



**Camp Management Handbook:
A Practical Guide to Managing Camp Programs**

Army Child, Youth and School Services Camp Management Handbook:

A Practical Guide to Managing Camp Programs

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A Design Team selected by the U.S. Army Child, Youth and School (CYS Services) Services and the United States Department of Agriculture – National Institute of Food and Agriculture (USDA/NIFA) participated in the development of this manual. Members of the Design Team include:

- Bradd Anderson, 4-H/Army Youth Development Project, University of Missouri
- Nancy Campbell, U.S. Army Child, Youth & School Services
- Bonnie Dunn, Patuxent 4-H Center, Maryland
- Donna Fox, University of Kentucky Cooperative Extension Service
- Denise Frebertshauser, University of Maryland Cooperative Extension Service
- Barry Garst, Virginia Polytechnic Cooperative Extension Service
- Mike Klumpp, University of Arkansas Cooperative Extension Service
- Pat McNally, Kansas State University Cooperative Extension Service
- C. Eddy Mentzer, Lead Author, 4-H National Headquarters, NIFA, USDA
- David Mitchell, 4-H/Army Youth Development Project, Oregon State University
- Kelly Oram, Cornell Cooperative Extension Association of Jefferson County
- Erik Thompson, University of Georgia Cooperative Extension Service

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- Virginia Brown, U.S. Army Child, Youth & School Services
- Brooke Boswell, 4-H/Army Youth Development Project, University of Georgia
- James Deidrick, Operation: Military Kids Project Coordinator
- William Giles, Virginia Polytechnic University
- Joann Hollandsworth, U.S. Army Child, Youth & School Services
- Patty Hudnut, University of Missouri
- Donna McGrath, U.S. Army Child, Youth & School Services
- Jay Mancini, University of Georgia
- Deb Marple, 4-H/Army Youth Development Project, Washington State University
- Ingrid Osewalt, U.S. Army Child, Youth & School Services
- Germaine Pointer, 4-H/Army Youth Development Project, University of Florida
- Jim Slack, U.S. Army Child, Youth & School Services
- Mary Jo Williams, 4-H/Army Youth Development Project, University of Missouri
- Sharon K. B. Wright, 4-H National Headquarters, NIFA, USDA

Introduction to the Camp Management Handbook

This Camp Management Handbook serves as a guide for Army CYS Services personnel in planning, preparing, implementing and assessing a camp program. The guide focuses on the more complex needs of camps; however, many components will apply to planning day camps.

How to Use This Guide

Color Coding

The manual is color coded to help locate materials which specifically relate to the timeline.

- **Introduction**
- **11-12 Months Prior to Camp**
- **10 Months Prior to Camp**
- **8 to 9 Months Prior to Camp**
- **4-5 Months Prior to Camp**
- **2-3 Months Prior to Camp**
- **1 Month Prior to Camp**

Army CY5 Services Camp Management Handbook

Table of Contents

Camp and Management Handbook Introduction	4
Positive Youth Development and Camp	9
Life Skills and Experiential Learning	14
Understanding Camp and Camp Culture	15
Camp Planning at a Glance	21
11-12 Months Prior to Camp	25
Creating Camp Culture Worksheet	26
Teaching Life Skills Worksheet	27
Sample Goals and Objectives for Camp	29
10 Months Prior to Camp	33
Transportation	35
Transportation Checklist	39
Camp Action Plan	42
8 to 9 Months Prior to Camp	43
Camp Budget	43
Camp Cost Worksheet	48
Why Camp Staff is Important	49
Sample Job Descriptions	53
Marketing and Promotion	59
Camp Safety, Health and Wellness	62

4-5 Months Prior to Camp

81

Registration Packet	83-93
Implementing the Camp Program	98
Sample Schedule	105
Checklists	109-114
Risk Management	115
Risk Management Worksheets	123-125

2-3 Months Prior to Camp

127

1 Month Prior to Camp

129

Camp Assessment Checklist	131
Assessing Camp Programs	132
Camper Assessment	135
Camp Staff Survey	139
After Action Report	141
Glossary	143
Appendix	147
CYS Services SNAP Allergy Medical Action Plan	149
CYS Services SNAP Diabetes Medical Action Plan	153
CYS Services SNAP Respiratory Medical Action Plan	157
CYS Services SNAP Seizure Medical Action Plan	163
DA Form 7625-3 SNAP Team Care Plan	165
Medical Administration Form	169
Incident/Accident Report	171
References	179

Index of Checklists and Worksheets

Camp Planning at a Glance	21
Creating Camp Culture	26
Teaching Life Skills Worksheet	27
Transportation Checklist	39
Camp Action Plan	42
Camp Cost Worksheet	48
Staff Training Checklist	97
First Day of Camp Checklist	109
First Day of Camp Orientation Checklist	111
Daily Staff Meeting Checklist	112
Daily Camp Management Checklist	113
Last Day of Camp Checklist	114
Camper Document Worksheet	122
Human Resource Risk Management Worksheet	123
Supervision Risk Management Worksheet	124
Emergency Procedures Worksheet	125
Camp Assessment Checklist	131
Sample Camper Assessment – Version 1	135
Sample Camper Assessment – Version 2	137
Camp Staff Survey	139
After Action Report	141

INTRODUCTION

Camping

Well planned and implemented camps make a difference in young people's lives and can be one more option in providing quality, fun experiences at CYS Services. According to the American Camping Association:

"Camp provides children with a community of caring adults, who nurture experiential education that results in self-respect and appreciation for human value. All of the outcomes — self-identity, self-worth, self-esteem, leadership, and self-respect — build personal competencies. These personal competencies are reflected in the four "C's" of the camp community: compassion, contribution, commitment, and character!"

Camps can be either residential or day camps. Both camping experiences provide young people a way to spend time with their peers and to learn and discover new things. Residential camps include an overnight stay and can vary in length from one night to multiple weeks. Young people attending day camps return home daily for Family time and to sleep in their own beds. Regardless of the type of camp, proper planning is critical and should include:

1. Planning with the end in mind.
2. Planning for positive youth development.
3. Planning for age appropriateness.
4. Planning for skill development.
5. Planning for safety.
6. Planning for fun.

While this handbook addresses residential camp, many of the planning strategies and worksheets also apply to day camps.

Planning With the End in Mind

Planning with the end in mind means being intentional. It means being thoughtful and purposeful in identifying the camp outcomes and how young people are impacted at the end of camp. Planning this way can prevent camp from being a disconnected series of activities, field trips and events. Determining overall objectives helps determine the budget and prevents overspending for supplies that are not needed.

Planning for Positive Youth Development

Positive youth development is an approach to developing programs for children and youth focusing on building skills and assets. It is "a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent" (National Collaboration for Youth, 1998).

Youth need...	Camps provide...
to develop positive relationships with caring adults.	<i>opportunities for youth ages 6-18 to be engaged in positive relationships with caring adult volunteers and staff. These volunteers and staff are trained to provide emotional and moral support to youth campers.</i>
to feel emotionally and physically safe.	<i>protected settings with staff and volunteers who are trained to provide a safe experience both emotionally and physically.</i>
to have clear developmentally appropriate boundaries allowing them to develop and master new skills.	<i>developmentally appropriate learning experiences which provide structure and limits that promote positive youth behavior.</i>
to develop a sense of belonging in an inclusive environment..	<i>youth with an identity and sense of belonging. In addition, camps are available to all youth. Staff and volunteers are trained to develop and foster a camp environment that is inclusive and supportive of individual differences.</i>
to value and practice service to others.	<i>opportunities for individual and group responsibilities that teach youth to take care of themselves and to contribute to the benefit of the camp community by helping others.</i>
to have opportunities for self-determination, decision making, and goal setting.	<i>youth with multiple opportunities to make choices and decisions about their educational experiences, from selecting camp classes to involvement in afternoon and evening activities.</i>
to make a positive connection to the future.	<i>exposure to new people, new places, and new ideas. At camp, youth may be involved in unique educational experiences with others from different parts of their community, state, nation or world. Through camp, youth are able to discover talents and strengths that provide encouragement and hope for future success.</i>
to be involved in active, engaged learning.	<i>experiential, hands-on learning (“learn by doing”). Instructors are trained to actively involve youth in their learning experiences, and low staff/camper ratios provide youth with individualized attention.</i>

Source: Garst, Revised 2005

Planning for Age Appropriateness

It is important to provide young people consistent, comprehensive opportunities to develop physical, social, emotional and cognitive abilities and to have activities that are age-appropriate and promote positive youth development outcomes.

As the camp team plans activities, it is important to remember that young people develop at different rates in these four areas but eventually progress through all of them into adulthood. The table below provides general developmental stages with programmatic strategies for youth of various ages. It's okay if a child does not neatly fit into the categories below, as all individuals are different.

Developmental Stages	Programmatic Strategies
6-10 Year-Olds: Physical Changes	
<ul style="list-style-type: none"> • Spirited with boundless energy. • Girls mature faster than boys; some may be entering puberty. • Increase in large and small muscle development, strength, balance and coordination. 	<ul style="list-style-type: none"> • Provide active learning experiences. • Avoid competitions between girls and boys. • Plan activities that allow youth to move about and use their bodies.
6-10 Year-Olds: Social Changes	
<ul style="list-style-type: none"> • Enjoy group activities and cooperation. • Feel loyal to group or club. • Prefer to be with members of the same sex. Admire and imitate older boys and girls. Need guidance from adults to stay on task and to perform at their best. 	<ul style="list-style-type: none"> • Emphasize group learning experiences and form groups to plan activities together. • Plan learning experiences to be done with members of the same sex. • Encourage experiences with and mentoring by older youth. • Work closely with this age group and enlist older youth to help with this task.
6-10 Year-Olds: Emotional Changes	
<ul style="list-style-type: none"> • Comparisons with other youth are difficult and erode self-confidence. • Prefer recognition and praise for doing good work. 	<ul style="list-style-type: none"> • Instead of comparing youth with others, help them identify their own successes by comparing present and past performances
6-10 Year-Olds: Intellectual Changes	
<ul style="list-style-type: none"> • Interests often change rapidly and do best when work is presented in small pieces. • Vary greatly in academic abilities, interests, and reasoning skills. • Easily motivated and eager to try new things. 	<ul style="list-style-type: none"> • Allow for many brief learning experiences and give simple, short directions. • Offer activities appropriate for a wide range of abilities so that all children have a chance to succeed. • Provide a variety of different activities.

11-15 Year-Olds: Physical Changes	
<ul style="list-style-type: none"> • Experience rapid changes in physical appearance. • Growth spurts happen earlier for girls than boys. • Show interest in sports and active games. 	<ul style="list-style-type: none"> • Talk about physical changes because young teens are often uncomfortable with and embarrassed by their changing bodies. • Encourage active, fun learning experiences.
11-15 Year-Olds: Social Changes	
<ul style="list-style-type: none"> • Show concern about social graces, grooming and being liked by peers. • Exhibit less dependency on parents to more dependency on opinions of peers. • Become interested in activities that involve boys and girls. 	<ul style="list-style-type: none"> • Encourage learning experiences related to self-discovery, self-understanding, and getting along with others. • Be patient with grooming behaviors that may seem excessive. • Help parents to understand this is a sign of growing maturity, not rejection of Family. • Provide opportunities for boys and girls to mix without feeling uncomfortable— seems to work best if youth plan activities themselves.
11-15 Year-Olds: Emotional Changes	
<ul style="list-style-type: none"> • Can be painfully self-conscious and critical. • Vulnerable to bouts of low self-esteem. • Changes in hormones and thinking contribute to mood swings. • Desire independence, yet need their parents' help. 	<ul style="list-style-type: none"> • Plan many varied opportunities for achievement and have their competence recognized by others. • Concentrate on developing individual skills. • Remember that early adolescents are known for their drama and feelings that seem extreme to adults. • Accept their feelings and be careful not to embarrass or criticize. • Encourage youth to work with adults and older teens.
11-15 Year-Olds: Intellectual Changes	
<ul style="list-style-type: none"> • Tend to reject solutions from adults in favor of their own. • Begin to think more abstractly and hypothetically. • Can think about own reasoning and becoming skilled in the use of logic and cause-and-effect. • Take more responsibility for planning and evaluation of work. 	<ul style="list-style-type: none"> • Involve young teens in setting rules and planning activities for your group or program. • Ask questions that encourage predicting and problem solving. Help youth to find solutions by providing supervision without interference. • Allow young teens to plan activities and expect follow-through. Help them to evaluate the outcome.

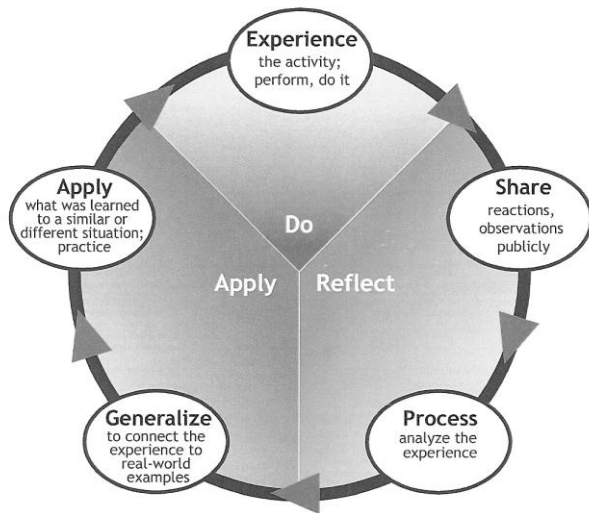
16-18 Year-Olds: Physical Changes	
<ul style="list-style-type: none"> • Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. • Many are concerned with body image. 	<ul style="list-style-type: none"> • Avoid comments that criticize or compare stature, size, or shape.
16-18 Year-Olds: Social & Emotional Changes	
<ul style="list-style-type: none"> • Strong desire for status in their peer group. Interested in coeducational activities. • Dating increases. • Often want adult leadership roles. • Want to belong to a group, but also want to be recognized as unique individuals. 	<ul style="list-style-type: none"> • Establish a climate that is conducive to peer support. Allow teens to plan coeducational and group oriented projects or activities. • Provide opportunities for teens to plan their own programs. • Place emphasis on personal development whenever possible.
16-18 Year-Olds: Intellectual Changes	
<ul style="list-style-type: none"> • Reach high levels of abstract thinking and problem solving. • Develop community consciousness and concern for the well-being of others. • Increase self-knowledge; personal philosophy begins to emerge. 	<ul style="list-style-type: none"> • Put youth into real life problem-solving situations. • Allow them to fully discover ideas, make decisions and evaluate outcomes. • Encourage civic projects that are a service to others. Allow time and plan activities with youth to encourage them to explore and express their own philosophies.
<p>This information was produced by the USDA Army Youth Development Project, a collaboration of the US Army Child, Youth & School Services and the Cooperative State Research, Education & Extension Service, US Department of Agriculture, under Auburn University Special Project # USDA-EXCA-3-0930. Users are encouraged to use all or parts of this information giving credit to US Army Child & Youth Services and USDA Cooperative State Research, Education & Extension Service in all printed materials. 2009</p>	

Life Skills and the Experiential Learning in Camp

Camp is a proven method for teaching youth a variety of skills. With conscientious planning, a camp team can incorporate a variety of skills into lessons or activities. Camp is dedicated to the positive individual development of youth through experiential learning.

Experiential Learning Model

The Experiential Learning Model involves a five-part process that incorporates doing something, reflecting upon it, and applying what is learned. (4-H 101, 2002).



The model begins with a planned experience providing an opportunity to learn a specific skill. It will probably be something new for the learner and should push individuals beyond previous experiences.

The sharing process begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings generated by the experience. These types of questions are asked to help participants reflect on what they have done. They are generally questions associated with senses (seeing, feeling, hearing, tasting, smelling) and levels of difficulty.

Next is to identify the process or how the experience was actually carried out. How were specific problems or issues addressed? In this step encourage the group to look for recurring themes. Questions that encourage discussion about process usually involve how participants actually did the activity and whether there were any problems. If so, how were the problems handled?

Generalizations from the experience begin in Step Four. This is when the learner begins to apply what was learned to what he/she already knew. This step helps participants determine the importance of the experience. Listing key terms that capture the learning can be a helpful exercise in this step. Questions that encourage discussion about generalizing include: What was learned from the experience? How does this new information relate to other things participants have learned?

In the last step, the Experiential Learning Model addresses the “now what” application of the experience and explores how the information learned can be applied to other situations. Questions to use that encourage application include: How can learners use what they learned? How does what they learned apply to other parts of their lives?

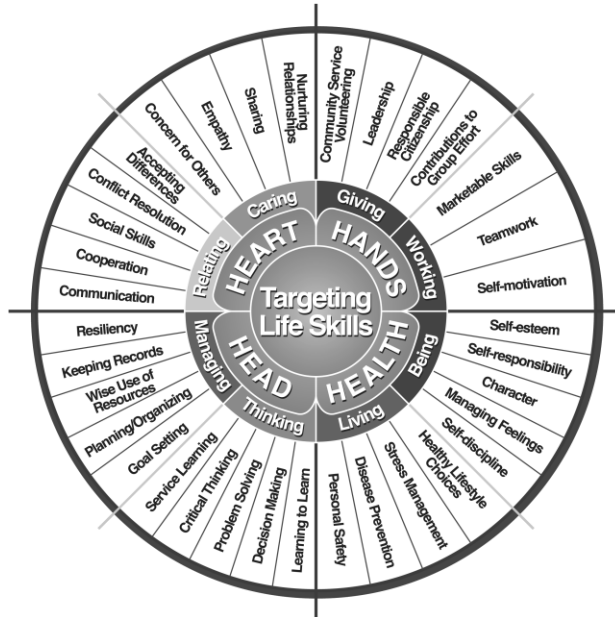
Debriefing is what moves an activity into a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and come to closure with the activity. Learning at camp should be fun. Asking one or two thought provoking questions, soliciting responses, and then moving on is generally all that is needed to encourage young people to think about what they have learned.

Targeting Life Skills Model

In addition to the Experiential Learning Model, there are two types of skills young people gain during camp: *subject-matter skills* and *life skills*.

Subject-Matter Skills (content skills) are the first-level skills learned that are directly related to the content of a class or workshop. For example, learning the parts of a computer and how to access the internet would be two subject-matter skills that might be taught during a computer class.

Life Skills are the second-level skills that can also be thought of as “assets.” Assets are building



blocks that are essential for promoting healthy youth development and well-being (Benson, Leffert, Scales, and Blyth, 1998). Using the same example as above, the life-skills related to computers might include *self-discipline* (it takes eye/hand coordination and focus to learn to use a key board) and *sharing* (during camp classes youth often have to share equipment). These life skills, which are practiced during camp, can transfer to other areas of a young person’s life and can promote healthy development and well-being.

The “Targeting Life Skills Model” (Pat Hendricks, Iowa State University Extension, 1999) identifies the life skills that relate to each of the four elements identified in the 4-H Pledge: Head, Heart, Hands, and Health. This Model can be used as a way to help identify the

life skills targeted in a camp experience.

Understanding Camp and Camp Culture

Camping has many meanings. Some might say camping is going in the woods and pitching a tent; others that camping is what they did every summer as a kid.

Remember camp is not simply a “location” or “program.” It is WHAT HAPPENS TO CAMPERs during the event that is important. The life skills learned and practiced during camp should be most important. The camp planning team should be intentional in planning activities that provide a wide variety of skills and can be used in real life situations.

Camp Culture

Every camp has a “camp culture.” Culture encompasses beliefs, customs, norms, rituals, behaviors, perceptions, artifacts, traditions, patterns, traits, and other products of human work and thought (Grayson 2002). Whether or not a camp is successful in providing a positive experience for youth can depend largely on the “camp culture” that exists.

Camp culture is so powerful that it influences what actually happens at camp. If a negative camp culture is created (or allowed to develop), the outcomes established during camp planning may never be achieved. Setting policies is easy; creating a camp culture in which policies are followed can be more challenging.

Common Elements of Camp Culture (Grayson, 2002)

Below are some of the more common elements of camp culture:

- Camp Director modeling and coaching,
- Staff modeling,
- Staff training,
- Role-playing activities,
- Ritual, rites, and traditions,
- Stories, legends, and myths,
- Songs,
- Systems of rewards and punishments,
- Formal statements of philosophy, values, mission, and vision,
- Other things that are measured or attended to.

Values play an important part in any culture. They define both groups and individuals and are prevalent in almost any organization. Throughout the military, each branch of Service has a set of core values. While specific words vary from branch to branch, the principles are the same and serve as the foundation for their beliefs and values. These values include:

Army	Air Force	Navy and Marines
Loyalty Duty Respect Self-less Service Honor Integrity Personal Courage	Integrity Service before Self Excellence	Honor Courage Commitment

The Army has adopted CHARACTER COUNTS!SM and the Six Pillars of Character to be integrated into everyday CYS Services program offerings. The Six Pillars of Character connect closely with the values identified by the military and include:

- TRUSTWORTHINESS – promise-keeping, integrity, honesty, loyalty.
- RESPECT – courtesy, autonomy, diversity, Golden Rule.
- RESPONSIBILITY – duty, accountability, pursuit of excellence.
- FAIRNESS – openness, consistency, impartiality.
- CARING – kindness, compassion empathy.
- CITIZENSHIP – lawfulness, common good, environment.

Camp activities do not have to be based on a specific Pillar of Character, but the importance of good character should be included throughout camp. The camp management team should encourage all camp staff to model good character. Here are a few suggestions:

Six Pillars of Character	
Trustworthiness	<ul style="list-style-type: none"> • Fulfill the obligations and expectations of your camp position. • Be loyal to the spirit of CYS Services. • Be honest with both suggestions for improvement and praise for campers and their Families. • Be reliable, do what you say you will do.
Respect	<ul style="list-style-type: none"> • Show courtesy and good manners, which includes being prompt. • Be tolerant of differing viewpoints. • Listen to others, but ask appropriate questions. • Be willing to disagree, but offer positive alternatives.
Responsibility	<ul style="list-style-type: none"> • Take the camp staff role seriously. Learn about the responsibilities and expectations for that role. • Think long term about CYS Services and the young people in the program. • Complete requests and paperwork in a timely fashion.
Fairness	<ul style="list-style-type: none"> • Insure all campers understand rules. • Follow/uphold the guidelines for all. • Make sure all programs are fair and do not discriminate or show prejudice. • Provide equal opportunity.
Caring	<ul style="list-style-type: none"> • Share ideas and time with campers. • Write thank-you notes and express gratitude for community support and involvement. • Show gratitude to camper's parents for allowing their child to attend camp.
Citizenship	<ul style="list-style-type: none"> • Participate in activities that show service to the facility and other campers. • Encourage campers to fully participate in the camp community and to become involved in their home community.

CHARACTER COUNTS! and the Six Pillars of Character are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. www.charactercounts.org.

Additional information on the Six Pillars of Character as well as resources on character education in CYS Services programs can be found in the curriculum section of the 4-H Military Partnerships Website at www.4-hmilitarypartnerships.org.

Recommendations for Creating a Positive Camp Culture

Camp culture begins at the top. A Camp Director sets the culture for the staff and the staff in turn set the culture for the participants. It is essential that all staff members know the desired culture of the camp and demonstrate this at all times. It would be very difficult for a young person to demonstrate respect towards the staff if the staff is not modeling respect towards the young person. Some basic concepts to keep in mind when developing a camp culture include:

- Develop and communicate the camp philosophy, values, mission, and vision. Everyone should understand these. They should be modeled at all times.
- Create a system of internal leadership that allows growth of the leaders. Over time, new staff members will understand the camp culture and the expected outcomes.
- Make staff training interactive and reflective of multiple learning styles (i.e., some learn by reading information, some learn by hearing someone else talk about information, some learn through visual models and examples, and some learn through active participation and manipulation).
- Create a list of expectations for camp attire and include what will not be tolerated in terms of clothing and physical appearance. This should be included in pre-camp materials sent to both parents and youth. The ways in which campers and camp staff dress are part of camp culture.
- Educate first-year campers (and their parents) about what they can expect from the camp experience. Provide photos of camp staff and descriptions and photos of camp facilities, camp class areas, and prior camp projects, if applicable. Allow campers and their parents to arrange a scheduled visit to the camp if possible. This reduces fear and anxiety in both campers and parents. Include discussions of important camp traditions, rituals, etc.
- Conduct at least one camp meeting daily. Tell campers what to expect throughout the day. One meeting is typically held at the beginning of the day's activities and is reinforced by posting schedules throughout the camp. A second meeting at the end of the day to answer questions or concerns will put the campers at ease and will help to create a positive camp culture.
- Include staff and youth in ongoing camp planning (i.e., daily activities, special events and time-off schedules). Youth are more likely to be engaged in activities if there is a personal buy-in to the activity. The same can be said for staff. When possible, activities should be based on the interests of staff and youth.
- Embrace a mindset of self-examination that allows feedback (from formal assessments of campers/staff/parents to non-formal sources, such as letters from parents, conversations with other Camp Directors, etc.). The overall goal of camp feedback should be to improve the next camp.
- Recognize that camp can be a modern "rite of passage." Camp experiences can be a meaningful way for a young person to make a transition in his/her life. Create rituals that recognize growth through the camp experience. Some examples are:
 - New-camper ceremony
 - Graduation ceremony
 - Awards for completion of camp
 - Awards for significant participation or achievement (remember "skill-building and mastery" are important for positive youth development)

- Other awards and recognitions
- Camp can also be a rite-of-passage for camp staff. Develop a system of rewards and incentives for them. Focus on skills that were learned and developed, not who is the most popular staff member.
- Camp songs are an important element of camp. Train staff in song leading. Provide songbooks for each staff member. Create posters of the most favorite camp songs to make it easier to teach campers.
- Consider the development of myths or legends connected to the camp experience. These myths or legends might be based around regional/local history. These are not ghost stories, rather think of legends that are focused on positive outcomes.
- When applicable and available, conduct campfire programs. Campfires are an important ceremony within camp culture. Determine what the “campfire rules” will be based on the type of emotional/physical/spiritual experience planned. Campfire ceremonies are often done at the conclusion of the day’s activities. In a camp program that is not conducive to campfires (i.e. soccer camp) develop a ritualistic way to end each day. This might involve passing the ball to each person and having them say what the best part of the day was. Remember, not everyone may have an opinion and that is acceptable.
- Spend time walking around and learning about what actually goes on each day at camp. If things happen that contradict the positive planned camp, address them.
- Pay attention to opening and closing camp activities. The opening activity, “sets the stage” for everything that happens during camp. The closing activity provides a sense of completion, closure, and excitement for returning next year.
- First and foremost be a positive role model. This positive attitude will be modeled by youth and staff alike. Whenever possible, place a positive spin on everything. Treat each issue as it arises as a learning opportunity for staff and youth.

Camp Planning at a Glance

	√	Things To Do:
Understanding Camp and Camp Culture		
11-12 Months before Camp		
Determine timeline.		
Identify a camp planning team.		
Determine type of camp (residential, day, subject matter, retreat, etc.) and set goals and objectives.		
Identify site needs (buildings, sleeping, swimming area, teambuilding area, food preparation, etc.)		
Identify types of equipment needed (computer lab, sports equipment, horses, etc.)		
Determine what type of food service is required (consider food substitutions requirements for most common food allergies.)		
10 Months before Camp		
Hold camp planning team meeting.		
Select the date of the camp.		
Select the site of the camp.		
Develop an agreement/contract with camp facility.		
Determine the staff needs.		
Determine transportation needs.		
Create a plan of action with individual assignments and a timeline for completion.		
8-9 Months before Camp		
Hold camp planning team meeting.		
Identify outcome for camp.		
Identify needed resources (local, community and national.)		
Develop a budget.		
Set dates for camp staff recruitment, selection and training.		
Develop a marketing plan (refer to Marketing section.)		

Identify, review and coordinate medical procedures and treatment plans through Army Public Health Nurse (APHN). Put in request to the local Medical Treatment Facility (MTF) for medical support for the camp.		
4-5 Months before Camp		
Hold camp planning team meeting.		
Interview and select key staff.		
Begin staff training.		
Develop registration packet (application, medical Power of Attorney, emergency contact, what to bring, etc.). Develop and implement a plan to screen all campers for special needs – work with local SNAP team to ensure accommodation issues are addressed.		
Complete camp planning/program selection.		
Finalize needed resources for specialized activities and/or user groups.		
Complete risk management analysis for camps.		
2-3 Months before Camp		
Hold camp planning team meeting.		
Finalize agreements/contracts with medical facilities.		
Complete certification and/or training for specialized staff.		
Distribute registration packet. All SNAP screening forms should be returned prior to camp so the SNAP team can review and make recommendations for safe appropriate accommodations for campers that have identified special needs.		
Complete ordering of supplies needed for camp (crafts, equipment, name tags, T-shirts, give-a-ways, food, snack, etc.)		
Review all health histories and medication forms.		

1 Month before Camp		
Hold camp planning team weekly meetings.		
Ensure all staff, including teen counselors, receive required training.		
Finalize programs, schedule, staff assignments, group assignments, cabin assignments, etc.		
Check equipment for availability, safety and needed repairs.		
Conduct a parent/camper orientation.		
Check equipment for availability, safety, needed repairs.		
Prepare camp assessment.		

Notes

11-12 MONTHS PRIOR TO CAMP

11-12 Months Prior to Camp

- Develop Timeline
- Identify Camp Planning Team
- Determine Camp Type and Set Goals and Objectives
- Identify Site Needs
- Determine Equipment Needs
- Determine Food Service Needs

Timeline

Allow plenty of planning time. It is not unusual for camp planning to begin 11-12 months before the start of camp.

The timeline will serve as the guide for planning and getting work done.

Identify Camp Planning Team

Before making any decisions, identify the team that will assist in planning. This team could consist of staff, parents and campers. Other team members can be brought in as needed and may include cook staff, program experts, safety officials and marketing personnel. The camp planning team should review all materials in this handbook.

As a group, there should be discussions on how to include positive youth development practices including teaching life skills, incorporating experiential learning, and creating a camp culture. Worksheets are included to help with the discussion and planning process. These topics are important for the team to understand and make camp meaningful, educational and fun for the campers.

The camp planning team should know all decisions that are made throughout the process and meet on a regular basis. It may be necessary to change initial plans due to issues like cost, availability of the site or program experts.

Creating Camp Culture

	√	Things To Do:
Identify subject-matter skills to be taught during camp.		
Identify life-skills to be taught.		
Communicate the Army and CYS Services philosophy, values, mission, and vision to camp staff.		
Ensure that camp staff is modeling Army and CYS Services philosophy, values, mission, and vision.		
Create a system of internal leadership for both paid staff and youth.		
Focus staff training on the development of useful, practical skills.		
Make staff training interactive and reflective of multiple learning styles.		
Create a list of expectations for camp attire and what will not be tolerated in terms of clothing and physical appearance for youth and staff.		
Educate first-year campers (and their parents) about what can be expected from the camp experience.		
Conduct at least one all camp meeting daily. Tell campers what is going to happen. Post schedules.		
Include staff and youth in ongoing camp planning (i.e., daily activities, special events and time-off schedules).		
Integrate assessment feedback.		
Create camp rituals (i.e., New-camper ceremony, graduate ceremony, awards for completion of camp, awards for significant participation or achievement).		
Develop a system of rewards and incentives for camp staff.		
Train staff in song leading and provide songbooks for each staff member (if applicable).		
Develop camp myths.		
When applicable, conduct campfire programs.		
Spend time walking around and learning what actually goes on each day.		
Pay attention to opening and closing camp activities to ensure that “setting the stage” and “closure” occur.		
Be a positive role model of the type of camp culture that you are trying to develop and promote.		
Notes:		

Teaching Life Skills Worksheet

Instructions: For each of the following camp activities, identify at least one “subject-matter skill” and an associated “life skill” that a camper might learn by participating in that activity at camp.

Camp Activity	Subject-Matter Skill	Associated Life Skills
Canoeing with a Partner. (SAMPLE)	<i>Forward Stroke</i>	<i>Communication, Teamwork</i>
Playing a football Game. (SAMPLE 2)	<i>How to catch a pass</i>	<i>Self-discipline, Cooperation</i>
Catching a fish.		
Cleaning up after breakfast.		
Helping the team get ready for a trip.		
Dancing with a stranger.		
Making a leather bracelet.		
Learning to use a map and compass.		
Making the bed during room clean-up.		
Climbing to the top of the tower.		
Helping with flag raising and lowering.		

Determine Camp Type and Set Goals and Objectives

Determining the type of camp to have and setting goals and objectives go hand-in-hand. Camp programs can be planned in a variety of ways – including a series of field trips, one-day themed programs or built around specific activities. Camps focused on one topic throughout can allow for an in-depth learning experience, greater opportunities for mastery, and possibilities for career exploration. For example, a camp focused on roller coasters might include work in the computer lab to learn about the variety of roller coasters and how they work; playing Roller Coaster Tycoon; building a roller coaster using marshmallows and straws, visiting with someone who builds or inspects roller coasters (perhaps through VTC) and ends with a trip to an amusement park to ride a roller coaster. Once the type of camp has been identified, the camp planning team should set the goals and objectives. There are a number of different concepts and ideas that can be taught through a camp environment. Generally speaking, camp should provide life skills, knowledge and a FUN environment. Knowledge gained through educational experiences like Web site development may also serve as an overarching concept. And, of course, FUN should be a part of every camp experience.

Goals of a Camp Program

The overarching goals of any camp program should remain the same regardless of the format. The following goals should be evident in any camp program offered through CYS Services.

- Provide educational, recreational, and social experiences away from home.
- Provide opportunities to meet socially, interact with, and learn to get along with other people by living and/or participating together.
- Provide opportunities for youth to take responsibility for their own decisions and actions.
- Provide new experiences for youth by exploring new interests or by exposing them to new approaches to old interests such as nature, aquatics, music, and other life skills that cannot be provided as effectively outside the camp setting.
- Teach youth about being a person of good character.
- Provide opportunities for developing leadership skills.
- Allow youth to discover special talents and to provide opportunities for developing these talents.
- Provide the opportunity for youth to have fun and to learn to create positive, enjoyable experiences individually and with others.
- Learn to meet individual and group responsibilities.
- Enrich the on-going CYS Services program and encourage long-term involvement in CYS Services.

Also keep in mind the Four Service Areas of Army School Age and Youth Programs as camp objectives are identified. Consider a variety of ways that those areas can be included in camp. A baseball camp obviously will center on “sport-specific” skills and tactics, but what other concepts might be presented such as teamwork and social interaction? Maybe older campers can work with younger campers in a mentoring situation.

Be sure camp goals and objectives are specific and can be easily measured. The following examples will provide a guideline as the camp team develops goals and objectives for a specific camp.

Writing a Camp Objective

Use these four steps in writing objectives for meeting goals.

STEP 1

State the objective with an “action verb.”

EXAMPLE: “Youth will demonstrate positive social skills...”

Step 2

State how the participant will demonstrate the objective.

EXAMPLE: “...through active participation in small and large group activities 3-4 times per day...”

Step 3

State any conditions which may affect the achievement of the objective.

EXAMPLE: “...in which they are playing, interacting, and/or talking with other youth...”

Step 4

Indicate how the objective will be measured.

EXAMPLES: “... 95% of all campers;” “3-4 times per day;” and “at least 10-minutes per interaction”

Sample Goals and Objectives for Camp

Sample Goal and Objective 1

- Goal- Campers will learn how to be responsible for themselves (self-responsibility).
- Objective- At least 95% of all campers will practice independent living in a group setting, at least 15 minutes per day, by being responsible for self-care (i.e., getting dressed, take care of personal hygiene, etc.) and their own living space within the cabin/lodge for five days.

Sample Goal and Objective 2

- Goal- Campers will develop citizenship and an increased understanding of the importance of being a good citizen.
- Objective 1- At least 95% of all campers will actively participate in a 10 minute citizenship ceremony/program (including observance of flag raising/lowering, responsive reading, and singing) every day for 5 days.
- Objective 2- At least 95% of all campers will explain how camp clean-up demonstrates good citizenship through small group discussions at least 3 times in a 5-day period.

Sample Goal and Objective 3

- Goal- Campers will learn how to manage their feelings in acceptable ways when they become angry (managing feelings, conflict resolution.)
- Objective 1- During a 5-day camp, when angry or frustrated, at least 95% of all campers will ask for help from a camp staff member.
- Objective 2- At least 95% of all campers will demonstrate an understanding of conflict resolution by identifying the steps of resolving a problem in small group exercises at least once during a 5-day period.

Determine Site Needs

After the camp type is identified, it is time to consider the proper camp site. There are a number of factors to consider including whether to have the camp on or off the Installation.

On-Installation

When dealing with *on-Installation* camps, the major factors are location and availability. When taking into account location, look at the proximity to other facilities such as dining and sleeping or inclement weather locations. If it is a day camp consider how the campers will receive their meals. If they need to go to a different facility for meals, will they walk or will other transportation be required?

Off-Installation

Working with *off-Installation* facilities presents its own unique challenges. Remember all Army regulations that apply to a program conducted *on-Installation* also apply to hosting a camp *off-Installation*. Working with the Safety and Preventive Medicine Offices at an early stage will aid in the process. Once again, it will be very helpful to prepare a list of exactly what will be required in order to host a camp at an *of-Installation* location.

Identify Site Needs

Specific camp site needs may help to determine whether the camp is held on or off the Installation. Determining an **adequate camp site** versus a **quality camp site** is important. Good site selection can cut down on additional work. Even in a simple camp, for example a soccer camp; site selection can play an important role. An **adequate** soccer site requires open space preferably for one or more soccer fields. A **quality** soccer site might include easily accessible restroom facilities, potable water, easy access for parents dropping off and picking up kids, and access to an alternate facility (gymnasium) in the event of poor weather.

In an overnight setting, sleeping and bathing facilities will be required. In many camps, food preparation and eating facilities may be needed while a sport-specific camp will require fields or courts needed for the sport. Will the camp require inclement weather facilities, team-building areas such as a ropes course, or a computer lab? When developing the facility needs of the camp, organize the list into categories of “must-haves” and “nice-to-haves.” This will help to determine the location.

Site inventories, a list of everything the camp facilities offer, can be very helpful in selecting a site. This should include how youth and staff are housed, types of buildings and equipment on

hand, special activities, and food service. It may be useful to provide the camp facility manager a basic outline of the types of activities planned for camp to assist in the site inventory.

Conduct a thorough walk-through of all camp facilities, including those that may not be used. Consider having additional individuals, such as an Installation Safety Manager accompany the team on this walk through. While not always possible, it is always helpful to view the camp both when it is being used by youth and when it is empty. Observing the camp in action will help to determine the staff interactions with youth and each other. Walking through the camp without youth present will also allow a more thorough observation of the areas such as the sleeping facilities and food areas.

Equipment Needs

In addition to the facilities, identify the types of equipment needed to conduct the camp. Much the same as determining facilities, the type of camp and its goals and objectives play a major role in determining equipment needs. In addition to obvious needs such as a fully functional computer lab for a technology camp, take into account the potential for things to not go as planned. What equipment is needed if there is a thunder storm and the electricity at technology camp fails? If baseball camp is interrupted by these same storms, is there a nearby gym? Many camps may include special equipment that should be on site. For example, an equestrian day camp at a local ranch or stable requires special equipment. What types of equipment are needed and available at the facility?

When in doubt, ask an expert. Do not wait until further into the camp planning process to determine what types of facilities and equipment will be required. If there is uncertainty about what is needed utilize available resources such as a local expert, CYS Services partners, the Internet or national organizations to establish exactly what will be required. Determining these needs early will save many headaches later in the planning process.

Determine Food Service Needs

Ensuring that campers and staff are fed properly is vitally important to a camp program's good health. Meals during camp are an important aspect of the social bonding that occurs. Camp meal times provide a break from activities as well as a shared experience among all campers.

Camp dining experiences provide an excellent opportunity to teach young people about important nutritional practices. Serving nutritious meals through thoughtful planning will ensure that campers and staff have the necessary nutrients to participate fully in all of the camp experiences. In addition, ensuring a clean and safe eating environment will help in alleviating food-borne illnesses.

Basic factors to consider also include the knowledge and experience of food service staff. The individual responsible for developing meal plans should understand nutritional needs and base the meal planning on current USDA Dietary Guidelines. In addition, the staff must operate a clean and safe environment in the storage and preparation of all foods. Besides following USDA Dietary Guidelines, the menus should offer a variety of colors and textures that are appealing to campers. If the camp is located on the Installation, coordinate with Preventive Medicine for Environmental Health Inspections to ensure a clean, safe environment.

While a clean environment and healthy, attractive food are important to running a quality food service operation, it is also important to manage the dining area as well. Proper layout of the facility reduces wait time and facilitates campers interacting with each other and staff.

Quality food service is not limited to the dining area. This also includes foods that may be eaten on the road (i.e., box lunches), snacks that are eaten in activity areas, and even water and other liquids necessary for proper hydration. It is important to ensure that foods consumed away from the dining facility still meet the dietary goals of the food program. Eating away from the facility also allows camp staff to teach proper environmental stewardship. Campers should be responsible for ensuring that all waste is collected and disposed of properly.

10 MONTHS PRIOR TO CAMP

10 Months Prior to Camp

- Set the Date
- Select the Camp Site
- Develop an Agreement/Contract
- Determine Staff Needs
- Determine Transportation Needs
- Create Action Plan

Determine the Date for Camp

At 10 months, the planning team should know the type of camp, the goals and objectives of the camp, and the required facilities/equipment. The next step is to set a date. Avoid scheduling camp during special events, holidays or other large, conflicting activities such as block leave. It may be helpful to prioritize a list of three camp dates to allow some flexibility. Add these dates to the Garrison calendar so others can avoid or at least consider the camp dates when planning events.

Select the Camp Site

Using the information gathered by the team, select the site that best suits the particular camp needs. Be sure to check the Mobilization and Contingency Plan (MAC)

for Force Protection protocol.

Develop an Agreement between CYS Services and Camp Facility

Once a site has been selected, it is important to develop an agreement (may be a contract with the facility). The agreement should outline the responsibilities of each party involved. Include small details.

- Types of bed and personal linens needed and who will provide them (maybe the camp or maybe the campers?)
- Type of dietary requirements and types of accommodations (if any) made for those with special dietary needs?

As additional items are planned and agreed upon, the agreement should be updated by both parties. Refer frequently to this agreement as the camp date draws closer. The contract may need to be processed through Non Appropriated Funds (NAF) Contracting. Be sure to allow three to four months for this to happen.

Determine the Staff Needs

It is never too early to begin determining staffing needs. If the camp is *on-Installation*, the staff may be existing CYS Services employees, temporary summer staff, or even contractors. In many cases, combinations of all the above may be necessary to provide a quality camp experience. Some specific camps, such as a technology or art camp, may require contracting with specialized instructors.

Some facilities may provide partial staffing to be supplemented by CYS Services staff, while many camps provide all of the staff necessary for the operation of the camp. These roles need to be identified in the agreement.

It is important to remember that all staff members must meet Army standards in areas such as background checks, age, health screening, etc. Ensure that staff medical special needs are identified and reasonable accommodations are made. These requirements should be identified at the earliest stage of negotiations with the facility to ensure compliance. In addition, compliance with all Army staff/child ratios must be met.

Age Composition, Ratios & Group Sizes

CYS Services Programs are staffed and grouped according to minimum mandatory ratios and group sizes. Enforcement of ratios and group sizes ensures the adequate supervision of children and youth and minimizes liability for the Army. Paid adult staff from within Family and Morale, Welfare & Recreation (FMWR) may be counted towards achieving a lower ratio, but only when assigned to a specific CYS Services activity and only in the presence of CYS Services staff. For example, life guards can be counted in ratio when the only children/youth present are in the CYS Services program. When CYS Services children/youth are at the pool with other children/youth life guards cannot be counted in ratio for CYS Services.

1. **Group size.** Group sizes are dependent on the type of CYS Services activity and must support developmental programming, safety and risk factors, and building or room capacity.
2. **Ratios.**
 - a. To protect the health and safety of children and youth, as well as to ensure developmental programming and positive youth/adult interaction, a sufficient number of CYS Services personnel must be present at all times.
 - b. Adult staff may not be counted in the adult staff/youth ratios unless they are physically present and provide direct service to children and youth. Staff must be 18 years of age or older in order to be counted in ratio.
 - c. In situations where an unexpected influx of participation requires an immediate increase in adult staff, CYS Services support and management personnel, to include the Trainer, may be used on a temporary basis to be in ratio.
 - d. 6-18 year-olds adhere to an adult staff/youth ratio of 1:15.

Ratio exceptions:

Activity/Situation	Ratio Supplemented to:	Reference
On and off-post field trip.	CYS Services staff driving children and youth to and from a field trip site may count in adult staff/youth ratios.	DoDI 6060.4
On-post and off-post overnight events.	Supplement the 15 adult staff/youth ratio with either additional paid staff or volunteers to achieve an adjusted 1:12 adult staff/youth ratio During the overnight hours, depending upon the age of the youth, it may be pertinent to have frequent spot checks for safety purposes.	DoDI 6060.4
High-risk activities , such as horseback riding, roller skating/blading, ice-skating, skiing, snowboarding mountain biking, etc.	Supplement with either staff or volunteers to reduce the group size to an adjusted 1:8 adult staff/youth ratio.	DoDI 6060.4
Swimming at facilities with certified lifeguards present at the poolside.	Maintain a ratio of 1:8.	DoDI 6060.4

Swimming at facilities with certified lifeguards on the premises, but not at the poolside (e.g., watching via Closed-Circuit Television [CCTV].)	Supplement the 1:8 adult staff/youth ratio with either additional staff or volunteers to achieve an adjusted 1:6 adult staff/youth ratio.	DoDI 6060.4
Extremely high-risk activities , such as rock climbing, skydiving, scuba diving, jet skiing, white-water rafting, sailing and other similar water sports.	Supplement the 1:8 adult staff/youth ratio by either additional staff or volunteers to achieve an adjusted 1:4 adult staff/youth ratio.	DoDI 6060.4

Determine Transportation Needs

Transportation is a key aspect of any camp. Not only must all transportation ensure a safe environment for the campers, but proper transportation also assists in making sure that events occur on time. Particular emphasis must be placed on maintenance of vehicles and driving records of those transporting children. All Army, State and Local regulations must be followed.

Transportation of Children & Youth

CYS Services staff will not use privately-owned vehicles (POV) to transport children and youth. For camp, make arrangements with the motor pool to provide vehicles sufficient in size and number to carry all the children, youth and staff.

If a life or death situation occurs and the risk is too high to wait for transportation an available privately-owned vehicle sufficient in size may be used when accompanied by another adult to transport the injured child or youth to the clinic.

Staff should also understand and follow through on all procedures regarding seat belt usage, adult staff/youth ratios, quick identification of children or youth participating at camp (e.g., T-shirts, hats, lanyards, etc.), and vehicular safety. Also, ensure an SOP for the handling of accidents or mishaps during the transportation of youth exists. Parents should be advised of safety precautions used during camp and the routine transportation to and from CYS Services programs.

If travel is on foot, staff should be instructed to be sensible about distance, weather conditions, and participants' clothing.

Note for OCONUS Programs: In order to handle emergency situations when traveling off-post, at least one adult must be present who is fluent in the local language.

Modes of Transportation

In almost all situations, transportation will occur in one of four ways:	
Parent/Guardian	Parents are normally responsible for taking their children to and from camp. This may occur on a daily basis or at the beginning and end of a camp. Be sure to provide parent/guardian information about pick-up and drop-off times and locations.
CYS Services	CYS Services may operate vans or buses in support of its programs. Besides ensuring that adequate staff is available to operate the vehicles, it is also imperative that scheduling vehicles is prioritized with other activities that may occur within CYS Services. Vehicles are always at a premium during the summer months when multiple programs are being conducted.
Contractors	Contracting with an external source for full-time or part-time support depending on what is needed. One example would be to have a contracted bus transport campers from the Installation to an off-Installation camp facility and back. Normally, contracted transportation includes drivers, but this is not always the case. Ensure that drivers supplied through a contractor meet all Army requirements for transporting children.
Camp Provided	Transportation provided by a camp is normally provided to move campers from one facility to another within the camp or to an offsite facility, such as a pool.

Transportation Safety – Medical and Emergency

Transportation Supervisor

One staff member should be designated as the transportation supervisor. The responsibilities of this individual include:

- Accident procedures,
- Group management,
- Emergency procedures,
- Emergency contact procedures,
- Emergency Services,
- Communication with Camp HQ and CYS Services Director.

Emergency Transportation

Emergency transportation refers to unplanned transportation required due to an unforeseen circumstance like injury, severe weather, or force protection issue. CYS Services staff should have a written procedure which plans for these situations.

Medical Information

Camper and staff medical information should always be readily available. It is best to ensure that the original medical information forms are kept in a central location (in a binder) at the camp and a second set of forms are carried during excursions that require transportation along with rescue medications.

Accident Procedures

In the event of an accident involving any form of transportation, an “Accident/Incident Report” must be completed by the Transportation Supervisor. All information pertinent to the report should be recorded by the Transportation Supervisor and provided to the Camp Director as soon as possible.

Transportation Details – General

Arrival and Departure at Camp

A safe system should be in place during camper’s arrival and departure. This is often a hectic atmosphere and presents a prime opportunity for accidents.

Ensure that easily-read signs are posted to control restricted areas and speed. It is often best if parking areas are located away from areas where campers will be engaged in activities. Be sure to consider the needs for loading and unloading of luggage and/or other materials/equipment.

Transportation Accountability

A system should be in place to ensure campers and staff is accounted for at all times during travel. Campers should be assigned to a specific vehicle and ride with the same group whenever possible.

Transportation Information for Parents

Prior to camp, all information regarding pick-up and drop-off times and locations, as well as any special safety-related rules regarding transportation should be provided in writing to parents.

In addition, CYS Services staff must ensure that they have emergency contact information for parents in case of situations where there is a change regarding transportation. This may include changes in times or locations as they relate to the transportation of campers.

When a camper is not picked up by the parent/legal guardian or designated release person by the agreed-upon time, or the parents or designee cannot be contacted, written guidance outlining appropriate procedures must be available. **These should include:**

- Specific attempts to reach the parents and/or designee.
- Time limits for actions prior to removing the participants.
- Notification roster (CYS Services Coordinator, Army Community Service [ACS], Family Advocacy Program Manager [FAPM], Staff Duty Officer, Parent’s Unit Commander, etc.)
- Location to which participant will be removed, such as: Military Police Station, etc.

Transportation Safety

Contracted Transportation

At a minimum, any contracted transportation provider must be able to provide the Camp Manager with:

- Vehicle Maintenance and Safety Checks,
- Driver's Driving Records,
- Documentation of Required Training,
- Proof of Insurance,
- Assurance of Driver's Ability to Communicate in English.

Vehicle Safety Guidelines

The Camp Director should be familiar with all safety guidelines pertaining to transportation and is ultimately responsible to ensure that these guidelines are followed. This includes whether or not seat belts are required. This varies by state and type of vehicle. If travel is required that takes the vehicle into another state, ensure that each state's guidelines are followed.

All vehicles must be equipped with a first aid kit. It is always a good idea for the camp staff to carry their own first aid kit wherever they go. Keep in mind the bus driver may not be immediately available to offer its first aid kit. Staff should be prepared to administer first aid.

Staff should always be in communication with camp management through working cell phones and/or two-way radios.

Vehicle Maintenance

Ensure that whoever is providing transportation (except for parents) maintains the vehicles pursuant to required regulations. Documentation of vehicle maintenance should be readily available upon demand.

Transportation Checklist	√	To Do
1. Transportation Information for Parents includes: a) Pick-Up and Drop-Off Times. b) Safety Procedures. c) Safety Rules for Van/Bus Travel.		
2. Transportation Change Notice: a) System to communicate changes or b) Emergencies to parents or guardians that would affect camper's pick-up or drop-off time.		
3. Transportation Policies: a) Supervision ratios. b) Availability and location of health information and permission-to-treat forms. c) Trip Itinerary.		
4. Emergency Transportation: a) Medical emergency transportation be available at all times. b) Community emergency Services with whom prior arrangements have been made in writing. Plan reviewed and approved by APHN for emergency Services on the Installation.		
5. Traffic Control: a) Control vehicular traffic on site by clearly posting designated speed limits or restrictions. b) Designate parking, delivery and pick-up areas.		
6. Arrival and Departure: a) Camp has procedures for orderly arrival and check-in for unloading of vehicles with campers/passengers. b) Camp has procedures for orderly pick-up and discharge of campers (including plans for picking up luggage.)		
7. Non-passenger Vehicles Policy: Prohibit the transportation of persons in non-passenger vehicles.		
8. Accident Procedures that include: a) Providing care of injured. b) Supervising uninjured. c) Specifying whom to notify in emergency. d) Identifying witness and obtaining appropriate accident information.		
9. Bus/Van Supervision: Camp staff member trained in safety responsibilities and group management besides driver.		
10. Safety Procedures that include: a) Vehicles are loaded within passenger seating limits. b) All persons wear seat belts. c) Passengers remain seated while moving. d) All vehicles follow convoy travel procedures. e) Person in wheelchairs are seat-belted into wheelchairs that are locked into position and secured to vehicles.		
11. Transportation Orientation: a) Provide to all passengers safety regulations and procedures. b) Includes trip itinerary.		

12. Emergency Equipment to Include: a) Emergency flares/signs. b) First aid kits. c) Communication (cell phone or two-way radio.) d) Accident/emergency procedures handbook with phone numbers.		
13. Private Vehicle Use Policy: POV will not be used.		
<i>CAMPS USING COMMERCIAL TRANSPORTATION</i>		
14. Commercial Vehicles/Select Providers who: a) Implement a system of regular maintenance and safety checks on vehicles by owners. b) Verify acceptable driving records and experience of any commercial drivers provided.		
<i>CAMPS PROVIDING DRIVERS</i>		
15. Mechanical Assessment: a) Motor vehicles used are evaluated by qualified personnel. b) At least quarterly for year-round programs or c) Within the month prior to the seasonal use.		
16. Safety Checks: Camp must implement a written policy on driver safety checks.		
17. Driver Requirements, Camp Verifies that: a) Driving records have been reviewed in the last four months for seasonal drivers or within the last 12 months for year-round. b) Drivers have the appropriate license for vehicles to be driven. c) Drivers have passed mandatory drug and alcohol testing if required for their commercial driver's license.		
18. Training for Drivers: Camp provide training for drivers on written procedures and policies.		
19. Driver Skills Verification: Camp has written evidence that behind-the-wheel training and practice has been conducted.		

Create an Action Plan with Specific Individual Tasks

The final step at the 10-month mark is to develop an action plan and assign individual tasks to members of the camp planning team. It is often best to assign tasks to multiple staff in order to avoid putting too much pressure on individuals. In many cases, team members will have more than one task to accomplish. Assign tasks based on an individual's skills and interests. A team member who has an interest in arts and crafts may be the perfect person to purchase supplies for different activities while a detail-oriented individual might be the person you want to look at safety related tasks. It is important to note that as the camp date draws near, new tasks will be identified to add to the action plan. Hold individuals accountable for their completion dates to eliminate last-minute changes. Bi-weekly meetings of the Camp Planning Team should be scheduled until camp begins. Setting dates for these meetings early allows individuals plenty of time to ensure they have no schedule conflicts.

8 to 9 MONTHS PRIOR TO CAMP

8 to 9 Months Prior to Camp

- Review Goals and Objectives
- Identify Resources to Conduct Camp
- Develop a Budget
- Set Timelines for Staff Recruitment, Selection and Training
- Develop Marketing Plan
- Determine Medical Procedures

Review Goals and Objectives for Camp

Review the camp goals and objectives identified earlier (11-12 months). Be sure they are achievable. As camp planning continues, refer to these goals and make adjustments as necessary.

Identify Resources Needed to Conduct Camp

In planning any activity, one of the mistakes made most often is not utilizing existing resources. Through organizations like 4-H and Boys & Girls Clubs of America, CYS Services has developed partnerships that will aid in the planning and implementation of camp programs. Once a theme is determined, consider what organizations, groups or programs may be able to assist in camp implementation.

When it comes to staffing and equipment, potential resources exist both on the Installation and in the community. Facilities such as the fitness center, pools or outdoor recreation facilities may be able to provide programs, specialized staff, facilities, or equipment at a discounted price. In addition, volunteer staff or special presenters may be available through local organizations, such as B.O.S.S. (Better Opportunities for Single Soldiers) or other community organizations. Community organizations are also a possible source for funding aspects of a camp.

Develop a Camp Budget

One crucial aspect of planning is the budget. Begin the budgeting process well in advance and review it regularly leading up to and during the camp. The Camp Cost Worksheet in this section is a good place to start.

A budget is often referred to as a financial forecast. It helps the Camp Director determine realistic costs of camp, provides goals and expectations for camp, and, perhaps most importantly, provides protection for the director and others associated with camp (Coutellier, 2004).

The secret to any successful camp is to START EARLY! In the Timeline, budgeting was first mentioned at the 8-9 month period of camp planning. This is the absolute latest to begin budgeting. Many camp programs begin with a budget and work from there in determining the rest of the camp structure. Because budgets are created months before the actual camp, making estimates based on good research is required. Obtain contracts early. Basic budgeting terms include:

- Income - the amount of money that is brought in for the purpose of running camp.
- Fixed Costs – costs that remain the same regardless of the number of campers. Examples include: site costs and salaries of personnel hired to work at camp.

- Variable Costs – costs which fluctuate based on the number of campers attending. These will most likely be most common costs and include food, supplies and transportation.
- Expenditure is another term for cost.

Estimating Costs

Always remember the golden rule of estimating: “The safest method of budgeting is to project income conservatively and expenses more liberally!” (Ball A., Ball B. 2004) Prior to determining the amount charged for camp determine what costs will be (Coutellier, 2004). OCONUS sites should remember to include exchange rate considerations and the need to use VAT Tax forms. Based on a variety of camp programs, the most common elements of a camp budget are:

- Site or facility (fixed cost).
- Personnel (fixed cost).
- Marketing/promotion (variable cost).
- Food service (variable cost).
- Transportation (variable cost).
- Materials/miscellaneous (variable cost).
- Non-camper “overhead” (fixed cost).

NOTE: All of the following costs are broken down into a “per-person” cost. This allows for “final camp cost” to be easily determined. The “per-person cost” is determined by dividing the “total element cost” by the number of campers/chaperones. Adding all “total element costs” will determine “final camp cost.”

Total Element Cost ÷ Number of Campers/Chaperones = Per-person Cost

Cost of Site or Facility

Consider these things when determining the cost of a camp facility:

- Facility cost and use details. Obtain clear, total costs from the facility with all of the Services that are required detailed. Consider the following common Services that may need to be negotiated:
 - Use of phone, computer, fax or photocopying machine.
 - Use of kitchen, laundry, or maintenance equipment.
 - Cost of any recreation equipment or outdoor facilities.
- Determine the per-person cost. If the cost of the facility is a fixed cost (one lump price and doesn't change with camper numbers), divide this cost by the estimated numbers of campers and personnel. The facility may provide a per-person cost.

Facility Cost ÷ Estimated number of campers and personnel = Per-person Cost

Cost of Personnel

While personnel can be one of the most costly expenditures, it is also the most valuable part of camp. Quality staff will not only make a huge difference in running a safe and first rate camp, but will also be able to better respond when things do not go as planned. Some tips to determine the cost of personnel are:

- Determine number of counselors needed by estimating the number of campers. The Army adult-to-youth (6 to 18 years old) ratio is 1:15.
- Determine any specialty instructors (ropes, white water, etc.) needed and their total cost.
- Determine, where applicable, cost of select personnel such as drivers, medical and nighttime supervision.
- Determine per-person cost by combining all costs for labor and dividing by estimated number attending.

Combined Labor Costs ÷ Estimated Number Attending = Per-person Cost

Cost of Food Service/Dining Hall

Proper food budgeting is critical. Food costs usually compromise 30-40% of a camp's total operating budget. It is important that food staff is able to properly manage the cost of food while still maintaining nutritional quality and portion control.

Determining the cost of food is an important aspect of proper budget planning. Camp food service should provide a set price early in the planning process. This will provide an accurate estimate of food expenses. To determine food cost when using a food service company:

Total the Number of Meals Needed (include breakfast, lunch, dinner and snacks as necessary) x Cost Per Meal (food, silverware, serving utensils, labor, cleaning and any applicable taxes) = Total Cost for Meals

When making meals on site using a designated or hired kitchen supervisor/cook, first create a meal plan for the week and estimate amounts of food, silverware, cleaning materials, garbage bags, etc. needed. If the camp is less than one year out, use current prices to determine costs of food based on food estimates, then use the following formula to determine per-person costs.

Cost of Food and Materials ÷ Estimated Number Attending = Per-person Cost

Cost of Transportation

When using a transportation company:

- Estimate distance and duration of all off-camp trips.
- Provide company with estimated distance and duration information and negotiate contract. Be aware, some companies charge for both the driver and miles while some just charge mileage.
- Divide total transportation cost by the number of campers to determine per-person cost.

Total Transportation Costs ÷ Estimated Number Attending = Per-person Cost

When renting vehicles for camp activities:

- Estimate distance and duration of all off-camp trips.
- Determine the cost of labor (driver).
- Include cost of fuel.
- Contract with company to determine cost of rental equipment.
- If necessary, determine costs for use of public transportation per-person. Contact the relevant transportation office directly to apply for group discounts. This should be included in the per-person cost formula.
- Divide total transportation cost by the number of campers to determine the per-person cost.

Total Transportation Costs ÷ Estimated Number Attending = Per-person Cost

Cost of Materials and Supplies

Materials and supplies are an area in camp programs that often leads to a great deal of waste. Many times, camp programs purchase too many supplies that often go unused. While best intentions might be to utilize these supplies for future camps, this does not usually happen.

- Determine the amount and types of program materials needed (include arts and crafts, class materials, music CD's, and decorations).
- Determine the cost for "give-away" items such as gifts to campers, instructors, counselors (T-shirts, bracelets).
- If camp requires specialized gear for its program (headlights for caving, helmets for bike riding), determine these costs based on the number of items required.
- Determine any miscellaneous expenses not itemized previously (hotel/motel if travel and trip camp).

Total Materials/Supplies ÷ Estimated Number Attending = Per-person Cost

Cost of Promotion/Marketing

- Determine the total cost of promotional media (Web page, pamphlet). Include printing, postage and design cost.
- Total cost of distribution of media.
- Total cost of distribution of required forms.

Total Promotion/Marketing ÷ Estimated Number Attending = Per-person Cost

Non-Camper Cost

Non-camper costs are those that are built in to the program but not calculated on an individual camper basis. An example of this might be paying for a chaperone or a volunteer's food, lodging or transportation.

- Total how many non-campers must be paid.
- Where applicable, use the previously determined fees for facilities, food, materials, transportation to determine the cost for non-campers.

Total Non-Campers + Cost for non-campers ÷ Estimated Number Campers Attending = Per-person 'Overhead'

Calculate Camp Cost

When the calculations above have been made costs will have been reduced to per-person charge, which makes determining the camp cost simple addition.

Cost of Food Service + Cost of Personnel + Cost of Transportation + Cost of Program Materials/Miscellaneous + Cost of Promotion and Marketing + Cost of Overhead (If applicable) = Per-person Camp Cost.

Determining How to Fund Camp

Now that the total cost, as well as per-person cost has been determined, it is necessary to decide how to pay for camp. A variety of methods may be used. Both non-appropriated and appropriated funds can be used in conjunction with grants, donations, commercial sponsorship and user fees. Follow all established Army guidelines in relation to funds and funding sources.

Fund Protection

Follow Army regulations and local Garrison procedures for strict fund control at all times. If a question occurs, seek guidance from the Financial Management Division.

Set Timelines for Staff Recruitment, Selection and Training

A well-trained, well-prepared staff is a key factor in ensuring that camp is safe and has a positive environment where campers have fun and learn. Now is the time to:

- Determine the timeline for recruiting staff.
- Develop job descriptions.
- Decide when to begin recruiting, how to recruit, and where to recruit.
- Set dates for hiring staff. Take into account the amount of training staff needs as well as how long it will take to complete background checks.
- Prepare a timeline for training staff. This includes the mandatory CYS Services training, as well as specific training such as lifeguard or rock climbing training.

Staffing Patterns

Staff camping patterns vary depending on the size, purpose, and financial resources of camps. The following describes the most common positions and the training needed for a well-prepared staff. Several position descriptions are also included. It is common for a camp facility to employ a year-round camp facility manager. Many of the additional camp staff such as food service, medical and specialized instructors return each camp season. Positions such as counselors and activity leaders are often hired on a seasonal basis. In many cases, the seasonal staff members were once campers themselves.

The CYS Services staff member in charge of the camp program should work with the camp manager to develop many aspects of camp. It is likely CYS Services staff will also fill key roles such as group and activity leaders. In addition, CYS Services staff such as Trainers may be involved in planning and conducting camp, especially in areas that are specific to military children. Having CYS Services staff serve in camping roles not only saves money, it also allows staff members to participate in the camp experience and bring the knowledge and skills gained back to the Garrison program. In addition, the transition for campers may be easier if there are staff members they know. Keep in mind that even though a staff member may excel in a regular program setting, they may have difficulty working in a camp environment, so special care should be taken in selecting staff members for camp positions.

Many camp programs utilize teen counselors to assist the adult staff in a variety of camp activities. This provides older teens (16 years of age and older) leadership and skill development opportunities. This can be a successful strategy in providing campers with opportunities to interact with older teens as well as adults. It is important that teen counselors receive full training and are continuously supervised during camp. In addition, **teen counselors should never be included in staff to camper ratios.**

While there is no one perfect model for staffing a camp program, it is important to explore different options and make a decision based on the needs of the planned camp program. Ensuring the camp program is conducted by an experienced and well-trained staff will go a long way in offering a positive camp experience for campers.

Staff Selection

The type of staff needed depends on the type of camp being offered as well as the goals and objectives of the camp. As mentioned above, camps generally draw their staff from a combination of year-round and seasonal employees. Check with the camp facility for their staffing information, including:

- Policies regarding the recruitment, selection, and training of employees.
- Agreements and contracts that identify the conditions of employment.
- Position descriptions.
- Complete personnel records that include applications, health screenings, training documentation, background checks, and supervisory reports.

If a camp does not have this information readily available, one must question the level of professionalism at the camp. Do not compromise on staffing practices when selecting a camp facility.

A number of factors determine what personnel are needed in a camp program. These factors include campers' ages, activities, location, and the availability of funds to hire staff. The most common camp positions are:

- Camp Facility Manager – Manages the camp facility and supervises the paid staff (program, maintenance and support.)
- Camp Director – A CYS Services staff member that works with the Camp Facility Manager to plan and implement all aspects of the camp.
- Program Specialist – This individual should have expertise in areas such as high ropes, boating, swimming, conservation or other specialized programs.
- Teen Counselor/Counselor-in-Training – Teenage staff who are assigned to a group of campers and assists campers in day to day activities, always under the supervision of camp staff or adult counselors.
- Leader – An adult volunteer who directs a specific aspect of the camp program under the supervision of the Camp Director or camp staff.
- Camp Caretaker – Has responsibility for the overall maintenance of camp facilities and is accountable to the Camp Director.
- Head Cook/Dietician – An adult who is responsible for all food service and has training in nutrition.
- Camp Nurse – A nurse or medic requested through the Medical Treatment Facility. (See Health Care Policies and Procedures for more information.)

While these are the most common positions in a camp program there are any number of other positions that may be required based on camp needs. Many of these positions may be filled by a CYS Services staff member/volunteer or someone hired by the camp facility.

Background Check

All staff members and regular volunteers who have direct contact with campers must complete appropriate background checks. Follow Army regulations regarding background checks. At a minimum, state criminal records and state sexual offender registry checks should be conducted on staff that has regular interactions with youth. Volunteers who have episodic interaction with campers should be referred from a trusted source and be within line-of-sight supervision of a cleared, checked staff member at all times.

Staff Training

The type and amount of training provided to staff depends upon the objectives and policies of the camp. In most cases, training should be ongoing and include in-service, pre-camp, in-camp training, supervision and assessment. The American Camping Association (ACA) uses the following guidelines for camp staff training.

- Day camp staff – A minimum of 24 hours of training.
- Residential camp staff – A minimum of six days of training.

A number of camps provide their own training or contract with outside organizations such as the ACA to conduct training. Camp Directors and senior staff often attend regional or even national trainings offered by ACA and in turn provide that training to seasonal staff.

In-service training can be conducted any time before the camp actually starts depending on availability of staff. Many aspects of training can be covered well in advance of the camp such as First Aid and CPR. CYC Services staff that participate in continual training throughout the year can include this training as preparation for camp programs. It is imperative that all training be current for the duration of the camp program.

Pre-camp training often occurs in the days preceding (sometimes the day before) the start of camp. Benefits to pre-camp training include being familiar with camp facilities and equipment, creating a bond between staff members, providing a sense of readiness prior to the camp, and creating an appreciation of the objectives and goals of camp. All staff may not be able to participate in pre-camp training when staff is required to accompany campers to the facility.

While it is very difficult to conduct training during camp, there are opportunities for camp managers and directors to model proper techniques and provide guidance where needed.

It is essential that in all situations, each staff member has received appropriate training that enables them to provide a safe and positive environment for campers. While the types of training for staff members varies based on a number of factors, training should be conducted in the following areas:

- Youth Development
 - Developmental Stages
 - Behavior Management
 - Special Needs
 - Specific Needs and issues of Military Youth (A Military Family Life Consultant (MFLC) may need to be included in camp staffing)

- Health and Safety
 - Health, Sanitation and Nutrition
 - CPR and First Aid
 - Communicable Diseases Prevention
 - Medication Administration
 - Blood Borne Pathogens
- Program Content
 - Objectives
 - Program Planning
- Personnel and Personnel Policies
 - Principles and skills of Leadership
 - Job Responsibilities
 - Performance Expectations
- Camp policies and procedures
 - Day-to-Day Procedures
 - Emergency Procedures
 - Child abuse, Prevention and Reporting
 - Touch Policy and Avoiding One-on-One Situations
 - Codes of Conduct for Staff and Campers
 - Dress Code
 - Camp Supervision

Through the proper selection and training of staff, many obstacles to providing a safe and positive camp experience can be avoided.

Sample Job Descriptions

The following position descriptions have been adapted from the American Camping Association. Additional position descriptions can be found at www.acacamps.org.

Camp Director Job Description

Position Purpose:

To further the mission of camp program through the development and management of program, human resource, financial, marketing, and strategic operations.

Essential Job Functions:

1. Design, deliver, and evaluate camp program that meets the needs and interests of the camps target populations and ensure their delivery in a safe and quality manner.
 - Remain current with information on the developmental needs of youth.
 - Annually seek and analyze input from youth, Families, and staff regarding the quality, safety, and enjoyment of the program and staff.
 - Develop and implement crisis and risk management procedures.
 - Design and ensure delivery of programs and activities appropriate to the camper population.
2. Oversee the financial management and fund development operations to allow for adequate annual funding and to meet long-term goals.
 - Develop and monitor budget for the camp operations.
 - Develop and design long-term fund raising strategies for the camp program and facilities.
3. Design and implement a marketing plan to increase camper attendance and camp usage.
 - Prepare and analyze enrollment trends.
 - Develop and implement recruitment and retention strategies.
4. Implement human resource management practices to recruit and retain seasonal and year-round staff.
 - Recruit staff based on camper enrollment and program management requirements.
 - Hire, train, supervise, and evaluate seasonal and year-round staff.
5. Manage property development and maintenance needs to ensure stewardship of current resources and identification of future needs.
 - Conduct annual assessment of property and maintenance needs.
 - Prepare annual and long-term property plan.
6. Oversee the daily operation of the summer resident camp including food service, program, business, camper and staff supervision, and health care.
 - Oversee the management of the food service area through supervision of Food Service Manager and review of food service program.
 - Secure sufficient coverage in health care staff and their implementation of the health care plan.
 - Develop and oversee the business management functions of the camp including financial record keeping, office operations, camp store, etc.
 - Oversee the systematic approach to data base management for campers, Families, alumni, and donors.

- Work collaboratively with internal and external groups to ensure the enhancement of the camp operation.

Other Job Duties:

This job may include work in other areas of an organization, involvement in professional associations, or perhaps work related to the broader vision of camping.

Equipment Used:

Most often Camp Directors are proficient in computer skills and related word processing, data management, and Internet computer software. In addition, most are required to have knowledge of some maintenance, office, and kitchen equipment as well as ability to drive different vehicles.

Qualifications: (Minimum Education and Experience)

Most Camp Director jobs require a college degree and some administrative experience with a camp. Additional experience with programming and administering programs that reflect the camp's population is desirable.

Physical Requirements:

This position would require the ability to listen to others, observe others' actions, read text and information; comprehend instructions and manuals, and physical ability to move about the camp property in various environmental conditions.

Camp Counselor Job Description

Position Purpose:

Counselors are the primary caregivers for each camper. The Counselor is responsible for planning, teaching, coordinating, and carrying out activities and guiding campers in their personal growth and daily living skills.

Essential Job Functions:

1. Assist in the direction, supervision, and organization of campers in their living unit, within activities and throughout the camp in order to meet the intended camper outcomes.
 - ♦ Apply basic youth development principles in working with campers through communication, relationship development, respect for diversity, involvement, and empowerment of youth.
 - ♦ Assure campers are properly supervised at all times.
 - ♦ Be aware of and implement safety guidelines.
2. Participate in the development and implementation of program activities for campers within the mission and outcomes.
 - ♦ Responsible for leading and assisting with the teaching of activities.
 - ♦ Actively participate in all program areas as assigned.
 - ♦ Provide for the progression of activities within the framework of individual and group interests and abilities.
 - ♦ Assist in program areas such as waterfront, nature, all camp activities, and arts and crafts as directed.
3. Maintain high standards of health and safety in all activities for campers and staff.
 - ♦ Provide the daily care of each camper within your supervision including recognition of personal health needs.
 - ♦ Ensure that campers receive their medications as directed based on medical action plans.
 - ♦ Be alert to campers and staff needs and assist them with personal and/or health problems, and discuss with camp health manager and/or resident Camp Director when appropriate.
 - ♦ Be alert to equipment and facilities to ensure utilization, proper care, and maintenance is adhered to; report repairs needed promptly to Camp Director.
4. Be a role model to campers and staff in your attitude and behavior.
 - ♦ Follow and uphold all safety and security rules and procedures.
 - ♦ Set a good example to campers and others in regard to general camp procedures and practices including sanitation, schedule, and sportsmanship.

Other Job Duties:

- ♦ Contribute to verbal and written assessments and communication as requested.
- ♦ Participate enthusiastically in all camp activities, planning, and leading those as assigned.
- ♦ Participate as a member of the camp staff team to deliver and supervise evening programs, special events, overnights, and other all-camp activities and camp functions.
- ♦ Assist in the planning of any special events on or near the waterfront.

- ♦ Identify other tasks or duties that this position may be expected to perform but are not necessarily the primary focus of this position.

Relationships:

Counselors generally have regular relationships with kitchen staff, program specialists, business and maintenance staff. It is helpful to identify the expectations of those relationships and communication between these groups of staff members.

Equipment Used:

Counselors may be asked to use fire protection equipment, washers and dryers, dishwashers, and specialty program equipment. Some may be asked to drive camp vehicles or watercraft.

Qualifications: (Minimum Education and Experience)

- ♦ Must be 18 years of age or high school graduate.
- ♦ Must be able to obtain or become certified in First Aid/CPR.
- ♦ Must submit health history record and examination form prior to first day of work.
- ♦ Ability to interact with all age levels.

Knowledge, Skills, and Abilities:

- ♦ Understand the developmental needs of youth.
- ♦ Ability to relate to youth and adults in a positive manner.
- ♦ Demonstrate knowledge and skill in program areas designated camp program areas.
- ♦ Ability to speak, read, and write English.

Physical Aspects of the Job:

- ♦ Ability to communicate and work with groups participating (age and skill levels) and provide necessary instruction to campers and staff.
- ♦ Ability to observe camper behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate behavior-management techniques.
- ♦ Ability to observe staff behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate management techniques.
- ♦ Visual and auditory ability to identify and respond to environmental and other hazards related to the activity.
- ♦ Physical ability to respond appropriately to situations requiring first aid. Must be able to assist campers in an emergency (fire, evacuation, illness, or injury) and possess strength and endurance required to maintain constant supervision of campers.

Some physical requirements of a General Counselor position could be endurance including prolonged standing, some bending, stooping, walking long distances, hiking, climbing, and stretching; requires eye-hand coordination and manual dexterity to manipulate outdoor equipment and camp activities; requires normal range of hearing and eyesight to record, prepare, and communicate appropriate camper activities/programs and the ability to lift up to 50 lbs; willing to live in a camp setting and work irregular hours with limited or simple equipment and facilities; and with daily exposure to the sun, heat, and animals such as bugs, snakes, bats, etc.

Program Specialist: Arts and Crafts Job Description

Position Purpose:

To further the mission of the camp through the development and delivery of arts and crafts activities that are safe, fun, and appropriate to the campers' age and abilities. Assist in the management of the arts and crafts building and related equipment and supplies.

Essential Job Functions:

1. Develop and deliver an arts and crafts program that is appropriate for the age and ability of the campers: Write lesson plans that meet camp outcomes and the abilities of the campers.
 - ♦ Evaluate abilities of campers and staff.
 - ♦ Design and deliver arts and crafts activities that make use of different art mediums, make use of the camp's natural environment, and use the art resources most efficiently.
 - ♦ Evaluate the success of the arts and crafts program.
2. Ensure that camp staff and campers know and follow safety and educational procedures:
 - ♦ Assist in the implementation of staff training for arts and crafts.
 - ♦ Train other staff in their responsibilities at the arts and crafts range.
 - ♦ Ensure campers and staff follows safety procedures.
 - ♦ Assist counselors with the development of art kits for use by cabins and for special events.
3. Assist in the management and care of the physical facilities and equipment in the arts and crafts program area:
 - ♦ Maintain the arts and crafts equipment. List any specific equipment or supplies that may be the responsibility of this position. Include specialty items such as looms, candle making, or other skills that may require further training or knowledge.
 - ♦ Ensure the security of the arts and crafts equipment and supplies, including clear inventory and planning for replacement of supplies in a timely manner.
 - ♦ Conduct a daily check of the area and equipment for safety, cleanliness, and good repair.
 - ♦ Clean arts and crafts area, keeping it free of hazards and debris.

Other Job Duties:

- Coordinating events especially in the areas of decorations and costumes.

Relationships:

Program Specialists often have direct relationships with the counseling staff and may actually serve as a counselor with a camper group when not on duty in their activity area. Please note relationships with the maintenance staff in regard to this position and the care of the facility and equipment. When appropriate list opportunities to work with visiting or guest artists.

Equipment Used:

Identify the specific equipment and supplies utilized in this program area.

Qualifications (Minimum qualifications and experience)

- ♦ Documented experience in arts and crafts instruction or documented training and experience.
- ♦ Current certification in first aid and CPR.

Knowledge Skills and Abilities:

- ♦ Training and experience in teaching arts and crafts to children.
- ♦ Desire and ability to work with children outdoors in varied conditions.
- ♦ Experience in designing and making decorations and costumes for special events.
- ♦ Ability to speak, read and write English.

Physical Aspects of the Position:

- ♦ Ability to communicate and work with groups participating (age and skill levels) and provide necessary instruction to campers and staff.
- ♦ Ability to observe camper behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate behavior-management techniques.
- ♦ Ability to observe staff behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate management techniques.
- ♦ Visual and auditory ability to identify and respond to environmental and other hazards related to the activity.
- ♦ Physical ability to respond appropriately to situations requiring first aid. Must be able to assist campers in an emergency (fire, evacuation, illness, or injury) and possess strength and endurance required to maintain constant supervision of campers.

Some physical requirements of an arts and crafts position could be endurance including standing, some bending, stooping, and stretching. Requirement for eye-hand coordination and manual dexterity to make projects and assist campers. Requires normal range of hearing and eyesight to record, prepare, and communicate appropriate camper activities/program. Willingness to live in a camp setting and work irregular hours delivering program in the art facility available.

Develop a Marketing Plan

Marketing is defined as “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and Services to create exchanges that satisfy individual and organizational goals” (Lamb, Hair and McDaniel, 1998). The goal is to get the right program to the right audience for the right price.

Establish Target Audience

Know the target audience. While the participants might be children and teens, also consider parents as a key part of the target audience. Consider some of the following criteria:

- Age range.
- Location of group (e.g., on post or National Guard/Reserve.)
- Socio-economic status.
- Special needs (e.g., recently deployed parents, disabled campers.)

In addition, the type of camp (day, residential, specialty) will also impact the target audience.

Create Your Marketing Media Mix

Determine how to reach the target audience. No one method should be used alone; use a mix (Lamb, 1998). Options include:

- Pamphlet, letter or E-mail with basic information,
- Web page,
- Poster,
- DVD/video/public announcement,
- Live presentation,
- Twitter,
- Facebook.

What to Include

When marketing include these four areas:

- Date, location, and cost,
- Eligibility of campers,
- Links to electronic information,
- Pre-registration or registration form if applicable.

Pamphlet, Letter and E-mail

Pamphlets and letters are relatively easy to make, inexpensive, and can be readily mailed. Conversely, they are passive and can easily be thrown away by the target audience. Similarly, E-mails are easily developed and sent, but just as easily deleted.

A pamphlet should be exciting with eye-catching pictures. Pamphlets should also contain all necessary contact information and in some cases may include pre-registration forms. A

pamphlet does not need to contain detailed information, but rather should be designed to attract attention.

Web Page

A web page possesses much of the same benefits as a pamphlet. In addition, it can contain more detailed information as well as all required forms. Not all Families may have ready access to the Internet or be able to find the site. In addition, there is no personal connection made between the customer and staff.

Websites are ideal ways to provide eye catching photos and even videos of camp activities. One key to any website used for promotion is to have up-to-date information available and include a FAQ (frequently asked questions) link.

Poster

Posters are a great marketing option that can be placed in high-traffic areas for promotion. While they make a strong visual statement, a drawback is that the information is not available to take along. Consider placing posters and pamphlets together.

In many cases, it is desirable to use a graphic designer and publisher to create a professional design. Another option is to have youth develop the posters to create buy-in from target audience members.

DVD/Video/TV Radio Public Announcements

Videos have the advantage of showing multiple aspects of camp and they appeal to a wide audience. In addition, videos can be very effective in showing youth the fun side of camp and parents the safety aspects.

Utilize the “kids talking to kids” format in creating the video. Listening to peers is an effective marketing strategy. Also consider using video footage to develop television/radio public announcements for use in school, commander’s channels, websites and information kiosks. Include details like cost, date, eligibility, location and contact information.

Live Presentation

Live presentations can be another effective tool in marketing. Often, this can take place in conjunction with other events like Family Days.

Use media tools such as slide shows, video, or speech to capture the audience’s attention. Involve young people in these presentations. Hearing a young person talk about their experiences is much more exciting than hearing an adult talk about what they might experience.

Distribution of Marketing Media

The goal of distribution is to get information to potential campers and their Families. When the target audience is identified, and the marketing tools are developed it is time for distribution. The three most common means of disseminating information are:

- Direct mail of pamphlet, letter, DVD.
- Electronic distribution for webpage.
- Poster sites (e.g., PX, Parent Central Services, SAS, YP, lodging office.)

Once again, using a mix of these approaches will reach the most potential participants.

Finally, do not discount the power of the spoken word. For ongoing programs, there is nothing better than having former participants and parents talk about the great camp program they participated in last year. It is also important to realize that negative experiences can be just as powerful, so using all of the suggestions in this manual will help assist in preventing negative talk about camp.

Promotional Material Follow-Up

Once a camper has been pre-registered or registered, follow up with an acceptance letter or phone call. This helps with communication of details and expectations.

If not previously sent, ensure that the camper has all relevant materials such as:

- Registration Form,
- Emergency Materials,
- What to Bring to Camp,
- Code of Conduct,
- Power of Attorney,
- Medical Forms & Permission to Treat,
- Parental Consent/General Waiver,
- Transportation & Media Release,
- Frequently Asked Questions,
- Program Specific Forms (waivers, white water,)
- Release Authorization.

Establishing a clear line of communication between the camp and the camper/Family through the registration and camp process builds a strong advocate in marketing the camp program.

Determine Medical Procedures

Identify, Review and Coordinate Medical Procedures with Army Public Health Nurse (for camps located on the Installation)

Another key aspect of planning camp is to ensure the health and well-being of the campers. Coordinating medical procedures through the Army Public Health Nurse (APHN) will ensure that the camp is prepared for any situation.

For camps located off-Installation

Many camps employ a full-time nurse to deal with everyday illnesses and injuries as well as to dispense medications. While this might be the best option, it is not always financially sound to employ a nurse at camp. If a full-time health professional is not available have a plan for procedures to use when someone becomes ill and when to contact parents, transport a child to a medical facility, or call for an ambulance.

Procedures for medical and emergency situations should be coordinated well in advance; policies kept in a central location; and medical and emergency procedures incorporated into staff trainings.

NOTE: The following Medical Action Plans can be found in the Appendix:

- CYS Services SNAP Diabetes Medical Action Plan
- CYS Services SNAP Seizure Medical Action Plan
- CYS Services SNAP Allergy Medical Action Plan
- CYS Services SNAP Respiratory Medical Action Plan
- DA Form 7625-3 SNAP Team Care Plan

Camp Safety, Health and Wellness

Information provided here is a guideline for developing a comprehensive health care plan for camp. The references listed are minimal recommendations. It is the responsibility of the Camp Director to follow all Army regulations, as well as any local, state/unit, and federal laws/regulations.

There are two sections: 1) Emergency Procedures and 2) Health Care Policies and Procedures. Emergency procedures include identifying risks associated with programming, hazards (natural and man-made), emergency plan and procedures, and security procedures. The Health Care section includes scope and limits of health care Services provided, on and off-site health care Services, health care center and supplies, contacting parents, health screening, medication management, and health care record keeping.

Emergency Procedures

No camping program is immune from accidents but proper training and planning can help minimize or prevent accidents.

General Program Safety

Communication is important. At the beginning of camp, all staff and campers should be instructed to call attention to any situation which is potentially dangerous (i.e., broken equipment, natural hazards, illness, difficulty in performing a skill, homesickness). Be certain each camper understands they have a right not to participate in a specific activity if they feel uncomfortable.

At camp orientation let staff and campers know what is expected and be consistent enforcing the rules. It is the camp management's responsibility to help everyone understand what is required of them and to insure safety of the entire group.

It is important for staff to learn the names of campers as soon as possible; not only will it make the campers feel special, but it will also help staff keep track of everyone. Familiarize campers with the location of emergency Services, dining areas, bathrooms, recreation areas, and their boundary lines.

Make sure that every camper understands that they cannot leave the group for any reason without permission.

A safe camping environment can be created by establishing a few simple rules, being safety conscious and communicating with campers and camp staff.

Identifying Risks

It is important to identify risks associated with each activity. Consider what might go wrong including accidents that might occur due to equipment use; unsafe premises; or the needs or limitations of campers.

Evaluate a camper's skills, knowledge, and physical capability. Remember that different age levels have different capabilities.

Evaluate EACH activity, including materials, equipment, participants' ability to succeed, etc.

Every staff member has an obligation to look out for his/her own safety and cannot blame someone else where personal negligence is to blame. It is important for staff to understand they should not attempt to do something that is beyond their ability or is more than they have been trained to do. Staff must know where to turn if assistance is needed.

Specialized Activities

The camp must have and implement written operating procedures for each type of specialized activity, based on information from authoritative sources that includes: eligibility requirements for participation, camper/staff supervision ratios, identification of appropriate protective equipment, safety regulations, emergency procedures, equipment maintenance procedures, and identification of safety concerns related to the use of the area.

Water Activities

All aquatic areas are off-limits to everyone including staff, except when there is a certified lifeguard on duty who is actively watching and has given permission to enter the water or pool area. Water activity areas, rescue equipment, and facilities must meet Army, state and/or local codes/laws and be maintained in good condition. Emergency and First Aid information and equipment must be at the site during all water activities. A safety system must be in effect that enables all guards to account quickly for all campers/staff during water activities. Each participant should take a swimming test the first day to determine eligibility for water activities.

Other Specialized Activities

Other specialized activities include but are not limited to bicycling, challenge course, horseback riding, skiing, rock climbing, caving, and outdoor cookery. Trained, certified instructors must be on site during the activities. All facilities and programs must meet applicable Army, state and/or local codes/laws. The camp should have procedures in place to control access to specialized activities when instructors are not present.

Natural Hazards

Plants

Teach campers to recognize poisonous plants such as poison ivy or poison oak, and not to eat any wild plants including berries. Anyone who touches or suspects they have touched a poisonous plant should wash thoroughly and immediately.

Poisonous snakes/Insects

Avoid all snakes and contact the Camp Director if a snake needs to be removed or is a threat. Any snake bite, including non-poisonous, should be treated by the Medical Staff. If someone is bitten, keep them calm and carefully notice the appearance and markings of the snake/insect. Staff should carefully observe insect bites for signs of an allergic reaction including rapid swelling or difficulty breathing. Any suspicious reactions to a bite or sting should be reported to the Medical Staff immediately. Note the location where the biting occurred and keep campers away from that area.

Wild Animals

Campers should not feed any wild animals (even chipmunks). It is impossible to know which may be carrying rabies. Lodging and other camp facilities should be kept clean and free from open food or candy that attracts wild animals, particularly squirrels and mice. All trash containers are to be covered and trash should be collected routinely.

Sun and Heat Safety

During hot weather, protect the health of campers and staff by following these tips provided by the Centers for Disease Control and Prevention.

- **Drink Plenty of Fluids** - Increase fluid intake, regardless of planned activity level. Encourage campers not to wait until they are thirsty to drink. Avoid liquids that contain large amounts of sugar. Also avoid very cold drinks, because they can cause stomach

cramps. Staff needs to monitor and ensure campers are drinking water. The program may need to issue individual water bottles to support campers getting enough water.

- **Replace Salt and Minerals** - Heavy sweating removes salt and minerals from the body. A sports beverage can replace the salt and minerals.
- **Wear Appropriate Clothing and Sunscreen** – Encourage campers and staff to wear lightweight, light-colored, loose-fitting clothing. Sunburn affects the body's ability to cool itself and causes a loss of body fluids. It also causes pain and damages the skin. If campers must go outdoors, be sure they are protected from the sun by wearing a wide-brimmed hat along with sunglasses, and by putting on sunscreen of SPF 15 or higher (the most effective products say “broad spectrum” or “UVA/UVB protection” on their labels) 30 minutes prior to going out. Continue to reapply it according to the package directions.
- **Schedule Outdoor Activities Carefully** - If the campers must be outdoors, try to limit outdoor activity to morning and evening hours. Plan frequent rest breaks in shady areas so their body's thermostat will have a chance to recover.
- **Pace Yourself** - If exertion in the heat causes any camper or staff member's heart to pound and leaves them gasping for breath, STOP all activity. Get them into a cool area or at least into the shade, and rest, especially if they become lightheaded, confused, weak, or faint.
- **Stay Cool Indoors** - Stay indoors and, if at all possible, stay in an air-conditioned place. Electric fans may provide comfort, but when the temperature is in the high 90s, fans will not prevent heat-related illness.
- **Use a Buddy System** – If the campers and staff must be outside encourage them to have a partner and watch each other for heat-induced illnesses.
- **Use Common Sense** - Remember to keep cool and use common sense:
 - Avoid hot foods and heavy meals—they add heat to the body.
 - Drink plenty of fluids and replace salts and minerals in the body. Do not take salt tablets unless under medical supervision.
 - Dress in cool, loose clothing and shade heads and faces with hats or an umbrella.
 - Limit sun exposure during mid-day hours and in places of potential severe exposure such as beaches.

Hot Weather Health Emergencies		
Heat Related Illness	Symptoms	Treatment
<p>Heat Stroke Heat stroke occurs when the body is unable to regulate its temperature. The body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. Body temperature may rise to 106°F or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not provided.</p>	<ul style="list-style-type: none"> • An extremely high body temperature (above 103°F, orally) • Red, hot, and dry skin (no sweating) • Rapid, strong pulse • Throbbing headache • Dizziness • Nausea • Confusion • Unconsciousness 	<p>If you see any of these signs, you may be dealing with a life-threatening emergency. Have someone call for immediate medical assistance while you begin cooling the victim. Do the following:</p> <ul style="list-style-type: none"> • Get the victim to a shady area. • Cool the victim rapidly using whatever methods you can. For example, immerse the victim in a tub of cool water; place the person in a cool shower; spray the victim with cool water from a garden hose; sponge the person with cool water; or if the humidity is low, wrap the victim in a cool, wet sheet and fan him or her vigorously. • Monitor body temperature, and continue cooling efforts until the body temperature drops to 101-102°F. • If emergency medical personnel are delayed, call the hospital emergency room for further instructions. • Do not give the victim fluids to drink. • Get medical assistance as soon as possible.

		<p>Sometimes a victim's muscles will begin to twitch uncontrollably as a result of heat stroke. If this happens, keep the victim from injuring himself, but do not place any object in the mouth and do not give fluids. If there is vomiting, make sure the airway remains open by turning the victim on his or her side.</p>
<p>Heat Exhaustion Heat exhaustion is a milder form of heat-related illness that can develop after several days of exposure to high temperatures and inadequate or unbalanced replacement of fluids. It is the body's response to an excessive loss of the water and salt contained in sweat. Those most prone to heat exhaustion are elderly people, people with high blood pressure, and people working or exercising in a hot environment.</p>	<ul style="list-style-type: none"> • Heavy sweating • Paleness • Muscle cramps • Tiredness • Weakness • Dizziness • Headache • Nausea or vomiting • Fainting <p>The skin may be cool and moist. The victim's pulse rate will be fast and weak, and breathing will be fast and shallow. If heat exhaustion is untreated, it may progress to heat stroke. Seek medical attention immediately if any of the following occurs:</p> <ul style="list-style-type: none"> • Symptoms are severe • The victim has heart problems or high blood pressure <p>Otherwise, help the victim to cool off, and seek medical attention if symptoms worsen or last longer than 1 hour.</p>	<p>Cooling measures that may be effective include the following:</p> <ul style="list-style-type: none"> • Cool, nonalcoholic beverages • Rest • Cool shower, bath, or sponge bath • An air-conditioned environment • Lightweight clothing

<p>Heat Cramps Heat cramps usually affect people who sweat a lot during strenuous activity. This sweating depletes the body's salt and moisture. The low salt level in the muscles may be the cause of heat cramps. Heat cramps may also be a symptom of heat exhaustion.</p>	<p>Heat cramps are muscle pains or spasms—usually in the abdomen, arms, or legs—that may occur in association with strenuous activity. If you have heart problems or are on a low-sodium diet, get medical attention for heat cramps.</p>	<p>If medical attention is not necessary, take these steps:</p> <ul style="list-style-type: none"> • Stop all activity, and sit quietly in a cool place. • Drink clear juice or a sports beverage. • Do not return to strenuous activity for a few hours after the cramps subside, because further exertion may lead to heat exhaustion or heat stroke. • Seek medical attention for heat cramps if they do not subside in 1 hour.
<p>Sunburn Sunburn should be avoided because it damages the skin. Although the discomfort is usually minor and healing often occurs in about a week, a more severe sunburn may require medical attention.</p>	<p>Symptoms of sunburn are well known: the skin becomes red, painful, and abnormally warm after sun exposure.</p>	<p>Consult a doctor if the sunburn affects an infant younger than 1 year of age or if these symptoms are present:</p> <ul style="list-style-type: none"> • Fever • Fluid-filled blisters • Severe pain <p>Also, remember these tips when treating sunburn:</p> <ul style="list-style-type: none"> • Avoid repeated sun exposure. • Apply cold compresses or immerse the sunburned area in cool water. • Apply moisturizing lotion to affected areas. Do not use salve, butter, or ointment. • Do not break blisters.

<p>Heat Rash Heat rash is a skin irritation caused by excessive sweating during hot, humid weather. It can occur at any age but is most common in young children.</p>	<p>Heat rash looks like a red cluster of pimples or small blisters. It is more likely to occur on the neck and upper chest, in the groin, under the breasts, and in elbow creases.</p>	<p>The best treatment for heat rash is to provide a cooler, less humid environment. Keep the affected area dry. Dusting powder may be used to increase comfort.</p> <p>Treating heat rash is simple and usually does not require medical assistance. Other heat-related problems can be much more severe.</p>
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Hypothermia

Hypothermia is the dangerous and potentially life threatening loss of heat from a person's body. It can be caused by prolonged exposure to mild cold (usually 30 to 50 degrees F, but sometimes even 60 to 70 degrees) or immersion in cold water, wind and wetness. Immersion in water can quickly cause death because water cools a person 25-30 times faster than air. The first signs of hypothermia are shivering and difficulty performing tasks requiring manual dexterity; however, some people may not shiver for a variety of reasons. As hypothermia becomes more severe symptoms may include slurred speech, stumbling, confused thinking, shivering lessens or stops, weakness, fatigue, drowsiness, weak pulse and shallow breathing.

If you suspect hypothermia, get medical help as soon as possible by calling 911 and calling the Medical Staff. If you cannot get indoors, wrap the victim's head and protect the person from wind and ground, take off wet clothes and provide warm dry clothing. Do not rub the victim's skin and handle them as little as possible. Give warm drinks if the person is conscious.

Lightning

While differing opinions exist as to how close lightning should be before precautions are taken, proper action would be to suspend all activities when lightning is seen. Activities can resume once lightning has not been seen for a minimum of 15 minutes. Staff should be trained in the proper procedures and follow these when lightning is visible.

- Listen for National Weather Service information and be alert for signs that the weather is deteriorating (for example, storm clouds or darkening skies).
- Move campers quickly from bodies of water to shore and shelter.
- Stay away from windows, doors and water (i.e., sinks and faucets) when inside shelter/facility/site.
- Remain in cars or buses until the storm passes.
- Stay away from tall trees, hilltops, open fields, pools or other bodies of water, metal objects (bicycles, fishing rods, cameras, fences, etc.) and large metal fixtures (flag poles,

utility poles, etc.). If campers are caught in an open field, have them spread out and crouch low to the ground (hands on knees to minimize contact points with the ground).

- Take roll call and check staff and campers for any injuries after the storm passes. Contact supervisor immediately.

Hurricanes

Unfortunately, camp programs should be canceled if there is even a slight potential of a hurricane striking an area. Because hurricanes are often unpredictable in their strength and path, every precaution should be taken for both staff and campers to not be in the area when a hurricane may strike.

In an extreme situation where a hurricane is encountered, take the following precautions:

- Stay tuned to the television, radio, and National Weather Oceanic and Atmospheric Association (NOAA) for official bulletins (162-400 MHZ).
- Stay inside or on higher ground.
- Use the telephone only in cases of emergency.
- Inside buildings remain on the side that is downwind from the storm.
- Conduct a roll call of all staff and campers.
- In the event of an evacuation, follow the emergency plan – take all records and necessary medication for participants.

Tornado

Unlike hurricanes, tornados are usually not predictable and often strike with little or no warning. Even if the camp is not being conducted in a “tornado prone area”, staff should be trained in proper procedures. A tornado can develop from severe thunderstorms and can be accompanied by lightning, heavy rain and hail, but this is not always the case.

In the event of a tornado, take the following precautions:

- Listen for the National Weather Service reports on television/radio at a program site or on a battery-powered radio. Be alert for any signs that the weather is deteriorating (for example – storm clouds or darkening skies).
- Move indoors to the lowest part of the building (basement if possible).
- Move into an enclosed space (closets, bathrooms, hallway) in the center of the building or under something sturdy (desks and tables) for head protection.
- Move away from cars or buses and lie down in a ditch or low-lying area with hands over heads.
- Take roll call after the tornado passes and check participants and staff for injuries. Administer first aid if necessary and contact emergency Services. Contact supervisor immediately.

Air Quality/Ozone Alerts

Another natural occurrence that is not often considered in camp planning and programs is the quality of the air and accompanying ozone alerts. This is usually an issue in and around large urban areas, but precautions should be taken whenever air quality may become an issue. It is imperative that campers with breathing disorders (such as asthma) have a SNAP Respiratory Medical Action Plan on file. If the camp is conducted in an area that encounters

air quality issues, this should be noted in paperwork sent to parents. Camp staff should comply with local air quality alerts.

Man Made Hazards

It is everyone's responsibility to identify possible hazards. To reduce or eliminate such hazards, the situation must be handled immediately by clearly marking them as hazard. Contact the maintenance person to make appropriate corrections.

Equipment

It is everyone's responsibility to identify equipment that needs maintenance or repair and immediately discontinue its use until repaired.

Fire

Fire is a potential camp hazard. Build fires only in designated campfire pits and under the supervision of camp staff. Water, soil, and a shovel should be readily available at all campfires. Be sure to check that the fire is properly extinguished.

Construction

Keep out of any construction areas and stay away from all machinery and equipment.

Swimming Pool

The pool/swimming area should be off limits to ALL staff and campers except when opened and supervised by certified and designated aquatic staff.

Power Lines

Downed power lines should be reported to the Camp Director immediately and the area should be restricted/supervised until corrected.

Emergency Plan Guidelines & Procedures

The Garrison should have a MAC plan. Complete the Emergency Plan/Procedures Form for each site, program and trip. It is advisable to conduct emergency drills throughout the program, document drill results and modify emergency plan/procedures if necessary.

Security Procedures

Check-In and Release of Campers

All participants are checked in upon arrival. Only registered participants should be permitted beyond the main building or check in area. All medications should be turned in per local SOP at check-in to include non-prescription medication, sunscreen, and bug repellent.

At the end of the program, all campers will be checked out and a record of any medical treatment or dispensation of medications will be sent home with the child or given to the parent at time of camper pick-up.

Visitors/Intruders

Staff should conduct routine checks of campers. Visitors should check in and out and should be issued identification to wear while on site. All visitors must wear an identification tag. Identification must be turned in when visitor leaves camp site.

All campers and staff members should be instructed to report all sightings of intruders to the Camp Director immediately. Staff members should confront strangers in a professional manner. The Camp Director and the individual reporting the presence of the intruder should complete an incident report as soon as possible.

Health Care Policies and Procedures (follow local CYS Services SOP)

Camp Medical Staff

Submit a formal request through the Medical Treatment Facility (MTF) for a medic or nurse to support the camp either on or off Garrison. Coordinate this request through the Deputy Commander for Nursing.

Authority and Responsibilities of other camp staff to provide health and emergency care

There are two levels of health care in which non-medical camp staff may participate. The first helps maintain the health of campers. The second is a support role during illness and injury. It is reasonable for parents to assume that their child will return from a camp experience in good health. Consequently, it is the responsibility of the entire staff to help monitor that health status and refer the child to the Medical Staff as warranted.

In the Lodging Area

Within the lodging area, it is the responsibility of camp staff to monitor self-care of campers (i.e., personal grooming, health, safety, and nutrition). While campers are enjoying unscheduled time, it is the responsibility of staff to be aware of camper activity around them and intervene when necessary. Each of these situations warrants attention in a way which complements the camper's developmental stage.

Response to Injury and Illness

The second level of general staff participation in health care is specific to injury/illness. As a result, campers and staff should refer sick people per local Health SOP for assessment and assist with providing an appropriate activity level for those in a recovery mode.

The Good Samaritan Law and use of universal precautions apply to Army School Age and Youth Camps. Staff assist injured people according to the level of their training, initiate the camp emergency response system per protocol, and relinquish care of an injured person to the designated camp emergency response team. This acknowledges that different staff members have different training and experience with emergency situations. In addition, the staff, with guidance from the director, should organize and conduct camp emergency response drills so that everyone knows their responsibility.

First Aid Supplies

First aid supplies should be available in the camp. A place to record first aid care should be included in each kit. The staff should periodically check the kits; restock them; and monitor the record keeping following each trip.

First aid kits should also be placed at the activity areas which pose the greatest risk of injury. Typically these areas include waterfront, adventure/challenge course, horseback riding, arts and crafts, kitchen, camp vehicles, and hiking/over-night programming. Each kit should have a notebook with instructions to document first aid kit use. Staff is expected to follow the documentation guidelines.

Emergency Health Care

Use the Installation's Health SOP for handling camp emergencies.

Emergency Responses

CYS Services staff must have a written procedure which plans for emergency situations per local SOP that have been reviewed and signed by the APHN.

Emergency transportation should be provided by the area's ambulance Services or designated emergency vehicle. The camp staff and director cooperatively decide which mode of travel will be used. In general, the ambulance service is used when the victim is not stable and/or has need for special equipment (e.g., life-support systems). In overseas locations, it is an annual responsibility of the Camp Director to contact local English speaking emergency response systems and arrange for their Services prior to the start of the camping program.

Based on camp protocols, staff should be trained to assist in emergencies. This training should be held during orientation and supported by sessions led by the camp health care team and other leadership staff. Emergency situations to which staff are expected to respond include: clearing and establishing a patient's airway, initiating CPR, controlling severe bleeding with pressure and elevation, cooling a burn, keeping a suspected fracture quiet, knowing what to do in the lost-camper drill, activating the camp emergency response team, and knowing the camp's severe weather response.

As part of risk management procedures, each unit's staff should rehearse their emergency drills during the first couple days that campers are on-site. Continued drills are at the discretion of the director. The waterfront staff should rehearse their lost-swimmer drill during the first week of arrival and at two-week intervals thereafter.

Contacting Parents

Phone contact with parents/guardians must be established in an emergency. Each camper's health form contains contact information, as well as designates alternate contacts if the parents/guardians cannot be reached. This process is initiated by the Camp Director and/or Staff but can be delegated to an appropriate staff member, if necessary. In addition, notify the CYS Services Coordinator and the School Age or Youth Program Director. Since the program has no way of determining what each person considers an emergency, the

general camp practice is to contact parents when there is concern about a person's health and/or when a situation is not progressing as expected.

Because many people remotely access their voice mail, it is expected that camp personnel may leave voice messages on answering machines that appropriately communicate the need for a given parent to call the camp. All contact, successful and unsuccessful, should be documented on the individual's health records. Accident and Serious Incident Reports should be completed and submitted immediately to the CYS Services Coordinator.

Health Screening

Screening should be conducted per local health SOP and/or Army regulations. The practice is a risk management strategy to (a) protect the camp community from preventable illness and (b) obtain up-to-date and complete health information for each person. In general, the process updates the health form, gathers information regarding medications, collection of medication, assesses current health status (including a head-to-toe screening), and specifically asks about exposure to communicable disease. It is expected that campers and staff arrive for their camp experience in good health. The camp reserves the right not to admit an ill person.

Significant findings from the screening should be acted upon as warranted by the situation. For example, cases of head lice are treated and people exposed to chicken pox (who have no history of the illness) are quarantined. Parents/employees are notified of potential health concerns identified in the screening process (e.g., immunization needs, dental pain, and vision problems).

In addition to the initial health screening, people who participate in out-of-camp excursions (i.e., canoe trips, overnights) are assessed by the staff to determine their ability to tolerate the trip. This should be done a maximum of 24 hours before the trip leaves. In consultation with the trip leader, a recommendation about each person's participation will be made.

Health Screening Procedure and Authorization

Campers are required to have a current health assessment. Parents should verify there have been no health changes since the health assessment. If there have been no health changes since the date of the health assessment child/youth continues in-processing. If there have been health changes the camp needs to follow local CYS Services policy to establish if child/youth can continue in-processing to camp.

Arriving Campers – Head-to-Toe Check

Follow local CYS Services SOP to screen children/youth health status.

Medication Management

Army policies for administration of medications will be followed for camps located within the Garrison environment. If the camp contracts medical Services review the medication management policy to ensure that medication practices are safe.

All medication (stock meds and personal meds of both staff and campers) will be kept in a locked area under the camp Medical Staff's supervision. Rescue medications must be kept with the camper who needs them.

Routine personal medications will be administered under the supervision of the camp Medical Staff and in accord with orders from a physician or, as in the case of vitamins, upon the request of parents. For example youth attending camp with a sports injury may have a physician's note to take over-the-counter pain medication. Use the same policies that are in place in day-to-day programming.

Use of "as needed" medication should be supervised by the camp Medical Staff. It is important to realize that the rationale for giving a particular medication must be documented.

Monitoring Sanitation in Camp

Food Service and Maintenance Staff should be responsible for conducting their activities according to established procedures and regulations. Kitchen staff will meet health requirements and required education to ensure food is prepared, stored and served to prevent food-borne illness, implementing sanitation and safety practices, and rehearsing emergency procedures. Follow local SNAP procedures for children/youth that require food substitutions to ensure safe accommodation for camps on the Garrison. When contracting for camp Services, ensure there is a process in place to ensure children/youth with food allergies can be accommodated safely. Coordinate with Preventive Medicine for inspections to meet health and sanitation requirements for camps held on the Garrison.

Supervision and teaching personal hygiene is the responsibility of all camp staff. This includes, but is not limited to, frequent hand washing, regular tooth brushing, and showers. Use hand washing posters in all bathrooms to remind campers to wash their hands.

The appearance and safety of activity and living areas is the responsibility of the supervising staff. This includes safe storage of equipment and supplies, policing the areas, posting rules, and safeguarding areas not in use. The Camp Director and Facility Manager are responsible for conducting and documenting daily inspection tours of the total facility.

The cabins, showers, bathrooms, and other buildings should be cleaned, checked and recorded daily. Garbage and waste disposal are the responsibility of Facility Managers; however, follow local CYS Services SOP for disposal of medical wastes. Preventive Medicine can help develop a medical waste disposal plan.

Health Assessment

Medical forms are included in the registration packet in *4-5 Months Prior to Camp*.

All staff members and campers must complete a health form which includes a physician's exam. In addition, the form should contain a parent/guardian permission statement that authorizes both emergency and routine care and separate medical power of attorney. Additionally, all potential campers must complete the DA form 7625-1, Army Child & Youth Services Health Screening Handbook. All campers who answer "yes" to an identified need will be reviewed through the local Garrison's SNAP process to ensure safe, appropriate care can be provided while attending camp.

A copy of individual health forms, to include the Medical Action Plan, should accompany groups that leave the camp and/or local area. These are usually carried by the person responsible for the group's health care.

Confidentiality

Health information is confidential and privileged information protected by the Privacy Act. Health forms should be sent to the Director, who will keep camp staff informed.

Storing Health Records

CYS Services programs must follow Army guidelines for storage, maintenance and destruction of records. These are outlined in the Army Records Information Management System (ARIMS), AR 25-400-2. Information about participants and copies of participant records as specified by CYS Services should be handled in a manner that ensures maximum confidentiality.

NOTE: The Medication Administration Form and the Incident/Accident Report can be found in the Appendix

Suggested Health Center Supplies

Coordinate with the APHN to see what supplies are needed for the type of camp being planned.

Bandaging Supplies

Adhesive strips
Elastic wraps, 3" and 4"
Gauze pads, sterile
Gauge sponges, non-sterile
Knuckle bandages
Large bandages
Steri-strips
Suture removal kit
Tape, 1" and ½"
Different shapes and sizes of band aids

General Supplies

Alcohol preps
BP cuff (child and adult sizes)
Cold packs, instant
Cotton-tipped swabs, 3"
CPR barrier mask
Eye shield
Eye wash
Eyeglass repair kit
Gloves, disposable (nonlatex)
Isopropyl alcohol
Liquid soap in pump dispenser
Masks
Medication cups
"Sharps" containers for needle disposal
Pediculosis sticks
Penlight
Sanitary pads and tampons
Scissors
Splinter forceps
Thermometer device and shields
Tongue depressors
Toothbrushes

Medications (This list needs local medication list approval from the APHN)

Acetaminophen (APAP), 325 mg
Acetaminophen chew tabs
Baking Soda
Bismuth (note: salicylate)
Calamine lotion

Chlorpheniramine maleate, 4 mg
Diphenhydramine, 25 mg
Epinephrine 1:1000 (epi)
Guaifenesin D (dextromethorphan)
Head lice treatment
Hydrocortisone cream, .05% and 1%
Ibuprofen, 200 mg
Poison ivy treatment
Pseudoephedrine, 30 mg
Salt (for saline gargles)

Office Supplies

Black indelible markers
Black pens
Boxes to build first aid kits
Clipboard
Disposable camera
Documentation supplies/logbook
Health forms (blank)
Highlighter
Ice
Labels, self-adhesive
Nurse's drug reference and other references as needed
Refrigerator lock box
Safety pins
Baggies and/or paper bags
Back packs for rescue medications

Contents for First Aid Kits

Adhesive tape
Assorted adhesive strip bandages
Black pen, indelible black marker
CPR mask
Disposable gloves (vinyl, not latex)
Elastic wrap (3" or 4")
Scissors
Sealable plastic bag for infectious waste
Skin antiseptic – wipes or plastic Squeeze bottle
Small notebook
Sterile dressings, individually packaged

Logbook

***Suggested Additional Items for Kits
Used in Out-of-Camp Settings***

Ace bandages, 3" or 4" and 6"
Copy of participant health forms and
permission-to-treat statements
Emergency contact numbers
Emergency meds with the child/youth's
Medical Action Plan
antihistamines
Individual medications
Instant ice packs (disposable)
Moleskin
Sun block, insect repellent
Temperature-taking device
Triangular bandages
Steri-strips
Tweezers
Waterproof storage container for kit
Black pen
Logbook

Information on Universal Precautions

As part of an overall exposure control plan, mandated by the OSHA Blood-Borne Pathogens Standard, "universal precautions" are part of infection control practices. These are specific guidelines which must be followed to provide every person protection from diseases which are carried in the blood. Since blood can carry all types of infectious diseases, even when a person does not look or feel ill, knowledge of universal precautions is essential for anyone who might come in contact with blood or other body fluids.

The following are sample guidelines, recommended by the Centers for Disease Control, to prevent cross-contamination from blood-borne pathogens.

- All staff needs to use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or body fluid of any person is anticipated.
- Personal protective equipment such as latex or vinyl disposable gloves should be readily available in housekeeping and maintenance areas, in all first aid kits, and in vehicles.
- Any person giving first aid should **always** wear latex or vinyl disposable gloves if blood is visible on the skin, inside the mouth, or if there is an open cut on the victim. Gloves should be changed after contact with each person.
- Gloves should **always** be worn when handling items or surfaces soiled with blood or bloody fluids. Such areas (floor, counter, etc.) should be flooded with bleach solution (1 part bleach to 10 parts water), alcohol, or a dry sanitary absorbent agent. However, routine cleaning practices are all that are needed if blood is not visible or likely to be present.
- Gloves should always be worn when cleaning up blood from a counter after a cut finger, but gloves do not usually need to be worn to handle urine soaked bedding unless blood is obvious. Disposable towels and tissues or other contaminated materials should be disposed of in a trash container lined with plastic. Biohazard bags ("red bags") are to be used for dressings or other materials used to soak up blood or other infectious waste.
- Remove gloves properly – pulling inside out. Place gloves in bag with waste. Hands and other skin surfaces should be washed with soap and water immediately and thoroughly if contaminated with blood or other body fluids.
- Needles should NOT be re-capped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
- After use, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant "sharps" containers for disposal.
- Mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

All procedures should be specific to the staff and clientele served. All persons who might come into contact with blood or other body fluids must be trained to follow appropriate procedures.

LISTING OF AVAILABLE SITE SPECIFIC MEDICAL AND MENTAL HEALTH RESOURCES

Medical Resources	Telephone Number - Military	Telephone Number - Civilian
General Hospital Emergency Room		
Fire Department		
Poison Control		
Animal Bites		
Rabies Information		
Police		
Emergency Command Center		
Homeland Security		
For information on a community emergency		
Central Alarm (Central Number for police and fire)		
Child Protective Services Daytime Nighttime		
Health Department		
Communicable Diseases		
Facility Site Manager		
Mental Health Counselor (on-call)		
Physician (on-call)		
Medical Staff		

4 to 5 MONTHS PRIOR TO CAMP

4-5 Months Prior to Camp

- Interview and Select Key Staff
- Begin Staff Training
- Develop Registration Packet
- Complete Camp Schedule/Activity Plan
- Complete Risk Management Analysis

Interview and Select Key Staff

In an ideal world, staff members are hired well in advance of camp. While this is not always possible in a military environment, it is important to identify and select key staff members early.

In the case of a weekly summer day camp, staff will probably consist of individuals that have been employed during the school year. Additional staff may be hired due to the increased hours offered at camp. Once again, it may not be feasible to hire additional staff far in advance, but there are key positions that must be identified as early as possible. These include the Camp Director, cook, group leaders, or specialists such as computer experts or sports coaches. Once these key positions have been identified and selected, it will be easier to plan daily activities.

Begin Staff Training

It is never too early to begin training camp staff. Consider sending key staff members such as Camp Directors to local and national trainings like the American Camping Association (ACA), and Regional or National 4-H Camping Institutes, which are normally conducted 4-5 months prior to the summer camp season.

Use the CYS Services Individual Development Plan (IDP) for Camp Personnel as a training guide. The topics listed for Orientation Training and first Summer Session should be covered with all new staff. There are additional sections for returning camp staff. Staff will undergo the normal CYS Services trainings, but will also need to be trained in areas that may be specific to the planned camp. For *off-Installation* camps or when hiring a contractor to provide specific camp instruction, determine what type of training they may require that has not been provided. Ask for training histories from contractors and all employees who will be working with children; ensure that these trainings meet the minimum standards for CYS Services staff.

Develop Camper Registration Packet

The Camper Registration Packet is one of the most important pieces of information provided to the camper prior to the camp experience. The registration packet serves as a way of collecting all pertinent information and also serves as a way to communicate information to campers and parents. The following example is taken from the Army CYS Services Youth Leadership Forum Handbook.

Army Child, Youth & School Services
MEDICAL POWER OF ATTORNEY

Know all men present on this date _____ that I, (name) _____, do make, constitute, and appoint Child, Youth and School Services staff at camp scheduled for (date) _____ my true and lawful attorney in fact from _____ (list date) to _____ act for me and in my name, place and stead for the following purposes only:

To authorize and consent to any and all medical or dental treatment necessary in an emergency situation where the condition of the youth represents a serious or imminent threat to her/his life, health or well-being.

Youth's full name _____
Youth's age on date of Camp

Treatment at any Army medical facility may be provided without consent under the provision of AR 40-3, Paragraph 2-19B. I understand that conscientious effort will be made to notify me prior to such action, and that the expense, if any, will be borne by me. Any additional insurance is as listed below.

Giving and granting unto my said attorney full power and authority to do and perform every act, deed, matter and thing necessary, desirable or expedient to accomplish the foregoing specified purposes, and ratifying and confirming all acts necessary, desirable or expedient to accomplish any of the specifically enumerated purposes, lawfully done pursuant to the authority herein above conferred.

In witness whereof, I have hereunto set my hand and seal on the day and date first above written.

Signature of Participant _____
Date

Signature of Parent/Guardian _____
Date

Address: _____

Home Phone: _____ Work Phone: _____

Signature of Witness _____
Date

Signature of Second Witness _____
Date

STATE OF _____, COUNTY OF _____ SSN _____.

I, _____, a notary public (or person authorized to administer oaths under Title 10, U.S.C. 1044a) for the County/City and State aforesaid, certify that _____ and _____, whose names are signed to the foregoing power of attorney, dated _____, acknowledged the same before me in the County/City aforesaid.

Give under my hand and official seal this _____ day of _____.

Notary Public

My Commission Expires

Insurance Information: (For military, list Tri-Care and military ID, for non-military attach a copy of insurance card)

Policy Number: _____ Group Number: _____

Claims Address: _____

PERSONAL/MEDICAL/DENTAL INFORMATION

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: Title 10, United States Code, Section 3013

PRINCIPAL PURPOSES(S): To obtain youth and Family program eligibility and background information for proper assignment of the individual into activities and workshops; to contact participant's home and parents/guardians in the event of an accident or illness; to obtain sponsor consent for access to emergency medical care (Power of Attorney on separate page).

ROUTINE USES: To provide information to medical personnel in the absence of a parent; to notify the parents in case of emergency, to mail information of interest to the participants, to contact the youth's parents/guardian relative to the youth's participation in programs.

DISCLOSURE: Disclosure of requested information is voluntary.

Installation: _____

Name _____ SSN: _____

Specify staff or teen: Staff _____ Teen _____

Gender: Male _____ Female _____

Age at time of camp: _____ Birth date: _____

Home address: _____

City _____ State _____ Zip code _____

Email address: _____

Home phone: _____ Cell phone: _____

Emergency phone number: _____

1. Date of last physical exam: _____

2. Medication allergies: _____

3. Food allergies/food/religious requirements: _____

4. Other allergies (i.e., bees, etc.):

5. Reactions to listed allergies: _____

6. Last tetanus immunization date: _____

7. Please mark any of the following the participant has a history of:
 Asthma____ Diabetes____ Epilepsy____ Rheumatic Fever____
 Heart Disease_____
8. Please specify any other medical conditions: _____
9. Are there any physical restrictions? Yes _____ No _____
 If yes, please list: _____
10. Physician's Name: _____ Physician's Phone #: _____
11. TEENS ONLY - are you currently taking any prescription medications? Yes ____ No ____
 If yes, please list: _____
- Note: Prescription medication must be in properly labeled prescription packaging.*
12. TEENS ONLY – Physician has given permission to self-administer rescue medications per the Medical Action Plan. Yes_____ No _____
13. TEENS ONLY – My child has permission to self-administer medications such as inhaler, Epi-pen, Tylenol or aspirin. Yes_____ No_____

Parent Signature: _____

EMERGENCY POINTS OF CONTACT FOR PARENTS

Camp site contact information:

Contact name:

Contact phone:

Contact cell phone:

Site phone:

Site E-mail:

Child, Youth & School Services office contact information:

Name:

Phone:

Cell phone:

E-mail:

Other contact information:

CODE OF CONDUCT

To ensure that camp is a positive and enjoyable experience for all participants, it is necessary to establish and encourage high standards of behavior. Please read the following information and sign below.

As a youth participant in camp, I will uphold the following conduct and behavior standards:

- I will be courteous and respectful towards others.
- I agree to value and respect other's ideas regardless of whether they are the same as my own.
- I will attend, and actively participate in all sessions and activities.
- I will conduct myself in a positive and appropriate manner at all times.
- I will dress appropriately at all times. I understand that revealing clothing or apparel featuring violence, alcohol, tobacco and other drug messages is prohibited.
- I will wear my nametag at all times.
- I will be in my room at the prescribed curfew time each night unless scheduled activities extend beyond this time.
- I understand that I will forfeit my attendance at camp for any misconduct or repeated misbehavior and be required to leave.
- I understand that use of cell phones and other personal electronic devices during camp program time will be restricted.
- I will refrain from using or possessing alcohol, tobacco, other drugs, or weapons.
- I will refrain from violence, sexual activity, and damage to property/equipment at any time during camp.

As a teen participant at camp, I represent not only myself, but United States Army teens throughout the world and I pledge to uphold this commitment. I understand that if I am not able to remain in good standing at camp and uphold the commitments set forth above, I will be asked to leave.

Youth Participant

Date

I have witnessed the pledge made by my son/daughter and will support him/her in carrying out camp requirements. I understand that if my son/daughter breaks any of the commitments stated in this code of conduct, I will be notified and that my son/daughter will be sent home. In this case, I understand that I will incur the cost to pick up my child or arrange to get him/her home upon notification.

Parent(s)/Guardian

Date

CC: Parent/Guardian and Youth

Camp Youth Registration Information

Please print or type the following information.

Participant Information

Full Legal Name of Participant:		SS#:	Passport #/Exp. Date (overseas only):	
Date of Birth:	Age:	Grade:	Gender: _____Male _____Female	
Address:		City:	State:	Zip code:
Home Phone Number:		Name you want to be called (Nickname):		
Garrison:	Commercial Number:	DSN Telephone Number:		
Garrison YP Address:			Region:	
Participant's E-Mail Address:				

Parent/Guardian Information

Parent/Guardian's Name(s):	
Parent/Guardian's address (if different from youth's):	
Is the parent currently deployed or has recently returned from deployment? _____Yes _____No	
Work Phone Numbers (commercial):	
Father:	Mother:
Parent's AKO E-mail:	

Additional Emergency Phone Numbers:

Name:	Phone Number (commercial):	Relation:
	Cell Number:	
Name:	Phone Number (commercial):	Relation:
	Cell Number:	

Garrison Point of Contact (POC) Information		
Name of Garrison POC:		
Address:		
Email:		
Comm. Phone #:	DSN:	Fax #:
<p>Privacy Act of 1974</p> <p>Authority: Title 10, United States Code, Section 3013</p> <p>Principal Purposes(s): To obtain youth and Family program eligibility and background information for proper assignment of the individual into activities and workshops; to contact participant's home and parents/guardians in the event of an accident or illness; obtain sponsor consent for access to emergency medical care (Power of Attorney on separate page).</p> <p>Routine Uses: To provide information to medical personnel in the absence of a parent; to notify the parents in case of emergency, to mail information of interest to the participants, to contact the youth's parent's/guardian relative to the youth's participation in programs.</p> <p>Disclosure: Disclosure of requested information is voluntary</p>		
Youth Signature		Date
Parent/Guardian Signature		Date

Mail This Form To:

OR

Send by Fax to:

CAMP ADULT CODE OF CONDUCT

Please read the following carefully:

Your participation as a camp staff member or volunteer is a critical element of the Army's commitment to improve the deployment experience, particularly when service members return home. This may involve working extended evening hours including supervising evening leisure activities.

This code of conduct is a set of behavioral expectations to be followed by all staff. It provides the guidelines for your work. Your immediate supervisor will be notified if these guidelines are not followed.

I agree as a staff participant/volunteer at camp to observe the following. I will:

1. Attend and actively participate in all sessions and activities including leisure/recreation activities during camp. Assist staff to organize and supervise activities.
2. Conduct myself in a professional manner. Be courteous, positive, enthusiastic, cooperative and respectful toward others. Serve as a role model and maintain positive, enthusiastic, and cooperative behavior.
3. Encourage and allow teens to participate. Listen respectfully when children and youth are expressing their ideas.
4. Dress appropriately. Casual dress will be the standard dress. There will be many outdoor activities that will require comfortable clothing. Open-toed shoes or sandals are not recommended. No revealing clothing such as short-shorts, midriff tops, or halter tops will be permitted. No T-shirts with inappropriate wording or logos will be permitted. Swimwear will be conservative.
5. Only use tobacco products in designated areas. Smoking in front of the children/teens is prohibited. (Let us know, and we will try to assign you to a smoking room.) Alcohol will not be consumed at any time during camp..
6. Remain at the site of the event for the duration of the program except in an emergency.
7. Conduct nightly room checks to ensure curfew is followed by all teens. Ensure teens stay in the rooms to which they have been assigned by *CYS Services or camp* staff. Perform daily morning room checks to assess the condition of the rooms and to guard against vandalism.
8. Supervise youth and provide guidance as necessary to ensure appropriate behavior as outlined in the Teen Code of Conduct.
9. Assist youth with follow-up requirements at if appropriate after camp.
10. Report any safety or other concerns to the administrative staff for immediate resolution.
11. Review and adhere to guidance, discipline, and touch policies outlined in AR608-10 and Army CYS Services policy.
12. Limit use of cell phone, E-mail, and other personal electronic devices to official business.

Staff/volunteer participant's name (please print): _____

Staff/volunteer participant's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

CAMP ADULT REGISTRATION

NAME: _____

HOME ADDRESS: _____

HOME PHONE: _____

WORK PHONE: _____

FAX: _____

CELL PHONE: _____

EMAIL ADDRESS: _____

SUPERVISOR'S NAME: _____ CIV PHONE: _____

EMERGENCY POC NAME: _____ PHONE: _____

LIST SPECIAL SKILLS YOU POSSESS, E.G., Life guard, EMT, AFAP facilitator, etc:

LIST ANY CURRENT HEALTH CONDITIONS WHICH REQUIRE MEDICATION:



"I, _____, the parent/legal guardian of _____
_____, consent to the following in reference to the care of my
child/children:"

	Yes	No
Use of photographs and/or video for release to the Media and in Army Child, Youth & School Services marketing materials.		

	Yes	No
Transportation in a government or commercial vehicle.		
Transportation in a privately-owned vehicle.		
Other:		
Other:		

Remarks:

Parent or Legal Guardian's Signature

Today's Date

STAFF TRAINING CHECKLIST

<u>AREA OF CONCERN</u>	<u>COMPLETE</u>	<u>DATE</u>	<u>NOTES</u>
Sufficient staff (based on guidelines) is trained in first aid and CPR.			
All staff is trained in the recognition and reporting of suspected child abuse and neglect.			
Camp management places DoD Hot Line posters around camp.			
All staff is trained in proper behavior management.			
All staff is trained on emergency procedures outlined in Emergency Procedure Checklist.			
All staff is trained on how to respond to children/youth on rescue medication or special needs per their Medical Action Plan.			
All staff receives Blood Borne Pathogen training.			
Kitchen staff receives required training for food preparation, storage and serving to prevent food-borne illness.			
All staff is trained in communicable disease prevention and medication administration.			

Complete Camp Schedule/Activity Plan

Even though it is four months from camp, it is important to know what is going to happen and who will be responsible for specific tasks. The following sections include descriptions that should be used in the planning process.

At the four-month period, the activity schedule should be completed. This schedule begins from the time the first camper arrives until the last camper departs. It should include every activity and allotted times for these activities. Develop separate schedules when campers are divided into smaller groups (such as one group doing a craft project while another is on an excursion.) In many cases, it will be helpful to have two schedules, one for campers and one for staff. The staff schedules might contain more specific information such as materials or assignments. It is important to remember that many activities require prep time that should be included in the staff schedule as well. Sample schedules are included in this handbook.

Managing Large Groups

While there may be a large camp population, many activities work best in groups of 10-15. If the camp program includes these types of activities, identify small groups prior to the campers' arrival. Nametags should be marked to show campers which group they are in. Campers can be divided into small groups in a number of ways – random, by age, by geographic location, by gender, etc. Be sure to assign camp staff (counselors) to each group to meet ratio.

Implementing the Camp Program

Strong management before, during and after a camp program will increase the quality of the camp and minimize the potential for unfortunate events. Much of managing day-to-day camp operations involves ensuring that efforts conducted prior to the camp program are completed. However, the Camp Director must also be prepared to deal with unforeseen events.

First Day of Camp

The first day of camp can make or break the camp experience for both campers and staff. Changes to the camp structure should not be made on the first day of camp. The camp manager should ensure that key aspects of the camp are covered. Utilize the "First Day of Camp – Director Checklist" to review these key areas. Special emphasis should be placed on the following:

- **Staff Meeting** – Conduct the first-day-of-camp meeting with the staff. Review the schedule, individual and group responsibilities, and any special needs of youth who will be on-site. Clearly define the roles of the adult staff.
- **Lodging** – Be sure lodging units are ready.
- **Equipment** – Be sure camp equipment has been inspected and is ready. Report any equipment that needs to be replaced or maintained.
- **Positive Environment** – The appearance of the camp facility is a key contributing factor to first impressions for both campers and parents. Ensuring that the camp presents a positive environment will help campers feel more comfortable as they transition from home to the camp setting. Campers that experience a sense of belonging immediately upon entering the camp facility will become engaged quicker and have a much more worthwhile experience.

Staff should be welcoming and willing to talk to campers and parents alike. A knowledgeable staff will be able to answer questions or direct parents to the right person. Staff should not be working on last-minute projects, but actively engaging with the campers as they arrive.

- **Greeting Campers** – It is a good practice to have specific staff members assigned to greet campers upon their arrival. This can help campers find the proper check-in location and presents a good first impression to both campers and parents.
- **Health and Safety** – The Camp Director must ensure that all health and safety procedures, staff, facilities and equipment are in place. All emergency procedures should be reviewed to ensure they are still applicable. Review the weather forecast for the duration of camp. The medical staff should be on site and able to answer any health or medical-related questions and to check in medicines when appropriate. Ensure that all campers and staff have easy access to drinking water and are encouraged to hydrate properly.
- **Emergency Drill** – An emergency drill should be conducted during the first 24 hours of camp. Normally, this is done after the campers have been through an orientation meeting and includes campers assembling in a specific area. Document this training time, type of drill conducted, and results.
- **Signs** – Ensure that proper signs are located throughout the camp. Special emphasis should be placed on signs related to check-in. This is often a confusing period as campers arrive with luggage and Families. Special care should be taken to ensure a safe parking area and to ensure that traffic flow does not endanger campers. Clear signs should lead campers to registration, health facilities, lodging and restrooms. An area should be established that contains the daily schedules, any changes to the schedule, and announcements. Many camps include signs throughout the camp that reflect on character traits such as the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship). Another common use of signs is to post reminders such as “Remember to Drink Water,” “Please Walk, Don’t Run,” and “Don’t Forget to Wash Your Hands”.
- **Registration** – Inspect the registration procedures to ensure that a smooth registration occurs. It may be helpful to conduct a mock registration prior to camp, where individuals walk through the process in the role of campers. Many camps bring some staff members in a day ahead in order to become familiar with the facilities and layout. Ensure a system is in place to issue any equipment to campers, keys to lodging, name tags, T-shirts, schedules, maps, and any other items they may need.
- **Early Arrivals** – Camp staff should be assigned to conduct activities in the event that some campers arrive early. These activities should be something that the arriving campers can step into easily. A good example would be to have early arrivals make signs or a banner to greet other campers.

While many of these areas have been checked repeatedly, this final inspection will aid in presenting a well-organized program to campers and their parents.

Camper Orientation

At some point during the first hours of camp, there should be a camper orientation. Whenever possible, all staff members should attend. Don't provide too much information. Highlight the most important areas, but take into account that campers will be very energetic at this point. Special areas of emphasis for this initial meeting include:

- **Welcome** – This can be done in a fun and energetic way and can be accompanied by skits or music. Remember, this first introduction sets the tone for the entire camp and camp is supposed to be FUN!!!
- **Introduce Staff** – This includes anyone the campers will interact with during the camp. Counselors, activity leaders, medical personnel, management and food service personnel should all be introduced. The FUN theme of the welcome can be carried over into staff introductions as well. Staff can wear costumes or lead the group in songs or chants.
- **Goals/Schedule** – When everyone is introduced, review the goals and a basic schedule. Do not bore the campers with a detailed schedule, but point out the highlights and expectations. If the campers will be divided into small groups point out the symbol or way they will know which group they are in. Individual counselors can cover the schedule in more detail with their campers. It is a good practice to highlight some of the more exciting or adventurous aspects of the camp to get the campers excited.
- **Safety** – After the goals and schedule, it is time to become more serious and cover safety and the camp code of conduct. Be sure campers know they can share any concerns they might have with an adult. Review the camp safety procedures and provide information to campers on basic emergency procedures. Once again, too much information will overwhelm the campers. Following this group meeting, many camps immediately break into smaller meetings where counselors can go into greater detail with smaller groups of campers. The points emphasized during the emergency procedures portion of the orientation should be reinforced by an emergency practice drill sometime during the first few hours.
- **Health** – In addition to safety, it is important to inform campers of proper health procedures. Encourage the campers to drink lots of water throughout camp, wear sunglasses, sun screen and hats, when necessary and consume proper amounts of food to keep up energy. Campers should know who to turn to in case they need help or there is an emergency. Generally this would be their group leader, but broadly, it could be any of the camp staff members.
- **Facilities** – Point out important facilities to campers including restrooms, showers, lodging, dining, and health care facilities.
- **Fun** – Finally, break the campers into their respective groups. Be sure the group counselors are introduced. Conduct some type of easy team-building activity to introduce the campers to each other and the staff with whom they will spend much of their time. This is a perfect transition into their small-group meetings.

Remember, the objective of this first meeting is to cover the basics, but keep it short. It will be difficult to keep campers' attention for a lengthy period.

First Group Meeting

The first meeting between campers and the group leader/counselor sets the stage for the rest of camp. While this meeting should be fun and not too long, it is important that a few specific topics be discussed or reinforced. The first group meeting should include:

- Ice breakers to introduce the group and staff
- Review of:
 - Camp rules,
 - Emergency procedures,
 - Key facilities,
 - Schedule,
 - What is next.

The first group meeting normally takes 30 minutes. This is not a lot of time, so it is important staff have a plan to cover all of these topics. This same format can be used to facilitate any subsequent group meeting, which usually lasts 15 to 20 minutes.

Daily Staff Meeting

The daily staff meeting is an important part of conducting a safe and successful camp. The staff meeting serves to facilitate communication between camp management and staff and allows management to make any announcements or changes to the schedule. While a staff meeting cannot include the entire staff, camps often have staff rotate through meetings or utilize senior staff members to disseminate the information to everyone. It also allows staff to bring everyone up-to-date on any issues that may have arisen.

Plan to meet with the entire staff each day (same time, same location) to provide consistency. Include the administrative staff, counselors, youth counselors, and representatives from the specialty areas. This allows the staff to hear about the day's problems and solutions, to be informed of assignments and schedule changes, and to address the special needs of campers. In addition, it provides an opportunity to communicate with supervisors and camp administration, to voice opinions, to be heard and respected, and to have a chance to bond. More importantly, it provides camp supervisors the chance to monitor how staff members are doing, observe their interactions, and help establish commitment to the campers and the program.

The daily meeting should accommodate a block of five to ten minutes for staff members to follow-up individually, if necessary. Typically, camp management or senior staff can meet with three or four staff members who have the most burning questions. This time is also very useful for speaking with anyone who may have a new assignment for the day or week. A few words from the Camp Director or a senior supervisor will go a long way to encourage communication and quality performance from a camp staffer. The following topics should be included:

- **Daily Schedule** – Review the daily schedule in detail. Staff should be encouraged to share this information with their particular group of campers. It is not unusual for camps to have to make adjustments to the daily schedule. Any number of situations can cause these changes, but it is the Camp Director's main responsibility that everyone affected by these changes be made aware as soon as possible. The daily staff meeting is the perfect opportunity to ensure this happens; however, it is just as important that a system

of informing staff about schedule changes be developed for spur-of-the-moment changes.

- **Daily Reminders** – Daily reminders may include reminding staff to prepare any special equipment they may need such as 2-way radios, first aid kits, etc. It is also an opportunity to refresh camp staff on any individual or group responsibilities. This is especially important for unique activities (such as a talent show) that are not part of the every-day schedule.
- **Positive Environment** – Each staff member is responsible for ensuring that a positive and fun environment is maintained throughout the camp. This attitude can be instilled at staff meetings by camp management. Many camp programs start each staff meeting with a quick game or icebreaker. This begins each day with a fun activity that can be replicated by staff when they begin their day with the campers.
- **Behavior Guidance** – Guiding camper's behavior can be one of the most important tasks for camp staff. It is important for the Camp Director to periodically remind staff about useful methods and handbooks in staff/camper interactions. While this information should have been covered in previous training, it is helpful to provide daily tips on key issues, especially as they arise during camp.
- **Special Needs** – The daily staff meeting also allows camp management and staff to address any campers who have special needs and how those needs are to be managed. Normally, management and staff are aware of these special needs prior to camp beginning. It may be necessary to adapt certain aspects of the camp to accommodate these campers' needs.
- **Staff Concerns** – Finally, the daily staff meeting allows camp staff to address any concerns that have developed during camp. It is important that management listen to these concerns and find ways to address staff concerns.

The daily staff meeting should leave all camp staff with a positive start to the day.

Daily Camp Management

Proper planning of the camp program prior to arrival of campers goes a long way to ensuring a positive camp experience. However, it is important that camp managers have the ability to manage the camp on a daily basis. Being able to deal with unforeseen situations as well as supporting all of the staff in their efforts is paramount in ensuring a positive camp environment.

- Begin each day with a daily staff meeting. As previously noted, the meeting should include as many of the paid and volunteer staff as possible.
- A key concept to managing a camp is to "Manage By Walking Around" (MBWA). This technique involves active engagement by the Camp Director in all camp activities. The Director must be aware of the surroundings and engaged with both staff and campers. The Camp Director should maintain a relaxed and positive nature. Timing is key to MBWA. Plan to be in a specific area when higher risk activities are occurring or where the Camp Director's presence will lend support to staff. The Camp Director should not interfere with staff (unless there is a risk to camper's or staff member's health or safety), but merely be there as support to the staff. The Camp Director should not be threatening to the campers, just seen as an observer. One way of appearing non-threatening to campers and staff alike is to carry a camera and snap pictures of activities as they are happening. When using MBWA as a management handbook, the Camp Director must always be aware of what's

going and not get too involved in a particular activity. Nothing substitutes for the Camp Director being available, visiting various activities, and providing positive constructive feedback to staff. This provides a reference point from which staff will be willing to accept suggestions in the future from other supervisors as well as from the Camp Director.

- Ensure appropriate supervision is in place. This means following staff-to-camper ratios. A procedure should be in place to continue to meet ratio requirements in the case of staff illness or injuries.
- Daily camp management also means that equipment is both available and maintained properly. Have a plan to replace equipment if it is not useable and also be able to purchase additional equipment if necessary. Of course, whenever making emergency or last-minute purchases, it is important to ensure that the integrity of the camp budget is maintained.
- One of the key concerns of any Camp Director is to ensure that the health and safety of both campers and staff are not jeopardized. Utilizing MBWA will help to make this possible, but there are daily tasks that will also aid in this process. Ensure that adequate drinking water and other precautions are taken to protect staff and campers from heat-related illness.

Daily updates from the Medical Staff should be conducted to ensure that the Camp Director is aware of medical or health situation that may have occurred in the last 24 hours.

Through daily camp management, the Camp Director can provide leadership to staff and monitor the camp program to provide a positive environment for both campers and staff.

The Last Day of Camp

The last day of camp can be one of the hardest for both campers and staff. New friendships have been developed and it is always hard to say goodbye. No matter how hard the staff tries, not everyone has packed properly and the last day is often chaotic. Efforts by the Camp Director can go a long way in easing this transition. Using the appropriate Checklist will aid in making the last day of camp as easy as possible.

- **Room Clean-Up/Room Check** – All campers should clean their lodging rooms in cooperation with staff and/or adults. Establish a process where camp staff “checks off” each room to indicate that the room has been cleaned to a specific standard. Campers may be unaccustomed to having this duty, but this activity should stress responsibility and citizenship. This is one way that campers “give back” to the overall health of the camp.
- **Room Check-Out/Keys** – This is the formal process where campers and adults “check out” of their lodging rooms. This would likely be a table staffed by camp staff. All keys need to be returned (if applicable).
- **Lost and Found** – A significant amount of lost-and-found items may be left by campers after each camp. It is important that camp staff collect these items BEFORE campers leave so that items can be claimed. There should be a policy and procedure for the distribution or use of lost-and-found items. Consider taking pictures of lost items and posting them on a website or in the CYS Services buildings for campers to claim. Or establish a policy that unclaimed items become the property of the camp or are donated to charity.
- **Assessments** – The last day of camp is the most appropriate time to ask campers to complete feedback forms or surveys of their camp experience. Camp staff may need to read each question on the feedback form for younger youth who may not understand the questions.

- **Grounds Clean-Up** – Many camp programs conduct grounds clean-up events. Groups of campers can be assigned specific areas to clean. Trash bags and appropriate gloves should be made available.
- **Program Area Clean Up** – Camps should also conduct a thorough cleaning of program areas. These areas might include arts and crafts rooms, gymnasiums, or any other facilities used during camp.
- **Camper/Staff Recognition** – One of the culminating events of many camps is to recognize staff and campers for their work and efforts throughout the week. This event can take many forms. Some camps involve the parents in this ceremony prior to departure. Every effort should be made to recognize each camper and staff member. Smaller camps can do this individually, while larger camps may choose to do this in groups.
- **Closing Ceremony** – The closing ceremony is usually the final group activity of a camp program. It is often conducted in conjunction with the recognition event, but also may be a separate activity, especially in larger camps where the recognition event may have been held the previous night. A camp closing ceremony might entail the lowering of a camp flag or some other symbolic event.
- **Medication** – Establish a system for returning camper medication to parents. This may be a specific, clearly identified table or asking parents to visit the medical facility. There are very rare situations where the camper may be allowed to transport medications (inhalers).
- **Payment/Return of Money** – If necessary, a table should be established to collect any payments that may still be due. In addition, any spending money or deposits that were collected by the camp should be returned at this time.

Sample Schedule: 5-Day Residential Camp

DAY 1

9:00–10:00 a.m.	Lodging Pre-Inspection by Camp Staff
10:00–12:00 Noon.	Camper Arrival/Camper Registration (activities for early arrivals)
12:15 p.m.	LUNCH
1:00–2:00 p.m.	Camper Orientation/Assembly (adult orientation/assembly)
2:00–3:30 p.m.	Health Check/Swim Test/Deposit Money in Camp Bank (rotation)
2:30	Snack
3:30–4:15 p.m.	Free Swim
4:30–5:15 p.m.	Class Registration
5:15 p.m.	Line Up for Dinner/Flag Lowering
5:30 p.m.	DINNER
6:15–7:15 p.m.	Team Meetings
7:15–7:30 p.m.	Prepare for Evening Program
7:30–8:45 p.m.	Get Acquainted Mixers
9:00–10:15 p.m.	Campfire (followed by reflection time)
10:15 p.m.	Emergency Drill
10:30 p.m.	Room Check
11:00 p.m.	Lights Out

DAY 2

6:45 a.m.	Rise and Shine
7:15 a.m.	Flag Raising
7:30 a.m.	BREAKFAST
8:15–9:00 a.m.	Cabin Clean Up/Team Duties
9:00–9:55 a.m.	Group Activities
10:00–10:55 a.m.	Snack
11:00–11:55 a.m.	Group Activities
12:15 p.m.	LUNCH – Team Meetings
1:10–2:00 p.m.	Quiet Time
2:00–3:00 p.m.	Team Competition/Free Swim
3:00	Snack
3:00–4:00 p.m.	Free Swim/Team Competition
2:00–4:00 p.m.	Canteen during Free Swim Time
4:15–5:00 p.m.	Team Information Class/Team Meeting

5:15 p.m.	Flag Lowering
5:30 p.m.	DINNER
6:15–7:15 p.m.	Team Meetings
7:15–7:30 p.m.	Prepare for Evening Program
7:30–8:30 p.m.	Evening Program - Water Olympics
8:30–9:00 p.m.	Change Clothes for Campfire
9:00–10:15 p.m.	Campfire/Reflection Time
10:30 p.m.	Room Check
11:00 p.m.	Lights Out

DAY 3

6:45 a.m.	Rise and Shine
7:15 a.m.	Flag Raising
7:30 a.m.	BREAKFAST
8:15–9:00 a.m.	Cabin Clean Up/Team Duties
9:00–9:55 a.m.	Group I Activities
10:00–10:55 a.m.	Snack
11:00–11:55 a.m.	Group Activities
12:15 p.m.	LUNCH – Team Meetings
1:00–1:05 p.m.	Team Meeting for Sports Selection
1:10–2:30 p.m.	Team Competition/Free Swim
3:00	Snack
2:30–4:00 p.m.	Free Swim/Team Competition
2:00–4:00 p.m.	Canteen During Free Swim Time
4:15–5:00 p.m.	Team Information Class/Team Meeting
5:15 p.m.	Flag Lowering
5:30 p.m.	DINNER - PICNIC
6:15–7:15 p.m.	Team Meetings
7:15–8:00 p.m.	Prepare for Dance
8:00–10:00 p.m.	Evening Program - DANCE
10:15–10:45 p.m.	Junior Campfire/Reflection Time Conducted by Counselors
11:00 p.m.	Room Check
11:15 p.m.	Lights Out

DAY 4

6:45 a.m.	Rise and Shine
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7:15 a.m.	Flag Raising
7:30 a.m.	BREAKFAST
8:15 - 9:00 a.m.	Cabin Clean Up/Team Duties
9:00 - 9:55 a.m.	Group Activities
10:00 - 10:55 a.m.	Snack
11:00 - 11:55 a.m.	Group Activities
12:15 p.m.	LUNCH – Team Meetings
1:00 - 1:05 p.m.	Team Meeting for Sports Selection
1:10 - 2:00 p.m.	Quiet Time
2:00 - 3:00 p.m.	Team Competition/Free Swim
3:00 - 4:00 p.m.	Free Swim/Team Competition
3:00	Snack
2:00 - 4:00 p.m.	Canteen During Free Swim Time
4:15 - 5:00 p.m.	Team Information Class/Team Meeting
5:15 p.m.	Flag Lowering
5:30 p.m.	DINNER
6:15 - 7:15 p.m.	Team Meetings
7:15 - 7:45 p.m.	Prepare for Evening Program
8:00 - 9:15 p.m.	Evening Program - Talent Show
9:15 - 10:45 p.m.	Campfire/Reflection Time
11:00 p.m.	Room Check
11:15 p.m.	Lights Out
<u>DAY 5</u>	
6:45 a.m.	Rise and Shine
7:30 a.m.	BREAKFAST
8:00 a.m.	Flag Raising
8:15 - 8:30 a.m.	Team Duties
8:30 - 9:45 a.m.	Pack and Clean Up
9:45 - 11:00 a.m.	Creative Games/Post Inspection/Snack
11:00 - 11:45 a.m.	Assembly Program
11:45 a.m.	Line Up
12 NOON	LUNCH (different time than other days to accommodate departure times)
1:00 p.m.	Depart

First Day of Camp Checklist

	√	Things To Do:
POSITIVE ENVIRONMENT- Ensure that a positive environment exists in all aspects of the camp.		
HEALTH AND SAFETY- Considerations and actions taken for safety plan, weather, special-needs youth, water accessibility, medical treatment area, preparedness of medical staff, parent contact, buddy system, first aid kits, communication, controlled access, and health screenings.		
PLAN FOR EMERGENCY DRILL- Completed within the first 24 hours of camp.		
SIGNS- Signs are posted to direct flow of traffic, and to identify important camp locations like the health center, registration, girls/boys cabins/lodges, etc.		
STAFF MEETING- Conduct first-day-of-camp meeting with staff. Review schedule, individual and group responsibilities, and any special needs of campers.		
REGISTRATION- Set-up the registration table (sign-in, nametags, lodging, camp map, T-shirts, forms collection, give-away items, camp classes, etc.)		
LODGING- Ensure lodging units are ready (cleaned, prepared, etc.).		
TECHNOLOGY EQUIPMENT- Ensure technology equipment is ready.		
GREETERS- Prepare for arrival of campers, have people stationed as greeters and provide direction for unloading.		
ACTIVITIES- Identify activities and activity-leaders to keep early-arrival campers involved and entertained.		
KEY DISTRIBUTION- Provide for lodging key management and distribution.		
LUGGAGE- Provide for luggage handling – carts, direction to lodging unit/cabins.		
PARKING- Designate vehicle parking (long-term and short-term), as well as pick-up, and drop-off locations.		

EQUIPMENT- Ensure that camp equipment has been inspected and is prepared for use. Report any equipment that needs to be replaced or maintained.		
CAMPER ORIENTATION- Provide for youth and adult orientation. Ground rules, code of conduct, introduction of staff, location of educational activities, health and medical procedures, meals, lights out, etc.		
CAMPER RELEASE – Procedures for release of campers during camp are in place.		
VISITORS- Establish sign-in procedures for visitor identification and direction to appropriate location.		

First Day Camper Orientation Checklist

(NOTE: This can also be used for Adult Orientation)

	√	Things To Do:
WELCOME		
INTRODUCTIONS- Introduce staff and other adults.		
CAMP GOALS- Share the goals of camp.		
SAFETY- Review camp safety and emergency procedures and what campers are supposed to do during emergencies.		
CODE-OF-CONDUCT- Review behavioral expectations and code-of-conduct.		
HEALTH- Remind campers to drink water, wear sunscreen, wear hats and sunglasses.		
SCHEDULE- Share basic schedule overview.		
FACILITIES- Point out important facilities (dining hall, medical treatment area).		
BUDDY SYSTEM- Select Camper Buddies for the "Buddy System".		
GROUPS- Discuss campers groups and ensure that all campers have a group. Break up into groups for at least one team-building activity.		
SONGS- Sing (or other community-building activity).		
WHEN CAMPERS NEED HELP- Tell campers what they do when they have a problem or need help.		
HEALTH SCREENING- Remind campers that they have to participate in a health screening.		

Daily Staff Meeting Checklist

(NOTE: This can also be used for Adult Orientation)

	√	Things To Do:
FIRST DAY OF CAMP DIRECTOR ITEMS- Review all items from the “First-Day-of-Camp” Director Checklist to ensure that all items have been addressed.		
SCHEDULE- Review the schedule in detail. Address all realized or potential scheduling conflicts.		
COMMUNICATION- Review communication procedures and ensure that communication devices/equipment are in working order (e.g., batteries in two-way radios are charged).		
ACTIVITIES- Review scheduled activities to make sure that appropriate equipment, resources, and supplies are available and set up according to program activities.		
POSITIVE ENVIRONMENT- Remind staff that they are expected to maintain a positive and fun learning environment where youth can learn life skills.		
CAMPER INTERACTION- Remind staff to focus on campers, and provide a safe, caring, and supportive environment.		
CAMPER BEHAVIOR- Review procedures for handling homesickness and behavioral problems.		
SPECIAL NEEDS YOUTH- Address any special needs of youth and how those needs will be managed.		
SPECIAL EVENTS/SCHEDULE CHANGES- Review any programs/activities that are planned outside of the “normal” schedule.		
STAFF CONCERNS- Discuss staff concerns and problems; opportunity for staff feedback.		

Daily Camp Management Checklist

	√	Things To Do:
STAFF MEETING- Conduct daily staff meetings (with paid staff, volunteers, adults, etc).		
MBWA- Manage-by-walking-around.		
YOUTH SUPERVISION- Ensure appropriate supervision is in place at all activities at all times and youth/adult ratios are being met.		
EQUIPMENT- Monitor that needs for equipment and supplies are met and in place for each activity, and it is safe.		
HEALTH- Ensure adequate drinking water, sunscreen, insect repellent is available.		
INSTRUCTOR/ADULT OBSERVATION- Observe instructors to ensure appropriate class content, camper/staff interaction, etc.		
CAMP MORALE/CAMP CULTURE- Monitor overall camp morale, camper attitude, to ensure a positive environment for youth.		
MEDICAL STAFF- Check with medical staff for updates regarding accidents, illnesses, special needs, or other related issues.		
Others to be added.		

Last Day of Camp Checklist

	√	Things To Do:
Room clean-up and room check.		
Check out of rooms and return keys.		
Distribute lost-and-found items; bag up all personal items that are not claimed.		
Distribute camper and staff assessments; collect completed forms.		
Grounds clean-up.		
Program area clean-up.		
Camper/staff recognition.		
Closing ceremony.		
Return medications.		
Payment (or billing).		
Return money collected in the camp bank.		
Others to be added.		

Finalize List of Needed Resources and Supplies

A supply list should be completed no later than four months prior to camp to allow plenty of time for ordering, shipping and delivery. For Installations located overseas, it may be necessary to order supplies and items much earlier.

Perishable items such as food may not be delivered by this time, but suppliers should be notified when items will be required. Ensure that supplies have been inventoried for accurate numbers.

Risk Management

As with any activity, conducting a camp has its inherent risks. It is the responsibility of the CYS Services professional, in conjunction with camp administration and staff, to take appropriate steps for the safety of campers and staff. Proper risk assessment helps to reduce the opportunity for accidents. Check with the local safety office to determine risk assessment compliance.

Who is Responsible for Risk Management?

No one individual is responsible for risk management in a camp setting. While the program may ultimately fall under the supervision of a particular CYS Services staff member, an entire team of individuals must be active in reducing risk throughout the camp program. As highlighted in other sections, communication is a key component to ensuring that all members of the camp program, staff and participants are active in reducing risks. This awareness may be as simple as posting rules throughout the camp, but may also be as complicated as outlining every step associated with more hazardous activities.

In the case where camps are conducted at non-CYS Services facilities or by non-CYS Services staff, all parties must work together to ensure that risk has been minimized. This means that CYS Services staff should meet frequently with camp staff and program managers to ensure that risk factors have been reduced. By using the checklists provided here, CYS Services staff can reduce the amount of risk associated with any camp program.

While it is obvious that camp staff has a great deal of responsibility in risk management, some of this accountability also rests with the campers themselves. Risk can be reduced by campers if there is a clear understanding of rules. Often, this begins with campers signing a Code of Conduct prior to attending camp. A Code of Conduct is a document, usually signed by camp participants and their parents, that outlines specific rules and standards of behavior. A sample code of conduct is located in the Registration Packet.

Note: Many camp programs also have their staff sign an Employee Code of Conduct as a condition of employment.

While at camp, rules should be posted, emphasized during group meetings, and reinforced. When high-risk activities are conducted, rules should be reviewed and any special rules for the activity should be outlined verbally.

Another key aspect is to ensure a clear line of communication between campers and staff. If campers witness something that is against the rules or may be deemed inappropriate, they should feel that there is a process to inform a staff member without repercussion.

Definitions

Hazard is the way in which an object or a situation may cause harm.

A hazard exists where an object (or substance) or situation has a built-in ability to cause an adverse effect. Such hazards include uneven pavements, unguarded machinery, an icy road, a fire, an explosion, or a sudden escape of toxic gas.

Exposure is the extent to which the likely recipient of the harm is exposed to - or can be influenced by - the hazard.

The presence of a potential target in the area and its distance from the hazard will determine the extent of the risk. For instance, a fire or explosion may cause damage to nearby buildings and their contents, or to vehicles and equipment, but will not harm people if there are no people present at the time.

Risk is the chance that harm will actually occur.

As mentioned, a hazard exists where an object (or substance) or situation has a built-in ability to cause an adverse effect. Risk, on the other hand, is the chance that such effects will occur: the risk can be high or negligible. Risks are all around us.

But for harm to occur in practice - in other words, for there to be a risk - there must be BOTH the hazard AND the exposure to that hazard; without both of these at the same time, there is no risk.

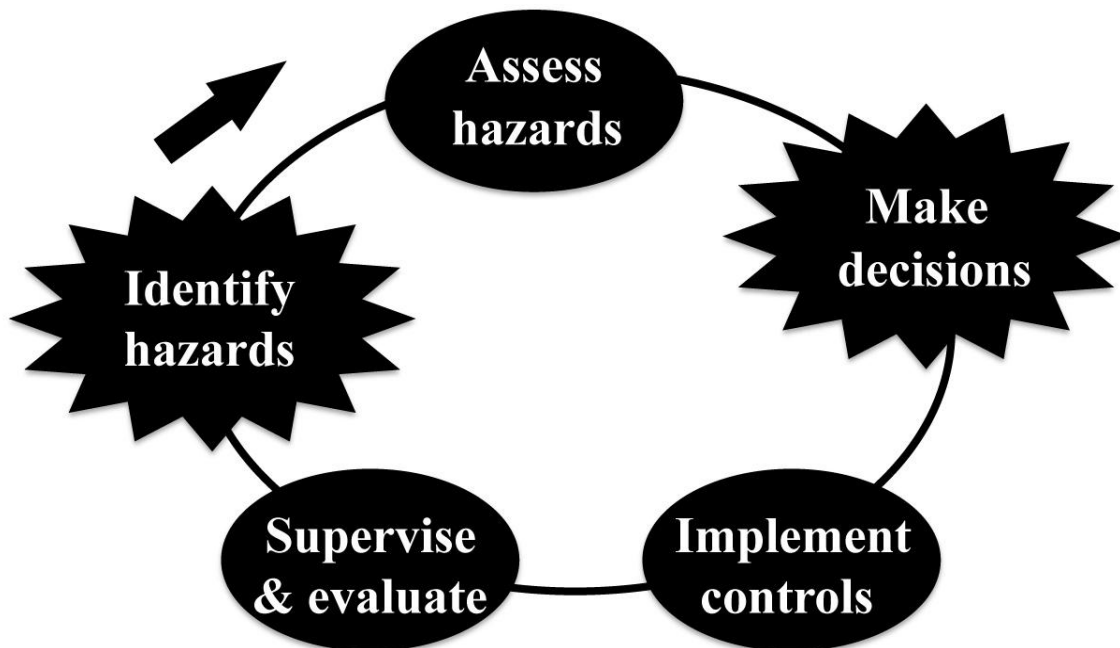
We can use an example of a dangerous animal. It can be seen as a “hazard.” When the animal is free, people in the surroundings are exposed to it. Consequently, there is a risk that these people might be attacked. However, when the animal is closed in a cage, it remains “hazardous,” but there is no exposure to it; consequently, there is limited risk.

Risk management is the process of identifying, assessing and controlling risks arising from operational factors and making decisions that balance risk costs with the benefits (Schwarz and Marton, 2009). For camping purposes, it means the camp planning team anticipates what the risks (acts or situations that allow for the possibility for harm or loss) could be as the camp is planned, and decides ways to manage these risks.

Risk management also means having procedures in place for emergency situations. This includes the more obvious procedures such as what to do in the case of an injury or inclement weather, but also should take into account uncommon situations such as a facility lock-down or an increase in security due to an elevated terror threat. It is impossible to account for all eventualities, but developing clear and sound procedures and plans will result in overall risk management. If solid plans are in place and staff is familiar with them, it is easy to adapt existing plans to meet most situations.

The following five-step thought process is applicable to any situation and environment (Schwarz and Marton, 2009).

Composite Risk Management (CRM) Process



STEPS:

1. Identify hazards to the program.
2. Assess hazards (determine risk level, potential loss and cost, which is based on probability and severity.)
3. Make decisions (develop control measures to eliminate hazard or reduce its risk, re-evaluate, accept if benefits outweigh potential costs.)
4. Implement controls (put controls in place that eliminate the hazards or reduce their risks.)
5. Supervise and evaluate.

Four Approaches to Risk Management

Any activity has its own risks. It is necessary to understand the inherent risks of the program, and then understand how to minimize or eliminate these risks. There are four approaches to take to ensure proper risk management - avoidance, transfer, reduction, and retention. These approaches may be taken individually or collectively, depending on the situation. When evaluating how to apply one or more of these approaches, take the following chart into account. In this chart, *Severity* refers to the level of risk and *Frequency* refers to how often participants are put in a risky situation. Horseback riding might be considered *High Severity* (based on a fall from a horse), but *Low Frequency* (based on how often this occurs).

F R E Q U E N C Y	HIGH	Reduction	Avoidance
	LOW	Retention	Transfer
		LOW	HIGH
		SEVERITY	

Transfer

Using this chart, activities that fall in the Low Frequency/High Severity block are often dealt with by **transferring risk** to another party who is better able to provide a safe environment. Camp programs generally do this in one of two ways: (1) purchase insurance from another company or (2) contract with a company to conduct high-risk activities such as horseback riding, water activities, or high-ropes courses. By purchasing insurance, camp programs are transferring the responsibility of ensuring that a safe environment is being maintained. Most camp programs have some type of outside insurance. The company providing the insurance is then responsible for conducting their own risk assessment of the camp program.

Even if a camp program has purchased insurance from an outside company, it does not absolve a CYS Services staff member from liability. It is still the responsibility of the camp planning team to ensure the camp and all of the activities do not place participants at undo risk.

Camps may also choose to contract activities that have a high amount of risk for which they do not have the proper equipment or trained personnel. A local stable may provide this service and transport the participants to this facility. By using these outside contractors the camp transfers the majority of the liability to the contractor.

Retention

Retention is the most common choice for camp programs. Retention is used in the case of activities that have a Low Frequency/Low Severity rating. Be comfortable with this decision by assessing the risk and putting measures in place to minimize these risks to an acceptable level. In the case of swimming, evaluate the swimming area, ensure that rules are in place and enforced, check the number and placement of lifeguards on duty, guarantee that reduced adult to child ratios for swimming are maintained at all times and establish procedures in the event that a child is lost or injured. If these measures to reduce the risk are taken risk should be able to be assumed.

Avoidance

In activities that have a High Frequency/High Risk rating, camp programs may choose **avoidance** as a risk management strategy. Avoidance refers to removing an activity. A key aspect of avoidance is the ability to identify the risk before it occurs and then make the decision to not hold the activity.

Avoidance is the most drastic action taken and usually is not necessary if other approaches are used to properly ensure a safe environment.

Reduction

Reduction is the practice of minimizing the amount of risk in an activity by training, planning, maintenance and record keeping. Reduction is almost always used in conjunction with transfer and retention.

Proper training is a key element in any risk-reduction effort. Staff should always be aware of the level of care that is expected of them. In situations where there is a higher level of risk, having a clear understanding of the activity, signs to watch for, and a pro-active approach to reducing risk will provide for a safe environment.

In addition to training, each activity should be evaluated for inherent risks, and then these risks addressed. While it is easy to identify the obvious risks associated with an activity such as swimming, it is easy to overlook the more day-to-day activities such as how and when a child will change from bathing suits to street clothes or what will occur during transition time between an activity and lunch.

Proper maintenance and routine inspections of supplies and equipment will not only provide for a safe environment, but also minimize the risk of financial loss due to negligence. Thorough inspections conducted before, during and after camp programs will minimize the amount of risk that a camp will experience.

Record keeping and documentation is a key factor in reducing the exposure of a camp program to risk. Through proper documentation of inspections, training and planning, it is easy to show that a camp program has taken all of the necessary steps to ensuring a safe environment. A good rule of thumb is that, "If there is no record of an inspection being conducted, the inspection did not happen."

Areas of Primary Concern

In any camp setting, there are specific areas of concern that must be addressed in the risk management process. These areas are briefly reviewed here. More complete information is included throughout the Handbook.

Supervision

Providing adequate supervision at all times is a major factor in implementing risk management. Inadequate supervision plays an important role in most negligence cases involving youth camp programs. There are two types of supervision when working with camp programs; **specific supervision** relates to an individual camp staff member who has responsibility for supervising a specific child or area. This may be a lifeguard who has supervision responsibility in a pool area or a camp counselor who has supervision of a specific group of children. The second form of supervision is known as **general**

supervision and includes any individuals in a particular area. An example of general supervision would be dining facility staff that has a measure of supervision over campers while they are utilizing the dining facility.

While it is virtually impossible to have children under direct supervision at all times (i.e., sleeping arrangements, restrooms, etc.), it is the responsibility of camp management to ensure participants are under some type of supervision. In the case of sleeping, this may mean periodic room checks.

Another important factor in supervision for staff and campers is to avoid one-on-one situations between adults and campers. This minimizes the chance of accusations such as sexual, emotional or physical abuse. To avoid one-on-one situations take a few simple steps:

- Staff and participants should always travel in groups of no less than three people.
- Camp staff should always be aware of their surroundings. If they find themselves in a one-on-one situation, they should take immediate steps to avoid the situation.
- Camp staff should never allow a participant to place them in a one-on-one situation. While the camper may not do this intentionally, it is the staff member's responsibility to avoid the situation, e.g., a medical staff member giving a camper medication.
- Junior or teen advisors should be lodged separately from campers.

Training

Proper training can be one of the most effective handbooks in risk management. A well educated staff will be very effective in avoiding risky situations, and if a condition does occur, be prepared to handle the situation in a safe and responsible manner. All staff members should be trained in emergency procedures. This includes staff that has both specific and general supervision responsibilities.

Screening of Staff

All staff that comes into contact with children must have proper background screening completed. The Army guidelines on screening of staff are very stringent and should be used in all cases. While the complete screening package of non-CYS Services staff may contain privacy act information that is not releasable, obtaining a memorandum from the camp staff that states background screenings were conducted on each staff member (should be listed by name and type of screening conducted) will suffice.

Appropriate vs. Inappropriate Touch

It is important to recognize that physical contact, such as a pat on the back or a one-armed side hug, etc., between camp staff and participants is usually part of the camp atmosphere. However, policies and training must be in place to identify appropriate versus inappropriate contact between staff (paid, volunteer and teen) and campers; staff and staff; and campers and campers.

Child Abuse & Neglect, Identification and Reporting

Policies must be in place to not only prevent the occurrence of child abuse and neglect but also to report any signs that abuse or neglect may have occurred. Staff should be trained in the procedures to follow in the case they suspect that abuse or neglect has occurred as well

as recognizing signs of abuse or neglect. All staff members must be mandated reporters of any incidence of suspected abuse or neglect.

Some type of identification (name tags, shirts) should be used to identify paid and volunteer staff. In addition, visitors (including parents) should be identifiable and within line-of-sight of a staff member at all times.

Transportation

Transportation of campers is a primary area of concern, as there are many factors that can lead to high-risk situations. This Handbook includes information on transportation that outlines specific measures to reduce these risks. Particular emphasis must be placed on maintenance of vehicles and driving records of those transporting children.

Guidance and Discipline

Policies referring to proper guidance and discipline should be in place for all paid and volunteer staff. In addition, a written policy barring the use of corporal punishment must be in place. Staff should be adequately trained in what is acceptable and not acceptable in regards to guidance and punishment.

Financial

Financial risk poses a major problem for camp programs. This includes the way that funds are stored and handled, as well as decreasing the likelihood of loss due to negligence. Proper financial management ensures the continuation of camp activities and financial irregularities may place the sustainability of the camp program in jeopardy.

Property

A key asset to any program is property. This relates to equipment and supplies, as well as larger assets such as cabins, dorms and meeting facilities. Proper maintenance, as well as correct usage of property, will ensure a longer life and therefore a decreased level of financial output. While routine inspections and maintenance play a role, it is also imperative that camp participants and staff are trained in the proper usage of equipment and facilities.

Inappropriate Behavior

Procedures which comply with Codes of Conduct signed by campers, parents and staff and are thoroughly reviewed during staff training and all camp orientations. Procedures are in place for sending staff or campers home who act inappropriately. In addition, supervisors or parents will be contacted.

CAMPER DOCUMENTATION WORKSHEET

Camp Name: _____ Camp Manager: _____

Camp Staff Member: _____ Date: _____

<u>AREA OF CONCERN</u>	<u>COMPLETE</u>	<u>DATE</u>	<u>NOTES</u>
A signed (parent and camper) code of conduct is on file for each camper. Procedures in place to send staff/campers home who behave inappropriately.			
A completed Personal/Medical/Dental Information Form is on file for each camper.			
A signed Youth Registration Form is on file for each camper.			
A signed Medication Form is on file for each camper.			
If necessary, is there an Early Release Form on file for each camper.			
A signed Media Release Form is on file for each camper.			
If necessary, a program-specific (i.e., ropes course, rafting, equine) waiver is on file for each camper.			
If necessary, written agreements for interaction with animals is on file for each camper.			
Emergency contact information is on file for each camper.			
A completed and signed Medical Power of Attorney is on file.			
All applicable SNAP Forms are completed, signed and on file.			

HUMAN RESOURCE RISK MANAGEMENT WORKSHEET

Camp Name: _____ Camp Manager: _____

Camp Staff Member: _____ Date: _____

<u>AREA OF CONCERN</u>	<u>COMPLETE</u>	<u>DATE</u>	<u>NOTES</u>
Appropriate background checks have been completed on all personnel (paid staff, volunteers and junior assistants).			
Camp staff has completed the camp specific training outlined in the training checklist.			
Camp staff has the proper certifications for conducting activities (i.e., ropes certification, food service, life guard, CPR).			
Camp staff has undergone training on sexual harassment standards.			
Camp staff has undergone training on emergency procedures.			
Staff members have signed a staff code of conduct.			
Procedures in place to send staff/campers home who behave inappropriately.			

SUPERVISION RISK MANAGEMENT WORKSHEET

Camp Name: _____ Camp Manager: _____

Camp Staff Member: _____ Date: _____

<u>AREA OF CONCERN</u>	<u>COMPLETE</u>	<u>DATE</u>	<u>NOTES</u>
Policies are in place to ensure that staff is never left alone with a camp participant.			
Staff to child ratios are maintained at all times, including small and large group activities, as well as activities that have a higher level of risk (i.e., transportation, swimming).			
Visitors/guests are escorted or kept within line-of-sight of a staff member at all times.			

EMERGENCY PROCEDURES WORKSHEET

Camp Name: _____ Camp Manager: _____

Camp Staff Member: _____ Date: _____

<u>AREA OF CONCERN</u>	<u>COMPLETE</u>	<u>DATE</u>	<u>NOTES</u>
Procedure in place for an injury of camper or staff member.			
Procedure in place in the event of an accident during transportation.			
Procedure in place in the event of a missing child.			
Procedure in place in the event of inclement weather.			
Procedure in place in the event of a security lockdown (active shooter, terrorist threat).			
Procedure in place for guests/visitors.			
Procedure in place for a emergency evacuation.			
Procedures in place to document allegations of child abuse.			
Procedures in place to send staff/campers home who behave inappropriately			

2 to 3 MONTHS PRIOR TO CAMP

2-3 Months Prior to Camp

- Finalize Agreements/Contracts with Medical Facilities
- Complete Certification/Training for Specialized Staff
- Distribute Registration Packets
- Review All Health History and Medication Forms
- Order Supplies

Finalize Agreements/Contacts with Medical Facilities

While medical care for camps conducted *on-Installation* is fairly straight forward, it is imperative that plans are in place in case of medical emergency. *Off-Installation* camp facilities will normally have agreements in place with medical facilities; however these agreements should be reviewed by APHN to ensure compliance with standards and regulations.

Coordinate steps to be taken to contact parents and the chain of command in the case of a medical emergency. On-site medical care, such as that provided by Medical Staff, should be covered in the agreement/contract. In addition, coordinate with Preventive Medicine to ensure health and sanitation inspections are completed.

Complete Certification/Training for Specialized Staff

At the two-month period, trainings for specialized staff should be completed. This includes life guard training, as well as specific training for high-risk activities. While this is not always possible in the military environment, it is better to schedule training earlier rather than later.

When working with *off-Installation* camps, obtain copies of all training certificates for staff that will be overseeing or conducting high-risk activities. Just because a camp manager says there is trained staff it is still necessary to see documentation of all training. Verify that the certificate has not expired and is valid for the dates of the camp.

Distribute Registration Packets

In addition to distributing registration packets at locations frequented by young people, information on camp programs should be available in places patronized by parents. Electronic distribution is an excellent means of informing parents about camp opportunities.

The camp marketing team may want to work with Army Community Service (ACS) to advertise the camp program through their Family communication system.

Review All Health History and Medication Forms

When reviewing these forms, make a list of camper's allergies or pre-existing medical conditions. Special Needs Accommodation Process (SNAP) needs to be completed and all Medical Action Plans (MAP) and/or DA 7625-3 need to be in place. Ensure that this list is kept secured, but is also available to staff. This list should be posted somewhere in the food preparation area and staff should be made aware of any medical conditions and how to treat them. Staff needs to be trained on actions required on the MAPs.

Once the allergies and medical conditions have been reviewed, coordinate with medical providers to ensure that all necessary precautions have been taken.

Order Supplies

Order all supplies that will be needed for camp. These might include: crafts, equipment, nametags, T-shirts, give-a-ways, food, snacks, etc.

1 MONTH PRIOR TO CAMP

1 Month Prior to Camp

- Ensure All Staff Have Received Training
- Finalize Logistics
- Review Health and Medical Forms
- Check Equipment for Availability, Safety, Needed Repairs
- Conduct a Camper/Parent Orientation
- Prepare Camp Assessment

Ensure all Staff Have Received Training

Develop a checklist of required training for each staff member.

Do not forget to maintain copies of all training records for CYS Services employees, as well as contracted employees and volunteers. Records should be maintained for anyone coming in contact with children during the camp.

Finalize Logistics

Finalize programs, schedule, staff assignments, group assignments, lodging assignments, transportation assignments, and night supervision.

Ensure that multiple copies of this information is stored in various locations and provided to staff members. Post this information in one or more locations for campers to quickly find where they should be at any time. When necessary, post daily as well as weekly

schedules. Daily schedules may contain more specific information than weekly schedules. Ensure that staff members have immediate or easy access to this information.

Check Equipment for Availability, Safety, and Needed Repairs

Check all equipment that will be used during the camp. Whenever possible, coordinate equipment inspections with appropriate safety personnel. In high-risk activities, such as ropes courses, obtain copies of safety certifications.

If equipment is found to be defective or unsafe, have it repaired or find alternative equipment. Re-inspect all equipment that is to be repaired to ensure that all deficiencies have been corrected.

Conduct a Camper/Parent Orientation

Camper/parent orientation should be conducted at least one week prior to camp. This is a perfect time to review camp rules, philosophies, needed equipment, emergency procedures, etc. Use this opportunity to introduce as many staff members as possible.

Be prepared to answer questions from parents and campers. Consider conducting a mock meeting in which staff can ask questions that they feel campers and parents will ask. This will often be the camper's and parents first introduction to the camp. If they leave with a comfortable feeling, it will have a major impact on the success of camp.

Prepare Camp Assessment

A camp assessment helps collect information to (a) improve future camps, (b) make decisions about future camps, and (c) understand the impact or influence of the camp experience on youth and staff. They can assess the quality of camping programs in order to better serve youth, as well as increase the financial stability of programs. The Camp Assessment Checklist provides detailed information on assessing camp programs. Sample instruments are also included.

Camp Assessment Checklist

Objective	√	Things To Do:
Identify the goals and objectives of camp.		
Identify how to determine whether or not goals and objectives are achieved and the type of assessment that will be most useful.		
Identify WHO will be evaluated.		
Identify HOW to conduct the assessment (what methods will be used).		
Create surveys, interview questions, and/or observation checklists.		
Identify WHEN to evaluate camp.		
Identify WHERE to evaluate camp.		

Assessing Camp Programs

Purposes of Camp Assessment

Camps are assessed for a variety of reasons. Questions to ask could include:

- Were the goals and objectives identified by the team met?
- Were the needs of the young people met?
- Did the young people learn something new?
- Did they have fun?

Assessment as a Part of Program Planning

Assessment planning should occur at the same time that program goals and objectives are identified.

There are two main types of assessment - process and outcome. Process assessment places an emphasis on the “process” of planning and implementing camp. It helps improve the program; provides a program review and guide for improvement; shares information quickly; focuses on program activities, outputs, and short-term outcomes; and helps in identifying suggestions for program improvements.

Outcome assessment places an emphasis on “outcomes” (short, medium, and long-term) of the camp program. It shows the program’s value, worth, and results; generates reports to donors and community leaders; focuses on program outcomes and impact; and helps in describing the quality and effectiveness of the program.

The “WHO” of Camp Assessment

It may seem obvious that the WHO of Assessment involves asking campers about the success or value of their camp experience. What may be less obvious is how important it can be to talk with other people who might recognize how a program has benefited a camper. Talking with or surveying parents, teachers, community leaders, and other adults who have regular contact with youth participants can help to identify the program impact. In addition, volunteer and paid staff can share valuable insights regarding program strengths, weaknesses, and perceived outcomes. Staff involvement is particularly important for process assessment.

The “HOW” of Camp Assessment (Methods)

A range of assessment instruments and methods are available to evaluate camp. Determining how the results will be used will help to determine the type of assessment instrument used.

Questionnaires

A common approach to assessment and the one discussed here is the use of participant questionnaires. These are written instruments that often use a combination of **self-reported ratings** and **open-ended questions** to determine program outputs and outcomes. The questionnaire doesn’t have to be long, just ask a few key questions. Questionnaires can be completed in-person which allows for a large number of campers to respond in a relatively short period of time, distributed through the mail, or electronically.

One camp may use a number of questionnaires, including:

- Camper Questionnaire.
- Staff Questionnaire (for paid and volunteer staff).
- Parent/Guardian Questionnaire.

The “WHEN” of Camp Assessment

Determining *when* to evaluate is important, and this question is directly related to what the team hopes to learn about camp. If camp is evaluated (for example, with a questionnaire or an interview) at the end of the program, it may not be possible to know what participants knew before coming to camp. In other words, if life skills are only measured at the end of camp and not before camp, it is not possible to know whether changes in life skills were due to camp participation.

The “WHERE” of Camp Assessment

Select a comfortable location that does not provide distractions. Schedule sufficient time for participants to complete an assessment. For example, giving campers 5 minutes to complete a questionnaire while they are sitting on the ground in the mid-day sun is not considering their needs.

Analyzing Camp Assessment Data

Quantitative data, such as the information collected in questionnaires, describes information in numbers (e.g., number of participants, percentage of behavior change, etc).

Reporting the Results of Camp Assessments

Reporting what is learned is important. Reports are communication instruments, accountability documents, and should be used as a basis for future planning. A report may contain both conclusions and recommendations.

Conclusions follow directly from the findings and are used to summarize what has been learned as a result of the assessment project. The conclusions should be related directly to the program objectives. **Recommendations** are the proposed courses of action to be followed based upon the conclusions.

Make the report results appealing and easy to read. Consider using graphs instead of text when possible.






The following Camper Assessments are examples. Adjust to meet the needs of the camp. Also included is a format for an After Action Report to be shared with the CYS Services Coordinator and Garrison Leadership.

Notes

Sample Camper Assessment Version 1 (to be completed at the end of camp)

CAMP NAME:	CAMP LOCATION:	DATE:
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1. Please describe your opinion of each part of this camp on a scale of 1-5, where 1= poor and 5= excellent.

					
	Poor	Fair	Average	Above Average	Excellent
How would you rate this camp?	1	2	3	4	5
Safety	1	2	3	4	5
Food	1	2	3	4	5
Classes	1	2	3	4	5
Afternoon Recreation	1	2	3	4	5
Evening Programs	1	2	3	4	5
Campfires	1	2	3	4	5
Reflections/Vespers	1	2	3	4	5
Counselors-In-Training (CIT)	1	2	3	4	5
Teen Counselors	1	2	3	4	5
Adult Leaders	1	2	3	4	5
4-H Center Summer Staff	1	2	3	4	5

2. What were your 2 favorite classes this week? [Please rank your top 2 classes by placing a "1" in the box beside of your favorite class and a "2" in the box beside of your 2nd favorite class.]

Beginning Swimming Class	<input type="checkbox"/>	Low Ropes Course Class	<input type="checkbox"/>	Canoeing Class	<input type="checkbox"/>	Forestry Class	<input type="checkbox"/>	Nature Class	<input type="checkbox"/>
Advanced Swimming Class	<input type="checkbox"/>	Kayaking Class	<input type="checkbox"/>	Performing Arts Class	<input type="checkbox"/>	Computer Science Class	<input type="checkbox"/>	Journalism Class	<input type="checkbox"/>
Aquatic Science/Water Quality Class	<input type="checkbox"/>	Horseman-ship Class	<input type="checkbox"/>	High Ropes Class	<input type="checkbox"/>	Riflery Class	<input type="checkbox"/>	Archery Class	<input type="checkbox"/>

Small Animals/ Barnyard Animals Class	<input type="checkbox"/>	Arts and Crafts Class	<input type="checkbox"/>	Leathercraft Class	<input type="checkbox"/>	Fishing Class	<input type="checkbox"/>	Outdoor Living Skills Class	<input type="checkbox"/>
3. What did you enjoy <u>most</u> about Camp?									
4. What did you enjoy <u>least</u> about Camp?									
5. Please tell us about yourself. [Circle or check (✓) an answer for each]									
AGE:	8	9	10	11	12	13	14		
GENDER:	<input type="checkbox"/> BOY (Male)			<input type="checkbox"/> GIRL (Female)					
RACE:	<input type="checkbox"/> AFRICAN-AMERICAN/BLACK				<input type="checkbox"/> HISPANIC				
(OPTIONAL)	<input type="checkbox"/> ASIAN				<input type="checkbox"/> AMERICAN INDIAN				
	<input type="checkbox"/> WHITE/CAUCASIAN				<input type="checkbox"/> MULTICULTURAL				
6. How many years have you attended camp here (including this year)? [Circle a number]									
1 2 3 4 5 or more									
7. Would you come back to camp (here) next year? [Check (✓) one and tell us why or why not]									
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I'm Not Sure	Why or Why Not?						

Sample Camper Assessment

Version 2

(to be used with older campers 2-3 weeks after returning home from camp)

1. Please describe the degree to which each of the following statements was true for you during this camp? (Circle one of the responses on the right.)

I became friends with at least one adult.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I felt that the adults around me cared about me.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I felt physically safe at camp (no one hit me or threatened me).	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I felt emotionally safe at camp (no one yelled at me, picked on me, or made fun of me).	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
Other campers included me in camp activities.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
Adults encouraged me to participate in camp activities.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I had the opportunity to learn new things.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I had the opportunity to practice new skills that I was learning.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I learned something that will be useful to me in the future.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I made a friend that I want to spend time with in the future.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I had the opportunity to make choices about how I spent my time at camp.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I was able to choose between different camp activities.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I participated in camp clean-up or other work projects.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me
I worked in a group to complete a camp project.	Very True for Me	Somewhat True for Me	Somewhat Untrue for Me	Very Untrue for Me

2. Please read each statement below carefully, and describe how 4-H Camp may have helped you by circling a word for each question. (Circle one word below for each statement.)

Because of my participation in camp, I...

Think about what might happen because of my decisions.	Never	Sometimes	Usually	Always
Know how to carefully use the natural resources (like trees and water) in my environment.	Never	Sometimes	Usually	Always
Served in a camp leadership role and I learned about leadership.	Never	Sometimes	Usually	Always
Learned to be responsible for myself by taking care of my personal belongings.	Never	Sometimes	Usually	Always
Show concern for other people and treat them with fairness and caring.	Never	Sometimes	Usually	Always
Make healthier food choices than I might make at home.	Never	Sometimes	Usually	Always
Am more physically active than I am at home.	Never	Sometimes	Usually	Always
Feel more self-confident.	Never	Sometimes	Usually	Always
Make my own decisions rather than going along with others without thinking.	Never	Sometimes	Usually	Always
Developed positive friendships with caring teenagers and adults.	Never	Sometimes	Usually	Always
Learned skills that will help me to be more successful in the future.	Never	Sometimes	Usually	Always
Treat people who are different from me with respect.	Never	Sometimes	Usually	Always
Learned to be a good citizen by contributing to a group effort and helping others at camp.	Never	Sometimes	Usually	Always

** Developed by: Barry A. Garst, Ph.D., Extension Specialist, 4-H Youth Development (July 2005)*

*** Likert scale with face images on page one adapted from Foddy, W. (1993). Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research. New York, NY: Cambridge University Press.*

CAMP STAFF SURVEY

INSTRUCTIONS: The purpose of this survey is to give staff members the opportunity to evaluate: (1) the quality and performance of each camping group and (2) the quality and performance of camp staff. Please answer each question to the best of your ability. As these responses may be shared and discussed to improve future camping programs, please be as clear, concise, and professional as possible. You do not have to put your name on this survey.

Camp Name:	Camp Location:	Date :
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1. Please rate each of the following aspects of this camp by circling a number that represents your opinion (on a scale of 1-5, where 1= poor and 5= excellent).

	Poor	Fair	Average	Above Average	Excellent
How would you rate this camp overall?	1	2	3	4	5
Safety/risk management during this camp.	1	2	3	4	5
Organization of the camp.	1	2	3	4	5
Quality of the programs.	1	2	3	4	5
Enthusiasm/attitude of camp staff.	1	2	3	4	5
Overall behavior of campers.	1	2	3	4	5
OTHER	1	2	3	4	5
OTHER	1	2	3	4	5

2. Please rate each of the following aspects of CAMP STAFF by circling a number that represents your opinion (on a scale of 1-5, where 1= poor and 5= excellent).

How would you rate staff performance overall?	1	2	3	4	5
Safety/risk management during this camp.	1	2	3	4	5
Organization of the program.	1	2	3	4	5
Cooperation among staff members.	1	2	3	4	5
Problem-solving among staff members.	1	2	3	4	5
Enthusiasm/attitude among staff members.	1	2	3	4	5
Cooperation between staff and the camping group.	1	2	3	4	5
OTHER	1	2	3	4	5

3. Please describe any highlights/positives that you experienced during this camp.

4. Please describe any concerns/negatives that you experienced during this camp.

**5. Please describe the degree to which each of the following was true for you during this camp?
(Circle one of the responses on the right.)**

Campers developed caring relationships with adults.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers felt physically and emotionally safe.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers were fully included in all camp activities.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers learned new knowledge and skills.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers practiced new skills until they had mastered those skills.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers learned knowledge and skills that will help them in the future.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers made friends that they will spend time with in the future.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers were given choices in terms of their camp activities.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers were given choices in other areas of camp.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Campers practice service to others during camp.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
Camper worked with others in groups to complete a camp project.	Very True	Somewhat True	Somewhat Untrue	Very Untrue
6. What would have helped you to do your job better this week? Did you feel that you had the information, resources, and support that you needed to do your job effectively?				
7. Did you notice or experience any safety or risk-management concerns during camp? If so, please explain.				
8. If you could change one thing about this camp before next year, what would you change?				
9. Did the performance of summer camp staff and the quality of the program that summer camp staff provided this week meet your expectations? If so, please explain. If not, what would you change (or do differently) before the next camping program?				

Developed by: Barry A. Garst, Ph.D. Extension Specialist, 4-H Youth Development (July 2005)

ARMY CHILD, YOUTH & SCHOOL Services CAMP AFTER ACTION REPORT

Garrison: _____

Dates and location of camp: _____

Report Submitted By: _____ Date: _____

PART I: PROGRAMMING AND ATTENDANCE

1. What was the theme/title of the camp this year?

2. How many youth attended camp?
Junior Advisors _____ Teen Participants _____

3. How many adults attended camp?
Installation staff _____

4. Other adults: specify how many and what organizations they came from
(Please indicate if they were facilitators and which sessions they facilitated)

5. List and describe the program elements incorporated into the camp (i.e., technology, arts):
Take photos or video clips that support this description and share with the CYS Services
Coordinator and Garrison Leadership. Photos should be high resolution.

6. List 5 things the participants learned during camp.

PART II: LOGISTICS

How were the following issues addressed during camp (explain all that apply)?

- Youth screening process
- Medical needs
- Transportation
- Training for junior advisors
- Travel orders and vouchers
- Night-time security watch
- Room assignments
- Meals
- Special Needs

For overseas locations:

- Foreign language translation
- VAT tax forms
- Money exchange
- Special recreation, e.g., life guards for swimming, boating, etc.

Describe below any unusual circumstances and how you handled them (e.g., bus broke down, bad weather; scheduled presenter couldn't make it, etc.).

Glossary

Glossary

4-H – The mission of 4-H is to empower youth to reach their full potential, working and learning in partnership with caring adults. CYS Services has partnered with 4-H in offering a variety of programs for military youth both on and off-Installations.

4-H/Army Youth Development Project (4-H/AYDP) – A partnership that links 4-H’s expertise in youth development with the Army’s School Age and Youth Programs. The 4-H/AYDP impacts new audiences while meeting the Army Child, Youth & School Services (CYSS) mission of providing predictable, consistent youth programs on-Installations worldwide.

ACA – The American Camping Association is commonly recognized as the national authority and accreditation agency for camp programs.

ACS – Army Community Service

Army Public Health Nurse (APHN) – The public health nurse is a medical staff person on Installation who is assigned to work with CYS Services programs such as the Child Care Center, School Age and Youth Program.

B.O.S.S. – Better Opportunities for Single Soldiers is an organization that provides social and community service opportunities for Army Soldiers.

Behavior Guidance – A system of managing children’s behavior through positive interactions by staff. Modeling of behavior and redirection of energy can be effective in behavior guidance.

Boys & Girls Clubs of America (BGCA) – The mission of BGCA is to enable young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens CYS Services has partnered with BGCA in offering a variety of programs for military children and youth both on and off installations.

Buddy System – A safety practice that groups two or three youth together to keep watch over each other in an activity (for example, swimming, hiking). The system places youth of equal ability in the same grouping.

Camp – “A sustained experience that provides a creative, recreational, and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper’s mental, physical, social, and spiritual growth” (ACA, 1998).

Camp Culture – Culture encompasses beliefs, customs, norms, rituals, behaviors, perceptions, artifacts, traditions, patterns, traits, and other products of human work and thought (Grayson, 2002).

Child & Youth Program Assistant (CYPA) – Army CYS Services staff member who works directly with children and youth on a daily basis.

Child, Youth & School Services (CYS Services) – CYS Services provides a variety of age-appropriate programs (0-18 years), primarily during parental duty hours. CYS Services offers a safe and constructive environment that contributes to the well-being of the Army, whether serving infants and young children in Child Development Centers and Family Child Care homes in government housing; School Age children in before and after school programs; middle school youth and teens in Youth Centers and Teen Programs; or the entire age spectrum through team sports, instructional classes, referral Services to off post programs, and school transition support

CYS Services Nurse - The CYS Services nurse is a medical staff person on the installation who is assigned to work with CYS Services programs such as the Child Development Center, School Age, and Youth Program.

Day Camp – A camp, which does not involve overnight lodging, guided by trained staff and conducted at a facility or in nature-based setting as a way for facilitating learning and personal development in young people.

Delivery Method – The vehicle used to implement a program.

Essential Components of Army Youth Development – The four Essential Components of Army Youth Development are: 1) Belonging, 2) Success, 3) Service, and 4) Independence.

Essential Elements of 4-H – The essential elements of the 4-H Positive Youth Development approach are: 1) Independence, 2) Belonging, 3) Generosity, and 4) Mastery.

IMCOM G-9, Family and MWR Programs – IMCOM G-9 administers the U.S. Army's Family and Morale, Welfare & Recreation Programs.

Four Service Areas – The basic components that provide a framework for Army School Age and youth programming. The four service areas are: 1) Sports, Fitness, and Health Options; 2) Life Skills, Citizenship, and Leadership Opportunities; 3) Arts, Recreation, and Leisure Activities; 4) Academic Support, Mentoring, and Intervention Services.

Homesickness – An intense longing for home experienced by some campers, especially over several days of camp.

Life Skills – The second-level skills that youth learn and practice during planned programming, which can transfer to other areas of a child's life and promote healthy development and well-being.

MBWA – Management by Walking Around: relaxed observation, positive presence, and enthusiasm from supervisors throughout the course of the day.

Middle School & Teens (MST) – Army CYS Services programs that are offered for youth 11-18 years of age.

National Institute of Food & Agriculture (NIFA) – An agency within the U.S. Department of Agriculture and part of the Executive Branch of the Federal Government. NIFA is the home of the National 4-H Headquarters.

Off-Installation Camp – An off-Installation camp is one that is offered in some aspect by the program, but is held off-Installation.

On-Installation Camp – A camp that might be offered by and utilizes facilities found within an Installation's gates.

Operation: Military Kids (OMK) – Operation: Military Kids (OMK) is the U.S. Army's collaborative effort with America's communities to support the children and youth of Active Duty, National Guard and Army Reserve Soldiers who are deployed.

Power of Attorney (POA) – A power of attorney is a document signed by a parent or guardian that allows medical and/or camp staff to act on behalf of the parent in issues regarding their child. It is usually utilized in cases involving medical care.

Privately Owned Vehicle (POV) – A vehicle owned by a member of the camp staff. Army regulations prohibit the transportation of any child by POV.

Residential Camp – An overnight camp, which is managed/operated by trained staff and conducted either at a facility or in a nature-based (i.e., outdoor living-based) setting as a way for facilitating learning and personal development in young people.

School of Knowledge, Inspiration, Exploration and Skills Unlimited (SKIES) – SKIES*Unlimited* is the framework for Army's CYS Services' instructional programs. It consists of classes designed to complement and support the experiences children and youth have in Army programs and in schools.

School Age Program – Army programs that are offered for children 6-10 years of age.

Specialty Camp – Residential or day camps organized with a specific focus/theme. Specialty camps are generally geared to a variety of skill levels.

Subject-Matter Skills – (a.k.a. content skills) The first-level skills that campers learn that are directly related to the content of a camp class.

Transportation Modes – There are four modes of transportation that will be used in a camp setting, they are: parent/guardian provided transportation, CYS Services provided transportation, contractor provided transportation, and camp provided transportation.

Transportation Ratios – The number of adults to campers that is required in vehicles by national, state or Army regulations.

Transportation Supervisor – The staff member who is responsible for conducting camp operations related to transporting campers. The Transportation Supervisor or designee must be on hand when transportation is used.

Youth Development – “A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent (National Collaboration for Youth, 1998).

Youth Leadership Forum (YLF) – Youth Leadership Forums are overnight experiences designed to provide Army teens an opportunity to develop leadership skills, learn about group dynamics, and have a voice in the Teen Chain of Communication. YLF's can be conducted at the local or regional level.

Youth Program (YP) – Provides programs and Services to middle school and high school youth.

Youth Technology Lab (YTL) – Youth Technology Labs include hardware, software, print and electronic curriculum designed for children and youth between 6-18 years of age.

Appendix

CYS Services SNAP ALLERGY MEDICAL ACTION PLAN

(to be completed by Health Care Provider)

Child's Name	Date of Birth	Date
Sponsor Name		
Health Care Provider	Health Care Provider Phone	

Allergies (please list)

_____ Asthmatic Yes* No (*Higher risk for severe reaction)

Treatment Plan

If a food allergen has been ingested, but no symptoms: observe for symptoms Epinephrine Antihistamine Albuterol

Observe for **Symptoms:** **Number order of Medication**

▪ Mouth	Itching, tingling or swelling of lips, tongue, mouth	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Skin	Hives, itchy rash, swelling of the face or extremities	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Stomach	Nausea, abdominal cramps, vomiting, diarrhea	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Throat*	Tightening of throat, hoarseness, hacking cough	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Lung*	Shortness of breath, repetitive coughing, wheezing	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Heart*	Weak or thready pulse, low blood pressure, fainting, pale, blueness	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol
▪ Other*	_____	<input type="checkbox"/> Epinephrine <input type="checkbox"/> Antihistamine <input type="checkbox"/> Albuterol

(* Potentially life threatening; the severity of symptoms can quickly change)

Medication Protocol

Epinephrine: Inject into thigh (circle one): EpiPen® EpiPen® Jr. Twinject® 0.3 mg Twinject® 0.15 mg

Antihistamine: Give _____ as directed on prescription label

Albuterol: Give _____ as directed on prescription label may repeat do not repeat

Other: Give _____

Medication/dose/route

Emergency Response

- Administer rescue medication as prescribed above
- Stay with child
- Contact parents/guardian

IF THIS HAPPENS 
GET EMERGENCY HELP NOW!
CALL 911

- Hard time breathing with:
 - Chest and neck pulled in with breathing
 - Child is hunched over
 - Child is struggling to breathe
- Trouble walking or talking
- Stops playing and can't start activity again
- Lips and fingernails are gray or blue

How to give EpiPen® or EpiPen® Jr



1
Form fist around EpiPen® and pull off grey cap.



2
Place black end against outer mid-thigh. Support the child.



3
Push down **HARD** until a click is heard or felt and hold in place for 10 seconds.



4
Remove EpiPen® and be careful not to touch the needle. Massage the injection site for 10 seconds.

Form Updated 21 Jul 09

Form Updated 21 Jul 09

Child's Name

ALLERGY MEDICAL ACTION PLAN ADDITIONAL CONSIDERATIONS

(to be completed by Health Care Provider)

Medications for Allergy

For children requiring rescue medication, the medication is required to be at program site at all times while child is in care. For youth who self-medicate and carry their own medications, medication must be with the youth at all times. The options of storing "back up" rescue medications at program is available.

Field Trip Procedures

Rescue medications should accompany child during any off-site activities.

- The child should remain with staff or parent/guardian during the entire field trip. Yes No
- Staff members on trip must be trained regarding rescue medication use and this health care plan. This plan must accompany the child on the field trip.
- Other (specify) _____

Self-Medication for School Age/Youth

YES. Youth can self-medicate. I have instructed _____ in the proper way to use his/her medication. It is my professional opinion that he/she SHOULD be allowed to carry and self administer his/her medication. Youth has been instructed not to share medications and should youth violate these restrictions the privilege of self medicating will be revoked and the youth's parents notified. Youth are required to notify staff when carrying medication.

OR

NO. It is my professional opinion that _____ SHOULD NOT carry or self administer his/her medication.

Bus Transportation should be alerted to child's condition.

- This child carries rescue medications on the bus. Yes No
- Rescue medications can be found in: Backpack Waistpack On Person Other _____
- Child should sit at the front of the bus. Yes No
- Other (specify): _____

Sports Events

Parents are responsible for having rescue medication on hand and administering it when necessary when the child is participating in any CYS Services sports activity. Volunteer coaches do not administer medications.

Parental Permission/Consent

Parent's signature gives permission for child/youth personnel who have been trained in medication administration by the CYS Services nurse/APHN to administer prescribed medicine and to contact emergency medical Services if necessary. I also understand my child must have required medication with him/her at all times when in attendance at CYS Services programs.

Youth Statement of Understanding

I have been instructed on the proper way to use my medication. I understand that I may not share medications and should I violate these restrictions, my privileges may be restricted or revoked, my parents will be notified and further disciplinary action may be taken. I a.m.also required to notify staff when carrying medication.

Follow Up

This Allergy Medical Action Plan will be updated/revised whenever medications or child's health status changes. If there are no changes, the Allergy Medical Action Plan will be updated at least every 12 months.

Printed Name of Parent/Guardian	Parent Signature	Date (YYYYMMDD)
Printed Name of Youth (if applicable)	Youth Signature	Date (YYYYMMDD)
Stamp of Health Care Provider	Health Care Provider Signature	Date (YYYYMMDD)
Printed Name of Army Public Health Nurse	Army Public Health Nurse Signature <u>(This signature serves as the exception to medication policy)</u>	Date (YYYYMMDD)

CYS Services SNAP DIABETES MEDICAL ACTION PLAN

(to be completed by Health Care Provider)

NOTE TO HEALTH CARE PROVIDER: CYS Services staff/providers **CANNOT** administer insulin/glucagon injection, adjust insulin pumps and/or count carbohydrates. Staff/providers **CAN** perform blood glucose checks, keep food diary/log and administer oral agents, i.e. glucose jell, orange juice

Child/Youth's Name	Date of Birth	Date
Sponsor Name		
Health Care Provider	Health Care Provider Phone	

Hypoglycemia (Low Blood Sugar) Symptoms

- | | |
|---|--|
| <input type="checkbox"/> Shakiness

<input type="checkbox"/> Pale or flushed face

<input type="checkbox"/> Sweaty

<input type="checkbox"/> Confused

<input type="checkbox"/> Looks dazed | <input type="checkbox"/> Weak

<input type="checkbox"/> "Feels hungry"

<input type="checkbox"/> "Feels low"

<input type="checkbox"/> Headache

<input type="checkbox"/> Other: _____ |
|---|--|

Treatment of Hypoglycemia (CYS Services Staff/providers are NOT authorized to give injections, but will monitor those children who self administer)

- If blood sugar is _____ to _____, then do nothing; this is in the normal range.
- If blood sugar is less than _____, and child can speak or swallow, then give snack of _____, then check sugar in ___ minutes.
- If blood sugar is less than _____ then call parent/guardian.

EMERGENCY RESPONSE

- If blood sugar is less than _____, then **CALL 911** and call parent/guardian.
- Additional instructions (to include the use of oral rescue medications):

Hyperglycemia (High Blood Sugar) Symptoms

- Unable to concentrate
- Stomach ache
- Frequent thirst
- Heavy breathing
- Frequent urination
- Combative behavior/personality changes
- Nausea
- Other: _____

Treatment of Hyperglycemia

- If blood sugar is _____ to _____, then do nothing; this is in the normal range.
- If blood sugar is above _____, then notify parent/guardian.

EMERGENCY RESPONSE

- If blood sugar is above _____, then **CALL 911** and notify parent/guardian.
- Additional Instructions:

Follow Up

This Diabetes Medical Action Plan must be updated/revised whenever medications or child/youth's health status changes. If there are no changes, the Diabetes Medical Action Plan must be updated at least every 12 months.

Form Updated 2 Feb 09

Name

DIABETES MEDICAL ACTION PLAN ADDITIONAL CONSIDERATIONS

(to be completed by Health Care Provider)

Field Trip Procedures (CYS Services staff/providers are NOT authorized to give injections, but will monitor those children who self administer)

- Oral rescue medications should accompany child during any off-site activities.
- The child/youth should remain with staff or parent/guardian during the entire field trip: Yes No
- Staff/providers on trip must be trained regarding rescue medication use and this health care plan.
- This plan must accompany the child on the field trip.
- Other: (specify) _____

Self Medication for School Age Youth

- YES** Youth can self medicate. I have instructed _____ in the proper way to use

His/her medication. It is my professional opinion that he/she **SHOULD** be allowed to carry and self administer his/her medication. Youth have been instructed not to share medications and should youth violate these restrictions, the privilege of self medicating will be revoked and the youth's parents notified. Youth are required to notify staff when carrying medication.

It is my professional opinion that _____ **SHOULD NOT** carry or self administer his/her medication.

- NO**

Bus Transportation should be Alerted to Child/Youth's Condition.

- This child/youth carries rescue medications on the bus. Yes No
- Rescue medications can be found in: Backpack Waist pack On Person Other: _____
- Child/youth will sit at the front of the bus. Yes No
- Other: _____

Sports Events/Instructional Programs

Parents are responsible for having rescue medication on hand and administering it when necessary when the child/youth is participating in any CYS Services sports/instructional activity. Volunteer coaches/instructors do not administer medications.

Parental Permission/Consent

Parent's signature gives permission for child/youth personnel who have been trained in medication administration by the APHN to administer prescribed medicine and to contact emergency medical Services if necessary. I also understand my child/youth must have required medication with him/her at all times when in attendance at CYS Services programs. **Parent must be readily available via telephone in the event of a diabetic emergency.**

Youth Statement of Understanding

I have been instructed on the proper way to use my medication. I understand that I may not share medications and should I violate these restrictions, my privileges may be restricted or revoked, my parents will be notified and further disciplinary action may be taken. I am also required to notify staff when carrying or taking my medication.

I agree with the plan outlined above.

Printed Name of Parent/Guardian	Parent/Guardian Signature	Date (YYYYMMDD)
Printed Name of Youth, if applicable	Youth Signature	Date (YYYYMMDD)
Stamp of Health Care Provider	Health Care Provider Signature	Date (YYYYMMDD)
Printed Name of Army Public Health Nurse	Army Public Health Nurse Signature <u>(This signature serves as the exception to medication policy)</u>	Date (YYYYMMDD)

Form Updated 21 Jul 09

CYS Services SNAP RESPIRATORY MEDICAL ACTION PLAN

(to be completed by Health Care Provider)

Child/Youth's Name

Date of Birth

Date

Sponsor Name

Health Care Provider

Health Care Provider Phone

Triggers (mark all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Chalk dust/dust | <input type="checkbox"/> Stinging insects | <input type="checkbox"/> Pollens |
| <input type="checkbox"/> Dust mites | <input type="checkbox"/> Strong odors/fumes | <input type="checkbox"/> Grass |
| <input type="checkbox"/> Respiratory illness | <input type="checkbox"/> Animals | <input type="checkbox"/> Excessive play/exercise |
| <input type="checkbox"/> Tobacco smoke | <input type="checkbox"/> Molds | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Food: _____ | <input type="checkbox"/> Temperature/season/humidity changes | <input type="checkbox"/> Others: _____ |

Medication is necessary when the child/youth has symptoms such as: (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Excessive dry cough | <input type="checkbox"/> Shortness of breath | <input type="checkbox"/> Tightness in the chest |
| <input type="checkbox"/> Wheezing (a whistling sound when the child breathes) | | |
| <input type="checkbox"/> Mild chest retraction (child is "pulling in" chest while breathing) | | |
| <input type="checkbox"/> Other: | | |
| <input type="checkbox"/> Other: | | |

Medication/Treatment Plan

Administer the rescue med _____ as directed on prescription label on medication.

Route: Inhaler Inhaler with Spacer Nebulizer

May Repeat one time *in _____ minutes if symptoms still persist* Do Not Repeat

- Administer rescue medication as prescribed
- Stay with child/youth
- Contact parents/guardian

Emergency Response

IF THIS HAPPENS 

GET EMERGENCY HELP

NOW

CALL 911

- Hard time breathing with:
 - Chest and neck pulled in with breathing
 - Child/Youth is hunched over
 - Child/Youth is struggling to breathe
- Trouble walking or talking
- Stops playing and can't start activity again
- Lips and fingernails are gray or blue

Follow Up

This Medical Action Plan must be updated/revised whenever medications or child/youth's health status changes. If there are no changes, the Medical Action Plan must be updated every 12 months.

Form Updated 21Jul 09

Name

RESPIRATORY MEDICAL ACTION PLAN ADDITIONAL CONSIDERATIONS

(to be completed by Health Care Provider)

Medications

For children requiring rescue medication, the medication is required to be at program site at all times while child is in care. For youth who self-medicate and carry their own medications, medication must be with the youth at all times. The options of storing "back up" rescue medications at program is available.

Field Trip Procedures

Rescue medications should accompany child during any off-site activities.

- The child/youth should remain with staff or parent/guardian during the entire field trip. Yes No
- Staff members on trip must be trained regarding rescue medication use and this health care plan.
- This plan must accompany the child on the field trip
- Other: _____

Self Medication for School Age Youth

- YES** Youth can self medicate. I have instructed _____ in the proper way to use His/her medication. It is my professional opinion that he/she **SHOULD** be allowed to carry and self administer his/her medication. Youth have been instructed not to share medications and should youth violate these restrictions, the privilege of self medicating will be revoked and the youth's parents notified. Youth are required to notify staff when carrying medication.
- NO** It is my professional opinion that _____ **SHOULD NOT** carry or self administer his/her medication.

Bus Transportation should be Alerted to Child/Youth's Condition.

- This child/youth carries rescue medications on the bus. Yes No

- Rescue medications can be found in: Backpack Waist pack On Person Other: _____
- Child/youth should sit at the front of the bus. Yes No
- Other: (specify) _____

Sports Events/Instructional Programs

Parents are responsible for having rescue medication on hand and administering it when necessary when the child/youth is participating in any CYS Services sports/instructional activity. Volunteer coaches/instructors do not administer medications.

Parental Permission/Consent

Parent's signature gives permission for child/youth personnel who have been trained in medication administration by the APHN to administer prescribed medicine and to contact emergency medical Services if necessary. I also understand my child/youth must have required medication with him/her at all times when in attendance at CYS Services programs.

Youth Statement of Understanding

I have been instructed on the proper way to use my medication. I understand that I may not share medications and should I violate these restrictions, my privileges may be restricted or revoked, my parents will be notified and further disciplinary action may be taken. I am also required to notify staff when carrying or taking my medication.

I agree with the plan outlined above.

Printed Name of Parent/Guardian	Parent/Guardian Signature	Date (YYYYMMDD)
Printed Name of Youth (if applicable)	Youth Signature	Date (YYYYMMDD)
Stamp of Health Care Provider	Health Care Provider Signature	Date (YYYYMMDD)
Printed Name of Army Public Health Nurse	Army Public Health Nurse Signature	Date (YYYYMMDD)

	<p><u>(This signature serves as the exception to medication policy)</u></p>	
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Form Updated 21Jul 09

CYS Services SNAP SEIZURE MEDICAL ACTION PLAN

(to be completed by Health Care Provider)

Child/Youth's Name	Date of Birth	Date
--------------------	---------------	------

Sponsor Name

Health Care Provider	Health Care Provider Phone
----------------------	----------------------------

Does child have a history of febrile seizures? Yes No

If yes, complete Febrile Seizure Prevention Plan below

Febrile Seizure Prevention Plan (CYS Services staff is not authorized to administer injections or rectal medication)

If temperature is equal to or greater than _____ axillary

Then give: (Only Prescribed Tylenol or Motrin by mouth may be given in a CYS Services Setting) _____ as written on the prescription label.

CYS Services staff/providers are to notify parent/guardian for immediate pick up if medication is given.

Seizure Information

- | | | | |
|---------------------------------------|---|--|--|
| <input type="checkbox"/> Lip Smacking | <input type="checkbox"/> Wandering | <input type="checkbox"/> Sudden Cry or Squeal | <input type="checkbox"/> Thrashing/Jerking |
| <input type="checkbox"/> Eye Rolling | <input type="checkbox"/> Behavioral Outbursts | <input type="checkbox"/> Rigidity or Stiffness | <input type="checkbox"/> Blue Color to Lips |
| <input type="checkbox"/> Staring | <input type="checkbox"/> Falling Down | <input type="checkbox"/> Froth from Mouth | <input type="checkbox"/> Loss of Consciousness |
| <input type="checkbox"/> Twitching | <input type="checkbox"/> Shallow Breathing | <input type="checkbox"/> Gurgling/Grunting | |

Other _____

Emergency Response

CALL 911 AND PARENT	<ul style="list-style-type: none">• Stay calm and track the time (beginning and ending time of seizure)• Call another staff member to activate emergency response (911/calling parents)• Place individual on flat surface• Keep individual safe• Do NOT restrain• Do NOT place anything in individual's mouth• Roll individual to side (this will decrease risk of choking)• Stay with individual until EMS arrives• Staff member will accompany individual to medical facility until parents arrive
--	---

Approving Signatures

I agree with the plan outlined above.

Parent/Guardian Printed Name and Signature

Date (YYYYMMDD)

Health Care Provider Signature **and Stamp**

Date (YYYYMMDD)

(This signature serves as the exception to medication policy)

Army Public Health Nurse Printed Name and Signature

Date (YYYYMMDD)

Follow Up

This Seizure Medical Action Plan must be updated/revised whenever medications or child/youth's health status changes. If there are no changes, the Seizure Medical Action Plan must be updated every 12 months.

ARMY CHILD AND YOUTH SERVICES HEALTH SCREENING TOOL

For use of this form, see AR 608-75; the proponent agency is OACSIM.

PRIVACY ACT STATEMENT

AUTHORITY: 10 U.S.C. 3013, Secretary of the Army; 29 U.S.C. 794, Nondiscrimination Under Federal Grants and Programs; DoDD 1342.17 Family Policy; AR 608-75, Exceptional Family Member Program; AR 608-10, Child Development Services.

PRINCIPAL PURPOSE: Information will be used to assist Army activities in their responsibilities in overall execution of the Army's Exceptional Family Member Program (EFMP) and the Army Child and Youth Services Program.

ROUTINE USES: The DoD "Blanket Routine Uses" that appear at the beginning of the Army's compilation of systems of records apply to this system.

DISCLOSURE: Disclosure of requested information is voluntary; however, if information is not provided individual may not be able to participate in Army Child and Youth Services Program.

Part A - General Information

1. Child's Name		2. Date of birth (YYYYMMDD)
3. Family member prefix		
4. Type of placement requested		5. Date (YYYYMMDD)
6. Sponsor name		
7. Spouse name		
8. Home phone	9. Duty phone	10. Cell phone

Part B - Identification of Child/Youth Condition/Restrictions

Child has any of the following conditions/restrictions: (Check yes or no)

1. Allergies	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
a. Life threatening reaction	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
b. Epi-pen required	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
c. Other allergic reactions (hives, rash, diarrhea)	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
2. Asthma reactive airway disease	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
a. Triggers exist for child's asthma attacks (stress, environmental, exercise)	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
b. Child routinely (greater than 10 days per month/four months per year) uses inhaled anti-inflammatory agents and/or bronchodilators	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
c. Child has taken steroids during the past year (prednisone, prednisolone)	
<input type="checkbox"/> No	<input type="checkbox"/> Yes (indicate number of days in past year)

d. Child has experienced unconsciousness or seizures associated with asthma attacks	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
e. Child required an urgent visit to emergency room or clinic for acute asthma within the last 12 months	<input type="checkbox"/> No	<input type="checkbox"/> Yes (indicate number of visits in the past year)
f. Child has been hospitalized for asthma related condition in the past six months	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
3. Attention Deficit Disorder (ADD)	<input type="checkbox"/> No	<input type="checkbox"/> Yes
a. ADD with hyperactivity	<input type="checkbox"/> No	<input type="checkbox"/> Yes
b. Is not well controlled with medication	<input type="checkbox"/> No	<input type="checkbox"/> Yes (not well controlled)
c. Behavioral/conduct concerns	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
4. Autism	<input type="checkbox"/> No	<input type="checkbox"/> Yes
5. Behavioral/conduct concerns (for example, oppositional defiant disorder, anxiety disorder, school phobias)	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
6. Blindness/visual problems	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
7. Diabetes	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
8. Emotional problems that require care by a psychiatrist, psychologist or social worker	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
9. Epilepsy	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
10. Hearing problems	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
11. Heart problems	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
12. Kidney problems	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
13. Speech/language delay	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
14. Physical disability	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)
15. Dietary restrictions	<input type="checkbox"/> No	<input type="checkbox"/> Yes (explain)

16. Assistance with activities of daily living
 No Yes (explain)

17. Other conditions
 No Yes (specify and explain)

Part C - Medications

Child is on medications on a regular basis
 No Yes (If yes, please list medications and indicate which require administration during child care hours.)

Part D - Early Intervention and Special Education

Child has an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) or 504 plan
 No Yes

Part E - Exceptional Family Member Program (EFMP) Enrollment

Child is enrolled in the EFMP
 No Yes (specify for what condition)

I authorize _____ (name of Medical Treatment Facility or physician's practice) to release any medical information regarding my child _____ (name of child) to the _____ (name of installation) Child Youth Services (CYS)/Special Needs Accommodation Process (SNAP) personnel and their staff that is necessary to conduct SNAP review. This authorization will remain in effect for one year. I understand I may revoke this consent in writing at any time before expiration, but any action taken by the CYS/SNAP in reliance on this authorization prior to revocation is valid and will remain in effect.

I understand that information disclosed pursuant to this authorization is For Official Use Only (FOUO) and may be subject to redisclosure. I understand that information redisclosed is no longer protected by DoD 6025.18-R; however, confidentiality of this information will remain protected by the Privacy Act of 1974, 5 U.S.C. section 552a.

The Military Health System (which includes the TRICARE Health Plan) may not condition treatment in MTFs/DTFs, payment by the TRICARE Health Plan, enrollment in the TRICARE Health Plan or eligibility for TRICARE Health Plan benefits on failure to obtain this authorization.

 Signature of Parent or Personal Representative of Child

 Date (YYYYMMDD)

MEDICATION ADMINISTRATION FORM

CHILD DEVELOPMENT SERVICES (CDS) MEDICAL DISPENSATION RECORD						MONTH _____
For use of this form, see AR 608-10; the proponent agency is DCSPER						
(SEE REVERSE FOR PRIVACY ACT STATEMENT)						
NAME OF CHILD	ACTIVITY ROOM	NAME OF SPONSOR		HOME PHONE	DUTY PHONE	
MEDICATION <i>(One per card)</i>	AUTHORIZING PHYSICIAN		MEDICAL FACILITY		TELEPHONE	
INCLUSIVE DATES		DOSAGE	TIME	INSTRUCTIONS: REFRIGERATION <input type="checkbox"/> YES <input type="checkbox"/> NO		
BEGIN _____		_____	_____			
FINISH _____		_____	_____			
* CDS PERSONNEL DISPENSING MEDICINE WILL INDICATE TIME OF ADMINISTRATION AND INITIAL SAME WITHIN EACH TIME BLOCK ON A GIVEN DATE.						
*1 _____	*2 _____	*3 _____	*4 _____	*5 _____	*6 _____	*7 _____
*8 _____	*9 _____	*10 _____	*11 _____	*12 _____	*13 _____	*14 _____
*15 _____	*16 _____	*17 _____	*18 _____	*19 _____	*20 _____	*21 _____
*22 _____	*23 _____	*24 _____	*25 _____	*26 _____	*27 _____	*28 _____
*29 _____	*30 _____	*31 _____				
DA FORM 5225-R, JUL 89			EDITION OF AUG 83 IS OBSOLETE		USAPPC V2.00	

DATA REQUIRED BY THE PRIVACY ACT OF 1974	
AUTHORITY:	Title 10, United States Code, Section 3013.
PRINCIPAL PURPOSE(S):	To provide sponsor consent for administration of medication, confirm medication dispensation directions, maintain medication records, and identify individuals responsible for dispensing medication.
ROUTINE USES:	No information is to be disclosed outside DOD.
DISCLOSURE:	Disclosure of requested information is voluntary, however, if information is not provided, medication will not be administered.
CDS PERSONNEL AUTHORIZED TO ADMINISTER MEDICATION TO _____ (Child's Name)	
_____	_____
_____	_____
_____	_____
_____	_____
I, _____ hereby authorize the CDS personnel noted above to administer medication in the quantity and manner as requested and release same from all legal claims issued due to injury or illness which may result from such administering. Additional CDS personnel may be designated at the discretion of the CDS Program Director.	
_____ <i>(Date)</i>	_____ <i>(Signature of Sponsor)</i>
DATE	SIGNATURE OF PROGRAM DIRECTOR
REVERSE OF DA FORM 5225-R, JUL 89	
USAPPC V2.00	

INCIDENT/ACCIDENT REPORT

INCIDENT REPORT			
For use of this form see AR 40-68 the proponent agency is OTSG.			
Privacy Act of 1974, 5 USC 552a governs access to this document.			
Quality Management Document under 10 USC 1102. Copies of this document, enclosures thereto, and information therefrom will not be further released under penalty of the law. Unauthorized disclosure carries a statutory penalty of up to \$3,000 in the case of a first offense and up to \$20,000 in the case of a subsequent offense. In addition to these statutory penalties, unauthorized disclosure may lead to adverse actions under the UCMJ and/or adverse administrative action, including separation from military or civilian service.			
Instructions: See page 2 for instructions in completing this form and definitions of terms marked with an asterisk (*).			
1. DATE OF EVENT (YYYYMMDD)	2. TIME OF EVENT (Military time)		3. LOCATION OF EVENT
4. This incident was a/an: (Check one) <input type="checkbox"/> Actual Event/Incident* <input type="checkbox"/> Near Miss/CloseCall*			
5. This incident involved harm or the potential for harm to a patient. <input type="checkbox"/> Yes <input type="checkbox"/> No			
6. This incident involved the following individuals: (Check all that apply) <input type="checkbox"/> Patient <input type="checkbox"/> Family Member (<input type="checkbox"/> Adult <input type="checkbox"/> Child < 18 years old) <input type="checkbox"/> Staff Member <input type="checkbox"/> Visitor <input type="checkbox"/> Volunteer <input type="checkbox"/> Other			
7. Type of Event. (Check all that apply) NO TE: Items marked with * require additional action' see reverse for further detail.			
<input type="checkbox"/> Adverse Drug Reaction * *	<input type="checkbox"/> Fall	<input type="checkbox"/> Property Damaged/Destroyed	
<input type="checkbox"/> AMA/Left Without Being Seen**	<input type="checkbox"/> Infant Abduction	<input type="checkbox"/> Property Lost/Stolen	
<input type="checkbox"/> Assault (e.g., physical, verbal, emotional)	<input type="checkbox"/> Infant Discharge to Wrong Family	<input type="checkbox"/> Radiology Related	
<input type="checkbox"/> Blood Products Related * *	<input type="checkbox"/> Laboratory Related	<input type="checkbox"/> Rape	
<input type="checkbox"/> Delay in: Diagnosis/Treatment/Transfer	<input type="checkbox"/> Medication Related	<input type="checkbox"/> Restrained Patient Injury	
<input type="checkbox"/> Equipment/Supply Problem * *	<input type="checkbox"/> Needle Stick/Sharp Injury	<input type="checkbox"/> Suicide in a 24-hour Facility	
<input type="checkbox"/> Exposure to Blood/Body Fluids	<input type="checkbox"/> Obstetrics Related	<input type="checkbox"/> Other (Specify)	
<input type="checkbox"/> Facility/Physical Plant Problem	<input type="checkbox"/> Operative/invasive Procedure Related		
8. Effect of this Incident on the Individual(s) Involved. (Explain in Block 11.) <input type="checkbox"/> No harm*sustained <input type="checkbox"/> Harm sustained			
9. Witness(es) who may be able provide additional detail concerning this incident.			
a. Name		b. Telephone Number	
10. Department(s) Involved in this Incident. (Check all that apply)			
<input type="checkbox"/> Ambulatory Care	<input type="checkbox"/> Information Management	<input type="checkbox"/> Nursing	<input type="checkbox"/> Radiology
<input type="checkbox"/> Behavioral/Mental Health	<input type="checkbox"/> Laboratory	<input type="checkbox"/> OB/GYN	<input type="checkbox"/> Surgery
<input type="checkbox"/> Dental	<input type="checkbox"/> Logistics (Maintenance, Grounds, Housekeeping)	<input type="checkbox"/> Pediatrics	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Emergency Care	<input type="checkbox"/> Medicine	<input type="checkbox"/> Pharmacy	
11. Description of Incident. (Provide concise, factual; objective details.)			
(If more space is needed, use reverse or attach an additional page.)			
12. What actions, if any, could have been taken to prevent this incident from occurring?			
13. Patient ID Plate or Printed Name and SSN, Address, and Daytime Telephone Number		14. Name, Grade, Title of Individual Completing Form	
		15. Signature	16. Date of Report (YYYYMMDD)
FOR ADMINISTRATIVE USE ONLY.			
Incident Log Number _____		SAC score _____	
Is additional event analysis required? <input type="checkbox"/> YES <input type="checkbox"/> NO			

1. **PURPOSE.** To provide an effective method of documenting events which may have quality assurance/risk management implications involving patients, visitors, or others. The reported data are used to monitor, evaluate, and improve functional processes, the environment of care, as well as the quality and safety of patient care and Services. Based on the nature of the incident, other documentation (e.g., Patient Safety, Risk Management, etc.) may be required IAW local policy.
2. **RESPONSIBILITY.** The staff member who discovers the event or incident will initiate this document. All incidents should be recorded as soon after discovery as possible.
3. **DIRECTIONS FOR COMPLETION OF FORM.**
 - a. Block 1-16. Fill in all numbered blocks. If "Not Applicable" or "None", so state. If "Other" is marked for any response, please explain in the blank space provided, or in Block 11, Description of Incident.
 - b. Block 5. For those incidents involving harm, or the potential for harm, to a patient (inpatient or outpatient), refer to MTF Patient Safety guidance for additional documentation requirements.
 - c. Block 6. A patient may be involved in an incident that is *not* classified as a Patient Safety event, i.e., personal harm, or the risk of harm, was not present. Examples include: loss of valuables, a verbal altercation with another patient, etc.
 - d. Block 7.
 - (1) For an adverse drug reaction, also complete FDA Form 1839, Adverse Reaction Report (Drugs and Biologics).
 - (2) For a blood products reaction, also complete the bottom portion of SF 518, Medical Record - Blood or Blood Component Transfusion and any other local documentation IAW MTF policy.
 - (3) For patients who depart a.m./Left without Being Seen, also complete DA Form 5009, Release Against Medical Advice.
 - (4) For medical equipment related incidents, contact Logistics Division for other required action IAW AR 40-61.
 - e. Block 8. Indicate the initial effect or injury (physical or psychological) sustained by those involved in the incident being reported. Individuals who are injured as a result of an incident or adverse event should be referred immediately for medical attention. The facility Risk Manager will be notified of any incident that results in harm to the individual(s) involved.
 - f. Block 9. List any witnesses to the event that may be asked to provide additional verbal or written information.
 - g. Block 10. Note the departments involved with this incident to ensure that corrective action, if appropriate, can be taken.
 - h. Block 11. Provide a brief but concise explanation of what occurred. Avoid speculation related to the cause of the incident.
4. **ROUTING OF FORM.** This document should be forwarded through appropriate local channels. At a minimum, it should be staffed within 24 hours of incident identification through the Departments/Services concerned. This form will be submitted to the MTF Patient Safety Manager, Risk Manager, or other responsible individual IAW local policy, NLT 48 hours after the event.
5. **DEFINITION OF TERMS.**
 - a. Actual Event/Incident - A situation that did occur either with or without harm or injury to the individual(s) involved.
 - b. Harm - Personal injury or damage of a physical or a psychological nature as a result of an incident.
 - c. Near Miss/Close Call - An event or situation that could have resulted in harm or injury to the individual(s) involved but did not, either by chance or through timely intervention. The event was identified and resolved before reaching the individual(s) involved.
6. **ADDITIONAL COMMENTS/DATA**

The 4-H/Army Youth Development Project (4-H/AYDP)

The U.S. Army IMCOM G-9, Family and MWR Programs and the National 4-H Headquarters at the U.S. Department of Agriculture (USDA), share a common mission of providing positive youth development programs to build the skills and competencies youth need to lead productive, healthy and self-sufficient lives wherever they reside. In 1995, these two federal agencies created a partnership, the 4-H/Army Youth Development Project, to accomplish their common mission and make efficient use of public resources.

The 4-H/Army Youth Development Project assists Army CYS Services programs in providing predictable, quality youth programs and introduces 4-H youth development to military and non-military youth on-Installations and communities worldwide. Through a cooperative agreement, Land Grant Universities loan Technology and Youth Development Specialists from their Cooperative Extension Service to Child, Youth & School Services. These specialists work with Installations to establish 4-H Clubs on post, achieve School Age accreditation, expand Youth Program options, train CYS Services staff, and incorporate character education and technology within all programming. Specialists also facilitate Region Teen Panels and coordinate the Region Youth Leadership Forums (YLF).

Through the efforts of the 4-H/Army Youth Development Project, Active Duty Soldiers are better prepared to focus on the mission at hand by being assured that their children and Families are being supported at home and 4-H is reaching out to a whole new audience of youth and parents who had not previously been involved in 4-H.

Expanding the link between 4-H and Army CYS Services, 4-H Military Liaisons, designated in each state, work directly with local Active Duty, National Guard and Reserve staff in establishing 4-H Clubs on-Installations and incorporating military youth living in local communities into 4-H clubs off-post. In addition, 4-H Military Liaisons facilitate Army 4-H Youth participation beyond the club, in camps, local/county and state 4-H events and National 4-H opportunities.

4-H Youth Development

The 4-H Youth Development program, which turned 100 years old in 2002, is the world's largest, dynamic, informal education program for young people. More than 6 million young people and 600,000 volunteers actively participate in a wide range of programs each year.

The essence of the 4-H Youth Development Program is to:

- Create opportunities which promote positive youth development
- Teach knowledge and life skills which enhance quality of life
- Engage young people in the work of the Land-Grant University

4-H's objective is to support the positive and successful development of all youth. When working with a young person, the 4-H Youth Development program focuses on the whole person and the positive outcomes of youth development, not on the prevention of risks affecting young people.

4-H Youth Development professionals understand that all youth need to:

- Know that they are cared about by others
- Feel and believe they are capable and successful
- Know they are able to influence people and events
- Practice helping others through their own generosity
- Have fun

The National 4-H Headquarters is located in Washington, D.C. and is part of the National Institute of Food and Agriculture (NIFA), an agency within the U.S. Department of Agriculture.

The Essential Elements of the 4-H Youth Development Program

The 4-H's stand for Head, Heart, Hands and Health. To better understand the role that 4-H plays in a young person's life, the 4-H's have been separated into what are known as the Essential Elements of 4-H.

Independence (Head)

Youth need to know that they are able to influence people and events through decision-making and action. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility, learn to better understand themselves and become independent thinkers.

Youth need to learn that decisions they make need to be considered carefully and acted upon only after the implications of those decisions are explored and weighed. 4-H club projects allow members to make choices about such things as design and coordinating materials not to mention selection of topics that are valuable to them. This gives youth a base of experience on how to make decisions enabling them to face the more important choices that must be made later in life.

Belonging (Heart)

Youth need to know they are cared about by others and feel a sense of connection to others in the group. This "fellowship" has always been an important part of a 4-H experience. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group. Current research emphasizes the importance for youth to have opportunities for long-term consistent relationships with adults other than parents. This research suggests that a sense of belonging may be the single most powerful positive ingredient we can add into the lives of children and youth.

Generosity (Hands)

The 4-H Pledge focuses on the importance of larger service and recognizing a responsibility for the welfare of others. 4-H helps youth focus on developing concern for others and taking action to demonstrate that concern. Service forges bonds between youth and the community, and doing something valued by others raises feelings of self-worth and competence.

Mastery (Health)

Youth rely on the joy they receive from interests, hobbies and group participation to balance disappointments in other parts of their lives. 4-H offers opportunities to take on new challenges and learn new skills. 4-H youth develop mastery through use of an Experiential Learning Process:

- Experience an activity or situation
- Share what happened
- Process what was important
- Generalize or relate the experience to the real world
- Apply what was learned to other situations

The presence of self-confidence and positive self-esteem are today considered two of the most important indicators of personal wellness and success in an individual. Through the support and encouragement of caring club parents and leaders, youth grow taller in their feelings of self-worth. A

sense of mastery is achieved from finishing a project and participating in a positive Assessment experience.

4-H Mission Mandates

4-H's educational foundation is found in its three mission mandates:

- Science, Engineering & Technology – tied to agricultural and environmental issues
- Healthy Living – tied to human health and well being
- Citizenship – tied to the activities of people with institutions and government for the common good

Delivery Methods of the 4-H Youth Development Program

The 4-H Youth Development Program provides the above opportunities through four main delivery methods:

- **4-H Club Programming** – A 4-H club is organized at the community, neighborhood or school level with young people participating in projects and activities year round. Most clubs function with elected officers and leadership modeled by adult volunteers, teens, or 4-H staff.
- **School Enrichment Programs** – 4-H School Enrichment programs are based in the classroom and supplement the regular school curriculum with 4-H learning materials.
- **After School Programs** – 4-H After School Programs are those offered as an organized after school curriculum. These programs may be conducted at schools, community centers, churches or other facilities offering after school programs.
- **Camp Programs** – 4-H Camp Programs include any program guided by trained staff, which uses the outdoor setting and location as a handbook for facilitating learning and personal development in young people. Typical examples are residential camp, day camps and weekend adventures.

Army Child, Youth and School Services

The mission of the U.S. Army is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders. Army Child, Youth & School Services is an integral part of the Army's mission with programs in place to reduce the conflict Soldiers feel between the needs of their job and their Family. With the knowledge that their children and youth are safe and supervised by trained and professional staff while participating in quality developmental programs, the Soldiers can focus on performing their duties. In addition to increasing the likelihood that they will return home safely, this also enhances the Army's military readiness.

The Army Soldier's workday differs slightly from a civilian employee due to frequent moves, irregular or extended duty hours, and deployments. The challenges for dependent care continue to grow as mission requirements demand more of the modern day Soldier. One significant difference is the Soldier may not have a choice when called for duty.

Army CYS Services responds to these requirements by providing programs during the hours when participants need programming the most. That means providing a program that is open early morning, late evening, weekends and if needed 24 hours a day. Army School Age and Youth Programs provide consistent and quality daily baseline programming in four service areas.

- **Sports, Fitness and Health Options** – Fitness & Health Skills, Pick-Up & Intramural Sports
- **Life Skills, Citizenship and Leadership Opportunities** - Leadership & Citizenship Development (Youth Councils, Youth Sponsorship, Volunteer Community Service), Workforce Preparation, Youth Technology Labs, Financial Readiness, Science & The Environment
- **Arts, Recreation and Leisure Activities** – Fine Arts (Visual, Performing and Literary), Games & Leisure Pursuits
- **Academic Support, Mentoring, and Intervention Services** – Homework Assistance; Awareness, Guidance & Prevention Education

By having the same basic components, these programs also provide predictable Services from Installation to Installation. Predictable Services mean that when a child moves, the same basic programs will be in place. This reduces the stress the child feels, as they are already familiar with the program and possess the skills necessary to fit in at their new location.

Programs and activities are appropriate for a wide range of youth ages and meet their varied needs and interests. In addition, Character Education permeates all aspects of CYS Services programming.

As a result of their partnerships with 4-H and The Boys & Girls Clubs of America, Army CYS Services has developed the Essential Components of Army Youth Development:

- **Belonging** - Youth feel a sense of **Belonging** through interaction with caring adults in a safe and inclusive environment.
- **Success** - Youth develop skills through learning opportunities while gaining self-confidence and experiencing **Success**.
- **Service** - Youth contribute to their communities and affect change through meaningful **Service** to others.
- **Independence** - Youth participate in experiences that foster **Independence** and active engagement in the future.

These components should guide programming and support Positive Youth Development in all aspects of the Army CYS Services Program.

Technology

As an important component of its mission, Army CYS Services teams field Youth Technology Labs (YTL) in its Installation School Age and Youth programs.

Youth Technology Labs include hardware, software, print and electronic curriculum designed for children and youth between the ages of 6-18 years. Combined with children, youth, staff and their collective creativity, the YTL is a unique place where children and youth learn about technology and how it is integrated into the world around them. The YTL also assists CYS Services in providing predictable Services from Installation to Installation. Children/Youth can be sure to find the same kinds of activities, clubs, and relationships when they relocate with their Families.

Army School Age and Youth Program Delivery Methods

Army CYS Services provides young people a variety of recreational and educational programs through a variety of clubs, clinics, instructional classes and camps.

- **Clubs** are a group of youth organized together for a common purpose. A club may exist as part of the regular, recurring School Age Programs/Middle School & Teen (MST) Programs. Clubs may last a month, a semester or an entire school year. Clubs generally include youth who attend the daily SAS/MST program and youth who come only to participate in the club. Examples of clubs: 4-H Club, Torch Club, Keystone Club, SAS Step Dance Club.
- **Clinics** offer consultation or instruction, generally in sports. Clinics are run by subject matter experts in a structured, focused environment. While basic skill building sessions are offered as part of the youth sports program, more advanced skill building opportunities are offered through the *SKIESUnlimited* instructional program.
- **Classes** consist of a group of students receiving instruction (lessons) in the same subject at a designated time. While some subjects may be offered in both the daily SAS/MST program and as *SKIESUnlimited* instructional classes, *SKIESUnlimited* instructional classes differ in that subject matter experts, who are often credentialed, teach them in a structured environment. *SKIESUnlimited* instructional classes are normally progressive in nature and offered for a specific period of time. Instructional classes are offered as both an enhancement to the regular, daily program and as an outreach effort to those who do not participate regularly. Examples of classes include driver's training, jazz dance class, piano lessons, computer class, sailing lessons, and sign language lessons.
- **Camps** offer learning opportunities in a recreational setting.
 - **Specialty Camps:** These day camps are organized with a specific focus/theme, last 5-10 days, and have a separate sign-up. Specialty camps are generally geared to a variety of skill levels. Examples of specialty camps include computer camp, tennis camp.
 - **CYS Services Program Camps:** During the summer and winter and spring vacations, the School Age Services incorporates camp into their daily program, generally between the hours of 0800-1600. For those who need care, SAS offers before and after camp programming.
 - **Youth Leadership Forums** – Youth Leadership Forums are multi day, overnight camp experiences designed to provide Army teens an opportunity to develop leadership skills, learn about group dynamics and have a voice in the Teen Chain of Communication. When hosted by the Installation Management Command (IMCOM) Region, attendees consist of a CYS Services

staff member and two teens (14 years or older) from each Installation in the IMCOM Region. The eligibility is based on active involvement in Youth Programs, including serving in leadership roles. Components of the Forum are Team Building, Technology, CHARACTER COUNTS!, Service Learning, Recreation and Focus Groups. Garrison Level YLF's include similar components and objectives, allowing for more participants and may include multiple Garrisons.

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Army Child, Youth & School Services

