



Volunteer Orientation Packet  
**Community Bicycle Center**

**Contents**

**Welcome to the CBC!**

- *Mission, Vision, and Guiding Principles*
- *History*
- *CBC Staff*
- *Volunteering*
- *Training*
- *Feedback*

**Policies and Procedures**

- *Guiding Participant Behavior*
- *Absolute No's and Progressive Behavior Management Plan*
- *Mandated Reporting*
- *Incident Reports*
- *Confidentiality*

**Youth Development Models**

- *Challenge vs. Skill*
- *Four Basic Needs for Youth*
- *Search Institute's 40 Developmental Assets*
- *HighScope Youth Quality Program Assessment*
- *Kovalik's Lifeskills*
- *The Fish Philosophy*

**Additional Forms/Documents**

- *"Effective Mentoring"*
- *Incident Report*
- *Injury Report (for Bike Rides)*
- *Confidentiality policy*

## **Welcome to the Community Bicycle Center!**

### *Mission, Vision, and Guiding Principles*

#### Mission:

“The Community Bicycle Center exists to empower people through bicycles and bicycling experiences with a focus on youth development.”

#### Vision:

“As a result of Community Bicycle Center’s work, people of all ages and backgrounds will improve their well being (skills, attitudes, beliefs, and health) through bicycle experiences.”

#### Guiding Principles:

- We value the bicycle as a tool to develop social, vocational, academic, athletic, recreational, artistic, and civic skills.
- We believe in the value of the bicycle in primary, secondary, and tertiary prevention.
- We believe mechanically safe bikes are essential to cycling safely.
- We believe in experientially based (hands-on) program delivery.
- We believe in bicycling as a tool to foster self-actualization and youth developmental asset building.
- We believe in bicycling as a tool to develop caring intergenerational relationships and as a way to nurture mentoring best practices.
- We believe in bicycling as a tool for community building.
- We appreciate the ways bicycling contributes to the health of individuals.
- We believe in bicycling as a sustainable form of transportation.
- We believe in the bicycle as a form of self-expression.
- We recognize and promote diversity in bicycling.
- We cherish the fun and enjoyment of all activities associated with bicycling.

#### *History*

The Community Bicycle Center was founded in 2001 by Andy Greif and Al Zullo as an effort to explore how caring adults, as mentors, could use bicycles to positively affect the self-awareness and social skills of kids. The program was a success, and moved to the Alfred Osher Center of the Northern York County Family YMCA in 2002. It operated there for three years, and when that YMCA branch closed it moved into its current home (284 Hill St. in Biddeford). The CBC incorporated in December 2005 and earned its 501c3 non-profit public benefit corporation status in April 2006.

*CBC Staff*

**Andy Greif**

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**Andrew Burnell**

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-Program development, volunteer management

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Resource Development/Community Relations Director  
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-Fundraising and communications

*Volunteering*

Volunteers are critical to the ongoing success and sustainability of the CBC's quality youth programming – without people like you, we simply could not function. Thank you for donating your time to the CBC! As a volunteer, you will be an active member of the Community Bicycle Center team, working to help ensure that our participants have the most enriching and empowering experience possible. Whether in the shop during our afterschool bike fix-ups, making bike art, or helping with office administration or fundraising, it all comes back to youth.

If you find that you would like to become more involved, have a look at our volunteer opportunities flier at the end of this document.

*Training*

At various times in the year, the CBC holds special trainings that concern various elements of the volunteer experience – these events are usually fairly informal, and their design is very much influenced by volunteer input. Please let a CBC staff member know if you would like to know more about any part of the volunteer experience, or to suggest a topic for the next training.

The CBC operates a blog (<http://communitybicyclecenter.blogspot.com/>) designed to pass on information to volunteers and to serve as a forum for discussion. We update it regularly with new information aimed especially for our direct service volunteers, and it is open to your comments. Let us know if you are interested in contributing your own posts.

*Feedback*

Please keep the dialogue open with CBC staff, and do not hesitate to express your comments or concerns. The office telephone is 207-282-9700, and you can also reach any of our staff by email.

## **Policies and Procedures**

### *Guiding Participant Behavior*

As a volunteer and member of the CBC community, you have an important role to help ensure the following rights and obligations:

- Right to be *Respected*
- Right to be *Safe*
- Right to *Learn*
- Obligation to be *Caring*
- Obligation to be *Honest*
- Obligation to be *Responsible*

These rights and obligations must guide every person involved in the Community Bicycle Center, and they form the basis for all behavior management decisions. We believe in focusing on the behaviors that we want to live by rather than developing rules based on behaviors we do not want to see, hear, or experience. Thinking positively, and focusing on what we want often extinguishes what we do not want. We aim always to teach respectful, safe, and learning behaviors within the context of mentor-protégé relationships and the bike shop environment.

### *Absolute No's and Progressive Behavior Management Plan*

The rules are simple at the CBC – there are 5 absolute 100% no's:

- No Smoking
- No Drugs/Alcohol
- No Hitting – No Violence – No Abusive Anger – No Threats
- No Knives – No Weapons
- No Stealing

\*Any child that engages in any of the absolute, 100% no's proceeds immediately to Level 4 or 5 on the Progressive Behavior Management Plan.

CBC staff uses a Progressive Behavior Management Plan to help deal with unsafe or dangerous behavior. If a participant is engaging in behavior that is harmful to themselves or others, as a volunteer you should verbally remind them of their transgressions. If the behavior continues past a second reminder, notify a CBC staff member and we will explore further steps (usually encouraging time away or for them to go home for the day).

Level 1: *Reminder* (a.k.a. warning) of specific right (a.k.a. rule) violated and the expected behavior.

Level 2: *Second Reminder* of specific right violated, the expected behavior, and Level Three.

Level 3: *Time Away* (a.k.a. Time Out) –Time Away allows an opportunity for the child to be removed from stimulation, calm down, and regroup. Ideally, after this break, they will be able to successfully reintegrate into the group. Time away occurs in a specified

location for five minutes, and the child returns to the group after a processing/reflection session with the Program Director or Lead Mentor. During this session, we encourage the child to reflect on events up to that point: What happened as if we replayed a video tape of the events before and during the specific right violation? What was the issue for “you” that contributed to your right violation? What do you need to do to return to working in the shop to in a safe, respectful, and learning manner? Remind and describe to them the Level Four consequences. Only a CBC staff member may stipulate Time Away.

Level 4: Removal (a.k.a. suspended) from the session – The child is taken with the Program Director or Lead Mentor to the office. Parents/Guardian is called to pick up the child. A meeting is scheduled with the child to develop a behavioral contract prior to returning to the program for another session. This behavioral contract outlines the specific behaviors expected, methods of succeeding, and consequences for the initial violation. Only a CBC staff member may remove a participant from a program session or contact a parent about their child’s behavior.

Level 5: Terminated from the program – This step occurs if the behavioral contract is not satisfied. The child can re-apply for a future program. Only the Executive Director may decide to terminate a participant from the program.

#### *Mandated Reporting*

Maine Department of Health and Human Services identifies any staff or volunteer in a youth program as a “mandated reporter”, required *by law* to report suspected cases of child abuse or neglect.

Maine DHHS defines abuse and neglect as a threat to a child’s health or welfare as:

- Physical, mental or emotional injury or impairment.
- Sexual abuse or exploitation.
- Deprivation of essential needs.
- Lack of protection from these, by a person responsible for the child.

All CBC staff complete an online training on this subject, and you are also encouraged to do so. You can find it at <http://www.maine.gov/dhhs/ocfs/cps/>.

#### *Incident Reports*

Incident reports must be completed in the event of injury or violation of any one of the 5 “essential no’s”, or a level 4 or 5 on the Progressive Behavior Management Plan.

Attached to this manual are two incident report documents – one for incidents in the shop, and one for incidents on rides. Please fill out the appropriate form for the CBC files, as needed.

#### *Confidentiality*

The CBC considers confidentiality very important, and does not communicate information about our volunteers or participants. As a volunteer, please do not share any personal information or stories about other volunteers or our program participants. For more information, check out the confidentiality form at the end of this packet.

## **Youth Development Frameworks**

### **Figure 1. Challenge vs. Skill**

Mihaly Csikszentmihalyi (1990) identifies that for effective learning in any activity we must achieve a balance between levels of challenge and levels of skill. Once this balance is met, a state of *flow* may occur, in which self-consciousness disappears and one may become completely absorbed in their activity. Especially during after-school bike fix up program (in which challenges always arise), it is important to always keep this balance in mind.

### **Figure 2. Basic Youth Needs**

William Glasser (1998) identifies four areas that comprise basic psychological needs – belonging, freedom, fun, and power. Quite often when behavior issues arise, it has to do with an imbalance concerning one of these basic needs (and for most of our kids, the most predominant need is usually fun!). How might we ensure that these needs are pursued in safe, healthy ways? For more information, try starting with [http://en.wikipedia.org/wiki/Choice\\_Theory](http://en.wikipedia.org/wiki/Choice_Theory).

### **Figure 3. 40 Developmental Assets**

The CBC operates its programs based on several accepted youth development models, including the Search Institute's 40 Developmental Assets for Children and Youth. As a volunteer, you should constantly strive to help participants achieve these assets. For more information, check out <http://www.search-institute.org/>.

### **Figure 4. Youth Program Quality Assessment**

We seek to always improve our programs, and use the HighScope Educational Research Foundation's Model for Youth Program Quality Assessment as our evaluation tool. For more information, check out <http://www.highscope.org/>.

### **Figure 5. Lifeskills**

In the words of teacher and learning innovator Susan Kovalik (1993), "The purpose of the list of Lifeskills is to provide parameters that help students evaluate their own performances - to guide them, individually and in groups, to an understanding of which social behaviors will enhance their success... We hope that [the Lifeskills] become a part of students' persona - who they are and how they act upon the world". For more information, check out <http://www.thecenter4learning.com/>.

### **Figure 6. The Fish Philosophy**

Inspired by a visit to Seattle's Pikes Place Fish Market, the Fish Philosophy is a method for promoting positive workplace environments. For more information, check out <http://www.charthouse.com/>.

### **Figure 7. Strength-Based Youth Inventory**

We utilize the Strength-Based Youth Inventory to get to know the youth that participate at the CBC. Using the model we gain an understanding for each participants family, his/her strengths, favorite things to do, caring adults in their lives, and some of their long term goals and aspirations.

Figure 1. Mihaly Csikszentmihalyi's Challenge vs. Skill

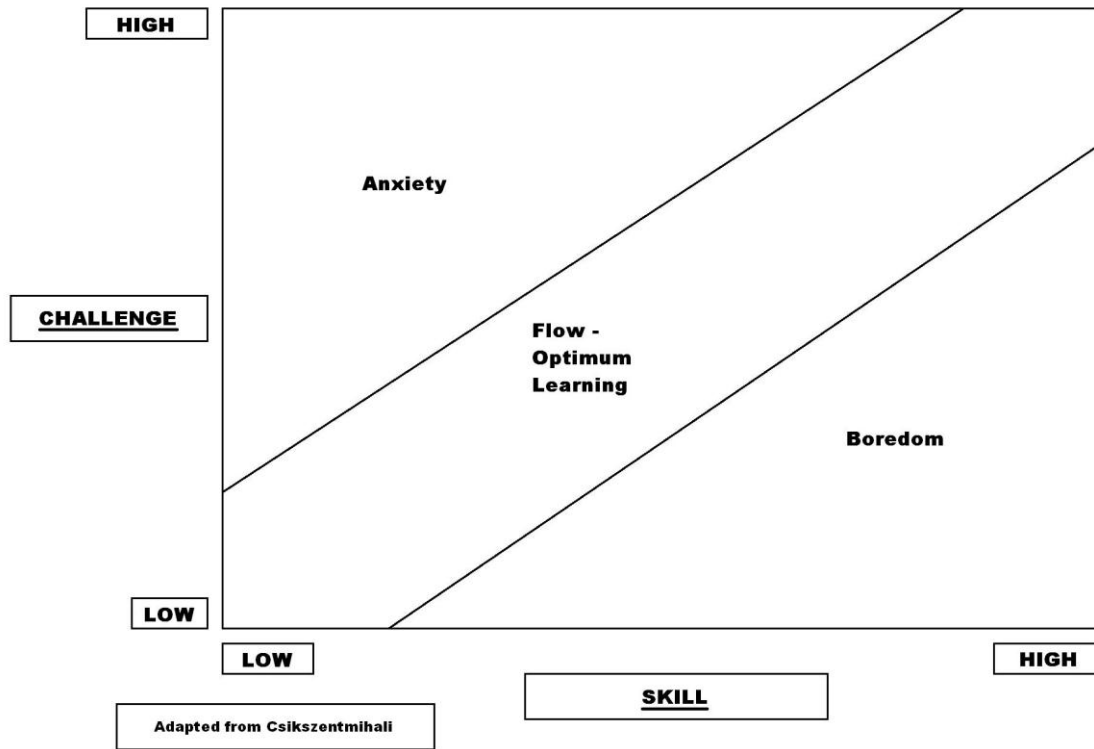


Figure 2. Glasser's Basic Youth Needs

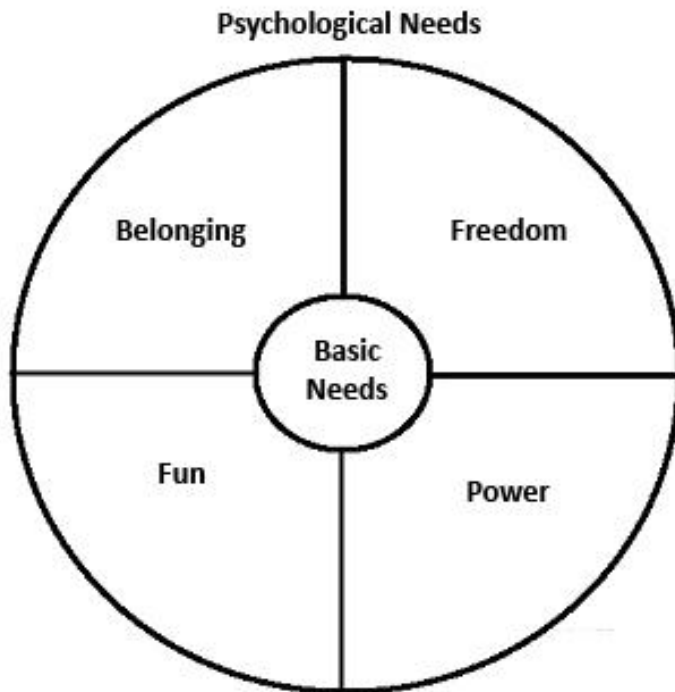


Figure 3. Search Institute's 40 Developmental Assets



## 40 Developmental Assets™

Search Institute™ has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition			
<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family Support</b>-Family life provides high levels of love and support.</li> <li><b>2. Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>5. Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>6. Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>		
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>9. Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>		
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>12. School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>13. Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>14. Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>16. High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>		
		<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>	
		<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>23. Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to School</b>-Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>
			<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>-Young person places high value on helping other people.</li> <li><b>27. Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>30. Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
			<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>		<ol style="list-style-type: none"> <li><b>37. Personal Power</b>-Young person feels he or she has control over "things that happen to me."</li> <li><b>38. Self-Esteem</b>-Young person reports having a high self-esteem.</li> <li><b>39. Sense of Purpose</b>-Young person reports that "my life has a purpose."</li> <li><b>40. Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</li> </ol>	

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Figure 4. The HighScope Model for Youth Quality Program Assessment

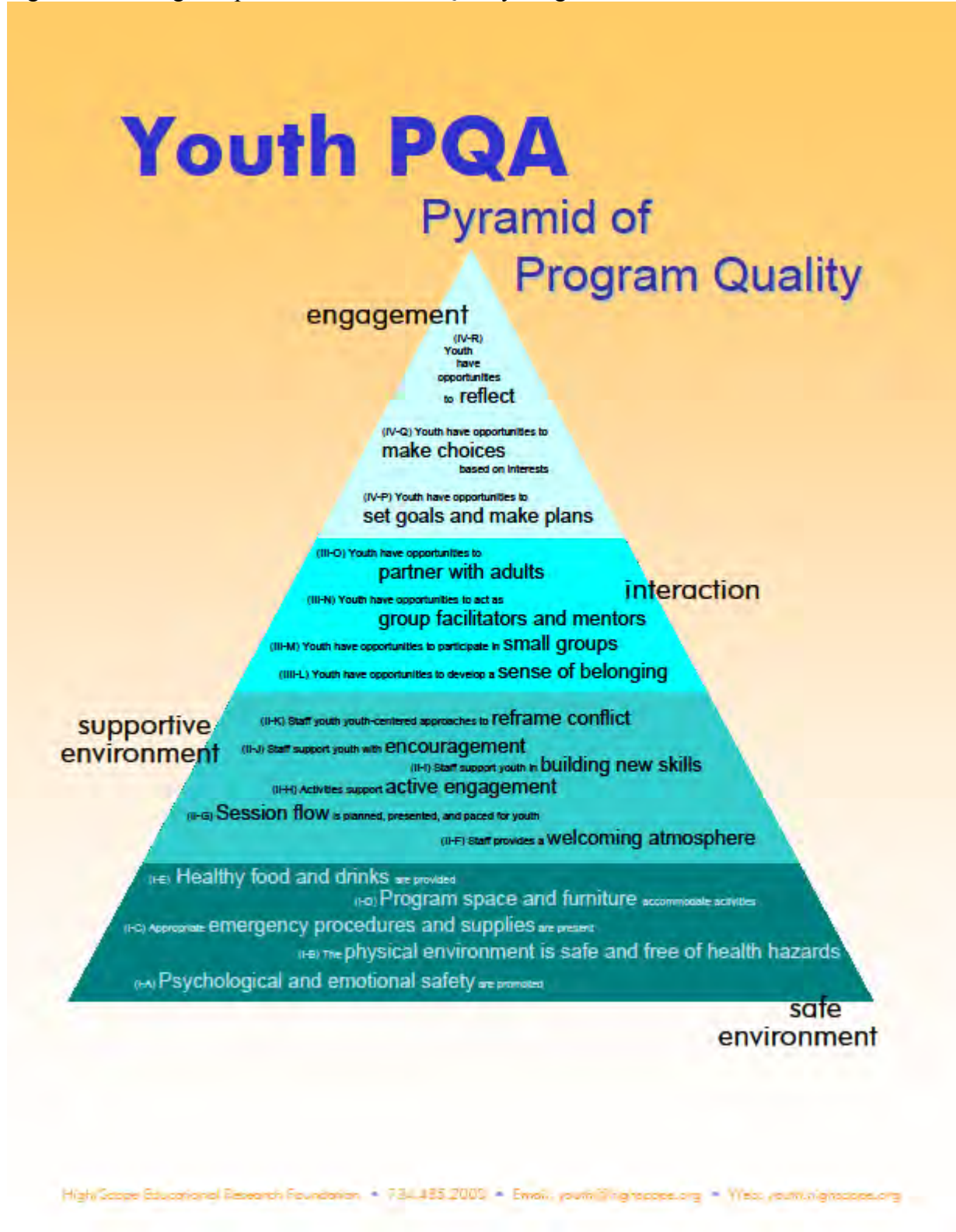


Figure 5. Lifeskills

# **LIFESKILLS**

**INTEGRITY:** To be honest, sincere, and of sound moral principle

**INITIATIVE:** To do something because it needs to be done

**FLEXIBILITY:** The ability to alter plans when necessary

**PERSEVERANCE:** To continue in spite of difficulties

**ORGANIZED:** To plan, arrange, and implement in an orderly way

**SENSE OF HUMOR:** To laugh and be playful without hurting others

**EFFORT:** To try your hardest

**COMMON SENSE:** To use good judgment

**PROBLEM SOLVING:** To seek solutions in difficult situations

**RESPONSIBILITY:** To be accountable for your actions

**PATIENCE:** To wait calmly for someone or something

**FRIENDSHIP:** To make and keep a friend through mutual trust and caring

**CURIOSITY:** A desire to learn or know about a full range of things

**COOPERATION:** To work together toward a common goal (purpose)

**CARING:** To feel concern for others

Figure 6. The Fish Philosophy

**The FISH Philosophy**

**Be There**

- We live in the present.
- We soulfully listen (really listen).
- We live in the question "Who am I being while I'm doing what I'm doing?"
- We are respectful in all our interactions.

**Play**

- We are child-like.
- We live in wonder.
- We think.
- We keep our curiosity alive and trust it to lead to better solutions.
- In our play, new ideas arise.

**Make Their Day**

- We are passionate about serving.
- We are mindful of the needs of others.
- We do our best to put "helping others" in balance with our business goals.

**Choose Your Attitude**

- We live fully engaged lives.
- We live in our choices.
- We are responsible for how our choices affect others.
- We believe in living on purpose and utilizing our talents.
- We are students, always open to new learnings.

Figure 7. Strength-Based Youth Inventory

**Strength-Based Youth Inventory**

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Structural Household Genogram</b>		
<ul style="list-style-type: none"> <li><input type="radio"/> Proud of?</li> <li><input type="radio"/> Learning Style?</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Sports / Groups</li> <li><input type="radio"/> Summer / Vacations</li> </ul>	
<p align="center"><b>Dreams / Hopes / Aspirations</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Education</li> <li><input type="radio"/> Work</li> <li><input type="radio"/> Family</li> <li><input type="radio"/> Community</li> <li><input type="radio"/> Fun</li> </ul>	<p align="center"><b>CBC Activities</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Earn-a-Bike Drop-in</li> <li><input type="radio"/> Bike Monkeys Co-ed</li> <li><input type="radio"/> Bike Monkeys Girls</li> <li><input type="radio"/> Bike Doctor (MBOS)</li> <li><input type="radio"/> Trek Across Maine</li> <li><input type="radio"/> Local Bike Rides</li> <li><input type="radio"/> Girls Empowerment Group</li> <li><input type="radio"/> Bike Trips: _____</li> <li><input type="radio"/> Other: _____</li> <li><input type="radio"/> Other: _____</li> </ul>	
<b>Caring Adults</b>	<b>Assets</b>	<b>Lifeskills</b>

## **Effective Mentoring**

Notes extracted from *Mentoring for Resiliency* edited by Nan Henderson, Bonnie Benard, and Nancy Sharp-Light (2000).

### The Resiliency Wheel:

- ❑ Providing Caring & Support
- ❑ Teaching Life Skills
- ❑ Setting Clear & Consistent Boundaries
- ❑ Providing Opportunities for Meaningful Participation
- ❑ Setting and Communicating High Expectations

Core to Successful Programs: caring, supportive, and empowering relationships are the most important factors in moving youth from stressed to success. Resilience research points out over and over that transformational power exists not in programmatic approaches per se, but at the deeper willingness to share power.

Enlarge repertoire of problem solving skills and social skills within a context of an organized and predictable environment that combines warmth and caring with a clearly defined structure and the setting of explicit limits.

Mentor Definition: The mentor is the resiliency catalyst responsible for ensuring that the process of building global self-esteem is realized. This process includes providing opportunities for developing competencies in domains of perceived value and providing the approval for successes and support for failures in developing these competencies. Domains include: scholastic competence, social acceptance, athletic competence, physical appearance, behavioral conduct, job competence, romantic appeal, and close friendships.

### Characteristics of Effective One-to-One Mentoring Relationships

- ❑ Intensity and consistent time.
- ❑ Mentor believes that he/she there to meet the developmental needs of the youth.
- ❑ Reliable (showing up), trusting, caring, respectful, and reciprocal relationship.
- ❑ Concentrate on becoming friends and not telling young people what to do.
- ❑ Expand the scope of their efforts only as the relationship strengthens.
- ❑ Relationship enjoyable and fun to both partners.
- ❑ “There” for the young person, listening, nonjudgmental, looks for interests and strengths, and incorporates the youth in decision-making process.
- ❑ Not a prescriptive relationship: adult volunteers believe their primary purpose is guiding the youth toward the values, attitudes, and behaviors the adult deemed positive.
- ❑ Youth-centered approach: asking the youth what he/she needs and wants and then offering help as a shared activity, as well as the strengths-focus, sensitivity, and empathy.
- ❑ You have to become not so concerned about making a difference.
- ❑ The adult takes the responsibility for keeping the relationship alive.
- ❑ Pay attention especially for the youth’s needs for fun.

- ❑ Young men want sporting equipment and program to be interactive and activity oriented.
- ❑ Hold visions of protégés that they could not imagine for themselves.
- ❑ Crucial environmental protective factors: connection, competence, and contribution.

**Incident / Accident Report Form**  
*Community Bicycle Center*

<b>Name:</b> _____	<b>Program:</b> _____		
<b>Sex:</b> _____	<b>Date of Birth:</b> _____	<b>Current Age:</b> _____	<b>Phone #:</b> _____
<b>Address:</b> _____	<b>Guardian:</b> _____		
<b>Summary of incident/injury:</b> _____			
<b>Person's present condition:</b> _____			
<b>Condition of remaining group members:</b> _____			
<b>Names of witnesses:</b> _____			

<b>INCIDENT/ACCIDENT DETAILS</b>	<b>Date:</b> _____	<b>Time:</b> _____
<b>Location:</b> _____	<b>Terrain:</b> _____	<b>Weather:</b> _____
<b>Activity involved with during incident:</b> _____		
<b>Brief description of the incident:</b> _____		
_____		
_____		
_____		
<b>Description of actions:</b> _____		
_____		
<b>Description of response:</b> _____		
_____		
_____		

Form completed by: \_\_\_\_\_ Date/Time: \_\_\_\_\_

**Subsequent action taken:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Incident Report Form**  
*Community Bicycle Center*

*INJURED PERSON*

Name _____	Gender _____	DOB _____	Age _____
Address _____		Phone _____	
Guardian _____		Phone _____	
Witness _____		Phone _____	
Witness _____		Phone _____	

**EMERGENCY ASSISTANCE**

Were police called? Yes No	If yes, police report # _____ Officer badge # _____
Was ambulance called? Yes No	If yes, EMS report # _____ Attendant badge # _____
Was injured hospitalized? Yes No	If yes, hospital name _____
Could victim continue riding? Yes No	<b>Describe treatment at the scene</b> _____ _____ _____

**DESCRIPTION OF ACCIDENT**

Date _____	Time _____	Location _____	Terrain _____	Weather _____
Program/Activity _____		Cause of Injury _____		
_____ Collision with another bicyclist? Name _____				
_____ Collision with a motor vehicle? License plate # _____				
Driver's Name _____		Phone _____		
_____ Collision with a stationary object		_____ A Fall	_____ Other _____	
<b>Incident Description</b> _____ _____ _____				

**Form completed by** \_\_\_\_\_ **Date/Time** \_\_\_\_\_

**Subsequent action taken:**  
\_\_\_\_\_



## **CONFIDENTIALITY AGREEMENT**

### *Community Bicycle Center*

As a volunteer/employee with access to personal information from CBC Clients, you will have access to what this agreement refers to as "confidential information." The purpose of this agreement is to help you understand your duty regarding confidential information. Confidential information includes client information, medical reports, social security numbers, email addresses and judicial records. You may learn of or have access to some or all of this confidential information through a computer system or through your employment activities. Confidential information is valuable and sensitive and is protected by law and by strict CBC policies. The intent of these laws and policies is to assure that confidential information will remain confidential. As a volunteer/employee, you are required to conduct yourself in strict conformance to applicable laws and CBC policies governing confidential information. Your principal obligations in this area are explained below. You are required to read and to abide by these duties. The violation of any of these duties will subject you to discipline, which might include, but is not limited to, termination of employment and to legal liability.

Accordingly, as a condition of and in consideration of your access to confidential information, you promise that:

- 1.** You will use confidential information only as needed to perform your legitimate duties as an employee/volunteer receiving information from the CBC. This means, among other things, that:
  - A.** You will only access confidential information for which you have a need to know; and
  - B.** You will not in any way divulge, copy, release, sell, loan, review, alter or destroy any confidential information except as properly authorized by the CBC.
  - C.** You will not misuse confidential information or carelessly care for confidential information.
- 2.** You will safeguard and will not disclose your access code or any other authorization you have that allows you to access confidential information.
- 3.** You accept responsibility for all activities undertaken using your access code and other authorization.
- 4.** You will report activities by any individual or entity that you suspect may compromise the confidentiality of confidential information. Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.
- 5.** You understand that your obligations under this Agreement will continue after termination of your employment. You understand that your privileges hereunder are subject to periodic review, revision and if appropriate, renewal.
- 6.** You understand that you have no right or ownership interest in any confidential information referred to in this Agreement. The CBC may at any time revoke your access

code, other authorization, or access to confidential information. At all times during your employment, you will safeguard and retain the confidentiality of all confidential information.

7. You will be responsible for your misuse or wrongful disclosure of confidential information and for your failure to safeguard your access code or other authorization access to confidential information. You understand that your failure to comply with this Agreement may also result in your loss of employment and other legal liability.

---

*Employee/Volunteer Signature and Date*

---

*Printed Name*

### **Some Confidentiality Guidelines**

- Please do not discuss members/clients personal information in public spaces unless you are extremely careful to cloak the member's identity
- Members/clients will ask for phone numbers and other information about other members/clients. This is not to be released to other members/clients unless the person whom the information is about approves it.
- Please use caution leaving confidential information on desks, car seats and on countertops where others may view the information.
- File Cabinets containing particularly sensitive material should be labeled with the names of the employee's/volunteers that have access to that information.

# Ways to work with kids...

At the Community Bicycle Center

Enjoy working with your hands, learning new skills, and connecting with youth? Volunteer during our Earn-a-Bike (EAB) program Mon-Fri from 2-5pm!



## MECHANICS

Do you have an idea for a new art project? Help facilitate our Bike Part Art program! Share your ideas with the kids and see where their creativity leads.

## HANDS-ON

Do you want to learn the in's-and-out's of bike mechanics? Volunteer during our eight-week bike mechanics course, Bike Monkeys! Learn about bottom brackets, front and rear hubs, brakes, and derailleurs alongside one of our youth Bike Monkeys.



Can't get enough cycling? Take your riding to the next level and mentor a youth trekker during our three-day, 180-mile, Trek Across Maine!

## CYCLING



Not a cyclist, but enjoy exercise? Help our participants during the "off-season" and train alongside them on one of our Indoor cycling bikes. Teach them about working heart rates, eating healthy, stretching, and drinking plenty of water!

## FITNESS

You like biking, but don't have a bike or anywhere to go? Volunteer as a ride leader during the summer months as we cycle to spots in Biddeford and the surrounding community.

## ADVENTURE





# “Behind the scenes...”

## At the Community Bicycle Center

**Become a member on one of our standing committees!** *Our Development committee, Program committee, Finance committee, and Special Events committee are always looking for new faces to assist with the longevity of our youth development mission.*



**You have a knack for public speaking!** *Co-lead a presentation with us! Help as we promote our program to potential volunteers, participants, and donors!*

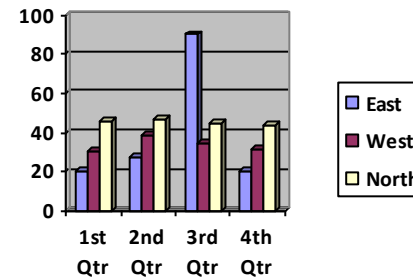


# DATA COLLECTION



**Enjoy checking things off your “to-do” list?** *Assist with our bookkeeping and data entry! Organize new permission forms, send thank-you notes and birthday cards, and make updates to our donor software!*

# Friendraising



**Are you a statistical person?** *Help us develop ways to better evaluate our program! Administer surveys to kids and volunteers and collect testimonials that will assist us in grant writing, data reporting, and evaluation!*

**Do you have a passion for design?** *Assist with the design of communication material using DWCS5!*



**Join our Board of Directors!** *Help develop our strategic plan and raise the financial resources to keep our doors open for kids in Biddeford and the surrounding communities!*

# DEVELOPMENT



## **Advocate for us...**

- 1. Tell people about the things that we are doing at the CBC**
- 2. Direct people to our Facebook, Twitter, and Volunteer Blog**
- 3. Invite your friends and family to stop by the shop anytime**
- 4. Make a donation! Granola bars, old bikes, and money is what keeps the CBC open**
- 5. Join our mailing list and forward our newsletter to friends and family**
- 6. Help promote our special events**
- 7. Share your experiences about the CBC with friends and family members**