park:** In case of a fire emergency, all children and staff will meet at Moakley Park. Once at Moakley Park, assigned staff should conduct a roll call. Children must remain in designated areas until the fire drill/alarm has ended.

## Health Care Policy

### Health Care Supervisor(s)

- Katie Cole, Director of Children and Youth Ministries – First Aid, CPR/AED Certified, Narcan Certified
- Nate Haywood, Mazemaker Director – First Aid, CPR/AED Certified

### Emergency Telephone Numbers:

- Fire – 911
- Police - 911
- Rescue/Ambulance - 911
- Poison Control Center – 1 (800) 222-1222
- Psychiatric Hotline – 800-981-HELP (4357)
- South Boston CAN Trauma Response Team - 617-308-1154

### Hospital(s) utilized for emergencies

Boston Medical Center  
(617) 638-6800  
1 Boston Medical Center Pl, Boston, MA 02118

Children's Hospital  
(617) 355-6000  
300 Longwood Ave, Boston MA 02115

### Emergency Procedures

1. Assess The Situation Quickly:
  - How serious is the accident?
  - Is the person in pain?
  - What type of First Aid is necessary?
  - Do I call for additional help?
2. If life threatening, call 911, then administer the first aid you are trained for.
  - Do not try to move or turn the injured person.
  - If the person is actively bleeding, put on rubber gloves and apply direct pressure to the bleeding site using one or more sterile gauze pads.
  - If the person is unconscious, feel for a pulse at the wrist, and assess whether or not the person is breathing. Do not try to arouse the person by shaking him or her. Try to make contact only by voice.
  - If other emergency care is required, at the scene or at the local hospital, have a partner call for an ambulance (911).
3. Do not leave the injured person by themselves.
4. Enlist the help of others.
  - a) Call or text the Director and say that there is an emergency. The Director will make all attempts possible to notify the parents first and then the emergency contact second.

- b) Make sure there is a staff person staying with the children who are not involved in the emergency.
- 5. Stay with the injured person and continue to administer first aid until someone more qualified arrives and the situation is under control.
- 6. An injury report form will be completed, and if a person was sent to the hospital then a copy will be sent to the Massachusetts Department of Public Health within seven days of occurrence. A copy will be retained by the program.

#### **If parents cannot be contacted**

- Appropriate emergency care should be administered as indicated by the situation.
- Further attempts will be made to notify the parent or guardian until someone is reached.
- If neither parent nor emergency contact can be reached and the child needs to go to the hospital, then the Director will travel with the child to the hospital.

#### **When off the premises (including field trips and participation at the off-site facilities)**

- Registration forms will accompany the staff and children on field trips.
- A complete first aid kit and health care policy will be taken on all field trips.
- Directors are first aid and CPR certified and will have access to a phone at their activity site in every instance.

#### **Utilizing First Aid Equipment**

- Location for First Aid kit(s)
  - Closet C
  - 340 Kitchen
  - Imagination Station
  - Mazemaker Room
  - 5 Vinton Kitchen
  - Office
- First Aid Kit and manual will be maintained by the Health Supervisor, who will be at least 18 years of age and will be trained in American Red Cross Standard First Aid (or equivalent) and Cardiopulmonary Resuscitation.
- First Aid will be administered by the Health Supervisor.
- In the event that the first aid kit is used, inventory will be taken after use and used items will be replaced before the next day.
- Contents of First Aid Kit
  - Band-aids
  - Neosporin
  - Non-perfumed soap,
  - Sterile gauze squares,
  - Compresses,
  - Adhesive tape,
  - Bandage scissors,

- Triangular and rolled bandages,
- Mask with a one way valve,
- Tweezers,
- Cold pack
- Barrier protection gloves, preferably of non-latex composition.

### **Plan for injury Prevention and Management**

Each day, before participants arrive, Staff will survey classroom areas (indoor and outdoor) for hazards and items that need to be repaired. They will remove hazards and notify the Director of any needed repairs.

### **Reporting serious injury, in-patient hospitalization, death of a participant or staff person to the Department of Public Health**

A report shall be completed on a form prescribed by the Massachusetts Department of Public Health for each fatality or serious injury as a result of which a program participant or staff person is sent home, is brought to the hospital or physician's office and where a positive diagnosis is made. Such injuries shall include but not be limited to those where suturing or resuscitation is required, bones are broken, or a child is limited to the hospital. A copy of each report shall be sent to the Massachusetts Department of Public Health within seven days of the occurrence of the injury.

### **Informing parents when first aid is administered to their children**

- If a child has experienced a mild illness ("I don't feel good") or injury (band aid sized or anything that leaves a mark), then parents will be notified as they pick up their children from the program.
- If a child experienced a moderate illness (clear external indications that a child is not well) or injury (bigger than a band aid), then staff will call the child's parents once appropriate first aid has been administered.
- If child leaves before parents can be notified, the Staff person assigned to that child will call and make contact with the parent on the same day. If that cannot happen, then the staff will make contact with the parent when the child is dropped off at the program the next day.

### **Infection control and monitoring.**

Staff and participants will use hand sanitizer before eating, and wash their hands with soap using running water and friction after toileting, and after coming in contact with bodily fluids and discharges.

### **Clean up of blood spills.**

Using latex gloves, the affected area will be wiped up using a disposable towel. If the spill occurs inside, the area will be disinfected with bleach and water. Gloves and towels will be placed in a plastic bag, sealed and then placed in another plastic bag and sealed before disposing. Staff will wash their hands thoroughly afterward.

**Evacuation plan of the program or facility.**

- Every room on the campus of Fourth Presbyterian Church has at least two exits.
- Shepherds are responsible for leading children out of the building; activity leaders check for stragglers. For the Mazemakers program, the “lead” teacher of a class will lead the children out of the building, and the support staff will check for stragglers.
- Shepherds and Mazemaker staff are responsible for ensuring the number of children in attendance equals the number of children safely evacuated.

**Administering medication (prescription and non-prescription).**

Any medicine to be administered on site must be noted on the Registration Form. The medicine must be delivered to the program by an adult, in the original container with pharmacy label with correct dosage and times attached. The shepherd will administer, under the guidance of the Health Care Supervisor.

Medications that do not need to be refrigerated will be stored in the Loft or in the lockable file cabinet in the office. Prescription medication, once no longer needed, will be returned to an adult in care of the child who needed it.

**Care of mildly ill children.**

Mildly ill children may rest under supervision in the office or the Loft, and will be provided water, food if needed, and toy dinosaurs.

**Conditions which necessitate a parent pick up a child**

Contagious disease or condition including head lice, scabies, ringworm, impetigo, chicken pox, conjunctivitis, diarrhea, vomiting, high fever, or any signs that child is unusually sick or tired.

**Identifying and protecting children with allergies and/or other emergency medical information.**

Allergy information must be indicated on the Registration form by a parent, and will be posted in the kitchen. Allergy information will also be included on the check-in/check-out cards. Information will be verbally verified with the child, and the shepherd will make contact with the parent to understand the scope of the allergy or other medical information.

**Exclusion policy for serious illnesses, contagious disease and reportable diseases to Board of Health.**

The child will be isolated from other children until the parents can pick them up. All parents will be notified in writing if their children have been exposed. The Director may require a physician’s opinion before the child may return.

## Lost Child Plan

Shepherds and Mazemaker Staff will do a head count at every transition.

During a lost child search, one person must be in charge of the entire search to avoid confusion and wasted time. This should be the most senior-trained person, such as a head counselor or Program Director.

- Report the missing child to the Director, including the following information:
  - Child's name and age
  - Last place the child was seen
  - What the child was wearing
  - Other information that could be helpful
- Use a predetermined signal to alert all staff that a person is missing. Lifeguards must clear the swimming areas.
- Conduct a search of bathrooms, missing child's classroom areas and other program areas.
- A common practice is to move all children to one central location to do an accurate head count or roll call.
- Staff should search assigned areas to ensure the program facilities and surrounding areas are searched.
- If the child was last seen near water, lifeguards must search the entire waterfront
- Check office records to determine if the child was picked up by parents or made other special arrangements. If not, contact the parents/guardian to determine if the child was picked up without notifying the Registrars or Directors.
- Notify emergency personnel (911, if available) if the child is not found immediately or if the child requires emergency medical intervention.
- The search must continue until all children are accounted for.

## Lost Swimmer Plan

Time is a critical factor in a search for a missing swimmer. During a lost swimmer search, one person must be in charge of the entire search to avoid confusion and wasted time. This should be the most senior-trained person (preferably someone trained in open water rescue).

### Missing Swimmer Procedure

- Use a predetermined signal to alert all staff that a person is missing. Lifeguards must clear the swimming areas. Using a communication system, ask the child to report to the main lifeguard area, since the child may have left the area.
- Contact emergency personnel, such as the local fire department, police or search and rescue squad. Notify the dispatcher that you have a possible lost swimmer. Delays in contacting emergency numbers (911, if available) must

be avoided. It is better to cancel an emergency call once the swimmer is safe than to delay a call that might save the swimmer.

- Adult counselors may help search shallow areas; trained lifeguards should search deeper areas. Other staff should check bathrooms, showers, locker rooms, and other areas.
- A common practice is to move all children to one central location to do an accurate head count or roll call.
- Lifeguards must continue to search the entire waterfront
- The search must continue until all children are accounted for.
- The person in charge of the search should have a list of staff conducting searches in assigned areas. Account for the staff to avoid the need for a double rescue. Staff conducting the search (including lifeguards) should use the buddy system.
- The person in charge of the rescue should interview the person who reported the missing swimmer; information about the swimmer's last known location, etc. is used to direct the search.
- All lifeguards search the swimming area, starting where the missing child was last seen. Make sure to look under docks, piers, rafts, and other potentially dangerous locations.
- At waterfront facilities such as state parks, staff may have to check other playgrounds, campsites, and wooded areas.

### Searching Shallow-Water Areas

- To search shallow-water areas with pool water clarity, adult volunteers or nonlifeguarding staff members should link arms or hold hands and form a line in the water.
- One lifeguard should serve as a lookout standing above the water level (on a dock, raft, etc.) with rescue equipment in case a searcher gets in trouble or the missing swimmer is found.
- The shortest person should be in the shallowest water, and the tallest person should be in water that is no more than chest deep.
- The whole line slowly moves across the area together. Start where the lost child was last seen. One lifeguard should be assigned to oversee this part of the search.
- As the search line moves forward, the searchers gently sweep their feet across the bottom with each step.
- The searchers must not go deeper than chest-deep water. Only trained lifeguards should search deeper areas.

### Searching Deep Water Areas

Use the American Red Cross "deep water line search" to search for lost swimmers in water that is greater than chest deep. It is outlined below:

- Several lifeguards, wearing masks and fins, form a straight line, no more than an arm's length from each other. One lifeguard serves as a lookout standing

- above the water level (on a dock, raft, etc.) with rescue equipment in case a searcher gets in trouble or the missing swimmer is found.
- On command from the lead lifeguard, all searchers do the same surface dive (either feet first or headfirst) to the bottom and swim forward a set number of strokes (usually three).
  - If the water is murky, the searchers search the bottom by sweeping their hands back and forth in front of them, making sure to cover the entire area.
  - Return to the surface as straight up as possible. At the surface, the line backs up, the lead lifeguard checks to make sure all searchers are accounted for, the line reforms, and on command from the lead lifeguard, dives again.
  - Repeat this procedure until the entire swimming and diving area has been searched in one direction. Make sure not to miss any areas on the bottom when you dive and resurface.
  - The searchers then repeat the pattern at a 90-degree angle to the first search pattern.
  - If the missing swimmer is not found in the swimming and diving areas, expand the search to nearby areas. Consider the effects of any currents.
  - Continue to search until the missing person is found or until emergency personnel arrive.

## **Transport and Traffic Control Plan**

Parents are responsible for transporting their children to and from the Summer Meals Programs. Fourth Presbyterian Church does not offer transport to our programs.

### **Walking to the Park**

Each shepherd group will partner kids up and have a buddy. Buddies for ages 4-5 will also hold on to a rope while walking to the park. A staff person will lead the group, a staff person will be the rear guard, and any additional staff people will intersperse themselves among the traveling group.

When crossing the street at the Rotary, one staff person will stop traffic while the rest of the group crosses the street.

### **Taking the T**

Each shepherd group will partner kids up and have a buddy. Buddies for ages 4-5 will also hold on to a rope while walking to the park. A staff person will lead the group, a staff person will be the rear guard, and any additional staff people will intersperse themselves among the traveling group.

When a group goes on a field trip, each child will have a buddy and pairs of children will have a designated chaperone. One chaperone will be the designated rear guard for getting on and off the T.

Chaperones will indicate that they have all of their children accounted for by giving a thumbs-up. The group will proceed once all chaperones have made eye contact with each other and have all give each other a thumbs-up.

### **Social Media Policy**

- Staff will not be friends on facebook with program participants, and must unfriend any potential program participants before the beginning of the summer. Junior staff (i.e. Summer Scholars and ABCD staff) may not befriend adult staff on facebook during the time of employment.
- Staff may not post pictures of the children they work with on their private facebook accounts.
- During the time of employment, posts on facebook or any other social media should not reflect poorly on the character of the staff person.

### **Unaffiliated Adults**

When an adult unknown to you enters (or attempts to enter) the property/premises,

- Greet them
- Ask them how you can help them
- Notify the Director or Pastor

People who appear to be high, drunk, or generally unsuitable to be around children will be asked to leave the property. Police will be called if those people do not comply