

# Maryland 4-H Camping Handbook

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## **SECTION 1:**

### **PURPOSE AND USE OF THE MARYLAND 4-H CAMPING HANDBOOK**

#### **A. Purpose**

1. The *Maryland 4-H Camping Handbook* outlines policies, procedures, guidelines, and recommendations for the planning, implementation, and evaluation of 4-H camping programs.
2. As all of Maryland's 4-H Camp Programs are accredited by the American Camp Association, the *Maryland 4-H Camping Handbook* incorporates the organized camping standards from the *Accreditation Standards for Camp Programs and Services*.

#### **B. Application**

1. The *Maryland 4-H Camping Handbook* should be used as the primary resource for Clover, day, residential, and special interest 4-H camps conducted at the local, regional and state level.
2. The *Maryland 4-H Camping Handbook* should be used as the primary resource for Clover, day, residential, and special interest 4-H camps conducted by Maryland 4-H Camp Centers, including:

- a. Western Maryland 4-H Center
- b. Rocks 4-H Camp Center
- c. Thendara 4-H Center
- d. Frederick 4-H Activities Center
- e. Patuxent River 4-H Center

#### **C. Users**

1. This Handbook is designed to be the primary administrative and planning resource for **anyone responsible for 4-H camping at the local or 4-H center levels**, including:
  - a. Extension Educators,
  - b. Program Assistants,
  - c. *Master Volunteer 4-H Camp Director graduates*,
  - d. 4-H Center Directors,
  - e. 4-H Center Program Directors,
  - f. 4-H Center Summer Camp Staff,
  - g. 4-H Volunteers,
  - h. 4-H Camp Consultants employed by UME, county/city government, or the 4-H centers, and
  - i. Anyone else responsible for a local-level or 4-H center-level camping program.

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### **D. 4-H Center-Specific Information**

1. This Handbook is designed to be used in conjunction with 4-H center-specific publications which are available as appendices to the *Maryland 4-H Camping Handbook*.
2. Each unit should have a copy of the *Maryland 4-H Camping Handbook* and a 4-H center-specific appendix for its respective 4-H center.

### **E. Icons and Shaded Boxes**

1. Because this guide was designed to be comprehensive, some information will directly apply only to 4-H camp centers, while other information will apply to both units and 4-H centers.
2. The “star” icon designates policies and other critical information related to 4-H camping. Everyone planning 4-H camping programs should pay close attention to any information identified with a “star” icon.
3. Any section that includes information that directly relates to the requirements of an American Camp Association Standard includes the applicable ACA standard number.
4. Any portion of the handbook that refers to a standard that is considered to be "Mandatory" by the American Camp Association is included in a shaded box. This shading is for informational purposes only.

### **F. History of this Handbook**

1. This handbook is revised from the *Virginia 4-H Camping Handbook (2005)*.

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### SECTION 2: INTRODUCTION TO 4-H

#### A. What is 4-H?

1. 4-H is a practical, learn-by-doing, fun, and educational program for boys and girls ages 5 through 18 from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender, or religious affiliation.
2. 4-H is a community of young people across America who are learning leadership, citizenship, and life skills.

#### B. 4-H Member

A 4-H member is any boy or girl, age 5 through 18, who enrolls and participates in a planned sequence of related learning experiences for a *minimum of six (6) hours*. These 4-H experiences are provided under the guidance of Extension faculty, Extension staff, or UME volunteers.

#### C. 4-H Mission

The mission of 4-H is *to develop youth and adults working with those youth to realize their full potential—becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences.*

#### D. 4-H Foundations and Value Set

4-H is based on seven foundations: *it is community-centered, volunteer-led, Extension staff supervised, research-based, home and family oriented, publicly and privately funded, and responsive to change.* In addition, 4-H represents the following values:

1. Youth development is the focus of everything that we do. 4-H enables individuals to unlock their potential as contributing members of society.
2. Volunteerism is fundamental to 4-H, and 4-H would not be possible without the contribution of teen and adult volunteers.
3. Good character—trustworthiness, respect, responsibility, fairness, caring, and citizenship—are necessary for youth and adults working with those youth to become contributing members of society.
4. Partnerships between youth and adults are essential for positive youth development.
5. Diversity strengthens the ability of 4-H to fulfill its mission.

#### E. 4-H Organization

4-H is America's largest out-of-school educational program for youth, and over six million youth participate in 4-H. One of every six Americans has been affiliated with 4-H as a member. It is estimated that nearly 45 million American adults are former 4-H members. An American idea, 4-H has spread to over 80 other countries. National leadership for 4-H is provided by the United States Department of Agriculture (USDA), located in Washington, D.C. State-level headquarters for 4-H are located at the land-grant universities of each state and U.S. territory. Every state has a team of 4-H youth staff and subject matter specialists as part of the University Cooperative Extension System. Extension Educators direct 4-H work in the counties.

Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities. State leadership for the 4-H youth development program is conducted by University of Maryland Extension (UME), an educational component of The University of Maryland, College Park and The University of Maryland, Eastern Shore, with USDA and local governments cooperating.

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### F. 4-H Symbols

Every 4-H member and leader should be familiar with the 4-H pledge, motto, and emblem. The following symbols express the spirit and ideals of the 4-H organization.

1. **Pledge:** Every member and leader should know and be able to recite the 4-H Pledge, which should be said after the Pledge of Allegiance to the Flag of the United States. The 4-H pledge is:
  - a. *I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.*
  - b. In saying the pledge, 4-H'ers raise their right hands to their foreheads when they say, "my head to clearer thinking." They lower them to their hearts as they say, "my heart to greater loyalty." At the line, "my hands to larger service," they extend their hands, palms upward. At the last line, they stand at attention with their hands at their sides.
2. **Motto:** The 4-H Motto, "**To Make the Best Better,**" should be the aim of every 4-H member and leader.
3. **Emblem:** The 4-H emblem is a four-leaf clover with the letter "H" on each leaf. The four H's represent the four-fold development of head, heart, hands, and health. (Note: The 4-H Symbol is protected under a special U.S. copyright statute, 18 USC 707). The white in the 4-H emblem symbolizes "purity." The green, nature's most common color, represents "life, springtime, and youth."
  - a. **Head:** mental development, deeper knowledge, and reasoning.
  - b. **Heart:** emotional development. Developing interest, appreciation, and wholesome attitudes.
  - c. **Hands:** skills development. Ability to do, skill in doing, and habit of doing.
  - d. **Health:** physical development. Understanding and appreciating a growing and changing body.

### G. Guidelines for the Use of the 4-H Name and Emblem

*(This information was retrieved on October 24, 2003, from the National 4-H Headquarters Web page at [http://www.national4-hheadquarters.gov/4h\\_name.htm](http://www.national4-hheadquarters.gov/4h_name.htm).)*

Federal Statute Protection and Penalties

1. The 4-H Name and Emblem are protected under federal statute (Title 18, U.S.C. 707) which states:
  - a. *Whoever, with intent to defraud, wears or displays the sign or emblem of the 4-H clubs, consisting of a green four-leaf clover with stem, and the letter H in white or gold on each leaflet, or any insignia in colorable imitation thereof, for the purpose of inducing the belief that he is a member of, associated with, or an agent or representative for the 4-H clubs; or*
  - b. *Whoever, whether an individual, partnership, corporation or association, other than the 4-H clubs and those duly authorized by them, the representatives of the United States Department of Agriculture, the land-grant colleges, and persons authorized by the Secretary of Agriculture, uses, within the United States, such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words "4-H Club" or "4-H Clubs" or any combination of these or other words or characters in colorable imitation thereof—Shall be fined not more than \$5,000 for individuals and \$10,000 for groups, or imprisoned not more than six months, or both.*
2. Who Can Authorize the Use of the 4-H Name and/or Emblem?
  - a. Authorization for all uses of the 4-H name and/or Emblem must be granted by the following:  
18 USC 707
    - i. Interstate (two or more states)—U.S. Department of Agriculture.

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- ii. Intrastate (within one state boundary)—Cooperative Extension System Directors and Administrators at the state land-grant universities located in the state in which the 4-H Name and/or Emblem are to be used.
- iii. Within one county/city—Cooperative Extension System staff located in the county/city in which the 4-H Name and/or Emblem are to be used.
- b. Proper use of the emblem:
  - i. Only use an official emblem graphic obtained from an authorized 4-H source which includes the language "18 USC 707" to the right of the stem. You need to maintain the proper height and width proportions of the image.
  - ii. Text or graphics should never cross the clover emblem. Use of the 4-H clover as a desktop wallpaper or web page background is inappropriate.
  - iii. Read the emblem guidelines carefully regarding commercial use of the name and emblem and production of items with the 4-H name or emblem.
  - iv. You should not change the characteristics of the 4-H emblem—color, style, height/width proportions, etc. The correct ink color for printing the 4-H emblem is PMS 347.
- c. Improper use of the emblem:
  - i. In Maryland, a club, organization, or association can lose its privilege of using the 4-H clover if it is used inappropriately.

### **H. 4-H Age Policy**

- 1. Participate in these respective categories:
  - a. Clover Members: 5 through 8 year olds
  - b. Junior 4-H Members: 9 through 11 year olds
  - c. Intermediate 4-H Members: 12 through 13 year olds
  - d. Senior 4-H Members: 14 through 18 year olds
- 2. Eligibility for 4-H membership terminates on December 31 of the year the member has his/her 19<sup>th</sup> birthday.
- 3. Senior 4-H age requirements for national contests are ages 14 to 18 prior to January 1 of the year that the youth participates in a national event.

### **I. 4-H Delivery Modes**

#### **Definitions of 4-H Delivery Modes for 4-H Member and Bulk Enrollment**

**Youth members of organized 4-H clubs. (1000 Series Numbers)** An organized group of youth, led by an adult, with a planned program that is carried on throughout all or most of the year. 4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club. 1a. Community clubs typically meet in the evenings or on weekends and offer self-chosen, multiple learning experiences and activities. 1b. In-school clubs meet during school hours but have officers and planned activities beyond school enrichment. 1c. 4-H after-school clubs are organized within child care settings. They have officers and planned activities. 1d. Military 4-H clubs are organized by the Armed Forces, often on military installations, and principally for military dependents. **(8000 Series Numbers)**

**Youth participating in 4-H special interest/short-term programs. (2000 Series Numbers)** Groups of youth meeting for a specific learning experience that involves direct teaching by extension staff or trained volunteers, including teachers. Program is not part of school curriculum and not restricted to members of 4-H clubs. Multiple-day meetings, for example on college campuses, should be reported

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as short-term programs. The direct audience contact hours should be at least six for enrollment to be reported.

**Youth participating in 4-H camping programs.** Youth taking part in an Extension-planned educational experience of group living in the out-of-doors. 3a. Overnight camping includes being away from home at least one night (resident, primitive, **(3000 Series Numbers)** or travel camping) and is not restricted to members of organized 4-H clubs. 3b. Day camping consists of multiple-day programs, with youth returning home each evening. **(7000 Series Numbers)**

**Youth participating in 4-H school enrichment programs. (4000 Series Numbers)** Groups of youth receiving a sequence of learning experiences in cooperation with school officials during school hours to support the school curriculum. Involves direct teaching by extension staff or trained volunteers, including teachers.

**Youth participating in 4-H individual study/mentoring/family learning programs. (5000 Series Numbers)** Planned learning that occurs independently of formal group setting, such as a club, as an individual, paired, or family effort. Self directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, advanced placement courses, mentoring or shadowing with an “expert”, whole families learning together.

**Youth participating in afterschool programs. (6000 Series Numbers)** Educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula. The primary purpose is to provide care for youth while parents are working or unavailable. (4-H clubs in school-age child care settings should be reported under “1c Organized 4-H After School Clubs.”)

**Youth participating in instructional TV/video programs.** Youth offered learning experiences through Extension via broadcast or closed circuit television, including satellite transmission or videotape replays of such series.

**Youth participating in programs of limited duration – (9000 series numbers)**

Use this series for programs that offer less than four hours of educational programming for youth. These are programs that usually involve a one-time contact with youth and can include assemblies, talks to youth in community settings, in school programs that do not meet the established school enrichment criteria, educational workshops and “farm visit” programs (e.g. Close Encounters with Agriculture, Growing with Grains, Kindergarten Visits). Typically these contacts are also reported in the MCERS report and would include programs conducted by AGNR, FCS and 4-H educators.

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### SECTION 3: INTRODUCTION TO 4-H CAMPING

#### A. Definition of “Camping”

1. As defined by the American Camp Association, **organized camping** is “a sustained experience that provides a creative, recreational, and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper’s mental, physical, social, and spiritual growth.” (ACA, 1998)
2. Since 4-H camping is *educationally focused*, it is recognized as a delivery method for 4-H programming.

#### B. 4-H Camping Mission

1. The mission of 4-H camping is the same as the state 4-H mission— “To assist youth and adults working with those youth to realize their full potential—becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences.”

#### C. 4-H Camping Goals

1. To provide *educational, recreational, and social* experiences in outdoor living away from home.
2. To provide opportunities to meet, socially interact with, and *learn to get along* with other people by living and participating together.
3. To provide opportunities for youth to *learn to take responsibility* for their own decisions and actions.
4. To provide new experiences for youth by *exploring new interests*, or by exposing them to *new approaches to old interests*, such as nature, aquatics, music, and other life skills that cannot be provided as effectively outside of a camp setting.
5. To teach youth about *citizenship*, the importance of being a responsible citizen, and to provide opportunities to practice citizenship.
6. To provide opportunities for *developing leadership skills*.
7. To allow youth to *discover special talents* and to provide opportunities for *developing these talents*.
8. To provide the opportunity for youth to *have fun* and to learn to create positive, enjoyable experiences individually and with others.
9. To learn to *meet individual and group responsibilities*.
10. To *enrich the on-going 4-H club program and to encourage long-term involvement in unit 4-H clubs*.

#### D. 4-H Camping Philosophy of Life Skill Development

1. 4-H camping is a proven and effective way of reaching youth and teaching them educational programming.

With a rich history of 4-H camping programs conducted at the unit, district, and state levels, both *residential* and *day Maryland* 4-H camping programs are used to enhance **life skill development** using hands-on learning in a cooperative environment.

2. 4-H camp is not simply a “location” and a “program.” It is **WHAT HAPPENS TO CAMPERS** during the event. This concept of 4-H camping recognizes the **life skills** that each boy and girl learns and practices during the 4-H camping experience.

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3. The camping philosophy in Maryland 4-H is dedicated to the positive individual development of youth through experiential learning to promote **advancement in life skills**—knowledge, abilities, skills, and attitudes (KASA) that will enable youth to become self-directed, contributing members of society. This supports the “learn-by-doing” philosophy of 4-H.

4. The *Targeting Life Skills Model*—developed by Patricia Hendricks and the Iowa State University Extension—is recommended to county/city units and 4-H centers to identify the life skills that each unit and 4-H center is targeting through 4-H camping.

### **E. Youth Development through 4-H Camping**

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

2. Although it is impossible for 4-H camping to provide total youth development due to the short-term (i.e., one week or less) nature of the experience, **4-H camping provides many of the features of positive youth development.**

3. When used in conjunction with other 4-H delivery modes and activities (e.g., 4-H school enrichment, 4-H after-school clubs, 4-H community clubs, and 4-H special events, etc.), 4-H camping can help to provide positive youth development throughout the year.

### **F. 4-H Camping and the Experiential Learning Model**

1. Experiences at 4-H camp are most often active and hands-on, but they should also reflect the processes of sharing, reflecting, generalizing, and applying.

a. *“Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”* (John Dewey)

2. The *“Experiential Learning Model”* demonstrates how an experiential learning experience should have five (5) parts.

a. Experience

b. Share

c. Process

d. Generalize

e. Apply

3. Whenever possible, 4-H campers should be engaged in asking questions about information that they are learning and using the experiential learning model as a guide to help them to share, process, generalize, and ultimately to apply what they are learning to other aspects of their life.

4. The experiential learning model is a tool to help us to connect information learned at 4-H camp to life skills that 4-H campers need outside of the camp setting.

### **G. Description of a “4-H Camper” and Prerequisites for Participation**

1. In Maryland, 4-H camp is open to any boy or girl who meets the age guidelines. Youth do not have to be 4-H members to attend 4-H camps; however, they should be provided the opportunity to join.

2. Each 4-H camp is an independent educational activity and, therefore, **is not restricted** or contingent upon any prerequisites (e.g., completing a project, being a club officer, etc.).

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3. Youth who attend 4-H camp **may sign up** as 4-H members since they are receiving more than the minimum number of hours of educational instruction (6 hours) during camp. *All youth attending 4-H camp are eligible and should be encouraged to join 4-H.*
4. Educators and volunteers are strongly encouraged to utilize all camping events as a method by which to recruit and involve new youth, as well as those presently involved, into the 4-H program. All youth participating in camp should be given information concerning additional 4-H opportunities throughout the year in their unit, district, and state.
5. In providing 4-H camping, all Extension units and each 4-H educational center must follow Equal Opportunity/Affirmative Action/Americans with Disabilities guidelines.

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### **SECTION 4: American Camp Association (ACA)**

#### **A. Overview**

1. The American Camp Association is a nonprofit community of camp professionals whose mission is dedicated to “enriching the lives of children and adults through the camp experience” (ACA, 1998, p. 3).
2. The American Camp Association is the only nationwide organization that has published “standards” for the organized camping industry and that accredits all types of organized camps based upon those standards.

#### **B. ACA Accreditation**

1. The main purpose of the ACA accreditation process is “to educate camp owners and directors in the administration of key aspects of camp operations, particularly those related to program quality and the health and safety of campers and staff” (ACA, 1998, p. 4). The standards establish guidelines for the “best practices” of the camping industry, including policies, procedures, and practices.
2. The ACA accreditation process involves an outside team of trained camping professionals that visit a camp to verify compliance with ACA standards.
3. In order to maintain accreditation, a camp must be involved in a comprehensive review and “visitation” process every three (3) years.
4. To learn more about the American Camp Association and the accreditation process, visit the American Camp Association Web page at [www.acacamps.org](http://www.acacamps.org).

#### **C. Overview of ACA Accreditation Standards**

1. Having ACA accreditation means that the camp meets high standards in the areas of:
  - a. Site and Food Service,
  - b. Transportation,
  - c. Health and Wellness,
  - d. Operational Management,
  - e. Human Resources,
  - f. Program Design,
  - g. Aquatics,
  - h. Challenge and Adventure,
  - i. Trip and Travel.

#### **D. Importance of ACA Accreditation to Maryland 4-H Camping**

1. All of Maryland’s 4-H Camping programs have received American Camp Association (ACA) accreditation.
2. ACA accreditation indicates to the public that the camp’s administration has voluntarily allowed its practices to be compared with the standards established by professionals in the camping industry (ACA, 1998, p. 4).
3. ACA accreditation assures parents/guardians that the 4-H centers have had a regular, independent safety audit that goes beyond most state regulations. Many parents are aware of the American Camp Association and prefer an ACA accredited camp over other camps that are not ACA accredited.
4. ACA accreditation is recognized by courts as the “reasonable” standard in the camping industry, against which camps may be judged in the event of a claim of negligence, injury, etc.

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5. ACA accreditation allows Maryland's 4-H camps to receive competitive insurance premiums, which in turn reduces the degree to which 4-H camp fees and related costs have to be increased each year.

6. ACA accreditation establishes levels of service for meeting the needs of 4-H campers and at the same time reasonably protects their safety and well being. While we expect campers to have a meaningful experience we also want them to accomplish this in a safe and secure environment.

7. Extension programming is research-based and 4-H youth development agents strive to develop educational programs around research-based information. Therefore, it follows that the Maryland 4-H camping program should adhere to ACA accreditation standards, which are themselves the result of many years of research by camping professionals.

### **E. 4-H Center Faculty/Staff Role in the Accreditation Process (OM-6)**

1. The faculty and staff at each 4-H educational center are required to ensure that ACA standards are being followed in all applicable areas of the 4-H center's operations.

2. Each 4-H center must develop a system to annually verify that accreditation standards are being followed in applicable aspects of the camp's operation (ACA, 1998).

3. During years in which an ACA accreditation visit does not occur, the 4-H Center Director—or in some cases the Faculty Member assigned to that center—is required by ACA to sign an ethics statement that verifies that ACA standards are still being met.

4. The faculty and staff at each 4-H center—particularly the 4-H Center Director and Faculty Member—should work cooperatively with the Extension faculty and staff in each of its units to ensure that ACA accreditation-related information is being communicated and that ACA standards are being followed.

### **F. Unit Faculty/Staff Role in the Accreditation Process**

1. Achieving and maintaining ACA accreditation is only possible through cooperation and communication between the 4-H center and unit Extension offices within the 4-H center's service areas.

2. It is important that unit Extension faculty/staff, particularly those who coordinate and direct 4-H camping, are aware of the requirements of ACA accreditation, particularly in the areas of "Health and Wellness," "Operational Management," and "Human Resources."

3. Unit faculty and staff should work cooperatively with 4-H center faculty and staff—particularly the Center Director and Faculty member - to ensure that ACA accreditation-related information is communicated and that ACA standards are being followed.

### **G. ACA Orientation Policy**

1. All Extension faculty, staff, and volunteers responsible for the unit 4-H camping program are required to participate in an ACA orientation prior to 4-H camp. This orientation should be designed by the 4-H Center Director or Faculty Member based upon the needs of the Extension faculty, staff, and volunteers in the 4-H center's service area. This orientation may be conducted in conjunction with other training or meetings. (NOTE: The 4-H Center Director or Faculty Member may need to provide additional "orientation" opportunities to ensure that it has been received by all appropriate individuals.)

### **H. ACA Chesapeake Section/Becoming an ACA Member**

1. The American Camp Association is administered through numerous local sections. The ACA Chesapeake Section includes Maryland and DC.

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2. ACA membership is open to anyone who is interested in supporting the mission of ACA. Members belong to the national organization and to the ACA Chesapeake Section.

3. For more information about the ACA Chesapeake Section or ACA membership, visit <http://www.acacamps.org> or email [njcanter@verizon.net](mailto:njcanter@verizon.net).

### **I. Guidelines for the Use of the ACA Logo**

1. The use of the ACA logo is a privilege reserved for camps that are currently accredited. This logo serves as a symbol to the public that the camp has met certain standards. All indications of ACA accreditation are protected by U.S. patent and copyright laws.

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### SECTION 5: RISK MANAGEMENT AND 4-H CAMPING

#### A. What Is Risk Management?

1. “Risk management” is the term given to the process we use to identify, analyze, and manage risk during 4-H activities. The objective of risk management is the protection of our **human, financial, and physical** resources and assets from loss or destruction.

#### B. Why Is Risk Management Important to 4-H Camping?

1. The health and safety of 4-H youth, volunteers, staff, and the public that we serve are critically important. Through cooperation with the University of Maryland Extension and the 4-H camp centers, the Maryland 4-H program works to provide a safe environment for 4-H youth, volunteers, and staff using a risk management process.

#### C. Who Is Responsible for Risk Management before, during, and after 4-H Camping Programs?

1. Risk management before, during, and after 4-H camping programs involves protecting 4-H youth, volunteers, and staff. Therefore, **everyone in a 4-H camp planning and supervisory role** (staff and volunteers) **is responsible** for risk management and maintaining a safe environment for youth who attend 4-H camp!

##### 2. Local Unit-based 4-H Camps

a. For unit-based 4-H camps, 4-H Extension Educators (or other Extension staff responsible for the unit 4-H camping program) are responsible for following the risk-management policies and procedures provided in this handbook.

##### 3. 4-H Camps Conducted at 4-H Camping Centers

a. For 4-H camps conducted at 4-H camping centers, 4-H Extension Educators and 4-H Center Directors and Program Directors should work cooperatively to establish risk-management policies and procedures for 4-H camp.

b. Information about the nature and content of 4-H camp programs and activities should be shared prior to camp in order to allow risk-management decisions to be made.

c. Each 4-H center has guidelines for submitting specialized program and/or class description information.

#### D. *In loco parentis*

1. The term “*in loco parentis*” (in loco puh-ren-tiss) means “in place of the parent.”

2. *In loco parentis* is the legal principle that governs a person’s actions when he/she is in charge of the supervision of minors. The principle assumes that the person will act as any reasonably prudent parent would act in the same or similar circumstances (American Camp Association, 1998).

3. You are *in loco parentis* during any day or resident 4-H camp when you have hired the volunteers or paid staff, trained and supervised the volunteers or paid staff, delivered the program, and directly supervised the campers (1998).

#### E. How is Risk Managed at 4-H Camp?

##### 1. AVOID RISK

a. Decide not to develop high-risk programs/activities;

b. Discontinue existing high-risk programs/activities;

##### 2. TRANSFER RISK

a. Purchase insurance to transfer risk to another company. In a majority of situations persons acting as 4-H camp directors do not need to take extra steps to purchase insurance.

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- b. Obtain a “Certificate of Insurance” which names University of Maryland 4-H Youth Development and, when applicable, the 4-H educational center, as “additional insured”; and
- c. Develop a contract/agreement which transfers risk to another company.

### 3. REDUCE RISK

- a. Prevent loss (e.g., human loss, financial loss, physical loss) through the development and use of a 4-H camp safety program and a 4-H camp teen and adult volunteer training program.
- b. Separate or duplicate all 4-H camp records to prevent loss of records.
- c. Utilize the appropriate emergency response, fire protection, etc. to minimize the loss once it has occurred.

### 4. RETAIN RISK

- a. You might choose to retain the risk (i.e., continue an existing 4-H camp program, activity, situation) if the amount of risk involved with a particular activity or situation is minimal.
  - i. Example: The minor medical problems that the 4-H camp medical staff manages on a day-to-day basis. This risk has been identified as minimal and a necessary and acceptable part of involving youth in residential outdoor 4-H camping experiences.

### F. Risk-Management Planning/Incident Analysis/Risk Exposure Chart (OM-4) (OM-5)

- 1. Each 4-H camp/center must annually identify and analyze the risk exposures to humans, financial resources, and property resources by completing a “Risk Exposure Chart” that outlines the identified risks.
- 2. Each 4-H camp/center must have risk-control techniques that are currently being implemented to avoid, transfer, or reduce risk and potential loss in identified exposure areas (ACA, 1998).
- 3. Each 4-H camp/center must annually review and analyze when and where incidents, accidents, and injuries occurred (ACA, 1998).
- 4. Each 4-H camp/center must modify its policies and procedures based upon identified risks, incidents, accidents, and injuries, and implement changes as necessary (ACA, 1998).
- 5. See your 4-H center-specific appendix for a copy of your Risk Exposure Chart.

### G. Risk-Management Emergency Card

- 1. The Risk-Management Emergency Card was developed by University of Maryland Extension, 4-H Youth Development Card as a resource for staff and volunteers in serious situations. This card can be used to identify important emergency contacts and telephone numbers, as well as some “do’s” and “don’s” faced in emergency situations.

### H. What Is Liability?

#### 1. Elements of Liability

- a. In planning a function, it is imperative to understand your responsibility as it relates to liability. The following information is provided for use in conjunction with your normal planning process. It is important to clearly know for whom you have duty of care and that you have a responsibility to perform as any other reasonably prudent person would be expected to perform in the same situation.

#### b. DEFINITIONS

- i. Prudent - judicious or wise.
- ii. Liability - synonymous with responsibility and involves the concept of penalty when a responsibility may not have been met.
- iii. Negligence - failure to do or not to do what a prudent person would have done in the same or similar situation.

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### c. ELEMENTS

i. In order to prove the negligence of another person, the following elements must be present in the situation!

a. Existence of a **legal duty to protect the injured party from reasonable risks** of harm that can be reasonably foreseen.

b. **A failure to perform that duty of care.** Ignorance and inexperience is no excuse. Inability to perform will eventually lead to problems.

c. **An injury** suffered by the claimant (person filing the claim). Injury may be physical, mental, or property.

d. A reasonably close **causal relationship between the breach of duty and the claimant's injury.**

ii. Your planning, documentation, and training for the activities must reflect that you recognized those you have duty of care for, that you did what any normal, reasonably prudent person would have done to protect that duty, and that you recognized the possible resultant injuries and planned accordingly.

### **I. Planning for the Best and the Worst**

1. Nothing can replace the good management practices of **planning, documentation, and training.** In order to adequately prepare for any activity, **you must prepare for the best and the worst to occur.** While there is no inclusive list of items from which to plan your activity, there are some general points from which to start. The following are some items that may assist you in your planning process. “Risk Management Planning Worksheet for 4-H Programming” is included as a tool that you may want to use as you “plan for the best and worst.”

2. Items To Be Considered when Evaluating Risk:

a. Types of activities;

b. Plan of supervision;

c. Location, number, and competence of supervisors;

d. Crowd control;

e. Safety procedures;

f. First-aid procedures and practices; and

g. Plant and equipment maintenance.

h. If at any time you fear for your safety, remove yourself from the situation immediately.

3. Be alert to **dangerous conditions:**

a. Physical facilities and areas, and

b. Participants: rowdiness, horseplay, general observations, discipline.

4. Put overall administration into **specific written procedures:**

a. Medical treatment authorization forms,

b. Schedules,

c. Registration forms,

d. Do's and Don'ts for participants,

e. Emergency procedures (before and after accident),

f. Safety rules,

g. Job descriptions (includes volunteers), and

h. Participant Insurance requirements.

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### 5. Ensure **specific supervision criteria**:

- a. Communicate, so that participants understand the responsibilities of their position.
- b. Be sure all representatives understand and adhere to safety practices and procedures.
- c. Be alert to changing conditions which can bring about hazardous conditions.
- d. Ensure existing University of Maryland Extension policy regarding activity is followed.

### 6. Be clear on **instructions given to those involved in an activity regarding**:

- a. Skills needed for various jobs;
- b. Instruction for safety, courtesies of the game, etc.;
- c. Protective devices;
- d. Rules and regulations; and
- e. Warnings.

### 7. Complete all necessary **forms**:

- a. Medical forms;
- b. General waivers;
- c. Equine waivers, if necessary; and
- d. Accident insurance, if necessary.

## **J. Overview of Above Suspicion Policy**

### 1. Purpose

- a. The purpose of the Above Suspicion Policy is: (1) To provide a safe and caring environment for youth and adults in all 4-H program situations, and (2) To protect both salaried and volunteer staff from situations that potentially could occur in any 4-H youth program, including camps, trips, and other events, where there is potential for being accused of abuse.

### 2. Policy Overview

- a. Volunteers, both teens and adults, as well as salaried staff shall be screened prior to being selected to serve in a volunteer or salaried role in 4-H. Screening may include personal interviews, police background checks, and/or letters of recommendation, as defined in the volunteer guidelines.
- b. Prior to the beginning of any 4-H event (in this case, a 4-H camp), all staff shall receive the information and instruction necessary to be made fully aware of the potential liability risks in the following areas:
  - i. SEXUAL HARRASSMENT,
  - ii. CHILD MOLESTATION,
  - iii. ONE-ON-ONE SITUATIONS, and
  - iv. PHYSICAL, EMOTIONAL, AND SEXUAL ABUSE.

3. At times, volunteers may need to stay in a room with 4-H youth in order to provide supervision. During those situations, there will be at least two or more adults in the room.

4. All supervisory staff (salaried and volunteers) should avoid one-on-one situations whenever possible.

5. Each 4-H camp center's Above Suspicion Policy will apply for all activities and events conducted at that 4-H camp center.

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### **K. One-on-One Situations and Importance of Modesty**

#### 1. Definition of a “One-on-One Situation”

a. **Any situation** that places 4-H camp participants (i.e., campers, CITs, teens, adults, Extension faculty/staff, 4-H center faculty/staff) alone with only one (1) other person.

#### 2. Why are “one-on-one” situations risky?

a. When 4-H camp participants place themselves in, or allow themselves to become involved in, a one-on-one situation, they are at risk of being accused of something that they did not do. For example:

i. Being accused of threatening a camper, CIT, teen, adult, or staff person.

ii. Being accused of abuse (emotional, physical, sexual) against a camper, CIT, teen, adult, or staff member.

#### b. Avoiding a One-on-One Situation

i. Always travel in groups of three (3) or more.

ii. Always be aware of your surroundings and your situations. If you become aware that you are in a one-on-one situation, move towards other people as quickly as possible.

iii. Never allow another 4-H camp participant (i.e., campers, CIT, teen, adult, Extension faculty/staff, 4-H center faculty/staff) to place you in a one-on-one situation.

iv. High-risk areas would include dark situations, situations in which you are alone with another person in a cabin/lodge, a secluded area of camp, or an automobile.

#### c. Managing One-on-One Situations

i. In some cases it may be necessary for 4-H camp volunteers and staff to be in a one-on-one situation for 4-H camp planning, disciplinary action, etc. However, these situations should be avoided whenever feasible to remain in groups of three (3) or more.

#### 3. Modesty at 4-H Camp

a. In 4-H camp, “modesty” refers to the manner in which a person behaves while showering, getting dressed, and taking care of personal hygiene. Showering behind a door or curtain, keeping a towel/clothing over one’s genitals before getting dressed, and refraining from making any comments about your own or someone else’s body would be examples of modest behavior at 4-H camp.

b. It is important that 4-H camp volunteers and paid staff—anyone in a supervisory role over youth campers—are aware of the importance of maintaining modesty at all times, especially when in the presence of other 4-H camp participants.

c. Refer to your 4-H center-specific appendix for additional information about one-on-one and modesty at 4-H camp.

### **L. Overview of Blood-borne Pathogens Guidelines**

#### 1. Purpose

a. The purpose of this plan is to educate 4-H staff and volunteers about the risks associated with “exposures” to infectious substances and to inform them about the procedures to follow if they are exposed.

#### 2. Definition of “Blood-borne Pathogens”

a. Microorganisms that can be present in human blood and are capable of producing disease in humans. Some examples of blood-borne pathogens are:

i. Malaria,

ii. Syphilis,

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- iii. Hepatitis B virus (HBV), and
- iv. Human immunodeficiency virus (HIV).
- 3. Definition of Exposure
  - a. An “exposure” is contact with any potentially infectious substance (i.e., blood, urine, semen, vaginal secretions, saliva, and sweat), through inhalation, needles, contact with an open wound, non-intact skin, or eyes or other mucus membrane.
  - b. Please note that contact of blood or bodily fluids onto intact skin does not signify an exposure and should be disinfected as outlined below.
- 4. Job Classifications at 4-H Camp that Hold a High Occupational Risk of Exposure
  - a. EMT/Nurse/Medical staff,
  - b. Lifeguards,
  - c. Maintenance staff, and
  - d. Any summer camp staff member required to have first aid and CPR certification.
- 5. Primary Responders
  - a. Each 4-H camp/center must identify “primary responders,” those individuals who can respond to situations involving potentially infectious substances because of training, vaccinations, etc.
  - b. Refer to your local 4-H center-specific appendix for more information about your primary responders.
  - c. For 4-H camps conducted at the unit level, there should be someone who can serve as the “primary responder.”
- 6. What To Do if You Are Exposed
  - a. If a potentially infectious agent comes into contact with an open wound, broken skin, or mucous membrane, you have been exposed.
  - b. **If exposed, you must contact the State 4-H Office** to get instructions on how to proceed.
- 7. Personal Protection
  - a. **All 4-H unit offices are responsible for assembling and providing the following personal protection equipment in a kit. If any part of a kit is used, the entire kit must be disposed of.** Most items that are needed can be obtained from your local grocery or pharmacy. You may want to consult with your local safety-supply company for the latex gloves and hand cleaners (For 4-H camps conducted at a 4-H center, your 4-H center may provide a "personal protection" kit in each cabin/lodge. Please refer to your 4-H center-specific appendix.)
    - i. Disposable towels,
    - ii. Disposable nitrile gloves (**Not** latex, because some people have allergic reactions to latex.),
    - iii. Waterless medicated hand cleaner such as a germicidal hand wash,
    - iv. Small, equal size bottles of water and chlorine bleach, and
    - v. Small plastic bag.
  - b. Disposable nitrile gloves shall be worn **in all first-aid situations**.
  - c. Personnel (staff and volunteers) shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand-washing agents, followed by soap and water.

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d. Personnel shall wash as listed above, or flush eyes or other mucus membranes with water immediately or as soon as possible following contact of these body areas with blood or other potentially infectious materials. If you have an exposure, refer to 6 above.

### 8. Cleaning and Disinfecting Guidelines

a. All unit offices will use the items listed in the personal protection section to deal with cleaning and disinfecting.

b. Nitrile gloves shall be worn during any process of cleaning or disinfecting.

c. Personnel shall not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses during any process of cleaning or disinfecting.

d. For cleaning soiled areas, the fluids should be wiped up with the towel. The towel should be placed in the plastic bag. The containers of water and chlorine bleach should be mixed and this solution should be used to wipe down the soiled area. These towels should also be placed in the plastic bag along with the disposable latex gloves.

e. Personnel shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand-washing agents, followed by soap and water.

f. If a small area of clothing becomes contaminated, spot cleaning the garment is appropriate. The spot cleaning procedure is to squirt pre-cleaner (such as Shout, Spray & Wash, or Liquid Tide) onto the spot once or twice and gently rub the fabric together until light foam appears. Rinse.

### **M. Risk-Management Review Procedure For New 4-H Camp Programs, Classes, and Activities**

#### 1. Purpose

a. This procedure was developed to inform UME staff and volunteers about the appropriate process that should be followed whenever a new 4-H camp program, class, or activity is desired. The flowchart should be used as a decision-making tool.

#### 3. Definition of Programs/Activities

a. The flowchart is applicable to all types of 4-H camp programs/activities, including: (a) classes, (b) special interest programs, (c) evening programs, (d) activities during special events, etc. This flowchart is applicable to new programs/activities, not programs/activities that are currently being provided.

#### 4. Planning for a New 4-H Camp Program, Class, or Activity

a. Perhaps the most important step in this process is planning (i.e. writing a detailed description of the program/activity) and sharing the plan with the 4-H center. A detailed description should always be developed and the process cannot be completed without a detailed description.

#### 5. Certificate of Insurance

a. In some cases, a certificate of insurance will be required (see flowchart). In some cases, a certificate of insurance may not be required.

b. If a program/activity is identified as low risk (see flowchart), then a certificate of insurance may not be necessary.

c. A 4-H center can decide to accept the level of risk associated with a new program/activity.

d. A detailed description must be submitted even when a certificate of insurance is not required.

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6. If you have questions about this flowchart, please contact your 4-H Center Program Director or the State 4-H Office.

### **N. Documentation Management/Records Retention (HW-20)**

1. A critical aspect of risk management is managing forms and documentation, including the health forms, consent forms, medication forms, and the other related records that are collected during 4-H camp. These forms and documents must be maintained, at least for the period of statutory limits based upon the records retention schedule for University of Maryland Extension – 4-H Youth Development.

2. Minors usually have up to two (2) years after they reach the age of maturity (i.e., 18 years old) to instigate litigation on their own behalf. Staff records of persons who have had exposure to blood-borne pathogens are required by OSHA to be maintained for the period of employment plus 30 years. Other staff (volunteer and paid) records are to be maintained for 20 years according to OSHA (ACA, 1998, p. 68).

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### SECTION 6: 4-H CAMP PLANNING, IMPLEMENTATION, AND EVALUATION

#### A. Purpose

1. The purpose of this section is to provide guidelines for specific aspects of the planning, implementation, and evaluation of 4-H camping programs. Although the information in this section should serve as a primary resource for 4-H camp planning, implementation, and evaluation, each unit should refer to its 4-H center-specific appendix for more information about planning, implementation, and evaluation of 4-H camp.

#### B. Strategic Planning for 4-H Camp (OM-2)

1. Each 4-H camp/center should have written strategic planning materials which assess current conditions and identify future needs in the areas of (a) programs and services, (b) marketing and clientele, and (c) financial development.
2. Each 4-H camp/center is strongly encouraged to develop written strategic planning materials in the areas of (a) resource development, and (b) facility maintenance.
3. Units should consider the strategic planning needs for 4-H camping as a part of the *situation analysis* process.

#### C. UME Programming Model

1. 4-H camp planning, implementation, and evaluation should follow the UME Programming Model. Each 4-H center-based 4-H camp and each unit-based 4-H camp should be planned to meet specific goals and objectives.
2. The University of Maryland Extension programming process includes three stages: (1) situational analysis, (2) design and implementation, and (3) evaluation and reporting.
  - a. In the **first stage**, programs are planned according to community needs in order to meet specific goals and objectives.
  - b. In the **second stage**, specific strategies are developed and implemented to meet the goals. (For example, at 4-H camp, teaching life skills that benefit youth throughout life, and fostering 4-H camp teen counselor leadership and volunteerism are strategies.)
  - c. In the **third stage**, it is determined if the selected strategies were effective and if the goals were realized. Programs are evaluated and results reported.

#### D. “Beginning With the End in Mind”

1. The first step in the 4-H camp planning process is to begin with the end in mind. In other words, what do you want to teach youth during the 4-H camp experience? How do you want them to develop?
2. “*Beginning with the End in Mind*” means thoughtfully and purposefully identifying what you hope to achieve with your 4-H camping program and how you hope to impact youth by the end of the program.
3. Each unit and 4-H center should establish goals and objectives for 4-H camp.

#### E. Purpose of 4-H Camp Goals and Objectives

1. Goals and objectives help establish a direction for programs, define what resources are needed for 4-H camp, and determine how and where resources will be used.
2. Goals and objectives also help define what types of programs/activities should be offered during 4-H camp, directly link camper needs with the programs/activities provided at camp, and also link the benefits of 4-H camp participation directly to the programs/activities you have provided to youth campers.

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### F. Defining Goals and Objectives

1. Goals can be defined as broad statements that define the youth development program/services that are going to be provided.
2. In contrast, objectives are specific statements that are measurable and have some dimension of time.

Objectives should be:

- a. **Specific** - clear and concrete.
- b. **Measurable** - must be able to determine whether or not the desired results have been achieved.
- c. **Pragmatic** - realistic, attainable, and based in reality.
- d. **Useful** - have value, worth, or benefit to the organization or to the youth who participate in 4-H camping. They should be directly linked to the needs of youth and to the 4-H mission.
- e. **Time** - include a dimension of time.

### G. 4-H Camp Planning Committee

1. It is strongly recommended that each 4-H center and each unit have a 4-H camp planning committee made up of salaried and volunteer Extension staff, 4-H teens, parents, and experienced campers. It is also a good idea to include adults who have been 4-H campers. The planning committee should meet regularly throughout the year to plan, implement, and evaluate 4-H camping programs.

### H. Importance of Proper 4-H Camp Planning

1. Because camping is a primary 4-H delivery mode in Maryland, adequate planning and preparation should precede each 4-H camp event. This includes planning and preparation for all unit day and residential camps, as well as those conducted at a 4-H center.
2. See *4-H Camp Program Planning Checklist*.

### I. Suggested Timetable for 4-H Camp Planning

1. Planning for 4-H camping is a year-round process.
2. Although 4-H camp planning can differ somewhat from unit to unit, and from 4-H center to 4-H center, some general suggestions for conducting a successful 4-H camping program are consistent. *Suggested Timetable for 4-H Camp Planning*
3. Refer to your 4-H center-specific appendix for more information about 4-H camp planning tasks that need to be addressed throughout the year.

### J. Developing a 4-H Camp Budget

1. A 4-H camp budget should include “income” and “expenditures.”
2. Sample Income:
  - a. Camp registration fees collected from 4-H camp participants (i.e., campers, CITs, teens, and adults);
  - b. Additional fees collected from 4-H camp participants for t-shirts, specialized camp classes, etc.;
  - c. Fund-raising activities (i.e., bake sales, etc.);
  - d. Private/corporate/organizational donations;
  - e. Private/corporate/organizational sponsorships;
  - f. Grants; and
  - g. Scholarships for 4-H campers or volunteers.
3. Sample Expenditures:
  - a. Camp fees paid out to the 4-H center (for lodging, meals, snacks, etc.);

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- b. Taxes;
  - c. Transportation;
  - d. Insurance;
  - e. Unit-provided 4-H camp class equipment, materials, and supplies;
  - f. Marketing and promotional materials;
  - g. Recruitment materials for 4-H campers and volunteers;
  - h. Awards and recognition for 4-H campers and volunteers;
  - i. Unit-provided special interest programs or guest speakers;
  - j. Unit-provided training for 4-H camp volunteers;
  - k. Postage for distributing camp-related information to parents/guardians and for correspondence with volunteers;
  - l. Camp T-shirts;
  - m. Nametags (or other systems for identifying campers, CITs, teens, and adults);
  - n. Printing; and
  - o. Damages to 4-H center property.
4. Audit
- a. Each 4-H center should have an audit conducted of all 4-H camping income and expenditures.
  - b. Each unit should conduct an audit all 4-H camping income and expenditures in accordance with University of Maryland Extension fiduciary policies and procedures.

### **K. 4-H Camp Promotion**

#### 2. Camp Promotion Materials Available from the American Camp Association

- a. ACA has developed an “ACA Media Center” at [http://www.acacamps.org/media\\_center/](http://www.acacamps.org/media_center/). Press kits and other camp promotional materials can be obtained from this site. (Note: Some information on this site may require an authorized member identification number. Contact State 4-H Office for assistance.)

### **L. Use of a Media Release Form for 4-H Camping**

- 1. Promotion of 4-H camp through local and regional media can be an important strategy for raising the public’s awareness of 4-H camping opportunities and the benefits of 4-H camping.
- 2. However, it is important to protect minors from media exposure and to obtain parent/guardian permission prior to having 4-H camp participants photographed.
- 3. When large groups of youth are photographed, or when a 4-H camp activity is photographed with large numbers of youth, then a media release form is not necessary.
- 4. However, when pictures of individual campers—or small groups of campers in which youth can be identified, are taken—a media release form is required.
- 5. Therefore, the State 4-H Office recommends that the parents/guardians of all 4-H camp participants under the age of 18 should be asked to sign a media release form (See *RESOURCE Media Release Form*) which will allow pictures to be taken of the 4-H camp participant during camp.
- 6. If a parent/guardian refuses to sign the media release form, then steps must be taken to ensure that the child is not shown in the media.

### **M. Recruiting Youth Campers**

### **N. Recruiting, Screening, Training, and Supervising Teen and Adult Volunteers**

### **O. Sample 4-H Camp Schedule**

### **P. Pre-Camp Orientation Packet for Communication with Parents/Guardians**

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1. Prior to 4-H camp, each unit should develop a pre-camp orientation packet for parents/guardians that:
  - a. Informs parents/guardians about the nature of the anticipated 4-H camp and the types of activities that will be offered.
  - b. Tells of any specialized activities to be offered, particularly if this is a new activity at camp and explains the activities.
  - c. Notifies parents/guardians in writing that you must have a **signed** 4-H Health History Report form, which includes the “Parental Consent/Camper Release” statement for all minors participating in 4-H camp.
  - d. Reminds parents/guardians of required forms and signatures that are needed in order to allow participation in 4-H camp.
  - e. Explains how 4-H youth campers will be supervised by UME teen volunteers, adult volunteers, and paid UME and 4-H center staff.
  - f. Explains how UME 4-H camp teen volunteers (under age 18) will be supervised by adults.
  - g. Identifies how campers will be transported to camp.
  - h. Identifies the meeting location and “pick-up” and “drop-off” times.
  - i. Explains any special procedures (if applicable) for 4-H camp “check-in” and “check-out.”
  - j. Provides a packing list or a suggested list of things to bring/things not to bring. (See your 4-H center-specific appendix for a suggested list.)
  - k. Provides emergency contact numbers for the unit Extension office, the 4-H center, etc. in the event that the parent/guardian needs to contact a child.
  - l. Explains how and when campers will be allowed to communicate with their parents/guardians.
  - m. Provides written notification of the situations when parents/guardians will be notified in the event of an emergency, illness, or injury to their child.
  - n. Informs parents/guardians of the procedures that will be followed in the event that camp is suspended or closed due to an emergency.

### **Q. Planning for Specialized Programs and Activities (PD-17)**

1. During the 4-H camp planning process, all specialized programs and activities should be considered thoroughly and carefully.
2. Specialized programs and activities are defined as:
  - a. Activities that utilize equipment, animals, or tools whose use by campers requires supervision by a person skilled in their use, such as archery, bicycles, all-terrain vehicles, go-carts, gymnastics, power tools, model rocketry, lacrosse, or shooting sports.
  - b. Activities that involve camper use of fire, such as fire building for cookouts, or camper use of heat producing equipment or substances, such as wood burning tools or kilns.
  - c. Activities, such as in wrestling or fencing, that require injury-protection equipment, such as helmets, goggles, or padding.
3. A written safety plan must be developed for all specialized programs and activities that units would like to offer at a 4-H center
4. A safety plan for a specialized activity should include:
  - a. Description of the desired program/activity,
  - b. Identification of the instructor/leader and written verification (copy of certification, explanation of training and experience) of their qualifications for leading the program or activity,
  - c. Safety procedures for the desired program/activity, and

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d. Identification of special equipment, etc. that may be needed.

### **R. Parent/Guardian Visitation**

1. Parents/guardians and other family members are often interested in learning more about their child's 4-H camping experience. In some cases, such visitation can be a positive experience for both family members and campers. In other cases, feelings of homesickness can be exacerbated by such visitation.

2. Other safety issues arise when additional visitors are allowed on-site, such as the need to develop a procedure to ensure that only appropriate visitors are allowed on-site.

3. Each camping unit should consider whether or not parent/guardian visitation is desired and whether or not there are appropriate human resources to adequately monitor the visitation.

4. In addition, for 4-H camps conducted at 4-H centers, the camping units should consult with the 4-H center regarding whether or not there is an existing 4-H center policy about parent/guardian visitation.

5. If a camping unit decides to allow parent/guardian visitation, and the visitation does not conflict with 4-H center policy, then the camping unit should identify a specific policy and procedure for parent/guardian visitation and communicate this policy in writing to both parents/guardians and to the 4-H center.

6. Suggestions for parent/guardian visitation policy:

a. Identify a designated date and time period for the visitation and only allow visitation during that date/time.

b. Have visitors obtain a pass upon arrival.

c. Require visitors to show a driver's license or some other form of identification.

d. Require visitors to "sign-in" when they arrive and "sign-out" when they leave.

7. See your 4-H center-specific appendix for more information.

### **S. Notification of Preliminary Numbers and Lodging Assignments for 4-H Camp Participants Policy**

1. Unit Extension faculty/staff responsible for 4-H camping are required to send teen and adult verification to the 4-H center according to the 4-H center's requirements. This allows the 4-H center to verify that appropriate supervision has been secured and to take action if additional supervision is needed.

2. This verification includes:

a. Volunteers' names,

b. Ages,

c. Total number of teen and adult volunteers registered,

d. Placement of teen and adult volunteers in cabins/lodges, and

e. Total number of youth campers attending.

2. 4-H Center Program Directors are required to review this information to ensure the appropriate number and placement of 4-H camp teen and adult volunteers in cabins/lodges.

3. Any potential problems with the arrangement of teen and adult volunteers must be addressed prior to 4-H camp.

4. Unit Extension faculty/staff responsible for 4-H Camping are required to provide an accurate, updated rooming list, participant list, and staffing list upon arrival at the 4-H center on the first day of camp.

## Maryland 4-H Camping Handbook

### T. 4-H Camp Evaluation (OM-3)

#### 1. Purpose of Evaluation

a. Evaluation helps maintain program quality, identify program limitations or areas for improvement, and document effectiveness in developing youth to be self-directing, contributing, and productive members of society. Most importantly, evaluation helps determine the extent to which 4-H camping program objectives are being accomplished. Therefore, **evaluation should be incorporated into the planning process for all 4-H camps.**

#### 2. Evaluation as a Part of Program Planning

a. Evaluation planning should occur **at the same time** that program goals and objectives are identified.

In other words, when you identify the goals and objectives of your 4-H camp program prior to camp, you should also identify how you plan to evaluate or measure whether or not your goals and objectives are achieved.

#### 3. Standardized 4-H Camp Evaluation Process

#### 4. Areas Evaluated through the Standardized 4-H Camp Evaluation Process (OM-3)

- a. Safety perception,
- b. Program quality and satisfaction with programs,
- c. Desired areas of improvement, and
- d. Life skill impacts of 4-H camp participation.

#### 5. Methods of Collecting 4-H Camp Evaluation Data

- a. Observation - 4-H camp participants are observed noting their behaviors in relation to the program.
- b. Analysis of program records - Existing records related to the 4-H camping program are examined for indicators of program effects (ex: compiling a 10-year summary of participation data to examine increased or decreased interest in 4-H camping programs).
- c. Personal interviews - This involves a face-to-face interview (discussion) with one (or a group) of 4-H camp participants. A group interview is also called a focus group.
- d. Telephone interviews - Interview conducted via telephone.
- e. Survey - A written instrument that the person completes him- or herself. Surveys can be administered in person or sent through the mail. The survey method is easily incorporated into a 4-H camping program. If you choose to use the survey method, you can develop your own.

#### 6. Assistance with 4-H Camp Evaluation

a. Any unit 4-H program or 4-H center in need of assistance with 4-H camp evaluation should contact the State 4-H Office for assistance.

### U. Tax Credits for Child Care During 4-H Camp

1. Each year the State 4-H Office receives questions from parents/guardians who want UME's federal tax identification number so that they can claim a child care tax credit for the time that their child/children attended 4-H camp. (The logic seems to be that "any child care provided so that parents can work can be claimed.") However, IRS Publication 503 clearly indicates that **overnight camp is not considered child care.** Specifically, IRS Publication 503 states that "The cost of sending your child to an overnight camp is not considered a work-related expense.")

2. Any parents/guardians who contact your office with this request should be informed that overnight 4-H camp does not qualify as a tax credit.

## Maryland 4-H Camping Handbook

3. 4-H Day Camp is deductible if a parent's or guardian's child/children stays with him/her eight (8) hours a night.

## Maryland 4-H Camping Handbook

### **SECTION 7: 4-H CAMP TRANSPORTATION**

#### **A. Emergency Transportation Procedures (TR-1)**

1. Each 4-H center must ensure that emergency medical transportation is provided at all times in one of three ways:
  - a. By the unit 4-H camping program,
  - b. By 4-H center user groups, or
  - c. By community emergency services (EMS) with whom prior arrangements have been made in writing.

#### **B. Traffic Control and Arrival/Departure Procedures (TR-2) (TR-3)**

1. Each 4-H center should control on-site 4-H camp vehicular traffic by clearly posting designated speed limits or restrictions, identified traffic areas, identified parking areas, and identified delivery and pick-up areas.
2. Each 4-H center should develop and communicate procedures for the orderly arrival and departure of 4-H camp participants, and for the unloading and loading of 4-H participants, luggage, etc. from vehicles.
3. See your 4-H center-specific appendix for more information.

#### **C. Non-Passenger Vehicles Policy (TR-4)**

1. On 4-H center property, no transportation is allowed in nonpassenger vehicles. This includes the back of pickup trucks.

#### **D. Transportation Information to Parents (TR-5)**

1. Due to the geographic location of units in relation to the 4-H centers, some units will find it necessary to secure busses, vans, or other forms of transportation in order to transport 4-H participants to camp. In other cases, parents/guardians will be able to transport 4-H participants directly to the unit or 4-H center.

Prior to camp, parents/guardians should be provided with written notification of the following transportation issues:

- a. Pick-up and drop-off times,
- b. Pick-up and drop-off safety procedures,
- c. Safety rules for van or bus travel (if such travel is provided), and
- d. The unit 4-H policy and procedure for allowing someone other than the designated parent/guardian to transport a camper.

#### **E. Transportation Change Notice Procedures (TR-6)**

1. Prior to camp, each unit and 4-H center should develop a system for communicating transportation changes or emergencies to parents/guardians that would affect 4-H participants' (i.e., campers, CITs, and teen and adult volunteers) arrival at home, at the unit, or at some other pick-up or drop-off time or location.

#### **F. Supervision Ratios During Transportation (TR-7)**

1. The supervision ratios during transportation should consider the age, mental ability, and physical condition of all passengers. Supervision should be provided in such a way as to avoid one-on-one situations.

#### **G. 4-H Health History Report Form and Transportation (TR-7)**

1. During any type of transportation, a copy of each 4-H participant's Health History Report Form must be available. This form provides health information and "permission to treat" in the event of an accident or emergency.

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### H. Transportation Orientation for 4-H Camp Participants (TR-11)

1. Prior to being transported, all 4-H camp participants in buses, vans, and other vehicles must be provided with an orientation to safety regulations and procedures in vehicles. For an injured camper who is being transported to a medical facility, this orientation should be provided as much as is appropriate considering the campers' condition.

### I. Bus Supervisor and Responsibilities of Bus Supervisor (TR-8) (TR-9)

1. When buses which transport 15 or more 4-H camp participants are used, each bus should have a volunteer or paid staff member, in addition to the driver, who is trained in

- a. Accident procedures during transportation,
- b. Responsibilities for maintaining safety on the bus/van,
- c. Group management,
- d. Procedures for caring (or securing care) for the injured in the event of an accident/incident or emergency,
- e. Procedures for supervising the uninjured, and
- f. Procedures for contacting the following:
  - i. Emergency services/law enforcement,
  - ii. Unit Extension Office,
  - iii. 4-H Camp Center,
  - iv. Regional Extension Office,
  - v. State 4-H Office.

2. Complete an "Accident and Incident Report Form" including the identification of witnesses.

- a. Accident/Incident Reports **are not required** for minor injuries such as scrapes, bruises, sprains, etc.
- b. The Accident/Incident report **is required** for serious illnesses, significant behavioral problems, or accidents involving injuries like fractured bones, chipped or broken teeth, extensive lacerations involving sutures, falls involving unconsciousness, dislocations, incidents involving water which require resuscitation, or any injury requiring a hospital stay.

### J. Maryland 4-H Large-Van Policy

### K. Bus/Van/Vehicle Safety Guidelines (TR-10)

1. Maryland law requires all children age 6 through age 15 to be properly secured in an approved child safety seat, booster seat, or safety belt no matter where the child is seated in the vehicle.
2. Whenever feasible, you should seat 4-H camp participants 12 years old and under in rear seats, and teen or adult volunteers should be seated in the front passenger seat. (According to the National Highway Traffic Safety Administration, the back seat is the safest place for children. Head-on crashes cause the greatest number of serious injuries and deaths. A child sitting in the back seat is farthest away from the impact of the crash and thus is less likely to be injured in a head-on crash (Visit <http://www.nhtsa.dot.gov/CPS> for more information).
3. Buses, vans, and other 4-H camp transportation vehicles cannot be loaded beyond the passenger seating limits established by the manufacturer.
4. All passengers **must wear seat belts** whenever seat belts are provided.
5. All passengers must remain seated while the vehicle is moving.
6. All buses, vans, and/or other transportation vehicles follow convoy travel procedures.
7. Any person in a wheelchair must be seat belted into wheelchairs that are in locked positions and secured to vehicles.

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8. If traveling out of state, be aware of that state's motor vehicle laws.

### **L. Emergency Equipment, Mechanical Evaluation, and Safety Checks (TR-12) (TR-15) (TR-16)**

1. All motor vehicles used by the 4-H centers for transporting 4-H camp participants, including private vehicles used for emergency transportation, should be equipped with first-aid kits and emergency accessories. (The 4-H center can provide a first-aid kit and emergency kit.)

2. All motor vehicles used by the 4-H centers for transporting 4-H camp participants should be evaluated for mechanical soundness by qualified personnel at least quarterly.

3. For all motor vehicles used by the 4-H centers for transporting 4-H camp participants, the following components should be checked **weekly**:

- a. Lights,
- b. Tires,
- c. Windshield and wiper condition,
- d. Emergency flashers,
- e. Horn,
- f. Brakes,
- g. Mirrors, and
- h. Fluid levels.

### **M. Driver Documentation Requirements (TR-17)**

1. Each 4-H center should require and review the driving record—for the most recent 4 months—of each **seasonally hired or recruited driver**. Each 4-H center must require and review the driving record—for the most recent 12 months—of each **year-round driver**.

2. All drivers must have the appropriate license for the vehicles they are driving.

3. All holders of a Commercial Drivers License (CDL) must have passed mandatory drug and alcohol testing (if required).

### **N. Driver Training Procedures and Skill Verification (TR-18) (TR-19)**

1. Each 4-H center must train and approve all drivers in the following procedures:

- a. Backing up,
- b. Loading and unloading passengers at pick-up and drop-off points,
- c. Dealing with vehicular breakdowns or passenger illness,
- d. Evacuation procedures for buses,
- e. Handling camper behavior,
- f. Location of campers during refueling, and
- g. Checking the vehicle prior to transportation of persons.

2. Each 4-H center must provide and document behind-the-wheel training and practice for 4-H camp drivers in all instances where the 4-H camp vehicle(s) differ in size or capacity from driver's regularly driven vehicles.

### **O. Authorization for Private Vehicle Use (TR-13)**

1. In emergency situations, the private vehicles of volunteer and/or paid staff may be needed.

2. Each 4-H center must have written permission from owners of private vehicles to use their vehicle(s) for transportation. (*Permission to Use Personal Vehicle*)

3. These vehicles must receive the same checks as any other emergency vehicle as previously identified in this section.

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### **P. Recommended Procedures for 4-H Centers that Select Commercial Vehicles for 4-H Camp Programs and Activities (TR-14)**

1. These procedures apply to school buses, coach buses, municipal vans, etc.
2. Whenever a 4-H center uses a commercial vehicle provider, verification should be provided by the commercial vehicle provider in the following areas:
  - a. Regular maintenance and safety checks on vehicles,
  - b. An acceptable driving record for all drivers,
  - c. Driving experience/training for all drivers, and
  - d. Appropriate insurance.

### **Q. Recommended Procedures for Unit Extension Offices that Select Commercial Vehicles for 4-H Camp Programs and Activities (TR-14)**

1. These procedures apply to coach buses, municipal vans, etc.
2. Whenever a unit Extension office uses a commercial or municipal vehicle provider, documentation should be made available by the vehicle provider (if requested by the unit Extension office) in the following areas:
  - a. Regular maintenance and safety checks on vehicles provided,
  - b. Verification of an acceptable driving record for all drivers provided,
  - c. Driving experience/training for all drivers provided,
  - d. Appropriate insurance.

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### SECTION 8: 4-H CAMP HEALTH AND WELLNESS

#### A. Emergency Numbers

#### B. 4-H Health History Report Form/Generic Waiver/Contact Information/ Permission to Treat (HW-2) (HW-5) (HW-7)

1. Prior to 4-H camp, a current (within the current year), **signed 4-H Health History Report Form** must be completed and on-file for each 4-H camp participant (i.e., campers, CITs, teen counselors, adult volunteers, and Extension faculty/staff).
2. Each section of the 4-H Health History Report Form **must be completed**. Incomplete forms can result in numerous problems in the event of an emergency.
3. Unit Extension offices are responsible for checking each 4-H Health History Report Form carefully to ensure that forms are completed. Incomplete forms should be returned to parents/guardians for completion.
4. The 4-H camps have the right (and the responsibility) to:
  - a. Return incomplete forms to the Extension faculty/staff in charge of the unit 4-H program prior to 4-H camp;
  - b. Contact parents/guardians (when necessary) to get complete information;
  - c. Refuse to allow a person to participate in 4-H camp who does not have a completed, signed 4-H Health History Report Form.
5. Guidelines for making copies of the *4-H Health History Report Form*:
6. The *4-H Health History Report Form* gives **signed permission** for medical staff to provide routine health care, administer prescribed medications, administer over-the-counter medications as needed, and seek emergency medical treatment for the 4-H camp participant. A *Generic Waiver Form* is available for parents/guardians who are not willing to complete the 4-H Health History Report Form due to medical or religious reasons.
7. The 4-H Health History Report Form includes the following contact information for 4-H camp participants:
  - a. Name,
  - b. Birth date and age,
  - c. Home address and telephone number,
  - d. Name, address, and telephone number, including business phone(s) of parent/guardian or other responsible adult,
  - e. Telephone number(s) of emergency contact person(s), and
  - f. Name and telephone number of individual's physician or health-care facility.
8. The 4-H Health History Report Form provides the following medical information:
  - a. Description of any current health conditions requiring medication, treatment, or special restrictions or considerations while at camp,
  - b. Record of past medical treatment,
  - c. Record of immunizations and date of last tetanus shot, and
  - d. Record of any allergies.

#### C. Health Exam Prior to 4-H Camp (HW-6)

1. It is recommended, but not required, that each 4-H camp obtain written verification from licensed medical personnel that each 4-H camp participant (under age 18) has had a health examination within the past 24 months.

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### **D. 4-H Camp Insurance Coverage (OM-11)**

### **E. 4-H Camp Health Care Personnel (HW-1) (HW-10) (HW-21)**

1. Each 4-H camp provides trained and certified medical staff (or a medical staff person) at all times during 4-H camp events when 4-H camp participants are on-site.
2. Medical staff members are certified according to the criteria below based upon access to the emergency medical system (EMS):
  - a. When access to the emergency medical system (EMS) is 20 minutes or less, medical staff members are certified by a nationally recognized provider of first aid and CPR.
  - b. When access to EMS is 20 to 60 minutes, medical staff members are certified by a nationally recognized provider in second level first aid and CPR.
  - c. When access to emergency rescue systems or EMS is more than one hour, medical staff members are certified from a nationally recognized provider in wilderness first aid and CPR.
3. It is recommended, but not required, that each 4-H camp have a medical staff member on site who is a licensed physician or registered nurse, or who is in consultation with a licensed physician or registered nurse who is on the camp site daily.
4. Each 4-H center advises user groups in writing that adults should be provided and on duty to provide medical care with the following qualifications:
  - a. CPR certification from a nationally-recognized provider and, for youth groups,
  - b. First-aid certification from a nationally-recognized provider.

### **F. 4-H Camp Health Care and Treatment Policies and Procedures (HW-3) (HW-4) (HW-11)**

1. The Maryland 4-H Camping Program has developed (a) 4-H camp health care treatment procedures (sometimes called “standing orders”) that are reviewed annually and signed by a licensed physician.
2. These written health care policies specify:
  - a. Scope and limits of the camp health-care services provided, including qualifications and locations of personnel,
  - b. Authority and responsibilities of the camp health-care administrator and provider,
  - c. Authority and responsibilities of other camp staff to provide health and emergency care and treatment, and
  - d. Additional external medical and mental health resources available.
3. The 4-H center’s written health care treatment procedures (also called “standing orders”) describe:
  - a. On-site health care and medical treatment for dealing with reasonably anticipated illnesses and injuries,
  - b. Off-site health care and medical treatment for dealing with reasonably anticipated illnesses and injuries,
  - c. How medical equipment and supplies are provided for health care,
  - d. How emergency health care is obtained,
  - e. Health screening,
  - f. Medication management,
  - g. Monitoring general health in camp, and
  - h. Seasonal and long-term medical recordkeeping.
4. See your 4-H center-specific appendix for more information.

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### **G. 4-H Camp Health Screening (HW-8)**

1. Each 4-H camp provides a health information review and screening of all 4-H camp participants within 24 hours of arrival at camp. This health information review and screening is conducted by the healthcare personnel at each 4-H camp.
2. All 4-H camp participants under age 18 (i.e., campers, CITs, teen counselors) are required to attend the health information review and screening. Adult volunteer and staff screening is determined by each 4-H center.
3. The health information review and screening includes:
  - a. Review of the 4-H Health History Report Form,
  - b. Collection and review of any medications to be administered during the camper's enrollment,
  - c. Review of medical forms and other documentation provided by parents/guardians,
  - d. Check for observable evidence of illness, injury, or communicable disease, and
  - e. Discussion with the 4-H camp participant to verify the information on the 4-H Health History Report Form and to update the information where needed.

### **H. Special Needs of 4-H Campers/Special Medical Needs (HW-9) (HW-14)**

1. Maryland 4-H has a procedure for identifying 4-H camp participants with special needs and for communicating these needs to the appropriate 4-H camp teen/adult volunteers and paid staff.
2. 4-H camp participants with special needs are identified at the unit level or 4-H center level during a precamp review of the 4-H Health History Report Form. A second review is conducted during the on-site "health screening." (NOTE: All **reasonable accommodations** should be made for youth to attend 4-H camp. However, in some situations, a child's needs may be beyond the scope of what can be provided in a 4-H camp setting. Contact the State 4-H Office if you have questions.)
3. Campers with special needs (and their parents/guardians) are encouraged to schedule a visit at the 4-H center prior to camp to better understand what accommodations might be made and for the camper to better understand what to expect from the camp experience.
4. The 4-H camp medical staff identify 4-H camp participants with special needs and communicate the special needs only to those volunteers and staff who will be directly supervising the 4-H camp participants who have special needs.
5. Each 4-H center that provides 4-H camp experiences for youth with special needs does the following:
  - a. provides the sufficient medical staff to meet the needs of participants,
  - b. incorporates a system for evaluating the 4-H camp's ability to meet the 4-H camp participants' special medical needs prior to enrollment, and
  - c. provides information to participants and parents/guardians about the 4-H camp's philosophy and health management practices so they can identify the camp's approach to medical concerns.

### **I. Special Dietary Needs**

1. Many 4-H camp participants have special dietary needs. In addition, children are increasingly being diagnosed with food allergies (e.g., cow's milk and milk products, eggs, peanuts, fish and shellfish, soybeans, soy milk, soy flour, wheat, and some berries).
2. Although the 4-H Health History Report Form gives 4-H camp participants (or the parents/guardians of 4-H camp participants) the opportunity to identify special dietary needs, directors of 4-H camps are encouraged to use the "Special Dietary Needs Form"

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### **J. Impacts of the Health Information Portability and Accountability Act (HIPAA) on 4-H Camping**

1. Maryland 4-H Camps **do not** fall under, and **are not** bound by the Health Insurance Portability and Accountability Act (HIPAA) for three (3) reasons:

- a. Camps are not health insurance insurers,
- b. Camps do not provide health services for a fee, and
- c. Camps do not act as a clearinghouse for health programs, insurers, or programs.

2. However, HIPAA has some **important implications** for how medical information is shared at camps. Such information is considered “Protected Health Information” which many states and lawyers are adopting as a standard of practice. Information provided on health forms is **private and protected** information. Therefore, 4-H camp directors must take specific and reasonable precautions to make sure:

- a. Only authorized individuals (as necessary to safeguard the individual) should have access to this information.
- b. 4-H Health History Report Forms, medication forms, and related health documentation and information records must be secured (locked away) in such a fashion as to prevent unauthorized access.
- c. Training must be provided to all 4-H camp staff and volunteers regarding the importance of protecting and respecting the privacy of health information. (This health information is privileged and may be considered very sensitive.)

### **K. Volunteer and Paid Staff Training in Health Care Procedures (HW-12)**

1. All 4-H camp volunteers and staff must receive training in the written procedures related to:
  - a. Their roles and responsibilities in camp health care,
  - b. How to use the health-care supplies and equipment with which they may be furnished,
  - c. Those situations which should be attended to only by certified 4-H camp health personnel, and
  - d. The sanitation procedures that should be used when dealing with infectious waste or body fluids.

### **L. Health Care Staff when Away from Main Camp (HW-13)**

1. Each 4-H camp requires that the appropriate medical staff are immediately available for all 4-H camp “overnights,” out-of-camp trips, and trips to remote locations on the 4-H center’s property.
2. Medical staff in these situations are trained to provide for routine health care needs of the participants and to handle life-threatening medical emergencies related to the health conditions of the participants and the environmental hazards associated with the area.

### **M. Health Care Center (HW-15)**

1. Each 4-H center has a health center (also known as clinic, infirmary, and nurse’s office) for providing medical care, first aid, treatment, and emergency care during 4-H camp.
2. Each 4-H center health center provides:
  - a. Protection from the elements,
  - b. Adequate space for the treatment of injuries and illnesses,
  - c. Locked storage system for medication,
  - d. Appropriate number of toilets, and
  - e. Water for drinking and cleaning.

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3. Each 4-H center health center can provide one bed per 50 campers/staff (1:50 ratio) in a location that is isolated, quiet, and private.

### **N. Supervision in Health Care Center (HW-16)**

1. Adequate supervision is required anytime sick or injured 4-H camp participants walk, or are transported to, the 4-H center health center.

2. 4-H camp participants are trained to stay in groups of three at all times, which includes walking to the health center.

3. The 4-H center medical staff (including volunteer nurses and other medical staff) are not allowed to be alone with 4-H camp participants who are receiving medical treatment in the health center. Therefore, at least one other teen volunteer or adult volunteer must be present at all times when sick or injured 4-H camp participants are being treated.

### **O. Parent Notification of Camper Illness and Injury (HW-17)**

1. Prior to 4-H camp, parents/guardians should receive information from either the unit Extension office or the 4-H center that identifies in writing those situations when parents/guardians will be notified of an illness or injury to their 4-H camper.

2. In addition, the 4-H Health History Report Form, which is required for all 4-H camp participants and is signed by parents/guardians, states:

3. Each 4-H camp should provide emergency contact numbers for parents/guardians who might attempt to contact the 4-H center with problems, concerns, or questions.

a. This emergency contact information must be included on all pre-camp orientation materials, voice mail recordings, 4-H center web pages, etc., and must include valid numbers for nighttime and summer-weekend hours.

b. Emergency messages should also direct parents/guardians who need assistance to contact their local Extension office.

4. Each 4-H camp must develop a procedure whereby parents/guardians are contacted as soon as possible, but no later than 12 hours following an emergency.

### **P. Medication Management/Medication Form (HW-18)**

#### 1. Medication Policy

a. Each Maryland 4-H unit, regional, and state will develop procedures for the collection, handling, storage, administration, and returning of medication to 4-H participants.

b. When 4-H programs/events are conducted at a 4-H center, the medication policies for that 4-H center should be followed. Extension educators and 4-H center program directors should work together to develop a unified medication policy when medications are collected and stored prior to transportation to a 4-H center. In addition, 4-H centers have the responsibility to return all medications according to how they were received.

c. A *4-H Medication Form* must be completed for all 4-H participants (youth, volunteers, adults) who are bringing medication to camp.

d. The 4-H Medication Form should be managed according to HIPAA guidelines and identifies the following:

i. name of medication,

ii. purpose of medication,

iii. appropriate dosage, and

iv. special directions for the administration of medication.

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- e. Medication can only be dispensed from its original container. Zip lock bags, other bottles, bottles printed with someone else's name, or any other type of container besides the original will not be accepted.
- f. Medication must be clearly labeled with the 4-H participant's name, medication name, dosage, and instructions. Medications must be administered according to the actual dosage listed on the bottle, unless there is a written note from the prescribing physician outlining different instructions for the administration of medications.
- g. Instructions for all medications must be listed in English. If instructions are not in English, the appropriate translation must be provided.
- h. Medications must be stored in a secure, locked area. Any exceptions for special medical needs (i.e., medications that may be in the "controlled possession" of the user such as inhalers, epi-pens, etc.) must be approved by the medical staff for the 4-H program/event.
- i. If the medication is refused by the youth, or the youth requests something out of the ordinary, then parents/guardians must be contacted immediately.

### 2. Dispensing Non-Prescription Medications

- a. Nonprescription drugs can be dispensed only if the 4-H Health History Report Form for the person taking the medication has been signed by a parent/guardian.

### 3. Unit Responsibilities for Managing Medications:

- a. Unit Extension faculty/staff should develop a procedure for collecting medications when 4-H campers meet within the unit to travel to 4-H camp by bus/van/vehicle.
- b. This procedure should ensure that all of the medications (and the accompanying Medication Forms) are collected.
- c. Once the unit camping group has arrived at the 4-H center, Extension faculty/staff or designee should then transfer the medication to the 4-H center's medical staff. It is recommended that the medical staff sign to document that the medications were received.
- d. At the end of the week, the medical staff should return any unused medication to the unit Extension faculty/staff. It is recommended that the Extension faculty/staff sign to document that the medications were received.
- e. During camper pick-up, the Extension faculty/staff should return all unused medications to parents/guardians. It is recommended that parents/guardians sign to document that the medications were received.

### 4. 4-H Center Responsibilities for Managing Medications

- a. Each 4-H camp must develop a procedure for collecting medications. This procedure must ensure that all of the medications are collected with the required Medication Forms. It is recommended that each parent/guardian sign a form to document that the medication has been submitted to the 4-H center.
- b. During camper pick-up, 4-H center medical staff should return all unused medications to parents/guardians. It is recommended that parents/guardians sign to document that the medications were received.

### **Q. Medical Recordkeeping/Record Maintenance (HW-19) (HW-20)**

- 1. Each 4-H camp must maintain an ongoing health log or other health record-keeping system. The *ACA Camp Health Record Log* is recommended.
- 2. For anyone seeking and receiving medical treatment during 4-H camp, the following information must be recorded **in ink**:

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- a. Date, time, and name of person injured or ill;
  - b. General description of injury or illness;
  - c. Description of treatment (if administered), including any treatment administered away from the health care facility;
  - d. Administration of all medications; and
  - e. The 4-H center medical staff person evaluating and treating each patient must **initial and date** the information recorded for each patient.
3. An “Accident/Incident Report Form” must be completed by the 4-H center medical staff for all incidents resulting in injury requiring professional medical treatment.
  4. A critical aspect of risk management is managing forms and documentation, including health forms, consents forms, medication forms, and other related records that are collected during 4-H camp. These forms and documents must be maintained, at least for the period of statutory limits based upon the records retention schedule.

### **R. Documentation of Parent/Guardian Communication**

1. Each 4-H camp must develop a procedure to document parent/guardian contacts (i.e., phone, email, face-to-face), particularly when contact is made regarding an injury, suspicion of an injury, suspicion of child abuse/assault, or other instance when emergency services may be necessary. A “4-H Camp Parent/Guardian Communication Log” is recommended.
2. Documented information should include:
  - a. Time/date of call,
  - b. Parent/guardian contacted (or who made contact),
  - c. Reason for calling,
  - d. Result of contact, and
  - e. Signature of person completing the documentation.
3. When feasible, Extension faculty/staff and 4-H center faculty/staff should include a witness on all phone conversations with parents/guardians to confirm details of the conversation.
4. For 4-H camps conducted at a 4-H center, Extension Agents should be informed of all contacts with parents/guardians of their 4-H campers.

### **S. User Group Health Care Planning and Health Information (HW-22) (HW-23)**

1. Each 4-H center administrative department must analyze the potential emergency care and first aid needs of user groups (i.e., families, corporate groups, civic groups, etc.) and must communicate the following in writing to these groups:
  - a. Who is responsible for first aid and emergency care,
  - b. Who is responsible for emergency transportation,
  - c. Availability/storage of first-aid supplies or equipment, and
  - d. Training and information that staff, families, and user groups need related to emergency procedures and reporting requirements.
4. User groups must be advised in writing to gather the following information for all participants in their group:
  - a. Names, addresses, and emergency contact names and numbers for all participants;
  - b. A listing of any persons with known allergies or health conditions requiring treatment, restriction, or other accommodation while on-site; and
  - c. For minors without a parent on site, a signed permission to seek emergency treatment or a signed religious waiver.

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### SECTION 9: 4-H CAMP OPERATIONAL MANAGEMENT

#### A. Strategic Planning (OM-2)

1. See Section 4-H Camp Planning, Implementation, and Evaluation.

#### B. Evaluation (OM-3)

1. See Section 4-H Camp Planning, Implementation, and Evaluation.

#### C. Risk Management Planning (OM-4)

1. See Section 4-H Camp Risk Management and 4-H Camping.

#### D. Incident Analysis (OM-5)

1. See Section 4-H Camp Risk Management and 4-H Camping.

#### E. Assessment of Standards Compliance (OM-6)

1. See Section 5: American Camp Association.

#### F. Camper Supervision Guidelines and Procedures (HR-9) (HR-14) (HR-15)

##### 1. Supervision Ratios

a. 4-H youth campers ages 9 through 13 must be supervised at all times by trained 4-H camp teen volunteers, adult volunteers, unit Extension faculty/staff, and/or 4-H center faculty/staff in accordance with the appropriate supervision ratios below.

i. For campers ages 5 through 8, the staff/camper ratio must be 1:5 (or better).

ii. For campers ages 9 through 13, the staff/camper ratio must be 1:8 (or better).

iii. For campers ages 14 through 18, the staff/camper ratio must be 1:10 (or better).

b. Exceptions to these supervision ratios might occur. For example, during daytime group programs in which teen and adult volunteer staff are meeting or have “time off” in a specified location. In these situations, paid staff should supervise youth and a communication system should be implemented for contacting the volunteer staff in the event that additional supervision becomes necessary.

c. The appropriate supervision ratios have been identified for each 4-H camp class. In some cases, this number exceeds the requirements above.

d. User groups are advised in writing to follow these supervision ratios.

##### 2. Supervision Responsibilities of Volunteer and Paid Staff

a. Volunteer and paid staff members should be informed in writing of their supervisory responsibilities over youth campers.

b. Teen counselors and adult volunteers are expected to supervise campers **at all times** (except during scheduled breaks). Counselors-in-training **are not** allowed to supervise youth without the presence of a trained teen counselor, adult volunteer, or unit Extension faculty/staff.

c. Teen counselors are required to provide direct nighttime supervision to campers (for whom they have supervision responsibilities) except when a sick or injured child has to be transported to the camp medical staff person. In those situations, a second teen counselor or adult leader is to be notified to insure proper supervision during this exception.

##### 3. Situations in which Camper Supervision is Critical

a. During certain time of the day, accidents and incidents are more likely to occur. During these times, appropriate supervision of campers becomes even more critical. These times are:

i. Rest periods,

ii. Time between classes,

iii. Time between scheduled programs/events,

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- iv. Immediately after lights-out, and
- v. During nighttime hours.
- b. All paid and volunteer staff who supervise youth during these times should be aware that these times are the most critical in terms of supervision.

### 4. Staff/Camper Interactions

- a. Volunteer and paid staff should be trained to supervise campers in a way that is positive, caring, and respectful of campers as individuals. Because 4-H camp is designed for young campers, volunteer and paid staff should focus attention on campers' needs and interests rather than their own needs and/or the needs of other volunteers and paid staff. (HR-15)

5. These supervision policies are reviewed annually.

### G. Cabin-Lodge Checks/Visitors and Intruders/Nighttime Security (OM-7)

#### 1. Cabin-Lodge Check Policy

- a. Each 4-H center must develop a standardized policy and procedures for monitoring cabins/lodges and other facilities during daytime and nighttime hours. This policy and procedures must be outlined in the 4-H center-specific appendix and communicated to Extension faculty, staff, and volunteers in the 4-H center's service area.

- i. This "Cabin/Lodge Check" policy/procedure should ensure that all youth are accounted for, that all youth are in the appropriate locations, and that all youth are supervised correctly **at all times**.

- ii. For 4-H centers that have not established this policy, the 4-H Center Director and Program Director must work cooperatively with agents in the 4-H center's service area to establish this "Cabin/Lodge Check" policy.

- b. During 4-H camp, **at least one adult** responsible for each lodge (or set of cabins) must be at least 21 years old. Volunteers who do not meet this requirement, but who have documented training and experience, must be approved by the person responsible for the unit 4-H camp program (i.e., agent, program assistant, master 4-H volunteer, etc.). (Note: Qualified adult volunteers who are 19 years old and older **can serve** at 4-H camp. However, at least one adult responsible for each lodge or set of cabins must be at least 21 years old.) A set of questions will be developed to assist Extension faculty, staff, and volunteers who are responsible for evaluating 4-H camp adult volunteers.

#### 2. Visitors/Intruders

- a. All visitors must report to the 4-H center office immediately upon arrival to sign in and receive a visitor pass/nametag.

- b. Anyone who comes onto 4-H center property without checking in, anyone who is suspicious, and/or out of the ordinary should be directed to the 4-H center office and reported to the 4-H Camp Director or Center Staff.

- c. Anytime that unit or 4-H center paid or volunteer staff feel threatened by a visitor or intruder local authorities should be contacted.

- d. All 4-H Camp volunteer and paid staff must be trained in the steps to follow if an intruder is encountered.

- e. These supervision policies and related security concerns should be reviewed annually.

#### 3. Nighttime Security

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### **H. Camper Release Policy and Procedure (OM-19)**

1. 4-H camp participants may be released at the end of camp or (in special situations and emergencies) during the camping session. In these instances, it is important to be sure that the appropriate person is picking up the 4-H camp participant.

#### a. Camper Release Policy

i. At the end of camp, 4-H camp participants under age 18 can only be released to the person designated by the parent/guardian—on the 4-H Health History Report Form.

#### b. Camper Release Procedure for Early Dismissal

i. Proper identification from the person picking up the 4-H camp participant may be requested.

NOTE: Visitors who have their social security number on their drivers license may not be required to show their license. You should request a different form of identification.

ii. A camper release form should be completed and signed by the unit Extension faculty/staff or volunteer serving as camp director, a 4-H center representative, and the person picking up the 4-H camp participant.

#### c. No Shows

i. Each week, some 4-H camp participants are “no shows.” It is critical that “no shows” are quickly and properly identified and communicated to everyone in camp. This procedure ensures that a camper is not missing.

ii. Immediately following check-in, unit Extension faculty/staff should identify all “no shows.”

iii. Parents/guardians should then be contacted to confirm all “no shows.”

iv. Once “no shows” are confirmed, they should be shared with all 4-H camp volunteer and paid staff so that lodging lists, class lists, etc. can be updated.

v. If “no shows” are not confirmed by parents/guardians, then a missing camper procedure should be followed.

### **I. Homesick Camper Procedures**

1. Homesickness will occasionally occur at 4-H camp. Good planning, lots of activities, and quick action often can minimize the frequency and duration of homesickness.

2. Campers should be encouraged to attend camp with a friend. Once at camp, homesick campers should be placed with a “buddy.”

3. When possible, campers should be allowed to room with a friend.

4. Active games and get acquainted activities should be scheduled for the first night of 4-H camp.

5. Teen counselors should be trained to recognize the signs of homesickness and to immediately take action to get homesick campers involved in 4-H camp.

6. Identify a teen or adult volunteer with training or experience addressing homesickness at camp who can deal with severe cases.

7. Calling home can worsen homesickness. Campers are not allowed to use phones without the approval of unit Extension faculty/staff (or other person serving as camp director).

8. Parents/guardians should be contacted to pick-up the camper in the event that all other strategies are unsuccessful.

### **J. 4-H Camp Sensitive Issues Guidelines and Procedure (HR-17)**

#### 1. Sensitive Issues

a. Today’s youth come into contact with a wide variety of serious issues in their everyday lives.

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Because camp is a “microcosm” of society, many of these issues may also arise in conversation during 4-H camp. Some conversations are inappropriate in a 4-H camp setting and should not be held.

b. Volunteers and paid staff are expected to be role models, friends, and leaders; and are not expected to be—nor should they take the role of—parents/guardians, psychologists, or psychiatrists.

Volunteers and paid staff must be trained to recognize appropriate and inappropriate conversation and behavior and know how to respond.

### 2. Procedure

a. When any volunteer or paid staff member encounters any of the following “socially-sensitive issues,” he/she should discourage the topic and if it continues bring it to the attention of the unit Extension faculty/staff (or other person serving as camp director) or the Program Director for appraisal and/or an appropriate means of handling the situation.

i. Tattoos

ii. Sexuality

iii. Cults

iv. Drugs

v. Body Piercing

vi. Religion

vii. Ghost Stories

viii. Personal Lives of Staff

ix. Divorce

### **K. Maryland 4-H Behavioral Expectations**

1. Each camp must use the Maryland 4-H Behavioral expectations.

### **L. 4-H Camp Youth Behavior Management Procedures**

1. The purpose of youth behavior management is to help youth to be successful and learn to better control their emotions and express their behaviors in positive ways that help them to meet their needs. The most effective method for managing youth behavior at 4-H camp is to use several before, during, and after strategies.

#### 2. Behavior Management Before 4-H Camp

a. **Review the 4-H Health History Report Form** carefully. This form can help you to identify youth who may be taking medication for a behavioral or emotional disorder, who may be under a doctor’s care for a behavioral or emotional disorder, or who may have other special emotional or behavioral needs during 4-H camp. All **reasonable accommodations must be made for youth** to attend 4-H camp. However, in some situations, a child’s needs may be beyond the scope of what can be provided in a 4-H camp setting. Contact the State 4-H Office if you have questions.

b. If you notice anything on the form that you feel would be of concern in a 4-H camp setting, **contact the parents/guardians** of the 4-H camp participant to better understand the child’s needs. Be direct and honest with parents/guardians regarding any concerns that you have.

c. **Make a determination regarding if and how the child’s needs may be accommodated.**

Plan appropriately for the child if the child will be attending 4-H camp. If 4-H camp is not appropriate for the child, refer the child to a camp that might be better suited to his/her needs. Contact the State 4-H Office for recommendations.

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- d. **Distribute the Maryland 4-H Behavioral Expectations Form** to all 4-H camp participants. The form is critical because it communicates unacceptable behavior to 4-H camp participants before camp begins. Require signatures. Verify that the forms have been returned prior to camp.
- e. **Train your volunteer and paid staff** to respond quickly, fairly, and consistently to promote positive behavior.
- f. If you conduct a pre-camp orientation with 4-H camp participants and parents/guardians, **review the 4-H Code of Conduct and any other behavioral expectations** related to 4-H camp.
- g. **Develop your 4-H camp daily schedule to accommodate youths' needs.** Provide adequate transition time between activities and events. For night programming, schedule exciting and stimulating activities for earlier in the night, and provide a transition activity which is more quiet and calming before youth go to sleep.
3. Behavior Management during 4-H Camp
- a. During your opening assembly, **review the Maryland 4-H Code of Conduct and any other behavioral expectations** related to 4-H camp. Repetition is important and will help children to remember your expectations.
- b. **Provide appropriate supervision at all times** to reduce opportunities for misbehavior.
- c. **Develop a system for recognizing positive behavior.** Provide reinforcement for positive behavior through praise, public recognition, prizes, etc. Involve volunteers and paid staff in this system so that everyone is recognizing positive behavior.
- d. **Be consistent with your behavioral expectations.** Treat youth equally and in accordance with the Maryland 4-H Standardized Code of Conduct.
- e. When youth misbehave, **counsel them to provide the opportunity for youth to change their own behavior.** Help youth to identify alternatives and to problem-solve.
- f. **IMPORTANT: Corporal punishment is never allowed in 4-H camp.** In fact, you should never put your hands on a child in a behavior management situation except to keep the child from hurting him- or herself or others.
- g. Although youth should be allowed to remain at 4-H camp whenever feasible in accordance with the Maryland 4-H Behavioral Expectations, **in some situations it will be necessary to send youth home.**
- h. **Document all youth emotional and behavioral incidents** and any situation in which you had to take action due to misbehavior. Include the date, time, location of the incident, description of the incident, action taken, conversations with parents/guardians, and witnesses to the incident or your actions in response to the incident.
- i. **Contact the State 4-H Office** for assistance with severe emotional or behavioral incidents.
4. Behavior Management after 4-H Camp
- a. **Write follow-up letters to the parents/guardians of 4-H camp participants who were sent home** due to misbehavior to explain the criteria for continued involvement in 4-H and/or 4-H camp. If consequences are involved that impact 4-H and/or 4-H camp participation, be sure that these consequences are clearly defined.
- b. **Maintain all documentation related to youth misbehavior** that you developed during 4-H camp. Develop additional documentation as needed. Retain these records as appropriate.
- c. **Conduct an internal review**, involving your teen and adult volunteers (as appropriate), of all youth emotional and behavioral situations. Identify strategies that could be implemented next year prior to camp in order to reduce the prevalence of youth misbehavior.

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### **M. 4-H Use-of-Force Policy**

#### **N. 4-H Camp Safety Orientation (OM-10)**

1. Each 4-H camp conducts a safety orientation within the first few hours of each camp. This orientation includes staff introduction, Maryland 4-H Behavioral Expectations review, emergency procedures review, and other safety information.

#### **O. 4-H Camp Emergency Evacuation Policy and Procedure**

1. Each 4-H center should have an emergency evacuation plan which clearly identifies how the facility should be evacuated in the event of an emergency.

a. Floor plans with evacuation routes and evacuation locations should be clearly posted in each building.

b. Each 4-H camp should practice an “evacuation drill” for all buildings within the first 24 hours of camp.

2. Each 4-H center should also have an evacuation plan for the total evacuation of the site.

#### **P. 4-H Camp Emergency Policies and Procedures and Safety Regulations/Staff**

##### **Training in Emergency Procedures (OM-9) (OM-8) (OM-14)**

##### 1. Emergency and Safety Policies

a. Because 4-H camp occurs in a residential, outdoor setting, and because 4-H camp involves the management of a large number of youth, teen and adult volunteers, and paid staff, it is recognized that a wide variety of emergency situations can occur.

b. The health, safety, and well-being of all 4-H camp participants and volunteer/paid staff are the most important consideration when providing 4-H camping programs. Proper 4-H camp planning, implementation, and evaluation must consider safety as the primary consideration.

c. Each 4-H camp should be prepared to respond appropriately to emergency situations, and each 4-H center should have written emergency procedures established to respond appropriately to reasonably foreseeable emergencies and natural disasters.

d. The procedures listed below should serve as a primary resource for responding to emergency situations at 4-H camp.

e. All 4-H camp volunteer and paid staff must be trained in these emergency procedures and their roles and responsibilities to implement these procedures. Identified volunteers and staff must review and rehearse these procedures to prepare them to carry out their responsibilities.

##### 2. Emergency and Safety Procedures

a. **Severe weather** (thunderstorm, tornado, hurricane, hail storm, snow/ice storm, heat wave)

i. Move 4-H camp participants to the most secure building on the property (if possible).

ii. Keep 4-H camp participants calm. Be positive and provide reassurance.

iii. Await further instructions from 4-H camp administration.

iv. Be prepared to evacuate to another location as directed.

v. If safety becomes an issue, 4-H camp may be cancelled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.

vi. Complete an Accident/Incident Report Form if damages or injuries result.

b. **Loss of drinking water/Contaminated drinking water**

i. Inform 4-H camp participants of the problem and instructions for dealing with the problem.

ii. Keep 4-H camp participants calm. Be positive and provide reassurance.

iii. Utilize external water supply.

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- iv. If safety becomes an issue, 4-H camp may be cancelled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
- v. Complete an Accident/Incident Report Form if damages or injuries result.
- c. **Loss of power** (electrical, natural gas, other)
  - i. Inform 4-H camp participants of the problem and instructions for dealing with the problem.
  - ii. Keep 4-H camp participants calm. Be positive and provide reassurance. If power loss happens at night, some campers may be afraid of the dark.
  - iii. Utilize non-perishable food.
  - iv. If safety becomes an issue, 4-H camp may be cancelled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
  - v. Complete an Accident/Incident Report Form if damages or injuries result.
- d. **Fire**
  - i. Evacuate all 4-H camp participants to secure locations based upon the established “evacuation plan” for each facility.
  - ii. Do not go into a burning building to retrieve personal possessions.
  - iii. If possible, have a designated person to close the windows in the buildings.
  - iv. Keep 4-H camp participants calm. Be positive and provide reassurance.
  - v. Await further instructions from 4-H camp administration.
  - vi. Be prepared to evacuate to another location as directed.
  - vii. If safety becomes an issue, 4-H camp may be cancelled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
  - ix. Complete an Accident/Incident Report Form.
  - x. Contact the State 4-H Office.
- e. **Participant injury** (minor, not requiring EMS)
  - i. In a group of three, transport the participant to the 4-H center health center/infirmery or contact the 4-H center medical staff for assistance.
  - ii. Await further instructions from 4-H camp medical staff.
- f. **Participant injury** (serious, requiring EMS)
  - i. Contact 4-H camp medical staff.
  - ii. Stay with the participant at all times. Keep the 4-H camp participant calm. Be positive and provide reassurance.
  - iii. Do not allow other participants to crowd around the injured person.
  - iv. When medical staff arrives, await further instructions from 4-H camp medical staff.
  - v. Contact EMS or transport to the hospital based upon 4-H camp medical staff recommendations.
  - vi. Contact parents/guardians as soon as possible to inform them of the situation.
  - vii. Complete an Accident/Incident Report Form.
  - viii. Contact the State 4-H Office.
- g. **Suspected weapon on-site**
- h. **Observed weapon on-site**
  - i. **Threats of aggression towards self or others**
    - i. Take all threats seriously!
    - ii. Move the aggressive person away from other 4-H camp participants and into a safe location (or move 4-H camp participants away from the person, whichever is most appropriate).

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- iii. Provide appropriate behavior management.
- iv. Address the behavior and take action according to the Maryland 4-H Behavioral Expectations to ensure the safety of 4-H camp participants.
- v. Contact parents/guardians.
- vi. Contact local authorities- law enforcement or the Department of Social Services as needed.
- vii. Contact the State 4-H Office.
- viii. Complete an Accident/Incident Report Form if damages or injuries result.
- j. **Aggression towards self or others** (assault, attempted suicide)
- k. **Missing Camper** (OM-16)
  - i. Conduct a count of all 4-H camp participants to verify that someone is missing.
  - ii. Implement the 4-H center search and rescue process.
  - iii. Contact local law enforcement.
  - iv. Contact parents/guardians of missing camper.
  - v. The Camp Director will contact the State 4-H Office.
  - vi. Keep 4-H camp participants calm. Be positive and provide reassurance.
  - vii. Await further instructions from 4-H camp administration.
  - viii. Complete an Accident/Incident Report Form.
- l. **Parent/guardian picks up participant without legal custody/Abduction**
- m. **Death of participant** (suicide, homicide, accident, or nature)
- n. **Lost swimmer/paddler** (for facilities located on large bodies of water)
- o. **Motor vehicle accident (state-owned vehicle)**
- p. **Motor vehicle accident (not a state-owned vehicle)**
- q. **Bomb threat/Threat of terrorism**
- r. **Terrorist attack within the 4-H center's service area**
- s. **Nuclear incident**
- Q. 4-H Camp Emergency and Crisis Communication/Media Relations (OM-17)**
  - 1. Land-based Phone Lines, Cellular Phones, Two-way Radios
    - a. Each 4-H center has a land-based phone system, access to a cellular phone, and two-way radios to facilitate emergency communication among 4-H camp administration, medical staff, local health personnel, and community emergency services.
  - 2. Communicating with Parents/Guardians
    - a. During times of crisis and emergency, when parent/guardians need to be contacted, the 4-H Center Director or Program Director will identify staff and volunteers to contact local Extension offices. Working cooperatively, the 4-H centers and local Extension offices will contact parents/guardians to notify them of the crisis/emergency.
  - 3. Dealing with the Media
    - a. During times of crisis and emergency, the 4-H centers will likely receive local, state, and possibly national media coverage.
    - b. Each 4-H center has a designated media person who is either the Center Director or the Program Director. **No other paid or volunteer staff are authorized to speak to the media.**
    - c. Any person who is approached for comment who is unsure of how to respond should indicate, "No comment."
    - d. During times of crisis and emergency, 4-H Center Directors and Program Directors should contact the State 4-H Office.

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e. In some situations, the primary contact for a 4-H center crisis or emergency will become an University of Maryland Extension representative.

### **R. Child Maltreatment Policy and Procedures (HR-16)**

#### 1. Defining Child Maltreatment

a. There are four major types of child maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse.

b. According to the Code of Maryland a "child" is defined as any person less than 18 years of age.

c. There are many signs and symptoms that suggest the presence of abuse, but no single sign necessarily indicates abuse.

d. Some abused children present none of the following signs, while others exhibit a pattern or combination of symptoms and behaviors.

#### 2. Allegations and Suspicions of Child Maltreatment

a. Your suspicion may be triggered because a child discloses the abuse to you. A child who tells you that she has been abused is probably feeling scared, guilty, ashamed, angry and/or powerless. They are turning to you for help.

b. Determining whether or not a 4-H camp participant is telling the truth is not the responsibility of paid and volunteer staff. Any allegation or suspicion must be reported.

#### 3. Child Maltreatment Reporting Policy

a. Volunteer and paid 4-H camp staff members are "Mandated Reporters," which means that they are mandated by law to report suspicions of child maltreatment.

b. State laws define a time period within which the report must be made. In Mandated Reporters must make their report to child protective services or the police **within ?? hours of obtaining information that triggers suspicion.**

#### 4. Child Maltreatment Reporting Procedure

a. STEP 1: You must handle this disclosure with sensitivity. Though you may feel a sense of outrage, disgust, sadness, anger, or disbelief, it is important to remain calm and in control of your feelings. Be understanding. Reassure the child that something will be done to keep him or her safe.

b. STEP 2: Report the suspicion of child abuse to the unit Extension faculty/staff in charge of the 4-H camp, the 4-H Center Program Director, or 4-H Center Director.

c. STEP 3: The unit Extension faculty/staff in charge of the 4-H camp and the 4-H Center Director or Program Director will meet to make each other aware of the suspicion of child abuse and to determine who will call Child Protective Services or the Department of Social Services.

d. STEP 4: Contact the Child Protective Services (CPS) in the county/city in which the 4-H center is located. If the abuse is suspected to have occurred in a different county/city than where the 4-H center is located, then you may be directed to another office. Follow the instructions and provide the requested information.

e. If the child's life is in imminent danger or an immediate response is necessary, call the police. They can respond faster than CPS.

#### 5. Information To Have when Calling Child Protective Services

a. Call with whatever information you have, no matter how basic.

b. If possible, try to have the following information:

i. Names (including family members),

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- ii. Ages,
  - iii. Grade level,
  - iv. Phone number,
  - v. Address,
  - vi. Emergency contact numbers, and
  - vii. Other information about the family.
- c. Share any and all information known about the family even if you are not sure whether it is relevant (for example: grandparents recently moved in with them; a parent is unemployed; there are other adults in the home; there are special medical conditions in the family, etc).

### **S. Above-Suspicion Policy**

#### **T. 4-H Camp Insurance Coverage (OM-11)**

##### 1. General Liability

General liability coverage is provided by State of Maryland for Extension employees and volunteers.

##### 2. Fire and Extended Coverage for Facilities

##### 3. Motor Vehicle

##### 4. Workman's Compensation

a. University of Maryland provides workman's compensation insurance to all Extension employees.

b. Each 4-H center provides workman's compensation insurance to its own 4-H center employees.

c. Registered 4-H volunteers are not covered and are responsible for their own healthcare.

##### 5. Camper Insurance

a. American Income Life (AIL) provides accident and illness insurance on an **excess basis** for all day and resident campers attending 4-H camp. This insurance only applies after the claim is filed with the parents/guardians' insurance and the parents/guardians' insurance does not cover some specific item.

#### **U. 4-H Camp Personal Property Regulations for Campers (OM-12)**

##### 1. Valuable Personal Belongings

a. 4-H camp participants should not bring valuable personal belongings to camp. This includes expensive watches, cameras, jewelry, cellular phones, beepers, electronic games, walkie-talkies, musical instruments, sports equipment, or other valuables that can be easily misplaced or stolen.

b. 4-H camp participants, particularly campers ages 5 through 13, should be instructed to mark all personal items such as clothing, towels, shoes, cameras, watches, and jewelry for identification prior to leaving home.

c. See your 4-H center-specific appendix for a list of things that can be brought to 4-H camp.

##### 2. Camp Bank

a. Some 4-H camps will establish a banking system for securing 4-H camp participants' money while at camp. The "bank" will be opened at designated times during the week. See your 4-H center-specific appendix for more information.

##### 3. Pets

##### 4. Vehicles

a. Personal vehicles should not be driven during 4-H camp unless approved by the 4-H Camp Director for use with a 4-H camp class, program, or activity or to assist in an

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emergency situation.

### 5. Weapons

#### **V. 4-H Camp Personal Property Regulations for Volunteers and Paid Staff (OM-12)**

##### 1. Valuable Personal Belongings

a. Volunteers and paid staff are encouraged not to bring expensive valuable personal belonging, sports equipment, electronics, etc. to 4-H camp. If these items are brought, they should be used at appropriate times in accordance with 4-H center guidelines.

##### 2. Pets

a. (Same as for campers.)

##### 3. Vehicles

a. While many volunteer and paid staff have access to personal vehicles throughout the week, they are encouraged to walk to various locations during camp in order to appropriately supervise and spend time with 4-H youth campers.

b. The 4-H centers recognize the need to transport equipment and supplies to class and activity locations.

If a personal vehicle is used during the week, volunteer and paid staff should follow these guidelines:

i. Obey all posted speed limits,

ii. Never transport campers unless in extreme medical or related emergency,

iii. Remove the keys from the car and lock when parked,

iv. Keep vehicle keys on person at all times, and

v. Park in appropriate, designated areas only.

##### 4. Weapons

a. (Same as for campers.)

#### **W. 4-H Camp Tobacco, Alcohol, and Drug Policies (OM-12) (OM-13)**

1. Smoking by anyone under 16 years of age is prohibited by Maryland state law. Smoking by 4-H camp participants over 18 years of age, if approved, is only allowed in designated areas that are away from children and non-smokers.

#### **X. 4-H Search-and-Seizure Policy**

#### **Y. Storage and Use of Gas and Liquid Flammables, Explosives, and Poisonous Materials (SF-2)**

1. Flammable and hazardous materials (e.g., gas, flammables, explosives, hazardous materials, and poisonous materials) may only be handled by paid and volunteer staff who are trained or experienced in their safe use and disposal.

2. These materials must be properly stored at all times with access limited to trained volunteers and staff.

3. These materials must be clearly labeled in closed, safe containers.

4. These materials must be separated from areas where food is stored.

#### **Z. Storage of Firearms and Ammunition (OM-1)**

1. All firearms and ammunition, regardless of their purpose in 4-H camp, must be stored under lock.

2. Firearms, and the ammunition for those firearms, must be stored under lock in separate containers/facilities.

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### **AA. Power Tools (SF-11)**

1. Power tools and hand tools are not permitted during 4-H camp unless used as part of scheduled maintenance or an organized activity/program under the supervision of trained volunteer or paid staff.
2. When used, power tools must be equipped with necessary safety devices, be in good repair, and operated only by persons trained and experienced in their use.
3. Personnel must use all necessary safety equipment when operating power tools.

### **BB. Guard Rails for Upper Bunks (SF-15)**

1. All upper bunks used by children must be equipped with guard rails.

### **CC. Accident/Incident Reporting (OM- 15)**

1. Policy
2. Procedure

### **DD. 4-H Campers in Public Areas (OM-18)**

1. For all 4-H camps in which youth are taken into public places, the 4-H Behavioral Expectations and the 4-H camp supervision ratios apply. See your 4-H center-specific appendix for more information about safety regulations, emergency procedures, and missing person procedures for programs in which campers are taken into public areas.

### **EE. Damage to Buildings and Grounds**

## **SECTION 10: 4-H CAMP PROGRAMS AND ACTIVITIES**

### **A. Program Goals and Outcomes**

1. The Maryland 4-H camping program has established goals, evaluation materials, and an evaluation process for identifying and measuring 4-H camping outcomes.

### **B. Use of Generic Waiver for 4-H Camp Programs and Activities**

1. The use of a general waiver is recommended whenever possible.

### **C. Equine Waiver Policy for 4-H Camp Horse Programs and Activities**

1. Equine waivers are required on all individuals involved in an equine (horse) activity with University of Maryland Extension. Waivers as outlined in the waiver form may be initiated on individuals for a period of a year. A new waiver may be required for each individual activity, as required by the sponsor.

### **D. Program Variety/Activity Information and Permission (PD-7) (PD-8)**

1. One of the features of positive youth development is the provision of educational experiences that lead to increasing skill and mastery. With this in mind, each 4-H camp should offer multiple activities, in accordance with camp goals, that provide campers with the opportunity to experience progression, challenge, and success.
2. Each 4-H camp should inform campers and their parents/guardians of the nature of these anticipated camp activities

### **E. Outdoor Opportunities, Environmental Activities, and Environmental Practices (PD-2) (PD-3) (PD-9)**

1. Each 4-H camp should provide outdoor recreation programs and activities, using its natural resources, to enrich the outdoor living experiences of all 4-H camp participants. (PD-2)
2. Each 4-H camp should include structured activities, such as forestry, outdoor living skills (OLS), water/lake/river ecology, nature study, nature hikes, etc., that help youth feel comfortable in the outdoors, build an appreciation for and knowledge of ecological principles, and develop an awareness of, and responsibility for, practices that have a minimal impact on the environment.

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3. Each 4-H camp should evaluate the environmental impacts of its activities and programs and should implement procedures to minimize detrimental effects. Camps are strongly encouraged to adopt and teach the seven (7) principles of *Leave No Trace, Inc.*, which are:

- a. Plan ahead and Prepare
- b. Travel and Camp on Durable Surfaces
- c. Dispose of Waste Properly
- d. Leave What you Find
- e. Minimize Campfire Impacts
- f. Respect Wildlife
- g. Be Considerable of Other Visitors (PD-9)

### **H. Program Equipment Maintenance (PD-4) (PD-5) (PD-16) (PC-7) (PC-8) (PH-4)**

1. Each 4-H camp should have a procedure for checking all program equipment for safety, good repair, and storage in a manner that safeguards the effectiveness of the equipment. Any equipment that is found not to be in good repair must be removed from service. (PH-4) (PC-6)

a. Equipment for horsemanship, low ropes, high ropes, climbing, and other adventure/challenge activities should be checked **prior to each use**. (PC-7) (PH-4)

b. Written records of **regular inspection and maintenance** of all equipment and elements used in low ropes, high ropes, climbing, and adventure/challenge activities should be developed and maintained. (PC-7)

c. Written evidence of an **annual inspection** by qualified personnel of low and high ropes course elements for integrity of all hardware, materials, and equipment.

2. Each 4-H center should have a procedure to ensure that program equipment is appropriate to the size and abilities of the users. (PD-5) (PC-6)

### **I. Controlled Access to Program/Activity Areas and Equipment (PD-15) (PC-8) (PC-10)**

1. Each 4-H center should have procedures in practice that control access to all specialized activity areas, particularly swimming pools, shooting ranges, natural bodies of water, low/high ropes courses, zip lines, climbing walls, etc. (PC-10)

2. Each 4-H camp should ensure that all specialized 4-H camp program equipment is available for use by 4-H camp participants only under instructor supervision when safety rules are in practice. Posted signs are strongly encouraged for each program area (PD-16) (PC-8).

3. Each 4-H center should use posted signs, posted instructions, gates, and other types of markers and boundaries to effectively control access to program areas.

### **J. First Aid and Safety (PA-17) (PA-22) (PC-12) (PH-10)**

1. First-aid and safety training are critical for 4-H camp volunteers and paid staff. It is recommended that all seasonal program staff should have first-aid training. However, during high-risk specialized activities, each 4-H center must provide staff who are on-duty and accessible at the following program areas and who have the following **minimum** first-aid/safety training:

a. Aquatic staff (pool and waterfront):

i. First-aid certification from a nationally recognized provider,

ii. Blood-borne pathogens training, and

iii. CPR and use of a breathing device/pocket mask (age appropriate and provided by a nationally recognized provider). (PA-17) (PA-22)

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- b. Adventure/Challenge staff (low ropes, high ropes, climbing, rappelling, zip-line, etc.)
  - i. First-aid certification from a nationally recognized provider and
  - ii. Blood-borne pathogens training. (PC-12)
- c. Horsemanship/Horseback Riding staff
  - i. First-aid certification from a nationally recognized provider and
  - ii. Blood-borne pathogens training. (PH-10)

### **K. First Aid Kits (PA-7)**

1. Each 4-H center should provide a first-aid kit, stocked with the appropriate emergency supplies, at each specialized program area.
2. First-aid kits **at each aquatic area** should include personal protective equipment.
3. A procedure should be established for the regular checking and maintenance of first-aid kits by 4-H camp medical staff or other volunteer and paid staff.

### **L. Program/Activity Supervisor Qualifications (PD-12) (PA-1) (PA-19) (PA-20) (PA-26) (PC-1) (PC-2) (PH-1)**

1. Each 4-H center must provide supervisors and/or instructors who have certification or documented training and experience in the appropriate type of activity, for each type of specialized activity (PD-12).  
(Anytime that user groups are allowed to provide supervisors and/or instructors, they must be advised in writing to provide staff who meet the same qualifications.)
2. Specific information regarding the qualifications and guidelines for staffing high-risk program areas is provided below:
  - a. The supervisor of 4-H camp **aquatic activities** must have:
    - i. Lifeguard training from a nationally recognized certifying body, swim instructor certification from a nationally recognized certifying body, or instructor/instructor trainer rating from a nationally recognized boating or watercraft organization,
    - ii. At least 6 weeks previous experience in a management or supervisory position at a similar aquatic area (or has completed additional aquatics management or supervision training from a nationally recognized aquatics organization), and
    - iii. It is recommended that aquatics supervisors be at least 21 years old. (PA-1)
  - b. The supervisor for 4-H camp watercraft activities must have:
    - i. Certification as an Instructor in the appropriate craft from a nationally recognized certifying body, or
    - ii. Certification in lifeguard training from a nationally-recognized certifying body.
    - iii. Documented skills and training in water rescue and emergency procedures specific to the location and the activities.
    - iv. When watercraft activities are not provided by the 4-H Center, then user groups are advised in writing to provide someone with these qualifications for watercraft activities.
  - c. The supervisor of 4-H camp **low ropes, high ropes, climbing, and related adventure activities** must be:
    - i. An adult who has certification (or documented training or experience) from a recognized adventure/challenge organization or certifying body (PC-1), and has at least 6 weeks experience in a management or supervisory capacity in a similar type of program to that which is being supervised. (PC-2)
  - d. The supervisor of 4-H camp **horsemanship activities**, staff, and facilities must have:  
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- i. Certification as an instructor from a nationally recognized organization or riding school, or documented endorsements of successful experience in formal horseback riding instruction,
- ii. At least 6 weeks management or supervisory experience at a horseback riding facility, and
- iii. Should be at least 21 years old. (PH-1)

e. **Lifeguards** at each 4-H camp swimming activity must have:

- i. Certification as a lifeguard by a nationally recognized certifying body or equivalent certification, and
- ii. Written documentation that he/she has demonstrated skill in rescue and emergency procedures specific to the aquatic area and activities guarded.

### 3. **Swimming Instruction** (swimming lessons)

- a. Certification from a nationally recognized certifying body or equivalent certification,
- b. In addition, a lifeguard (or lookout) who is out of the water continuously watching over the activity if the instructor is in the water with participants, and
- c. If non-certified instructional assistants are used, then they must function under the direct supervision of a certified instructor, follow the specific directions of that instructor, and have demonstrated elementary rescue skills.

### 4. **Canoe/Kayak Instruction** (PA-26)

- a. Instructor rating in the appropriate craft (e.g., canoeing, sailing, rowing) from a nationally recognized certifying body OR documentation of experience indicating knowledge and skill in teaching and supervision specific to the watercraft activities conducted.
- b. Instructor rating in the activity from a nationally recognized certifying body in the aquatic activity (i.e., waterskiing) OR documented experience indicating specific knowledge and skill in

### **M. Verification of the Skills of Volunteer and Paid Staff Who Assist with Classes and Specialized Activities (PD-13)**

1. Each 4-H center should have written evidence of the skills of each 4-H camp volunteer and paid staff member that teaches or assists in specialized program activities. Each 4-H Center should have written evidence of the skills of each 4-H camp volunteer and paid staff member that teaches specialized program activities. “Specialized activities” are defined as, “Activities whose safe conduct require supervision by persons with the training and experience to make judgments concerning equipment, procedures, and safety consideration. Includes activities such as archer or other target sports, gymnastics, bicycling, motorized vehicles, model rocketry, etc.” (American Camp Association, 1998, p. 102)
2. This written evidence should be reviewed and evaluated by the Extension faculty/staff (or other person serving as 4-H camp director) or the 4-H Center Program Director prior to the start of the activities.
3. For aquatics, low ropes, high ropes, climbing, and related outdoor adventure activities, this written evidence should be reviewed and verified by the 4-H Center Director or Program Director.

### **N. Supervision of 4-H Camp Classes and Specialized Activity Leaders (PD-14) (PA-2) (PC-4) (PH-2)**

1. Each 4-H center should have written documentation completed by the 4-H Center Program Director, Center Director, or other supervisor of **regular observations** that verifies that specialized activity leaders do the following (particularly in the areas of aquatics, adventure/challenge, and horsemanship):

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- a. Enforce established safety regulations,
- b. Provide appropriate instruction to 4-H campers,
- c. Identify and manage environmental and other hazards related to the activity, and
- d. Apply appropriate emergency (and rescue procedure when appropriate) procedures related to the activity and the participants.

### **O. Supervision Ratios for 4-H Camp Classes and Specialized Activities (PH-3)**

1. Each 4-H center should establish staff to camper ratios for all specialized activities. Camper ratios for additional classes and specialized activities developed by unit Extension faculty/staff and volunteers should be identified on a 4-H Camp Specialized Program/Class Description Form
2. 4-H Centers with horsemanship activities should establish minimum ratios of trained riding staff to participants for each type of horseback-riding activity, and ratios for camper supervision that include a minimum of 2 staff members at all times (at least one of whom is an adult).

### **P. Operational, Safety, and Emergency Procedures for 4-H Camp Specialized Activities (PD-17) (PA-5) (PA-6) (PC-6) (PH-8)**

1. Each 4-H center should develop and implement written operating, safety, and emergency procedures, which are **specific for each activity**, for all specialized 4-H camp activities based upon information from authoritative sources. These procedures should include:
  - a. Eligibility requirements for participation,
  - b. Camper/staff supervision ratios,
  - c. Identification of appropriate protective equipment,
  - d. Equipment maintenance procedures,
  - e. Safety regulations,
  - f. Emergency and/or rescue procedures, and
  - g. Identification of safety concerns related to the use area.
2. Each 4-H center should require **aquatics personnel** to periodically rehearse the written procedures for pool and waterfront areas.
3. In most cases, user-groups are not allowed to provide their own aquatics personnel for the pool. However, when user-groups are allowed to provide their own aquatics personnel at the pool, these aquatics personnel are required to have current lifeguard and professional rescuer certifications, and they must also review the 4-H center's pool safety rules, including
  - a. Features and hazards of the pool,
  - b. Emergency and rescue equipment,
  - c. Location of nearest phone, and
  - d. Emergency contact information.

### **Q. Safety Orientation and Competency Demonstration for 4-H Camp Specialized Activities (PD-18) (PD-19) (PC-14)**

1. Each 4-H center should develop procedures for providing 4-H camp participants with a safety orientation before engaging in any specialized program activity. This "safety orientation" should include established safety regulations and emergency procedures. (PD-18)
  - a. Procedures for canoeing and kayaking should be specific:
    - i. Boarding, debarking, trimming, and movement on the craft,
    - ii. Required use of personal flotation devices, and
    - iii. Self-rescue for capsized canoes/kayaks.

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2. Each 4-H center should require that 4-H camp participants be closely monitored until they demonstrate competency before using specialized equipment for 4-H camp activities.

### **R. Shooting Sports Safety (Target Sports) (PD-20)**

1. All 4-H center shooting sports activities (i.e., archery, bb/pellet, small-bore riflery, shotgun, skeet, etc.) must utilize clear safety signals and range command to control firing-line activity and the retrieval of targets, arrows, ammunition shells, etc.

### **S. Appropriate Apparel and Protective Headgear (PD-21) (PC-15) (PH-12)**

1. All 4-H camp participants in the following activities must wear protective headgear that is appropriate and designed for the activity (PD-21) (PC-15) (PH-12).

- a. High Ropes Course
- b. Climbing (rock and wall climbing)
- c. Caving
- d. Horsemanship/Horseback Riding
- e. Rappelling

2. In addition, horsemanship staff and participants must wear closed-toed shoes (or boots) and long pants/jeans (PH-12).

### **T. Emergency Information and Details for Out-of-Camp Activities, Overnights, and Trips (PD-10) (PD-11)**

1. A copy of the signed 4-H Health History Report Form—which provides insurance information and permission-to-treat—must be included (for all participants) on all 4-H out-of-camp activities.

2. In addition, the following details for out-of-camp activities must be planned in advance and provided to

a designated person who remains at the 4-H center or main site at a unit 4-H camp:

- a. Roster
- b. Departure/Return Times
- c. Inclement Weather Plans
- d. Routes
- e. Communication with the designated person in main camp

### **U. Policies and Procedures for Overnight Camping Trips (PD-1)**

1. Any 4-H center that provides 4-H camp overnight and trip programming must provide training to participants and staff regarding the following procedures:

- a. Camp Stoves
  - i. Safe use of camp stoves and flammable liquids and
  - ii. Requirement that supervision and care must be provided until competency with camp stoves is demonstrated.
- b. Drinking Water
  - i. All drinking water must be obtained from tested or approved water sources, or boiled, filtered, or chemically treated.
- c. Food/Food Utensils
  - i. Food must be prepared and stored under safe and sanitary conditions, with particular care given to maintaining potentially hazardous foods at proper temperatures.
  - ii. Food utensils must be cleaned and sanitized after each use and protected from contamination between uses.
- d. Environmental Impacts/Leave No Trace

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i. Procedures must be followed to minimize environmental impact on campsites or natural areas. Leave No Trace principles are recommended.

### **V. Use of Public Providers of Specialized Activities (PD-24) (PA-29) (PA-30) (PC-16) (PH-13)**

1. When public providers of specialized activities are used, the 4-H centers should verify that an adequate number of instructors/leaders are provided.
2. When public providers of specialized activities are used, providers must verify that instructors/leaders have the necessary qualifications for the activity and that the equipment used is appropriate in size and type and is in good repair.
3. When public providers of aquatics are used, providers must verify that they have staff on-duty who hold the appropriate lifeguarding, first-aid, and CPR certification.
4. When public providers of watercraft/boating activities are used, providers must verify that they have staff on-duty who hold the appropriate watercraft, first-aid, and CPR certification.
5. When public providers of adventure/challenge activities are use, providers must verify that they:
  - a. Provide an adequate number of instructors and leaders whose qualifications have been verified by the provider.
  - b. Utilize equipment that is appropriate in size and type and is in good repair.
  - c. Utilize facilities and areas that meet nationally recognized guidelines for construction and maintenance.
6. When public providers of horsemanship or horseback riding activities are used, providers must verify that they:
  - a. Provide an adequate number of riding staff whose qualifications have been verified by the provider.
  - b. Provide physically sound horses suitable for the skill levels of participants.
  - c. Utilize equipment that is appropriate in size and type and is in good repair.

### **W. AQUATICS: Use of Public Aquatic Sites and Aquatic Sites Away from the 4-H Centers (PA-13) (PA-33) (PA-34) (PA-14)**

1. In most cases, 4-H centers do not use public pools or natural bodies of water. However, when a 4-H center does use a public pool or natural body of water, the following conditions are met:
  - a. Campers and staff are oriented to rules and boundaries,
  - b. Trained staff assess water and weather conditions to identify hazards and determine appropriate activities,
  - c. Camper access is limited as appropriate,
  - d. Facility and equipment is in good repair, and
  - e. Rescue equipment is readily available and in good repair.
2. In addition, when a 4-H center uses a public pool, natural body of water, or aquatic facility, staff who accompany 4-H campers to aquatic facilities (or sites) are trained on written procedures that specify their supervisory roles and responsibilities.

### **X. AQUATICS: Lookouts (PA-3)**

1. Each 4-H center must provide a lookout for aquatic activities. The lookout must be oriented to his/her responsibilities and be required to demonstrate elementary forms of non-swimming rescue.

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### **Y. AQUATICS: Supervision Ratios (PA-4)**

1. Each 4-H center has supervision procedures for aquatic activities which identify:
  - a. Minimum ratios of aquatic-certified personnel and lookouts on duty for each aquatic activity,
  - b. Ratio of aquatic supervisors to campers, including a minimum of two staff members who are on duty at all times (at least one of whom is an adult), and
  - c. All aquatic-certified persons and lookouts must be attentive to their responsibilities at all times and located in positions from which they can continuously observe and readily assist participants.

### **Z. AQUATICS: Wheelchair Procedures (PA-8)**

1. Whenever possible, 4-H centers should accommodate persons with disabilities.
2. Each 4-H center has wheelchair procedures and safety regulations to protect persons in wheelchairs. If a person in a wheelchair uses a small craft (such as a canoe), seatbelts or ties must be removed from persons in wheelchairs.
3. On docks, piers, or near bodies of water, some type of physical barrier should be used to prevent wheelchairs from accidentally rolling into the water.

### **AA. AQUATICS: Buddy System or other Safety Systems for Aquatic Activities (PA-9)**

1. Each 4-H center must develop a procedure, for all aquatic activities, to quickly account for all participants. For example, having each person paired with a buddy, and a whistle system established to inform aquatic participants when they need to find their buddy.

### **BB. AQUATICS: Participant Classification (PA-10)**

1. Each 4-H center must develop and implement a system for evaluating and classifying participants' swimming abilities, and for assigning participants to specific activities, specific pool areas, and specific equipment types, etc. that are commensurate with their abilities.

### **CC. AQUATICS: Condition of Swimming Pool (PA-11)**

1. The swimming pools at each 4-H center must have controlled access (fence or other barrier), visible posted pool rules, rescue equipment that is readily available and in good repair, water depths that are clearly marked, and evidence of routine maintenance procedures to address sanitation and safety.

### **DD. AQUATICS: Condition of Natural Bodies of Water (PA-12)**

1. The natural bodies of water on 4-H center property, or program areas on 4-H center property that are adjacent to natural bodies must meet the following criteria:
  - a. Controlled access to docks, piers, watercraft, and equipment,
  - b. Visible posted rules,
  - c. Known hazards are eliminated (or controlled),
  - d. Equipment is regularly checked and maintained,
  - e. Separate areas are designated for aquatic activities, and
  - f. Rescue equipment is readily available and in good repair.

### **EE. AQUATICS: Staff Swimming (PA-16)**

### **FF. AQUATICS: Personal Flotation Devices (PA-23) (PA-31)**

1. Each 4-H center requires that 4-H camp participants in all watercraft activities (canoeing, kayaking, etc.) must wear personal flotation devices (PFD)—that are safe for use—at all times.
2. PFDs must be Coast Guard approved, appropriate for the size and fit for each user, sufficiently buoyant to support each person, and in working condition.

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### **GG. AQUATICS: Watercraft Safety for Adults, Families, and Staff (PA-21)**

1. Watercraft activities (canoeing, kayaking, etc.) at each 4-H center are only available to youth and adult user-groups, families (with parents/guardians present and supervising), and staff when supervised by certified personnel. In these situations, these groups must wear personal flotation devices at all times, they must follow safety regulations for the waterfront, and a designated check-out system must be used.

### **HH. ADVENTURE/CHALLENGE: Spotters and Belayers (PC-9)**

1. Each 4-H center requires that spotters and belayers be used as appropriate during adventure/challenge activities. These spotters and belayers receive instruction in proper procedures and are directly supervised until competency is demonstrated. They are also located in positions from which they can continuously observe (spot) and quickly assist any participant.