WELCOME STAFF!

We are so excited that you have chosen to be a part of the summer camp team with Henrico Recreation and Parks. We know that you will be an integral part of another successful summer!

We couldn’t be successful without each and every one of our committed staff. Lots of hard work goes into preparing each staff to work summer camp. This Camp Staff Training Manual is a major component of the summer training and is a great reference guide for you. It is important that you read this manual thoroughly. It is designed to guide you successfully through your summer with us, and all staff is held accountable to the guidelines. After your review, should you have questions, concerns, or need further clarification, please contact the appropriate coordinator for your camp program.

The links that appear blue and underlined like this, are resources and forms that we have to help promote a safe camp. To access these resources online, visit the Camp Henrico Staff Portal.

Have a fun and safe summer!

Summer Blast and Teen Scene Camps are just one piece of the extensive offerings of 2016 summer camp opportunities for Henrico’s youth by Recreation and Parks.

Free and open to elementary and middle school Henrico County residents only, the camps offer a safe and engaging summer through recreational play.

Across the twenty-three sites and seven sessions, there are a total of 3,434 enrollments!

Camp Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Session I</td>
<td>June 27-30</td>
</tr>
<tr>
<td>Session II</td>
<td>July 5-7 (No camp July 4)</td>
</tr>
<tr>
<td>Session III</td>
<td>July 11-14</td>
</tr>
<tr>
<td>Session IV</td>
<td>July 18-21</td>
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<tr>
<td>Session V</td>
<td>July 25-28</td>
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<tr>
<td>Session VI</td>
<td>August 1-3</td>
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<tr>
<td>Session VII</td>
<td>August 8-11</td>
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INTRO TO THE COUNTY
This section will provide you with an overview of what it means to work for Henrico County. We value our employees and strive to make them feel like they are part of a highly successful team.

Henrico County Vision and Mission

In partnership with our citizens, Henrico County Government is dedicated to enhancing the quality of life for all our residents. As a nationally acclaimed local government, the County accepts the challenges of our changing social, physical and economic environments by serving in an efficient manner, with pride and concern for the present and excitement for our future.

We value diversity and strive to meet the needs of our ever-changing community. Our differences enhance our performance; through individual contributions, involvement and creativity, the quality and effectiveness of our government are strengthened. By working together and learning from each other, we reach common goals and fulfill our responsibilities.

We are dedicated to providing our citizens responsible government, characterized by integrity and accountability. We will provide service in a professional manner with sensitivity to the needs of all people and our environment.

We are committed to the concept that the public, as our customers, deserves honest consideration, professional conduct and respect regarding all government activities.

We believe that our reputation for integrity, credibility and sensitivity to employee and citizen needs is a key asset.

We recognize that our employees are a valuable resource to be treated with equality, fairness and justice.

We believe that accountability and responsibility in handling the public’s property and money are essential.

Recreation and Parks Vision and Mission

The Division of Recreation and Parks exists to enhance the quality of life and to foster a sense of well being and community for the citizens of Henrico County. This is accomplished through management of resources and by facilitating leisure services and recreational opportunities in safe and well maintained environments.
Henrico County Core Competencies

- Communication
  Developing and maintaining positive relationships.

- Results Driven
  Understanding and attaining organizational goals and objectives.

- Serving Customers
  Anticipating and fulfilling the needs of internal and external customers.

- Leading and Influencing
  Motivating, persuading, and supporting others to accomplish team and organizational goals.

- Technology Literacy
  Ability to use, understand and manage technology appropriate for job function.

- Understanding the Business of Henrico County
  Recognizing and aligning actions with Henrico County’s purpose and mission.

- Personal Accountability
  Planning, organizing, and managing your own time and work. Behaving in an ethical, honest and trustworthy manner.

- Managing and Transferring Knowledge
  Effectively sharing ideas, knowledge, or experience with others in order to meet organizational goals.

- Functional Expertise
  Knowledge and skills necessary to perform a particular type of level of work activity.
**Henrico CARE’s**

Customer service is the backbone of Henrico County Recreation and Park’s (HCRP) programs. All of us are responsible for making a positive impression—in our centers, parks, programs and events. Help promote the culture of CARE:

<table>
<thead>
<tr>
<th>Henrico CARE’s</th>
<th>Helpful Hints for Recreation Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Greet participants and parents by name</td>
</tr>
<tr>
<td>) We will be proactive, professional and informative in all communications</td>
<td>Acknowledge presence by looking an smiling, saying “hello:”</td>
</tr>
<tr>
<td>) We will listen, understand and clarify what the customer is requesting</td>
<td>Ask, “May I help you?” when a stranger appears on site</td>
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<tr>
<td>) Be clear and convey expectations to staff</td>
<td></td>
</tr>
<tr>
<td><strong>Awareness</strong></td>
<td>Familiarize yourself with this manual and all forms</td>
</tr>
<tr>
<td>) We will have a thorough knowledge of our own area of work and general knowledge of all current county services</td>
<td>If you don’t know the answer to a question, tell them you will find out for them and follow through</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Be polite</td>
</tr>
<tr>
<td>) We will recognize our customers as individuals and will treat them with courtesy and respect</td>
<td>Live up to the vision of Henrico being diverse and inclusive where each person is important</td>
</tr>
<tr>
<td>) Their time is as valuable as your time</td>
<td>Don’t talk about participants or parents in public or in front of other participants and parents</td>
</tr>
<tr>
<td><strong>Execution</strong></td>
<td>Keep participants and parents informed—calendars available on time, daily schedule posted, update sign-in table</td>
</tr>
<tr>
<td>) We will deliver prompt, reliable and quality services</td>
<td>Post reminder notices about special days and items to bring if needed</td>
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</tbody>
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PERSONNEL STANDARDS
This section will cover how things are managed and what rules, policies and procedures should be followed at Summer Blast and Teen Scene Camp. You can find the following information online: payroll calendars, direct deposit form, payslips and tax information.

Staff Expectations—Performance Appraisals
As HCRP staff, please keep the following in mind:

- You are entitled to feedback on your performance to ensure that you understand how well you are doing. Feedback is designed to support continuous improvement.
- Your supervisor will review expectations with you up-front, and will evaluate how well you met those expectations.
- Feedback on your performance will be provided through:
  - Informal daily guidance and feedback, written or verbal
  - Final, formal, written performance appraisal at the end of your summer employment.

Supervisor Hierarchy

[Diagram of supervisor hierarchy]

- Camp Coordinator
- Recreation Specialist
- Site Coordinator
  - Recreation Instructor
  - Recreation Aide
  - Recreation Helper
Pay Information

▷ The expectation is that Summer Blast and Teen Scene Camp staff work the twenty-eight day program in its entirety. However, if an emergency or illness does occur, you must immediately contact your Site Coordinator or Recreation Specialist.

▷ Pay periods are two weeks in length, running from Saturday to Friday. Paydays are every other Friday. It is your responsibility to have them completed and submitted on time according to your supervisor’s deadline.
  - Any leave taken without prior authorization will be considered unexcused resulting in disciplinary action.
  - All leave is without pay for seasonal/part-time employees and no opportunities for make-up time will be allowed.

▷ Your understanding of the payroll process is essential to ensure receiving timely and accurate compensation for your hours worked.

Submission of time earned will be completed electronically-

▷ Employee completes and submits electronic timecard in Oracle by 4:30 pm every other Thursday during the program
▷ Submission is sent for approval
▷ If timecard is NOT submitted by the deadline, you will NOT get paid until the next time period.
▷ If you need help logging in to Oracle, contact 501-HELP

YOU are responsible for remembering your password

IMPORTANT PAYROLL DATES

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>JUNE</td>
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<td>23 TIMECARD DUE</td>
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<td>1 PAYDAY$</td>
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<td>JULY</td>
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<td>7 TIMECARD DUE</td>
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<td>14</td>
<td>15 PAYDAY$</td>
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<td>18</td>
<td>19</td>
<td>20</td>
<td>21 TIMECARD DUE</td>
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<td>26</td>
<td>27</td>
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<td>2 PAYDAY$</td>
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<tr>
<td>AUGUST</td>
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<td>4 TIMECARD DUE</td>
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<td>10</td>
<td>11 TIMECARD DUE</td>
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<td>23</td>
<td>24</td>
<td>25</td>
<td>26 PAYDAY$</td>
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Dress Code

You represent Henrico County when you are at work. Your appearance should reflect pride and professionalism. You need to follow this dress code daily:

- Neat, clean and well-groomed
- Department issued camp shirt and name tag with no alterations. Do not wear off duty.
- Tattoos and piercings are okay as long as they are not disruptive to job or offensive
- Closed shoes, preferably sneakers. No flip flops.
- Shorts or active pants that are comfortable and not too revealing.
**Lunch Policy and Healthy Eating Role Models**

As a summer camp staff, you are an important role model to the participants. This includes interactions with food. We encourage you to be a healthy eating role model by:
- Bringing your own healthy lunch each day
  - You may NOT order carry-out or delivery in front of participants nor eat fast food in front of participants
- Engaging participants in a discussion on healthy eating during meal times

**Personal Cell Phone Use**

Personal cell phone use is restricted to emergency or work-related calls only. If you absolutely must take or make a call, find another staff member to take your place, and then make your call.

**Personal Belongings**

Your site will have no way to secure your personal belongings. Henrico County is not responsible for lost, broken or stolen items. Please keep personal items locked in your car or in the site office.

**Social Media**

Staff is NOT allowed to:
- Access social media while on duty
- Post photos, videos or comments of/about participants to social media
- “Friend” a participant or parent of participant during camp

**Vehicles & Transportation**

Staff members are not permitted to give participants rides to or from the program site unless he/she is an immediate family member. Staff members should not leave the program area during camp time to go to their vehicles.

**Personal Information Update**

Should your phone number, address or other vital information change during the camp season, you will need to complete and submit a new Personal Information Update form.

**Site Assignments**

Staffing assignments have been made based upon our programming needs. We anticipate having you stay at your initial assignment; however, assignments are subject to temporary or permanent changes. Please be flexible and understanding should you be relocated.
**Disciplinary Actions**

It is the responsibility of each supervisor to endeavor to maintain consistent, fair and high standards of discipline. There are several acceptable disciplinary actions below which can be used in a progressive manner depending on the nature and seriousness of the problem. Before an employee may be disciplined, the supervisor shall provide the employee with an explanation of the County’s evidence and an opportunity to present the employee’s side of the story.

1. **Verbal reprimand**
2. **Written documentation called a Performance Standards Action Document (PSAD)**
   - A PSAD is used by supervisors to document feedback and devise corrective actions related to performance or behavior. It can also be used as a coaching tool.
3. **Suspension without pay**—The Camp Coordinator may suspend staff up to four days without pay
4. **Demotion**—Staff would be demoted to a lower paying job for which he or she qualifies
5. **Dismissal**—Examples of reasons for dismissal can be found [here](#)

**Eligible Return Status**

If you are interested in employment for the future, you will need to [apply](#) for that position once it is available in iRecruitment.
SAFETY AND SECURITY

HCRP is committed to providing safe, quality leisure programs, services and facilities. Policies, regulations and safe practices are designed to ensure all participants and staff will be able to enjoy our programs and facilities with minimal risk of accident or injury.

You are responsible for the safety of participants as well as your own safety. You must comply with and enforce all policies, regulations, and safe practices throughout camp. You must make every attempt to provide for participant and other staff safety in the event of a hazardous or emergency situation.

SECTION 3

Prepare - have plans in place for all types of emergency situations: weather events, injuries, fires, etc.

Prevent - perform inspections to identify and fix dangerous situations, have rules in place that ensure safety.

Respond - in the event of an incident, respond accordingly.

Review - after an event or accident, determine causes and implement preventative measures.
Inspections of Buildings and Equipment
Make sure that you or another staff performs inspections on a daily basis.

- During the site visit you will perform an initial facility and safety check and document on the corresponding forms. Continue to monitor throughout the camp season and complete checks once per session. You will also develop your Playground Safety Plan.
  - Inspect all spaces that are used by participants, indoor and outdoor
  - Review and inspect any equipment that is used by participants
  - Report any hazards or potential hazards to your Site Coordinator or Specialist
  - Correct or remove the hazards if at all possible. If not, ensure participants will not be exposed to the hazard
  - Identify which doors are lockable and how each door locks

Playground Safety Plan
Playgrounds are a dynamic environment with play equipment and participants constantly in motion. A Playground Safety Plan outlines how staff provides supervision when participants are using play equipment.

A Playground Safety Plan must include a diagram of the playground area and staff location assignments. All staff should:

- Have established roles including monitoring participants on the playground
- Be assigned to strategic points around the playground
- Review the playground area daily to identify and/or remove potential hazards
- Establish and reinforce playground guidelines to participants on behaviors and boundaries
- Make sure the plan and diagram are posted at your program.

You are responsible for being familiar with and following the safety plan. Prior to allowing participants to play on equipment, inspect the playground for potential hazards. Do NOT allow participants to play on unsafe play equipment. Report unsafe conditions to the appropriate facility staff.
Inclement Weather
To ensure the safety of all participants, the County follows these procedures for inclement weather:

Rain and Thunderstorms
In the event of thunder, lightning, heavy rain or severe conditions, programs will cancel outdoor activities unless conditions improve.

Severe Weather
During your site visit, discuss the school or recreation center policy with the site personnel.

Sun Exposure
Many activities take place outside, often under the sun. You should be aware of the amount of time participants are exposed to the harmful rays of the sun. Sun burn can even occur on cloudy days, UV rays can damage skin in as little as 15 minutes. Below are tips to consider as you plan your daily camp schedule.

- Remind parents to apply sunscreen to their campers before arriving to camp
- Avoid direct sun between 11 am-1 pm
- Limit exposure by leading activities in shaded area, look for trees or shelters that provide shade. Take water breaks often.
- Cover up! Remind parents about additional ways to protect participants from sun such as hats, sunglasses and SPF clothing

Suspected Child Abuse
Recognizing, Reporting and Preventing Child Abuse and Neglect in Virginia

Tips for Making a CPS Report

Accident/Incident Procedures
When dealing with summer camp, there are always unexpected incidents or accidents that can occur. The procedures below outline the steps you should take in the event of various emergencies. These steps include what to do, who to contact when, and what reports to complete. Accidents and injuries can be placed in two main categories, minor and serious.
**Participant Minor Injuries**

These are any injury that staff can treat with ice and/or soap, water and a Band-Aid.

1. Appropriate first aid should be given including cleaning a wound with mild soap and warm water, and covered as appropriate.
2. By the end of the day staff should notify parent/guardian of any minor injuries then fill out Parent Notification of Minor Injury form. This form should be completed for all injuries sustained (even those received during a fight, bites, etc.) and be turned in to your specialist.
3. If minor injury becomes persistent disruption to the participant, staff should:
   a. Immediately administer first aid
   b. Contact Site Coordinator or Specialist
   c. Notify parent/guardian
   d. Fill out Parent Notification of Minor Injury form
   e. If a minor injury requires professional medication attention after the participant has left the program complete an Incident Report

**Participant Serious Injuries**

These are any injury that requires professional medical attention (may or may not require a trip to the emergency room).

1. Tend to immediate first aid issues—breathing, bleeding and consciousness
2. Contact emergency services—911. When in doubt about the severity of an injury, call emergency services
3. Site Coordinator contacts the parent/guardian provider list on the Participant Information Record or registration form
4. If emergency services is contacted:
   a. Contact the Camp Coordinator immediately and keep them posted on the status of the situation
   b. An adult staff person must accompany the injured participant to the hospital if parents have not arrived prior to departing. The staff person will take the participant’s information record with him or her to the hospital. Staff members should not sign any type of release, waiver, or hold-harmless form on behalf of the parent or guardian
   c. Staff person will keep Specialist and Camp Coordinator up-to-date on the situation
5. Complete an Incident Report and submit to Coordinator or Specialist

*Under no circumstances should you advise anyone that Henrico County will pay bills. Do not discuss the responsibility of any person, including the County, unless specifically requested to do so by your supervisor. Do not forward copies of the Incident Report to anyone unless asked to do so by your supervisor.*
Staff Accident/Incidents

Should staff be injured during the course of employment, immediately inform your supervisor.

Documentation procedures for serious injuries for which you wish to seek immediate medical attention:

1. Select a treating physician or emergency treatment center from the Henrico County’s “Physician List for Workers’ Compensation.” Indicate your selection by checking the appropriate box, sign the form and leave it with your supervisor.
   a. Please note: If an employee opts to receive treatment from a physician or emergency treatment center not listed on the panel, the expenses incurred will not be covered by Workers’ Compensation.

2. Complete the “Employee Statement Job Related Injury/Illness” form, sign the form and leave it with your supervisor.

3. Complete Part I of the “Physical Capabilities Statement” and take it with you to the physician or emergency medical treatment center.

4. Have the attending physician complete Part II of the “Physical Capabilities Statement” before you leave the office or emergency treatment center. You will need to return this form to your supervisor.

Additional facts about Workers’ Compensation:

- Workers’ Compensation covers medical expenses; it does not pay part-time employees for days missed due to injury for the first seven working days.
- If the attending physician refers you to another physician, specialist, surgeon, etc., make sure you inform your supervisor prior to your visit. This is necessary to make certain your referral has been made to an approved Worker’s Compensation Physician.
- If you have been placed on medical restrictions, you cannot return to work until the physician releases you. You must supply your supervisor with a note from the physician.

Lost or Missing Participants

As HCRP staff, it is your responsibility to know the whereabouts of all participants at all times and be sure they are engaged in appropriate and safe activities. This staff manual contains many procedures that help to prevent avoidable situations such as a lost or missing participant. One step you can take towards prevention is to discuss strategies as a camp team. If a participant does go missing or gets lost, please follow these procedures to find them as quick as possible.
If a Participant is Missing from the Program Location

Check all of the stairwells, floors and rooms that the participant could be in. Make sure to:

1. Closely search all areas of the facility
2. Ask the facility staff to help
3. Question the participants and staff
4. Complete a perimeter search, use two staff if possible to go around opposite sides of the building
5. Ensure all other participants are engaged in an activity and monitored within ratio if possible

If after a thorough search the participant is still missing:

1. Contact the Henrico County Police non-emergency number: 501-5000
2. Contact the Specialist immediately and keep him/her informed of the situation. If you do not reach the Specialist, use the phone list to contact another supervisor
3. The Camp Coordinator will determine who will contact the parent/guardian
4. Complete an Incident Report and submit it to the Specialist within 24 hours

Evacuation Preparedness Drills

Evacuation drills are required once a session. All drills are beneficial to staff and participants so they know what to expect in the case of a true emergency situation. Before any evacuation drills, staff must:

- Identify exit routes posted in doorways of facilities
- Identify primary and secondary means of exiting the building
- Determine an assembly point at least 100 feet away from the building

During the evacuation drill:

1. Sound an alarm such as a bell or whistle that signifies a drill or emergency situation
2. Immediately cease all activities at once and instruct all participants to leave the building immediately in a calm, orderly manner using the nearest exit
3. Program staff must take with them:
   a. Program Records Notebook
   b. All medication
   c. The daily sign in sheet
   d. Cell phone
4. Staff must remain with the participants at all times
Do not use elevators
Close any doors you pass through as you evacuate
Ensure that all persons have left the building
Designate a staff person to take roll call at the assembly point to include participants and staff
If emergency services are alerted during an actual emergency
  a. Notify emergency services personnel the names of locations of any persons awaiting assistance in the building and the names of known persons who did not evacuate the building
  b. Remain at the assembly point until emergency personnel determine that it is safe to return to the building or gives other instructions
Establish a method of communication to determine the end of the evacuation drill

Shelter in Place Drill

Shelter in place drills are required once during your summer camp in June. Sheltering in place is defined as moving people into the building and isolating them from outside threats or hazards.

During the shelter in place drill:

1. Sound an alarm such as a bell or whistle that signifies a drill or emergency situation
2. Close all doors and windows
3. Instruct all participants to proceed to the assembly point in a calm, orderly manner
4. Program staff must take with them:
   a. Program Records Notebook
   b. All medication
   c. The daily sign in sheet
   d. Cell phone
5. Designate a staff person to take roll call at the assembly point to include participants and staff
6. If emergency services are alerted during an actual emergency
   a. Notify emergency services personnel the names of locations of any persons awaiting assistance in the building and the names of known persons who did not evacuate the building
   b. Remain at the assembly point until emergency personnel determine that it is safe to return to the building or gives other instructions
7. Establish a method of communication to determine the end of the evacuation drill
SAFETY AND HEALTH

It is important to have good hygiene practices in your program so that the staff and participants will remain healthy. Injuries, accidents, and spills are to be expected. At all times, treat any bodily fluids as if they are infectious material. Use universal precautions and infection control techniques in ALL situations that may present hazard of infection. Universal procedures include hand washing, using gloves or other appropriate barriers, cleaning spills, and disposing of infectious waste appropriately.

Health Precautions

Certain procedures may only be done by trained staff: providing first aid, dispensing medications and cleaning up bodily fluids. Recreation Coordinators, Recreation Instructors and Recreation Aides must have Adult and Child CPR, First Aid and AED certifications. In addition they must complete Blood Borne Pathogens training through HCRP.

Hand Washing

The best protection against infection is HAND WASHING. All staff should emphasize and encourage appropriate hand washing by program participants and practice it themselves.

Follow these steps to ensure you are properly washing your hands:

1. Use warm water and soap, preferably liquid soap
2. Rub your hands together including back of hands, wrists, between fingers and under nails for at least 20 seconds (sing happy birthday twice)
3. Rinse well under running water
4. Dry hands with a paper towel
5. Turn off water with paper towel before throwing away the towel

Hand sanitizer may only be used in place of hand washing when clean running water is not available

Cleaning Bodily Fluids

Only staff that has received Blood Borne Pathogens training should clean up accidents or spills involving bodily fluids such as blood, vomit, feces, or urine. In the case of a body fluid spill follow these steps:

Initially, seek custodial assistance in cleaning a spill; make sure that these guidelines are followed if custodian is not available:

1. Wear disposable gloves
2. If you have absorbent powder, sprinkle it over the spill, wait, and then scoop into a disposal bag
3. If you do not have absorbent powder, clean up the spill with a mop or sponge and use warm/soapy water
4. Disinfect the area with a 1:10 bleach solution (only if you have received training on Hazardous Materials) or germicidal foam detergent
5. Rinse the mop or sponge, and bucket
6. All non-disposable materials or equipment should be washed down or soaked in disinfectant
7. Following clean-up, all disposable materials must be disposed of with the help of custodial staff, or by using red bio hazard bags where available, OR by double bagging and taking it to the dumpster immediately
8. Remove and dispose of gloves
9. Wash hands thoroughly
10. Fill out the Communicable Disease—Body Fluid Exposure Report, sign, have your supervisor sign, and file in the Administration Notebook

Medications
For optimum safety, parents/legal guardians are advised to give medications at home. Only RESCUE Medications prescribed by a physician will be administered at camp. If a child requires rescue prescription medication/medical procedures during program hours, every effort will be made to accommodate their needs, however if a rescue medication is administered by staff, 911 services will be initiated. Recreation staff does not dispense non-prescription medications or any medication that has not been approved by our department.

If it is determined that a participant requires a medication/medical procedure during program hours, a Participant Medication Management Consent Form must first be completed and signed by the participant’s parent/legal guardian and authorizing physician, as well as approval from the department. Medication/medical procedures will not be dispensed without written authorization. The parent/legal guardian is responsible for notifying the supervising staff of any changes in medication/medical needs. Notification of changes must be made in writing by the parent/legal guardian and physician. Recreation staff will not implement changes without written authorization from the parent/legal guardian and physician. Verbal authorization will not be accepted.

It is the responsibility of the recreation program staff to adhere to the following procedures:

- Parents/legal guardians or an adult designee, not minor participants, are required to transport medications to the program daily.
- Medications must be signed in and out daily. Medication cannot be left on site overnight.
- Epi Pens are to be stored in a designated locked box at all times.
- Inhalers are to be kept in assigned staff backpacks.
- Medications are not to be kept in recreation rooms or in open areas where programs are being held.
If a participant has submitted a medication management consent form with both the parent/legal guardian and physician authorization to carry an inhaler during the program, they may do so. This applies only to asthma inhalers. The child must still notify staff when administering the inhaler.

- If emergency medications are required such as rescue inhalers or epi-pens, staff will carry the necessary medications on their person in a fanny pack to and from activities as needed.
- Medications must be provided by the parent/legal guardian daily in an individual dosage, in the original labeled container. Inhalers must have a label affixed to them with the participant’s information.
- Medications should not be allowed during the program or dispensed to a child without a written and signed parent/legal guardian and physician consent form.
- In the event that an error has been made during the dispensing of medication, an incident/accident report and medication error form must be completed. An error would include one of the following instances:
  - The wrong medication was dispensed
  - The medication was dispensed to the wrong child

If one of the above errors occurs, the participant’s parent/legal guardian should be contacted immediately. If appropriate, emergency services and/or poison control should be contacted. These telephone numbers are located in the medication lock box. The Therapeutic Recreation Coordinator should be contacted as well as the appropriate Camp Coordinator.

Food Safety

There are many policies that we must follow when we use food in HCRP programs. These policies are in place to ensure the safety of everyone and encourage healthy recreational experiences.

**OK**

- Food that has been previously prepared and individually packaged by a licensed food handler in a licensed food kitchen - think "shelf stable"

**NOT OK**

- Food that must be heated up or kept cold.
- Food that contains any dairy, meats and eggs.
- Food that is assembled by staff or participants and then served to participants.
Activity Planning with Food

Programs may choose to plan activities that utilize “approved” food (shelf-stable). Using food as a program activity is permitted no more than once per week.

The following are acceptable program activities that may be done once per week:

- Nutrition visit from Extension office (feeding sites only)
- Non-consumable Projects: Examples include making play dough etc.
  - Permitted for projects that have benefits from sensory activities or teach science and that pose no harm if accidently consumed.
- Theme related projects: Examples include making bird nests for nature theme, graham cracker flags, contest for July 4th, etc.

Camp Meals/Snacks

Campers will be served a snack and lunch daily provided by the parent/guardian. Sites must post meal/snack times on the daily/weekly calendar. When participants do not come to the program with meals or snacks, staff should remind parents of their obligation at meal time.

Remind campers to bring a refillable water bottle and stay hydrated throughout the day. Water fountains or water coolers will be accessible at all sites.

Food Handling

With all food, we want to ensure a clean and safe environment for the participants:

- Participants’ lunches must be labeled with the participant’s name and date. If the parent/guardian does not do this, write the name and date when you receive it on a label or piece of tape and put it on the lunch.
- Participants will not be allowed to eat or drink while walking around.
- Participants may not eat on the floor.
- Tables (including picnic tables) must be clean prior to eating.
- Staff and participants must wash their hands with soap and water prior to and after meals and/or snacks. Hand sanitizer or wipes may be used if clean running water is not available. Hand sanitizer can be ordered from the stock room.
- All camp staff is required to sit with participants and eat with participants during snack and meal time.
- Unused portions of opened food shall be discarded by the end of the day or returned home with the participant.

Food Allergies

A food allergy is an abnormal response to a food, triggered by the body’s immune system. In individuals with food allergies, the immune system mistakenly responds to a food (known as the food allergen) as if it were harmful, triggering a variety of negative health effects or reactions. The type of reactions to allergens can vary from mild to life threatening. Strict avoidance of the food allergen is the only way to prevent a reaction.
**Setting Up Camp for a Food Allergen**

You may be notified that a camper has a food allergy in advance or possibly at the last minute. Whether you are informed ahead of the camp week or on the first day of camp you must plan as a team how to accommodate the food allergy.

The only way to prevent allergic reactions to food is to avoid the food allergen. All camp staff need to work together to prevent exposure to food allergens in camps. Camp policies and practices should be implemented that reduce the risk of exposure to food allergens throughout the entire camp, but especially in a high-risk area such as the cafeteria. There are several ways to prevent exposures. Here are some best practices and tips you should follow when setting up camp for a food allergen.

1. **Avoid using it**

   - Work with your team to determine if you should notify other participant’s parents/guardians of food allergens and request they do not bring the unsafe food item.

2. **Designate allergen free tables for lunch and snack**

   - Ensure that the participants with allergies are seated with other participants whose food items do not contain an unsafe food.
   - If there are participants with different food allergies it may be useful to have more one allergy free table for each participant with differing allergies.

3. **Make emergency medication accessible**

   - In an emergency, emergency medication (Epi-pens) should be administered as soon as possible by a certified staff.
   - At all times emergency medication should be accessible, this includes on the playground.

There are some every day safety practices already a part of our program policies that make avoiding contamination easier. If you follow these policies, you will decrease the risk of exposure:

- Staff and participants must wash hands before and after food is handled.
- Staff must wipe all surfaces with disinfectant before and after food use.
- Talk with the participant’s parent/guardian: They can be a great resource for information about their participant’s specific allergies and success they have had in avoiding the allergen, such as food substitutions.
SAFETY OF PARTICIPANTS
An organized camp structure and a well maintained environment will provide participants with a safe, fun and enriching experience this summer. The following policies outline what must be followed at your camp site.

Staff to Participant Ratio
Staff to participant ratios must be maintained at all times, and are never inclusive of volunteers or Recreation Helpers (only Recreation Aides and above). Staff to participant ratios should always be calculated based on the youngest camper.

Staff-to-participant ratios for youth under the age of 17:

1:15

Ratios for individuals with disabilities vary from 1:2-1:8 depending on ability and functioning level.

Staff ratios must be maintained at all times. It is important to be mindful of staff-to-participant ratios when you are entering and exiting camp spaces. Before leaving rooms make sure that the room will remain within the required ratios.

Arrival Policy
Arrival at camp is our time to ensure that parents/guardians feel secure in leaving their participants with us for the day. The following is a list of arrival policies and procedures that must be followed each day:

1. Assign one staff to the sign-in table during drop off.
2. Ensure that participants are not dropped off before program hours. If this happens, let your Site Coordinator know.
3. Greet each participant and parent/guardian when he/she arrives.
4. Ensure that the accompanying parent/guardian/authorized individual signs the participant in on the daily attendance sheet.
5. At the end of every camp day, record attendance on the Attendance Count form and submit to your Specialist at the end of each session

Late Arrivals
Occasionally participants may arrive late to the camp program. Parent/guardians must accompany late participants to the camp site and sign the participant in on the sign-in sheet. Some sites may have campers coming from summer school. Staff will need to greet them as they get off of the bus and sign them into the program.
Departure Policy

Participants may only be picked up by a parent/guardian or an authorized person listed on the Personal Information Record (PIR). Departure time is a chance for camp staff to establish a relationship with each parent/guardian. If you are unsure of a person who has arrived to take a participant home, check the participant’s PIR and request to see identification from the individual.

1. Assign one staff to the sign-in table during pick up.
2. Ensure that participants are picked up promptly by the end of their program day.
3. Staff members will release a participant only to the participant’s parent/guardian or those authorized individuals who are listed on their PIR.
4. Staff will not honor verbal instructions given to them by an unauthorized individual who may arrive to pick up the participant.

In the case of an emergency, parents are to call the Camp Coordinator and he/she may accept verbal instructions over the phone from a parent/guardian regarding pick-up from a participant.

Parents can email recandparks@henrico.us to update their authorized pick up information.

Steps to Follow for Late Pick Ups

Remember:

- Staff cannot transport participants in their personal vehicles
- Staff cannot transport participants in County vehicles

It is the responsibility of the parent/guardian to pick up the participant on time. Late pick ups can occur in the following situations:

- Participants not picked up at the end of the camp hours (2:30 pm)
- Participants not picked up when staff have requested the parent/guardian/emergency contact pick up participants before the end of the camp day

During departure time, if the parent is late picking up the participant, follow these steps:

Part I

1. If participant is picked up late, but not at least ten minutes late, follow the steps in Part II
2. If after 10 minutes the participant has not been picked up call the parent/guardian contact numbers listed on the PIR.
3. If you are unable to reach the parent/guardian contact the emergency contact listed on the PIR.
4. If no one picks up the participant after thirty minutes, and staff cannot contact a parent/guardian or emergency contact, staff should contact their Specialist.
Part II

1. 1st offense: Provide verbal warning and present parent/guardian with First Late Letter. Document on PIR.

2. 2nd offense: Provide Second Late Letter that reviews the policy and document on PIR.

3. 3rd offense: Show documentation of first two late warnings to parent and notify Specialist immediately.

If a parent is frequently tardy picking up a participant from camp it can result in removal from the program. Documenting the problem and providing late letters to the parents help us prevent future problems and gives us reliable information for deciding what steps to take for habitually late pick-ups.

Storage of Participant Belongings

The following information is provided to parent/guardians in advance. It is helpful for you to reinforce this message.

- Storage is at a minimum at all program locations and secured storage for personal items is not available.

- Participants should not bring money* or personal belongings to the program location and bring only those items requested for special activities.

  *Ice cream money should be brought to camp in a sealed baggie or envelope and should be kept in the campers lunch box until the ice cream truck arrives.

- Participants should bring their lunch, a beverage, a snack and a refillable water bottle. No refrigeration or microwaves are available for use by participants.

- If a participant does bring personal items to camp, have him or her leave items in or near his lunch box. If the item is broken or has gone missing from camp, fill out an incident report. If the parent is persistent about the County “paying” for the item, call your Specialist.
CAMP ADMINISTRATION
In addition to ensuring a save environment, HCRP camps strive to ensure parents/guardians and campers have a great camp experience. To ensure this, we rely on many "behind the scenes" aspects of camp that we refer to as camp administration. Camp administration happens at all leader levels and is important for all staff to know.

Facility Expectations
Regardless of location, our camp is a “guest” in the facility. To maintain an exceptional relationship with facility staff, remember to:

- Store camp supplies neatly in a designated area
- Maintain a clean environment, especially in eating spaces!
  - Tuck in chairs
  - Wipe tables
  - Throw away trash
  - Sweep
  - Clean messes immediately
- Perform routine “restroom checks” and monitor bathroom use by taking breaks throughout the day

Areas of Use
Prior approval is required from Henrico County Public Schools (HCPS) and Recreation Site Managers to conduct our camp in specific areas of the facility. You will be given a tour of the designated camp areas within the facility during your site visit.

Contact with Facility Staff
A cooperative relationship is essential to the success of your program. We ask staff:

→ To conduct yourself with professionalism and courtesy
→ To maintain open lines of communication and keep facility staff aware of pertinent information or serious concerns
→ To report damage to the facility to your Specialist and facility staff
→ To plan activities in appropriate spaces, i.e., messy art projects in a non-carpeted room, physical activity in the gym or outdoors only
→ To secure supplies and equipment at the end of every session to allow for other programming to take place over the weekend
→ To refrain from using any supplies, equipment or machines at the school sites
→ To transition quietly between activities
**Keys**

Some sites will be issued a key to access designated entryways and will be given to you during your site visit or the first day of camp. Immediately report any lost or misplaced keys. Follow the guidelines for key return discussed at your site visit.

**Registration Information**

Occasionally during participant arrival and departure staff receives questions about participant registration. It is important to know what questions you can answer and what you should refer to the registration office. Staff is most commonly asked questions related to changing or canceling a camper’s registration. Here is some information on how to answer these questions:

1. The deadline to make any changes to camp registration and provide paperwork to the registration office is 4:30 pm the Tuesday prior to the start of a new session.
2. Changes to participant registrations may only be made by the registration office.
3. It is the responsibility of the guardian/parent to cancel registrations with the registration office.
4. Camp staff cannot change a registration on the parent/guardians behalf.

The registration office processes all registration forms and payments. You should only answer registration questions with the above information.

If you are unsure of any answers to a parent/guardians registration questions refer them to the registration office.

**Camp Rosters and PIR Packets**

In addition to processing registration changes, the registration office also creates rosters and organizes camp forms each week. The following is information on the Roster and Participant Information Record packet creation process and how this effects your camp day:

1. Rosters and PIR packets are created starting 8 am the Tuesday prior to each session.
2. In the event that a participant is registered after the roster and PIR packets are created, the participant will not be listed on the camp roster and their PIR will not be included in your packet. You will be made aware verbally by your Specialist.
3. Your Specialist will bring you the new roster and PIR’s before each session.
4. In the event that a participant arrives and they are not on their roster you should direct them immediately to the registration office. Do not let the child stay at camp if he/she is not registered.
Welcome Tables
The welcome table is where our parents have access to updates and other important information! It is so important to make the welcome board and table inviting and visually appealing so that parents check out the content.

Checklist for Welcome Tables:
- Welcome signs
- Biography forms
- Current week calendar
- Daily reminders to parents
- Expectations and guidelines for participants
- Sign-in/sign-out sheets
- Registration/ contact information
- Copies of parent handbook

Administration Notebook
Each camp will be given an Administration Notebook. This will be one of your go-to notebooks for organizing camp forms. The notebook will come pre-filled with labeled dividers (tabs) and camp staff will insert the completed forms into the appropriate tabs. Here is a list of the various tabs included:

| Staff Directory-Summer Blast | Playground Safety Plan | Child Abuse Reporting |
| Staff Directory-Teen Scene   | First & Second Late Letters | Parent Notification of Accident |
| Body Fluid Clean-up          | Incident Reports        | Worker’s Comp Info      |
| Behavior Agreements          | Attendance Count        |                           |
| Medication Forms             | Staff Manual            |                           |
| Supply Request Forms         | Activity Plan Forms     |                           |
ACTIVITY PLANNING

HCRP summer programs are designed to build participants’ developmental assets in a safe, fun, challenging and enriching environment. Staff does it by promoting positive participation through good program planning; positive program leadership; and provision of these external assets:

- Adult Role Models (staff model positive and responsible behavior) and
- High Expectations (staff encourage young people to do well).

You can see in the graphic below that in order to reach our goals and objectives, staff will use an Activity Planning form to plan daily and weekly activity schedules. Careful consideration into daily and weekly program schedules helps our programs go from good to great and ensures that we are providing opportunities for participants to build assets.

<table>
<thead>
<tr>
<th>WHAT WE STRIVE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
</tr>
</tbody>
</table>
| To ensure creative and constructive use of time and energy during camp hours in alignment with summer program goals and objectives | -Provide a diversity of fun and enriching activities  
-Be creative, incorporate themes  
-Follow a standard daily structure for camp time  
-Provide age appropriate activities  
-Plan and prepare back up plans for activities  
-Evaluate activities on an ongoing basis and assess need for changes, enhancements and improvements |

<table>
<thead>
<tr>
<th>WHAT IT LOOKS LIKE IN ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Indicators) Staff Will...</td>
</tr>
</tbody>
</table>
| -Use the Activity Planning form to ensure program planning standards are met daily  
-Use internal resources when planning  
-Post and implement a daily schedule  
-Refer to developmental characteristics to ensure activities are age appropriate  
-Make adaptations to activities for children of different ages and abilities  
-Record feedback from parents, participants and staff  
-Review feedback weekly |

<table>
<thead>
<tr>
<th>HOW WE DO IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tips for Good Program Planning</td>
</tr>
</tbody>
</table>
| Allow participants the opportunity to provide input into the activity selection  
Plan transitions in advance  
Be considerate and inclusive of diverse levels  
Have sufficient equipment and supplies available  
Make considerations of the use of available space |
Program Planning Standards
Every camp program must meet specific daily and weekly program planning standards. These standards cover a variety of recreational activities. These standards also help to shape the daily and weekly structure.

What are Planning Standards?
This table includes a listing of every planning standard. The Activity Planning form will indicate what standard is required daily and weekly.

<table>
<thead>
<tr>
<th>PLANNING STANDARDS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC Arts &amp; Crafts</td>
<td>Any type of structured art or craft activity that allows participants to stimulate their creativity. They may create a piece of art, and/or learn a new technique or process—such as mixing paint colors or weaving.</td>
</tr>
<tr>
<td>CA Closing Activity/Transitions</td>
<td>An activity that gives closure to the day and includes such things as review of the day, overview of tomorrow, participant feedback and reminders. Also activities and ideas that help facilitate transition between activities.</td>
</tr>
<tr>
<td>CG Cooperative Game/Physical Activity</td>
<td>An activity that is a non-competitive group game or one in which winning and losing is not the primary focus, but instead the focus is accomplishing a group task. A structured activity that involves at least moderately intense bodily movement in which kids use more energy than normal.</td>
</tr>
<tr>
<td>EA Expressive Arts</td>
<td>An activity that includes creative movement, sound, visual arts, drama or creative writing and allows participants to stimulate their creativity.</td>
</tr>
<tr>
<td>LC Leisure Choice</td>
<td>Planned and supervised time when participants have several choices of activities in which to participate.</td>
</tr>
<tr>
<td>NA Nature/Outdoor Activity</td>
<td>An activity that promotes an awareness of or appreciate for the natural environment. An activity or free choice that is outside, weather permitting. Try to avoid the hottest part of the day.</td>
</tr>
<tr>
<td>OA Opening/Icebreaker Activity</td>
<td>An activity that gives some focus to the day and includes such things as an overall welcome, theme discussion, expectations, songs, overview of the day, etc. Allows staff and participants to get to know one another.</td>
</tr>
<tr>
<td>TH Themes/Theme Related Activity</td>
<td>A list of theme ideas has been provided. An activity that is directly related to the week or day’s theme.</td>
</tr>
<tr>
<td>WA Water Activity</td>
<td>An activity that builds comfort around water; including: water games, sprinklers, fishing and kayaking (outdoor sites).</td>
</tr>
<tr>
<td>WL Wellness Activity</td>
<td>An activity that promotes a healthy, well-balanced lifestyle that includes good nutrition, exercise and mind-body awareness. Physical activities that are geared toward exercise or the promotion of physical fitness will meet this standard.</td>
</tr>
<tr>
<td>R Reading Activity</td>
<td>When campers are finishing up lunch, have them read while they are waiting for everyone to finish or clean up. Staff should read to younger campers, too. Allow fifteen minutes daily for reading time.</td>
</tr>
</tbody>
</table>
Program Planning Standard Tips

The program planning standards are meant to give structure to the day and provide standards for all camps. Here are some tips to help you incorporate the standards and effectively schedule the camp day:

⇒ Opening Activity
  ○ Start the day with an “opening ceremony”, “circle time” or “huddle”. This is a designated time to discuss the day’s schedule and what to expect before breaking into groups or starting rotations and activities.

⇒ Create rotations and set time for specific types of activities to take place rather than offering too much open play/free time.

⇒ Divide camps into teams for rotations according to age groups. That way you can easily make adaptations based on the specific age groups’ ability and interests.

⇒ Plan your rotations so that the allotted time is appropriate for the age level and activities. Rotations should be no longer than 45 minutes.

⇒ Plan into your structure “transition time” for rotations, especially if your groups are located in different spaces in the school or rec center.

⇒ Divide your large camp groups into smaller groups for more meaningful, 30-50 minute activity.

⇒ Pick meal times and stay consistent through the summer!

Effective Program Planning

In addition to incorporating program planning standards when planning activities, staff must also consider the developmental characteristics and interests of the age group of the participants and how to create an effective program structure. Camps that build their activities based on the developmental characteristics of their specific audience, build in fun weekly/daily activity themes, and have a solid camp structure each day are the camps that will experience the most success!

Developmental Characteristics and Interests

Understanding our participants is critical to ensuring their success in camp. While each participant is unique and they come from different backgrounds, families, socioeconomic classes, they also tend to share certain developmental characteristics with other participants of their age. If you understand these typical developmental traits (physical, cognitive and socio-emotional) for any age group you will be able to intentionally select and plan activities that support their stage of growth. You can build in activities and games that use their physical capabilities, challenge them mentally and support them emotionally. The more you are able to align activities around these developmental areas the more you are ensuring your activities will be enjoyable & stimulating for your participants.

Click here for developmental characteristics by age
**Weekly/Daily Themes**

We want camp to be an enriching experience for all our participants and weekly themes provide the direction for planning. Your camp can select a different weekly or daily theme. By designating fun weekly/daily themes that are relevant for today’s kids we can select activities that build on their knowledge and learning in a fun environment. This is where all the creativity begins! Once you have selected your theme, plan your group games, arts & crafts and all other activities around this theme so you can build a dynamic week of camp that has a clear focus and learning opportunity.

**Volunteers**

We do not accept volunteers at the Summer Blast and Teen Scene Camps. Please refer anyone interested in doing volunteer work to our division’s volunteer coordinator, Andy Crane, 652-1407.

Supplementing the program with invited guest presenters is possible. Should staff know someone who is interested in providing services, contact your Specialist.

**Walking Trips**

Supervisory approval is necessary before scheduling or taking any walking trips. Trip plans will require advance review and approval by Specialist.

**Program Structure**

Having structure in your camp is how you ensure you have a system to implement all your activities necessary for a smooth camp day. While summer is about more fun and flexibility than a typical school day, it is still important that participants have a routine and know what to expect at camp. Establishing schedules and routines that are followed each day are known to influence participant’s emotional, cognitive and social development. How you create your camp structure will depend on the age of your audience, and your camp environment/space.

**Physical Activity**

As a camp leader, you can shape participant’s attitude and behavior toward physical activity. Our goal is to provide at least 60 minutes of moderate-to-vigorous activities every day, where participant’s heart rates are elevated and they feel slightly out of breath during activities. Make physical activity fun! Set a positive example by leading and if possibly participating in the activity. Be positive about doing physical activities and encourage participants to try new opportunities ranging from formal and informal active play to organized competitive and uncompetitive sports.
Planning Active Games

When planning active games and sports, be sure to consider the following factors:
- Playing area is appropriate and large enough to accommodate participants.
- Playing area is free of physical hazards.
- Safe weather conditions.
- Access to water and breaks for hydration is provided.
- Activities are age, size and skill level appropriate for the group.
- Adequate supervision must be provided at all times. Adequate supervision can mean the number of leaders present as well as their individual skill competence. When giving instructions include safety and hazard guidelines.
- A COOL DOWN period should be included after high energy activities.

Creative Resources

Our stockroom offers supplies that will enhance and add pizzazz to your programs!

Supply Requisition

The stockroom provides a variety of supplies and activities for you to borrow. A complete listing of the available resources is available on the staff website.

Contact Information

Storekeeper: Doug Robb
Phone: (804) 221-7771
Location: 8602 Credit Union Drive (entrance is on the right side of the building)
Stockroom Hours: Monday & Wednesday, 2:30-4 pm

How to Borrow Supplies

You can request supplies by filling out a Supply Request Form. A form must be completed at least one week in advance to receive supplies. There are three ways to obtain supplies:

1. Requested through Specialist
2. Call Storekeeper
3. In person during stockroom hours

Supplies must be requested by the deadline and are first come, first served.
Supply Pick Up and Return

Pick Up/Receiving:

- On the Supply Requisition form you will designate a delivery day. This is typically the day before the supplies need to be used.
- The Storekeeper prepares the supplies to the specifications that are outlined on the request
- The supplies will be delivered to your site by the Storekeeper

<table>
<thead>
<tr>
<th>MONDAY AND WEDNESDAY</th>
<th>TUESDAY AND THURSDAY</th>
</tr>
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<tbody>
<tr>
<td>Baker ES</td>
<td>Deep Run RC</td>
</tr>
<tr>
<td>Dorey RC</td>
<td>Gayton ES</td>
</tr>
<tr>
<td>Eastern Henrico RC</td>
<td>Greenwood ES</td>
</tr>
<tr>
<td>Elko CC</td>
<td>Holman MS</td>
</tr>
<tr>
<td>Glen Lea ES</td>
<td>Hunton CC</td>
</tr>
<tr>
<td>Hidden Creek RC</td>
<td>Kaechele ES</td>
</tr>
<tr>
<td>Highland Springs CC</td>
<td>Pinchbeck ES</td>
</tr>
<tr>
<td>Highland Springs ES</td>
<td>Pocahontas MS</td>
</tr>
<tr>
<td>Sandston ES</td>
<td>Rivers Edge ES</td>
</tr>
<tr>
<td>Varina ES</td>
<td>Shady Grove ES</td>
</tr>
<tr>
<td></td>
<td>Short Pump ES</td>
</tr>
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<td></td>
<td>Springfield Park ES</td>
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<tr>
<td></td>
<td>Twin Hickory ES</td>
</tr>
</tbody>
</table>

Return:

- If the supply is non-expendable, there will be a designated date for return specified at drop off. Supplies must be ready for pick up by that date
- You may return the supplies yourself to the stockroom during hours
- You must have everything ready, neat, clean, and organized for return. Return in the condition it was received!
Specialty Visits
Specialty visits are guests that arrive onsite to your camp to run an activity with
participants. These visits are scheduled by the Camp Coordinators. Your calendar of
specialty visits and program information is in your camp packet.

Specialty Visit Tips
• Prepare participants for the visit by talking with them about who is coming and
  what kind of activity they will be doing. Get them excited!
• Be prepared for the visit. Have space, supplies (if needed) and participants
  ready.
• Introduce the visitor upon arrival
• Staff must assist in the facilitation, breakdown and clean-up after the activity
• The visit time is not to be used as break time for camp staff
• Staff must handle any inappropriate behavioral issues that arise and provide
  optional activities for participants who are not engaged

End of Camp Close Out
During the last session of camp, staff will need to pack all supplies and equipment for
pick-up and return to our stockroom. Specific details will be provided to you during
Session V.
LEADERSHIP WITH PARTICIPANTS
Learning how to be a good leader is important for all staff regardless if you are a Site Coordinator, Instructor, Aide or Helper; all staff are leaders in the eyes of our participants. Being a positive leader is an important element to ensure a fun and successful summer for both you and your participants.

Staff as Role Models and Leaders
As a staff person you wear many hats. To both campers and fellow staff members you can be a role model and leader. Leaders possess common traits and characteristics that help them to become great. Here are some common qualities of good leaders and tips of how you can work on enhancing each quality in yourself.

Six Characteristics of a Positive Role Model
A role model is a person who others imitate, emulate, and look to for inspiration and guidance. Good role models inspire people to do great things while bad role models can bring out the worst in others. To participants you are a role model and a leader. As such you must be aware of how your behavior can affect how participants develop into healthy individuals. Think about who your role models were going up. Sometimes youth have role models they have never met other times it can be someone close in their lives.
Building Self-Esteem

When communicating with participants, we have the opportunity to build self-esteem. Encouragement, support, and understanding, all help participants to develop positive feelings about who they are. These positive feelings, plus trust in the environment, make it possible for participants to cope with the demands of life.

<table>
<thead>
<tr>
<th>PRACTICES THAT BUILD SELF ESTEEM</th>
<th>PRACTICES THAT LOWER SELF-ESTEEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give “unconditional positive regard”</td>
<td>Comparing participants:</td>
</tr>
<tr>
<td></td>
<td>“Carol, look at Edison. See how nicely he sits?”</td>
</tr>
<tr>
<td>Build trust and confidence in the participant</td>
<td>Creating competition:</td>
</tr>
<tr>
<td></td>
<td>“Let’s see who can finish their painting first.”</td>
</tr>
<tr>
<td>Give honest recognition and encouragement</td>
<td>Being overprotective:</td>
</tr>
<tr>
<td></td>
<td>“Pedro, let me hold your hand as you go down the slide”</td>
</tr>
<tr>
<td>Appreciate participant’s efforts even when they have not been successful</td>
<td>Humiliating participants:</td>
</tr>
<tr>
<td></td>
<td>“Enitzia, did you see the dirty clothes Tim is wearing?”</td>
</tr>
<tr>
<td>Respect each participant as an individual, respect the participant’s right to choose</td>
<td>Explain the reason “behind the rule”</td>
</tr>
</tbody>
</table>
Each day of camp you will be given the opportunity to display positive leadership. It is easy to get wrapped up in the day to day work of camp and forget to actively model desirable behaviors. Be sure to consciously think about your behaviors and leadership style. Use these questions to check in with yourself at camp:

- Do you help program participants to constructively express their feelings and frustrations to resolve conflicts?
- Do you provide reminders of desired behavior and warnings of consequences?
- Do you give positively worded directions?
- Are you able to laugh at yourself and have a sense of humor?
- Do you take the time to teach others what you want them to do?

**Leadership Standards**

HCRP staff is expected to exhibit the many qualities of a good leader in the program setting. We plan for good leadership by having standards. As leaders, HCRP staff commit to the following standards:

1. **Demonstrate** effective leadership behavior with participants by practicing:
   - Showing respect
   - Responding with sensitivity to individuality;
   - Developing nurturing relationships;
   - Facilitating participant’s growth;
   - Providing strong adult role modeling;
   - Viewing mistakes as learning opportunities;
   - Acknowledging participant’s competencies;
   - Organizing interesting activities for participant to test capabilities;
   - Giving information and feedback to parents/guardians/care providers)

2. **Understand** different participation styles and utilize that understanding in the design and implementation of program structure and activities.

3. **Familiarize** yourself with the tools given to increase positive participation and decrease behaviors that hinder participation.

4. **Utilize** approved techniques for behavior management as measured by application of techniques demonstrated for disruptive and annoying behaviors, and design and utilize consequences and motivators (things that reinforce and are incentives) for positive participation.

5. **Implement** effective activity leadership as demonstrated by:
   - Establishing and posting camp rules and expectations; respectfully getting a group’s attention;
   - Providing clear activity information;
   - Providing clear directions;
   - Providing demonstrations;
   - Checking for understanding;
   - Giving a “wind down” cue;
   - Stopping while enjoyment is high;
   - Being honest;
   - Substituting and adapting activities to match participant’s interests and abilities;
   - Evaluating and making improvements
Communication between Staff and Participant

One of the most important things that can make or break your summer is good communication between staff and between staff and participants. Participants can always tell when there has been a breakdown in communication between staff, so below are some strategies and tips to help you better communicate with your staff and participants. We communicate with others in verbal and non-verbal ways. For positive communication consider the following tips.

Positive communication through what you say:
- Communicate S.M.A.R.R.T.: Specific Meaningful Appropriate Respectful, Relevant and Timely
- Validate the participant’s feelings
- Positive verbal communication includes reflective listening: paraphrasing, clarification, summarization, using "I" statements, and use of encouragement.

Positive communication through how you say what you say:

Positive non-verbal communication:
- Facial expression, eye-contact, body language, head nods
- Talk with (not at) participant: Instead of a one-sided conversation, talk to the participant and then listen to what he or she has to say

Useful Tips

- Don’t forget to use positive reinforcement!
- Behavior that is reinforced is repeated.
- Word to use: thank you, fantastic, super, oh yeah!
- Actions to use: pat on the back, handshake, nod, smile, high 5
- Quit taking it personal! (think Q-Tip)
- Don’t assume
- Avoid reacting on the participant’s level.
- Recognize personal leadership styles.
- Be aware of your own personal tolerance.
- Ask another staff person to handle situations when you need a break
BEHAVIOR MODIFICATION

Behavior modification is the process of guiding the participant towards desirable, appropriate and expected behavior. This means that we are positively reinforcing the expected behavior. By attracting attention to undesirable, inappropriate and unexpected behaviors, we are reinforcing that individual’s unexpected behavior.

No matter what site you work at, you will see participants display unexpected behaviors at some point. The way you handle these behaviors is important and will take time and patience. By engaging with the participant in a positive way, unexpected behaviors will decrease and the camp experience will be more successful. With positive behavioral modification we will help:

- Enhance social skills and emotional well being
- Enhance safety and risk management
- Create a welcoming environment
- Promote positive participation

5 C’s of Behavior Modification

Provide Clear, Caring, Consistent, Consequences, and be willing to Change

Most behaviors will not happen if you follow the 5 C’s from the very beginning of camp planning and throughout the camp season. As a staff, you want to make sure to be:

Clear
Participants need to understand the expectations right from the beginning of the program and before every activity. Avoid assumptions that participants already know the rules to every game or social situation. They need to be achievable, realistic and age appropriate. They should be presented in a simple, clear, and positive way.

Caring
Be caring about the participants, even those with more serious behaviors. Avoid labeling anyone as a “problem child”, etc. Keep these “P”’s in mind when planning and communicating expectations/rules

1. Partnerships –If participants create rules, they are more willing to follow them.
2. Purposeful -Participants need to discuss the "why" of rules.
3. Possible -Make rules that can be enforced, limit to 6 or less
4. Plain & Posted -Participants need to know the rules and that they apply to everyone.
5. Positive -Rules should be aimed at positive behavior not at punishing misbehavior.
6. Peace -Establish a Signal for Quiet Time -Use a non-verbal signal
7. Predictable –Participants should be informed of consequences when expectations are unmet
**Consistent**
Be consistent with what you explain as your expectations. Make sure you do not change the expectations without discussing with the participants. If your rule is that they must clean up after an activity, make sure that you always implement that rule. Keep in mind to be consistent from one staff to the next, as participants quickly learn they can get different responses from different people.

**Consequences**
In most cases, positive reinforcement produces positive behavior. It is always a good idea to start there first, with promoting a positive environment with the participants. Of course there will be situations where you will need to enforce the rules by providing consequences. When you provide consequences, make sure to:
- Plan in advance the consequences that will occur if rules are not followed
- Communicate consequences to the participant
- Ensure consequence is related to behavior, respectful and reasonable, and administered relative to the degree of unacceptable behavior
- If behavior is becoming a consistent pattern, make sure to implement a Behavior Agreement

**Change**
If you have always done something a certain way, it is okay to change if it is not working this time around. Every participant, every situation, and every behavior is different. Using do’s rather than don’ts is very difficult, especially adults that already have the “don’t” habit. The improvement in your relationship with each participant will make it worth the effort.

<table>
<thead>
<tr>
<th>Say This</th>
<th>Instead of This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking feet</td>
<td>Don’t run</td>
</tr>
<tr>
<td>Keep hands to yourself</td>
<td>Don’t touch that</td>
</tr>
<tr>
<td>Use inside voice</td>
<td>Be quiet</td>
</tr>
<tr>
<td>Close the door softly please</td>
<td>Don’t slam the door</td>
</tr>
<tr>
<td>You can color on this paper</td>
<td>Don’t draw on the table</td>
</tr>
</tbody>
</table>

**Code of Conduct Policy**
We strive to provide a welcoming, safe, supportive and enjoyable environment for program participants. We believe that all individuals have the right to be treated with dignity and respect regardless of abilities or limitations. We are committed to promoting positive participation to ensure a successful and fun recreational experience for all. The Code of Conduct policy helps us keep all participants protected and safe during camp.

Appropriate behavioral expectations for all participants:
- ★ Respect others
- ★ Respect property
- ★ Follow directions
- ★ Stay with group
- ★ Stay in control
Inappropriate behavior and actions include:

- Using foul or abusive language and inappropriate gestures and behaviors.
- Causing bodily harm or unwanted contact to self or others.
- Behaving in a way that may constitute a danger to themselves or others or may lead to a hostile environment.
- Consistent disregard of program procedures (i.e. not following directions, consistently picking up a participant late from a program).

Consequences shall be related to behavior, respectful, reasonable, and administered relative to the degree of inappropriate behavior and may include:

<table>
<thead>
<tr>
<th>Warning</th>
<th>Suspension</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>If behavior is violating the Code of Conduct, give a verbal warning or show the expectations poster.</td>
<td>When a behavior continues and the participant gets sent home for the day.</td>
<td>Termination can only be enforced by the Camp Coordinator. Recommendation for termination would go up through your chain of command.</td>
</tr>
<tr>
<td><strong>Camp Staff will:</strong> - There may be several variations of warnings (code of conduct brochure, verbal, written, behavior agreement) before a suspension takes place in the next step.</td>
<td><strong>Camp Staff will:</strong> - Have a behavior agreement in place. - Write an incident report. - Implement more than 1 day of suspension only with approval from Specialist.</td>
<td><strong>Camp Staff will:</strong> - Write an incident report. - Wait for notification of decision.</td>
</tr>
</tbody>
</table>

Staff will notify parent/guardian of actions that occurred and safety considerations when any of the consequences are used. If, after meetings with parents/guardians; consultation with supervisors; and documenting behavior problems and interventions; a participant's behavior continues to consistently endanger the safety of others, only the Camp Coordinator can terminate services for the participant.

**Levels of Behavior**

**Level I Behavior: Annoying**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Suggested Techniques</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking while directions are given</td>
<td>Ignore</td>
<td>Staff approach and attitude is supportive.</td>
</tr>
<tr>
<td>Sarcastic comments/back talk</td>
<td>Redirect</td>
<td>Talk to parents about suggestions they may have.</td>
</tr>
<tr>
<td>Unwilling to share</td>
<td>Positive verbal encouragement</td>
<td>Have participants take breaks if needed.</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Review directions and expectations</td>
<td></td>
</tr>
<tr>
<td>Out of seat</td>
<td>Give choices</td>
<td></td>
</tr>
<tr>
<td>Touching others</td>
<td>Provide alternative choices</td>
<td></td>
</tr>
<tr>
<td>Making noises</td>
<td>Set and follow through with consequences</td>
<td></td>
</tr>
<tr>
<td>Whining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking supplies from other participants or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level II Behavior: Interferes with Participation

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Suggested Techniques</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I behaviors are becoming a pattern or increasing in frequency</td>
<td>Utilize the incentive system for behavior (individualized)</td>
<td>Communicate all actions with supervisor</td>
</tr>
<tr>
<td>Refusing to participate consistently</td>
<td>Review rules and expectations</td>
<td>Separate from group for a break</td>
</tr>
<tr>
<td>Frequent verbal arguing</td>
<td>Set clear limits</td>
<td>Discuss strategies with parents, share with them the Code of Conduct policies</td>
</tr>
<tr>
<td>Running out and around room constantly</td>
<td>Follow through with consequences</td>
<td>Write a Behavior Agreement</td>
</tr>
<tr>
<td>Interrupts leader frequently</td>
<td>Withdraw from power struggles</td>
<td>Initiate a suspension (send home for the day, if needed)</td>
</tr>
<tr>
<td>Has meltdowns or temper tantrums (loss of control)</td>
<td>Engage in problem solving with participants</td>
<td>Document all communication with parent/guardian</td>
</tr>
<tr>
<td></td>
<td>Log all behavior, even if minor, to investigate trends and patterns</td>
<td>Contact TR office for additional support 501-7489</td>
</tr>
<tr>
<td></td>
<td>Be consistent in approach</td>
<td></td>
</tr>
</tbody>
</table>

Level III Behavior: Interferes with Program

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Suggested Techniques</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II behaviors increase</td>
<td>Follow through with individualized incentive plan</td>
<td>Communicate all actions with supervisor</td>
</tr>
<tr>
<td>Physical aggression toward participants or staff</td>
<td>Follow Behavior Agreement</td>
<td>Separate from group or send home for the day (suspension)</td>
</tr>
<tr>
<td>Destruction of property</td>
<td>Continue communication with parents/guardians</td>
<td>Implement consequences outlined in Behavior Agreement</td>
</tr>
<tr>
<td>Frequent loss of control (verbal or physical)</td>
<td>Add an additional staff to assist if possible for a short duration</td>
<td>Contact TR office for support 501-7489</td>
</tr>
<tr>
<td>Frequently leaving group and will not return</td>
<td>Be consistent in approach</td>
<td>Move to another location if agreed that would be a better program fit (Specialist approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>required)</td>
</tr>
<tr>
<td>Defiant refusal to participate</td>
<td></td>
<td>If termination is recommended, send through chain of command to camp director</td>
</tr>
</tbody>
</table>

Modifying Participant Behavior

Modifying behavior is one of the most difficult and challenging tasks faced by camp staff. There is no secret formula that will work for every participant in every situation. The following guidelines provide a framework to assist you in this process. HCRP is committed to using positive behavior modification strategies to promote appropriate behavior. All staff will use preventive measures and behavior modification techniques as needed.

6 Helpful Tips for Success

- Consider individual differences and needs when designing activities
- Communicate expectations
Behavior Agreements
The Behavior Agreement Form is used when working with participants on their behavior. If a participant is sent home for the day because of behavior, this is considered a suspension. When a suspension happens, it is important to use the form to outline what staff and the participant will do to shape behavior. If you need support in writing the form, contact your Specialist.

When do you use it?
† If participant is starting to increase frequency of behaviors and it is starting to be a safety concern for self or others.
† If there is a fight or property destruction.
† If a participant is suspended (sent home for the day, or for a couple of days) from camp.

Preventative and Corrective Measures
Behavior modification involves a variety of techniques designed to reduce or eliminate unacceptable behavior and to increase socially acceptable behavior. Using a combination of the preventative and corrective measures, your participants will be more successful.
Preventative and Corrective Measures

- Planned ignoring: When you ignore a behavior because calling attention to it may make it worse.
- Gentle touch: A gentle touch on the shoulder or arm will help a participant relax and settle down.
- Helping hand: If a participant becomes frustrated or discouraged you can help by lending a helping hand to assist the participant in completing a task, not doing the task for them.
- Take a break: Used to help an individual calm down and regain self-control. This is not a punishment.
- Physical presence: Just walking over and standing next to the participant can stop the behavior.
- Redirecting: When a participant is headed for trouble, you can redirect the attention to another activity.
- Visual Signal: Pre-determine a quiet signal or hand signal with your group (i.e. flicker lights)

Coping Model: Debriefing Behavior with Participants

After an incident, it is essential that you debrief as a staff team but also with the participant. The COPING Model is a tool that can help you through this process. Behavior cannot change without it!

<table>
<thead>
<tr>
<th>COPING with the participant</th>
<th>COPING with your staff team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Control</td>
</tr>
<tr>
<td>✓ Is the participant under control of his/her emotions and reactions?</td>
<td>✓ Are the staff in control of their emotions?</td>
</tr>
<tr>
<td>✓ Are they ready to talk about the incident?</td>
<td>✓ Are the staff ready to talk about the incident objectively?</td>
</tr>
<tr>
<td>✓ If so, talk about it. Take as long as you need</td>
<td>✓ If not, write a log describing the incident from their point of view. Debrief the next</td>
</tr>
</tbody>
</table>
**Group Meetings**

Group meetings, huddles, or circle time are something that all ages should be doing each day. The intensity of the meetings will depend on the age group. You will cover many topics during your meetings with the participants, but it is important to also incorporate these different areas.

<table>
<thead>
<tr>
<th>Orient</th>
<th>Orient</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Ask them what happened from their point of view, do not provide your input, this is their time to talk</td>
<td>✓ Ask them what happened from their point of view. ✓ What are the facts? Redirect if opinions get voiced. ✓ Let everyone talk.</td>
</tr>
<tr>
<td>Patterns</td>
<td>Patterns</td>
</tr>
<tr>
<td>✓ Are there triggers? Signs? Same behavior in same situations?</td>
<td>✓ How do staff respond when behavior happens? ✓ Do not provide blame, be non-judgmental.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Investigate</td>
</tr>
<tr>
<td>✓ What are trends and patterns? ✓ Investigate other alternatives for behavior</td>
<td>✓ What could we do to improve our response?</td>
</tr>
<tr>
<td>Negotiate</td>
<td>Negotiate</td>
</tr>
<tr>
<td>✓ Go through a Behavior Agreement ✓ Determine appropriate consequences for behavior ✓ Make agreements about future responses</td>
<td>✓ Come up with a plan for consistency in the future. ✓ Make agreements as a team about how you are going to respond.</td>
</tr>
<tr>
<td>Give</td>
<td>Give</td>
</tr>
<tr>
<td>✓ Give support to the participant—“I know you can do this” and “we want you to be here!”</td>
<td>✓ Give support to each other. ✓ Provide accolades—what each do well. ✓ Remember that we are a team.</td>
</tr>
</tbody>
</table>

**Four Elements of a Great Group Meeting**

**Give Appreciation**

Provide the participants with a time to be able to recognize others and to be recognized. This helps build a sense of support and respect for one another. Ask specific questions like:
- Teens: “Who deserves a "shout out" or a thank you for going above and beyond today?”
- Elementary: “What was something someone did to help you today?”

**Empower participants to help each other**

Teach participants that it is ok to ask for help. Ask the group if anyone needs help with anything. Be sure to wait and allow the participant’s time to respond. It may take them a minute of awkward silence to actually express their needs. From there, facilitate the discussion, as the group comes up with possible solutions for one another.
- Teens: “How’s everything going for you guys? Who has a question or something going on that they could throw out, for the group to work on together?”
- Elementary: “Who has something that is hard for them and wants some help from someone?”

**Solve problems that affect the group**

Teach participants how to solve problems on their own. Whenever a problem or concern arises, invite the participants to write the problem on a bulletin or dry erase board as something to be discussed at the next meeting.
- Teens: “Here are some things you guys have said are bothering you. Let’s be thinking about what the group wants to change. What can you, as a group, do differently to improve these things, so we can erase them?”
- Elementary: “Sometimes things happen that make us feel bad or are hard. Let’s talk about ways to feel better or how we can help...”
Incentives

Incentives are used with camp groups to reinforce positive behavior. Motivation for positive participation can occur extrinsically or intrinsically. In most cases, simple praise is enough to ensure that a participant is motivated, because they want to please you! In order to help structure positive reinforcement in programs, each camp should provide an incentive program to promote a supportive camp community, positive participation and prevent negative behaviors.

Purpose for Incentives

- Promote inner motivation for participants
- Promote a supportive and positive camp environment/community
- Promote children or teens taking personal responsibility for their choices of behavior
- Promote an inner self-control
- Provide clear expectations and reinforcement
- Used as preventative measure before implementing a behavior plan
- Do not need to be tangible rewards, but can include: free choice activity, first in line, first to use favorite game, extra time with staff of choice, etc.

Designing Incentives

- Focus on the inappropriate behavior to be eliminated –not the reward
- The incentive system is not to be the focus of camp
- Create incentive goals the participants can work on both individually and collaboratively
- Motivate to build assets, not to push participants to participate.
- Decide on how you will handle each behavior as a group
- Determine goals of incentive plan

Implementing Incentives

- Expectations should be clear & consistent
- Spontaneously reinforce positive behavior
- Incentive program should match appropriate behavior response
- Do not remove or take away from the positive things participants have done or previously earned
- Give each child an opportunity to start fresh –don’t start behavior modification plan based on past behaviors
Questions to ask when choosing incentives:

- Are they realistic & age appropriate?
- Can the participants be involved with creating and selecting the incentive/reinforcer?
- Are they respectful, reasonable & able to be carried out?
- Are they considerate of individual differences, cultural differences & special needs?
- Are they important to the participant?
- Are they motivating & stimulating to create interest from the participant?
INCLUSION SUPPORT

Henrico County Recreation and Parks (HCRP) is committed to providing a variety of positive recreation experiences and opportunities for all participants and will provide reasonable accommodations, access and support necessary to ensure a successful, enjoyable camp experience. Accommodations can include: additional training for camp staff, adaptations to rules and structure, adapted equipment and techniques, inclusion support staff, and other accommodations as needed.

Inclusion Team for Summer Camp

If you are provided an inclusion support staff, it is important that you are aware of the role they play in supporting your camp. A staff may be added to be a 1:1 assistant to a camper, to lower the ratio, or possibly work with multiple participants. In addition to working with the camper they are there to role model and teach all staff how to provide a positive inclusive experience. The inclusion partnership doesn’t just benefit the individual, but benefits the camp as a whole. Please remember T.E.A.M. – Together Everyone Achieves More – when thinking about including a camper with a disability.

Site Coordinator

Site Coordinators have a very important role in working with the inclusion support staff, as well as the camp team. Here are some strategies that are helpful with the inclusion process:

- Review the participant’s PIR and any accommodation plans provided and implement the adaptations (i.e. sticking with the scheduled activities, keeping the activity duration short, communicating expectations before each activity, etc.).
- Introduce the inclusion support staff and explain their role in camp and when possible include them in team meetings or trainings.
- When planning activities, identify adaptations as part of the planning process
- Remind all of your staff that inclusion is everyone’s job
- Listen to recommendations from inclusion staff with an open mind
- Work with inclusion staff to make it a successful experience for camper(s)
- In a best case scenario, be present during the end of the day conversation with parent.
- If you have an inclusion support staff at your site, we do ask that you provide timely feedback to the Inclusion Instructor if they have any questions, concern or kudos

Camp Staff (Instructors, Aides and Helpers)

- Encourage socialization and participation amongst all participants
- Collaborate, evaluate and discuss with the designated Inclusion Staff anything that will add to the participant’s successful inclusion experience.
Inclusion Support Staff
The Inclusion Support staff is a part of the team, and not the only staff providing support to the individual. Below are some roles of the inclusion support staff:

- Provide adaptations
- Encourage socialization
- Promote advocacy and make recommendations to Site Coordinator (i.e. sticking with the scheduled activities, keeping the activity duration short, communicating expectations before each activity, etc.)
- Teach staff successful approaches, techniques and strategies for working with the participant(s), through modeling and demonstrations, formal or informal conversations or staff meetings
- Communicate with parent how the day went
- Seek feedback from all camp staff
- Communicate with Inclusion Coordinator on assignments
SITE COORDINATORS: LEADERSHIP WITH STAFF

As a lead staff, you carry a lot of responsibility to the overall management and daily operation of the camp. We know you are up for the part; otherwise you would not be in this position. Multiple studies on effective teams show successful programming depends on those appointed as being in charge and their ability to be an effective leader. We know you can do this!

Leadership is a loaded word. There are so many different definitions on leadership. For the sake of this training we will look at leadership as your ability to motivate and engage yourself and your staff to do their job well so you can have a successful camp. Perhaps this is your first time in a leadership capacity, or you have been in this role for a while. Either way, I challenge you to think of leadership with a new “lens”. Leadership is not just about getting people to “do” things. That is what managers and supervisors do and yes, part of your job may entail that at times. Leaders are about creating staff who can independently lead for themselves, producing quality work while motivated and engaged! Since this is camp, we want highly motivated and engaged staff to be positive adult role models, who will make this a summer to remember for all our participants.

In this section, we will focus on some important and relevant aspects of leadership that we know can help every camp be positive, vibrant and successful. A camp where both participants AND staff are excited to come each day! We will focus on YOU as a leader bringing your level of awareness up, discussing effective communication, how to motivate your staff, provide feedback and deal with conflict. Remember, like anything else, leadership is a skill that can be refined with planning and practice!

"IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE, DO MORE AND BECOME MORE, YOU ARE A LEADER"
- John Quincy Adams

Awareness
Self-awareness is one of the most valuable leadership competencies you can have. Leadership qualities are as unique as we are as individuals, and they are generally shaped around our own value system. It is important to recognize the values that drive your leadership, and that that not everyone has the same set of values. We also carry different perceptions, attitudes and behaviors that determine how we show up at work each day and how we lead. It is important you hold the mirror up to yourself to see what others may see. Once you can learn more about yourself then it is equally important to openly share these things with your team. Being open and honest is always a good foundation to any solid relationship. Leaders will be more successful if you can acknowledge your own weaknesses and mistakes, and know how to ask for help. Acting like you know everything will not take you as far as being real with your team. After all that is why you have a team, so you can use all the gifts, skills and expertise each person comes with. To get you started here are some questions to reflect on so you can start and build your awareness and ensure you show up as the leader you
desire to be! Think reflectively about each question below before you start working with your team.

What are the values of a good leader that can motivate and engage staff?

How do you plan to honor these values in your work as a leader?

What are your strengths and weaknesses?

What pushes your buttons or makes you lose your cool?

Communications

As a leader, communication is an essential skill to have. Good communicators are able to build positive and strong relationships with people. Much of a staff’s productivity and level of satisfaction in their workplace has to do with how engaged they feel. Effective communication is an essential feature of engagement. Effective communication can improve relationships by deepening your connections to others and improving teamwork, decision-making, and problem solving.

When you use effective communication you will have a more engaged and productive team! Effective communication is about more than verbally exchanging information back and forth; it’s also about understanding the intention behind the information being exchanged. Effective communication combines a set of skills including, attentive listening, nonverbal communication and the capacity to recognize and understand your own emotions and those of the person you’re communicating with. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.
Communication Skill #1: Effective Listening

Most of us spend a lot of time talking and we forget that listening is also a vital part of effective communication. Successful listening involves not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they’re communicating. Effective listening can:

- **Make the speaker feel heard** and understood which can help build trust and a stronger, deeper connection between you.
- **Create an environment where everyone feels safe** to express ideas, opinions, and feelings, or plan and problem solve in creative ways.
- **Save time** by helping clarify information, avoid conflicts and misunderstandings.
- **Relieve negative emotions.** When emotions are running high, if the speaker feels that he or she has been truly heard, it can help to calm them down, relieve negative feelings, and allow for real understanding or problem solving to begin.

Tips for Effective Listening

In order to be successful at effective listening you need to have a true desire to connect and understand what is being conveyed. Here are some tips to practice to help you achieve effective listening.

- **Focus fully on the speaker, his or her body language, and other nonverbal cues.** If you’re distracted, checking text messages, or doodling, you’re almost certain to miss nonverbal cues in the conversation. Try repeating their words in your head over and over to stay in focus.

- **Avoid interrupting or trying to redirect the conversation to your concerns,** by saying something like, “If you think that’s bad, let me tell you what happened to me.” Listening is not the same as waiting for your turn to talk. You can’t concentrate on what someone’s saying if you’re forming what you’re going to say next. Often, the speaker can read your facial expressions and know that your mind’s elsewhere.

- **Avoid seeming judgmental.** In order to communicate effectively with someone, you don’t have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to an unlikely and profound connection with someone.

- **Show your interest in what’s being said.** Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like “yes” or “uh huh.”

Communication Skill #2: Nonverbal Communication

Non-verbal communication, or body language, is very important in the work place. Non–verbal communication includes facial expressions, body movement and gestures, eye contact, and posture. The way you look, listen, move, and react to another person tells them more about how you’re feeling than words alone ever can. If used correctly it helps in getting the point across by allowing you to effectively connect with the person with whom you are speaking. Developing the ability to understand and use nonverbal
communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at work.

**Non-Verbal Communication/Body Language**

<table>
<thead>
<tr>
<th>Sounds: Laughing</th>
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<tbody>
<tr>
<td>Closeness: “Invading someone’s space”</td>
</tr>
<tr>
<td>Body contact: Shaking hands</td>
</tr>
<tr>
<td>Facial expression: Frowning</td>
</tr>
<tr>
<td>Eye movements: Winking</td>
</tr>
<tr>
<td>Hand movements: Waving</td>
</tr>
<tr>
<td>Head movements: Nodding</td>
</tr>
<tr>
<td>Appearance: Untidiness</td>
</tr>
<tr>
<td>Posture: Slouching</td>
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<tr>
<td>Ways of talking: Pauses, stresses on words</td>
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**Tips for Improving Nonverbal Communication**

**Use nonverbal signals that match up with your words.** Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you’re being dishonest. For example, you can’t say “yes” while shaking your head no.

**Adjust your nonverbal signals according to the context.** The tone of your voice, for example, should be different when you’re addressing a participant than when you’re addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you’re interacting with.

**Use body language to convey positive feelings even when you’re not actually experiencing them.** If you’re frustrated about a situation—for example; one of your staff forgot to pick up the equipment needed, or two participants just got into a fight—you can use positive body language to signal calm and composure even though you’re not feeling it. Instead of tentatively entering a room with your body tense, stomping your feet, breathing fast, eyes wide try standing tall with your shoulders back and relaxed, keeping your breath even and eyes soft to display the confidence you need. This communicate that you are in control and can put others at ease about the situation at hand including you.

Review this chart to familiarize yourself with common body language we use and set a goal to bring in more positive body language to your communication.
### Positive Body Language 😊

- Smiling—sets a positive tone for two-way communication
- Strong eye contact—establishes rapport
- Energetic and alert—conveys interest
- Standing or sitting erect without tension—signals alertness, good attitude and confidence
- Always facing the person you are communicating with—shows openness and focus
- Shaking hands—helps build a bond

### Negative Body Language 😞

- Rolling your eyes—shows skepticism
- Avoiding eye contact—signals insincerity
- Rigid, uptight, tight grip—situation is uncomfortable
- Slouching—you’re not energetically engaged
- Doodling—denotes disinterest
- Tapping a pencil, checking the watch—indicates impatience
- Frowning—not receptive to what’s being said
- Pointing—accusatory, out of control
- Hands in pockets—nervous, unsure
- Hands on hips—threatening or patronizing
- Hands or arms crossed—confrontational
- Voice quality—soft, fast, jerky denotes nervousness
- Leaning back in your chair—distances yourself

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**Communication Skill #3: Emotional Awareness**

Emotional awareness is your ability to understand moment to moment your emotional experience; and the ability to manage all of your feelings appropriately.

Whether we recognize it or not, we generally are experiencing an emotion at any given point in time. Emotions play an important role in the way we communicate at work. It’s the way you feel that often is the driver on how you communicate and make decisions. If you don’t understand how you feel or why you feel that way, you’ll have a hard time communicating in a positive way because your feelings will dominate your communication. This can result in frustration, misunderstandings, and conflict. It is important to understand what you are feeling and recognize if this is what you want to share and communicate out.

Emotional awareness provides you the tools needed for understanding both yourself and other people, and the real messages being communicated. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you’re afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

Emotional awareness helps you:

- Understand and empathize with what is really troubling other people
- Understand yourself, including what’s really troubling you and what you really want
• Stay motivated to understand and empathize with the person you’re interacting with, even if you don’t like them or their message
• Communicate clearly and effectively, even when delivering negative messages
• Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts

When emotional awareness is strongly developed, you’ll know what you’re feeling without having to think about it, and you’ll be able to use these emotional cues to understand what someone is really communicating to you and act accordingly. The goal of effective communication is to find a healthy balance between your intellect and your emotions, between thinking and feeling.

**Staff Motivation**

Let’s face it, we all do our best when we are motivated, whether it is self-driven or because of external forces. As a leader it is important that you are able to motivate your team members. You don’t have to be a motivational speaker or someone who is always pumped with positive vibes in order to motivate others as a leader (though being “pumped” doesn’t hurt!). Start with yourself and understand how you operate and get pumped to take action and do things. You can learn a lot by first examining what motivates you. You may find a lot of what motivates you also works for others too! It is true however that each person is unique so they may be motivated differently and to varying degrees. The key to motivation is in getting to know each person you work with. You don’t have to know their whole life history but get to know them on a personal level and find out what drives them and excites them. What drives each of us is the key force that motivates us to do our best.

In order to motivate as a leader there are some things you need to practice as a leader, these are referred below as the “foundations” of motivation. Consider it a starting point to build off of. We then offer you some tips on how to build motivation, some tried, true and tested motivation techniques that have worked well for the camp environment, but feel free to be creative here!

**The Foundation of Staff Motivation**

To ensure staff is motivated, make sure to include the following aspects in your leadership:

- **Your positive outlook day to day.** A smile is a great way to start the day. Being positive is about your body language, words, tone and overall attitude throughout the day.
- **Your enthusiasm about what you do in camp.** If you are excited about what you do at camp and the opportunity you have to work with our youth and make a difference this can be inspirational to others and a great way to motivate.
- **Your relationships with others and authenticity.** Make a genuine effort to get to know your team. Take time to learn about each person and who they are. You do this by listening and asking questions.
Pep Talks
Pep talks can yield a little spin up in performance and can be useful after an incident occurred that has lowered motivation. Suggestions include:

- Speeches: highlight dreams for self and others with staff, remind them of why they are working camp (because it is their passion, tie it back to their values!).
- Stories –can teach lessons, expand thoughts by connecting areas, can inspire us and enhance motivation.

Perks
Often, the effect of perks is a little spin up in energy or mood. Perks are best when used at random and can create a fun atmosphere at camp.

- At the end of the week or camp, give staff recognition or kudos for achievements. You could design superlatives to give out to staff.
- Is there a small treat or something you enjoy making you can share with your staff at the start of day or at a meeting without breaking bank? (Your famous double chocolate brownies can go a long way!)
- Plan activities during the week that you can lead to give staff a break!
- Have any kind of fun figurines to give to staff for a job well done (i.e. Gumby figurine for being flexible or a golden pretzel for most creative twist).
- Give permission for a staff to take a longer break than usual or head out a little early if ratios are adequate (5-15 minutes, not an hour).
- Allow staff to take home the art project samples they made.
- Plan social activities outside of work hours.

Praise
It’s important to show staff that praise and recognition are all around them. Help them to see how they can recognize their influence on participants. Praise can be done in so many different ways and is a form a feedback but with the emphasis on reinforcing the “positive” contributions your staff make. Some creative ways to help give positive praise are:

- Kudos Board: have a board with all staff names on it. Staff writes a quick note on paper and post on board for all to see. Public recognition can inspire and motivate others to take action.
- Thank you circle: have staff take Skittles from a bag, for every Skittle they have to thank another staff for something they have done.
- Eye Spy Can: when staff spies something great, they write it down and put in a can. These will be read off during staff meetings.
- Thank you notes: send off your camp at the end of each week with a quick thank you on something they did great at camp.

Feedback
One of the most challenging tasks anyone can face when supervising others is also one of the most important: providing quality staff feedback. No one is perfect; we all have room for learning and improvement and providing feedback gives us the opportunity for just. It also provides a sense of value when we are acknowledged for what we are doing well.
Feedback is generally categorized as positive (letting someone know they are doing well), negative (letting people know about ways they could do better) or neutral (an objective observation). Regardless of how it is categorized, all feedback should be constructive.

When providing constructive feedback, make sure to:

- Provide feedback that is information specific, issue focused, and based on observations (not just what you heard from others).
- Reinforce the desired performance.
- Do it often! Don’t wait to only give feedback at the summer mid-point. Feedback should be on-going.
- Be timely about it! Your timing has a lot to do with how effective your feedback will be. If you see something great, reinforce it with positive feedback right away! If you are dealing with a performance issue deal with it right away don’t wait until the next day to talk about what could have been addressed today.
- Be specific! You never want to give vague, generalized feedback. It is generally easier to be specific when you are providing positive feedback but it is equally if not more important that you can be specific when offering constructive feedback. Focus on what exactly are the facts on the issue at hand, its impacts on the established goal or collective group and what you are requesting to be done differently.
- Be positive! This cannot be reinforced enough. All feedback should be done in a positive manner. This means your communication both your words and body are positive. Remember all feedback is about growth and learning! Regardless of what kind of feedback you provide it should always be motivating and constructive to help keep productivity and morale levels high. How you deliver this message can either fuel forward momentum or completely stall it.

Below is a chart to help you provide effective constructive feedback. The positive experience starts with you!

<table>
<thead>
<tr>
<th>CONSTRUCTIVE FEEDBACK:</th>
<th>TIPS AND CONSIDERATIONS:</th>
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<tbody>
<tr>
<td>Choose an appropriate time and place</td>
<td>- Offer the feedback sooner than later</td>
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<tr>
<td></td>
<td>- Ask the person if the time is right to receive feedback</td>
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<tr>
<td>Give the person your full attention</td>
<td>- Don’t answer phone calls during the meeting</td>
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<td></td>
<td>- No interruptions</td>
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<tr>
<td>Have positive intent</td>
<td>- Start with areas of success—then discuss any concerns</td>
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<td></td>
<td>- Focus on the positive outcome you would like to achieve</td>
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<td></td>
<td>- Have constructive purpose, be objective</td>
</tr>
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<td></td>
<td>- Focus on the behavior, not the person</td>
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<tr>
<td>Describe specifically the context and what you observed, not feelings</td>
<td>- Use data, not your opinions</td>
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<tr>
<td></td>
<td>- Limit your feedback. Don’t dump a laundry list of complaints on the person</td>
</tr>
<tr>
<td>Focus on the behavior or action, not the person</td>
<td>- Avoid using “you”, which can put people on the defensive</td>
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<tr>
<td></td>
<td>- Instead of “you were late again getting this information”, say, “I needed the information by the deadline we agreed to”.</td>
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</tbody>
</table>
Describe impacts—not feelings—be specific

- Describe how you reacted and why (e.g. “when you were having a side conversation with Charlie, I couldn’t hear what was being said”)

Ask for the change you would like to see

- Tell the person what you would prefer (e.g. “in order to complete the camp calendars on time, we need to work together to come up with a reasonable deadline and then stick to it.”)

Encourage person to respond

- Ask open ended questions—“What do you think? What would you do?”
- Listen objectively and non-judgmentally to what the person is saying
- Don’t rush discussion, remember to pause and give the person time to reflect

Reflect back, summarize what you heard, agree on action

- Paraphrase and check back for meaning
- Summarize what you and the other person agree to do

Be aware of your own body language

- Many times it’s body language that say as much or more than the words we speak
- When staff interacts with you, they look for signals that tell them more than just words. Your body language becomes an important factor in how staff evaluates what you have to say
- Self-awareness is the key to using body language to send signals that reinforce what you are trying to communicate

Managing Staff Conflict

Recognize that difficulties and struggles are a normal and natural aspect of working with people. In many cases, conflict in the workplace is a fact of life. We’ve all seen situations where different people with different goals and needs have come to conflict. And we have all probably witnessed the destructive path this can lead to when not resolved appropriately. Team work suffers and then a downward spiral of negativity can take place. The fact that conflict exists however, is not necessarily a bad thing: when conflict is resolved effectively, it can lead to personal and professional growth! This is where you come in.

As a leader, one of your responsibilities is to maintain a positive working environment where staff works in coordination with one another, free of conflict. It is possible you will encounter staff members having conflict with one another; you need to be prepared to handle this. By expecting conflict to “magically go away”, things will escalate quickly and create a tense situation for everyone. Not to mention, you will lose your credibility as a leader. By managing and resolving conflict successfully, you can solve many of the problems that it raises, as well as provide positive benefits to all those involved.

Positive Benefits of Conflict Management

- **Increased understanding:** Yes, this can happen! By having discussions and helping someone see all sides and angles of a conflict, you can raise their awareness on the situation! This can give them insight on how they can still
achieve their goals in the future in a more collaborative way, working with others instead of against which is always less stressful.

- **Increased group cohesion**: When conflict is resolved effectively, team members can develop stronger relationships with increased mutual respect, not to mention become more confident in their ability to work together as a team and overcome challenges.

- **Increased self-knowledge**: Conflict pushes people to examine their values and goals up close. It helps them understand what is most important to them, where their “buttons” lie and ultimately how to handle things in a way that allows them to be most effective in any given situation.

### Supervisors Role in Conflict Management

Conflict can appear for various reasons and may be viewed as a struggle between two or more interdependent people who perceive differences in goals. People in conflict will perceive problems very differently so before you get involved to help address, mediate and resolve the issue here are the things you should consider first:

- Be aware of your own feelings relative to the situation (stress, timing, and personal experiences).
- Be aware of your own biases and prejudices related to the persons involved. You need to stay objective and fair.
- Focus on the entire situation; make sure to collect all the facts before you meet. You may need to meet individually with each person before setting up a meeting with all players involved.
- Step back and take a balanced view and understand the varying viewpoints.
- Observe and analyze the conflict from three perspectives: mine, yours/their, and the “fly on the wall”. Take on the position of the organization what is best for the whole.

If you do these things you will be more effective in managing difficulties. Remember that managing conflict is a process that takes time – what occurs during the conflict management process is just as important as the end result.
How to Approach Difficult Conversations

The final step in managing conflict is to have a constructive conversation with those involved in the conflict. Being a good leader involves leading others through difficult conversations. Below are tips for how you should approach these conversations.

<table>
<thead>
<tr>
<th>Ways to Approach Difficult Conversations</th>
<th>Sample Statements</th>
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</thead>
<tbody>
<tr>
<td>Make sure to invite all parties into a private and safe space for a conversation when appropriate (end of the camp day is generally best).</td>
<td>“I would like to talk to you and X today at (insert time) to go over . . .”</td>
</tr>
<tr>
<td>Set a positive tone and share upfront your reason for the meeting.</td>
<td>“I appreciate your willingness to work through this, as it is important to the team and camp that we all are able to work each day respectfully and make this a positive environment for everyone, our staff &amp; participants”</td>
</tr>
<tr>
<td>Set clear rules/expectations on what you expect of everyone during this conversation.</td>
<td>“We will respect each other and not interrupt when someone is talking” “I will ask that you each speak only for yourself and use “I”statements”</td>
</tr>
<tr>
<td>Ask each party to explain their position/concern.</td>
<td>“Please share with me what you have experienced.”</td>
</tr>
<tr>
<td>Use active listening, pay attention and rephrase to make sure you understood their message.</td>
<td>“So I hear what you are saying is you felt X.”</td>
</tr>
<tr>
<td>Address the emotional issues first by acknowledging and validating each person’s feelings.</td>
<td>“It is understandable that you are upset if you perceived /experienced ______________.”</td>
</tr>
<tr>
<td>Help each person identify what their request is (if reasonable).</td>
<td>“I feel (name the emotion) when (this occurs) because (identify the effect on self), and I would like (this to happen).”</td>
</tr>
<tr>
<td>Help each party make new agreements moving forward and readdress it.</td>
<td>“So we discussed that (list new action each will take) from this day forward.”</td>
</tr>
<tr>
<td>Thank each person for talking it out and participating in the discussion.</td>
<td>“I want to thank each of you for your time to today to resolve this, it is important to me and to the success of this camp that we all can work respectively and collaboratively”...</td>
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</table>