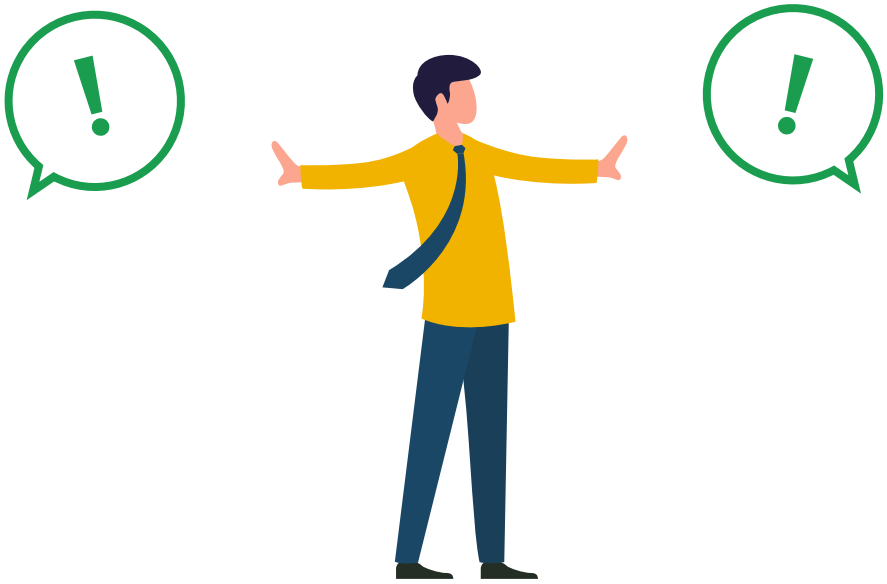


4-H Youth Development

Conflict Navigation Manual

for County and Local
4-H Professionals

University of Idaho Extension

BUL 1144

About This Manual

This manual is a field guide for county and local 4-H professionals. It is designed to be adapted for use across state 4-H programs nationwide. State-specific policies, contacts, and appendices should be inserted where indicated by bracketed placeholders.

This manual does not replace your state's land-grant university or Cooperative Extension policy. It is a practical guide to help local professionals apply those policies with consistency and confidence.

Author

Mandy Strey, Idaho 4-H Volunteer Area Educator, University of Idaho Extension

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Purpose and Scope

4-H youth development programs are committed to providing a safe, positive, and consistent environment for all youth, volunteers, families, and staff. Conflict is a natural part of working with people and will occur in any program that involves youth, volunteers, and community members. How conflict is addressed directly impacts the safety of youth, the integrity of the 4-H program, and the experience of everyone involved.

This manual provides county and local 4-H professionals with a clear, consistent approach to identifying, navigating, and resolving conflict. It is intended to support timely decision-making, reduce uncertainty, and ensure that situations are handled in alignment with your state's land-grant university, Cooperative Extension, and 4-H youth development expectations and policy.

Replace bracketed placeholders throughout this document, such as (State 4-H Director) or (State Mandatory Reporting Hotline), with state-specific information before distributing this manual to staff.

Section 1: Understanding Conflict in 4-H

Conflict in a volunteer-driven program is not a sign of failure; it is an expected part of working with diverse people across varied communities. County 4-H professionals are not expected to eliminate conflict. They are expected to recognize it early, respond appropriately, and protect the youth and program in the process.

Common Sources of Conflict in 4-H

- Differing expectations between volunteers, families, and staff
- Miscommunication about program decisions, policies, or roles
- Volunteer boundary violations or policy noncompliance
- Interpersonal tension between volunteers, parents, or youth
- Situations involving youth safety that require immediate action

Not all conflict is equal in seriousness or urgency. The tools in this manual are organized to help you assess its severity and respond at the right level, neither overreacting to to low-level interpersonal tension nor under-responding to conduct or safety concerns.

Core Principles

Youth safety is always the priority.	When in doubt, act to protect youth first and sort out the details afterward.
Consistency protects everyone.	Applying expectations evenly across volunteers, regardless of tenure or relationship, reduces risk and builds trust.
Documentation is not optional.	Document every conflict situation, regardless of severity. Records protect youth, volunteers, and program personnel.
Coaching has limits.	Repeated conversations without behavioral change are not a conflict resolution strategy. Know when to escalate.
You are not alone.	This manual supports your decision-making. Your state 4-H volunteer programs team is available to consult on complex situations.

Section 2: Conflict Decision Table

The conflict decision table helps county 4-H professionals quickly assess a situation and determine the appropriate response. If a situation does not fit perfectly within a listed example, use professional judgment and apply the tier that best reflects the risk level. Always prioritize youth safety. Situations may move between tiers. If the behavior continues, escalates, or increases its impact on youth or the program, a stronger response is required.

Escalation Rule

Situations must move to a higher tier (●→●→●) when

- Behavior continues after being addressed
- Conduct that has not changed after two or more documented tier 2 conversations movies to tier 3
- The individual refuses to comply with direction
- The impact on youth or the program increases
- The authority of Extension personnel is challenged

When escalation occurs, increase the level of response, move beyond repeated conversations, and consider restriction, removal, or formal action.



Tier 1: Address and Monitor

Coach early. Don't let patterns go unaddressed.

Situation	What This Means	Required Action
Volunteer versus volunteer conflict	Personality clash	Facilitate conversation → Clarify expectations → Monitor
A parent is upset with the program decision	Communication issue	Listen → Clarify policy → Do not negotiate policy
Tone or communication concerns	Coaching opportunity	Provide feedback → Set expectations → Follow up
Minor disagreements about program delivery	Low risk	Coach and move on

These situations still require documentation, even if brief.

Example language tone or behavior concern:

"I want to talk through what I observed. The way this came across created some tension and I want to make sure we're maintaining a positive environment for everyone involved. Moving forward, I need you to . . . ."

Tier 2: Intervene Directly

Set formal expectations. Don't stay stuck in repeated conversations.

Situation	What This Means	Required Action
Refuses to follow Extension direction	Undermining authority	Direct conversation → Set clear expectation → Document → Escalate to tier 3 if repeated
Repeatedly ignores policies	Pattern of noncompliance	Move quickly to written expectations or restrictions → Escalate to tier 3 if no change
Disrupts program or activities	Program impact	Address immediately → Set boundaries → Document
Bullying, intimidation, escalating conflict	Behavior issue	Address → May restrict participation → Document → Escalate to tier 3 if no change
Misuse or mismanagement of funds	Serious violation	Escalate immediately → Do not handle informally
Substance use tied to program event (non-youth-facing)	Conduct issue	Address directly → Determine if removal needed → Document
Fails to report concerns or incidents	Compliance issue	Address immediately → Reinforce responsibility → Document
Tier 1 behavior that has continued after two or more documented conversations	Pattern of noncompliance	Move to tier 3 and initiate formal resolution process

> Example language of not following direction:
>
> "I need to be clear: This expectation is not optional. It aligns with 4-H policy and I need you to follow it moving forward."
>
> If the behavior is repeated:
>
> "We've discussed this before and the behavior hasn't changed. At this point, we need to move beyond conversations and address next steps."

Tier 3: Formal Action

Required: This tier is reached two ways, immediate safety situations or conduct that has not changed after a tier 2 intervention.

Situation	What This Means	Required Action
Tier 2 conduct that has not changed after documented intervention	Escalated noncompliance	Initiate track 1 formal process → Review committee → Certification status decision
Refusal to comply with direct instruction from Extension personnel	Authority violation	Suspend participation → Notify state office → Document → Formal review
Repeated boundary violations after prior direction	Pattern requiring formal action	Formal review → potential suspension or removal
Inappropriate physical contact; texting or social media contact; or abuse/neglect with youth	Immediate safety concern: boundary violation	Remove immediately → Notify county Extension personnel → Report to state child protective services → Document same day
Under the influence of alcohol or drugs at an event	Immediate safety concern	Remove immediately → Notify county Extension personnel → Document
Any form of abuse: verbal, physical, emotional, or neglect	Zero tolerance	Immediate removal → Report → Follow all mandatory reporting requirements

Example language of immediate boundary:

"I need you to stop immediately. This behavior does not align with our expectations for working with youth."

Example language of removal:

"Based on what occurred, you cannot continue in this role today. We will follow up with you regarding the next steps."

Section 3: Having Difficult Conversations

Addressing conflict directly is one of the most important and most uncomfortable responsibilities of a county 4-H professional. Avoiding or delaying these conversations does not protect the program; it creates risk. This section provides a practical framework for preparing and conducting difficult conversations with volunteers and families.

Before the Conversation

Preparation reduces anxiety and increases effectiveness.

- **Review your documentation.** Know the specific behaviors you need to address. Avoid relying on memory or secondhand accounts alone.
- **Clarify your goal.** Are you coaching for improvement, setting a firm expectation, or delivering a consequence? Your goal shapes your approach.
- **Choose the right setting.** Difficult conversations should happen privately, not in front of youth, other volunteers, or families.
- **Bring documentation with you.** Having written records signals that this conversation is formal and that you have been tracking the situation.
- **Consult if needed.** For tier 2 or 3 situations, or any time you are uncertain, contact your state 4-H volunteer programs office before the conversation.

During the Conversation

- **Lead with the behavior, not the interpretation.** Describe what you observed or what was reported. Stay factual.
- **Be direct and specific.** Vague feedback invites pushback. Name the behavior and the expectation clearly.
- **Do not negotiate policy.** You can listen, acknowledge feelings, and explain reasoning, but program policies and safety expectations are not open to debate.
- **State the consequence.** If further behavior will result in escalation, restriction, or removal, say so clearly. Do not imply consequences you are not prepared to follow through on.
- **Allow the individual to respond.** Listen without arguing. Document what they say.
- **End with clarity.** Summarize what was discussed, what is expected going forward, and what will happen if the behavior continues.

After the Conversation

- Document it immediately. The same day when possible.
- Note what was said, the individual's response, and the agreed-upon expectations or next steps.
- Set a follow-up reminder to monitor whether the behavior has changed.
- If the situation is tier 2 or 3, notify your supervisor and loop in the state office as appropriate.

Conversation Frameworks by Tiers



Tier 1 Coaching Conversation:
"I want to check in about (specific situation). I noticed (specific behavior) and I want to make sure we address it before it becomes a larger concern. Moving forward, I need (specific expectation). Does that make sense?"



Tier 2 Direct Expectation-Setting:
"I need to speak with you directly about (specific behavior). This is not the first time we have had to address this and I want to be clear: (specific expectation) is a requirement of your role. If this continues, the next step will be (specific consequence). I need you to confirm that you understand."



Tier 3 At the Time of the Incident:
"I need you to stop. This behavior is not acceptable in our program. We will follow up."

Tier 3 In the Follow-Up Conversation:
"Based on what occurred, I am informing you that (action taken: restriction, removal, report). This decision has been documented and (supervisor/state office) has been notified."

Section 4: Formal Volunteer Removal and Suspension Process

Managing volunteer conduct, up to and including removal, is one of the most consequential responsibilities of a county 4-H professional. This section outlines the two tracks available: the standard-resolution process used in most situations and the immediate-action track used when youth safety requires it. Both tracks carry documentation and notification requirements that are not optional.

Policy Reference
This section reflects a general process for resolving 4-H volunteer personnel issues and the volunteer appeals process consistent with Cooperative Extension best practices. Your state's specific policies govern; this section supports your application of them. Replace bracketed role titles with those used in your state.

Track 1: Standard Resolution Process

Use this track when a volunteer is not meeting the expectations and standards of behavior identified in their position agreement and/or Code of Conduct and the situation does not require immediate removal. Every effort should be made to resolve the issue at the county level as quickly as possible.

Step 1: Notify and Document

The county 4-H professional is notified of the concern or issue. Document your observations and specific concerns clearly and objectively. If the concern warrants moving forward, proceed to step 2.

Step 2: Meet with the Person Involved

The county 4-H professional meets directly with the volunteer to discuss the concern, review possible solutions, and create a written plan of action. If agreement is reached, the plan must be dated and signed by both the county 4-H professional and the volunteer and must include a time frame for reviewing progress. Notify your (District Extension Director), (Regional 4-H Educator), and (State 4-H Volunteer Development Program Lead) that the process has been initiated.

If agreement cannot be reached at step 2:
Skip to step 4 and notify your (district Extension director, regional 4-H Educator, and state 4-H volunteer development program lead) that the process is moving forward.

Step 3: Evaluate Progress

On the agreed-upon date, meet face-to-face with the volunteer to review progress against the plan of action. If disputes remain unresolved, proceed to step 4.

Step 4: Assemble a Local Review Committee

If the county 4-H professional and the volunteer cannot reach a resolution, assemble a local review committee of three individuals. Committee members must be unbiased, objective, and not involved in the dispute; they may be drawn from Extension personnel. The committee reviews the situation, prepares written findings, and makes recommendations.

The committee's written findings are forwarded to the county 4-H professional. The county 4-H professional, together with the (District Extension Director), (Regional 4-H Educator), and (State 4-H Volunteer Development Program Lead), then makes a final decision, which may include a decision on the volunteer's certification status. The final decision must be conveyed in writing to the volunteer and to all appropriate parties. The written notice must include contact information for the (Regional 4-H Educator) and (State 4-H Director), as the volunteer has the right to appeal.

Track 2: Immediate Action

The county 4-H professional has the authority to remove, suspend, or terminate a volunteer's certified status without following the standard resolution steps when the situation warrants immediate action or when following the steps is not in the best interests of the program or its members. Tier 3 safety situations always fall into this track.

This authority requires consultation.
Before or as soon as possible after taking immediate action, the county 4-H professional must consult with the district Extension director, regional 4-H Educator, and state 4-H volunteer development program lead. Immediate action is not a solo decision. Consultation with your chain of command is required by policy.

At the time of the incident (tier 3):
"I need you to stop. This behavior is not acceptable in our program. You cannot continue in this role today. We will follow up."

In the written follow-up:
"Based on what occurred on (date) and following consultation with (appropriate personnel), the decision has been made that you are (suspended pending review/removed from your volunteer role). You will receive written confirmation of this decision, including information about your right to appeal."

Sexual Harassment

Important: Separate Process Required
Allegations that a volunteer committed an act of sexual harassment within the 4-H program or in any other university program or activity is not handled through the volunteer issue process described in section 4. They must be directed immediately to your institution's Title IX process. (**State University Title IX/Civil Rights Office Contact Information**).
Notify your supervisor in parallel.

The Volunteer Appeals Process

A volunteer who has been terminated, suspended, or otherwise believes they have been treated unfairly has the right to appeal. The full appeals process is governed by your state's 4-H policy. The county 4-H professional's decision remains in effect while an appeal is pending.

Except in cases of immediate removal or termination, the standard resolution process (track 1: steps 1–4) must be completed before an appeal can be filed.

Appeal Step 1: Volunteer Files Written Appeal (Within Thirty Days)

Within thirty days of the postmark on the written notice that is the basis for the appeal, the volunteer must contact the (Regional 4-H Educator) and (State 4-H Director) in writing with specific details and supporting documentation.

Appeal Step 2: State-Level Review (Within Thirty Days of Appeal Filing)

The (Regional 4-H Educator), (State 4-H Volunteer Development Program Lead), and (State 4-H Youth Development Director) review the appeal in consultation with the (District Extension Director) and county 4-H professional. They will either convene a joint meeting, support the appeal and direct alternative action, or uphold the county professional's decision. The outcome is communicated in writing to the volunteer.

Appeal Step 3: Final Decision

If the (Regional 4-H Educator), (State 4-H Director), and county 4-H professional cannot agree on a course of action, the matter escalates to include the (District Extension Director) and (State Extension Director). If consensus still cannot be reached, the (State Extension Director) renders a final decision, communicated in writing to all parties.

After a Removal or Suspension

Regardless of which track was followed:

- Ensure any volunteer credentials, access, or materials are addressed per your state's Extension procedures.
- Monitor for any attempts by the individual to reengage with youth or the program.
- If the situation involved a mandatory reporting obligation, follow all applicable reporting requirements. These run parallel to, not after, the removal process.
- Debrief with your supervisor and confirm that all required notifications have been made and documented.

Section 5: Resolution Flowchart

Use this flowchart as a quick reference to guide decision-making in the moment. It aligns with the conflict decision table in section 2.

A concern or incident has been reported or observed.

↓

Does this require immediate action? (tier 3)
(Physical contact, abuse, supervision violation, intoxication, sexual boundary violation)

↓ **Yes**

Act immediately. Remove the individual. Notify your supervisor and state office as soon as possible. Document the same day. Follow all mandatory reporting requirements.

↓ **No**

Is this a conduct concern or an escalating tier 1 situation? (tier 2)
(Refusing direction, repeated policy violations, fund misuse, disruption, bullying)

↓ **Yes**

Have a direct conversation. Set a clear, documented expectation. If repeated → initiate track 1 formal process. Consult the state office.

↓ **No**

Is this an interpersonal or early stage concern? (tier 1)
(Communication friction, unmet expectations, minor program disagreements)

↓ **Yes**

Coach the individual. Clarify expectations. Monitor. Document briefly. Watch for patterns.

At every level: Document. Consult your state office when uncertain. Protect youth first.

Section 6: Documentation and Recordkeeping

Documentation is a required part of managing conflict within any 4-H youth development program. It ensures that decisions are consistent, defensible, and based on observable behavior rather than isolated incidents or personal perceptions. Effective documentation creates a record of events over time and helps identify patterns of behavior. It protects youth, volunteers, and Extension personnel and provides the necessary foundation for formal action or review.

Documentation Standards

- Use objective, fact-based language. Record what was seen or heard, not interpreted.
- Document as soon as possible after the incident, ideally the same day.
- Maintain confidentiality. Information should only be shared with appropriate personnel.
- Store documentation in accordance with your state's land-grant university and Cooperative Extension records management guidelines.
- Track patterns. A single incident may not require escalation, but repeated behaviors do. Refer back to prior documentation when addressing recurring concerns.

What to Include in Every Documentation Entry

All conflict situations, regardless of severity, should be documented and should include the following:

Field	What to Record
Date and time	Date and time of the incident or concern
Location	Where the incident occurred, if applicable
Individuals involved	Youth, volunteers, parents, staff — names and roles
Description	Objective description of what was observed or reported
Actions taken	Conversation held, direction given, removal, etc.
Individual's response	Cooperative, resistant, noncompliant, etc.
Follow-Up plan	Monitoring, additional conversation, escalation steps

Documentation by Tier Level

Tier 1

Brief documentation is sufficient. Capture key facts and actions taken. Focus on tracking patterns over time.

Example: "Spoke with volunteer regarding tone during club meeting on (date). Expectations for communication were clarified. Will follow up at next meeting."

Tier 2

Documentation should be clear and detailed. Include specific behaviors, any prior interactions, and expectations that were communicated.

Example: "On (date), the volunteer refused to follow directions regarding safety procedures. *Expectations were reviewed and tied directly to 4-H policy. This is the second occurrence. Next steps, including potential escalation, were discussed."*

Tier 3

Documentation must occur on the same day. Include a detailed description of the incident and all actions taken. Follow all mandatory reporting requirements if applicable.

Example: "On (date), a volunteer was observed placing hands on a youth after prior direction not to do so. The individual was removed from the activity immediately. The supervisor of the 4-H professional was notified the same day. Incident documented and reported per policy."

Section 7: Frequently Asked Questions

Q: What if I'm not sure which tier a situation falls into?

Apply the tier that best reflects the level of risk and err on the side of youth safety. If you are uncertain, contact your (State 4-H Volunteer Development Program Lead) or (State 4-H Director) before acting. Document your reasoning regardless of which tier you assign.

Q: A volunteer has been with 4-H for twenty years. Does that change how I handle a concern?

No. Tenure does not modify expectations. The 4-H Code of Conduct and position agreement apply equally to all certified volunteers regardless of length of service. Applying standards consistently protects the program and is fair to everyone involved.

Q: A parent is pushing back hard on a decision I made. Do I need to reconsider?

Listening to a parent's concern is appropriate. Reversing a decision because of pressure or persistence is not. You can acknowledge that they disagree, explain your reasoning clearly, and hold the decision. If you are genuinely uncertain whether the decision was correct, consult your supervisor — not the parent. Remember that participation in 4-H is a privilege, not a right, and that county-level decisions are made in alignment with Cooperative Extension authority.

Q: What if a volunteer tells me not to document "because nothing really happened"?

Document anyway. Documentation is required for all conflict situations, regardless of severity. It protects youth, volunteers, and Extension personnel — including the volunteer making that request. A volunteer asking you not to document is itself worth noting in your records.

Q: How do I handle a conflict between two volunteers when both come to me separately?

Meet with each individual first. Listen to both perspectives without sharing details from the other conversation. Then determine whether the situation warrants a facilitated conversation between the parties or whether coaching each separately is sufficient. Request that each party complete the **Two-Party Incident Report Form (Appendix E)** independently and submit it to you in writing. This establishes a formal record from each perspective and often clarifies whether the situation requires escalation. If the situation cannot be resolved informally, initiate the standard resolution process beginning at step 1. Document each interaction.

Q: A concern has come up repeatedly and either was not addressed at the time or keeps resurfacing without resolution. What do I do now?

Repeated or unresolved concerns are exactly what the formal resolution process exists for. If a pattern exists — even if individual incidents were handled informally or not addressed at all — you can and should initiate the standard process now. Begin at step 1 (document what has occurred, including prior incidents you are aware of) and move to step 2 by meeting directly with the volunteer. Pull together prior documentation, even if limited, to establish the pattern. Do not continue absorbing repeated behavior through informal conversations alone. If the pattern involves conduct or safety concerns, consider whether the situation warrants moving directly to track 2 in consultation with your (District Extension Director), (Regional 4-H Educator), (State 4-H Director), and (State 4-H Volunteer Development Program Lead).

Q: What do I say to other volunteers or families when someone has been removed?

You are not required to share the reason for a removal. A neutral statement is appropriate: "(Name) is no longer serving as a volunteer with our program." If asked further questions, redirect: "I am not able to share additional details, but I am happy to talk through any concerns you have about the program." Do not speculate or share details of the situation with others.

Q: When should I contact the state 4-H office?

Contact the state office when you are uncertain which tier a situation falls into; the situation involves tier 2 or 3 conduct; you are considering suspension or removal; the situation may involve a mandatory reporting obligation; or you want consultation before taking action. Policy also requires you to notify appropriate state personnel when the resolution process moves to step 2 and to all parties when a final decision is made at step 4. You are not expected to manage complex situations alone.

Q: What if a volunteer situation also involves a mandatory reporting obligation?

Follow mandatory reporting requirements immediately and in full. Your state law and university policy define who is required to report suspected child abuse and within what time frame. If you are uncertain whether something triggers a reporting obligation, report it and let the appropriate authorities determine the next steps. Mandatory reporting runs parallel to, not after, the volunteer resolution process.

(State Mandatory Reporting Hotline and Instructions — Insert State-Specific Information)

Q: What if a volunteer disagrees with my decision and threatens to escalate to my supervisor or the university?

Acknowledge their right to do so calmly and without defensiveness: "You are welcome to bring this forward. My supervisor is (name/contact)." Be aware that volunteers have a formal right to appeal decisions through the Volunteer Appeals Process outlined in section 4. Notify your supervisor proactively so they are not caught off guard and document the conversation.

Q: What if the concern involves sexual harassment?

Allegations of sexual harassment are not handled through the standard volunteer resolution process. These must be directed immediately to your institution's Title IX process. Notify your supervisor in parallel.

(State University Title IX / Civil Rights Office — Insert Contact Information)

Q: What if I made a misstep in how I handled a situation?

Contact your supervisor and the state office. Acknowledge what occurred and work through the appropriate corrective steps with them. Attempting to resolve a misstep informally or without disclosure creates significantly greater risk than addressing it directly and promptly.

Quick Reference Summary

Tier	Response Level	Response	Documentation
1	Address and Monitor	Coach → Clarify → Monitor	Brief; track patterns
2	Intervene Directly	Direct conversation → Set expectation → Escalate if repeated	Detailed; include prior incidents
3	Formal Action	Act immediately → Remove → Notify → Report	Same-day; follow all reporting requirements

When in doubt: Protect youth first. Document. Consult your state office.

State 4-H Volunteer Programs Contact:

State Mandatory Reporting Hotline:

State University Title IX/Civil Rights Office:

Appendices

Appendix A: (State) 4-H Code of Conduct

State Adaptation Required

Insert your state 4-H Code of Conduct here. This appendix should include the Code of Conduct applicable to parents, volunteers, and youth within your state's 4-H Youth Development program, as established by your Land-Grant University and Cooperative Extension.

At minimum, your state's Code of Conduct should address:

- Standards of behavior and communication for all participants
- Expectations for compliance with Extension direction and policy
- Prohibited conduct (abuse, substance use, fund mismanagement, etc.)
- Anti-discrimination and inclusion requirements
- Consequences for violations, including removal and termination
- The process by which volunteers may appeal decisions

Include a signature line for all certified volunteers, parents, and youth as required by your state's policy.

Print Name	Signature	Date

Appendix B: Protection of Minors Code of Behavior

State/University Adaptation Required

Insert your state's or Land-Grant University's Protection of Minors Code of Behavior here. This appendix should reflect your institution's formal policy governing the conduct of all employees, volunteers, and adults who interact with minors in university-affiliated programs.

Your state's policy should address:

- Respectful and equitable treatment of all minors
- Prohibited behaviors (alcohol/drugs, sexual conduct, private contact, photography without consent, etc.)
- Two-deep supervision requirements
- Electronic communication expectations
- Mandatory reporting obligations
- Consequences for violations, including immediate removal

Note: Consider your audience when distributing this appendix. Content that is appropriate for adult volunteers and teen leaders may not be appropriate for younger enrolled youth. Consult your state's child protection and Title IX offices for guidance on age-appropriate distribution.

Print Name	Signature	Date

Appendix C: Professional Documentation Template

Use this template to document conflict situations at every tier level. Complete as soon as possible after the incident, same day for tier 2 and category 3 situations. This record is for use by the county 4-H professional and should be stored per your state's Extension records management policy.

Conflict/Concern Documentation Record

Date and Time	
Location	
Category	Tier 1 Tier 2 Tier 3
Individuals Involved	
Description of Concern *(Objective, fact-based.)*	
Actions Taken	
Individual's Response	
Notifications Made *(Supervisor, District Director, state office, mandatory report, etc.)*	
Follow-Up Plan	
Documented By	*Name/Title/Date*

Appendix D: Key Contacts Quick Reference

Complete this page before distributing this manual. Keep it accessible. Do not search for contact information mid-situation.

Role	Name/Contact Information
State 4-H Volunteer Programs Lead	
District Extension Director	
Regional 4-H Educator	
State 4-H Director	
State Extension Director	
State University Title IX/ Civil Rights Office	
State Mandatory Reporting Hotline	
State University Legal/Risk Management	
Other:	
Other:	

Appendix E: Two-Party Incident Report Form

This form is used when a conflict arises between two parties, most commonly between volunteers or between volunteers and parents. Each party completes a separate copy independently and submits it to a county 4-H professional. Do not share one party's form with the other before collection.

When to use this form:

- A conflict between two volunteers is reported to a county professional
- A complaint is made by a parent against a volunteer (or vice versa)
- A situation cannot be resolved through an informal conversation and a written record from each party is needed
- You want to signal to both parties that the concern is being taken seriously and is formally documented

Asking parties to submit this form in writing often clarifies severity: Some situations de-escalate naturally once a written record is requested; others confirm that formal action is warranted.

Two-Party Incident Report Form

Complete independently. Submit directly to the county 4-H professional. Do not share with the other party.

Part 1: Your Information

Your Name	
Your Role in 4-H	
County/Program	
Date of Report	
Your Contact Info	

Part 2: Incident Information

Date of Incident	
Time of Incident	
Location	
Other Party's Name and Role	*(Name and their role: volunteer, parent, etc.)*
Were There Witnesses?	*Yes/No If yes, names:*

Part 3: Description of What Occurred

Describe what happened from your perspective. Be as specific as possible: what was said, what was done, and in what order. Use factual language.

Part 4: Impact

How did this incident affect you, any youth present, or the program?

Part 5: What Outcome Are You Seeking?

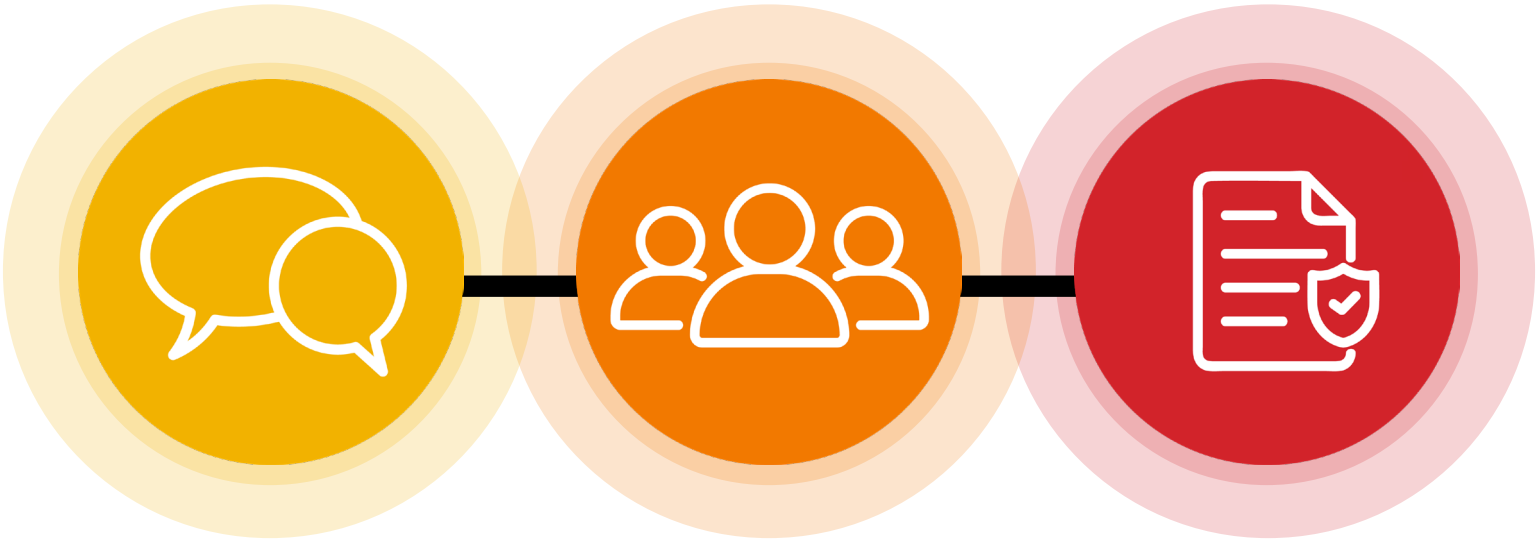
What resolution or next step would you like to see from the county 4-H professional?

Part 6: Acknowledgment

By signing below, I confirm that the information provided in this report is accurate and complete to the best of my knowledge.

Print Name	Signature	Date

For county 4-H professional use only.
Both party forms should be collected before any facilitated conversation between the parties is held. Store completed forms per your state's Extension records management policy. Do not share one party's form with the other without legal or supervisory guidance.



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