



**Cub Scout Day Camp
Administration
Local Council
Facilitator Guide**



BOY SCOUTS OF AMERICA®

Local Facilitator Guide

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A Word About Youth Protection

Child abuse is a serious problem in our society. In fact, experts have deemed it a public health crisis. Sadly, it can occur anywhere, even in Scouting. Youth safety is our number one priority in Scouting. To maintain the most secure environment possible, the Boy Scouts of America works on an ongoing basis to develop policies, procedures, resources, and training to protect youth.

The BSA requires Youth Protection training for all registered volunteers.

The BSA requires all registered volunteers to take Youth Protection training every two years. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of charter renewal, the volunteer will not be reregistered. Leaders and parents play a vital role in ensuring that Youth Protection and Health and Safety policies and procedures are understood and followed. Because of this, we encourage all adults, including parents, to take the BSA's Youth Protection training.

To take the training online, go to my.scouting.org and establish an account using the member number you receive when you register for BSA membership. If you take the training online before you obtain a member number, be sure to return to my.scouting.org and enter your number for training record credit. Your BSA local council will also provide facilitator-led training if you cannot take the training online. For more information on training, refer to the BSA adult membership application, No. 524-501.

To find out more about the Youth Protection policies of the BSA and how to help Scouting keep your family safe, see the Parent's Guide in any of the Cub Scouting or Scouts BSA handbooks, or go to www.scouting.org/training/youth-protection.

If you have questions about Youth Protection training, please contact your local council.

Introduction

This material should be used to prepare your Cub Scout day camp administrators for success at National Camping School in the near future. The curriculum for Cub Scout day camp administrators consists of the following components:

1. Prerequisites

- a. Registered member of the BSA
- b. Current Youth Protection certificate
- c. Completion of any Cub Scout leader-specific training on my.scouting.org

2. Course Work

- a. Online training, [my.scouting](https://my.scouting.org) course
- b. Council local information guided training
- c. National Camping School Day Camp Administration session

This syllabus must be administered as described in the following pages to meet the training requirements of the course. The council is authorized to add additional content to meet local needs, but this content would be used as a supplement to the materials presented herein. This is a great opportunity to introduce your program or camp director to the procedures and policies in your council and district, at their specific location! Having this information now will better prepare them for their National Camping School experience and their day camp.

Set the participant(s) up for success by selecting them far enough in advance of the day camp that they may be involved in the complete process from planning to implementation of the camp.

This course is a National Camping School (NCS) course, and as such participants who successfully complete the course will be recognized with a pocket certification card stating their completion that is valid for five years from the date of the course.

NCS students will not receive a certification card until all seven of the items listed above are completed to the satisfaction of the NCS course director. In addition, each participant who completes the course is entitled to wear the National Camping School patch on their uniform.

Set your candidates up for success by selecting them far enough in advance that they can complete the online assignment at least 30 days prior to start of NCS. Then conduct your in-person session with them before they attend the classroom session.

Print out the learning workbook associated with this course for each of your students. Help them fill it out as thoroughly as possible and instruct the students to bring the workbook to the in-person NCS classroom session they will attend.

After your day camp advisors, day camp directors, and program directors have taken this training, please use the ScoutNet code “CS63” to indicate completion on their BSA training record.

Individuals who have completed this course and the online portion (“CS62”) should bring a copy of their BSA training record with them to their National Camp School training session.

Resources

The resources for this course are located on the national outdoor programs [day camp webpage](#). This material includes this syllabus, the related powerpoint slides, the NCAP full Standards and “standards at a glance” (available online) and any local council related materials. Note NCS participants will receive a hard copy of the NCAP standards at their in-person National Camping School course. Council can purchase additional copies [online here](#).

Please have markers, flip charts, and reference material for display. They will also provide teaching aids that are needed for some of the sessions.

Schedule

- Instructional periods are generally in 15 to 60-minute blocks and there is approximately 4-6 hours of content.
- While there are no specific breaks in the content, we recommend that breaks be given at least every 60-90 minutes and when participation begins to wane.
- All subjects in the table of contents are important and must be covered completely.
- Faculty members should support each other in keeping sessions on schedule.

About Learning Objectives

By the end of the session, participants should be able to complete the corresponding learning objectives. These objectives should be listed and introduced at the beginning of the session and revisited at the end of the session with a learning activity to be sure participants understood the material. Next, process the objectives. Processing is the technique whereby the instructor selects, clarifies, and directs participant contributions toward the learning objectives that need to be understood. When the instructor asks group members to suggest the elements of a budget, their recommendations should closely reflect the learning objectives. If key points are missed, let them know you are still looking for another point or two. Accept all suggestions but be sure to cover the teaching points.

Room Setup

The classroom size and the number of participants determine the arrangement of the room. Most of the presentations require access to AV and use of PowerPoint or other visual media, so the room setup should confirm that everyone is able to see the material being projected.

If the subject and time allows it, consider moving outdoors for a session. When doing breakout groups, do not hesitate to rearrange tables and chairs into the corners of the room. They can easily be returned to the original setup.

Games and Icebreakers

Nowhere in the syllabus does it say: “Add fun here.” Games and icebreakers are not included in many of the lesson outlines. Do not be shy about adding your own fun activities to your sessions as appropriate. These activities should not take much time and they can get your audience engaged in the session

Presentation Tools

A lectern puts a barrier between the trainer and the audience. If possible, do not use or stand behind a lectern. One recommendation is to use a small table at the front of the room to place your notes.

PowerPoint

Many of the sessions presented are to be used with the PowerPoint slides provided. Care should be taken to deliver the content in an engaging way even when using the slides. The slides are used as means to enhance the program and should not be used to read to the participants.

Flip Charts

Flip charts are a good change of pace from PowerPoint presentations, and they offer instructors the advantages of listing responses from the group, tearing off pages, and displaying them around the training room.

To use the flip chart effectively in training sessions, follow a few basic rules:

- Position the flip chart so it is visible to all participants.
- Write legibly and print letters that are large enough for the back row of the room to read—at least 2 inches high.
- Use markers with a strong color (e.g., black, blue, or green)
- Do not write more than six lines to the sheet.
- Consider listing your presentation outline on flip charts or even writing reminders to yourself in pencil under each bullet point.
- State “say that in two words or less” when collecting lengthy comments and ask participants to elaborate.

Training Techniques

Two-Way Dialogue

When an entire group is involved in an issue or problem, you are leading a discussion. Sometimes a well-planned question can trigger a healthy discussion involving the entire group. The leader will need to maintain careful control to keep the group on track.

- Don't allow one or two persons to dominate the discussion. Simply say “OK, we've heard from you. Let's hear some other opinions.”
- Ask if anyone can add to a point.
- Try to bring silent listeners into the conversation but remember they may be getting more out of the conversation than anyone.
- Stay on track with the current topic.
- Listen for key points that you feel need emphasizing. When a participant has a good point, ask him or her to repeat it. This process will indicate the importance of the point to other participants. List this key point on a flipchart.

Breakout Groups

Many people who are reluctant to speak up in a large group will feel quite comfortable in a small group. There are designed breakout times for some of the presentations. As some courses may be taught to a smaller group, the instructor may use discretion to determine the need to break into smaller groups or do the activity together.

Role-Playing Exercises

Some presentations call for role play activities. Care should be taken to model these situations in a realistic way for the participants. This activity will always be followed by an evaluation to determine if all teaching points were covered. Do not hesitate to improvise costumes and teaching aids.

The Parking Lot

Write the heading “Parking Lot” on a sheet of flip chart paper and hang it on a classroom wall. Ask participants to write any questions or issues they would like to discuss onto sticky notes and place them on the parking lot page. This process will help alleviate unrelated interruptions while ensuring participants’ concerns are addressed. Make sure to stock an adequate supply of sticky notes in the room. Come back to these topics after breaks or group into categories of items that will be covered in the course and discuss as appropriate.

Preparation

Specific faculty assignments should be made several weeks in advance of the National Camping School. Do this at a preliminary planning meeting. Instructors should review the overall flow of the material and see how their sessions fit into the training. Planning and preparation should be done prior to arrival at the course although there should be some time to make final tweaks to presentations.

During the planning process, consider the following questions:

- Do you agree with the learning objectives and material to be covered?
- Do you agree with the references listed? Do you have copies of the references?
- Do you agree with the equipment list?
- If PowerPoint presentations, charts, flip charts, and exhibits will be a part of your presentation, prepare these in advance, and bring them with you.
- Finally, rehearse your presentation.

How to Enhance Presentations

- Begin your session with lively music.
- Be yourself. Do not try to be someone you are not.
- Break the ice. Get the attention with a song, or a joke.
- Identify the expectations of the audience and address them.
- Keep in mind that people remember 10 percent of what they read, 20 percent of what they hear, 60 percent of what they see, and 80 percent of what they see and write down. Insist that they write down the key points you want them to remember.
- Before delivering a key point, tell participants they will want to write it down.
- Use costumes and props. Tell brief stories.
- Involve the audience in stunts and activities.
- Use humor when appropriate.
- Short personal stories can often make a person more believable.



FACILITATORS GUIDE

C1: Who Does What?

NCAP STANDARDS: PD-112, SQ-401G, SQ-403, RP-462, RP-851

SESSION OBJECTIVES

At the end of this session, you will be able to:

- Explain the overall structure of a day camp staff organization.
- Explain the positions of day camp advisor, day camp director, and day camp program director and how they fit into the day camp staff organization.
- List the specific duties of these positions: camp advisor, camp director, and program director.
- Understand the partnership of volunteers and professionals working together for successful camps.

Introduction

This session is to help your camp director, program director, and camp advisor understand their individual roles and how they will work together to provide a safe and fun camp for the youth in the council.

Open the session by asking the participants, “What is the biggest difference between the day camp advisor, the camp director, and the program director of a Cub Scout day camp?”

Answers may vary but, generally, the camp director is the main person in charge of administrative duties at camp. The program director is responsible for the program and program staff for the day camp. The camp advisor, usually a professional Scouter, serves as a resource and supports the camp director and program director.

Staff Organization

Refer to the appendix information provided with this session for staff organization charts and job descriptions for support positions. This information may be referred to again during C7—Staff Selection and Training.

Review the organization chart for day camps and discuss the size of staff that will be needed for the camps in your council. (NCAP standard SQ-401G)

Job Descriptions

Review with participants the general position descriptions of the camp advisor, camp director, and program director. It is important that each person understands the duties assigned to the position they will be filling at camp.

Day Camp Advisor (usually a professional Scouter)

- Maintains the national standards at camp
- Maintains proper budget control
- Usually determines dates of operation
- Determines the staff salary chart and payroll
- Assists in creating and approves the camp staff organization chart
- Is aware of the emergency procedure plan
- Advises camp directors and program directors; communicates council-specific information to them
- With the camp director, is responsible for national accreditation
- Manages risk management and camper security plans
- Assists with camp problems
- Is responsible to the council for equipment and property
- Assists with the evaluation at the end of camp

Day Camp Director

Meets the camp management standard, is at least 21 years of age, and possesses a valid certificate of training from the day camp administration section of National Camping School. (NCAP standard SQ-403)

- Is responsible to the day camp advisor
- Supervises personnel and camp operations
- Recruits, interviews, and trains day camp staff
- Maintains the national standards
- With the camp advisor, is responsible for national accreditation
- With the camp advisor, is responsible for camp budget
- Creates staff organization chart
- With the camp advisor, is responsible for the emergency plan
- Implements the risk-management plan and the camper security plan
- Implements the program and supervises staff and program activities in accordance with approved policies during camp. (NCAP standard PD-112)

- Creates the menu and determines food costs
- Prepares the promotion plan
- Prepares the staff manual
- Develops check-in and orientation procedures
- Supervises the trading post and its staff
- Recognizes the staff and campers
- Prepares the evaluation at the end of camp

Program Director

Meets the camp management standard, is at least 21 years of age, and possesses a valid certificate of training from the day camp administration section of National Camping School. (NCAP standard SQ-403)

- Is responsible to the camp director
- Assists with promotion of the camp
- With the camp director, recruits, interviews, and trains program staff
- Creates the program staff organization chart
- Prepares schedules, including den formations and rotation schedules
- Prepares the program budget
- Understands and supports the emergency plan
- Maintains inventories of program supplies
- Provides program stations and activities
- Develops the theme for the camp
- Provides ceremonies, campfire, and mealtime programs
- Evaluates program effectiveness

The Partnership

Explain to participants who will fill the camp director, program director, and camp advisor positions. The responsibilities of the volunteers and professionals are not specifically defined by national programming. Each camp is unique.

Point out that some of the duties overlap between the three positions. It is extremely important for the volunteers and professionals to work together to provide a camping program that meets the following two requirements:

Policies. Volunteers and professionals work together to provide a camping program that complies with the policies of the Boy Scouts of America and meets the budget and property guidelines of the council.

Positive experience. Volunteers and professionals work together to provide a safe, quality, positive camping experience for the Cub Scouts and their leaders.

Good volunteer-professional relationships are characterized by mutual trust, mutual respect, and mutual recognition of each other's role and competency. Here are a few tips on how volunteers and professionals can work together successfully:

- **Preparation.** Volunteers and professionals need to be involved with the camp by doing their assigned work. They must follow through with their responsibilities so that trust can be built in the relationship.
- **Accessibility.** Volunteers and professionals need to be accessible to each other. They exchange phone numbers, email addresses, mailing addresses, and other contact information. They talk to each other frequently.
- **Time efficiency.** While appreciating each other's talents and skills, volunteers and professionals should also appreciate each other's time. They should make the most efficient use of each other's Scouting time that they can. They should not overload each other with tasks; and they should respect each other in their additional work, family, and even health commitments.
- **Communication.** The key ingredient to successful volunteer and professional interaction is communication. Volunteers and professionals must continue to keep each other informed of the progress in their areas. Communicate the status of the planning, communicate the successes, and especially, communicate the problems!

Summary

This partnership is necessary for a successful Cub Scout day camp, but the exact structure may vary from council to council. It is important for you as the instructor to clearly explain what your council's structure and expectations are to the directors and advisors.



FACILITATORS GUIDE

C2: National Camp Accreditation Process

NCAP STANDARDS: SA-001, SA-002, SA-003, SA-004, SA-005, SA-006, FA-701, AO-801, AO-802, AO-808, AO-8112

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Describe where and when day camp happens.
- Describe the importance of national standards and the accreditation process.
- Identify the national standards and reason for their existence.
- Define the key components of the national accreditation process:
 - Site Appraisal Form
 - Local Council Authorization and Assessment Declaration Form
 - Precamp/postcamp inspection
 - On-site assessment, scoring, and recording.
- Understand what an assessment team does.

Introduction

This session is to teach directors about the National Camp Accreditation Program standards, the importance of following the standards, and how to gather and collect the information for the assessment.

This session would be well supported by having last year's camp NCAP "books" on hand for reference and a copy of the NCAP standards for everyone in attendance. A free online copy of the NCAP standards can be found at www.scouting.org/ncap.

Where Do We Hold Day Camp?

Day camp can be held in a facility owned by the council or one that is not. Regardless of the location, the site must be approved by the local council and a precamp inspection must occur. These two processes help ensure the facility will be adequate to run a safe and effective day camp and will meet all the national standards. Be creative. Day camps have been held on city rooftops and in an old blimp hangar!

If camp locations have not yet been established, the directors can work together to find suitable locations.

Some examples are:

- City or neighborhood parks
- Federal, state, or county parks
- Churchyards
- School grounds
- Council camp property
- Open fields
- Company employee parks

The location should be accessible to the population that will be served by the camp. The location may be perfect, but if everyone must drive an hour each way to get to and from the camp, attendance may be affected.

It may be helpful to provide a list of previous day camp locations for new directors.

Camp Length

Day camps vary in length but can be from two to five days. The camp advisor(s) should work with the directors to determine the length of camp.

National Standards

The national standards will be used and discussed throughout the three-part certification process. Each director needs a current copy of the standards. They will receive a printed copy at their on-site National Camping School course and can access them for free online in advance at www.scouting.org/NCAP.

Refer to the front cover of the NCAP standards. Notice that under “Purpose,” the standards are established to:

- Ensure the health, safety, and well-being of every camper, visitor, and staff member while on camp property.
- Ensure that the council takes pride in the high quality of its day camp, including the program staff, facilities, and equipment.

The standards can be used as a guide to be sure tasks are completed prior to camp opening. It is recommended to keep a copy of the standards handy during the planning stages and while camp is running for easy reference.

Accreditation Process Responsibility

Who is responsible for having the camp accredited? The Scout executive is responsible for maintaining national standards, with help from the camping committee, health and safety committee, and other appropriate council committees. Both volunteers and professionals may be part of this process. The people who visit and check out the camps are members of the council assessment team.

Share with your directors which committees are involved in the process.

Understanding the NCAP Standards

The NCAP standards are broken into the following categories.

- SA-0xx- Standards Applicability
- PD 1xx – Program Design & Recommended Practices
- PS 2xx – Program Specific & Recommended Practices
- SQ 4xx – Staff Qualification & Training & Recommended Practices
- HS 5xx – Health & Safety
- FS 6xx – Food Service
- FA 7xx – Facilities & Recommended Practices
- AO 8xx – Administration & Operational

Now, let's walk through a standard and talk through how the standards are written.

Every standard is broken into pieces which include:

- Standard or RP Number
- Standard or RP Title
- Revision Date
- Standard
- Specific Requirements
- Interpretation
- Verification
- Type of Camp Standard or RP Applies To

So how do you understand and use the standards?

- Check first to confirm the standard applies to day camp and the programs you are offering. Not all standards apply to all camp types or programs offered.
- Review the standard but also review the standard specific requirements. Many standards have specific requirements for day camps versus other camp types.
- The interpretation section is very useful tool to help you and the day camp teams understand the standard.

Finally, the verification portion is how you confirm the standard is being met. This could include the paperwork that is required or could be a simple visual verification of a program area. Each verification type is unique to each standard type.

Required Paperwork

There are several steps to successfully manage the NCAP process for the day camp. We are going to walk through each of these and explain each step.

Step One:

A location is selected. The day camp site is reviewed. If not on a BSA accredited camp property, the “[NCAP site appraisal form](#)” is utilized and submitted to the council. Keep a copy for your records. See NCAP standard SA-002 and AO-811. You can download the NCAP site appraisal form from www.scouting.org/ncap.

Remember: The NCAP Site Appraisal form is only required when a day camp takes place on a Non BSA authorized camp property.

You should fill out all parts of this form including how the camp location will meet the standards if any of the items listed are marked as “no”.

Step Two:

The day camp director fills out Part A of the “[NCAP Local Council Authorization and Assessment Declaration](#)” form and files with the council. It is signed by the Scout Executive or their approved designee. Keep a copy for your records. See NCAP standard SA-002 and AO-811. You can download this form from www.scouting.org/ncap.

Part A requires you to fill out the council information at the top including the camp type – Day Camp

You will then give the camp Title: (example: XYZ District Day Camp)

Followed by the camp description including the attendee type for this camp.

You will then fill out the date of the camp and number of sessions. The number of sessions could be just one like a district day camp or more if the day camp has multiple weeks. List the dates or range of dates here.

The location is the name of the camp location or address of the camp followed by indicating if the camp is an NCAP authorized camp property or a Non-NCAP Authorized site. In the case of a Non-NCAP authorized site you would also need to include the completed NCAP site Appraisal form discussed earlier.

Once the council has reviewed the information and asked any questions they may have toward the purpose or attendee type, this form is signed and dated by the Scout Executive and the day camp director. This process takes place prior to the planning of the camp.

Step Three:

The camp is planned in accordance with the NCAP standards, including the required paperwork. Work with the day camp committee to walk through the standards so they have a full understanding of what trainings, certifications, permits and all NCAP required paperwork is met.

What happens if you cannot meet a standard? First you need to SPEAK UP! – if you know that you will have a challenge to meet a standard, do not keep this a secret and hope it will just work itself out.

Review the challenge with your Scout Executive and your council NCAP chair who are there to assist you. Their experience may be able to help you solve a problem before it becomes an issue.

If you cannot find a solution, you will need to apply for a waiver or variance through the Request for Waiver or Variance form found on the NCAP website.

Waivers

- Allows for a one-time variation from a standard
- Must be in writing from the council and the National NCAP Committee. Your council cannot grant waivers for NCAP standards.
- May be granted for a standard due to emergency or other good cause shown.
- May be conditional and require the requesting council or camp to meet an alternative or equivalent control.
- May be renewed only one time.

What does a waiver mean?

- Means that we know there is a standard
- We understand the standard
- We are KNOWINGLY not going to follow the standard, but we have a good reason to do so.

Don't ask for a waiver just to save money...ex. we don't want to find an aquatics director because they would have to go to NCS – if you can't afford to send an aquatics director to school you certainly cannot afford the lawsuit that comes when something happens.

Make choices based on safety and doing the right thing, not on budget or convenience.

There are a few ramifications of a waiver:

- If there is an incident at camp, this will be one piece of evidence that will be sure to be asked for.
- This may cause further investigation of the camp operations.
- For this reason, Waivers are not granted frequently.

Variance

A Variance is issued in writing by the National Standards Chair on behalf of the national NCAP Committee that allows a camp to *permanently vary* from a requirement of the national camp standards upon demonstration that the variance provides equivalent or higher level of program quality and safety. A variance may be *conditioned*. Variances are rare.

At the end of step 3 you will need to determine if any variances or waivers will be needed and file for them appropriately. See SA-005.

The waiver and variance process takes time and you should allow for at least two weeks for these to be processed.

Step Four:

The assessment will take place during camp. The assessment team will walk through camp and review the required paperwork.

Explain the council's process for having the camps visited by the assessment team, and what the directors can expect during the visit. The visit may create high stress for directors, and they need to understand the visit is not a negative nor is the council trying to catch them doing something incorrect.

The council assessment team will utilize the NCAP standards and Part B of the "NCAP Local Council Authorization and Declaration" to perform your assessment.

Who is on the council assessment team?

Volunteers who have been trained to be an assessment specialist. The training covers the purpose, standards, and assessment process of the day camp. The volunteer then assists with the process of helping a camp become accredited.

Just prior to camp, the team lead will schedule a date with the council and visit the camps while in operation, using the national standards to complete the assessment. The director should be notified in advance when the visit will take place.

Assessment Visits

The assessment process begins with a visit by the assessment team prior to camp being held. This visit happens at least two months before camp opens. A checklist will be used to determine items that are not completely ready before camp.

When the assessment is complete, the council assessment team leader must sign the assessment declaration portion Part B of the “NCAP Local Council Authorization and Declaration” form. The form is submitted and filed with the local council. These forms must be kept on file with the council per NCAP standard AO-812.

Additional on-site forms may be required per NCAP verification listed in the appropriate standards. These would include items such as first aid logs and incident reports.

The assessment team may award the camp director with a national accreditation certificate and flag.

Awarding of the flag is a council decision and, if awarded, the flag should be included in the day camp budget.

Step Five:

Any post-camp paperwork is submitted to the council including first aid logs, incident reports (if any) and other required paperwork. The council should review their management of the process annually. In addition, the area assessment team may review local council authorization forms as part of their annual review. This could include incident reports, first aid logbooks etc. See NCAP Standards HS-507 and AO-808.

Summary

The directors should be given any of the following items the council has arranged for so they can meet NCAP standards: council insurance, council physician letter (with any “standing orders”), emergency procedures, council emergency/ crisis plan, council wide emergency contacts.

NCAP is a necessary process to help the councils be certain their camps will meet the national standards:

- For safety
- For quality
- For success
- For the youth to return next season
- For leaders to return next season
- For meeting the aims of Scouting



FACILITATORS GUIDE

C3: Risk Management & Safety Procedures

NCAP STANDARDS: PD-108, PD-112, HS-511, FA-703, FA-705, FA-711, FA-714, AO-805, AO-807, AO-808, AO-812

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Learn what risk management is, who reviews it, and how it relates to camps.
- Identify who we are responsible for in our camps.
- Identify potential emergency situations at camp.
- Describe the eight parts of an emergency plan.
- Learn the importance of communicating emergency plans to staff and participants.
- Become familiar with BSA resources focused on risk management at camp.

Introduction

The instructor should understand and integrate council-specific information into the presentation and discussion. From this session, the director should understand the need for emergency plans, what to do after an emergency, and the requirements of the council. They should come away feeling empowered to hold a safe camp.

Risk Management and Its Impact on Camp

Explain to the directors that risk management is everyone's job at camp. Although risk management cannot completely eliminate risk, it is the ongoing process that keeps risk as minimal as possible and allows the camp to be safe.

The Guide to Safe Scouting and the Sweet Sixteen of BSA Safety are the main tools for safe Scouting. For day camps, we have added items in the NCAP process. It is important that risk management areas are anticipated, and plans are developed to deal with any issues that may arise during camp.

Part of the precamp preparation is inspection of the proposed day camp site to see if anything might exist that could potentially endanger the campers or hamper emergency response efforts. Councils generally have a committee devoted to risk management, and the committee members may be a part of the day camp risk management process.

Ultimately, we are responsible for the safety of the campers, leaders, parents, and all personnel who will be helping with camp. Share with directors the council's risk management policies and any specifics they may need to be aware of regarding weather, facilities, etc.

Emergency Plan

What do you do if you have an emergency at day camp? You have a plan—an emergency plan! An emergency plan and procedure may seem like a lot of work to develop the first time around, but once it is complete it will only have to be reviewed and updated as necessary for any changes since last season's use.

Furnish a copy of the emergency plan from the previous camps. Review to see if the plan needs updating. Review with the directors some of the emergencies that may need to be addressed, such as rain, thunderstorms, tornadoes, fire, lost campers, intruders, injuries or health emergencies.

The emergency plan is the responsibility of the camp director, who is advised and supported by the camp advisor. There are eight written parts to an emergency plan and procedures. These were introduced in your online National Camping School training module briefly. Here is more detail:

1. Warning or Emergency Signal

- Determine the signal. What will it be? Keep it simple—make it functional! Many camps use a siren, fire bell, or similar indicator of an emergency. Depending on your location, it may be personnel designated as runners to each specific location of your camp.
- Be sure the signal can be heard in all areas of the camp, including inside any buildings and in areas obstructed by natural obstacles.
- Practice using the signal. Make sure it works! Practice it with staff and participants. (There may be time for practice during the opening session.)
- What happens when the emergency signal rings? Clear, brief, specific instructions should be given to the group regarding their expected response. It is a good idea for the instructions to be in written form and in all leader notebooks.
- Who is responsible for whom?
- What runners will be needed? If a runner system is used, be sure backups are also assigned.
- Have a procedure for head counts/roll call.

2. Central Location Meet

- Look at the site. Use common sense.

- Is the location a central, obvious place? Assembly areas should be readily accessible from all parts of the camp and should be easily identified by all the campers.
- Can the campers sit and be comfortable?
- Is there adequate shelter or do you meet at one spot and go to another place with shelter? Is this shelter safe from inclement weather? (NCAP standard FA-714)
- Consider access to a central location during evening or twilight activities.

3. Buddy System

- The buddy system should be a part of everyday life in all camps and will also be included as part of this plan. Using a formalized buddy system is mandated in certain adventurous or potentially dangerous activities. (NCAP standard HS-511)

4. Leadership Plan

- All leaders should know their role. Reviewing what to do will prepare them to act quickly and correctly. (NCAP standard AO-805)
- Each den or group should have a leader responsible for it.
- First-aid responders should be designated.
- When bringing groups to a location, there should be a leader in front and in back of the Cub Scout group.
- Operating telephones or other reliable communication systems must be accessible to designated staff members at all times. (NCAP standard AO-807)
- Information and procedures are in place for emergency communications with medical providers; police, fire, and other rescue personnel; Scout executive and other key professional staff; and parents and campers. (NCAP standard AO-807)
- Determine who will speak and what will be said to the media.
- All staff members are trained in the plan.

5. Emergency Vehicles (NCAP Standard FA-711)

- All council-owned or -operated motor vehicles used in camp are kept in safe mechanical order and operated in a safe and legal manner. Vehicles are maintained to state inspection standards, whether licensed or not. Policies are in place to address motor vehicle use (NCAP standard FA-711). (This may not apply if the camp is being held at a non-council facility.)
- Vehicles belonging to staff, leaders, and visitors are parked in a designated camp parking area, backed in if possible.
- Roads in the camp are restricted to service vehicles and used only on a limited basis. Roads are kept free for emergency use if necessary. (Note: Camps being held at non-council facilities may not have this ability.)
- One “emergency” vehicle must be available at all times. It can be used by staff to carry materials, supplies, passengers, etc. (Not for emergency victims!)
- An ambulance does not need to be on-site, but quick access to one is necessary. Staff will not transport injured people who are in an emergency situation.

- Consider the roads and entry to camp. Is the path easy to find and easy to travel? How hard is it to find in the dark?
 - Consider vehicles or ways of transportation if there is a need to evacuate.
 - Local emergency response agencies should be informed and included in this part of the plan.
 - Golf cart, LTV, ATV, or UTV use must adhere to all council policies and the requirements of NCAP standard FA-711.
6. **Emergency Phone Numbers** (NCAP standard AO-807- Communication Systems)
- Have emergency numbers posted in more than one location.
 - Make sure numbers are current and correct.
 - Determine who will call the agencies.
 - Who will call the Scout executive?
7. **Emergency Shelter** (NCAP standard FA-714 - Shelter in Inclement Weather)
- Discuss what shelter can be used for the facility.
 - Pavilions - think about rain and wind.
 - Is the size adequate? Will the entire group need to be subdivided?
8. **Evacuation Plan** (NCAP standards FA-705—Utility Emergency Shutoff, AO-805—Emergency Procedures, AO-807—Communication Systems)
- Sometimes you actually need to evacuate.
 - Determine leadership - who makes the decision to evacuate? Be certain the council is informed and guiding you.
 - Make sure that there are current drawings available on-site showing all electric, gas, and water lines as well as sewer systems, with locations of shutoff switches or valves to interrupt service should the need arise. Determine which key staff will have access to and know how to operate the shutoffs. (NCAP standard FA-705)
 - Consider transportation—parents may not be on-site to help transport.
 - Consider communication with authorities—who needs to be called and who will call.
 - Consider communication with families—how will families find out about the evacuation?

Reporting of Health-Related Incidents

The reporting of catastrophic incidents, including multiple serious injuries or illnesses, should be done immediately using BSA protocol. In the event of a fatality or catastrophic injury or illness, the camp director is in charge, and the camp health officer supports the camp director in following BSA procedures and any applicable state or federal regulations. Review NCAP Standard AO-808 for a complete list of reporting protocol and forms.

Make sure directors know EXACTLY what the council protocols are for these incidents. Review in detail the resources available on the national incident reporting webpage located here:

<https://www.scouting.org/health-and-safety/incident-report/>

Reporting of Health-Related Incidents

Best practice would be for directors to receive copies of council emergency policies and procedures if available.

Through the years, the Boy Scouts of America has developed a plan for safe camping. The NCAP standards have been put in place for the safety of youth, staff, and leaders. Risk management means managing the environment to minimize risks to everyone's safety and well-being while allowing for a fun learning experience to take place.



FACILITATORS GUIDE

C4: Orientation & Opening Functions

NCAP STANDARDS: PD-108, RP-855

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Explain potential opening functions that need to be completed prior to opening camp.
- Recognize the importance of communication, proper training, and orientation of parents and leaders.
- Describe a typical orientation for adult leaders.
- Review appropriate check-in procedures.
- Explain the importance of efficient record keeping.

Introduction

Long before a new camping season is to begin, the camp should have a plan for opening and closing procedures or a manual detailing how the camp is opened at the beginning of the season and closed at the end of the season. The plan or manual will set forth written procedures for the following:

- Review of evaluations from previous or current year
- Review of checkout reports from staff
- Physical setup and takedown requirements
- Inventory, condition, and location of equipment and supplies
- Weatherproofing or reactivation of camp facilities and utilities (if using council camp property)
- Design and layout of program areas
- End-of-season maintenance (NCAP standard RP-855)
- Equipment and supply purchase needs for next year

Explain the council process for accomplishing the following according to your local situation. If the council has the previous year's evaluations, check for any feedback concerning the following areas.

Precamp Orientation

Before their arrival in camp, leaders and parents need to be oriented in what to expect and how to plan so they can arrive prepared and ready to get the most out of their day camp experience. Brochures, fliers, and websites should be made available that will give the times, locations, fees, and other information needed to assist pack leaders and parents in preparing their Scouts for camp. Items such as "What to bring" lists, health forms, and campership applications should also be provided.

As important as all this information is, it is merely one part of the process. The amount of paperwork involved in registering and attending camp has only increased in recent years.

Having a precamp orientation two to three weeks before a pack's arrival at camp provides a boost to their preparedness.

What to include in a precamp orientation:

Key staff members may be present to discuss the program and address leader and parent questions.

- Give a tour of the camp if orientation is held at the facility.
- Review procedures for check-in, registration, emergencies, and camper security.
- Provide instructions on leader and parent expectations.
- Review the schedule of activities and allow packs to sign up for special activities.
- Discuss the theme and inspire leaders and parents to have costumes when they come to camp.
- Collect medical forms for the health officer to review prior to camp. This allows any mistakes, omissions, or special needs to be addressed prior to arrival.
- Distribute camper shirts.
- Promote trading post items that will be available at camp.

Arrival in Camp/Check-In Procedures

Discuss the importance of providing a positive, inviting appearance for leaders, parents, and campers as they arrive at camp.

Considerations to discuss include the following:

- At the entrance, will they be greeted with a smile by a uniformed staff member who welcomes them to camp?
- Will the entrance to camp be inviting? Is the grass cut? Is the area free of litter and debris?
- Will you have sufficient signs to guide them in from the main roads? Will you have a camp sign at the entrance, welcoming them?
- Have you made it easy to park the car and find where to register?
- Will they be greeted enthusiastically by staff they encounter during the check-in process?
- Is it obvious where the nearest restrooms are?

- Will the parent feel safe leaving their Scout at your camp?
- Can they recognize the theme without having to ask?

Remember that we have but one opportunity to make a first impression. If your parents, leaders, and Scouts have a positive experience immediately upon arriving at camp, it can help lessen the negative impact should there be any problems with registration or check-in.

Discuss how to streamline the registration process. One method is to divide the process into stations. Some ideas for these stations are:

- Paperwork and fee clearance
- Medical check, taking care to provide privacy for confidential information exchange
- T-shirt fitting for those who missed precamp orientation. (Sending T-shirts to the packs early can reduce lines.)
- Den assignments/meeting the den leader or den chief
- Wristband/name tag/ID tag
- Preopening activity

It is important that the stations be located in a manner that will allow for good traffic flow as campers arrive and check in.

Paperwork and Fee Clearance

Directors should be given the council’s procedures for handling paperwork and collecting registration fees.

Items to consider:

- Application forms for any unregistered youth
- Registration forms for walk-ins
- Permission slips if necessary
- Updating the registration roster to indicate walk-ins and no-shows
- Collection of registration fees
- Having a receipt book on hand

The following items should be explained to parents during the camp orientation. The camp staff plan and required actions for these items will be developed during the camper security session:

Medical checks—the process for collecting and securing medical forms for campers and staff

Daily sign-in—including the processes to be followed in the event of no-shows or walk-ins

Authorization for removal from camp—the process to follow when a camper is being picked up early from camp

Summary

The key to high morale and a minimum of stress at the camp opening is a well-defined, well-staffed registration. A well-defined registration requires solid planning during staff development and posted procedures for everyone to follow. Adequate signage is critical to success. The opening day of camp is extremely important in the success of the whole camp experience. If the Scouts and leaders are unhappy from the start, it is hard for them to enjoy the rest of the camp. Make sure the check-in process is smooth and the orientation process is fun and fast. The first day should be fun and exciting for the youth, leaders, and staff.



FACILITATORS GUIDE

C5: Camper Security

NCAP STANDARDS: PD-108, PD-109, PS-216, FA-711, AO-804, AO-807, RP-852

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Identify camper security information that should be communicated to unit leaders and parents prior to camp and at registration.
- Identify ways to protect staff and campers from identity theft.
- Identify transportation security issues. (NCAP standards FA-711 and PS-216)
- Explain camper security check-in procedures.
- Explain procedures for camp contract personnel, if used, and visitors. (NCAP standard RP-852)
- Explain procedures for handling unwanted or unexpected visitors.
- Explain how to handle visitors from the media.
- Explain procedures for youth checking out early.
- Identify areas in camp that pose potential security problems.

This session is to reiterate to camp directors the importance of keeping campers and leaders safe and having a plan in place to ensure their safety. It is important to communicate council-specific policies and requirements to directors.

Transportation Issues

Any additional council policies will need to be included with this information. Items may or may not apply to your council's camps. You may only address the items that affect your camps. See the Guide to Safe Scouting for additional information.

Be certain that parking areas and through-traffic areas are secure and monitored. Watch for areas that are close to busy streets. Use bus monitors if using buses for transportation.

Please emphasize the following with any drivers:

- If a camp provides transportation service to its participants, it does so in a safe fashion, complying with applicable law. (NCAP standard PS-216)
- All passengers should be secured by a seat belt –one per passenger when in passenger vehicles.
- Consider using local law enforcement to help direct traffic flow to keep it orderly.
- Consider using a “back-in” parking system that will help drivers exit at the end of the event. This system would also be ideal in an emergency evacuation.
- Communicate safe traffic rules to pedestrians and drivers.
- All council-owned or -operated motor vehicles used in camp are kept in safe mechanical order and operated in a safe and legal manner. Vehicles are maintained to state inspection standards, whether licensed or not. Policies are in place to address motor vehicle use. (NCAP standard FA-711)
- Time evening events to end early enough so that everyone can get home at a reasonable hour. Consider “The Risk Zone” found in both the Guide to Safe Scouting and the Cub Scout Leader Book. Tired drivers can be accident-prone.

Camp Security and Check-In Procedures

Make sure the way to your registration area is well-marked. Maps can also indicate this and be given to leaders prior to their arrival. Security at check-in can be as simple as developing a way to identify campers, leaders, staff, and visitors who are authorized to be there. (NCAP standard AO-804)

Discuss different ways of identifying groups. Answers might include the following:

- Name tags
- Wristbands
- Bolos
- Shirts
- Hats
- Logbook of visitors

Whatever system you decide to use, make sure your staff is familiar with it. Consider using different identification tags for each subgroup. Make sure the leaders are aware of this method as they check in their campers during registration. Remind leaders that all forms of identification should be removed prior to leaving the event in order to protect the camper.

Don't forget to collect health history forms from each leader and camper attending your event. Health forms should be handled carefully to protect the privacy of both campers and staff. It's a good idea to have blank forms available for those who forget to bring a completed one.

Daily verification of absentees or no-shows at registration is required. Once the check-in process is complete, contact any missing campers to determine if they are arriving late or simply not coming that day. If required by the local council, submit a list of those campers daily.

Camp administrators need to have written procedures in place to address possible intrusion of unauthorized visitors into camp. Both campers and staff are coached about steps to take in such situations. (NCAP standard AO-804)

Possible steps could include the following:

- Report the unauthorized visitor's presence to the camp director and/or professional advisor.
- The camp director or professional advisor approaches the unwanted guest to determine why they are at camp.
- Ask them to leave the property. Keep them in sight until they are gone.
- Contact law enforcement if they refuse to leave.

Visiting Media and Government Agency Representatives

Any additional council policies will need to be included with this information. It's important the directors have a good understanding of the council's policies and that all staff have been trained on proper procedures.

For various reasons, including emergencies, your camp might be visited by the media or government agencies. Remember the following:

- The council Scout executive is THE official spokesperson for the camp. The camp advisor should facilitate that contact should it be necessary.
- Be friendly. Ask them to check in at the registration table.
- Escort official visitors at all times.
- Be cautious. Remember, anything you say might be on the record.
- Photographs of campers should be taken only if their parents have signed a release form.

Outside Providers of Program/Activities (NCAP Standard PD-109)

Share with directors your local council policy on who is authorized to sign contracts for any outside providers of program or services.

This standard applies if a council uses public or private outside (non-BSA) providers of programs or activities. The council must have a written agreement with each provider that outlines the responsibilities of both parties.

Specific Requirements of the Standard

The council selects only providers who:

- Present programming in keeping with BSA standards.
- Provide an adequate number of instructors/guides with verified qualifications.

- Use equipment that is safe, age-appropriate, and in good repair.
- Provide evidence that they meet or exceed BSA insurance requirements.
- Adhere to the BSA’s Youth Protection Policies.
- Meet or exceed the requirements outlined in the Guide to Safe Scouting, No. 34416.

The council requires staff to accompany campers participating in outside programs and ensures that these staff members are well-informed of their responsibilities for camper supervision.

Interpretation of NCAP Standard PD-109

When accompanying campers to programs or activities presented by outside private or public providers, staff supervisory responsibilities include, but are not limited to, camper behavior management, communication, and health and safety-related matters. On-site and overnight off-site program providers, or providers providing service exclusively to camp participants, should demonstrate compliance with Youth Protection policies.

Day off-site providers providing service at a place of public accommodation (e.g., general public swimming pool, public beach) should meet as many of these policies as is reasonably possible, and accompanying staff should ensure maintenance of Youth Protection at all times. Where compliance with the standard as written cannot be achieved due to unusual circumstances, the council should propose how it intends to demonstrate compliance in the application, and approval will be provided in the Authorization to Operate.

On-Site Contract Personnel Background Check (NCAP Standard RP-852)

As a recommended practice, camps employing outside food service contractors or other vendors whose function requires that their personnel are regularly on-site should request certification that criminal background checks have been conducted.

Procedures for Checking Out Youth Who Leave Early

It may be necessary, either expectedly or unexpectedly, for a camper to leave camp before the scheduled end of the camp session. Written procedures are in place regarding release of campers who are minors to a parent or to people other than the legal parent or guardian. (NCAP standard AO-804)

Precautions to take:

- Parents should inform the camp director if a child will be picked up from the program early. In case of an emergency, the parental permission slip should tell who is authorized to take the child.
- A camp permission slip could be used that includes a list of individuals authorized to pick up the child in the event that the child must leave before the unit’s departure.
- Unexpected departures should be verified with a phone call to the parent or guardian who signed the permission slip.
- Unit leaders should be made aware of the situation.
- Staff should alert the camp director immediately if a camper is taken.

A sample of an early release permission form is provided in the council workbook.

Identifying Areas in Camp for Potential Security Problems

Each camp has areas with potential security problems. You will need to take extra steps to minimize risks of abuse or abduction in the following:

- The physical layout of the camp (leaders and staff should have a clear view of the whole camp, buildings, wooded areas, etc.)
- Areas of public access to the camp (entrances, exits, gates, etc.)
- Swimming pool and changing areas
- Behind buildings
- Busy roads
- Congested registration centers

Train staff to inspect these areas and stress using the buddy system to your campers.

Buddy system drills (simply calling out, “Find your buddy!”) can emphasize in a fun way the importance of being with your buddy at all times.

Emphasize to directors that checking the grounds for potential security problems is part of their precamp inspection and their site appraisal. The grounds should be inspected daily to prevent issues.

Communication Systems

The Risk Management session discusses having a reliable communication system—and a staff that knows what key personnel are to use this system and when. This is another key component to keeping our campers safe. In the event of a security issue such as a lost Scout, the system must work perfectly. It is important that the system is tested prior to and during camp, and that any failures be corrected promptly. (NCAP standard AO-807)

Summary

Reiterate the importance of following the camper security procedures for the safety of our camps and the peace of mind of everyone: campers, leaders, parents, and camp directors.

Camper security begins before campers and leaders come to camp. Carefully considering the areas of security risk and putting procedures into place to deal with them will help ensure that everyone remains safe and secure while they are at camp.



FACILITATORS GUIDE

C6: Camp Health

NCAP STANDARDS: SQ-405, RP-453, HS-503, HS-504, HS-505, HS-506, HS-507A.1.a, HS-507A.2, HS-507B, HS-507E, HS-508, HS-509, HS-510A, FS-601, FS-602, FS-603, FA-702, FA-703, FA-705, FA-706, FA-707, FA-709, FA-710, FA-712, FA-713, AO-801, AO-803, AO-808, AO-812

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- List key elements of letters of agreement.
- Define roles of camp medical personnel.
- Define the role of accident and sickness insurance.
- Define an appropriately equipped medical-care area.
- Identify proper procedures to dispense medications at camp.
- Understand written policy for medical-care services while at camp.
- List the purposes that health forms and first aid logs fulfill at camp.

Introduction

This section is to help directors understand council policies and NCAP standards for camper health including health forms, first-aid logs, medication storage and dispensing, roles of medical personnel, and other information needed to ensure camp safety.

Creating a healthy and safe environment for your campers, leaders, and staff takes planning. There are two stages of planning that are necessary:

- Precamp health and safety steps
- On-site health and safety steps

PreCamp Safety Steps and Other Considerations

Explain your council's procedures for obtaining permits, etc., for day camp. Does the camp advisor take care of these things, or should it be the responsibility of the council office staff or the camp director?

Most items will need to be addressed several months before camp begins to ensure the documents are received in a timely fashion. Help the directors establish a timeline for obtaining the documents.

Documents from the previous year (found in the camp book), may be helpful to the director as the contact information and the content of the document may be updated for the current year.

The following items must be in hand or arrangements made prior to camp beginning:

- All necessary and required permits, certificates, licenses, and agreements secured for lawfully operating a camp at the location
- Appropriate on-site medical supervision secured
- Accident and sickness insurance secured for all campers
- Appropriate equipment secured for the medical-care area
- Procedures in place for dispensing and securely storing medications
- All written policies for medical-care services approved annually by the council's health supervisor in conjunction with the risk management committee
- First-aid kits for all on-site program areas secured with adequate supplies and equipment

The camp advisor and the camp director generally work together in six important areas. Review the following with the directors to be certain they have a complete understanding of what is required, and how the council will be handling each of these areas:

Permits, Certificates, Licenses, and Agreements

Necessary and required permits, certificates, and licenses. Certificates of inspection must verify that drinking water is from an approved source and is tested and treated in conformance with the authority that has jurisdiction. Plans for dealing with general health and safety concerns, specified measures to reduce or prevent accidents, and procedures for handling major emergencies are reviewed and practiced with camp staff. Plans include specific safety measures for manmade hazards specific to the site (construction areas, highway crossings, the potential for hazardous chemical spills, etc.).

The proposed site for the day camp will dictate which of the above permits, etc., may be needed.

Roles of Medical Personnel

- Council health supervisor—oversees council affairs for health services and is a licensed physician practicing medicine in the applicable states.
- Camp health officer—a trained professional (see NCAP standard SQ-405 for qualifications) who is on hand at camp. The camp health officer is at least 18 years of age. When the health officer is unavailable, another adult with a current and appropriate level of first-aid training is available. The camp health officer conducts a daily safety inspection of the camp, with an emphasis on sanitation.

Insurance

All camps must have current accident and sickness insurance in effect for all campers and staff as specified by the council and state and local government agencies. This insurance should be secured by the council, and the camp director will need written confirmation that can be viewed by the assessment team.

Explain the council's procedures for filing insurance claims that might arise from illnesses or accidents among the campers and staff.

Medical-Care Area

The camp shall provide a clearly marked medical-care area that is appropriately equipped and includes:

- Lockable medical storage system (dry and cold)
- Available toilets, washing water, and drinking water
- Space for medical treatment
- Protection from outside elements
- Medical-care staff continuously on call to meet routine and special medical needs (per the council's written medical-care procedures), and to maintain health and medication logs

Proper Storage, Administration, and Dispensing of Medications

The camp follows each of these specific requirements (see NCAP standard HS-508):

- The camp requires that all prescription and over-the-counter (OTC) medications be stored under lock (including those requiring refrigeration), except when in the control of medical-care staff or other adult leader responsible for administration and/or dispensing medications.
 - An exception may be made for a limited amount of medication to be carried by a camper, leader, parent, or staff member for life-threatening conditions, including epinephrine injector, heart medication, and inhalers, or for a limited amount of medication approved for use in a first-aid kit.

- Medications must be:
 - Kept in their original containers; or
 - Labeled and maintained in a fashion approved by the council health supervisor.

- Medications must be administered and/or dispensed as follows:
 - For prescription medications, in accordance with the prescribing medical-care provider’s directions or a parent/guardian’s signed summary thereof.

 - For OTC medications, in accordance with the original label, except as otherwise provided by the council’s health supervisor, or a prescribing medical-care provider’s directions, or a parent/guardian’s signed summary thereof.

 - Camp-supplied medications must be administered and/or dispensed in accordance with preapproved medical procedures approved by the council’s health supervisor.

 - All administration or dispensing of medication must be recorded in accordance with the council’s written policies.

Written Policies for Medical-Care Services

Written policies for medical-care services must be approved annually by the council’s health supervisor in conjunction with the risk management committee. Specific written policies required by NCAP standard HS-506 include:

- Camp health operations—To include scope of care; procedures for the health lodge/first-aid station; operating practices [hours of service, emergency care, standard orders (if any)]; and provision of first-aid kits, AEDs, and other medical equipment

- Camp treatment procedures (standing orders)—Should delineate what is treated at camp and how; when emergency medical services should be used; and procedures for any emergency medications and equipment that may be used by qualified staff (epinephrine, albuterol, nitroglycerine, AED, oxygen)

- EMS services—Procedures for calling, contact information, and providing orientation to the EMS services providing service to the camp

- Authority, limits, required experience and training, medical control, and responsibilities for the camp health officer

- Leadership and expectation of nonmedical camp staff to provide medical care—especially first aid and understanding when an injury should be referred to a higher level of care

- Equipment and supplies needed for summer camp including procedures for verifying expiration dates and discarding expired medication; a formulary of medications maintained for use at camp; and procedures for the maintenance and storage of AEDs

- Health screening for participants and staff
- Medication management—administration, storage, security
- Sanitation of health facilities with procedures for dealing with contaminated waste and sharps
- Medical record keeping and maintenance.
- Selection and maintenance of camp first-aid kits.

First-Aid Kits

The camp supplies or ensures that adequate first-aid kits are available. The camp supplies first-aid kits to all on-site program areas. All first-aid kits provided by the camp have adequate supplies and equipment. All camp first-aid kits are kept in easily identifiable, accessible containers and locations. (NCAP standard HS-510)

Health Forms

A current (within 12 months) health history is required of all campers, leaders, and staff members. (Note that state law will supersede BSA health form requirements). The information is reviewed at the beginning of camp, and is kept on file during the camping period as recommended by the council. Health forms are returned at the end of camp. Cub Scout campers use the Annual Health and Medical Record, No. 680-001, sections A and B.

First Aid Log

A daily record of all first-aid and medical treatments (written in ink) is kept in the First Aid Log, No. 680-127. Staff records are kept in a logbook separate from the campers' records. The camp director and health officer should review the first aid log daily. The camp director should sign or initial the book each day to indicate that the records have been reviewed. All injuries, illnesses, and incidents requiring the intervention of a medical provider beyond basic Scout-rendered first aid are reported promptly following BSA guidelines.

The camp health officer or his or her designee should follow the procedures outlined in the First Aid Log to report incidents involving the intervention of a medical provider beyond camp resources. The camp director should be immediately informed, and reports should be filed in accordance with the MyBSA/Resources/Incident reporting system.

At the close of camp, all First Aid Logs and incident reports are made available to the risk management committee for review and are stored in a secure site at the local council service center, to be retained for 18 years or longer as required by applicable law.

Additional Items to Consider

Water—Adequate access to safe drinking water is provided to all participants. Drinking water is from an approved public water system source or is tested regularly during the season for bacteriological quality, and meets governmental health standards. In the absence of an applicable health code, piped or provided water supplies are tested at least once a year at the start of camp.

Food Storage and Handling—Proper food storage is necessary. Make sure the camp refrigeration units are clean, sanitary, and able to achieve required temperatures. If handling food, staff needs to be neat, wear clean clothing, have no health concerns, and comply with all state and local laws. Dishes, silverware, cookware, and cooking utensils are properly cleaned and sanitized in accordance with state and local regulations. Provided meals should be dietitian-approved and nutritionally balanced.

Possible food allergies should be kept in mind as meals and snacks are planned, as well as how the transportation, storage, and “use by” date requirements are met. Review with the head of food services to assess understanding of the guidelines and how they are followed.

All equipment and surfaces used in the preparation and serving of food are clean and sanitary. Dining hall tables, benches, and serving facilities are clean and in good repair. The dining hall has good ventilation and adequate room to walk freely between tables.

Smoking is not allowed in the dining hall, nor is it permitted in the kitchen. A smoking zone away from any food preparation, serving, dining, and camping areas may be designated if local ordinances permit.

Note: You may address only the food storage and handling items that pertain to the day camps in your council.

Sanitation—Disposing of garbage properly can control the spread of germs. Trash needs to be picked up in a timely manner and must meet local or state regulations. Disposal of garbage, refuse, and sewage meets the demand of those in attendance.

Toilets and Latrines—Toilets and latrines are clean, well-ventilated, in good repair with adequate insect and pest control, and located throughout camp and/or in each campsite. Procedures for separate use of restroom facilities by males and females and by youth and adults are in effect.

Handwashing—Proper hand washing before and after eating, before food preparation and after disposing of garbage, as well as after using restroom facilities, can prevent the spread of many germs. Make sure staff and campers have access to facilities throughout the camp.

Fire Extinguishers/Open Flame/Other—Adequate provision is made for fire detection and protection. All subparts must be met, except as indicated by the following (see NCAP standard FA-703):

- **Campwide:** A camp fire protection plan is in effect that addresses campsite, building, and area fires. Camp staff training includes specific instructions related to the staff’s roles during a fire emergency.
- **Buildings:**
 - Fire extinguishers of an approved size and type commensurate with the hazard are required. Current inspection tags with dates are evident. Extinguishers should be mounted near a doorway or adjacent to specific hazards and at approximately shoulder level. An authorized individual must inspect these devices. Disposable extinguishers may be used only if they have pressure gauges. Refer to NFPA 10 and OSHA 1910.157 for required buildings that serve 50 people or more to open in the direction of escape travel.

- Carbon monoxide detection is required in every enclosed permanent structure where there is a device fueled by an energy source that produces carbon monoxide. The quantity and location of detectors shall be in accordance with recognized national and local codes.
- **Kitchens:** Kitchens have approved ABC-type fire extinguishers. If a fire-suppression hood is used, it is inspected and tagged by a professional trained in its maintenance. All fire extinguishers and suppression systems have a current inspection tag.
- **Bulk flammable storage:** Bulk containers of flammable liquids are properly located, vented, secured, and connected according to the supplier’s recommendation or local codes. Fuel pumps are locked; all flammable fuels are safely stored in approved containers that are locked or located in a locker area or facility.
- **Signage:** “Danger—No Smoking” signs are posted at fuel storage locations where required by code or established by council policy.

Summary

By following these precamp and on-site steps, Cub Scout day camp standards will be in place to provide a healthier and safer camping experience for campers and staff.



FACILITATORS GUIDE

C7: Staff Selection & Training

NCAP STANDARDS: PS-215, SQ-401A , SQ-401B , SQ-401C, SQ-401D, SQ-401F, SQ-401G, SQ-402, SQ-403, SQ-405, HS-501, HS-505, RP-451, RP-457, RP-458, RP-459, AO-805

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- List the different roles and general responsibilities of staff members at Cub Scout day camp.
- List the factors that determine the number of staff members for a camp.
- Describe how camp staff are found and recruited.
- List the critical fundamentals in camp staff applications, position descriptions, and letters of agreement.
- Explain why staff training is critical in executing a great program.
- List some key subjects that should be covered in staff development.
- Understand how a staff manual should be used to communicate camp expectations to staff members
- Understand Youth Protection policies at camp.
- Explain that staff training is a continual process and does not end when camp training is finished.
- Describe how to avoid unlawful harassment in camp.
- Describe the purpose of a code of conduct.

Introduction

This session will need to be customized to the specific staffing situation(s) in the council. Do the camps utilize volunteers, paid staff from Scouts BSA camp locations, non-Scout providers, or a combination?

The principal mission of the camp staff is to ensure a quality program of adventure that will meet the high expectations of every participating camper.

Each staff member must be a team member who sets an example by applying the 12 points of the Scout Law in thought and action.

List and discuss the roles and responsibilities of the staff members at a Cub Scout day camp:

- Support unit leaders in making their year-round programs effective
- Instruct campers in skills such as aquatics, personal fitness, sportsmanship, craftsmanship, crafts, and sports
- Assist with the safety procedures and Youth Protection policies of the camp
- Give leadership to programs, campfires, and ceremonies
- By example and personal effort, help youth and leaders have a happy, worthwhile experience

Who Is Considered Staff?

It's important to understand who is considered staff for training and other purposes. Review the contents of the SQ section of the NCAP standards—specifically NCAP standard SQ-401, Staff Qualification and Training Standards.

Review the sections that are applicable to the camps in your council with the directors and answer any questions that arise.

Staff Ages

Several staff positions have age requirements that must be met in order to comply with NCAP standards.

Review the following with the directors to confirm the NCAP standards are being met:

- The camp director, base director, or reservation director (in multiple camp facilities) is at least 21 years of age and possesses a valid certificate of training from the Day Camp Administration section of National Camping School. It is recommended that the camp, base, or reservation director is at least 25 and has at least two seasons of prior Scout camp administrative or supervisory experience. (NCAP standards SQ-403 and RP-451)
- At least 50 percent of the camp staff should be individuals 18 years of age or older (excluding food service, counselors in training, and den chiefs). (NCAP standard RP-457)
- A written counselor-in-training (CIT) program under the direction of an adult staff member includes a variety of supervised experiences. A CIT serving in a program position or as a den chief must be at least 14 years of age. CITs do not replace staff members; they are there to experience program areas to determine where they might serve in the future. (NCAP standard RP-459)

Staff Size

Before selection of staff can begin, directors must first determine the size of staff needed. There are no fixed rules for deciding this, and a number of factors can affect the decision.

Discuss the following items with the directors to determine which ones affect their specific camps:

- The size of camp (number of youth expected per period)
- The site (its size, facilities available there, hazards, topography, distance between areas)
- Length of camp (one-day, five-day, etc.)
- Programming activities proposed
- Specialized activities such as aquatics, archery, nature, etc.
- Type of food service (Are meals and snacks furnished?)
- Maintenance of the site area (Does the facility furnish the janitorial service, mowing, etc.?)
- Participation of den and pack leaders
- Special needs of campers
- Camp staff ages
- Tot lot needs

Staff Positions

Discuss any council-specific requirements for staff positions. As needed, refer back to the information shared during the Who Does What? session.

Depending on the factors discussed above, the following positions may be required:

- Business and physical arrangements manager
- Health officer
- Crafts director
- Aquatics director
- Shooting sports director
- Station instructors
- Walking den leaders
- Tot lot leader
- Den chief
- Food service staff
- Trading post staff
- Quartermaster

Once the positions have been determined, recruiting can begin.

Note: Keep in mind that several of the positions have NCAP requirements attached to them.

The following have staff recruiting potential:

- Previous day camp staff
- Pack unit leaders

- Parents
- Members of Scout troops and Venturers (for den chiefs and program aides)
- Eagle Scouts and National Eagle Scout Association members
- Order of the Arrow members
- Council/district training participants
- Roundtables and roundtable staff members
- Community special-interest groups
- RSVP—retired senior volunteer program!
-

Add any council-specific ideas and ask the directors to share other ideas.

Staff positions requiring NCAP training or specialized skill instruction may be recruited from the following:

- Military groups
- Hospital staff
- Medical schools
- Paramedic units
- National Field Archery Association clubs
- Members of the National Rifle Association
- Conservation personnel
- School teachers
- College and high school instructors

Applications, Descriptions, Letters of Agreement

Share with directors the established personnel policies of the council or the camps that apply to all staff regardless of whether they are paid or volunteer. In addition, your state or local government may have employee laws applicable to paid camp staff on a general or camp-specific basis.

Examples of the council’s day camp staff application, job description forms, letters of employment, required forms for paid staff, etc., should be shared during this session. A staff code of conduct and volunteer agreement are located at the end of the material.

Make directors aware of the council policies regarding hiring and paperwork completion for paid staff and how the process is handled in the council (For example, will the director be required to have the paperwork completed by the staff, or is that a job of the camp advisor or other council professional?)

In general, state or local employment laws do not apply to volunteers, but volunteer staff must be treated with the same respect and consideration as paid staff. Camp staff must meet BSA membership standards.

The selection of camp staff—whether paid or volunteer—should follow a specific process that includes the following steps:

- All key camp staff must be registered members of the Boy Scouts of America. (NCAP standard SQ-401A)

- It is recommended that at least 50 percent of individuals holding camp leadership positions (director or supervisory position) have (a) three or more years of experience on camp staff or (b) a college degree in recreation management or a related field. (NCAP standard RP-458)
- Other volunteers who provide on-site leadership must undergo an orientation, receive a written summary of their duties and responsibilities before serving, and be supervised by a key staff member.
- All day camp staff members must be at least 14 years old (NCAP standard SQ-401B), and the camp must comply with all federal and state child labor laws (NCAP standard SQ-401C). Federal child labor laws set a limit of eight hours per day that a paid worker 15 years of age or younger may work. Minors (14 or 15 years of age) cannot perform hazardous duty, such as working on or operating a motor vehicle and maintenance and operation of power-driven equipment.
- An application for camp staff is submitted. (NCAP standard SQ-401D)
- The application is reviewed.
- A face-to-face personal interview is held.
- A letter of employment or agreement is issued, including position description. (NCAP standard SQ-401 E)
- Other necessary forms that are required by your council or state are completed.

Training

Once the staff has been recruited and confirmed, training must be held. NCAP standards outline requirements that must be met before the staff is considered trained.

Share with the directors any additional training required by the council. A sample one- and two-day training schedule is located at the end of the material.

Staff training should begin as soon as the staff is recruited, and training sessions should continue through the camp's duration. While at camp, daily staff meetings should be held to address training concerns.

A good tool to assist with reinforcing the rules and policies of your council's camps and the Scout Oath and Scout Law is a code of conduct. This agreement should spell out the expected behavior of all staff whether paid or volunteer, regardless of age or staff position. The document should be reviewed and signed by the staff members and will help reinforce expectations so you will have no surprises. A sample code of conduct is found at the end of this information and in the Learner's Workbook.

A great staff is the result of staff development that motivates as well as teaches. When the staff meets the campers on the first day of camp, they need to feel confident and be ready for an exciting, fulfilling experience!

Staff Development Guide

With participants, review the sample outline of day camp staff training provided at the end of this session. Discuss the many items that have to be covered before camp begins. Staff development is the creation of the day camp team that will put on a great camp. The process begins during the training session(s).

This information should be made as council specific as is appropriate.

When planning your staff development, make sure you balance staff training time with camp setup time (if setup can be performed in the same time frame). Staff members should feel appreciated and respected during their staff development. Also be sure to plan fun activities to build teamwork and camaraderie.

Below is a sample agenda for staff development.

Be sure to cover the key points that address your council's camps.

I. Welcome and Personal Information

- a. Welcome from camp director and program director
- b. List of camp staff expectations
- c. A List of forms that need to be completed before camp
- d. A brief history of the camp
- e. A copy of the objectives, philosophy, and purpose of the camp

II. Camp Site and Staff Organization

- a. Personnel/organizational chart
- b. Job description for positions and responsibilities
- c. Map of camp, with teaching stations and facilities
- d. Suggestions for preparing your camp assignments
- e. Teaching methods
- f. Camp schedule
- g. Opening day check-in procedures and opening functions

III. Staff Policies and Guidelines

- a. Camp uniform
- b. Staff rules
- c. Punctuality
- d. Manners, grooming, language
- e. Code of conduct
- f. Staff use of program areas and equipment
- g. Trading post guidelines
- h. Automobiles and bikes in camp

- i. Telephones
- j. Kitchen policy
- k. Things to bring and not to bring

IV. Written Emergency Procedures

- a. Fire and fireguard plans
- b. Lost camper
- c. Lost swimmer
- d. Severe storms
- e. Accidents, first aid, and health needs
- f. Wildlife plan for campers, leaders, and staff
- g. Security plans for intruders and early release of campers
- h. Outline for handling blood-borne pathogens
- i. Plan for handling hazardous materials
- j. Youth Protection policies at camp

V. Special Activities

- a. Songs, ceremonies, skits, and theme development
- b. Special camp activities or programs
- c. Campfire issues, including campsite fire safety (RP-751)

Staff Manual

If available, share with directors a sample staff manual that has been used by the council.

Part of staff training is providing your staff with a staff manual. A well-developed staff manual will clearly establish the camp's position and dramatically reduce the possibility of misunderstandings.

The staff manual should be used and referenced at all staff meetings. To derive the maximum usefulness from the manual, it should be presented to staff members at the time they agree to serve on staff. It needs to be written in a clear and concise manner so that even the youngest staff member can understand it.

The following should be included in the staff manual:

- Emergency procedures for fire, storms, lost campers, accidents
- Wildlife hazards
- Security plans for intruders and early release of campers
- Youth Protection policies at camp
- Camp uniform
- Staff rules for punctuality, manners, grooming, language
- Code of conduct

- Staff use of program areas and equipment
- Trading post guidelines
- Automobiles and bikes in camp
- Kitchen policy
- Things to bring and not to bring
- Map of camp, with teaching stations and facilities
- Objectives and philosophy of Cub Scout day camp
- Map of the site and facilities
- Organization chart
- Staff roster
- Daily program or schedule
- Theme-related material
- Approved songs and skits
- Sample den yells
- Rainy-day program
- Description of procedures for campers (transportation, arrival, opening ceremony, meals, rest periods, activities, closing ceremony, day camp emblems or awards, leaving camp, emergencies)
- Parent and pack leader relationships
- Telephone calls
- Staff rules and regulations
- Position responsibilities and specific duties for each position
- Personnel policy
- Records to be kept
- Outlines of reports to be made

Note: Do not make the staff manual so comprehensive and large that a staff member will never want to read it or use it!

Preventing Unlawful Harassment

Share the council's policy regarding prevention of unlawful harassment. Below is a sample wording for the policy. All paid and volunteer staff should be made aware of the terms of the policy.

The council is committed to providing as positive and productive a work environment as reasonably possible, prohibiting unlawful harassment, promptly addressing reports of harassment, and taking appropriate action when warranted.

Any form of harassment by or of our employees, members of the public, vendors, and suppliers that violates federal, state, or local law –including but not limited to harassment related to an individual's race, religion, color, sexual orientation, gender, national origin, ancestry, citizenship status, uniformed service member

status, marital status, pregnancy, age, medical condition, or physical or emotional disability—could be a violation of this policy. The council will take appropriate action including discipline and discharge.

It is important that all camp personnel understand the definition of harassment and examples of inappropriate behavior.

The term harassment includes but is not limited to slurs and any other offensive remarks, jokes, or other verbal, graphic, or physical conduct.

Here are some examples of inappropriate behavior that may meet the definition of unlawful harassment:

- Unwelcome sexual advances
- Offering an employment benefit (such as a raise or promotion or assistance with one’s career) in exchange for sexual favors, or threatening an employment detriment (such as termination, demotion, or disciplinary action) for an employee’s failure to engage in sexual activity
- Visual conduct, such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures
- Verbal abuse
- Derogatory or offensive jokes, emails, or comments about race, ethnic origin, age, disability, religion, or gender

Harassment by Non-Employees

Harassment of employees in connection with their work by non-employees may also be a violation of policy. Any employee who experiences harassment by a non-employee, or who observes harassment of an employee by a non-employee, should report such harassment to the camp director, Scout executive, or designee. Appropriate action will be taken against violation of this policy by any non-employee.

Reporting Harassment

Share with directors the council’s policy for reporting unlawful harassment, if different from the following:

It is an employee’s responsibility to notify his or her superior if he or she feels he or she is being harassed during the course of employment. An employee who does not feel the matter can be discussed with his or her manager should contact the next management level or the camp director, Scout executive, or designee.

An employee who reports an alleged violation of this policy in good faith or who participates in any investigation will not be subject to adverse employment action or retaliation. Appropriate action will be taken if an employee knowingly makes a false accusation.

Reports of alleged harassment should be investigated promptly and thoroughly, and action will be taken where warranted. The council prohibits employees from hindering the investigation. Complaints will be treated with as much confidentiality as possible, consistent with the need to conduct an adequate investigation.

Sample Code of Conduct –Standards for Camp Staff Conduct

As a staff member for the _____ Council, I agree to abide by the rules and regulations governing the camp as set forth by the council and the Boy Scouts of America that prohibit the following:

1.	Smoking in camp
2.	Interfering with others on the job
3.	Unauthorized absenteeism
4.	Sleeping on the job
5.	Excessive tardiness
6.	Leaving work premises during work hours without reason or permission
7.	Gambling
8.	Possession or being under the influence of any controlled substance or alcohol
9.	Stopping work before quitting time or refusing to perform additional duties assigned by the camp director
10.	Using obscene, abusive, or lewd language, gestures, or actions
11.	Insubordination
12.	Stealing
13.	Excessive horseplay
14.	Threatening or intimidating other employees, campers, or leaders
15.	Fighting
16.	Shoplifting, assault, improper use of a weapon, or any other crime
17.	Sale or attempted sale of controlled substances or alcohol
18.	Unauthorized operation of camp vehicles
19.	Physically striking a camper, leader, or other staff member

In addition, as a staff member for the _____ Council, I agree to abide by the rules and regulations set forth by the council and the Boy Scouts of America that prohibit the following:

Harassment—including physical closeness, flirting, grabbing, pinching, kissing, sexually oriented jokes and comments, sexist remarks, suggestive letters, lewd motions, etc.

Discrimination—relating to age, tenure, race, religion, national origin, sex, disability, or economic status

Hazing—including forced physical activity, forced food or substance consumption, sleep deprivation, intimidation, invasion of privacy, forced involvement in pranks, or vandalism

Teasing and taunting—including mocking, poking fun, and sarcasm to staffers or campers

Infractions

Violations of these standards may result in one of the following:

- Verbal warning
- Written counseling statement and parents being notified
- Immediate dismissal

Depending on the severity of the violation and circumstance, the camp director has the right and responsibility to implement the disciplinary procedure immediately.

I have read, understand, and agree to the conditions of the above statement. I have read, understand, and agree to the conditions in the staff camp manual.

Employee _____

Guardian _____

Date _____

Sample Day Camp Volunteer Agreement

_____ Council, Boy Scouts of America,

_____ Day Camp Dates: _____

The service of (full name): _____; phone: _____

I agree to serve in the position of _____ together with such other duties as may be assigned by the camp director, for district Cub Scout day camp during the dates shown above.

I further agree to serve as a volunteer in a manner consistent with the Scout Oath and Scout Law, and the national standards for Cub Scout day camping. I also agree to the terms below:

- The scope of the staff member's interest should be larger than the particular job.
- The position assigned, while being the staff member's chief duty, is only a part of the member's interest and responsibility. The carrying out of the entire objective and program of the camp and the Boy Scouts of America is expected of the staff member, and he or she will be expected to participate in all of the camp's activities and endeavors.
- The first interest of every staff member is the individual youth, for whom the camp exists and operates. In Scouting, we deal through volunteer leaders, and the camp staff supplements them, taking from their shoulders the burden of tedious administrative details, strengthening their leadership, and supporting them in their dealing with the Scouts.
- Staff T-shirts may be provided, and staff members will be required to wear the official camp uniform, as prescribed by the camp director. The staff member will wear the uniform while on duty. Neatness and cleanliness in person and living quarters is a fundamental obligation.
- A staff member's personal conduct both in and out of camp that may interfere with camp morale or undesirably influence the opinion of the camp neighbors will render the staff member useless for further staff service.
- Additional training must be completed prior to the start of camp. This training will be specified by the camp director.
- A health history proving satisfactory physical condition is required before arrival at camp.

Volunteer Staff Member

Date

Camp director

PARENT'S APPROVAL (Must be signed when staff member is under 18 years of age.)

Parent information:

Full name: _____

Home phone: _____

Work phone: _____

Cell phone: _____

Email address: _____

Approved: _____
(Parent or Guardian)

Date: _____

Two-Day Camp Staff Training – Sample Schedule

When the camp staff is recruited, each individual makes a commitment to attend staff training. This training is preferably held at the day camp site at least two weeks before the opening of the camp. This allows time for staff members to secure the tools, equipment, and materials needed for their particular activity.

Knowledge of proper techniques of youth guidance, methods of control, and understanding of Cub Scout–age behavior is of greatest importance. Staff training can be scheduled into two full days of activity as follows.

Day 1

9 a.m.	Greetings and welcome by director Introduction of staff and resource personnel present
9:15 a.m.	Objectives and purposes of the day camp program Discussion
9:45 a.m.	The Cub Scout–age youth—needs, desires, urges, mental and physical characteristics, and behavior
10:15 a.m.	Youth Protection policies
11:15 a.m.	Break and assign one-hour discussion projects— <ol style="list-style-type: none">1. Without discipline, no program can succeed. How do we achieve discipline with youth of this age? Discuss. Itemize your suggestions for a report to the entire staff.2. The shy youth: Why is there shyness? How can we bring youth out? What methods, ideas, and plans can you suggest? Prepare a report to the entire staff.3. Bullying or smart-alecky behavior: How can we communicate with the youth? Can we make them see a different, better way? What do you suggest? Prepare a report to the entire staff.4. One purpose of the day camp is to strengthen dens and packs. Discuss the ways in which we, as a staff, can do this. Itemize your suggestions for a report to the entire staff.
11:30 a.m.	Work on projects
Noon	Lunch and rest
1 p.m.	Discussion project reports
1:30 p.m.	Staff skills (all staff together)

Visit the nature area. Learn basics and nature crafts.

3 p.m.

Break

3:15 p.m.

Discussion on the Scout Law and how the staff can implement this in the day camp program with dens and individual youth, including camp morale recognitions.

4:15 p.m.

Review and close. Stress the importance of a well-informed staff. Review the council plan approved for the day camp. (Start at 9 a.m. tomorrow.)

Day 2

9 a.m.

Skills practice—safety, swimming, boating, fishing, camp policies, methods

10 a.m.

Break

10:15 a.m.

Games and game leadership. Practice selected Cub Scout games.

11:15 a.m.

Skills practice: Cub Scout cookouts, fires, cooking without utensils, foil cooking

Noon

Lunch and rest (Lunch will be the food made during the cookout demonstration.)

1:15 p.m.

The day camp and

- Camp safety and security
- Trading post business practices and insurance
- Health lodge and first aid
- Contacts with parents
- Contacts with den and pack leaders

2:15 p.m.

Break

2:30 p.m.

- Safe transportation into and out of camp
- Staff salaries, paydays, Social Security taxes
- Emergencies in day camp
- Awards at day camp
- Standards for day camping

4 p.m.

Closing challenge: the day camp staff team

Date and time of reporting for the first day of the camp session

One-Day Camp Staff Training

This one-day training schedule is designed for camps that run from one day to one week and have the same staff at each activity each day. When the camp staff is recruited, each individual makes a commitment to attend staff training. This should occur about two weeks before camp and, if possible, be at the camp site. The morning focuses on the knowledge of proper techniques of youth guidance, methods of control, and emergency procedures at camp.

9 a.m.	Greetings and welcome by director
9:15 a.m.	Overview of the camp objectives and purposes discussion
9:45 a.m.	Administrative issues: <ul style="list-style-type: none">• Staff salaries, contracts, paydays, Social Security taxes• Business practices, insurance, trading post• Parking, transportation matters• Camp awards• Camp standards• Camp uniform policy
10:30 a.m.	Break
10:45 a.m.	Youth Protection
11:15 a.m.	Discussion of camp emergency action plan
11:30 a.m.	Camp theme <ul style="list-style-type: none">• Implementing the theme• Size and organization of the camp• Camp schedule• Scout Law implementation
Noon	Lunch
12:30 p.m.	Camp tour
1:30 p.m.	Individual hands-on work in activity areas During this period the crafts director should have material to put together all of the crafts being used. Practice skills in swimming, boating, and fishing, if necessary. Practice games.
4 p.m.	Closing challenge: the day camp staff team Review the time and date of reporting for the first day of camp.



FACILITATORS GUIDE

C8: Camp Budget

NCAP STANDARDS: RP-454, AO-806, RP-854

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Understand the elements of budget preparation.
- Identify income and expenditures related to a camp budget.
- Identify and understand expenditures related to the program portions of the budget.
- Understand how budgets are impacted by variables such as attendance, fees, and other sources of income.
- Recognize the importance of tracking income and expenses and accurate reporting.
- Address specific business items to arrange with the camp advisor before camp (purchasing of supplies, etc.).
- Conduct an inventory of equipment and the condition of program tools to determine whether future budgets must include purchasing replacement or upgraded tools, supplies, or equipment.

Introduction

The budget process is a team effort involving the camp advisor, camp director, and program director. Have the council's budget form and the previous year's day camp budget, inventory, and attendance information available for this session.

Working with the camp's budget is often the toughest part of the day camp. Volunteers may not be familiar with the council's budget process and record keeping requirements.

Camp advisor, camp director, and program director will need to work together before, during, and after camp to ensure the process is smooth and accurate.

Budgeting is simply planning for the financial management of the camp. Being responsible with the finances of any camp or activity is serious business, and many Scouts are counting on fiscal responsibility so that the camp will be around for years to come.

Budget Responsibility

Considerations to discuss:

- Every camp's budget is part of the council's larger overall budget. The council annually prepares a budget that should include resident, year-round, and day camp. Budget building often includes an annual analysis based on year-round data on all camp operations and properties. (NCAP standard AO-806)
- Understand that the income of the camp is part of the council's larger budget, not a specific camp's money. Any debts of the camp will be paid by the council. Any surplus funds after the season must go back to the council.
- Don't shortchange the program. Campers should receive value to match their fees. Crafts and projects that the campers make and take home should be keepsakes that will foster memories. These things will remind campers and their families of day camp long after the camp is over.

Elements of Budget Development

Any council-specific information regarding budget development should be explained during this session. It is also a good time to begin completing the council's budget form.

There are six points to consider when preparing budgets:

- **Last year's information.** Review the records from the previous year. Look at attendance, leftover supply inventories, salaries, and maintenance costs. If the camp is held on camp property, consider how the council is funding depreciation for the property and the camp equipment. (NCAP standard RP-854)
- **Income.** Camp fees will comprise the biggest portion of income. Other sources may include the trading post net income, maintenance endowments, grants, gifts-in-kind, project sales, and donations. Determine how each portion will be reflected in the budget. Coordination with the council in approaching new sources of income is a must!
- **Expenses.** Determine all the expenses that will be coming out of the camp budget. Don't neglect contingency funds—money set aside for unanticipated needs! (See the expanded list of potential expenses below.) Understanding just what is included in each expense line item is critical to managing the overall budget. Knowing which camp expenses are fixed or variable is another important consideration.

- **Purchasing.** Explain the council’s procedures for purchasing items for camp. Some questions to consider: Are items ordered in bulk for all camps? Does the council trading post manager order items? Be sure the budget is approved, and that the method of handling funds is established. Purchase orders, petty cash, tax-exempt purchases, and trading post procedures need to be clearly understood by everyone. Procedures for reimbursing volunteers for expenditures need to be explained so that this can be handled in a timely manner.
- **Record keeping.** Keeping accurate records will make it possible to track year-to-year and to track expenditures by category. Record keeping includes registration records, supply orders and expenses, post-season inventory of supplies, trading post sales, payroll records, and donations received.

Explain the council’s requirements for receipts, packing lists, etc.

- **Final reports.** When camp is over, a full financial report needs to be given to the council. Along with the financial report, include a complete itemized inventory of all program supplies (equipment and expendable items), remaining trading post stock, and other items.

Expenses

Items that may be included in the camp budget (program budget items are separate from this list):

- Fees/rental cost (property, water, pools, toilets, etc.)
- Insurance (medical, liability, activity, etc.)
- Council’s contingency amount
- Council’s operating fund
- Salaries
- Promotion and marketing (printing, mailing, DVDs, posters, etc.) Explain the council’s procedure for this expense.
- Training (NCS director[s] registration and travel, NRA shooting sports personnel certification, first aid, and CPR courses)
- Medical supplies
- Office supplies
- Telephone or radios
- Food or catering
- Sanitation and fuel costs
- Maintenance and repairs
- Recognition items (T-shirts, patches, “thank yous” to staff)
- Travel costs
- Transportation (bus, train, tolls)
- Camper security
- Staff ID such as shirts and hats

Program Expenses

Explain that the program budget is part of the overall camp budget. Does your council give authority to the program director to manage portions of the program budget? Some of the expenses within the program budget may include the following:

- Program area supplies (crafts, leatherwork, etc.)
- Ceremony and campfire supplies
- Special program and campwide activity supplies (pool fees, horse fees, etc.)
- Shooting sports supplies
- Awards and prizes
- Program staff training costs
- Special program guests (fees)
- Costumes
- Depreciation funding or replacement for camp equipment

Make directors aware if the council shares items between multiple camps throughout the season.

Variables

A camp budget might be described as a living, breathing thing. Prior to the camp, it may change daily or not at all.

- There are some items that may change right up to the first day of camp—or after camp begins.
- Number of campers (affects the total income as well as program supply costs, insurance, snacks, etc.)
- Unforeseen expenses (expedited freight costs for purchasing additional supplies, etc.)
- Replacement of tools or equipment that may unexpectedly break.

If the directors should be aware of any other variables, make sure those are also discussed.

Understanding the Council's Finance Procedures

Explain the council's procedures for each of the following items. Provide any specific forms the directors will be required to use.

- Handling cash
- Accepting credit and debit cards, personal checks
- Purchase order system
- Expense reimbursement
- Petty cash fund records
- Ordering supplies

- Processing payments and refunds
- Trading post operations
- Program budgets
- Inventory of supplies
- Vendor contracts
- Soliciting donations
- Gifts-in-kind
- Payroll procedures (tax forms, I-9s, etc.)

Summary

It's essential that the camp advisor, camp director, and program director communicate and work together on the camp budget. Communicate any budget constraints to directors to avoid surprises. Maintain control! Each and every financial decision made affects your program.



FACILITATORS GUIDE

C9: Promotion and Marketing

NCAP STANDARDS: RP-151

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Describe the seven elements in successful Cub Scout camp promotion and how the council will be assisting
- Explain why marketing materials should be directed to adult leaders, parents, and guardians and what promotional activities should be directed at youth
- Describe how to use the different tools used by your council for camp promotion
- Determine ways to overcome any negative reaction from last year's camp

Help directors to understand the many different means of promotion and how to use these resources to reach the maximum number of Cub Scouting families in their area.

Introduction

How will the council assist with promotion of the council's day camps? Remember that promotion is essential to having good participation at camp.

Review the following with the directors to determine which areas apply, and who will be in charge of those areas based on the council's policy:

Last Year's Reputation. The day you start camp, you are starting the promotion for next year's camp. The experience the youth and leaders have at camp will affect their desire to come again next year. How did last year's camp go—good or not so good? Good camp attendance can be a result of the reputation the camp has

established in previous years. Will your promotion focus on some of the great things from last year's camp, or will you be promoting the changes made this year so camp will be even more fantastic? Address any negative findings(s) from the previous year's evaluations and how the camp was affected. What is the plan for correcting the element(s)?

Camp Plan. It is hard to promote when you don't know what is happening. Having a camp plan with a theme and most of the activities in place makes promotion easier. You don't have to have the timeline for each day in place, but an overall plan of what is going to happen needs to be ready.

Promotion Plan. As with everything else, promotion of day camp doesn't happen a few weeks before camp. How soon are you going to start promoting the camp and where (roundtable, pack meetings)? Put the plan together and then execute it. What materials will the council make available to districts for day camp promotion and when?

Camp Promotion Team. Recruit volunteers to be on your promotion team, as well as using members of your camp staff. Promotion teams can be exciting ambassadors for your camp, especially using theme-related costumes. A camp rap, song, or skit can be performed as they visit pack and district events. It may also be wise to have a team member who is aware of the BSA Social Media Guidelines to handle promotion on social media.

The Right Audience. Be sure to target your promotion and marketing to the right audience. While youth campers are the people who benefit from attending camp, decisions to attend are made by adults—Cub Scout leaders and parents. Therefore, marketing efforts should be directed at the adults. We have a built-in promotion audience at pack meetings and roundtables. Be certain your written materials are adult oriented so leaders and parents can make good decisions concerning attendance for your camp.

If Cub Scouts are in your audience (such as at pack meetings), take the opportunity to present skits that will get them excited about going to day camp.

The Right Information. It can be very disappointing to have a flashy promotional brochure or an entertaining camp video and then find out you had the wrong date or place in the information. Review your promotional materials for correct information, including:

- Dates
- Time
- Place
- Cost
- Include contact information in case anyone reading the brochure has questions.

What review process will the council have to make sure the information is out there correct the first time?

Variety of Promotional Tools. A variety of tools can be used to promote camp. Here are some things to consider—which of these will your council use?

- Camp promotion team
- Strong Website
- Social media (Facebook, Twitter, Instagram) – including sponsored ads, geofencing and setting up an “event”.

- Eblast/email
- Promotion via “Scoutbook”
- Fliers and brochures
- Posters
- Place mats
- Mailers
- Registration packets (don’t make too long!)
- Videos
- Pack visits
- Newsletters and newspapers (community and Scout)
- Open houses
- Cub Scout training events (roundtables, in-person training events, etc.)
- Camp song, rap, or skit
- Local council service center regarding their quality program and promotion plan

Note that if you create a standup display providing all the necessary material to promote the camp, the display could be sent on the road and set up at meetings and training functions so people could review it at their leisure.

Your objective here is to communicate accurate, interesting information about your Cub Scout day camp—no one can register for your camp if they don’t know:

WHO can come?

WHAT will you do?

WHEN is your camp?

WHERE is your camp?

WHY should they attend?

HOW do they sign up?

Summary

Best practice would be to let the directors know what the council will do to help promote camp and what expectations the council has for their camp. Provide templates and timelines if needed. Cub Scouts and volunteers will not just appear at camp, they need to be invited.



FACILITATORS GUIDE

C10: Trading Posts at Camp

NCAP STANDARDS: RP-159, AO-806C

SESSION OBJECTIVES:

As a result of this learning experience, participants will be able to do the following:

- Illustrate the positive fiscal impact on the camp and the council from a successful camp trading post.
- Explain that a trading post is a service, and parents, leaders, campers, visitors, and staff expect to have the opportunity to purchase camp-related items there.
- Show how the trading post can be used as a mechanism to help deliver the camp theme.
- Identify procedures to order, price, display, and sell merchandise.
- Determine what to order, how much, and from where.
- Establish procedures for handling cash and credit cards.
- Explain managing and maintaining inventories in compliance with BSA guidelines.

Introduction

During this session you will be sharing with directors the council's policies and procedures regarding trading posts at day camp.

Share the trading post impact from the previous year's camp so that directors can see the importance.

Explain the council's plan for supporting a trading post for the camp. Will ordering, stocking, etc., be handled by the day camp advisor, the director, or another specified individual?

Why Should Your Camp Have a Trading Post?

Discuss the positive advantages to having a trading post:

- **Positive fiscal impact.** A well-planned and well-managed trading post can be the difference between a camp making and losing money for the season.
- **Program support.** A trading post can support the camp theme by decorating and by providing theme-related items for purchase.
- **Service to customers.** By offering items such as cold drinks, candy and snacks, camping supplies, books, and program support items, a service is being provided to our customers. Customers include campers, leaders, parents, visitors, and staff. A trading post gives them an opportunity to purchase memorabilia and souvenirs with your camp name. Having items available such as T-shirts, sweatshirts, hats, patches, water bottles, Frisbees, mugs, pocketknives, flashlights, etc., will satisfy that need and provide free promotion for your camp throughout the communities you serve.

Trading Post Administration and Management

The trading post is a very important part of camp. However, having a trading post is nothing less than operating a separate retail establishment within the framework of your camp. Much care should be given to proper planning and management of your camp store.

The BSA has some very specific guidelines for handling cash and managing the inventory of your trading post. Camp directors need to work closely with their day camp advisors to ensure the council policies are adhered to and well-defined.

Trading Post Management

Camp directors should work with their **day camp advisor** before ordering supplies. Together they will develop a management plan for your trading post.

- One person should be responsible for the trading post operation, although there may be several staff working there.
- Hours of operation are to be posted prominently and followed.
- Deal with cash-and-carry items only. Keep it simple!
- Conduct regular inventories. Restock as necessary.
- Keep accurate records.
- Follow all cash-handling procedures diligently.
- Have practices in place for customer security when dealing with credit or debit cards and personal checks.

Prior to Camp

- Include the trading post in advertising so parents know it's OK to send money.
- Order merchandise. Use last year's trading post records to help determine what and how much to buy.

- Work with vendors and suppliers to establish a business relationship. Know what their policies are for reorders, returns, payment, and turnaround. There should be no surprises once you've agreed to conduct business with them.
- Meet with your Supply Group representative to determine your needs.
- Determine council policy on requesting cash for a cash drawer.

Opening Your Trading Post

The trading post needs to be ready when camp begins. It is a good idea to have the trading post fully open and operational when staff arrives prior to camp.

- Check opening inventory.
- Check suppliers' invoices thoroughly, one at a time. Call them immediately if there are discrepancies.
- Display items in an organized and efficient manner. Have items located for easy viewing, without customers having to dig around to see what's available.
- Develop and adhere to practices for checking in new merchandise.
- Properly store reserve inventory.

Stock Control

Keeping a sufficient stock without running out or overbuying can be a challenge. Regular inventories (NCAP standard AO-806C) are a necessity. Explain your council's procedures for inventory control.

T-shirts and other custom design items are usually ordered prior to camp in a single transaction for best pricing. Other stock, such as food and drinks, will most likely involve regular restocking. Know the time line involved with ordering and securing purchase orders for bulk buying.

Handling Money

It is critical to the success of a trading post operation that money be handled properly.

Explain your council's policy regarding money handling.

The day camp advisor and camp director should work together to determine who will be involved with handling the money during camp.

Some tips:

- A predetermined amount of cash is used to start each day.
- The trading post account should be balanced at the close of each day.
- Cash should be kept in a locked, secure place at the close of operation each day.
- Do not allow credit for campers or staff.
- Receipts for all purchases must be made available immediately upon request.
- Credit and debit card information, as well as personal checks, need to be kept secure and away from access by anyone other than the store manager.

- Deposits should be made regularly to avoid having large amounts of cash on hand.
- Money should be counted by two people for accuracy.

End of Camp

Explain your council’s procedure for shutdown of the trading post.

Efficient shutdown of a trading post will have a positive effect on how easily and effectively the trading post will open next year. All returnable items should be returned.

Held-over items should be inventoried and stored. Record keeping is very important since those records will be used to determine trading post plans for next year.

General Trading Post Odds and Ends

- Remember litter control. Much of the litter comes from items sold in the trading post. There is a “radius of consumption” surrounding your trading post where candy wrappers and drink containers will typically be deposited. Have receptacles available in these areas.
- Bags for purchases are a useful aid in loss prevention.
- If they can’t see it, you won’t sell it.
- If you really want something to sell, have the staff wear it.
- Age-appropriate items are essential.
- Remember that adults are also our customers. Have appropriate sizes and items for everybody.
- Theme-oriented items sell well. They also add to the atmosphere of excitement at camp.

How Do I Determine What Sells?

Explain your council’s procedures for selecting and ordering merchandise and who is involved in the process.

Considerations are:

- What items do you want to sell in the trading post?
- What are the hot items this year?
- Will you stock T-shirts, mugs, patches, and hats?
- Will you sell candy and snacks?*
- What about soft drinks, slushies, and popcorn?
- What sold well last year?
- What have other camps sold?
- Make sure you have Cub Scout–specific items.
- Sell items at many price levels.
- Magic tricks, theme items, games, and puzzles sell well.
- Consider closeout items from previous years.

**Remember to offer healthy alternatives as snacks.*

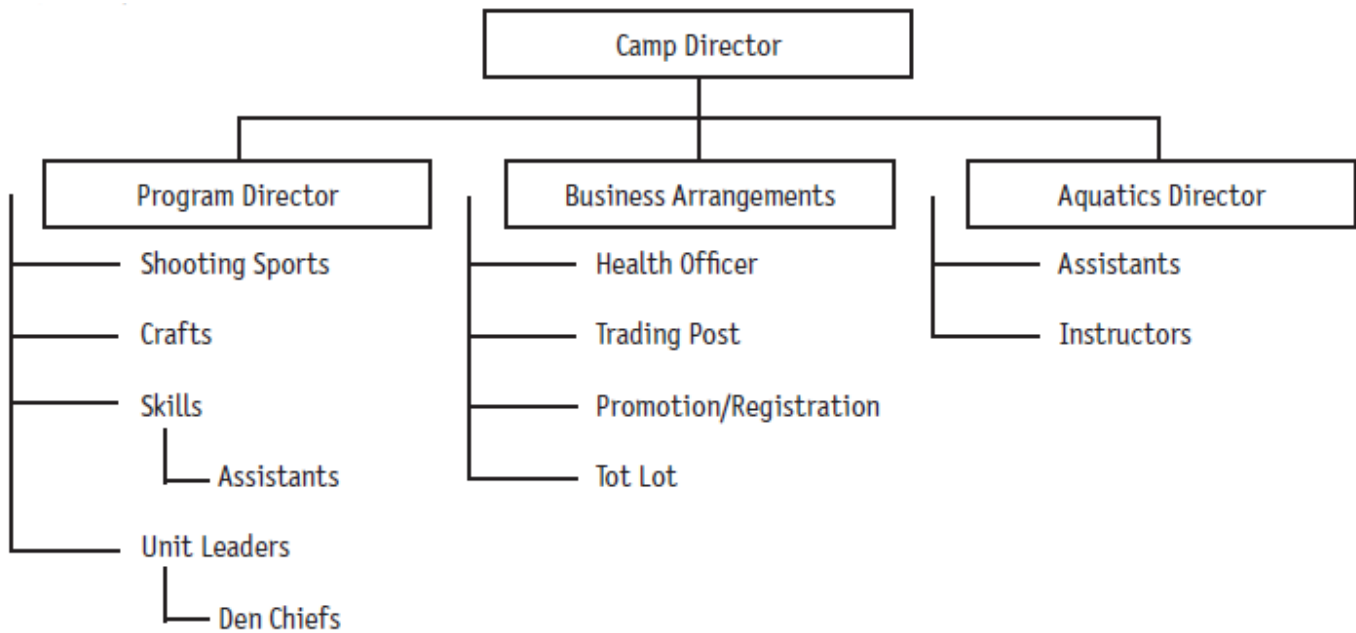
Summary

The trading post in a Cub Scout camp can be a great asset to the program. It can add to the theme atmosphere, be a social gathering place and an information station, and help provide additional income for the camp and council. It can be a hive of activity with resources for leaders, parents, and campers.

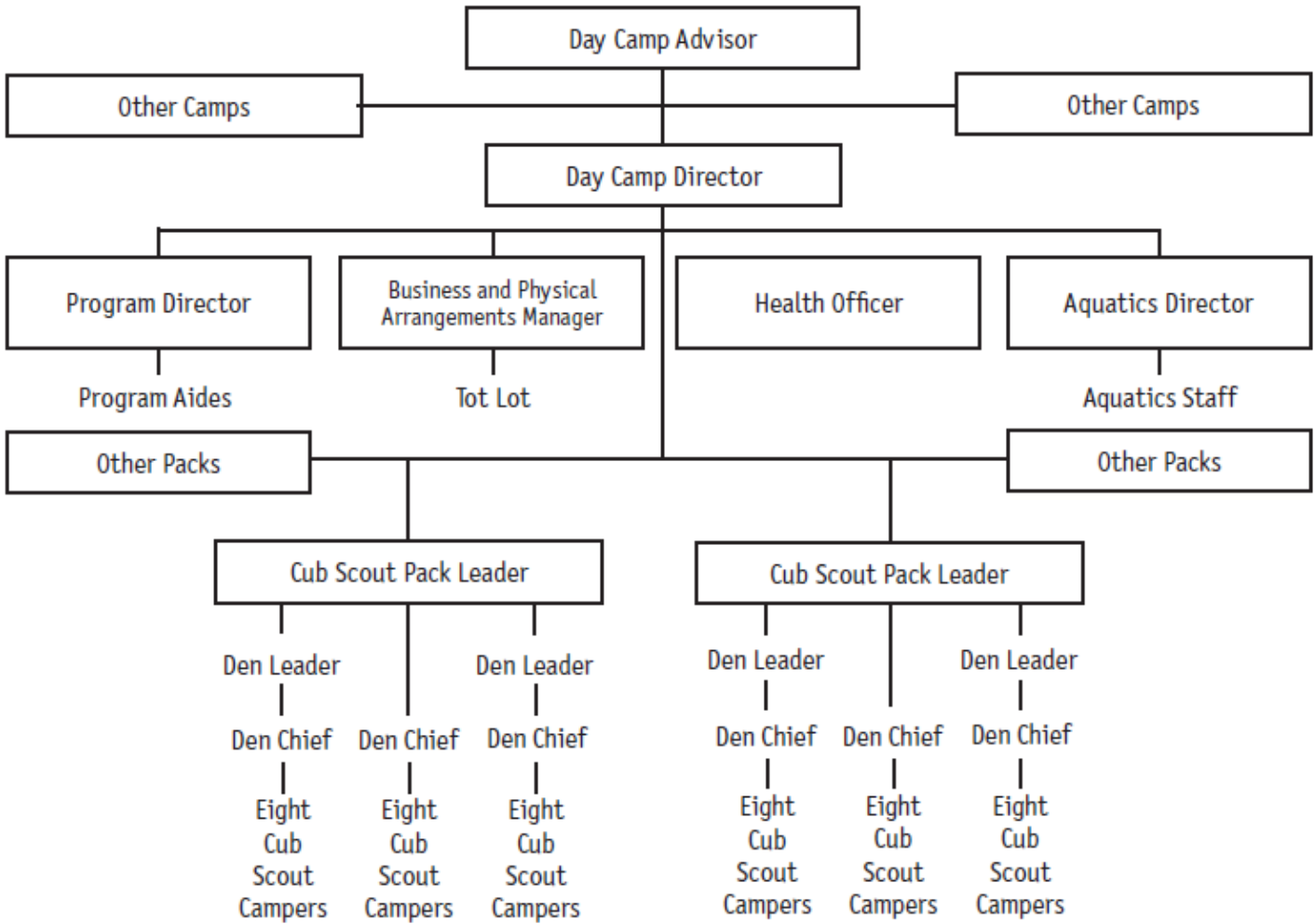
Appendix

Suggested Day Camp Organization

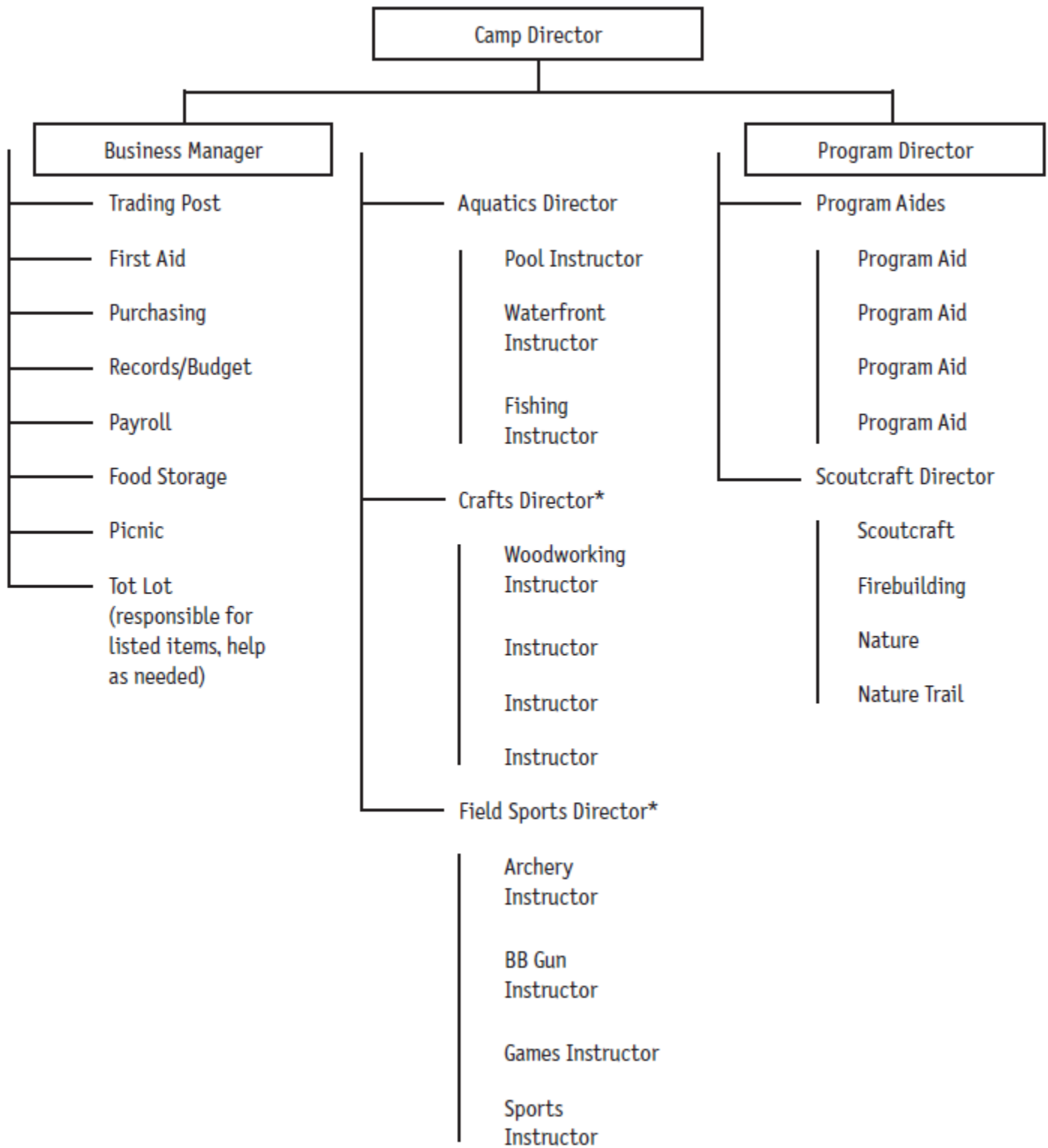
Small Council



Large Council



Alternate Day Camp Organization



Job Descriptions for Additional Positions

Business and Physical Arrangements Manager

The business manager must be a man or woman 18 years of age or older of well-known good character and ability. Responsibilities of the business manager include the following:

- Report to the camp director.
- Prepare a list of required materials and facilities for camp and submit it to the day camp advisor.
- Keep accurate records of income and expenses and submit financial records and bills for payment to the council service center at regular intervals.
- Set up and maintain the petty cash account.
- Purchase supplies as authorized by the camp director.
- Arrange and oversee the camper transportation system.
- Coordinate food-related issues.
- Be responsible for trading post operation.
- Evaluate.

Camp Health Officer

The on-site health officer is a responsible adult at least 18 years of age who holds a current certification required for the position (see current national standards). This person must also have current certification in CPR.

The camp health officer should be available at the day camp first-aid station during the hours of the day camp. When the health officer is out of camp, another adult with the required training must be available.

Craft Director

The craft director must be a man or woman 18 years of age or older with a demonstrated ability to work with and instruct crafts. Responsibilities of the craft director include the following:

- Report to the program director.
- Plan and carry out a constructive craft program in cooperation with the program director and den leaders.
- Select crafts that will enhance the theme.
- See that a list of supplies needed for the camp craft projects is submitted to the business manager.
- Prepare all crafts in advance of camp to ensure all parts are available and directions make sense.
- Help the den leaders teach the skills necessary for youth to complete selected projects.
- Supervise the use and storage of equipment and materials.
- Evaluate.

Aquatics Supervisor

The on-site aquatics supervisor must be 21 years of age or older and hold a current certificate of training as a BSA aquatics instructor from a National Camping School and be currently trained in American Red Cross First Aid and CPR/AED for the Professional Rescuer, or equivalents.

If the day camp does not have a BSA aquatics instructor, the aquatics program must be under the supervision of a person 21 years of age or older who holds a current certificate of training as a Cub Scout aquatics supervisor and a current lifeguard certificate recognized by the state; this person must also be currently trained in American Red Cross First Aid and CPR/AED for the Professional Rescuer, or equivalents.

If a Cub Scout day camp conducts a swimming program at a non-BSA owned or operated licensed swimming facility, supervision may be provided by facility employees whose training is regulated by state authorities, in lieu of the supervision required above. Participants are assigned buddies and limited to water depths appropriate to their ability unless approved life jackets are worn. Roll is taken at the end of the activity. Special precautions indicated by medical conditions are shared with facility staff members. In areas from which the public is excluded, Safe Swim Defense policies are implemented as they would be at a council staffed facility. This would apply to established pools, spray parks, water parks, and lakefront swimming areas.

Range Master

The range master runs the archery and/or BB gun range. The range master must be at least 18 years old and trained as outlined in the Boy Scouts of America National Shooting Sports Manual, No. 30931.

Den Chief

The den chief must be a Scout or Venturer at least 14 years old who is capable of serving as a den chief. Responsibilities of the den chief include the following:

- Help the den leader and carry out duties as assigned.
- Evaluate.
- Be a shining example of Scouting.

Tot Lot Supervisor

The tot lot supervisor must be a man or woman at least 21 years old, of well-known good character and ability. Responsibilities of the tot lot supervisor include the following:

- Be qualified to oversee dependent youth.
- Report to the camp director.
- Work with the program director to obtain craft and program supplies.
- Have or prepare a program with a flexible schedule for young campers, keeping in mind the differences in age.
- Be responsible for the children of staff members during the program hours of camp. (Also be responsible during special evening events if the parent is involved in an activity.)
- Ensure young campers follow rules. For example:

- Always walk with a buddy.
 - Don't run in camp.
- Understand that this is a special job—probably one of the most important in camp— and that these children must never, even for one second, be out of the leader's sight.
 - Ensure the area has enough staff.
 - Before the opening of camp, make a list of supplies needed in the area. After camp, prepare a list of supplies that must be restocked. This list goes to the program director.
 - Prepare an evaluation of the area. Include likes, dislikes, needs, and program ideas that went well and those that need improving. Also include thoughts to improve next year's wee camper program.

Unit Leader (Webelos)

The unit leader for the Webelos units must be a man or woman at least 21 years old, of mature judgment and with the ability to exert strong leadership. Responsibilities of the unit leader include the following:

- Report to the camp director.
- Plan and carry out a constructive day camp program in the unit with the advice of the program director and the help of counselors and program aides.
- Teach camping skills and appreciation of the outdoors.
- Coordinate unit activities with those of the entire camp.
- Supervise unit staff.
- Supervise unit housekeeping, sanitation, camper health, and safety.
- Be knowledgeable of the Webelos Scout program.
- Evaluate

Den Leader

The den leader must be a man or woman 21 years of age or older of well-known good character and ability. Responsibilities of the den leader include the following:

- Report to the unit leader.
- Carry out duties as assigned by the unit leader.
- Assist and supervise the youth in the den.
- Assist in program areas as needed so that youth make the most of their opportunities.
- Be concerned for camper safety.
- Be knowledgeable of the Cub Scouting program.
- Evaluate.

Program Aide

The program aide must be a capable Life Scout, Eagle Scout, or Venturer at least 14 years of age who is able to demonstrate and teach outdoor skills to Cub Scouts.

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