

Mendham Borough Day Camp Staff Manual

Mendham Borough Day Camp strives to create an exciting, FUN, safe, encouraging place where campers can grow from new experiences, improve skills, make and expand friendships, and create wonderful summertime memories to last a lifetime.

The key to achieving this goal begins with YOU! We thank you for choosing to work with our campers to make their summer shine. From the onsite training, this manual,, and daily work, you will transform into a professional, dedicated, motivated, enthusiastic staff member. The one thing we ask that you always do is, "Take your job seriously, but not yourself!"

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TRAITS OF MENDHAM DAY CAMP EMPLOYEES:

Reliable

– punctual, follows through on tasks, and ready to work daily

Positive and helpful

– shows initiative, makes his/herself useful, displays enthusiasm and genuine interest, gets involved in activities with the children, takes job seriously but not themselves (does not mind getting goofy), acts as a teammate, presents his/herself on online social forums (Facebook, Twitter, Instagram, etc.) in a manner that is socially appropriate and would not be offensive to campers and families of campers

Communicates effectively

– understands the difference between constructive criticism and griping, cares about outward appearance, knows when to speak up and knows when to listen

Altruistic and goal-orientated

– good work ethic – puts ego aside for the common good of the campers and the camp (remember this job is about the children)

RESPONSIBILITIES OF ALL STAFF MEMBERS:

We are a team of professionals who share common core responsibilities. It is up to all of us to abide by the following.

All staff members must:

- Exude enthusiasm and positivity to create an environment built around teamwork, safety, trust, open communication, and growth.
- Know, understand, and follow the information described in the Mendham Borough Day Camp Reference Manual.
- Apply skills learned at staff training.
- Pay close attention to:
 - Camp programming
 - Cleanliness and safety of campgrounds
 - Routine duties
 - Health, happiness, and discipline of campers
 - Character and skill development of campers
- Keep ALL campers safe.
- Attend daily staff meetings.
- Teach or assist with camp programs and encourage camper participation.
- Treat campers and fellow employees with dignity and respect.
- Help maintain camp grounds - pick up trash, make sure activity areas are free of dangers, and report any areas in need of repair to Camp Director.
- Take the time to learn about the camper age groups with which they work.
- Promote good citizenship by modeling and encouraging campers to make good

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decisions (i.e. clean up after themselves, treat all equipment well, being courteous to fellow group members, etc.).

- Communicate respectfully and honestly.
- Exhibit appropriate personal habits, health, dress, speech, table etiquette and relationships.
- Work with camp directors and other staff to work out difficulties with facilities, programs, parents and campers.
- Be professional and courteous whenever a parent approaches. If uncomfortable, invite him/her to the Carriage House to speak with a Director.
- Take care when interacting with campers.
 - The following will not be tolerated and disciplinary action will take place:
 - Sarcasm does not work and is not acceptable
 - Use of foul language towards or around campers
 - Withholding snack
 - Harassment of campers
 - DO NOT toss campers in the air, swing them around, wrestle with them, tackle them or push them.

If campers insist on doing any of these behaviors and it becomes a problem, please see a head staff member.

GROUP COUNSELOR JOB DESCRIPTION:

Group Counselors are the primary caregivers for each camper.

Daily Expectations:

1. Arrive at assigned daily location, promptly, **by 8:30 AM on Monday morning, 8:40 AM Tuesday - Friday.**
2. Follow the sign-in procedure each morning to receive full pay. A head staff member will ensure punctuality.
3. **LEAVE ALL CELL PHONES IN YOUR GROUP BIN, IN YOUR CAR OR AT HOME.**
 - A. There is a **zero tolerance** policy.
 - B. If caught with a phone, a referral will be made to the Recreation Director.
 - C. If you must make a call, come to the Carriage House or see a senior staff member.
 - D. If you accidentally bring your phone to camp or need to do so, be honest and leave it in the cell phone box in the Carriage House.
4. Work with fellow group counselors to plan the free-times in group scheduling.
5. **Keep the group binder with your group AT ALL TIMES.**
 - 5.(a) Personal information is listed on the sheets and should be kept with a Group Counselor always.
 - 5.(b) Do not allow campers to hold the binder, draw in it, etc.
6. Greet campers and parents under assigned group banner. Engage campers while waiting for Morning Circle to begin.
7. Gather checked-in campers to the Morning Circle for the daily announcements. One counselor should remain behind, under the banner with the group binder, during this time to check in campers who may be running late.

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8. Bring the group back to the banners no earlier than 12:20 PM. A Head Counselor will retrieve any campers who are leaving early.
9. Keep a vigilant eye on campers during dismissal.
 - 9.a) One counselor from the group should engage all those in the group in a calm, safe, contained activity, to ensure they are checked with an approved adult.
 - 9.b) The remaining counselors shall help with checking dismissal paperwork and will call the camper over when the adult picking up the child has been verified.
10. Send guardians to Carriage House if there is a change in approved dismissal procedures.
11. Work ends at 12:45 PM, no one leaves before this time, unless approved by the Camp Director or Recreation Director.
12. Maintain the safety of all campers, most specifically those assigned to them.
13. Perform head counts **before leaving an area** and **when arriving to a new area**.
14. Station a counselor at the head of the line one at the end of the line, when escorting campers from one location to the next.

SENIOR STAFF JOB DESCRIPTIONS:

Senior staff includes Head Counselors, Arts and Crafts Director, Medical Director, Assistant Director, and Camp Director.

Responsibilities:

- Supervise new and junior counselors.
- Set up and breaking down of daily activities and other essential materials.
- Help plan, set up, carry out, and evaluate the daily special projects and activities.
- Make sure the Carriage House is organized and clean.
- Prepare snacks for groups.
- Ensure counselor participation in ALL activities.
- Take turns with other Senior Staff to make the camp run smoothly.
- Teach or assist group counselors with camp programs and encourage camper participation.
- Work closely with other senior staff members to ensure the camp runs smoothly.
- Check to see that group head counts are implemented frequently.
- Assist group counselors with dealing with camper behavior issues.
- Deliver campers who arrive late or are leaving early to their respective groups.
- Report staff infractions to Camp Director.
- May be seen using cell phones to communicate with other senior staff members.
- Model proper interaction with campers and guardians of campers.
- Monitor entire camp head counts.
- Supervise the interaction between counselors and campers.
- Assist group counselors in emergency situations.
- Help with the evaluation of group counselors.
- Carry out daily activities to ensure the camp runs smoothly and safely.

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Head Counselor Job Description:

Head Counselors are the primary contact with group counselors and their campers.

Daily Expectations:

1. Arrive by 8:15am Monday, Tuesday - Thursday 8:30 am and Friday at 8:00am.
2. Set up areas and events before campers arrive.
3. Carry a charged radio at all times.
4. Plan, set up, and carry out daily assignments.
5. Join Director at the All-Camp Morning Circle.
6. Check head counts when groups arrive at special events/assigned stations.
7. Complete 2-3 head counts per hour - ask staff number of campers in their group
- have them check by physically counting the number of campers present.
8. Prepare group snacks and enforce snack distribution expectations.
9. Assist group counselors with camper injuries and other emergency situations -
take them to from the group to the location OR remain with the group to
ensure correct safety ratio is maintained.
10. Relay counselor infractions to the Camp Director.
11. Oversee daily group check-in and check-out procedures.
12. Breakdown all stations and activity areas at the end of camp.
13. Make sure Morning and Afternoon side work is complete. All must remain until it
is finished.

Arts and Crafts Director Job Description:

The Arts and Crafts Director is responsible for the development and delivery of arts and crafts activities that are safe, fun, and appropriate to the campers' ages and abilities. She/he will assist in the management of the arts and crafts area and related equipment and supplies.

Responsibilities:

- Create plans that meet the abilities of the age group of campers.
- Present samples of the weekly plans to the Camp Director.
- Keep and maintain a binder/box in which instructions for each activity, examples of each project, and notes about the project (preparation, effectiveness with grade levels, etc.) in sheet protectors to be used as a reference for the future.
- Evaluate abilities of campers and staff.
- Design and deliver arts and crafts activities that make use of different art mediums, make use of the camp's natural environment, and use the art resources most efficiently.
- Evaluate the success of the arts and crafts program.
- Assist in the implementation of staff training for arts and crafts.
- Instruct other staff in their responsibilities at the arts and crafts area.
- Ensure campers and staff follow safety procedures during craft.
- Assist in the management and care of the physical facilities and equipment in the arts and crafts program area.
- Ensure the security of the arts and crafts equipment and supplies, including clear inventory and planning for replacement of supplies in a timely manner.

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- Conduct a daily check of the area and equipment for safety, cleanliness, and good repair.
- Clean arts and crafts area, keeping it free of hazards and debris.
- Participate enthusiastically in all camp activities, planning and leading those as assigned.
- Participate as a member of the camp staff team to deliver and supervise special events and other all-camp activities and camp functions.
- Assist in the planning of any special events especially in the areas of decorations and costumes.

Daily Expectations:

1. Set up tables and have all supplies set up.
2. Assist Directors in creating day's schedule based upon plans for projects.
3. Attend the daily staff meetings to inform staff of the day's project(s).
4. Take head counts of campers at arrival of Arts & Crafts and upon the completion of Arts & Crafts.
5. Use a timer to ensure groups are moving through their daily schedule.
6. Insist that campers and group counselors clean up all materials and surrounding area (grass, mulch, below tables, etc.) before leaving the station.
7. Direct counselors to assist campers with activities and make sure any projects that need to dry are placed on the clotheslines.
8. Once all groups have visited, clean up area, wipe and break down tables, prepare for the next day's activities.
9. Carry a charged radio.

Medical Director Job Description:

The Medical Director is an individual who is certified in advanced first aid, paramedic or emergency medical technician or first responder/CIM accredited by a certification agency.

Responsibilities:

Provide health care to meet the individual needs of camp staff and campers.

- Collaborate with other standard First Aid-level trained staff to meet the medical needs of those on camp grounds.
- Follow health care policies/procedures as described in NEW JERSEY YOUTH CAMP STANDARDS N.J.A.C. 8:25.

Organize, maintain, and use adequate resources for serving the health and medical needs of the campers and staff.

- Set up the camp Health Center.
- Inventory and order all necessary medical supplies and equipment.

Maintain accurate and detailed medical records according to the NEW JERSEY YOUTH CAMP STANDARDS N.J.A.C. 8:25.

- Ensure staff and camper health examinations are current and on file.
- Prepare and use daily medical log for treatment and administration of medications.
- Prepare and record insurance and accident report forms.

Oversee First Aid procedures and supplies.

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- Prepare and distribute first aid kits throughout camp including activity areas and off-ground trips.
- Ensure supplies are well stocked and distributed as needed.

Ensure a staff orientation session is delivered on medical services.

- Ensure camp staff and campers know their role related to health care and first aid.
- Provide or ensure orientation is provided that includes specific camper health and social needs, health center procedures, emergency procedures, staff health assessment of campers, policies on contacting parents, transportation to outside health facilities, accident prevention and risk management, and first aid in the camp setting.

Screen all campers and staff who are arriving and departing camp.

- Verify health history and examination.
- Verify emergency authorization.
- Identify any observable evidence of illness or communicable diseases.
- Conduct a health assessment.
- Keep all medications used by campers and staff.

Supervise sanitary conditions throughout camp.

- Observe daily cleanliness in the food service facility and other areas throughout camp.
- Report any health problems or symptoms of illness to the Camp Director.

Be responsible for contacting parents concerning the status of their child's health by telephone in the following situations:

- Any injury requiring an x-ray
- Illness requiring an infirmary stay and emergency treatment/accident, etc.
- Parent request for notification of minor injuries while at camp

Daily Expectations

1. Set up health station and meet with any group counselors to inform them of camper health issues.
2. Attend the daily staff meeting to provide any necessary general health information/reminders.
3. Carry a charged radio and cell phone.
4. Remain in Carriage House, unless an emergency arises on the camp grounds.
5. Make sure that if campers are brought to the Carriage House by anyone other than a Head Staff member that he/she is reminded to keep within the safety ratios and to utilize those in polo shirts.
6. Stay until all campers and staff have left camp grounds.

Assistant Director Job Description:

Responsibilities:

- Supervise Head and Group counselors.
- Assist in organizing and analyzing group binders.
- Assist in emergency situations, help with the evaluation of head and group counselors.
- Help plan, set up, carry out, and evaluate the daily special projects and activities.
- Maintain inventory of camp equipment and snack closet.

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- Complete rounds around the camp grounds to ensure head staff and group counselors are on task.
- Guide Head Staff in their delivery of camp programming.
- Communicate with the Camp Director regarding the implementation of daily activities.
- Assess the effectiveness of daily activities to plan for future camp experiences.
- Rate group and head counselors on their effectiveness.
- Assists head counselors with dealing with camper behavior issues.
- Register new campers, if the Camp Director or Recreation Director is busy.
- Deliver receipt books to the main office on a daily basis.
- Make runs to stores to help replenish dwindling stock.
- Help in the organizing group counselors to their weekly camper groups.
- Discuss staff infractions with the Camp Director and help carry out disciplinary action, when necessary.
- May be seen using cell phones to communicate with other senior staff members.
- Participates enthusiastically in all camp activities, providing support and guidance to those assigned as leaders.

Daily Expectations:

1. Carry charged radio and cell phone.
2. Guide Head Staff in their preparation for the day's events.
3. Ensure grounds are ready before the staff meeting.
4. Host Morning Circle, if the Camp Director is not available.
5. Dismiss groups and see to it that a Head Counselor escorts the first group to Arts and Crafts.
6. Survey camp grounds, performing 2-3 head counts per hour, supporting staff members, checking in with Head Counselors.
7. Assist Group and Head Counselors when injuries or behavior issues arise.
8. Ensure all groups are below the banners by 12:20 PM.
9. Remain until all campers and staff have left for the day.

Camp Director Job Description:

The Camp Director is responsible for furthering the success of the camp through the planning and delivery of program activities and events.

Responsibilities:

1. Market the camp through the maintenance of the camp website and through the production of weekly flyers.
2. Design safe, fun, and developmentally appropriate programs to campers.
 - Assess camp budget.
 - Ensure plans are prepared and implemented that meet camp outcomes and the abilities of the campers.
 - Evaluate program delivery abilities of staff.
 - Order equipment and materials to provide the best experience possible for staff and campers.
 - Book entertainment.
 - Deliver progressive program activities.

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- Evaluate the success of the program and the development of the campers' abilities and skills in various program activities.
 - Coordinate all camp programs with other staff.
3. Ensure that camp staff and campers know and follow safety and educational procedures during camp programs.
 - Assist in the implementation of staff training.
 - Provide guidelines for programs using camp equipment.
 - Ensure campers and staff follow safety procedures in all program areas.
 - Assist in the management and care of the physical facilities and equipment in all program areas.
 - Oversee the head staff's daily checks of area and equipment for safety, cleanliness, and good repair.
 - Report known hazards, on camp property, to the Borough.
 4. Supervise and evaluate senior staff to develop and implement all facets of camp program activities.
 - Monitor work of these staff members.
 - Provide comments and guidance to them.
 - Provide recommendations and concerns to Recreation Director regarding head staff performances.
 - Observe staff behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate management techniques.
 - Maintain written reports of staff infractions.
 - Report infractions to the Recreation Director.
 5. Develop and implement schedules and records for all areas of camp program and facilities.
 - Assign group counselors to weekly camper groups.
 - Make sure Group Counselor to Camper ratio does not exceed 6:1, preferably, try to maintain a 4:1.
 - Facilitate camper registration during camp hours.
 - Collect and evaluate records; report and evaluate camp program and activity areas.
 6. Conference with Recreation Director regarding programming and make necessary changes to programs, as directed.
 7. Engage enthusiastically in all camp activities, providing support and guidance to those assigned as leaders and campers.
 - Participate as a member of the camp staff team to deliver and supervise special events and other all-camp activities and camp functions.
 - Utilize training and experience in teaching program to adults and children.
 - Observe camper behavior, assess its appropriateness, enforce appropriate safety regulations and emergency procedures, and apply appropriate behavior-management techniques.

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IMPORTANT STAFFING NOTE:

We are elated to have you on our staff. For many of you, this may be your first paid job. We would like to remind you that, as with any job you hold, it comes with great personal responsibility. This job belongs to you. We request that you treat it as such. If you have any questions or concerns regarding your employment, please communicate with either the Camp Director or Recreation Director. Please refrain from having a parent or guardian contact the directors with your questions or concerns, as the job does not belong to him/her.

All vacation weeks and or days off that you did not indicate on your initial paperwork that is not approved by the Recreation Director will result in loss of future scheduled work time. If you plan to be out for more than 1 day in a week, the Recreation Director may need to hire a substitute.

DRESS CODE:

It is important that you dress appropriately so that you can be as effective and professional in your job as possible. Below are the expectations for staff attire.

Staff are expected to wear:

- A watch daily
- A staff shirt daily
- Sneakers to avoid injury
- Pants (no jeans) or shorts that are appropriate
 - Guys – wear shorts around the waist, not lower
 - Ladies – wear shorts that are appropriate length – they should be at least to the middle of your thigh
- Bathing suits that are appropriate – you should be able to play the children in and out of the water without risk of a wardrobe malfunction
- No jewelry that can either break or hurt you or a camper

STAFF RECOGNITION:

We love recognizing stellar staff! Each week Group Counselors have the chance to become a C.O.W. What's a C.O.W.? Counselor of the Week! Determination of C.O.W. contenders comes from Head Staff observations of daily performance. All observations will be collected and Head Staff will choose three. One Group Counselor will become the C.O.W. and the remaining two will receive Honorable Mention. Weekly C.O.W.s, announced every Friday at the close of camp, receive an award and gift certificate to the Wicker Basket. On the last Friday of the season, all of those recognized will be put into a hat and one will be chosen from the hat to receive a general gift card.

We also have C.O.D., Counselors of the Day. Throughout the day, raffle tickets will be distributed to groups counselors who are demonstrating qualities we expect. At the day's closing circle, the C.O.D. will be chosen in front of the campers. He/She will choose a prize for the day.

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STAFF DISCIPLINARY POLICIES:

Staff members are expected to act professionally with their fellow workers, supervisors, and the guardians of campers, as detailed in the job descriptions. Failure to adhere to job expectations will result in disciplinary actions.

There is a three-strike policy. If any of the expectations detailed in this document are not followed:

1. A verbal warning/reminder will be issued.
2. A written description of the infraction will be documented.
3. The staff member(s) who committed the infraction will sit down with a Camp Director or Recreation Director to discuss the infraction. During this time, additional information can be added to the write-up.
4. Once the Camp Director and staff member(s) have agreed upon the description of the infraction, the Camp Director and staff member(s) will sign and date the document, as acknowledgement of the occurrence.
5. Upon a staff member's third write-up, he/she will be asked to leave his/her position.

Consequences for infractions may include withholding pay for missed time or tardiness to dismissal from duties. The third infraction will result in a dismissal from duties. We reserve the right to forgo the three-strike policy in cases of major infractions, i.e. cell phone usage, for which there is ZERO tolerance.

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INTERACTING WITH CAMPERS:

All staff members will work with campers at some level. In order for staff to ensure a pleasant experience for campers, they must know and understand the age levels of those children with whom they are working. Knowing this information can help staff effectively plan activities that will interest campers and will help to target behaviors to reduce the need for disciplinary actions.

Developmental Characteristics:

5 to 7 Years Old (Grades K-2)

- ◆ Able to engage in group discussions
- ◆ Short attention spans make "hands-on" activities a must for this grade level
- ◆ Activities divided into small pieces or steps with physical activity in between work best
- ◆ Very concrete thinkers and do best with activities in which they are both doing and seeing things
- ◆ Have a strong need to feel accepted and have adult approval
- ◆ Counselors should provide lots of praise and encouragement for even small successes
- ◆ May have a need to be first, to be the best, and may be bossy
- ◆ Like to practice different roles
- ◆ Strong desire for affection and adult attention
- ◆ Generally are cooperative and helpful and want to please
- ◆ Avoid competition or activities that select a single winner or best person
- ◆ Enjoy working in small groups with plenty of adult attention

7 to 10 Years Old (Grades 3-4)

- ◆ Begin readiness for leaving home and parents
- ◆ Active, full of energy, and anything but quiet
- ◆ Activities should encourage physical involvement.
- ◆ Interests may change often, jumping from one thing to another.
- ◆ Activities divided into small pieces or steps work best.
- ◆ Acceptance, consistency, attention and friendship are strong needs
- ◆ At this age children begin to play and work together
- ◆ They become aware of each other's wants
- ◆ Free self-expression begins
- ◆ Strongly identify with same gender
- ◆ Easily embarrassed about doing either better or worse than their friends
- ◆ Want rules and regulations to be followed precisely
- ◆ Still developing an ability to understand competition
- ◆ Counselors should provide lots of encouragement and recognize even small successes
- ◆ Campers this age will respond to counselors, who show interest in individuals, are fair, consistent, and fun

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10 to 12 Years Old (Grades 5-6)

- ◆ Strong needs based on “fitting in”, belonging, and self-esteem
- ◆ Self-awareness of physical appearance and social pressures are stresses—concerned about changing body images
- ◆ Cliques with same gender and age are abundant
- ◆ Seek status through achievements, skills, and knowledge
- ◆ Want to be together in-groups, teams, and clubs
- ◆ Strongly desire new experiences
- ◆ Like to make, do and collect things
- ◆ Seek status through excellence in skills and knowledge of grown-up things
- ◆ Are fairly competitive in team and individual activities
- ◆ Enjoy being mischievous and daring
- ◆ Both genders can work and socialize in programs by sharing responsibility for planning
- ◆ Girls at upper age level develop an interest in boys
- ◆ Will imitate older campers and counselors they see as leaders
- ◆ Counselors should avoid comparing campers with each other, being careful not to embarrass
- ◆ Campers this age will respond to counselors who direct to their energy and guide them dynamically

Counselors must consider these characteristics when planning activities and interacting with campers.

MENDHAM BOROUGH CAMPER EXPECTATIONS:

1. Stay respectful
2. Stay together
3. Stay safe

If campers do not meet these expectations:

1. A counselor will guide the camper(s) a short distance away from the group and talk to the camper(s), to remind the camper(s) which rule he/she or they broke. It is imperative that the Group Counselor who spoke with the camper(s) relays the occurrence to his/her fellow Group Counselors.
2. If the behavior reoccurs after step one was implemented, a Group Counselor will take the camper(s) from his/her or their activity and proceed to the Carriage House for a talk and time out with the Camp Director.
3. If the behavior reoccurs after step one and step two were implemented, a Group Counselor will take the camper(s) from his/her or their activity and proceed to the Carriage House for a talk and time out with the Camp Director. In addition, the camper(s) will need to have a talk with the Camp Director and his/her guardian(s) during pick up. The Group Counselor will inform the guardian and escort the camper and guardian to the Camp Director.

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Group Counselors are asked to use their best judgment. There may be times when Group Counselors may decide that they should forgo the three-step disciplinary policy. For example, if the behavior results in the injury of another camper, or if the Group Counselors discuss the infraction with a Head Counselor and they both decide the Camp Director needs to be involved.

POSITIVE BEHAVIOR DEVELOPMENT:

Positive behavior is key to any successful, safe and enjoyable camp program. Here are some techniques that will help to reinforce positive camper behavior.

1. Make the Mendham Borough Day Camp Expectations (Rules) and basic behavioral expectations very clear. Make sure you and your fellow Group Counselors are on the same page before presenting expectations to campers.
2. After the Morning Circle, Group Counselors should host a short group meeting to remind campers of their responsibilities and to discuss the basic behavioral expectations for the day. Make sure all Group Counselors are on the same page so that behavioral expectations can be promptly reinforced.
3. Establish authority from the beginning – early on in the day. Being firm and consistent (while still being fun) establishes helpful boundaries and makes campers feel safe and cared for.
4. Be consistent, be consistent, and be consistent! The entire staff is a unified front to back each other up.

CAMPER SENSITIVITY:

When dealing with campers, it is crucial to treat all parties with respect and care. Before campers can trust each other, they must first trust their group counselors.

1. Tickling, wrestling and horseplay can be fun, but err on the side of caution when dealing with campers. An action you consider “fun” may be taken as invasive, intrusive or even hurtful.
2. Stray away from any comments that concern a camper’s body.
3. NEVER touch a camper against his/her will unless he/she is in danger.
4. NEVER withhold food or drink from a camper, unless due to an allergy or other request from a supervisor/guardian.
5. Keep in mind that being hungry, thirsty, hot or tired will affect how staff and campers communicate. Patience is lacking and stress is abundant at these times. Check any personal frustrations you might have before you attempt to interact with a camper. If you need a break, tell a colleague.
6. NEVER photograph campers OR other staff members on camp grounds without written consent from the person and guardian.
7. Do not use offensive or inappropriate language in front of the campers at any time.

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BRINGING OUT THE BEST IN CAMPERS:

Repeat, repeat, repeat!

At the start of each day, before leaving the banners, have the children chant the rules, "Today we are going to stay respectful, stay together, and stay safe!"

Praise often and specifically

When you see someone following the rules! "David, great job treating Joe with respect!"
Avoid all uses of sarcasm.

Redirect

When a group of campers is being too antsy, rather than having them get in trouble for "breaking the rules," distract them by having a statue contest, or magically turning them all into baby worms.

Natural, immediate consequences

Be sure to address behavior issues swiftly and immediately. Campers will learn what is right and wrong much more easily if consequences are directly linked to what they did wrong. For example, a camper may become upset and knock down another camper's sand castle. Immediately pull the destructor over, explain to him/her why his/her actions were wrong and have the camper assist in rebuild the sand castle.

Simple, clear instructions!

Be very simple, clear and direct in any instructions. When disciplining, be sure to communicate expectations, how the camper did not meet the expectations, and what the camper should do next time in a way that he or she can understand.

Consistency and Communication!

Make sure all the counselors in your group are on the same page and know what is going on. Keep head staff in the loop!

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LISTENING STRATEGIES:

One of the easiest ways to connect with a child is to listen to him/her. Children are not often listened to and very rarely receive respect. We have a great opportunity to make our campers feel heard and respected. Some effective listening strategies include...

- Door Openers**- Invite the camper to say more than what he/she has expressed. This conveys willingness to listen, acceptance and respect. Examples: "This seems like something important to you." or "Really?"

- Content Feedback**- Repeat what the camper said in different words so that he/she knows you heard and understood them. When you repeat things back, watch for resistance because often the closer you get to true feelings the more resistance you will sense and see. Make sure that you do not project your thoughts about the camper's feelings onto him/her.

- Open Body Language**- Your body language needs to communicate that you are listening, so it is important to maintain eye contact and position your body to face the camper's. You would be amazed at what squatting down to eye level does for communicating with a child! Also make sure there is nothing in between the two of you, so that you are giving your undivided attention.

- Example of a poor listening strategy:**
 - Camper: "I don't want to play the game."
 - Counselor: "Oh come on, it'll be fun!"
 - Camper: "No, it won't. It's a stupid game. It's dumb."
 - Counselor: "Well, everyone needs to participate, including you. Do you think you are better than the other campers?"
 - Camper: "No, I just don't want to play."
 - Counselor: "Well, too bad. You're going to. Let's go."

- Example of a better listening strategy:**
 - Camper: "I don't want to play the game."
 - Counselor: "Really?"
 - Camper: "It's stupid."
 - Counselor: "What is it that you are worried about?"
 - Camper: "I don't want to look stupid."
 - Counselor: "Are you feeling embarrassed by what you have to do?"
 - Camper: "Yes, I'm too fat and I don't want to look dumb out there."
 - Counselor: "Let's talk about this."

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MEDIATION:

Mediation is when a non-partial party helps two or more people resolve a conflict. Mediation helps the people resolve conflict by talking and problem solving how to improve the current situation, come to a compromise, and sets ground rules for further conflicts and issues. The mediator needs to be someone who is not involved emotionally or physically in the conflict. Mediation occurs only after the two parties are calm enough to discuss a solution to the problem.

Ground Rules:

- Only one person speaks at a time. You can use a ball or an object to represent that that person is talking. If you are not holding the ball you cannot talk.
- No name calling or insulting
- Only use "I" statements. Example: "I feel angry when people outside my family talk about my mom."
- Eye contact is given when the other person is talking, however, staring is not permitted.
- Not everyone is going to get exactly what he or she wants. Everyone needs to be able to compromise.

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EXPECTATIONS FOR DAILY ACTIVITIES:

Each day, camper groups will follow the daily schedule, found in the group binder. During “free” periods, ***it is up to the Group Counselors*** to plan for fun, engaging activities that are developmentally appropriate for the group of children with whom they are working. The best way to make sure all of this happens is by creating a plan BEFORE presenting the activity to your group. You can plan as a group, using the group binder and other resources, before the daily staff meeting or after your campers have left for the day.

Activities may include, but are not limited to the following:

- Icebreakers
- Group games
- Singing songs
- Finishing arts and crafts projects

EFFECTIVELY INTRODUCING ACTIVITIES TO CAMPERS:

As a counselor, you are a teacher and guide. The Boy Scouts of America use an effective model to help their trainers recall how to introduce activities. It is called the EDGE Model and is useful when trying to teach campers a new activity, skill or behavior.

E = EXPLAIN (10% of activity time)

- Counselor(s) will lead a brief, simple introduction of the activity
- Led by the counselor(s)
- Can be done by
 - Simply telling campers
 - Hooking campers with a question

D = DEMONSTRATE (25% of activity time)

- Counselor(s) demonstrate, or show, the new activity, skill or behavior correctly
- Provides campers with a clear image in his/her mind of what it looks like
- Can be done by
 - Showing - role playing
 - Doing it yourself as they watch
 - Using a diagram
 - Telling a story

G = GUIDE (65% of activity time)

- This is the time when campers give the new activity, skill or behavior a try, while counselors keep a watchful eye on their application of what was explained and demonstrated
- During this time, counselors give feedback/guidance to help campers move toward success
- Can be done by
 - Asking helpers to model what was just shown while counselor(s) watch and give verbal hints, positive feedback and tips - after this model, have other campers share what they notice

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- Having the group do it together at the same time - stopping to correct any incorrect behaviors using a statement as such, “We are noticing that...” or “Let me show you how you can...”
- Including counselors in the task to continue to provide support
- Letting the campers try it and then talk about it
- Letting campers ask questions as they try it

E = ENABLE (Usually the next time campers engage in the activity)

- This is when counselors step back and support campers by giving them a chance to do it alone
- This happens when campers can implement the new activity, skill, or behavior alone
- Can be done by:
 - Giving a memory aid (EDGE is a good example of a memory aid)
 - Asking a camper to teach someone else
 - Giving them a chance to do it again without counselor involvement

Many times, the explanation and demonstration portion can be done at the same time. This modeling is fluid and connected - each step moves into the next one seamlessly.

Modified from "The Trainer's Edge" <http://www.scouting.org/filestore/pdf/26-242.pdf>

If you find campers are not completing the new activity, skill or behavior as you or your teammates had instructed, it shows that you need to go back a step or two and continue to guide them. “If you’re not making a mistake, you’re probably not learning.” Think about your mistakes and use them to guide you in your next go at teaching that new activity, skill or behavior.

Overall, you must remember that any time you are introducing your planned activities, your enthusiasm and confidence are the key to their success. Enthusiasm is infectious. Remember, take your job seriously, but not yourself. Keep things brief and simple and get silly, laugh, have FUN!

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Daily Schedule:

Campers are separated into same-gender, grade-level groups to ensure they are with their peers. By separating campers by grade level, staff are able to target specific learning characteristics associated with groups of campers to ensure campers enjoy our offered activities. We pride ourselves on trying to ensure a 4:1 Group Counselor to camper ratio, but will never exceeding a 6:1 ratio, to ensure the safety and well-being of our campers.

Although campers are grouped by gender and grade level to maintain our optimal counselor to camper ratio, we have formatted our daily schedule to encourage interaction between genders in the same developmental levels.

Daily schedule will ALWAYS include:

Arts & Crafts

- During their visit to Arts & Crafts, campers will create either daily crafts or extended projects.

Daily Themed Activity/Visiting Entertainment

- Each of our six weeks of camp are centered on specific themes. Head Counselors will guide campers through a daily event that ties into our weekly theme. Sometimes we will have special visits from outside entertainers!

Snack Break

- All campers will sit down with their same-gender, grade-level group, to enjoy a snack and drink. Fridays are always special, as every camper gets a Fla-Vor-Ice.

Possible Off-Campus Trips:

Library

- K-1 campers will have the chance to visit the Mendham Borough Library on Tuesday mornings
- At the library, they will listen to a story and complete a connected activity

Mendham Racquet Club

- Campers in grades 3-6 will be dropped off at Mendham Racquet Club, instead of Borough Park, to enjoy the pool.
- Campers will stay at the Racquet Club from 9:00am to 11:00am.
- At 11:00am, the Assistant Camper Director, Head Counselors, and Group Counselors will escort campers on a walk back to Borough Park to finish out the day.

COUNSELOR RESPONSIBILITIES AT STATIONS/OFF-SITE TRIPS:

- Make sure their group arrives on time.
- Not disturb the group who is currently working/finishing an activity.
- Pay close attention to directions/tips provided by head staff overseeing the activity.
- Participate and help campers to perform to the best of their ability.
- Exude enthusiasm and offer encouragement when things get difficult.

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- Insist that campers help when it is time to clean up.
- Demonstrate/encourage good sportsmanship.
- Keep a vigilant eye and use a name-to-face head count.
- Strategically place counselors at lead, flanking the sides of group and in the end of lines/groups as they move along the sidewalks.
- Address any camper misbehavior immediately.

ARTS AND CRAFTS SPECIFIC RESPONSIBILITIES:

- Arrive to Arts and Crafts ON TIME.
- If the other group is still working, please wait with your campers, on the east side of the gazebo, away from the street, so you do not disturb the group that is finishing their project.
- Pay close attention to directions the Arts & Crafts Director gives so that you can be of optimal assistance to your campers.
- PARTICIPATE and HELP with the daily craft.
- Reach out to the Arts and Crafts Director to see how you can assist.
- The best way you can help is by acting enthusiastic and helping the children.
- Give your campers tips and ideas.
- Assist campers with cutting, tying, gluing, etc.
- You MUST make sure your campers clean up after the craft is finished; you must also assist in clean up.
- Entertain campers who finish early.
- On project completion day, make sure campers take home their crafts

SNACK TIME SPECIFIC RESPONSIBILITIES:

Snacks and a drink are provided for children daily. Group snack areas are the same as the inclement weather shelters.

- Be aware of food allergies in your group and plan accordingly. Some campers will bring their own snack to camp. See the Health or Camp Director, if this is the case.
- Send ONLY one counselor to gather your group's snack.
- Make sure you have the correct bag for your group. We count out the materials and this will save money.
- Teach campers to be responsible citizens by requiring them to clean up after themselves. All trash needs to be placed in the trashcan.
- Problem solve if children do not like the snack – you may provide something else in the Carriage House, but if this becomes an issue, suggest to the camper's guardian that he/she may want to bring their own daily snack.
- Ensure all empty containers and leftover food to the kitchen area of the Carriage House, in your cloth bag.

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KEEPING TRACK OF CAMPERS:

Each Group Counselor is assigned to a camper age/gender group. All Group Counselors must know the whereabouts of the campers in their group at all times.

Ways to account for children:

- Know the names and the faces of all campers in your group and make sure you use camper names when speaking to them.
 - To help you remember each camper, take an interest in their interests and ask personal questions about activities – little league games, recitals, etc.
- We strive for a 4:1 ratio of campers to counselors. The **maximum is 6:1**. Keep this in mind as you divvy your groups to maintain this ratio to ensure the safety of campers.
- If your group separates, each counselor should have a list of who is with whom.
- Establish a daily buddy system, to add another check.
- **NAME-TO-FACE HEAD COUNTS!** Counselors should say the camper's name and visually assess that the camper is present, not just allow the camper to say, "Here!"
- Use an attendance sheet to document the campers who are present after your Morning Gather. Update the sheet throughout the day. **Use an "A" to indicate arrival and a "D" to indicate departure.**
- Use the check-off sheet to indicate that you have counted campers when moving from one area to another. EVERY SINGLE time your group moves from one place to another, all counselors should count the campers and confirm with each other that all of the campers are present and accounted for.
 - Develop a group gathering activity – circle up, line up, etc.
 - Make it fun; try timing the campers in your group during each gathering activity to see if they can beat their previous time.
 - Head Counselors will ask for your magic number when you arrive at a station and will double check that number with the attendance taken at the beginning of the day.
 - Do not allow campers to wander off alone.
 - Use and enforce the buddy system within your group. Children should never go to another location without a buddy or without telling a counselor.
- **Campers should ONLY be brought into the Carriage House for:**
 - Minor injuries
 - To use the bathroom
 - For disciplinary issues
- For **serious injuries**, **do not move the camper**; seek out a senior staff member.
 - She/he will notify the Camp Director and she/he will assess the situation.
- Senior staff will help with those campers who do not respond to the steps set forth in the discipline code.
- Keep campers away from the streets and make sure they cross the parking lot behind the cones on the Carriage House side.
- Keep all campers within the camp boundaries at all times.
- When in doubt, look for a Head Counselor!

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MISSING, LOST, or RUNAWAY CAMPER:

1. When a Group Counselor realizes a camper is missing, he/she should notify the other counselors in their group. One Group Counselor should leave the group and notify the nearest Head Counselor, who will radio/call the Camp Director or Assistant Camp Director.
2. All available staff should meet at the Carriage House door to organize a search party. Each available staff member will be assigned a location to search including the park, blacktop and all other activity areas on the campgrounds. The Camp Director will designate a staff member to get in a vehicle and drive slowly down the surrounding roads, yelling the camper's name.
3. If possible, Head Counselors should remain at each activity and continue without alarming the rest of the campers.
4. As staff searches their defined area, they will repeatedly yell the name of the missing camper.
5. Search for approximately 10 minutes, then return to the Carriage House door to form a new strategy.
6. If after the second 10-minute period the camper is not found, the Camp Director or Executive Director should contact the local authorities.
7. The camp staff should completely and with total cooperation follow the direction of the local authorities.
8. The Camp Director or Executive Director will contact the parents and/or guardians under the direction of the local authorities.
9. As needed, an emergency communication center will be established.
10. Staff will speak with campers and address emotional needs and concerns.

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INCLEMENT WEATHER PLANS:

We hope that we have as many sunny days as possible, but if rain is in the forecast, we will host camp indoors. Indoor days are inevitably some of the most difficult days for Group Counselors.

You will be notified via Remind of the day's inclement weather plans.

If it begins to rain heavily or if lightning is close by, and camp is already in session, direct your group to their assigned location. Encourage the campers to stay with their buddies and make sure each camper is accounted for. The Camp Director and program director will decide when/if to resume normal activities and Head Counselors will notify Group Counselors of the plan.

Kindergarten	Carriage House
1st Grade	Arts & Crafts Area
2nd Grade	Under the awning in front of the Carriage House
3rd Grade	Dug outs in front of Carriage House
4th Grade	Back Field Dug Outs
5th Grade	Flag Pole Dug Outs
6th Grade	Gazebo

If the weather becomes too severe, campers will be picked up from the assigned locations. It is imperative that head counts are taken during this time and that campers remain with their group and check out with a Group Counselor.

FIRE PLAN:

- If a fire has been spotted, the Camp Director should be notified immediately.
- Head Counselors will gather their groups quickly and head to the Carriage House.
- If the fire is in the Carriage House, Group Counselors will lead their groups to the Gazebo.
- At either location, campers should be lined up in the buddy system so that all can be accounted for.
- Head staff will conduct an all camp attendance check to account for any unaccounted campers/staff members.
- If fire trucks come, continue to keep the campers together.
- The Camp Director and Head Staff will announce when programs can be resumed.

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SUSPICIOUS PERSON PLAN:

It is up to all of us to remain vigilant at camp. The safety of campers and fellow staff members is our number one priority to ensure all have an enjoyable experience.

- Should a staff member or camper spot a person who does not belong on camp property, a Head Counselor should be notified immediately.
- Approach the person and ask, "May I help you?"
- The Head Counselor will radio to the Carriage House to report the person and notify the Camp Director.
- The Camp Director will instruct the Head Counselor how to continue with the person.
- All campers should move to a different location, away from the suspicious person.
- All staff will wear the official camp t-shirt.
- All visitors to camp should be directed to the Carriage House to check in with the Camp Director.
- At any time should a person be spotted in camp without a visitor's name tag of the proper camp identifications, that person should be escorted to the Carriage House to sign in.
- If any person fails to comply with these procedures, Head Staff will notify the Camp Director immediately.

BEHAVIORAL INCIDENT REPORTS:

Behavioral incident reports provide documentation of events that have occurred involving campers that may, or will have implications for future consequences. These reports describe incidents that are deemed serious, and/or so unusual to warrant a written record. These records become part of the camp's incident file and may be used as part of ongoing investigations, as well as program evaluation data. Do not guess at information. They are an important component in the processing of an incident with the camper, parents, and others, and are also potential data in any legal proceeding that may follow. Therefore, they must be written accurately, completely, legibly, and as soon as possible after the incident. Report should always be written when the problem behavior involves a violation of law (e.g. assault, weapons, drugs, theft, vandalism), any act related to safety, an act that may result in a suspension from camp programming, and all incidents involving physical restraint of a student or physical contact that may be questioned.

A useful rule to observe when deciding if an incident should be reported is: When in doubt, document it. The individual responsible for writing a report is s/he who was directly involved, first observed, or received knowledge of the incident. The sequence of events in an incident may require separate reports from different adult observers/ participants. When two or more campers are involved, separate reports should be written for each camper describing his/her behavior(s). Reports are retained in confidential camp files. Thus, to protect individual rights do not put more than one name at the top of a report.

SUSPECTED ABUSE OR NEGLECT OF A CAMPER:

The following list comes from the Department of Health and Human Services.

Report these possible indicators of abuse or neglect to your supervisor. When you do report, you will be asked to do so verbally and to fill out a Behavioral Incident Report. If you feel that your supervisor has not taken appropriate action, report your concern to a different trusted adult.

If you observe someone abusing or neglecting a child, it is your legal duty to report that event. If steps are not taken to protect children from that abusive or neglectful person, is your ethical duty to continue reporting your concerns until someone takes corrective, protective action.

- The law defines camping professionals as “mandated reporters” of suspected abuse and neglect.
- If you witness or hear about an instance of questionable or clearly abusive or neglectful behavior, consult immediately with your camp’s director.
- The law does not require you to have proof, only to have a suspicion that inappropriate touch or abusive or neglectful behavior may have occurred.
- Signs of possible abuse or neglect include
 - (a) injuries with a sketchy explanation
 - (b) precocious sexual knowledge
 - (c) public sexual behavior or sexually provocative behavior
 - (d) injuries to places on the body normally covered by a bathing suit
 - (e) withdrawn or aggressive behavior not reliably attributable to another cause (e.g., homesickness)
 - (f) the person tells you about an instance where he was touched or treated in an unsafe manner.
- If a camper asks, “Can you keep a secret?” the best response is, “I’ll do my best to keep our conversation private, but if I have concerns about your safety or the safety of someone else, I will involve a few other people in order to keep you safe.”

The following general signs may signal the presence of child abuse or neglect.

The Child:

Shows sudden changes in behavior or school performance

Has not received help for physical or medical problems brought to the parents' attention

Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes

Is always watchful, as though preparing for something bad to happen

Lacks adult supervision

Is overly compliant, passive, or withdrawn

Comes to school or other activities early, stays late, and does not want to go home

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The Parent:

Shows little concern for the child
Denies the existence of—or blames the child for—the child's problems in school or at home
Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
Sees the child as entirely bad, worthless, or burdensome
Demands a level of physical or academic performance the child cannot achieve
Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

Rarely touch or look at each other
Consider their relationship entirely negative
State that they do not like each other

Types of Abuse

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. ***It is important to note, however, that these types of abuse are more typically found in combination than alone.*** A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical Abuse

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect

Consider the possibility of neglect when the child:

- Is frequently absent from school/camp
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather

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- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual Abuse

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Modified from expertonlinetraining.com

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FIRST AID AND HANDLING EMERGENCIES

Camp safety takes the combined effort of all camp staff and counselors. Even though all accidents cannot be avoided, many risks can be managed. In addition, senior staff and counselors can respond quickly and appropriately when accidents and incidents occur at camp. Below are some basic tips for eliminating risks and preventing accidents. Counselors should review this information and share it with their campers so everyone can have a safe experience.

Sunlight and Heat Related Health Risks

Group Counselors are the front line of emergency response, so remembering what the initial symptoms of heat problems are is vital. Nip any problems in the bud before they develop to become more dangerous.

- Sunburn occurs when unprotected skin is exposed to too much sunlight.
- Heat cramps are often the first signal that the body is having trouble with the heat.
Painful muscle spasms usually occur in the legs and abdomen.
- Treatment includes rest and drinking plenty of fluids.
- Heat exhaustion is characterized by cool, moist, pale, or flushed skin; headache, nausea, dizziness, weakness, and exhaustion.
✓Treatment includes rest, drinking plenty of fluids, and administering cool compresses.
- Heat stroke is a serious medical emergency, which develops when the body systems are overwhelmed by heat and begin to stop functioning.
✓Signals include red, hot, dry skin; changes in consciousness, rapid weak pulse, and rapid breathing.

To prevent these risks, practice these basic tips.

- Wear light colored loose fitting clothes.
- Apply sunscreen generously and used often.
- Bring a water bottle daily and drink plenty of liquids.
- Seek out the shade whenever possible.

POOL SAFETY:

The following safety is expected of all staff and campers while at the pool.

- Everyone stays out of the water if lifeguards are not present
- Listen to instructions from the Lifeguard(s) and make sure campers are also
- No talking to/distracting Lifeguards who are on duty
- No running or rough
- Swim/jump in designated areas only
- No glass in or around waterfront
- Wear shoes to and from waterfront
- Obey buddy system at all times – children should always be with a buddy in the water

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HAND WASHING PRACTICES

The number one way to prevent the spread of infectious diseases is to thoroughly wash your hands. Many germs will float around camp.

It is important to wash your hands:

- After using the restroom
- Before serving snack
- After assisting an injured person

SPECIFIC INJURIES

These are some general guidelines to follow for specific injuries and medical situations.

- For minor scrapes and cuts, a Group Counselor can take a camper from the group and bring the camper to a Head Counselor to have the camper escorted to the Carriage House.
 - That Group Counselor should immediately return to his/her group.
 - The Head Counselor, once the camper is cared for by the Medical Director, will deliver him/her back to his/her group.
- If the camper has a severe cut, use the kit in your binder.
 - A Group Counselor should first put on gloves
 - Apply direct pressure to the cut with a clean cloth or towel until help arrives.
 - If you do not have a cloth or towel, have the camper apply pressure to the cut with his/her hand.
 - Keep the camper comfortable in a seated or reclining position until help arrives.
 - If the cut bleeds through the first layer of bandage, add another clean layer on top of the previous one.
- If the injured person has been stung or bitten,
 - Move him/her away from the area to ensure he/she does not get stung or bitten again
 - Have him/her sit down and remain calm as possible until help arrives.
 - Find a Head Counselor to radio the Medical Director.
- If someone has been burned, get him or her away from the heat source. Run cool, not cold, water continuously over the burn.
- If someone is having a seizure, remove nearby objects. Do not restrain the person. Do not put anything in his/her mouth. Protect his/her head by placing a folded cloth beneath it.
- If someone loses a tooth, have him/her pad the gum with a sterile cloth to absorb the blood.
 - Have him/her pick up his/her tooth with a tissue
 - Escort the person to a senior staff member, who will take him/her to the Carriage House.

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HOW TO IDENTIFY IF SOMEONE IS IN SHOCK:

(FROM © 2011 University of Maryland Medical Center (UMMC).)

Shock is characterized by inadequate circulatory provision of oxygen, which causes your vital organs and tissues to shut down. It typically occurs when your blood pressure falls to a very low level, either from reduced cardiac output, or from reduced effective circulating blood volume. As your blood pressure falls, your brain and other organs don't get enough blood or oxygen to function, and they begin to fail. Shock can arise from any of a number of causes. It is a life-threatening medical emergency and must be treated early to avoid serious complications and even death.

Signs and Symptoms:

Common signs and symptoms of shock include:

- Low blood pressure
- Altered mental state, including reduced alertness and awareness, confusion, and sleepiness
- Cold, moist skin. Hands and feet may be blue or pale
- Weak or rapid pulse
- Rapid breathing and hyperventilation
- Decreased urine output
- In septic shock (from overwhelming blood infection) -- shaking chills, rapid temperature increase, warm, flushed skin, and rapid pulse
- In shock related to heart problems -- lung congestion, rapid pulse, heart murmur, enlarged neck veins

What Causes It?

Shock can have several causes. Doctors classify shock according to categories:

- Loss of fluid in the bloodstream (hypovolemic shock) -- occurs after heavy bleeding from an injury or a condition, such as bleeding ulcers. Hypovolemic shock can also occur if your body loses too many fluids other than blood (such as losing water after severe diarrhea or vomiting, or losing plasma after serious burns).
- Blood vessels become too dilated (distributive shock) -- If the blood vessels expand too much, they are not able to keep blood circulating to all organs. Septic shock, which occurs when bacteria invade the bloodstream, and anaphylactic shock, which is a severe allergic reaction, are examples.
- Heart problems (cardiogenic shock) -- In this case, the heart doesn't pump enough blood through the body. It can be caused by a heart attack, abnormal heart rhythm, or damage to the heart from heart disease.

Who's Most At Risk?

The following conditions and characteristics increase the risk for shock:

- Serious injury and trauma
- Heart conditions, such as heart disease or heart attack
- Surgery
- Bacterial infection that has spread to the blood
- Bleeding

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- Losing large volume of fluids from severe diarrhea or vomiting
- Excessive alcohol use
- Severe anemia
- Weakened immune system
- Allergic reaction to a drug, food, or environmental exposure
- Drug overdose
- Pregnancy

Treatment Plan

The main goals of treatment are to maintain blood pressure and to make sure the person's vital organs get enough blood and oxygen. Have a Group Counselor notify a Head Counselor immediately so the Medical Director can come to the aid of the person.

First aid for shock includes having the person:

- Lie on their back and prop his/her feet up at least 12 inches
- If the person has head/back pain, do not move them at all
- Raise their legs to help blood return to the heart
- Stop any bleeding
- Do not give him/her food or water
- Cover them with a coat or blanket to ensure warmth, and performing cardiopulmonary resuscitation (CPR), if needed.
- Emergency medical staff will administer oxygen, and in the case of hypovolemic and septic shock, intravenous fluids.

EMERGENCY SITUATIONS

These are some general guidelines to follow if a camper or another counselor is injured.

- If there is an emergency, **stay calm**. This will automatically put the child or staff member more at ease, while also making it easier to get facts about the incident straight.
- Check out the situation before you approach someone needing help.
 - Look out for things that might hurt you, or hurt the person who needs help.
 - Don't put yourself in danger.
- Never touch blood or other bodily fluids that are not your own without wearing gloves.
- At least one counselor should give priority attention to the injured party and should remain with the injured while the other counselor(s) take the rest of the camper group away from the area and a Head Staff member is notified.
- Notify one of the Head Counselors immediately, but never leave the injured or sick person alone. A counselor stay with him/her or send someone for help.
- At the scene of the incident/accident, the counselor should see that the victim and the surroundings are not disturbed.
 - The counselor should stay with the injured until a head staff member or rescue team has assumed responsibility.
- The counselor who is with the injured should, to the best of his/her ability remember to stay calm. This will help the injured person to stay calm.
- Try to find out what happened or what is wrong with the sick or injured person. Look for medical alert jewelry (e.g. diabetic bracelet).

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- Unless you know what you are doing, DO NOT attempt to give the person first aid. Doing the wrong thing may do more harm than good.
- Do not try to move a hurt person unless he/she is in a dangerous place. If the person needs to be moved, proceed very carefully and always try to keep his/her neck and spine stable.
- The Recreation Director or Camp Director will contact the parents and/or guardians as soon as possible.

Modified from http://taylor.ifas.ufl.edu/documents/4-HCampCounselorTrainingManual_09.pdf

All injuries must be documented in the Medical Log.

Group Counselors must relay daily injuries to guardians during pick-up.

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ACKNOWLEDGEMENT OF RESPONSIBILITIES:

After you have thoroughly read through the information in the manual, please fill out this document and bring it on your first day of work. By signing this document, you are stating that you understand your responsibilities as a Mendham Borough Day Camp staff member.

As a Mendham Borough Day Camp employee, I agree to fulfill the responsibilities listed above, comply with the rules and regulations listed, understand and know the procedures detailed in this manual, and will make sure I contact the Recreation Director with any questions regarding my employment.

Counselor's Full Name: _____
Please Print

Signature Date