



The
Mountaineers
www.mountaineers.org

Working with Youth

*A Resource and Manual for Mountaineers Staff and Volunteers
working with youth*



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How to Use this Manual

This Manual is designed to be used as a guide and a resource for Staff and Volunteers working with youth in Mountaineers programs. Introducing Youth to the outdoors is a fun and rewarding experience. It is also a key aspect of our mission as an organization, and we encourage volunteers to discover the rewards of teaching youth about the outdoors. This manual is an educational tool that can help prepare volunteers for working with youth. It will help the reader understand the unique risks inherent to youth programming and how to minimize those risks. It is also a resource of ideas for successful programming. Youth Leaders must read, at minimum, pages 3-23, and return the signed form at the back of the manual to The Mountaineers.

Note: While we strongly prefer that leaders adhere to all of the practices in this manual, those including the language “expected”, “required”, or “must” are required procedures that must not be compromised unless an exception is specifically listed.



To be a Qualified Youth Leader:

1. Read the “About Youth” section, and review the section describing the age group you’ll be working with
2. Read the Mandated Reporter and Safe Supervision sections
3. Choose the type of program you’ll be helping with: Youth Programs, Family Programs, Youth in Adult Programs, External Youth Programs, or Special Events. Read that section.
4. Choose the type of activity you’ll be doing, and read that section.
5. Read any sections pertaining to specific circumstances of your activity (overnight considerations, transportation, etc)
6. Review the Youth Policies in the appendix
7. Return the “Youth Manual Receipt and Acknowledgement” sheet to The Mountaineers’ Education Manager.





About Youth...

Teaching youth in an outdoor setting can be one of the most rewarding ways to volunteer your time. Kids look up to their instructors and soak up everything they're being taught.

When working with youth, it's important to understand a little bit about what makes each age group unique, and what makes kids unique from adults. When you know what age group you'll be working, take a minute to review their typical developmental characteristics so that your teaching can match the students' social, emotional and cognitive readiness.

First, some basics.

Kids aren't what they seem. It would be convenient if kids developed all aspects of themselves at the same time, but they don't. Remember the really smart kid who was shorter than everyone until 10th grade when she suddenly caught up? Our physical, emotional, social and cognitive selves don't develop in sync, which is what makes growing up even harder, and makes things confusing for adults! Add to that family expectations, school culture, and any extra-curricular activities a child does, and you never know what you're going to get. Two kids the same age may have very different cognitive abilities, social skills and emotional intelligences. Understanding that kids will be very different from one another is the first step to student-centered teaching.



Kids make mistakes. All the time. But they are also smart and want to be liked and respected, just like the rest of us. What does this mean?

- Start with a structured environment. Kids can feel in control and can be successful when they are given a structure that is clear and reasonable. Free play and free exploration can happen later, once a culture of structure has been set.
- Set clear boundaries and stick to them. When we are inconsistent with our expectations, it confuses kids and makes it impossible for them to do what's expected of them.
- Repeat instructions, and ask participants to repeat them back to you.
- Treat kids with respect, and expect the same from them. This includes using "please" and "thank you" as often as possible.
- Let kids know that you trust that they are capable. If a 10-year-old claims they know how to tie a climbing knot, let them. Then check it.
- Listen to what kids have to say, and believe them. But also look for signs that may indicate otherwise. For example, kids often have a hard time recognizing temperature problems. They may tell you they are fine when they are too cold or overheating. It's our job to make sure they are safe.



About Youth Continued...

Kids notice everything. And they look up to you. When working with youth, it is critical that you act as a role model the entire time. It's also important to remember that we are teaching *other people's kids*, and must do our best to support what's being taught at home. Since everyone's family culture is a little bit different, youth leaders have a responsibility to maintain a conservative atmosphere that supports appropriate behavior. Here are some guidelines that Youth Leaders are expected to share with other volunteers at the start:

- Use clean language. Avoid swearing (including the borderline words that some families are okay with and others aren't), and avoid discussing "adult topics"
- Avoid sarcasm. Sarcasm can be misinterpreted and can compromise an emotionally safe environment.
- Wear the clothes & gear you're asking the kids to wear.
- Put cell phones away and leave them away.
- Avoid discussing the program, the participants or reading any evaluations until all participants are gone.



Mandatory Reporting

Many states, including Washington, have laws requiring youth workers to report suspected child abuse or neglect to Child Protective Services. Mandatory Reporting laws exist to protect the welfare of children, and CPS staff are trained to handle reports in ways that are respectful and protective of everyone involved, including the reporter.

What is a Mandatory Reporter? A Mandatory Reporter is a person whose role requires them to report suspected child abuse. For example, if a pediatrician notices patterns of bruising on a child and does not report it, s/he is inherently enabling child abuse by looking the other way. As someone whose profession is to promote child health and well-being, s/he is negligent by not reporting suspected abuse.

Mountaineers Youth Volunteer Leaders are mandatory reporters under Washington State Law when they are supervising other volunteers who they suspect are being abusive or neglectful of children in the program. Mountaineers Youth Volunteer Leaders are NOT mandatory reporters if they have reason to believe a child is being abused by someone other than a Mountaineers volunteer OR if they are not serving in a supervisory role. However, it is important that all Youth Volunteers review and understand how a child abuse report works. Although not required by law, any Mountaineers Volunteer *can* report suspected abuse and will receive the same protections that a Mandatory Reporter would receive.

Please take some time to review the written material and slideshow about Washington State Mandatory Reporting.

[Mandatory Reporter Fact Sheet](#)

[Washington State Mandatory Reporter Training](#)

Safe Supervision

Safe and consistent supervision is essential in running safe programs with youth. Here are just a few reasons why:

Youth need help making safe choices. Preschoolers and teenagers alike have been known to go too close to cliff edges, say things that are hurtful to others, and test boundaries to see what they can get away with.

Youth are growing, some have limited body awareness, and are therefore accident-prone. We need to help keep them safe.

In our programs, we teach safety in high-risk activities, empowering youth to be safe and competent outdoor recreationists and conservationists. We can monitor and manage the level of risk when we are present. We can't when we're out of sight.

We believe that our members, staff and volunteers are caring, responsible and trustworthy individuals. But we can't let that trust endanger our youth. In the 21st Century, when we have data that informs us of [cycles of abuse and patterns of sexual predators](#), we must design procedures to protect our youth. These same procedures exist to protect our members, staff and volunteers from destructive false accusations.

There are a million worst-case scenarios, which probably won't happen. But we can't afford to run our programs on luck. We have children, whom their parents have trusted in our care, that we are responsible for. Our minimum expectation is to return every youth to their parents at the end of the program. Our goal is to return them better – healthier, more competent, more confident, more responsible, and more compassionate. We cannot allow foolish risks that happen out of our sight to harm youth in our programs.





Safe Supervision continued...

So what is safe supervision?

Children and Youth under the age of 18 are NEVER left unsupervised. Ever.

Children under age 14 must be in the sight/sound of a trained adult at all times, including during bathroom breaks (see [Monitoring Bathrooms](#))

Youth ages 14-18 must be appropriately supervised at all times. This means that adults know EXACTLY where each youth is and how long they should be there at all times.

When a group is split up, leaders must know which children are in which group. Never assume a youth who is not with you is with another adult. If a child who was in your group is no longer in your group, it is imperative that you verify that s/he has moved to another adult's group.

Every effort must be made to provide at least two adults to supervise youth.

When there is only one adult, it is impossible to provide constant supervision unless all youth are in the same place at all times

When emergencies, or even difficult situations arise, it is necessary to have one adult deal with the situation while another adult works with the rest of the group.

In situations where adults must split up (eg. Driving youth, running rotational activities), a communication plan should be decided upon in advance so the supervising adults can provide support for each other if needed. Check-in times and walkie talkies work well for this.

One adult must NEVER be alone with one youth.

This practice prevents uncomfortable or dangerous situations and protects adults from false accusations

Predators are skilled at creating alone-time with youth. This practice prevents that from ever happening.

Youth can misinterpret the intentions of an adult's words or actions. This makes youth feel uncomfortable and/or prompts them to report benign behavior as inappropriate. The presence of another person reduces the vulnerability of the situation, and provides witnesses should an accusation be made.

Ratios

Minimum required adult:youth ratios (parents and youth agency chaperones can be included in ratio *as long as* they understand and accept their leadership role)

Ages 0-3 – 1:3

Ages 4-6 – 1:8

Ages 7-12 – 1:10

Ages 13+ - 1:12

Suggested adult:youth ratios for high-risk activities

Swimming: 1 Lifeguard:25 Swimmers (all ages) AND 1 non-swimming adult water watcher:10 swimmers

All other high risk activities: not recommended for youth under age 7; maintain at least a 1:6 ratio, depending on level of risk and maturity/ability of the group

Safe Supervision continued...

Leadership

Activity leaders must be Qualified Youth Leaders.

Activity leaders are responsible for ensuring that adult volunteers and staff have been background checked prior to participation, and have a clear understanding of their role in the program

Whenever possible, activity leaders should act as “floaters”. This means

- Activity leaders are not counted in ratio

- Activity leaders are not teaching, but roaming and providing support for other volunteer instructors

Situations requiring extra vigilance

Transportation – whether in carpools or in a bus, groups of youth become split up or mixed together, which makes it easy to assume but difficult to know that all youth are accounted for. Best practice is to have a list and take attendance.

Program transitions – when groups of youth are rotating from one activity to the next, kids can get mixed up in groups or lost. It is a good idea to have a system in place for knowing which kids belong where at what time, and check that they are there.

High risk activities – the risk of minor injuries (slips, falls, pinched fingers, etc) exists all the time with youth, even indoors. But when we take youth into situations where the potential for serious injury or death exists (exposed trails, crags, steep snow slopes) we must be extra vigilant with supervision. This may include providing a higher adult:youth ratio, sequencing activities so that youth take turns in high risk territory, or providing extra safety equipment or site rules that exceed what we’d provide for adults. Remember – we must be more intentional about creating a safe environment for youth than we are with adults because youth are not able to take full responsibility for their own safety.

Water activities – all water activities, including swimming at public waterfronts, stream exploration, river and lake activities, boating and beach exploration, should be considered high-risk activities. Like unexpected rock-fall at a crag or someone accidentally backing off the edge of a cliff, drownings happen quickly and without warning. Unlike a rock-fall incident where you see the injured person you need to attend to, in a drowning you can only see a space where that person once was. Unlike a fall from a ledge which is often accompanied by a scream, drownings are usually silent. See [Water Activities](#) for more information.





Youth Programs

Youth Programs in The Mountaineers refers to programs in which youth participants are dropped off and in the direct care of Mountaineers volunteers. This includes programs where some parent chaperones may be present, but other youth are dropped off and left in our care. Examples include: summer camps, Venturing teen programs and Explorers pre-teen programs. It also includes partner programs with youth agencies IF the youth agency is not providing staff.



Special Considerations:

Mountaineers staff and volunteers are directly responsible for the physical and emotional safety for youth participants. When participants are dropped off, Mountaineers staff and volunteers accept temporary guardianship over the youth until they are signed out by a permanent guardian or another person authorized by that permanent guardian to sign them out.

Parents do not always disclose important information about their children

Mountaineers staff and volunteers are solely responsible for setting a tone of physical and emotional safety and structure, and maintaining a culture of respect. Parent support and/or support from outside agencies is not available in this context.

Large group management, small group management and individual participant support are the responsibility of Mountaineers staff and volunteers. Maintaining a controlled group environment is paramount to the physical and emotional safety of individual youth participants.

Unique Procedures:

Sign-in/Sign-out

For programs with youth under the age of 14, a dated sign-in and sign-out sheet must be maintained for each day. Must include time in, time out, and parent sign-out signature. Parent signature at sign-in is optional, but must be consistent within the program.



For programs with youth 14-17, program leaders must see the person who is picking the youth up, identify them as someone who is authorized to pick the teen up, and see the youth leave with that person.

Any youth that leaves without the above procedures must receive a parent phone call immediately to ensure the youth left with an appropriate person.



Youth Programs continued...

Health History & Medications

All participants must have on file a medical history current within two years.

Program leaders must have a “permission to treat” form for each participant, signed by the participant’s parent/guardian, with them or accessible on site

Youth prescription medications must be discussed with the program leaders and accompanied with Doctor’s orders. It is imperative that program leaders know what medications are present, what the appropriate dosage is, and the effects of not taking the medication, the effects of overdose and the potential side effects of the medication. If the participant self-administers the medication, we must have written permission from the parent.

All controlled medications must be kept and administered by Mountaineers staff or volunteers. Time and dosage must be logged.

Diabetes monitoring plans must be discussed in detail and presented in writing to Mountaineers staff and volunteers, signed by the participant’s parents, even if the youth self-monitors. Plan must include daily routine, possible complications, signs and symptoms and appropriate response.

Ratios

A minimum of two adults (age 18+) must be providing active leadership at every youth program, and at least one adult (age 21+) must be present

For programs with youth under the age of 7, a 1:8 adult:youth ratio must be maintained for that age group. In some situations, a teen helper (age 14+) can be included in the ratio, as long as that teen is never alone with the youth without an adult present.

For programs with youth ages 7-12, a 1:10 adult:youth ratio must be maintained.

For programs with youth ages 13-17, a 1:12 adult:youth ratio must be maintained.

Head Counts

Mountaineers staff and volunteers must know where all youth participants are at all times. Head counts should be taken on a regular basis.

If the location of a participant is unknown, all activity must stop and finding that participant becomes first priority

If a participant’s location is unknown during a water-based activity (swimming, kayaking, sailing), it becomes an emergency.



Tips for Success:

Provide name tags for all youth and adults

Keep youth in small groups of 8-12 whenever possible

Take the time to make group contracts early on so the youth have ownership over the rules they’ve set

Position youth in a circle or seated before talking to them – structured space facilitates better listening

Family Programs

Family Programs in The Mountaineers refers to programs designed specifically for family participation. In these programs, parents must be present and assume responsibility for their children's behavior and well-being. Examples include family hikes, family climbing days and family weekends at lodges.

Special Considerations:

Each family comes with their own family culture, which may be very similar to or very different from other families' cultures.

Parents influence their children's expectations, which can confuse program objectives

Parents enjoy these opportunities to socialize with other parents. While this is an important aspect of our family programming, it can detract from parent supervision if expectations are not set and maintained.

Unique Procedures:

Parents are responsible for behavior management of their children and any other children accompanying them

Children who attend family programs as guests of other children whose parents are present must present the program leader with written permission listing the participating parent as the guest youth's chaperone.

Parents are responsible for monitoring bathrooms, basic first aid, and other individual needs of their children and guests

Program leaders who participate with their own children must have another adult designated as an alternative chaperone for their children, so that the leader can focus on group leadership without the distraction of supervising his/her own children

Tips for success:

State rules & expectations to the entire group at the beginning of the program. Sometimes it helps to speak to the kids, but make sure parents hear. This can help encourage parents to follow the same rules/expectations.



Youth in Adult Programs

Youth in Adult Programs in The Mountaineers refers to programs that are designed primarily for adults, but in which youth occasionally enroll. Examples include youth between the ages of 14-17 enrolling in the Basic Alpine Climbing Course, going on a day hike, or participating in a stewardship project.

Special Considerations:

Adult participants do not necessarily have experience with youth, and may be entirely inappropriate around youth participants

Teenagers who are generally mature and responsible can fool adults into thinking they, too, are an adult. Teenagers, however, are not prepared emotionally or cognitively to handle certain information appropriately. They are also inconsistently able to make smart decisions.



Youth may not speak up when they feel uncomfortable

Teenagers who attend high school are trained culturally to follow directions and listen to instructors. They are less likely to question the decisions of adults – instructors and fellow students. This creates a need to err on the side of caution even more than we might with an all-adult class. It also implicates the need to check in with teenagers often to make sure they are comfortable and okay.

Unique Procedures:

Youth in adult programs must have a signed acknowledgement of risk form specific to youth participation in an adult program by the parent

Youth in adult programs must never be left alone, unsupervised. At least one trained Youth Leader and one other person must be with the youth at all times. Exceptions include sleeping, changing and using the bathroom. Youth can do these things alone, as long as the Youth Leader knows exactly where the participant is and what time they left (if using the bathroom).



Youth must never be alone with one adult out of sight of anyone else. This includes sleeping, changing and using the bathroom. Activity-specific strategies for compliance are listed in each activity section.

Youth Leaders must monitor behavior of other adult participants and leaders and address inappropriate behavior immediately.



Youth in Adult Programs Continued...

Health History & Medications

All participants must have on file a medical history current within two years.

Program leaders must have a “permission to treat” form for each participant, signed by the participant’s parent/guardian, with them or accessible on site

Youth prescription medications must be discussed with the program leaders and accompanied with Doctor’s orders. It is imperative that program leaders know what medications are present, what the appropriate dosage is, and the effects of not taking the medication, the effects of overdose and the potential side effects of the medication. If the participant self-administers the medication, we must have written permission from the parent.

All controlled medications must be kept and administered by Mountaineers staff or volunteers. Time and dosage must be logged.

Diabetes monitoring plans must be discussed in detail and presented in writing to Mountaineers staff and volunteers, signed by the participant’s parents, even if the youth self-monitors. Plan must include daily routine, possible complications, signs and symptoms and appropriate response.



Program leaders must have a list of approved adults for pick-up. Program leaders must see the person who is picking the youth up, identify them as someone who is authorized to pick the teen up, and see the youth leave with that person. Any youth that leaves without the above procedures must receive a parent phone call immediately to ensure the youth left with an appropriate person.

Program Leaders must take responsibility for ensuring that, if part of a carpool, the youth is in a car in which all drivers commit to not drinking alcohol until the youth is returned home. See [Transportation](#) for more information.

Tips for success

Pre-select small groups to include adults who either work with children or have children with the youth participants

Identify mentors among instructor pool and participant pool who are willing to take a background check, and position them with the youth during the course and/or outing



Youth Partnership Programs

Youth Partnership Programs in The Mountaineers refers to programs The Mountaineers does in partnership with other youth-serving agencies. Examples include the YMCA bringing youth to our climbing wall, the Boy Scouts bringing a group to Baker Lodge, and a school group meeting us for a snowshoe outing. These programs use instructors from The Mountaineers and chaperones from the partnering agency.



Special Considerations:

Typically these groups come once or twice in a year, and our volunteers don't have time to learn participant names, which makes behavior management more challenging

Each group comes with their own agency culture, which may or may not match ours

Unique procedures:

Agency chaperones are responsible for behavior management

Agency chaperones monitor bathrooms, basic first aid, and other individual participant needs

Agency chaperones are responsible for sign-in, sign-out and monitoring each participant.

Tips for success:

Ensure waivers are sent out to the group leader ahead of time, because youth are not dropped off by their parents at The Mountaineers.

Have name tags available for all youth, chaperones, and Mountaineers volunteers

Be sure agency chaperones understand their responsibilities

Volunteers should ask participants their names (in the absence of name tags) before speaking to them, so that we are calling youth by their names.

Check in with chaperones to learn whether they have a specific way to get the kids quiet, or any specific agency rules they'd like you to enforce.





Special Events

Special Events at The Mountaineers refers to single-day events that are open to the public and designed for youth and families. Examples include Winter Trails Day, OutdoorsFEST, and Earth Day festivals.

Special Considerations:

Volunteers will not know youth participants' names, and may not even know who the parent is of each youth.

Public events can be crowded and chaotic, and it's important to clearly identify Mountaineers volunteers and/or other official adults

Participants do not necessarily know the rules of the facility, even though we may think they are common sense.

Unique Procedures:

Mountaineers Volunteers must wear name tags at the least; better if they are wearing an identifying tshirt or vest

All Mountaineers Volunteers must be in public view whenever working with youth. If a youth needs help, volunteers should help in a public place OR take at least one other volunteer with them to help the youth.



Tips for Success:

Post all rules very clearly for parents and youth to see. Even the obvious ones.

Volunteers should have very specific, unchanging roles for an entire shift. This helps ensure coordinators know where everyone is.



Stranger Danger

Most Mountaineers programs happen on public land, which means we are often sharing the land with other recreationists. These other recreationists are often people we don't know. They have not been background checked, and we have no knowledge of their outdoor skills or whether they are able to act safely and responsibly in the presence of other groups. In many cases, the presence of others is a non-issue. However, plenty of us have stories of difficult or dangerous situations that arose due to another party's behavior. Here are some ways to deal with this:

First and foremost, it is important that we are prepared to be safe, responsible and respectful outdoor citizens. This means

- Ensure all participants (including youth and adults) agree upon and understand the plan for safe travel.

- If horseplay is a part of your program (eg. Water fights while rafting) be sure it is done in a designated time and space so that it does not create a prolonged atmosphere of chaos, and so that it does not disturb other visitors

- Role model, teach and expect that all participants treat other visitors with respect by stepping to the side of the trail to let them pass, keeping voices at a reasonable volume, and respecting quiet hours at public campgrounds.

- When sharing recreation facilities such as crags or small public picnic areas, Mountaineers Leaders should approach other parties (groups or individuals) to find out what their plan is and establish how they can both share the facilities. Mountaineers leaders should make specific efforts not to monopolize an area.

In public places, establish your group's area and stay together as much as possible. Most unwelcome encounters can be avoided by the way you physically position your group.

If someone not connected to your group begins talking with a youth, leaders must call that youth over to the group. This removes the youth from the situation. If removing the youth doesn't work and the stranger is persistent, one adult must remove the group and engage them in an activity while another adult talks with the stranger.



Monitoring Bathrooms

Modified from The Redwoods Group Risk Management Services, 2006

Bathrooms are a place of privacy...so most of us have been taught from childhood. That privacy is good...it allows users a degree of modesty and it allows others separation from activities in which they don't wish to participate. However, it can also provide seclusion...a site for inadequate supervision. Inappropriate behavior in bathrooms is increasing significantly. Without proper supervision the bathroom environment allows children the opportunity to explore their curiosity, which can lead to inappropriate behavior. Unmonitored and accessible bathrooms can also provide predators with secluded access to children.

Whether the abuser is an adult or child, the necessary factors for inappropriate behavior normally are contact, seclusion, and influence. Most of the incidents [youth serving agencies] see involve a lack of supervision...a lack that allows seclusion for peer to peer abuse to occur or for a perpetrator to abuse.

Bathrooms and restrooms are the most frequent sites of sexual abuse of participants in youth programs, apart from sleeping and napping areas in childcare and camp settings. We must control these spaces and the activity in them if we are to provide a safe environment for the young people we serve.

During Youth Programs

One adult staff or volunteer must directly supervise children in bathrooms with multiple stalls from the bathroom doorway. By standing in the doorway with the door open, general oversight will be maintained without infringing on the personal privacy provided by the individual stall, and the supervising adult is in public view.

There must never be more youth in the bathroom than available stalls (even in the case of bathrooms with urinals). This helps to prevent horseplay as well as inappropriate behavior.

In the case of single-stall bathrooms, staff & volunteers must monitor bathroom use from the hallway, regulating that one person is going into the bathroom at a time.

Any assistance needed by youth while in the bathroom (or dressing) must be attended to by two adults OR the youth's parent or guardian

During Youth Partnership Programs, this monitoring is done by staff from the visiting agency.

During Family Programs, the above procedures apply unless youth are in the bathroom with their own parent/guardian AND no other youth are in the bathroom at the same time



Monitoring Bathrooms continued...

During Adult Programs with youth *and* programs for teens ages 14+, youth may be sent to the bathroom without direct supervision as long as

- staff, not the youth, chose the group going to the bathroom; relationships and interaction between the children should be carefully considered – don't set the stage for bullying or other peer-on-peer abuse

- the rule of three is strictly followed...i.e., each group has at least three youth (never just two as has historically been done because such a practice creates the potential for peer-on-peer abuse). In Adult programs, youth participants must NEVER go with only one adult. Group bathroom breaks are best; otherwise a closely-monitored solo-trip to use the bathroom is acceptable.

- the number of people sent never exceeds the number of bathroom stalls. Exception: In the case of Forest Service lands, which often have two pit-toilets, larger groups are better. Send at least three.

- Time away from the programming area must be closely monitored; for example,

 - Staff and volunteers know the necessary travel time and enforce immediate returning to the program area

 - Youth are required to get specific permission to leave the program area

 - Youth are required to report to the staff member who authorized the bathroom trip immediately on their return

 - Youth are not allowed to dawdle in the bathroom or to wander between the bathroom and the program site

If necessary to ensure the children's safety, a staff member should send the youth into an otherwise empty bathroom one at a time while supervising the rest of the children outside the door.

Carefully monitor behavior during group use times in the restrooms, e.g., changing for swimming or any other similar activity

Remember, the goal of bathroom monitoring procedures is to minimize or eliminate opportunities for youth to be in a secluded environment with another individual. Mountaineers programs happen in diverse environments, and judgment will need to be exercised in many cases. Bathroom Monitoring procedures will need to be modified for the environment, but *must not* be modified or influenced by the extent to which the leader "trusts" the participants.



Overnight Programs

Overnight Programs are opportunities to provide deeper meaningful wilderness experiences for youth. They can provide greater learning opportunities, friendships through common experiences, and memories that last forever. However, overnight programs also require an additional layer of risk management. Supervision is trickier when everyone is asleep, and personal activities surrounding bedtime, such as changing and personal hygiene, need to be supervised safely and respectfully.

During an overnight program:

Youth may not share sleeping quarters with adults unless:

- The adults are the legal parents/guardians of that youth

- The sleeping quarters have individual beds, such as in a cabin or yurt

Youth may not share sleeping quarters with members of the opposite gender unless

- Youth are sharing sleeping quarters with their own legal parents/guardians

In a tent situation, adult tents must be placed in hearing proximity to youth tents of the same gender.

This allows for supervision without putting youth or adults at risk.

Specific nighttime bathroom procedures must be communicated before dark on the first night. Suggestions include:

- Ensuring everyone knows how to get to the bathroom

- Leaving a personal backpack in a designated area to identify that the bathroom is in use and by whom



In wilderness areas, designating a “boys direction” and a “girls direction”

Identifying areas of hazardous terrain to be avoided at night (eg. Stream crossings)

Encouraging youth to wake an adult (and which adult to wake) should they need anything

Ensuring all youth have working light sources and whistles should they get lost on their way back from the bathroom



Transportation of Youth



Because most Mountaineers activities happen in the mountains or on the water, and because carpooling is an integral part of Mountaineers culture, we often find ourselves transporting youth other than our own children. While drowning is the 2nd leading cause in accidental deaths of youth ages 14 and under, motor vehicle accidents are number one. Oftentimes when we are very vigilant about running a high-risk activity safely, we become complacent about everyday risks because we have focused so much on minimizing risks when they are greatest – its just human nature. It is very important that we don't let this happen. We must remain safety-conscious even during low-risk activities, including transportation.

All adults driving youth in Mountaineers programs must be at least 18 years old, carry a valid US Drivers License, have been driving for a minimum of 2 years. All drivers must agree to a drivers license check.

When transporting youth, all laws must be followed without exception. This includes speed limits, seat-belt laws and not using cell phones unless pulled over in a safe location

Vehicles transporting youth must have current registration and must have passed professional engine and brake inspections within the most recent 2 years

12-passenger and 15-passenger vans are not approved means of transportation

Vehicles transporting youth must have one working seat-belt per passenger

When driving more than 2 hours, one of the following conditions must be met:

Driver must not have participated in more than 6 hours of physical activity prior to driving.

At least two drivers over the age of 21 must be in the car, and switch driving at minimum every 90 minutes.

If neither of the above conditions can be met, driver **MUST** stop driving to rest for a minimum of 20 minutes at least every 90 minutes.





Water Programs

Water Activities refers to any activities that happen in, on or near water. Included are:

- Swimming in pools, lakes, rivers and the ocean
- “Quick dips” along a hike
- Beach combing and skipping rocks
- Tide-pool exploration
- Rafting
- Kayaking
- Sailing

What makes water activities high-risk?

- Water is cold.
- Water can be unpredictable
- It is difficult or impossible to see underwater hazards, including
 - Rocks that can trap feet, clothing or other body parts
 - Weeds, rope or trash that can cause entanglement
 - Glass, barnacles or other sharp objects that can cause injury



Drowning is the 2nd leading cause of accidental death to American youth under age 15, after motor vehicle accidents. (Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS) [online]. [cited 2012 May 3]. Available from: URL: <http://www.cdc.gov/injury/wisqars>.)

Drownings often happen quickly, silently and without warning. Please [watch this video](#) to understand how quickly a drowning can happen.

Most children who drown in home swimming pools are away from their parents’ supervision for less than 5 minutes. Please read the Red Cross fact sheet, [It Only Takes a Moment](#)

Two-thirds of the people who drown never had an intention of being in the water [National Drowning Prevention Alliance 2012]

Please read the Center for Disease Control’s [Unintentional Drowning Fact Sheet](#)





Water Activities Continued...

Practices that reduce the risk of drowning and water-related injury:

For every 10 swimmers (“swimmers” refers to youth and adults who have demonstrated the ability to swim confidently without stopping for 100 meters) leaders are expected to provide 1 non-swimming Active Adult Watcher, even at public waterfronts with lifeguards. Active Adult Watchers are responsible for watching specific children or specific sections of the water area (including beaches). Designated sections should overlap to ensure all areas are being watched at all times. Active Adult Watchers must not be distracted by anything, including other adults, children, cell phones or dogs. They must be solely focused on watching the swimmers. Because drownings happen in 20-60 seconds and most survivors of near-drownings are rescued within 2 minutes, constant supervision is imperative.

At public lakefronts with designated “shallow sections”, leaders are expected to limit non-swimmers to the shallow section. Leaders must require US Coast Guard approved lifejackets for non-swimmers for whom the “shallow section” could be above waist-height

When no artificial barriers exist (as in public lakefronts):

Non-swimmers must have 1:1 arms-reach supervision OR wear US Coast Guard approved lifejackets. This includes during wading activities in water that is more than waist-deep on any participant

Activity leaders must designate swimming boundaries that allow for safe supervision of all swimmers, and strictly enforce them

Internal Youth Programs and Youth Partnership Programs that include water activities must provide one certified Lifeguard per 25 youth in the water.

Family Activities that include water activities are encouraged to provide a certified Lifeguard. In the absence of a Lifeguard, Activity Leaders are responsible for training adult participants in the hazards of water activities, and a 1:3 ratio of trained adults to youth must be provided. Boundaries must be designated such that youth cannot enter an area of water that is more than 10 feet from a standing adult. “Standing Adult” can include standing in water that is up to waist deep on the Active Adult Watcher. It can also include an adult who is seated in a boat in deeper water.

Adult Programs with youth are encouraged to provide a certified Lifeguard. In the absence of a Lifeguard, Activity Leaders are responsible for training adult participants in the hazards of water activities, and one trained adult must be designated as the Active Adult Watcher for each youth participant.





On the Trail

When hiking or traveling on a trail, it can be difficult to supervise a group of youth who travel at different paces. Some tips for success:

Be sure to review/teach trail etiquette and safety before heading out on trail. This includes Leave No Trace principle, scheduled water breaks, and specific hazards of the trail.

Trail games, such as Camouflage and Flash Flood can help to keep a group together

Designate a “lead” and a “sweep”. These can be youth or adults. Let youth know that they must stay behind the “lead” at all times, and if they get in front of the “lead”, they will be asked to go back and walk with the “sweep”

Maintain a strict “no running” rule, and enforce it with incentives for using “walking feet” and consequences for running. This is especially important on steep downhills.



At the Crag



Crags pose some unique safety hazards that leaders must acknowledge and address:

Potential for natural rock fall

Potential for human-initiated rock fall

Narrow crag bases

Every belaying adult is one less adult to problem-solve when a difficult situation arises

These safety hazards can be minimized through smart programming:

Designate a “helmet zone” and require that all participants and leaders wear helmets in this area at all times

Teach rock safety *before* arriving at the crag. This includes what to do when someone yells “rock”, etiquette when walking around belayers, where packs will be placed, and any potential hazards of the particular site (snakes, cliffs etc)

Ensure that one adult is a “rover” at all times, not on belay.





Alpine & Multipitch Climbs

Alpine and Multipitch Climbs add a layer of complexity to supervision with rope teams. Oftentimes communication between youth and adults is difficult, and at other times one youth and one adult are hanging out at a belay station together. It's important to remember the reasons behind our procedures so that we can make the best decisions in a given situation. In this situation, we're trying to provide safe and adequate supervision. We want to always be able to see or hear the youth we are responsible for, and we avoid putting youth and adults in compromising positions that could be unsafe for youth or detrimental to adults. Here's how we can do that in this situation:

Ensure you are bringing youth on climbs that are appropriate for their abilities. When youth have the skills and fitness to participate safely, they will be less reliant on constant adult support. It is very difficult to do most of these types of climbs while providing constant adult support. Don't take youth if they are not ready.

Carry walkie talkies and keep them on at all times. Train all participants in using them effectively, and practice using them before climbing.

Switch up rope teams as many times as possible. Obviously you cannot switch rope teams in the middle of a multipitch climb. However, it is often possible to have different descent teams (whether a walk-off or rappel-off). These teams should be predetermined at the trailhead by the Climb Leader. (eg. At the Blue Lake Trailhead, the leader determines hiking buddies for the approach, rope teams for SEWS, and descent pairs for the rappel. The framework is so that every student has the opportunity to work with different instructors) By switching up rope/hiking teams, the Climb Leader makes it impossible for any adult to single-out any youth. It also helps to protect adults from false accusations.



Alpine climbs do not always lend themselves to privacy for bathroom use. Addressing this at the beginning of the climb so that everyone is aware can help avoid misinterpretations of actions while on the climb. For example, Leaders might tell the group that leaving a rope team while on a glacier is not a safe option, so those who need to use the bathroom will need to be okay with others simply turning their heads. It is also a good idea for the leader to remind participants (especially youth participants) to use the bathroom before roping up to avoid such a situation.



Some Great Teaching Techniques

Feed their eyes. Use props. Hold things up.

Break skills down into small, achievable steps.

Number the steps: say “There are three things we are going to do next”

Praising kids at the end, when they’ve completed the entire task, is not enough. They need positive feedback from us as they master steps along the way.

The more specific the praise, the better. “Good job, you’re doing great!” is not as effective as “You’re waiting to pull until everybody gets to where you are; that’s really patient; thanks for hanging in there for us” (Describe it, Label it, Praise it)

Use repetition. Say key things in different ways so that they are said more than once.

Say key things in different ways so kids can hear them more than once.

Demonstrating is better than talking. Try to *show* as much as possible.

Show not only what to do but also what *not* to do. Do this with a positive tone. “When you are holding the paper, it won’t look like this, because then it’s facing the wrong way; it will look like this, the way I’m holding it now”

Involve others in your teaching. Get another kid up in front so that they are demonstrating with you. Show the ones up front how to do it in the course of showing everyone and you will find that the attention of the entire group goes up.



Great Teaching Techniques cont...

As they do steps, have them stop and show you and/or teach each other what they've done so that you can make sure everyone is OK and to celebrate success and build confidence as you go along.

Motivate and personalize the learning process by telling kids how and where *you* learned what you are teaching them.

Try to make what you are teaching special or unique. For example, if true, you can say that most people don't know how to do it, which makes it more motivating for kids to learn.

Help kids deal with imperfection by telling them in advance, if true, that when you learned how to do this, it didn't come out perfectly the first few times. Tell them what you did to learn to do it better.

When a step does not have to be done perfectly, tell them.

During teaching, we are constantly telling people what to do. **Always say please.** Always say thank you. Being respectful builds a better learning relationship.

ASK QUESTIONS! The more questions, the better teaching. Say "What do you think is the best way to do this?"



Emotional Intelligence

In fostering positive social development in children and youth, it is essential to consider all of the various ways of being intelligent and how each of them fosters relationships as well as learning. Emotional intelligence is as much a predictor of success as is IQ and conversely, research has shown that a high IQ with a low emotional intelligence is one predictor for low success rates as an adult.

Emotional Intelligence will provide children/youth with the skills to succeed in the changing work environment—skills that include:

- Being able to work with diverse groups of people
- To teach oneself
- To work in teams
- To communicate successfully
- To problem solve through critical thinking skills

There are five domains within emotional intelligence. These are:

1. **Knowing one's emotions:** self-awareness, including the ability to recognize a feeling as it happens, is critical to psychological insight and understanding.
2. **Managing emotions:** Expressing feelings in appropriate ways is an ability that builds on self-awareness
3. **Motivating oneself:** Channeling emotions to achieve a goal enables outstanding performance of all kinds. "Attitude is everything"
4. **Recognizing emotions in others:** Empathy is the fundamental people skill.
5. **Handling relationships:** The art of relationships can be considered a skill in managing emotions of others. Mastery of the previous four skills is essential for handling relationships: identifying and managing one's own emotions, while recognizing emotions in others and *changing* our actions and reactions in response to others' emotions.

Settings which foster emotional intelligence allow children to be free to express their feelings, provide adult role models for expressing feelings, and are rich with the use of feeling words and discussions about feelings. Knowing and managing one's own emotions is a process that all children (and many adults) are working through as they handle relationships with others.

Learning and growth in the area of emotional intelligence can and does take place in a variety of Mountaineers activities. Although awareness of emotions and focus on those of others starts very early in life, much practice and internal growth and development are needed to truly accomplish these skills.



Creating safe & effective learning environments

Mountaineers leaders should strive to create physically and emotionally safe environments that facilitate effective learning. While this is true for all Mountaineers programs, it is especially important in youth programs because youth are not fully capable of speaking up for themselves and making sure that their own needs are met.

The hierarchy of human needs shown below, presented by Abraham Maslow in 1943, illustrates needs that must be met in order for humans to be able to learn. The needs listed at the bottom of the triangle, according to Maslow's theory, are needs that **MUST** be met before a person can focus on needs that are higher up on the triangle. For example, it is impossible for a person to focus on making friends in a new place if they do not feel that they are safe. All of their energy goes into their need to feel safe. Likewise, a person cannot learn new skills if they are hungry, thirsty, very cold, very hot or sleep deprived. These are basic needs that will monopolize a person's attention until they are met.

So how does this apply to Mountaineers programs?

When working with youth (and adults), we must identify the learning goals of the activity and create an environment that makes those goals achievable. For example, if the program goal is to teach knots, we can ensure physiological needs are met by creating a comfortable environment, providing snacks (or reminding kids to bring snacks) and scheduling bathroom breaks. We can ensure safety needs are met by providing name tags, presenting ourselves with a friendly demeanor and creating a positive atmosphere by reminding kids to be supportive and helpful of one another. We can create a sense of belonging by positioning the group in a circle so that everyone feels included and no one feels left out.

Take hiking as another example. It's a good idea to double check that everyone has enough food, water and clothing before the hike. If one of your learning goals is that kids learn to come prepared, you may choose not to double check, because there is value in learning experientially. However, be sure to think of what situations may arise and what the consequences may be. If a youth participant fails to bring enough water, there is valuable learning in that moment of realization. However, a positive learning experience can turn into a negative, uncomfortable, scary or even dangerous experience if the leader isn't prepared to control the learning. Leaders should be prepared in this situation to ensure that participants' basic needs are met. If the leader brings extra water that s/he does not tell the kids about, s/he can offer that water to the youth who has had enough time to realize the repercussions of not bringing enough water. In this way, the leader facilitates the best possible learning environment.





Tools for Behavior Management

Level One:

Give Choices – when a child is not doing what’s asked or resisting something you need him/her to do, give choices. Example: “you need to clean up the goldfish you spilled or find someone to help you”; “you can either carry your water bottle in your hand, or put it in your backpack and take it out during water breaks”

This for that – when a child or group is not doing what’s asked or resisting something you need to have done, you can offer this for that. Example: “If you move all of your packs to the side of the trail before I count to 5, we’ll have brownies as our snack”; “if you keep paddling, we’ll be done in time to stop for ice cream on the way home”

Smoothing – when kids are uncooperative, stalling, and there isn’t much time for a more involved response, try smoothing the situation over to get through it. Example: “I know we’re all tired, but let’s get through this last five minutes and then we can rest”; “I know this part’s boring, but if you pay attention for 10 more minutes, you’ll know how to use the compass for the scavenger hunt”

State your expectations – When kids are resisting rules or threatening not to comply, state your expectations clearly. Example: “I asked you to sit at the picnic table while eating. I don’t want to find food all over the ground.”; “We agreed that we would be respectful of the person speaking. If you are standing next to someone who might distract you, please be responsible and move.”

Friendly challenge – When kids won’t cooperate, a friendly challenge with an adult can inspire them! Example: “How fast do you think we can get all the harnesses put away? 2 minutes? Okay go!”; “Let’s see who can find the most garbage at our campsite in 5 minutes”



Tools for Behavior Management Cont...

Level Two:

Take child aside to listen/talk – When kids are having trouble cooperating despite your efforts, find out why. Try not to make assumptions, but pull the child aside and ask what’s going on. Perhaps a child feels nervous or self-conscious in a certain activity or setting, or perhaps the child is upset about something. Sometimes children misinterpret adult actions or words and their feelings are hurt. We don’t learn these things unless we ask what’s going on.

Consequences for non-compliance – When kids are testing their limits, be sure there are consequences that are stated ahead of time and related to the actions. Example: “No, we can’t play camouflage because it took us too long to pack up our lunches and clean up the area.”; “We won’t be able to get on the boulder for the rest of the week because you weren’t following the safety rules we told you about.”

Chat with the group – when kids are having a hard time getting along, it can be a good idea to chat with the group and come with a resolution. If you have been working closely with the group, it can be helpful to have a guest adult come to facilitate the chat. It can be a good idea to have the group draft a behavior contract that they can all agree to.

Special Activity – if a group is struggling and spirits are low, a special activity can help unify them and get them excited to be exploring together again. Be sure to debrief the activity and help them identify how they can continue to have fun together.

Ask a friend how to get through to a child – When you are not getting through to a specific child, asking that child’s parent, friend or sibling can help. For example “It seems like Sam’s not having very much fun this week. You’re his friend, what are some things he really likes that you think might help him have a better time?”

Time Out – When kids are misbehaving, too silly, fighting or not playing by the rules, a time out can help a child refocus or calm down. Example: “Sarah remember we talked about playing rough? Why don’t you take a 5 minute time-out, and then come back and join us playing by the rules”; “Mark, everyone’s trying to listen but it’s hard when you keep doing that. Please take a 5 minute time out, then come back and join us”

Secret signal – Many kids who struggle with behavior *want* to behave but are easily distracted or overstimulated. These kids often appreciate a secret signal which helps them with their own self-awareness. Example: “Finn, when you’re starting to play too rough, I’ll touch my nose so you know to back off a little.” Kids appreciate this because it helps them stay out of trouble.



Tools for behavior management cont...

Level Three:

Parent Discussion – when a child is defying your or other leaders on a continual basis, parents should be aware that it is a problem. Parents can offer some advice or insight into the situation, which can often give you some tricks and tools you need to resolve the situation. Even if that’s not the case, parents need to be aware of an escalating situation so that if a child needs to be removed from a program, parents are not surprised by this and are aware of the efforts that have been made.

Contract with Camper - A written contract that campers sign helps campers identify and acknowledge the behavior that is unacceptable, agree on a plan to change the behavior, and clearly understand the consequences if the behavior does not change.

Level Four:

Child is dismissed – Some kids are not able to be successful in certain situations during a particular time in their development. When the need to dismiss a child from a program is identified, the Education Manager and/or Executive Director should be notified *before* the child is dismissed. Staff need to understand the story behind the dismissal so that they can support program leaders and help parents find a better fit for their child.



The Mountaineers 2012 Acknowledgement of Risks and Policies



Please read this Acknowledgment of Risks and sign below.

I understand that if the Acknowledgment of Risks and Policies and Waiver and Release of Liability forms are altered, my child will not be allowed to participate. The Mountaineers takes pride in our efforts to provide a safe and supervised program, but outdoor activities by nature are not without risk. We do not want to diminish your enthusiasm for the experience; we want all participants to know in advance what to expect and what some of the potential risks are by participating in the program. The following describes some but not all of the risks.

Slips and falls during activities may take place during tag games, running games, sports, backpacking and running on slopes and paths with bumps, sharp sticks and exposed roots.

While out of doors, participants may also be exposed to a variety of natural life including, but not limited to, marine life such as crabs, sea urchins, and jelly fish, plant life such as stinging nettles, flying insects such as yellow jackets, wasps and mosquitoes, other animals such as snakes, raccoons, and deer.

Water activities may include swimming and kayaking. All water activities have the danger of bodily harm, hypothermia and drowning.

Participants may be responsible for helping with food preparation, and may be around outdoor cooking stoves, flammable materials, sharp knives and open fire.

Potential consequences of the activities include, but are not limited to broken bones, muscle tears, sprains, joint problems, or other orthopedic injuries, disabling head or spinal injuries, eye injuries, heart attacks, strokes, and other cardiovascular problems, heat exhaustion or heat stroke, allergic reactions, cuts, infections, burns, dehydration, mental anguish, hypothermia, drowning or other means of death.

Risks may include equipment malfunction or loss of control, collision of obstacles, variation of terrain, or unexpected actions by animals or other people. I understand that participants may act in a negligent manner that can contribute to injury to themselves or others, such as failing to maintain control, not acting within his or her abilities or not following the rules.

I acknowledge that The Mountaineers or its representatives are not responsible in any way for personal clothing, items or equipment that may be lost, stolen or damaged as a result of my participation in camp activities.

We, participant and parent/guardian, understand that it is the responsibility of each youth to participate in the whole program including activities of work, play, values and working together. We understand and support policies prohibiting youth from possessing or using tobacco products, alcoholic beverages, non prescription drugs, fireworks, knives and weapons of any kind. We recognize that participants must follow safety instructions, remain in areas designated by staff, and refrain from behavior that is harmful to themselves or others. Failure to adhere to these policies will be cause for youth's dismissal from the program without refund of fees. We acknowledge that we will be responsible for pick-up and transportation of our child if dismissed early from the program.

In consideration for my child being permitted to participate in activities, I have read or have had read to me the risks of activities at The Mountaineers Explorers program. I voluntarily accept the risks involved and agree to abide by policies.

Youth Name

Youth Signature

Date

Parent/Guardian Signature

Date

The Mountaineers 2012 Waiver and Release of Liability



I have read the Acknowledgement of Risks statement and I have reviewed program policies with my child. I am aware that my child will have the opportunity to participate in, and I approve of his/her participation in, Mountaineers activities involving a degree of risk.

I understand that it is my responsibility to provide for my child's accident and health coverage while participating in any Mountaineers activity. The Mountaineers does not provide any accident or health coverage for its participants.

I give permission for The Mountaineers to use, without limitation or obligation, photographs or other media that may identify or include the image or voice or me or my child to promote or interpret Mountaineers programs for any business purpose, including media coverage. I waive all claims for any compensation for such use.

I understand that should a person arrive to pick up the child and appears to be under the influence of drugs or alcohol that the child will not be released until another person who is not under the influence of drugs or alcohol arrives to pick up the child. If no person is located, staff may have no recourse but to contact the police.

In consideration for my child being permitted to participate in Mountaineers activities, I hereby agree to release The Mountaineers, its directors, officers, employees, agents and volunteers (collectively "Mountaineers Releasees") from all liability to me or my child for any loss or damage to property or injury or death to person, whether caused by the ordinary negligence of The Mountaineers Releasees or any other person, and while I or my child are at The Mountaineers. I agree not to sue the Mountaineers Releasees for any loss, liability, damage, injury or death described above, and I agree to indemnify and hold the Mountaineers Releasees harmless from any loss, damage or cost they may incur due to my or my child's participation in Mountaineers activities.

I intend for this release and waiver of liability to be as broad and inclusive as is permitted by the laws of the State of Washington. If any portion of this release is held to be invalid, I agree that the remaining terms shall continue in full force and effect.

I have read or have had read to me, and I understand and agree to the above statements. I understand that this form may not be altered and that my child may not participate without this form signed. I acknowledge that I have signed this of my own free will and that my or my child's participation in Mountaineers activities is purely voluntary.

Youth Name

Parent/Guardian printed name

Date

Parent/Guardian Signature

Date

Youth Information

First & Last Name _____

Preferred Nick-name _____

Birth Date ___/___/___ Age ___ Gender **M / F**

Address _____

City _____ State ___ Zip _____

Parent/Guardian 1 _____

Primary Phone (____) _____ Alternate (____) _____

Email: _____

Parent/Guardian 2 _____

Primary Phone (____) _____ Alternate (____) _____

Emergency Contact _____

Primary Phone (____) _____ Alternate (____) _____

Please indicate if your child has ever had any of the following injuries, conditions or illnesses:

- | | | |
|--|---|---|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> GI Disorders | <input type="checkbox"/> Psychiatric Diagnosis |
| <input type="checkbox"/> Ear Infections | <input type="checkbox"/> Heart Problems | <input type="checkbox"/> ADD/ADHD |
| <input type="checkbox"/> Seizure Disorder | <input type="checkbox"/> Diabetes | <input type="checkbox"/> Muscular/Skeletal Injury |
| <input type="checkbox"/> Developmental Disorders | | |
| <input type="checkbox"/> Other _____ | | |

Please record information about any items above; any significant medical history; any hospitalization, doctor visits or surgical history of consequence in the past 5 years; and any other health related information or further suggestions for Mountaineer personnel (attach additional information if necessary)

Dietary Concerns: _____

Immunization History

Please list all known history

Vaccine	Year of Original	Last Booster
Chickenpox	_____	_____
Diphtheria	_____	_____
Hepatitis B	_____	_____
Measles	_____	_____
Mumps	_____	_____
Pertussis	_____	_____
Polio	_____	_____
Rubella	_____	_____
Tetanus	_____	_____
HIB	_____	_____
PCP	_____	_____
TB Test	Date: _____	Result: _____

Allergies -List ALL known

Allergy _____

Usual Reaction _____

Treatment _____

Allergy _____

Usual Reaction _____

Treatment _____

Allergy _____

Usual Reaction _____

Treatment _____

Youth Name: _____



Insurance Information (It is highly recommended to provide a copy of your insurance card)

It is the responsibility of every parent or legal guardian to provide the participant's accident and health coverage while participating in Mountaineers activities. The Mountaineers does not provide any accident or health coverage for its participants.

Is the participant covered by medical/hospital insurance? YES NO

If yes, indicate carrier/plan name: (Print Clearly) _____

Carrier address: _____

Name of Insured: _____ Relationship to participant: _____

Insurance ID#: _____ Group #: _____

Name of family physician: _____ Phone: _____

Name of family dentist/orthodontist: _____ Phone: _____

Authorization for Treatment

This health history is correct to the extent of my knowledge, and my child has permission to engage in all prescribed activities. I hereby give permission to the First Aid or medical personnel selected by a Mountaineer Leader to provide treatment according to their assessment of my child's needs. In the event that I cannot be reached in an emergency, I hereby give permission to the physician selected by a Mountaineer Leader to hospitalize, secure proper treatment for, and to order injection and/or anesthesia and/or surgery for my child as named above. I understand that The Mountaineers does not provide emergency transportation and I authorize transportation by ambulance according to the judgment of the staff. I understand the program fees do not include health and accident insurance and I will be responsible for any and all charges incurred in obtaining prompt medical attention. This completed form may be photocopied for trips off of the Mountaineers property.

Signature of Parent or Guardian: _____ **Date:** _____



TRANSPORTATION ARRANGEMENTS

We ask that once you return your form, you do not change your travel arrangements.

Authorized Pick-Up Procedures:

I give my permission for The Mountaineers to release my child to any of the people listed below. I also understand that I, or the authorized person, may be requested to present a photo ID *even if* the program leader knows me or the person picking up my child. I understand that The Mountaineers will not, under any circumstances, release my child to any individual, including relatives, who is not listed on this form, unless written permission signed by the parent/guardian is received.

Parent/Guardian _____ Phone: _____
Parent/Guardian _____ Phone: _____
Pick-up Person #3 _____ Phone: _____
Pick-up Person #4 _____ Phone: _____
Pick-up Person #5 _____ Phone: _____
Pick-up Person #6 _____ Phone: _____

I understand that it is my responsibility as the primary caregiver to ensure that my child is picked up on time, and that if I (or a designated pick-up person) am more than 10 minutes late, and The Mountaineers have not heard from me, program leaders will begin calling emergency contacts, beginning with the primary caregiver. After 3 hours, if The Mountaineers have not been able to reach any person at any of the contact numbers listed on the participant's paperwork, The Mountaineers will have no choice but to call CPS to arrange for a place for the child to stay for the night. I understand that The Mountaineers cannot release my child to any person for whom I have not given explicit written permission to pick up my child.

Youth Name: _____

Signature of Parent/Guardian: _____ **Date:** _____

Medication Authorization Form

SELF ADMINISTERED MEDICATION – for non-controlled PRN prescription medications (such as epipens and inhalers)

My child has permission to carry and self administer the medication listed below:

Child's Name _____

Name of Medication: _____ Dose: _____

When Medication Should Be Taken: _____

What Happens If Medication Is NOT Taken: _____

OVER THE COUNTER MEDICATION PERMISSION – for all non-prescription medications, including topical ointments.

I give permission for leaders to distribute the following over the counter medication to my child:

Name of Medication: _____ **Dose:** _____

When Medication Should Be Taken: _____

Name of Medication: _____ **Dose:** _____

When Medication Should Be Taken: _____

Name of Medication: _____ **Dose:** _____

When Medication Should Be Taken: _____

Name of Medication: _____ **Dose:** _____

When Medication Should Be Taken: _____

Note: All medications, including OTC Medications must be in their original bottle, labeled with the camper's first and last name, and must be current (not expired). Mountaineers leaders will distribute parent-indicated dosage or recommend dosage on label, whichever is less.

Parent Signature: _____ Date: _____

Sunscreen & Hand Sanitizer Authorization Form

I give permission for the Mountaineers staff and volunteers to administer sunscreen and/or hand sanitizer to my child at their discretion. I assert that my child has no known allergies to any brands of sunscreen or hand sanitizer, and acknowledge that allergies can develop at any time. I understand that The Mountaineers staff and volunteers will make every attempt to help campers prevent sunburn, but a Medication Authorization Form with specific dosages is required for application beyond reasonable periodic applications.

"I hereby give representatives of The Mountaineers permission to apply:

(initial) _____ any brand of non-prescription Sunscreen

(initial) _____ any brand of non-prescription Hand Sanitizer

At their discretion to my child."

Youth Name

Parent Signature

Date

**Authorized Prescriber's
Order for Medication
Administration**

Authorized Prescriber's Order

(Physician, Dentist, Physician's Assistant, Advanced Practice Registered Nurse)

PRESCRIPTION MEDICATION PERMISSION – for all prescription medications, including controlled, non-controlled and self-administered medications

Child's Name _____ Birth Date _____ Today's Date _____

Medication Name _____ Controlled Drug? **Yes / No**

Condition for which drug is administered _____

Dosage _____ Method _____ Times of administration: _____

Any specific instructions for medication administration: _____

Medication Administration: Start Date _____ End Date _____

May this medication be self-administered by the child? **Yes / No**

Relevant side effects of medication _____

Plan for management of side effects _____

Known Camper Allergies _____

Prescriber Information & Signature

Printed Name _____ Phone: _____

Address (Street, City, State, Zip) _____

Prescriber signature: _____ Date: _____

Parent/Guardian Information & Signature

Authorizing administration of medication as described and directed above

Printed Name _____ Phone: _____

Address (Street, City, State, Zip) _____

Parent/Guardian signature: _____ Date: _____



DISCLOSURE FOR BACKGROUND CHECKS

The Mountaineers will procure a criminal background report on you in connection with your registration to volunteer. A background report may be obtained at any time after receipt of your authorization and throughout your volunteer term.

[TalentWise Solutions LLC \(“TalentWise”\)](#), a consumer reporting agency, will obtain the report for The Mountaineers. Further information regarding TalentWise, including its privacy policy, may be found online at www.TalentWise.com. TalentWise is located at 19800 North Creek Parkway, Suite 200, Bothell, WA 98011, and can be reached at (866) 338-6739.

The information that may be included in your report includes: *social security number trace, criminal records checks, and public court records checks*. The information contained in the report will be obtained from public record sources. You have the right, upon written request made within a reasonable time after receipt of this notice, to request disclosure of the nature and scope of any investigative report.

A SUMMARY OF YOUR RIGHTS UNDER THE FAIR CREDIT REPORTING ACT

The Federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.

- You must be told if information in your file has been used against you.
- You have the right to know what is in your file.
- You have the right to ask for a credit score.

You have the right to dispute incomplete or inaccurate information.

Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.

Consumer reporting agencies may not report outdated negative information.

- Access to your file is limited.
- You must give your consent for reports to be provided to employers.
- You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.
- You may seek damages from violators.

Identity theft victims and active duty military personnel have additional rights.



AUTHORIZATION

I have carefully read and understand this disclosure and authorization form and I have received a copy of the “Summary of Your Rights Under the Fair Credit Reporting Act” provided with this form. I have had the opportunity to review my rights. By my signature below, I consent to the preparation of background reports by TalentWise, and to the release of such reports to The Mountaineers and its designated representatives.

I understand that, to the extent allowed by law, information disclosed to The Mountaineers by me before or during my volunteer term, may be utilized for the purpose of obtaining background check reports about me. I understand that nothing herein shall be construed as an offer of employment or contract for services.

I hereby authorize law enforcement agencies, record/data repositories, courts (federal/state/local), and other individuals or sources to furnish any and all information on me that is requested by the consumer reporting agency.

By my signature (including electronic) below, I certify the information provided on and in connection with this form is true, accurate, and complete. I agree that this form in original, faxed, photocopied or electronic form will be valid for any background reports that may be requested by or on behalf of The Mountaineers.

This information is being collected to conduct the background screen. It will not be used for any other purpose.

Name: _____

email: _____

Signature: _____ **Date:** _____



Mountaineers Working With Youth Manual acknowledgment

Please read each statement and initial indicating that you have read, understood and agree to each statement:

_____ I have read pages 3-23 of the Working With Youth manual in their entirety, understand their content and agree to comply with the stated policies and procedures.

_____ I have reviewed the Washington State Mandatory Reporter information on the www.dshs.wa.gov website (links included in the manual)

_____ I have read and agree to comply with and help enforce the Safe Supervision procedures of The Mountaineers

_____ I have read the Monitoring Bathrooms procedures and agree to safely monitor bathrooms according to Mountaineers recommendations

_____ I have read all sections that apply to the programs I am involved with, including Transportation, Overnight Programs and Water Activities, and I agree to act in accordance with Mountaineers Procedures.

_____ I agree to review the Mountaineers Working With Youth manual periodically, especially the sections specific to upcoming programs I will participate in.

Please read the following statement and sign acknowledging that you have read and agree to the statement:

I have read all sections of the Mountaineers Working With Youth manual that apply to programs in which I will be participating, and I agree to act in accordance to Mountaineers procedures as described in the manual. I understand that there is inherent risk working with youth, and I accept that risk and agree to minimize risks by following Mountaineers policies and making conservative decisions when working with youth. I will review this manual periodically and use it as a reference for future youth programs I participate in.

Signature

Date

Printed Name

Date