



SAFETY

PHYSICAL AND EMOTIONAL SAFE PLACES TO BE

Safety

In our afterschool programs keeping children and youth physically and emotionally safe is Job #1. Without safety, built on trust, no other learning can be accomplished.



Safety Overview

**Knowledge and
Information**

Review

**Walk Through The
Day**

**Connect to Online
Instruction**

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Safety

Key Points

When you complete this e-Book you will have a better understanding of physical and emotional safety and why ensuring that after-school programs are safe and well supervised is one of the number one goals of a high-quality program.

Terms/Glossary

As you read this e-Book, look for the following terms:

Physical Safety: area in which the program operates is safe and free from physical dangers, also practices in place to encourage safety and prevent injury.

Emotional Safety: program insists the participants treat one another and staff with respect and dignity, and vice versa; bully-free zone



Maslow's Hierarchy of Need: pyramid created by Maslow which indicates that human needs focus where there is a threat—for example; lack of oxygen will take precedence over a conversation with a friend. Safety is next to the bottom of the pyramid (physiological needs).

Emergency Plans: Emergencies are unplanned events that occur and we need to address. In all cases the safety of youth and staff is the primary concern. Different emergencies require different strategies. It is not a one-size-fits-all.

Prior Knowledge

Think back to a time when you did not feel safe. What caused you to feel unsafe? What did you or someone else do to make you feel more comfortable and less anxious about your safety? What happened to you both physically (adrenaline, sweating, rapid breathing, heart pounding) and emotionally (continued mental replay, more guarded behavior)? What occurs when you have these feelings for an extended period of time?

Brain Power

There is an American proverb, "It is better to be safe than sorry." When is this proverb the appropriate attitude to have? When might seeking safety at all costs be to your disadvantage? There are a variety of points of view. Think about yours.

Introduction

At C4K we say that people need to know the metaphorical difference between “skin your knee” danger and “running into the street” danger. In this e-Book we are discussing prevention, routine, and organizing around keeping the youth in our program safe both physically and emotionally. This is not about taking a calculated risk to advance your cause or your position. Sometimes, even with physical safety we have to learn by experience, but our goal in program is to minimize the effect of danger and to discuss it with youth so they can become aware of unsafe situations and respond accordingly.

Debrief

After reading this overview, what are some of your key learnings? How will you apply this new or confirmed understanding in your program within the next 72 hours to promote physical and emotional safety in your program?



Knowledge and Information

For students' healthy development, it is critical that they experience a sense of both physical and emotional safety. Programs focused on student learning must promote strong safety measures. When we look at "higher brain function," those skills associated with 21st Century work place skills (critical thinking, decision making, team work, analysis of information) are diverted when any person feels physically or emotionally threatened.

A sense of safety is key in after-school programs because we embrace the Three R's: relationships, relevance, and rigor. If we expect children to work with partners, in small groups, or on teams, we must ensure that this social environment is safe for all students. If we expect youth to speak up and share what is important and relevant to them, they must be sure that there will not be ridicule. If we expect youth to take risks and push the envelope when it comes to learning new things and push themselves to new heights, they must be safe within the group. Students are far more willing to take risks when they know that when they fail they will still be accepted by the group.

When programs are designed to promote a sense of safety, students feel more secure and trusting of others, the staff and their peers. Students are more likely to tell staff what they are thinking and feeling and as staff gains a deeper understanding of student opinions and wants, staff can better meet the needs of children and youth. It also serves to reduce "acting out" behaviors and underlying anxiety.

If we take a look at Maslow's Hierarchy of Need we discover that safety is close to the bottom of the pyramid. This means that the other layers of the Pyramid are supported by this foundation of Safety.



Maslow's Hierarchy of Needs

Discounting physiological needs—air, blood, food, shelter, etc., safety is the most important need we have as human beings. If you feel unsafe, either physically or emotionally, we cannot concern ourselves with any higher needs. If you doubt this, think what happens to you when you discover that your situation is dangerous. Your safety suddenly becomes the only concern you have.

Physical Safety

If youth are going to feel physically safe the following must be in place and youth must know that they are:

- Safe from physical harm;
- Protected by the adults around them who will keep them from harm;
- Able to count on the adults around them who will assist them if they are feeling threatened;
- Subject to rules that will be fairly and consistently applied.

The feeling of physical safety is strengthened when a program has agreements in place that address each of the different environments that youth find themselves in. For example, what does physical safety look like for youth in the hallway, on the playground, in the multi-purpose area, at the drinking fountain, in the restroom, in the classroom, and any other environment that youth find themselves in.



One of the most important things you can do to ensure that safety agreements are followed is to keep youth in “line of sight.” Indoors, line of sight means keeping students within the scope of your vision, and remembering if you can see them, they can see you. To do this, you must know your position in the room.

From that position you should intentionally use visual and auditory scans of the room so you are aware of what is going on. We are always picking up visual and sound clues about what is going on in our environment. For example, our peripheral vision picks up movement and draws our eye to a particular scene. Just as we look in that direction, the second student, not the one who attracted our attention in the first place, behaves in a way that does not support your clear expectations. The first actor remains unseen. The same is true for noise, or the lack of noise. It will draw our attention and then we see only a piece of the action. Although you cannot avoid this attention grabbing phenomena altogether, intentionally scanning, looking for things out of place, and keeping students within your line of sight will make it easier for young people to make good behavior choices.

When you are outdoors, line of sight is more challenging than indoors because boundaries are more arbitrary. Line of sight requires leaders to walk at the end of the line, stand in a spot where all youth can be seen, and figure out how to transition from one activity to another and one location to a different place. During physical activity it is important to engage youth in being the score keeper and referee if you are going to truly focus

on keeping kids safe. Work with youth to establish boundaries that are clear—end of the hallway, at the corner, on the basketball court, across from the gate.

Most after-school programs are located on a school site that has district safety policies in effect during the school day and should be extended during the after-school program. However in some cases after-school programs may not have access to all emergency equipment after 4:00 o'clock in the afternoon when the school office closes its doors. Following you will find a guide that outlines areas you need to be aware of. Certainly, before adopting these guidelines you would want to work closely with your school site administrator. The first safety procedure we are going to look at is Student Sign-In and Sign-Out.

Student Sign-In and Sign-Out

In order to ensure that students are safe at the beginning of the program and at the end of the day, it is essential that you have a well-established and intentionally communicated sign-in and sign-out process. Since student sign-in occurs at the end of the school day, chances are that staff is signing students in. It is essential that you have a way to verify the absence of students that you expect to have in program. The best place to start is by having a print-out of the school day's absence list and also a way to identify youth who have been signed out early from the school day. Taking roll immediately and then notifying the Site Coordinator of absent students will ensure that youth are where they need to be.

At the end of the day have a sign-out procedure. If students sign themselves out be sure to have a Walk Home form. If parents must come in and sign youth out, be sure to check identification until you recognize the parent or caregiver. Have information within reach about who is authorized to pick the child up. Certainly parents may not be the only ones that can pick up the child, so have an updated list and check the identification of someone picking up the child with the form.



You also need to have a late pick up policy to ensure that caregivers understand how important it is to pick program participants up on time. Certainly there are emergencies, but if a caregiver comes consistently late you will need to address this concern. You will also need a policy and procedure for caregivers to follow if they want to pick up the child before program is over. In California an Early Release Policy and form must be in place in case a parent picks a child up before the end of the program. The most important thing to remember is that you need to have policies and procedures that are in the best interest of the child. These policies and procedures should be implemented consistently with all students.

There are a variety of situations that require specific safety practices to ensure that youth are physically safe. These situations are shared below. Just like during the school day these safety procedures should be practiced by conducting regular emergency drills.

Earthquake

During an Earthquake everyone should:

- Remain calm
- Stay away from windows and other glass, racks, shelves, tall furniture, etc. whether secured or unsecured to walls/floors
- Duck and cover first—seek shelter under sturdy desk or table.
- Protect your head and neck
- Stay put—do not attempt to evacuate immediately (more people are injured by breaking glass and falling debris than from building collapse)

After the First Shock is Over:

- Leave building as soon as possible after first shock ends
- Be alert for falling debris or downed power lines—**DO NOT TOUCH**
- Walk, don't run
- Make sure all students are assembled at a pre-determined location
- Take roll and account for all students
- Check for missing students and notify Site Director if all students are not accounted for
- Be alert for after-shocks, as structure/building may be already weakened
- Check for injuries
- Treat life-threatening injuries first and notify Site Director—(Site Director should call 911 and notify parent/guardian)
- Stay at designated location until Authorities say it is safe to move
- Refrain from re-entering building until "All Clear" is given by Police/Fire Department
- Make emergency related phone calls only

Fire

Small Fires:

- Clear all students from immediate area
- Vacate room silently in a single file line taking personal belongings (car keys, purse, cell phones, etc.)
- Call Site Director requesting fire department to specific area
- If it makes sense, obtain nearest fire extinguisher(s) and discharge at base of fire (Use sweeping motion with nozzle until fire is out)
- Notify Site Director who in turn notifies site principal or administrator that extinguisher needs to be serviced.

Note: Do not use water on electrical fires



All Other Fires:

- Clear all students from immediate area
- Evacuate classroom using closest emergency exit
- Use alternate routes in case primary exit is blocked
- Check to make sure all students are evacuated by taking attendance
- Report missing students to Site Director
- Use the fire alarm pull box if you have access to it...but DO NOT RELY on it
- Notify your site director
- Site Director should call 911 and site principal or administrator
- Give exact location of fire on site, location of building and describe extent of fire
- Make sure that all doors are closed and unlocked
- Wait for "All Clear" signals

Power Outage

- Remain calm
- Keep students in class and in their seats
- Locate flashlights as soon as possible
- Turn off power to all computers, copiers, printers, TV/VCR units, etc. in an effort to protect them from power surges when power is restored
- Administer first aid when needed
- If power is anticipated to be off for an extended period of time, you will be notified by your Site Director or Site Administrator/Director
- Follow Site Director's instruction should you need to send students home
- Try to re-assure students



Evacuation Procedures

- Leave site by pre-determined evacuation routes
- Close all doors as you leave but keep them **UNLOCKED**
- Assemble students at pre-determined location
- Take attendance, roll
- During chaos or disorder, direct students to go to the reunification site (predetermined)
- Do not re-enter site until "All Clear" signal is given by the fire, police or program director

Emergency Procedures

Serious emergencies and disasters are unpredictable and strike without warning. It is highly recommended that staff be equipped with cell phones and/or walkie-talkies and that each of the emergency or disaster types be assigned a code and signal. After-school staff should read and become familiar with the following emergency procedures, as well as the site map, evacuation areas, and emergency phone numbers.

Bomb Threat—Suspicious Package/Object

- **DO NOT TOUCH**
- Do not attempt to move
- Contact Site Director (Program Director/Principal) immediately for additional Instructions
- Cordon off surrounding area
- Do not evacuate unless ordered by Program Director/Principal



Drive-By Shootings

In the event that a drive-by shooting occurs on or adjacent to the site

- Site Director shall initiate Lock Down (see Lock Down Procedures)
- In classrooms, staff shall maintain Lock Down until “All Clear” signal is given by the Site Director
- In open areas, staff should move students to a safer place (e.g. classroom, library) as quickly as possible. Initiate Action Drop only if it is not possible to safely reach enclosed areas

Note: Drive-by shootings usually happen very quickly. The perpetrators of drive-by shootings usually leave the scene instantly. Staff members should (without putting themselves in danger), attempt to get as precise a description of the vehicle, person, and clothing as possible, and then prepare a written statement.

Hostage Situation

An intruder(s) enters a classroom or enclosed area with a weapon and threatens to shoot or injure a person(s)

- When possible initiate Lock Down (See Lock Down Procedures)—
- Keep your distance—give the intruder(s) ample personal space
- If you can’t do this, remain calm
- Talk with intruder(s) in a low-key, non-threatening manner
- Suggest marching the students quietly out the back door—back off if this approach angers the intruder(s).

- Do not argue with or antagonize the individual(s) in any way
- Do not make any sudden movements
- Do not attempt to deceive or threaten intruder(s)
- Do not “buy into” the delusions of the intruder(s)
- Be constantly alert and prepared for violence
- Initiate “Action Drop” if the intruder(s) open fire
- When possible keep in touch with Site Director, Program Director, and/or site Principal
- Follow their instructions until police arrive
- Follow instructions of Police who will take over when they arrive



Lock Down Procedures

- Receive Notification/Announcement of need for Lock Down
- Use assigned code and signals--Site Director announces over loudspeaker if available (or through the “All Call” cell phones/walkie-talkie), “ATTENTION PLEASE, ATTENTION PLEASE! THIS IS A LOCKDOWN, I REPEAT, THIS IS A LOCKDOWN.” (OR USE CODE).
- Secure all students and staff behind locked doors
- Staff should close and lock their classroom doors
- Staff should take attendance, roll
- Staff continues program activities as usual—only inside locked classroom
- If students are in the open area, they should walk quickly to nearest classroom or assembly area
- Staff in charge in such areas should notify student’s staff in charge through cell phone/walkie-talkie, that he/she has his/her student in custody.
- Site Director will give “All Clear” signals over the P.A. system, intercom, cell phone or walkie-talkie.



Lock Down/Hostile Intruder

- Receive Notification/Announcement of need for Lock Down
- Use assigned code and signals--Site Director announces over loudspeaker if available (or through the “All Call” cell phones/walkie-talkie), “ATTENTION PLEASE, ATTENTION PLEASE! THIS IS A LOCKDOWN, I REPEAT, THIS IS A LOCKDOWN.” (OR USE CODE).
- Secure all students and staff behind locked doors
- Staff should close and lock their classroom doors
- Staff should take attendance, roll
- Site Director may also say, “We have an intruder” and identify the area where problem is located
- Staff should close and lock classroom doors
- Staff should shut all windows and close all curtains

- Staff should turn off all lights, radio, music, television, etc.
- Staff should place all students on floor in corner out of eyesight and QUIET
- Students in open areas should walk quickly to the nearest classroom or assembly area and report to staff in charge of the room who in turn should notify staff in charge of student
- If violence is occurring and students are in open areas, students should go to the closest cover or lie flat on the ground
- Remain in lock down until the Site Director gives "All Clear" signal.

Weapons On Campus

Due to the ready availability of all types of weapons, it is possible that guns and other weapons may be brought onto the program site, either by students (more likely at the secondary level) or outsiders. If it is reported by staff that a weapon(s) has been brought onto the site, the following emergency actions should be taken:

Safety First

- Site Director should initiate Lock Down
- Students in open areas should be brought to their classrooms or designated areas such as the library, cafeteria under staff supervision
- Staff should follow Lock Down procedures
- Remain in "Lock Down" until Given "All Clear" signal by the Site Director

Life Threatening Conditions

- First Check Area for Safety.
 - Check victim:
 - Consciousness?
 - Pulse?
 - Breathing?
 - Bleeding?
- Begin CPR if necessary.
- If bleeding is severe:
 - Apply direct pressure.
- Raise injured area if no broken bones.
- If no immediate danger, do not move victim.
 - Keep victim warm and comfortable.
 - Watch for changes in breathing and consciousness.
 - Re-assure victim.



- Cordon off area and keep onlookers out (particularly younger students).
- Call 9-1-1
 - Send "Point Person" to office to guide Emergency Personnel as they arrive.

"All Clear" signals may be:

- "All present and safe," if situation is safe
- "All present," if situation is not safe (intruders present)

Other school day policies you should be aware of will outline how to handle bullying and fighting. Both of these have as much to do with emotional safety as they do with physical safety.

Emotional Safety

Safety in an after-school program goes beyond creating a physically safe environment. For students to experience a program as safe, they must feel personally safe emotionally as well. Emotional safety will result in respectful treatment of oneself and others and the development of a sense of responsibility as well.

In programs that foster emotional safety, youth:

- Feel secure they will be valued and accepted by the group
- Know they can participate without fear of teasing, harassment, or ostracism
- Know the individual differences are embraced and valued
- Know they will be treated with respect and dignity

Promoting emotional safety starts with sound policies and practices for hiring staff that work directly with students. Working with youth is more than just a job, it is, as many people believe, a "calling." When hiring staff it is important to hire those who:

- Understand the importance of being a positive role model and mentor
- Demonstrate a confident, confirming attitude
- Value learning and regard him/herself as a learner
- Have a passion to make a difference in a child's life
- Have an understanding of youth development principles
- Work to build strong relationships with students but understands the difference between being friendly and friends
- Acknowledges and celebrates quality work in self and others
- Are impeccable with his/her word, saying what is meant, and meaning what is said



Programs will take into consideration the importance of:

- Low staff/volunteer ratio
- Continuity and consistency of both staff and program routine
- Staff training and development that includes valuing diversity training such as Tribes and 40 Developmental Assets, Working with ELL students, Working with Students with Special Needs, Classroom Management, Behavior Guidance, Youth Development, etc.
- On-going, results-based staff and organizational improvement processes
- Engaging your community
- Providing opportunities for safety at all levels of the program
- Confidentiality

As students develop trust with staff, they are most likely to share personal information. It is important that staff understand the legal reporting responsibilities regarding child abuse and endangerment. If program is



addressing personally sensitive issues with students, it is important to have clear policy on confidentiality that can be shared openly with participants. It is particularly important that students understand that staff will respect their privacy, and that there are limits in regards to ensuring their safety.

There will be times when a student's issues are beyond the scope of your program practice. It is important that staff receive guidance on how to handle these situations and have access to their program directors to discuss situations where referrals to other agencies and professionals may be in order.

Promoting Emotional Safety in Your After-School Program

Set and define expectations and procedures during snack time, transitions, classroom instructions and activities, breaks, field trips and special events, etc. Develop group agreements or ground rules and then share them with all of the students.

Conduct a meeting or assembly.

- Let students know they have the right to feel safe, included, and accepted.
- Ask students to define what feeling safe, being included and accepted means to them.
- Ask students what agreements and rules they want to ensure safety (how they treat and work with each other).
- Decide together what happens when safety agreements and rules are broken.
- Put these in writing (as in a contract) and post them where it will be visible so as to serve as a constant reminder.
- Abide by your agreements or rules and be consistent.

- Revisit agreements or rules as often as possible especially when youth begin to test and challenge them.
- Be flexible to make changes when agreements no longer apply and/or need to adopt a new rule(s).

Institute a regular group check-in meeting

Set aside a regular ten-minute group meeting each day such as “circle-time” and talk about topics such as:

- Sharing their experiences in the program, at school, or at home;
- Reflecting on their experiences in the program and to suggest ways in which it could be better;
- Explore better ways on how youth can work together; and
- Make room in the meeting for students to share appreciation for their peers who are contributing in making the program a safe place.



- Include “no put-downs” in your agreement
- Assess the cultural, gender, ethnic and family structure background of your students
- Learn as much as you can about who is in your group without asking unnecessarily probing questions.
- Expand students’ knowledge of particular groups and cultures
- Start by educating yourself. Learn what you can about the history, art, literature, music, food, celebrations, and struggles of a culture or group by reading, surfing through the internet, attending local cultural events, and call or visit organizations promoting equity for the group you are involved in.
- Once you are equipped, help your students study different cultures and celebrate the contributions of the different groups.
 - Celebrate various holidays as they are celebrated in different countries; allow students to present what they’ve learned.
 - Be sure that these celebrations are part of an on-going process of inclusion and education.

Bullet Points

- Keep kids as physically and emotionally safe as possible during the after-school program
- Feeling safe allows energy to be spent on higher-level thinking and activities.
- Maslow’s Hierarchy of Needs demonstrates the importance of safety as a foundational platform
- Having clear and consistently applied procedures around sign-in and sign-out procedures as well as a way to quickly follow-up with youth who are absent, helps to keep kids safe.
- An emergency is exactly that—an unplanned event that has put safety at risk. You can’t plan the event, but you can practice an appropriate reaction to the unsafe condition by developing and practicing routines that are suggested in this e-Book.

- Emotional safety is promoted when our program insists on respect, dignity, and valuing differences, and having no tolerance for bullying behaviors
- Culturally safe programs share knowledge and information about different cultures with everyone and truly valuing those differences.

C4K Minute—Making It Real

One of the things you are encouraged to do when you first arrive at program is to do a quick safety scan of the physical environment you will be in. What specific things would you look for if you were doing this scan? What other things can you do in advance to promote safety in your program?

Debrief

Consider what you have read in this e-Book and what you know because of your own experience. What things were confirmed in this e-Book? What thinking will you tweak or adjust because of reading this material? Did you have an Aha! moment and if “yes,” what were those Aha’s?



Review

Tricks of the Trade

The agreement, “Be safe” needs to be fleshed out so youth have a clear understanding of what needs to be done to keep everyone in the program physically and emotionally safe. Be sure that those agreements capture what you will hear and see in the different after-school environments: hallways, bathroom, drinking fountain, classroom, multi-purpose room, gymnasium, playground, and so on.

Gem of the Day

Look at your program through a lens of safety—put the lens on when you arrive at work and take a look first at the physical environment and then at the practices you have in place to promote emotional safety. Remember to look through your own lens and to the best of your ability the lens of the youth and staff in your program.

Important Take-Aways

Safety is everyone’s responsibility. All of the stakeholders in your program help to make the program environment safe whether they are in the program all afternoon or only for small doses of time. All of us are modeling behavior for youth—let’s be sure we are modeling what we want them to replicate.

Troubleshooting

What do I do if in my opinion there is an unsafe condition in the program, and when I have shared my concern with my supervisor he/she is not responsive to my concerns?

We do not all see things in the same way. If you believe there is an unsafe condition that is not being addressed, be sure you have put your concern in writing. Be as articulate as you can be about the condition, what you believe to be unsafe, and then offer a suggestion of how that condition might be remedied. Writing this may help you to understand the condition more thoroughly yourself. Share your written statement with your supervisor and invite them to come with you to view the condition.

Best Practices



- ✓ Routinely practice emergency drills, taking care to keep your practice in perspective.
- ✓ Check in with youth and staff often about their sense of emotional safety in your program. If they point something out that feels unsafe to them, take the time to investigate rather than telling them why they should not feel concern.
- ✓ Every day promote the diversity that is in your program—remember if everyone was exactly alike only one person would be necessary.

FAQ’s

Sometimes the things that make students feel unsafe cannot be mitigated by the after-school program. We are not the problem, nor are we the solution. What do we do when this is the case?

This is a challenging situation. Continue to discuss the situation or condition with the youth. Continue to draw attention to the situation by sharing the concerns. Recently drawing attention to bullying has created a wide-spread interest in finding a remedy or relief for this challenge. The same is true when people focus on the unsafe conditions in after-school programs because of gang activity in a neighborhood. Consider your circle of influence (your program, your space) and take care to focus on safety in this environment.

Universal

In the largest context world peace is a safety concept. When people are at peace with one another physical and emotional safety is a by-product. Learning how to resolve conflict is key to creating a safe space for learning.

After-School

After-school programs should provide youth with a safe haven where they are free to learn and explore because they know that those efforts will be valued. Programs promote safety by also promoting the building of strong relationships based on mutual respect and helping everyone become more responsible.

Positional

Model physical and emotional safety in your day-to-day interactions with youth. Safety is a mindset as much as it is a series of behaviors. Think safety and act with those thoughts in mind.

Review

Key Learning

Since you have reviewed the material, ask yourself how you can translate the information into a learning for you, and then how will you practice that learning by implementing it or executing on a specific action. Think in terms of your personal and professional life. For example:



Personal: I have learned that safety is my responsibility and I need to think about my safety and the safety of others around me that are affected by the decisions I make.

Professional: It is important to consider safety in the different program environments that we are in during the after-school program.

Journal Entry

I did this well and celebrated by _____.

I did not do so well at _____, and I will strengthen my performance in the future by doing _____.

Keeping kids physically and emotionally safe is up to staff who work with youth.



Walk Through the Day

Pre-Pre-Opening: Leave your home or school for work early enough to be on time so you are not having to rush. When we get in a hurry we think less about safety and more about rushing. This thinking can ooze into the after-school program when we arrive tense and rattled.

Practical Application: If you believe you are 15 minutes from work, consider leaving 25 minutes before your scheduled arrival time. It's not that you won't ever be rushed, but the rule will be that you will arrive in plenty of time to prepare, do a safety check, and review plans and procedures.

Pre-Opening: Check in with other staff members to ensure that you have a focus on safety. Take a few minutes to discuss anything that occurred the day before that was not promoting safety.

Practical Application: Be sure to pick up a list of students who were absent from school on this day so you will know who will not be in program. Go through the list quickly and mentally review the procedure you will follow if someone does not show up for program that is not on the absentee list.

Opening: The after-school opening is a place to set the tone for the day. It is when you will clarify expectations and welcome everyone to the program. You will set the stage for a physically and emotionally safe program.

Practical Application: Check in with each student that is in your cluster. Speak to them and let them know that you are interested in each one of them.

Rotations: Develop and stick to a schedule that will allow you to transition smoothly from one activity to another. Take the time to remind youth of your expectations of safety, respect and responsibility, in each of the environments the rotations find you in.

Practical Application: Engage youth in the daily review of the agreements. Have a class leader facilitate the discussion. Ask youth if there is any change to or clarification of the agreements that needs to be made. If "yes," then look at how a particular agreement has been fleshed out and consider any needed adjustments.

Closing: Safety at program is a lens that you will look through until the last person is in his/her car and headed home. It's easy to be in a rush at the end of the day. Take the time to follow through on your routine for the end of the day, and think safety while you are implementing.

Practical Application: Take the time to ensure that everything is put away and ready for tomorrow before you leave. Taking a few minutes at the end of the day will prepare you for a better day tomorrow.

Connect to Online Instruction

Program Leader Safety

➤ **KEY INDICATOR: Promoting Well Being**

• **Safety**

Mini #85	Lock Downs
Mini #112	Fire Drills
Mini #113	Earthquake Drills
Mini #113	Earthquake

• **Supervision**

Mini #7	Line of Sight
Mini #131	Maslow's Hierarchy
Mini #51	Supporting Behavior – Eye Contact
Mini #52	Supporting Behavior – Scans and Proximity
Mini #53	Setting Agreements
Mini #84	Progressive Discipline
Mini #111	Consequences and Rewards
Mini #142	Supporting Behavior Choices—Manage By Walking Around
Mini #150	Supporting Behavior—Manage By Walking Around

➤ **Key Indicator: Promoting Well Being, cont.**

Module #1	Agreements Ownership Model
Module #12	What Youth Can Do
Lesson #3	Coaching Youth
Class #2	Safety and Supervision
Class #13	Discipline for Middle School Students

Site Coordinator Safety

➤ **KEY INDICATOR: Promoting Well Being**

• **Safety**

Mini #30	Emergency and Contingency Plans
Mini #125	Lock Down Drills
Mini #126	Appropriate Walkie-Talkie Conversations
Mini #127	Working With School Day Emergency Plans
Mini #128	Contacting Parents During Emergencies
Class #21	Practicing Safety Drills

• **Supervision**

Mini #7	Calendars, Schedules, Plans
Mini #20	Prevention vs. Intervention



Mini #123	In Line of Sight
Mini #124	Individual, Group Rewards and Consequences
Mini #140	Attendance Procedures to Keep Kids Safe
Mini #143	A Safe Place to Be
Module #20	Preparation for Substitutes
Module #25	Supporting Discipline
Lesson #19	How to Prepare for Substitutes