

Virginia 4-H Camping Handbook



Positive Youth Development in an Outdoor Setting



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SECTION 1: PURPOSE AND USE OF THE VIRGINIA 4-H CAMPING HANDBOOK

A. Purpose

1. The *Virginia 4-H Camping Handbook (2024)* outlines policies, procedures, guidelines, and recommendations for the planning, implementation, and evaluation of Virginia 4-H camping programs.
2. As all of Virginia's 4-H Educational Centers are accredited by the American Camp Association, the *Virginia 4-H Camping Handbook (2024)* incorporates the organized camping standards from the American Camp Association *Accreditation Process Guide (2022)*. (See Section 4 for more information about the American Camp Association.)

B. Application

1. The Virginia 4-H Camping Handbook should be used as the **primary** resource for Cloverbud, Day, Residential, and Special-Interest 4-H camps conducted at the **unit** level.
2. The Virginia 4-H Camping Handbook should be used as the **primary** resource for Cloverbud, Day, Residential, and Special-Interest 4-H camps conducted at and by Virginia's 4-H Educational Centers:
 - a. Airfield 4-H Educational Center
 - b. Holiday Lake 4-H Educational Center
 - c. Jamestown 4-H Educational Center
 - d. Northern Virginia 4-H Educational Conference Center
 - e. Southwest Virginia 4-H Educational Center
 - f. W.E. Skelton 4-H Educational Conference Center at Smith Mountain Lake
3. The Virginia 4-H Camping Handbook should be used as a guide and reference for other programs being conducted at the unit, district, state and 4-H Center levels.

C. Users

1. This Handbook is designed to be the primary administrative and planning resource for **anyone responsible for 4-H camping, day, and other overnight programs at the unit or 4-H center level**, including but not limited to:
 - a. Extension Agents
 - b. Program Assistants
 - c. 4-H Center Directors & Program Directors
 - d. 4-H Center Year-round & Summer Camp Staff
 - e. 4-H Volunteers
 - f. 4-H Camp Consultants employed by Virginia Cooperative Extension (VCE), County/city government, or the 4-H Centers
 - g. Anyone responsible for a 4-H Camping program

D. 4-H Center-Specific Information

1. This handbook is designed to be used in conjunction with 4-H Center-specific publications, which are available as appendices to the *Virginia 4-H Camping Handbook* for each individual Center.
2. Each Unit should have a hard copy of the *Virginia 4-H Camping Handbook* and a 4-H Center-specific appendix for its respective 4-H center. Electronic copies are also available at: <https://sites.google.com/view/extintranet/4-h/camping>



E. Icons and Shaded Boxes

1. Portions of the handbook may appear in a shaded box. Information in the shaded boxes may either highlight a mandatory standard in ACA or provide significant information for frequently asked questions in and outside of the camp environment. This shading is for informational purposes only.
2. Because this guide was designed to be comprehensive, some information will apply directly only to 4-H Centers, while other information will apply to both Units and 4-H Centers.
3. This handbook draws heavily from, and includes specific language from, the American Camp Association's "Accreditation Process Guide" (2022).

F. History of this Handbook

1. In 1994, the *Virginia Guide to 4-H Camp Counselors Training* was developed to outline the expectations for Counselors-in-Training, Teen Counselors, and Adult Leaders who served in leadership roles at camp. This guide was developed by Robert R. Meadows.
2. In 2001, Barry Garst, Robert Meadows and a committee of Center representatives revised the *Virginia Guide to 4-H Camp Counselors Training* to create the *Virginia 4-H Camping Handbook*. The handbook (2001 version) included additional information about 4-H camp planning and evaluation, paid and volunteer staff training policies, and American Camp Association (ACA) accreditation.
3. In 2003, the need to add additional information regarding 4-H camping policies, guidelines, and training and the need to develop a better tool for the ACA accreditation process resulted in a major revision to the handbook authored by Barry Garst. The 2004 version of the handbook was piloted for one year and adopted beginning in 2005.
4. In the fall of 2006, the handbook underwent another major revision in response to changes in the American Camp Association's accreditation standards. This revision resulted in the 2007 version of the handbook.
5. Minor revisions were made for the 2010 version, to reflect changes in 4-H policy and ACA standards by Sam Fisher and Center representatives.
6. In the fall of 2011, the American Camping Association (ACA) adopted revisions and general reformatting of existing standards and the addition of new standards were also added. These revisions resulted in the 2012 version of the handbook.
7. In 2014 Sam Fisher, Virginia's 4-H Camping Specialist, initiated a process for regular updates and revisions beginning the 2015 camping season.
8. Revisions to all sections and rewrites to align with new ACA standards were made in 2021 & 2022.
9. In 2023 revisions and updates to 4-H policies as well as alignment with ACA standards resulted in the 2024 Virginia 4-H Camping Handbook.



SECTION 2: INTRODUCTION TO 4-H

A. What is 4-H?

1. 4-H is a practical, learn-by-doing, fun, and educational program for youth ages 5 through 18 from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender, or religious affiliation.
2. 4-H is a community of young people across America who are learning leadership, citizenship, and life skills.
3. 4-H is delivered through a variety of delivery modes, such as clubs, school enrichment, afterschool programming, 4-H camp, and others.

B. 4-H Member

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

C. 4-H Mission

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

D. 4-H Foundations and Value Set

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

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

E. 4-H Organization

4-H is America's largest out-of-school educational program for youth, and over six million youth participate in 4-H. One of every six Americans, an estimated 60 million adults, are former 4-H members. An American idea, 4-H has spread to over 80 other countries. The United States Department of Agriculture (USDA), located in Washington, D.C., provides national leadership for 4-H. State-level headquarters for 4-H is located at the land-grant universities of each state and U.S. territory. Every state has a team of 4-H youth staff and subject-matter specialists as part of the University Cooperative Extension System. County Extension agents direct 4-H work in the counties. Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities. State leadership for the 4-H youth development program is conducted by Virginia Cooperative Extension (VCE), an educational component of



Virginia Polytechnic Institute and State University (Virginia Tech) and Virginia State University (VSU) with USDA and local governments cooperating.

F. 4-H Symbols

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

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

G. Guidelines for the use of the Name and Emblem

(This information was retrieved on November 8, 2021, from the NIFA Web page at <https://nifa.usda.gov/4-h-name-and-emblem>)

The 4-H Name and Emblem is a federal mark with protections and standards that exceed that of trademarks and copyrights. Using the 4-H Name and Emblem requires proper authorization. Anyone engaging in unauthorized use or misuse of the 4-H Name and Emblem is subject to federal prosecution.



The U.S. Congress has legislated responsibility for proper management of the 4-H Name and Emblem to the Secretary of Agriculture, who has delegated that authority to the Division of Youth and 4-H housed at USDA, NIFA. The use of the 4-H Name and Emblem is defined through Section 7 in the Code of federal Regulations, Part 8. Questions regarding the use of the 4-H Name and Emblem may be directed to Chris Petty.

- a. Application for Authorization to Use 4-H Name and Emblem
 - i. Commercial vendors, private organizations, and all other entities must apply for and receive authorization in order to use the 4-H Name or Emblem. Prior to submitting the application via email, applicants need to carefully read the Application Guide.
- b. List of Authorized Vendors of the 4-H Name and Emblem
 - i. A listing of those entities who have received authorization to use the 4-H Name and Emblem from the Division of Youth and 4-H is provided at this site.
- c. Improper Use of the Emblem



- i. In Virginia, a club, organization, association, or 4-H Center can lose its privilege of using the 4-H clover if it is used inappropriately. All users are strongly encouraged to review the information provided on the NIFA webpage for a better understanding of using the Name and Emblem

H. 4-H Age Policy

- a. Youth *must* turn the *entry* age during the 4-H year, October 1 through September 30. That is, youth who turn **5, 9, 12,** and **14** between October 1 and September 30, participate in these respective categories:
 - i. Cloverbud 4-H Members: 5 through 8 yr. old
 - ii. Junior 4-H Members: 9 through 11 yr. old
 - iii. Intermediate 4-H Members: 12 through 13 yr. old
 - iv. Senior 4-H Members: 14 through 18 yr. old
- b. Eligibility for 4-H membership terminates on December 31 of the year the member has his/her 19th birthday.
- c. Senior 4-H age requirements for national contests are ages 14 to 18 prior to January 1 of the year that the youth participate in a national event.
- d. For local and state competitive events in which there is a regional or national contest, the age guidelines of the regional or national contest shall apply. Those youth, born between January 1 and September 30, affected by this policy, are allowed to participate in the *next lower age category*.



SECTION 3: INTRODUCTION TO 4-H CAMPING

A. Definition of “Camping”

1. As defined by the American Camp Association, **organized camping** is “a sustained experience that provides a creative, recreational, and educational opportunity in a group setting living in the outdoors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper’s mental, physical, social, and spiritual growth.” (ACA, 2019)
2. Since 4-H camping is *educationally focused*, it is recognized as a delivery method for 4-H programming.

B. 4-H Camping Mission

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

C. 4-H Camping Goals and Outcomes

Each year 4-H Center's review evaluations from the previous year to assess performance and make informed decisions about goals and desired outcomes. Below is a list of broad goals which were operationalized in the 2009 handbook.

1. **Goal:** To provide youth with the opportunity to have fun in a safe environment.
2. **Goal:** To provide youth with the opportunity to develop positive relationships with caring teens and adults.
3. **Goal:** To teach youth social skills and to provide the opportunity for youth to learn and practice social skills.
4. **Goal:** To provide youth with nature-based experiences and to foster an appreciation and awareness of nature.
5. **Goal:** To provide opportunities for youth to learn and practice *self-responsibility* and personal decision-making.
6. **Goal:** To provide youth with learning opportunities that encourage self-discovery and the development of personal interests and talents.
7. **Goal:** To provide opportunities for youth to learn and practice citizenship.
8. **Goal:** To expose youth to 4-H and *encourage extended involvement in other delivery modes such as 4-H clubs.*

Evaluating the camping experience involves assessing various aspects of the experience to understand how enjoyable, safe, and educational it was. Different stakeholders, such as campers, parents, camp staff, and administrators, may have their own perspectives and methods for evaluating the experience. Here are some common means of evaluating the camping experience outcomes:

*Surveys and Questionnaires: distribute surveys to campers, parents, and staff to gather feedback on their experiences.

*Participant Feedback: Direct feedback from campers and their parents can be collected through informal discussions or interviews to understand their personal experiences, likes, dislikes, and suggestions for improvement.

*Observation and Assessment: Camp staff can observe campers' interactions, behaviors, and participation in activities to assess their social and personal development, as well as their safety and well-being.

*Safety and Incident Reports: Collecting data on safety incidents, injuries, or emergencies can help evaluate the effectiveness of safety protocols and the overall well-being of campers.



*Camp Alumni Feedback: Reaching out to former campers and staff who have completed their camp experience can provide insights into the long-term impact of the camp on their lives.

*Peer and Parent Reviews: Encouraging campers and their parents to share their experiences with others, whether through word of mouth, social media, or online reviews, can be a powerful way to assess and promote the camp.

*Follow-up Surveys: Conducting surveys or interviews with participants after some time has passed since their camp experience can help gauge the lasting impact and changes in their lives.

By using a combination of these means, we can gain a comprehensive understanding of the camping experience outcomes, identify areas for improvement, and make informed decisions to enhance the overall experience for campers, volunteers, and staff.

D. Types of 4-H Camps

1. A variety of 4-H camps are conducted at Virginia's six 4-H Educational Centers and at the unit level. The following is a list of the most commonly conducted Virginia 4-H Camps.
 - a. Cloverbud 4-H Camps- Camps designed for youth 5 through 8 years of age. Can be residential or day camps.
 - b. Residential 4-H Camps- Campers generally stay overnight from 2 to 5 days. Most residential camps last 5 days, with campers staying overnight for 4 nights. The Junior 4-H camps, designed for youth 9 through 13 years of age, fall into this category.
 - c. Special Interest 4-H Camps- Camps that focus mainly on a specific project or theme area. There is a large variety of special interest 4-H camps available throughout the state.
 - d. Day 4-H Camps- Campers participate in learning activities throughout the day, but do not stay overnight.

E. 4-H Camping Philosophy of Life Skill Development

1. 4-H camping is a proven and effective way of reaching youth and teaching them educational programming. With a rich history of 4-H camping programs conducted at the unit, district, and state levels, both *residential* and *day* Virginia 4-H camping programs are used to enhance **life skill development** using hands-on learning in a cooperative environment.
2. 4-H camp is not simply a "location" and a "program." It is **WHAT HAPPENS TO CAMPERS** during the event. This concept of 4-H camping recognizes the **life skills** that each youth learns and practices during the 4-H camping experience.
3. The camping philosophy in Virginia 4-H is dedicated to the positive individual development of youth through experiential learning to promote **advancement in life skills**—knowledge, abilities, skills, and attitudes (KASA) that will enable youth to become self-directed, contributing members of society. This supports the "learn-by-doing" philosophy of 4-H.
4. The *Targeting Life Skills Model*—developed by Patricia Hendricks and the Iowa State University Extension—is recommended to units and 4-H centers to identify the life skills that each unit and 4-H center is targeting through 4-H camping. (See *RESOURCE 3-1: Targeting Life Skills Model* at the end of this section.)

F. Youth Development through 4-H Camping

1. **Positive Youth Development** is a comprehensive approach to promoting learning and development. Its goal is to help young people feel empowered and develop critical life skills that allow them to reach their fullest potential.



2. Although it is impossible for 4-H camping to provide total youth development due to the short-term (i.e., one week or less) nature of the experience, **4-H camping provides many of the features of positive youth development.** (See *RESOURCE 3-2: How do youth benefit from 4-H Camping in Virginia: Youth Development Through 4-H Camping*, VCE publication 388-107, at the end of this section.)
3. When used in conjunction with other 4-H delivery modes and activities (e.g., 4-H school enrichment, 4-H after-school clubs, 4-H community clubs, and 4-H special events, etc.), 4-H camping can help to provide positive youth development throughout the year.

G. 4-H Camping and the Experiential Learning Model

1. Experiences at 4-H camp are most often active and hands-on, but they should also reflect the processes of sharing, reflecting, generalizing, and applying.
 - a. *“Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”* (John Dewey)
2. The *“Experiential Learning Model”* (See *RESOURCE 3-3* at the end of this section) demonstrates how an experiential learning experience should have five (5) parts.
 - a. Experience
 - b. Share
 - c. Process
 - d. Generalize
 - e. Apply
3. Whenever possible, 4-H campers should be engaged in asking questions about information that they are learning and using the experiential learning model as a guide to help them to share, process, generalize, and ultimately to apply what they are learning to other aspects of their life.
4. The experiential learning model is a tool to help us to connect information learned at 4-H camp to life skills that 4-H campers need outside of the camp setting.

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

1. In Virginia, 4-H camp is open to any youth who meets the age guidelines. Youth do not have to be 4-H members to attend 4-H camps; however, they should be provided the opportunity to join.
2. Each 4-H camp is an independent educational activity and, therefore, **is not restricted** nor contingent upon any prerequisites (e.g., completing a project, being a club officer, etc.).
3. Youth who attend 4-H camp **may sign up** as 4-H members since they are receiving more than the minimum number of hours of educational instruction (6 hours) during camp. *All youth attending 4-H camp are eligible and should be encouraged to join 4-H.*
4. Agents and volunteers are strongly encouraged to utilize all camping events as a method by which to recruit and involve new youth, as well as those presently involved, into the 4-H program. All youth participating in camp should be given information concerning additional 4-H opportunities throughout the year in their unit, district, and state.
5. In providing 4-H camping, all Extension units and each 4-H educational center must follow Equal Opportunity/Affirmative Action/Americans with Disabilities guidelines.



I. 4-H Camp Age Policy

(In order to clarify confusion concerning the Virginia 4-H age policy for campers, counselors-in-training, teen counselors, and adult leaders, as well as eligibility for attending 4-H camps at the 4-H educational centers, the 4-H leadership Council enacted the following policy in February, 2000)

1. The 4-H year is October 1 through September 30.
2. If a child is 4 years of age, but will become 5 years of age during the 4-H year, they are eligible to attend a Cloverbud 4-H Camp. Youth must meet the *minimum* age of 5 between October 1 and September 30 of the 4-H year, and must not be older than the maximum age of 8.
3. If a child is 8 years of age, but will become 9 years of age during the 4-H year in which a 4-H junior camp is held, they are eligible to attend a 4-H junior camp. [NOTE: this covers the lower **minimum** age requirement].
4. If a child is 13 years of age, but will become 14 years of age during the 4-H year in which a 4-H junior camp is held, they are eligible to attend a 4-H junior camp as a camper. [NOTE: this covers the upper **maximum** age requirement].
5. This **does not** change the age requirements for a Counselor-in-Training (CIT) or a Teen Counselor. In order to be a 4-H Camp Counselor-in-Training, a youth must be **at least** 13 years old by January 1 of the 4-H year. In order to be eligible to become a 4-H Camp Teen Counselor a teen must be at least **14 years of age or older** by January 1 of the 4-H year. However, it is **highly recommended** that Teen Counselors be at least 15 years of age when assuming supervision roles. Examples:
 - a. Age on January 1 of the current year:
 - i. 13 years of age may attend 4-H camp as a camper (or Counselor-in-Training)
 - ii. 14 years of age may attend 4-H camp as a Counselor-in- Training or Teen Counselor
 - b. Age at the birthday on January 2 through to and including on September 30 of the current year:
 - i. 13 years of age may attend 4-H camp as a camper
 - ii. 14 years of age may attend 4-H camp as a camper (or Counselor-in-Training)

J. Underage Participation at 4-H Camp Policy

1. The purpose of this policy is to protect youth, volunteers, staff, and faculty from injuries that would not be covered by insurance.
2. Virginia Tech provides liability insurance to all registered 4-H camp youth, registered 4-H camp teen and adult volunteers, VCE faculty/staff, and 4-H center employees who are scheduled to work during a specific 4-H camp.
3. Accident insurance is provided for each 4-H camp based on (a) the age guidelines for that particular camp and (b) the age-appropriate programs/activities that are being offered during that particular camp.
4. Only individuals who are directly participating in a 4-H camp program, as defined by the age guidelines and age-appropriate programs/activities of that specific 4-H camp, may be part of a 4-H center-based or unit-based camp.

K. History of Virginia 4-H Camping

1. **First County 4-H Camp**
 - a. The first county 4-H camp in the nation was conducted in Randolph County, West Virginia, in 1915. The focus of this first event was education with the county Extension agent teaching club members better techniques for growing corn and other important



research-based information. The name of this 4-H camp was *Camp Good Luck* (Stewart, 1969). Virginia held its first county 4-H camp in Loudoun County in 1917. It was conducted for girl members of the county canning and tomato clubs and the educational programming focused on teaching better growing and canning techniques so the girls could sell their produce.

- b. Many of the early Virginia 4-H camps (initially called short courses) were conducted on college campuses, farms, and campsites owned by other organizations. The first Virginia 4-H camp built specifically for 4-H'ers was Jamestown 4-H Camp in 1928. It was followed by Holiday Lake in 1941 and Camp Farrar in 1948. The programming continued to focus on teaching youth research-based information and expanded to include learning to work with others, having fun, and a variety of other skills.

2. History of Virginia's 4-H Educational Centers

(Adapted from Meadows, 1997)

- a. The development of the six 4-H educational centers came about over a period of about 20 years. Under the leadership of Dr. William "Bill" Skelton, state 4-H agent (1950-1962), Virginia's 4-H camping program changed to a concept unknown anywhere else in the United States. Instead of 4-H camps, there would be 4-H Centers. Dr. Skelton conceived the idea of the 4-H educational center concept in the late 1950s. The model involved establishing a 4-H educational center in each geographic area of the commonwealth, and was promoted for numerous reasons such as,
 - i. There was a dearth of 4-H camp facilities and equipment in Virginia;
 - ii. Rented facilities within and out of the state were not adequate to accommodate the numbers who wanted to participate in the regular summer-type camp;
 - iii. District and county Extension staffs wanted facilities within their districts for their client groups to conduct programs; and,
 - iv. Volunteer 4-H leaders, county 4-H councils, 4-H honor clubs...and other groups in many counties wanted facilities where they could meet at appropriate times throughout the year to plan programs and/or receive training." (*College of the Fields*, 1987, p. 182)
 - v. "The 4-H Center concept was promoted by early Extension leaders in the belief that both the public and private sector leaders would support the 4-H Center development because of their understanding of 4-H program principles. Additionally, the major concern was for cost effectiveness with the 4-H Centers being designed for year-round use by 4-H, as well as other groups when not utilized by 4-H. Many other states have 4-H camp facilities that are for seasonal use only.
 - vi. As stated by Dr. Skelton (1996), "...We wanted the people to feel like this was their 4-H Center...we could visualize that we wanted the key citizens in the area to feel this is our 4-H Center, and we wanted the extension agents in each one of the six districts to feel like, this is our 4-H Center...We have more public support, more public images for 4-H than through all the rest of Extension put together."

3. Ownership and Operation of Virginia's 4-H Educational Centers

- a. Each 4-H center operates as a private, nonprofit corporation [501-(c) (3)] under the guidance and direction of a board of directors. The board members generally are selected from a corporate membership made up of three representatives from each county and city within the respective center's service area. These boards are made up of



Extension personnel, volunteer leaders, and representatives from business, industry, and community organizations.

- b. A *Memorandum of Understanding* between each 4-H Educational Center and Virginia Tech determines the linkages and methods of operations between the two entities. Each 4-H Center supports Virginia Cooperative Extension and provides 4-H youth development programming through this Memorandum of Understanding.
 - c. Each 4-H center has a full-time Center Director and Program Director. In some instances, these positions are Extension funded and in others these positions are 4-H center-funded.
 - d. Annually, each of Virginia's 107 local Extension programs participates in the 4-H camping programs at its respective 4-H Educational Center. Approximately 20,000 youth participate in Virginia Cooperative Extension 4-H camps and programs each year. (This number includes day programs, school enrichment, and specialty events for youth)
- 4. Why Units Camp at the 4-H Educational Center in Their Own Geographic Area**
- a. Parents, as a whole, are reluctant to send their youngsters long distances across the state. This is especially true for those whose children have never been away from home before. Thus, without local-area 4-H centers, it is difficult to recruit large camp enrollments.
 - b. Similarly, large enrollment is easier to recruit on a consistent basis if parents/guardians and youth are familiar with one particular camp in their geographic area; transportation costs are reduced; and tradition is easier to build with loyalty to one camp.
 - c. Many Virginia county/city governments and unit-level community groups have provided—and continue to provide—funding for the 4-H educational centers. These groups include boards of supervisors, banks, foundations, civic groups, businesses, and community organizations. We are able to continue to raise funds in these communities because these groups know that their funds are going directly to the 4-H center that serves their local youth and from which their local youth can derive benefits.
 - d. Teen and adult volunteers are easier to recruit to participate in programs that are located near their county/city.
 - e. Extension faculty and staff are more committed to facilities that are available to them year after year and that are located closer to their unit offices.

L. Overview of the Airfield 4-H Educational Center

1. Located in Wakefield, Virginia.
2. Began operations in 1981.
3. Home to **16** counties and cities in the Southeastern area of Virginia: Accomack, Chesapeake, Dinwiddie, Greensville/Emporia, Isle of Wight, Norfolk, Northampton, Petersburg, Portsmouth, Prince George, Southampton, Suffolk, Surry, Sussex, and Virginia Beach.
4. Property contains 218 acres.
5. Approximately 210 campers, teens and adults can be accommodated per week.

M. Overview of the Holiday Lake 4-H Educational Center

1. Located near Appomattox, Virginia.
2. Began operations as a camp in 1940; converted to 4-H educational center in 1974.
3. Home to **19** cities and counties in the central area of Virginia: Albemarle/Charlottesville, Amelia, Amherst, Appomattox, Brunswick, Buckingham, Campbell, Charlotte, Cumberland, Fluvanna, Greene, Louisa, Lunenburg, Lynchburg, Mecklenburg, Nelson, Nottoway, and Prince Edward.



4. Property contains 157.8 acres.
5. Approximately 270 campers, teens, and adults can be accommodated per week.

N. Overview of the Jamestown 4-H Educational Center

1. Located in Jamestown, Virginia.
2. Began operations as a camp in 1928; converted to 4-H educational center in 1976.
3. Home to **23** cities and counties in the Northern Neck of Virginia: Charles City, Chesterfield, Essex, Gloucester, Goochland, Hampton, Hanover, Henrico, James City, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Northumberland, Poquoson, Powhatan, Richmond County, Richmond City, Westmoreland, and York.
4. Property contains 16 acres.
5. Approximately 220 campers, teens, and adults can be accommodated per week.

O. Overview of the Northern Virginia 4-H Educational Center

1. Located in Front Royal, Virginia.
2. Began operations in 1981.
3. Home to **19** counties and cities in the northern area of Virginia: Alexandria, Arlington, Caroline, Clarke, Culpeper, Fairfax, Fauquier, Frederick, King George, Loudoun, Madison, Orange, Page, Prince William, Rappahannock, Shenandoah, Stafford, Spotsylvania, and Warren.
4. Property contains 229 acres.
5. Approximately 320 campers, teens, and adults can be accommodated per week.

P. Overview of the Southwest Virginia 4-H Educational Center

1. Located just outside Abingdon, Virginia town limits in Washington County.
2. Began operations in 1960
3. Home to **13** counties within the Southwest Virginia area of the state: Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wythe, and Wise.
4. Property contains 79 acres.
5. Approximately 225 campers, teens, and adults can be accommodated per week.

Q. Overview of the W.E. Skelton 4-H Educational Center at Smith Mountain Lake

1. Located in Wirtz, Virginia.
2. Began operations in 1966.
3. Home to **21** counties and cities within the service area: Alleghany, Augusta, Bath, Bedford, Botetourt, Craig, Danville, Floyd, Franklin, Giles, Halifax, Henry County/Martinsville, Highland, Montgomery, Patrick, Pittsylvania, Pulaski, Roanoke City and County, Rockbridge, and Rockingham.
4. Property contains 120 acres.
5. Approximately 400 campers, teens, and adults can be accommodated per week.

R. 4-H Center Service Area Map

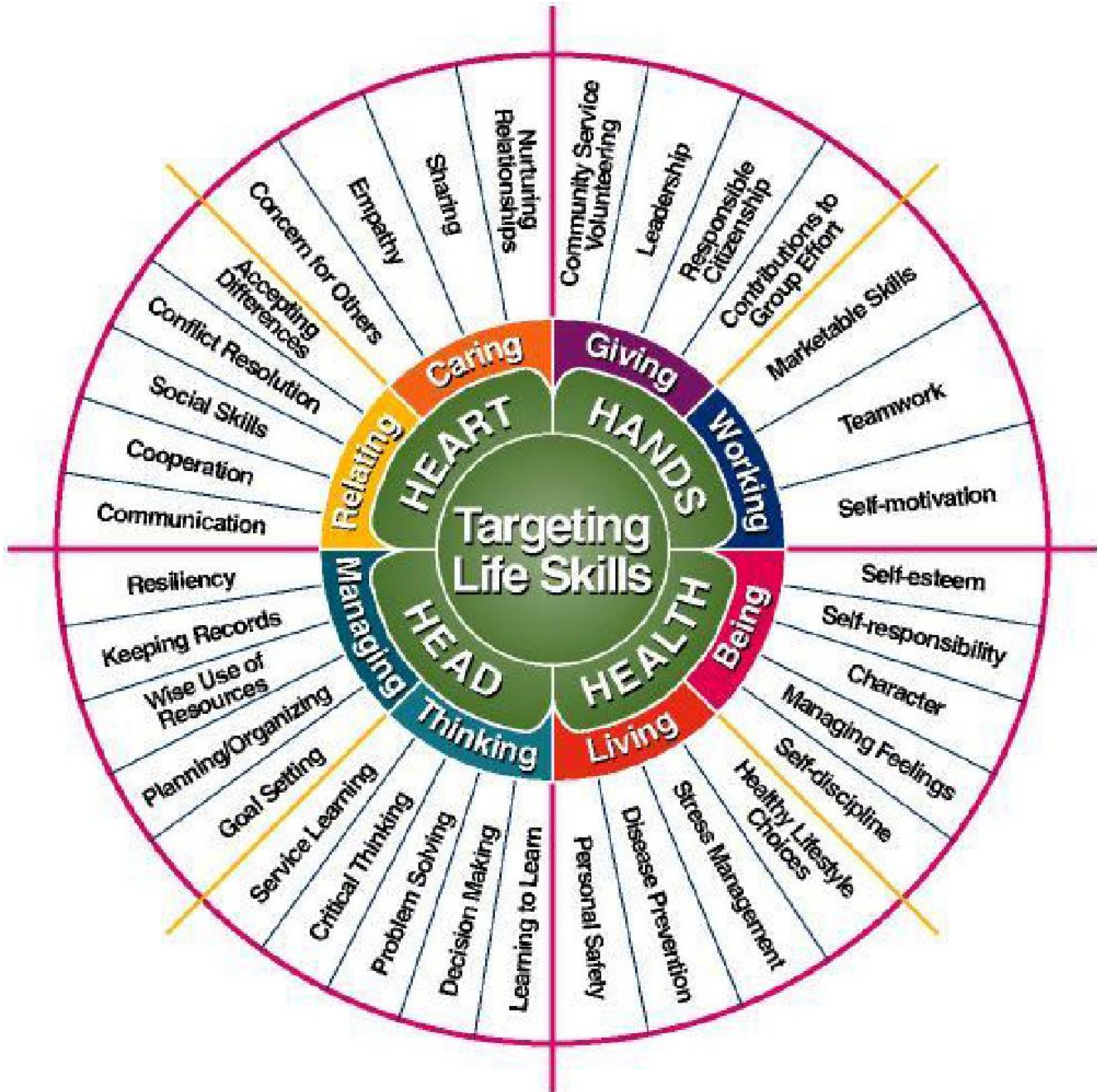
1. See *RESOURCE 3-4: Virginia's 4-H Educational Center Service Areas* at the end of this section.



RESOURCE 3-1: Targeting Life Skills Model

Targeting Life Skills Model

(Pat Hendricks, Iowa State University Extension, 1999) *



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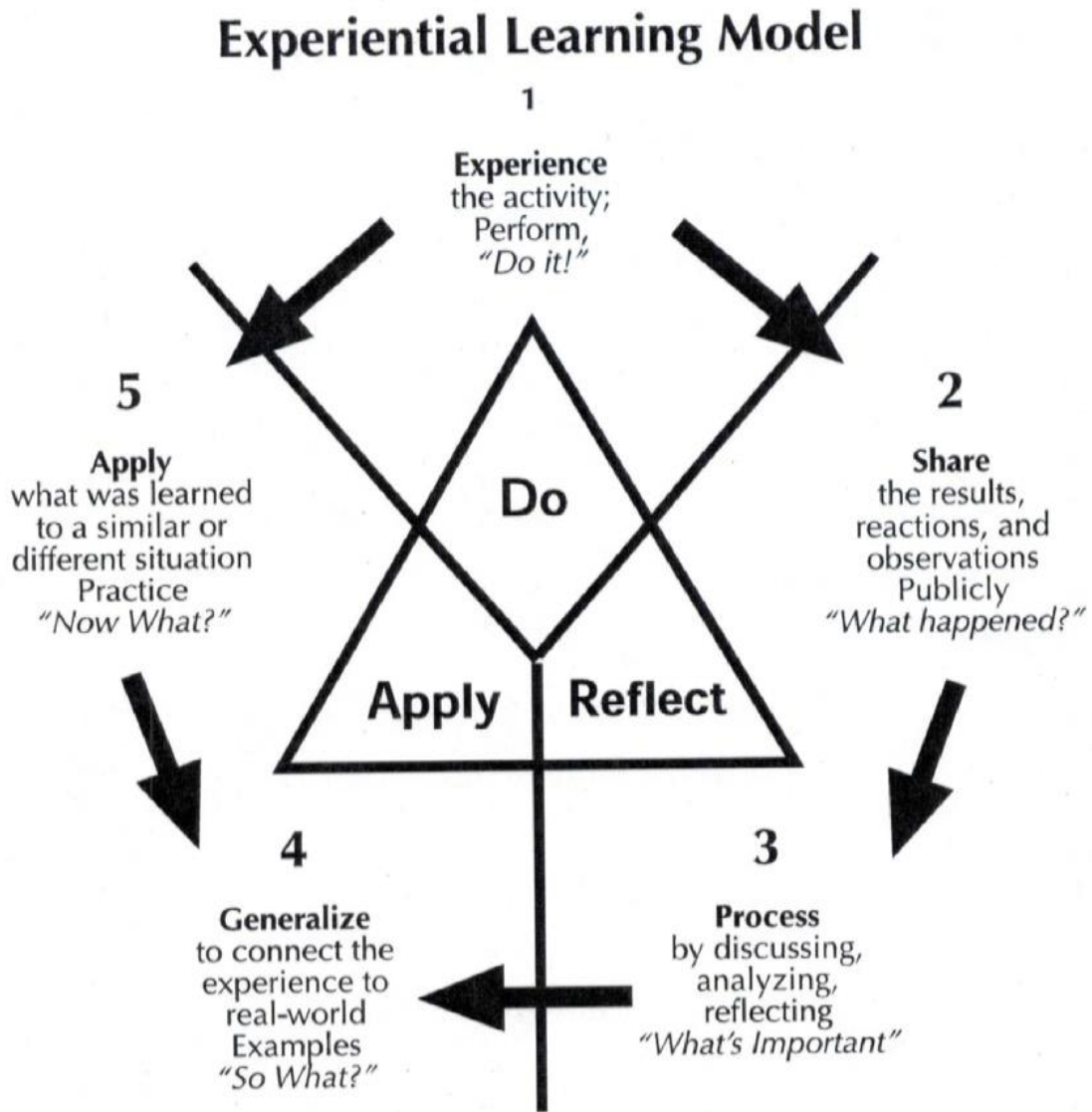
**RESOURCE 3-2: How do youth benefit from 4-H Camping in Virginia:
Youth Development through 4-H Camping**

See VCE Publication 388-107 at

https://www.pubs.ext.vt.edu/content/dam/pubs_ext_vt_edu/388/388-107/388-107-PDF.pdf



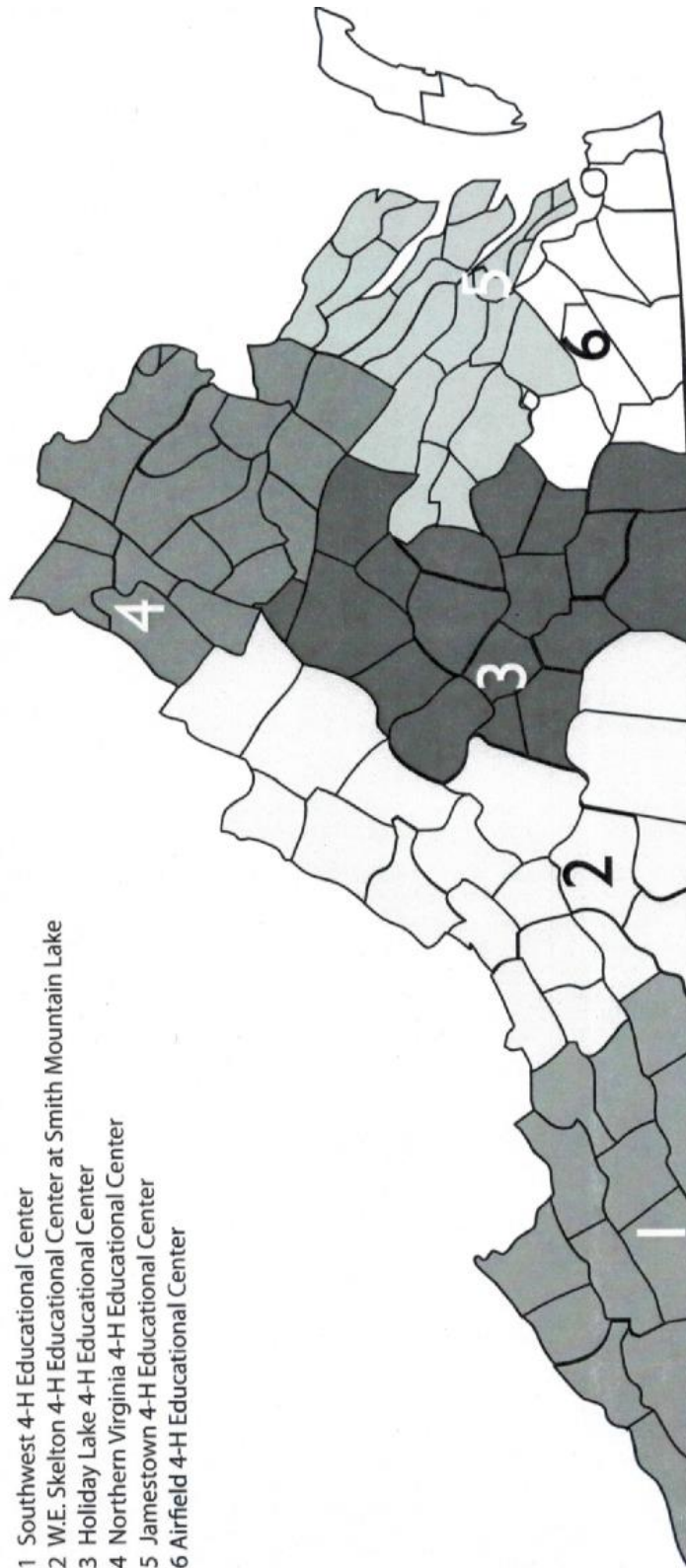
RESOURCE 3-3: Experiential Learning Model





RESOURCE 3-4: Virginia's 4-H Educational Center Service Areas

(go to [Virginia Maps - VCE Intranet - Google Drive](#))





SECTION 4: AMERICAN CAMP ASSOCIATION (ACA)

A. Overview

1. “The American Camp Association is a community of camp professionals dedicated to ensuring the high quality of camp programs; a greater public understanding of and support for the value of the camp experience; and an increase in the number of children, youth, and adults of all social, cultural, and economic groups who participate in the camp experience.” (ACA, 2019, p. 11).
2. “The American Camp Association is the only nationwide accrediting organization for all types and designs of organized camps. ACA standards focus on health, safety, and risk management practices.) (ACA, 2019, p. 15)

B. ACA Accreditation

1. The main purpose of the ACA accreditation process is “to educate camp owners and directors in the administration of key aspects of camp operations, particularly those related to program quality and the health and safety of campers and staff” (ACA, 2019, p. 15). The standards establish guidelines for the “best practices” of the camping industry, including policies, procedures, and practices.
2. The ACA accreditation process involves an outside team of trained camping professionals that visit a camp to verify compliance with ACA standards.
3. In order to maintain accreditation, a camp must be involved in a comprehensive review and “visitation” process every three (5) years and complete an annual Statement of Compliance.
4. To learn more about the American Camp Association and the accreditation process, visit the American Camp Association Web page at www.acacamps.org.

C. Overview of ACA Accreditation Standards

1. The Standards for Accreditation of Camp Programs and Services include:
 - a. **CR:** Core/Foundational
 - b. **AD:** Administration
 - c. **FA:** Facilities
 - d. **HW:** Health and Wellness
 - e. **ST:** Staff and Supervision
 - f. **PD:** Program Design and Activities
 - g. **PA:** Aquatics

D. Importance of ACA Accreditation to Virginia 4-H Camping

1. Each of Virginia’s six 4-H educational centers has received American Camp Association (ACA) accreditation and each is expected to maintain accreditation in accordance with ACA's visitation process.
2. ACA accreditation indicates to the public that the camp’s administration has voluntarily allowed its practices to be compared with the standards established by professionals in the camping industry.
3. ACA accreditation assures parents/guardians that the 4-H centers have had a regular, independent safety audit that goes beyond most state regulations. Many parents are aware of the American Camp Association and prefer an ACA accredited camp over other camps that are not ACA accredited.



4. ACA accreditation is recognized by courts as the “reasonable” standard in the camping industry, against which camps may be judged in the event of a claim of negligence, injury, etc.
5. ACA accreditation allows Virginia's 4-H centers to receive competitive insurance premiums, which in turn reduces the degree to which 4-H camp fees and related costs have to be increased each year.
6. ACA accreditation establishes levels of service for meeting the needs of 4-H campers and at the same time reasonably protects their safety and well-being. While we expect campers to have a meaningful experience, we also want them to accomplish this in a safe and secure environment.
7. Extension programming is research-based and 4-H youth development agents strive to develop educational programs around research-based information. Therefore, it follows that the Virginia 4-H camping program should adhere to ACA accreditation standards, which are themselves the result of many years of research by camping professionals.

E. 4-H Center Faculty/Staff Role in the Accreditation Process

1. The faculty and staff at each 4-H educational center are required to ensure that ACA standards are being followed in all applicable areas of the 4-H center’s operations.
2. Each 4-H Center must develop a system to annually verify that accreditation standards are being followed in applicable aspects of the camp’s operation.
3. During years in which an ACA accreditation visit does not occur, the 4-H Center Director—or in some cases the Program Director—is required by ACA to sign an ethics statement that verifies that ACA standards are still being met.
4. The faculty and staff at each 4-H Center—particularly the 4-H Center Director and Program Director—should work cooperatively with the Extension faculty and staff in each of its units to ensure that ACA accreditation-related information is being communicated and that ACA standards are being followed.

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

1. Achieving and maintaining ACA accreditation is only possible through cooperation and communication between the 4-H Center and unit Extension offices within the 4-H Center’s service areas.
2. It is important that unit Extension faculty and staff, particularly those who coordinate and direct 4-H camping, are aware of the requirements of ACA accreditation, particularly in the areas of “Health and Wellness,” “Administration,” and “Staff Qualifications, Training and Supervision.”
3. Unit faculty and staff should work cooperatively with 4-H Center faculty and staff—particularly the Center Director and Program Director—to ensure that ACA accreditation-related information is communicated and that ACA standards are being followed.

G. ACA Orientation Policy

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



H. ACA Involvement

1. The American Camp Association is administered through numerous local councils. “ACA-Virginias” includes Virginia and West Virginia. Extension faculty, staff and volunteers can become involved in ACA at the national level and/or through ACA-Virginias.
2. ACA membership is open to anyone who is interested in supporting the mission of ACA. Members belong to the national organization and to the ACA Virginia's Section.
3. Opportunities exist for professional development for Extension faculty, staff, and volunteers through ACA sponsored conferences, seminars, workshops, and web-based learning. You do not have to be a member of ACA to participate in these events.
4. For more information about the ACA Virginia's Section or ACA membership, visit <http://www.acacamps.org>

I. Guidelines for the Use of the ACA Logo

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





SECTION 5: PROFESSIONAL DEVELOPMENT AND TRAINING IN 4-H CAMPING

A. 4-H Camp Leadership Training (CLT)

1. 4-H Camp Leadership Training Policy
 - a. All new Extension agents, program assistants, and volunteers who are responsible for 4-H camping must complete the “4-H Camp Leadership Course.” District Directors may identify additional Extension faculty/staff who are required to attend this training.
2. Overview of the 4-H Camp Leadership Course
 - a. The 4-H Camp Leadership Course, which is based upon the Master 4-H Volunteer model, is a staff development event for salaried and volunteer staff who want to increase their knowledge and skills in organized 4-H youth camping.
 - b. The 4-H Camp Leadership Course is offered annually at one of Virginia’s 4-H Educational Centers.
 - c. The 4-H Camp Leadership Course program comprises more than 20 hours of base training designed to provide not only a solid foundation, but also an element of practical application of that knowledge based on discussions of real-world situations. Additional training and updates may also be necessary.
 - d. For more information about the 4-H Camp Leadership Course, contact the State 4-H Office.

B. Training Opportunities through the American Camp Association (ACA)

1. “ACA Virginias” and other ACA sections offer two to three workshops each year for paid and volunteer staff (Camp Directors, Camp Owners, Camp Staff, etc.) who work with organized youth camping. These workshops are conducted at various camps throughout Virginia and West Virginia. For more information about ACA Virginias or other ACA training opportunities, visit <http://www.acacamps.org/>
2. The American Camp Association offers several on-line courses through its national website.
3. The ACA National Conference is held every year in February and offers 3-4 days of workshops and seminars for individuals involved in organized youth camping.
4. The ACA Tri-State Camp Conference is held in March every year in Atlantic City boast of over 170 educational sessions.

C. National 4-H Camping Institute (NCI)

1. History of the National 4-H Camping Institute
 - a. The National 4-H Camping Institute is a national professional development conference that Virginia 4-H conceptualized in the early 1990s.
 - b. In 1991, the first National 4-H Camping Institute (NCI) was conducted at the Northern Virginia 4-H Educational Center. This event was organized, planned, and hosted by Virginia 4-H Center Directors, 4-H Center Program Directors, 4-H Extension Agents, and 4-H volunteers.
 - c. The purpose of NCI was to bring salaried and volunteer camping proponents together to share ideas, learn from workshops, and plan for improvements in 4-H camping programs.
2. National 4-H Camping Institute Goals at that time:
 - a. To recruit and host camping professionals, enthusiasts, and volunteers in a five-day 4-H camping institute that will include sharing, group involvement, and learning;



- b. To enhance the 4-H camping program through hands-on workshops, special presentations, and group processing;
 - c. To emphasize the educational value of 4-H camping;
 - d. To showcase 4-H camps and 4-H educational centers;
 - e. To highlight new programs and recognize 4-H camping professionals; and,
 - f. To provide the best and brightest ideas and best practices in camping at one location.
 3. Administration and Coordination of the National 4-H Camping Institute
 - a. Although Virginia 4-H developed the National Camping Institute, the decision was made in 2000 to have the NAE4-HA Camping and Environmental Education Taskforce provide the leadership for future NCI events.
 - b. The NAE4-HA Camping and Environmental Education Taskforce established criteria for the selection of host sites and support mechanism for the Institute.
 4. National 4-H Camping Institute Host-Site History
 - a. NCI I (1991) - Northern Virginia 4-H Educational Center, Front Royal, Virginia
 - b. NCI II (1994) - Northern Virginia 4-H Educational Center, Front Royal, Virginia
 - c. NCI III (1996) - Airfield 4-H Educational Center, Wakefield, Virginia
 - d. NCI IV (1997) - Concordia Language Village, Bemidji, Minnesota
 - e. NCI V (2000) - Airfield 4-H Educational Center, Wakefield, Virginia
 - f. NCI VI (2002) - Recreation Unlimited, Columbus, Ohio
 - g. NCI VII (2004) - Rock Springs 4-H Center, Junction City, Kansas
 - h. NCI VIII (2006) - Black Hills, South Dakota
 - i. NCI IX (2008) - W.E. Skelton 4-H Educational Conference Center, Wirtz, Virginia
 - j. NCI X (2010)- Oregon 4-H Center, Salem, OR
 - k. NCI XI (2012)- Jackson's Mill 4-H Center, Weston, WVA
 - l. 4-H Camping & Environmental Education Institute (2015) Rock Eagle 4-H Center, GA *No NCI was held in 2014 and Georgia decided to change the name to NCEEI. Following this conference NAE4-HYDP decided to put it under their umbrella and take full control.
 - m. NCEEI (2017) – W.E. Skelton 4-H Educational Center, Wirtz, Virginia (this was the last time this conference was conducted)

D. Training Tools

1. Intranet Resources
 - a. Volunteer Resources: go to [VCE Intranet - 4-H Volunteer Development \(google.com\)](#)
 - b. Camping Resources: go to [VCE Intranet - Camping \(google.com\)](#)
2. Other Resources
 - a. American Camp Association (ACA): www.acacamps.org
 - b. The Ultimate Camp Resource: <http://www.ultimatecampresource.com/>
 - c. National 4-H Council - <http://www.4-h.org/>
 - d. Virginia 4-H online training modules – go to [Virginia 4-H Volunteer Training \(google.com\)](#)
 - e. 4-H Online - Contact the State 4-H Office or the training team for current information



SECTION 6: 4-H CAMP RISK MANAGEMENT

A. What Is Risk Management?

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

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

1. The health and safety of youth, volunteers, staff, and the public that we serve are critically important. Through cooperation with the Virginia Tech Office of Risk Management and the 4-H educational centers, the Virginia 4-H program works to provide a safe environment for youth, volunteers, and staff using a risk management process.

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

1. Risk management before, during, and after 4-H camping programs involves protecting youth, volunteers, and staff. Therefore, **everyone in a 4-H camp planning and supervisory role** (staff and volunteers) **is responsible** for risk management and maintaining a safe environment for youth who attend 4-H camp.
 - a. During all camping programs, should questions or concerns arise, the Virginia 4-H Camping Specialist can be consulted at (540) 231-1173 or the Virginia Tech Office of Risk Management at (540) 231-7439.
2. Unit-based 4-H Camps
 - a. For unit-based 4-H camps, 4-H Extension Agents (or other Extension staff or designee responsible for the unit 4-H camping program) are responsible for all risk-management policies and procedures provided in this handbook.
3. 4-H Camps Conducted at 4-H Educational Centers
 - a. For 4-H camps conducted at/by 4-H Educational Centers, 4-H Extension agents and 4-H Center faculty should work cooperatively to follow established risk-management policies and procedures for 4-H camp.
 - b. Information about the nature and content of 4-H camp programs and activities should be shared prior to camp in order to allow risk-management decisions to be made.
 - c. Contact your 4-H Center for additional information about risk management planning for 4-H camps conducted at your 4-H center. The State 4-H Camping Specialist can also be consulted.
4. Organizational Chart and Communication at Camp
 - a. It is important for all paid, volunteer, Extension and Center staff to communicate with each other before, during and after camp. Please see *RESOURCE 6-7 –Organizational Chart for Virginia 4-H*.

D. In Loco Parentis

1. The term “*in loco parentis*” (in loco puh-ren-tiss) means “in place of the parent.”
2. *In loco parentis* is the legal principle that governs a person’s actions when they are in charge of the supervision of minors. The principle assumes that the person will act as any reasonably prudent parent would act in the same or similar circumstances (American Camp Association, 2012).



3. Volunteers and Staff are expected to provide a high level of care, safety, and support for the campers, as if they were acting as parents during the camp program. This level of care and responsibility requires documented training for anyone in a supervisory position.

E. Four Ways to Manage Risk at 4-H Camp

1. **Avoid Risk**
 - a. Decide not to develop high-risk programs/activities;
 - b. Discontinue existing high-risk programs/activities;
2. **Transfer Risk**
 - a. Purchase insurance to transfer risk to another company. In a majority of situations persons acting as Unit/Cluster Camp Leader do not need to take extra steps to purchase insurance. However, if you have questions about purchasing insurance to “transfer risk,” then please contact the Virginia Tech Office of Risk Management if you have questions about how insurance is provided for your 4-H camp.
 - b. Obtain a “Certificate of Insurance,” which names Virginia Tech and when applicable, the 4-H Educational Center, as “additional insured”; and
 - c. Develop a contract/agreement which transfers risk to another company.
3. **Reduce Risk**
 - a. Prevent loss (e.g., human loss, financial loss, physical loss) through the development and use of a camp safety program as well as teen and adult leadership training programs.
 - b. Separate and/or duplicate all 4-H camp records to prevent loss of records.
 - c. Utilize the appropriate emergency response, fire protection, etc. to minimize the loss once it has occurred.
 - d. Ensure proper signage is in place.
4. **Retain Risk**
 - a. You might choose to retain the risk (i.e., continue an existing camp program, activity, situation) if the amount of risk involved with a particular activity or situation is minimal.
 - i. Example: The minor medical problems that the camp medical staff manages on a day-to-day basis. This risk has been identified as minimal and a necessary and acceptable part of involving youth in residential outdoor 4-H camping experiences.
 - b. Accept the consequences for covering the cost of any potential loss associated with a given camp activity/program.

F. Risk-Management Planning/Incident Analysis/Risk Exposure Chart

1. Each 4-H Educational Center must annually identify and analyze the risk exposures to humans, financial resources, and property resources by completing a “Risk Exposure Chart” that outlines the identified risks.
2. Each 4-H Educational Center must have risk-control techniques that are currently being implemented to avoid, transfer, or reduce risk and potential loss in identified exposure areas.
3. Each 4-H Educational Center must annually review and analyze in writing when and where incidents, accidents, and injuries occur.
4. Each 4-H Educational Center modifies its policies and procedures based upon identified risks, incidents, accidents, and injuries, and implements changes as deemed necessary and recommended by VT Risk Management or VCE.
5. Contact your 4-H Educational Center for a copy of your Risk Exposure Chart.



G. Risk-Management Emergency Card

1. The Risk-Management Emergency Card was developed by Virginia Cooperative Extension as a resource for staff and volunteers in serious situations. This card can be used to identify important emergency contacts and telephone numbers, as well as some dos and “don’ts” faced in emergency situations.
2. The Risk-Management Emergency Card, VCE publication 490-101, can be ordered through the VCE Intranet or by contacting the 4-H Camping Specialist (See *RESOURCE 6-1* at the end of this section.)

H. What Is Liability?

1. Elements of Liability
 - a. In planning a function, it is imperative to understand your responsibility as it relates to liability. The following information is provided for use in conjunction with your normal planning process. It is important to clearly know for whom you have duty of care and that you have a responsibility to perform as any other reasonably prudent person would be expected to perform in the same situation.
 - b. Definitions
 - i. Prudent - judicious or wise.
 - ii. Liability - synonymous with responsibility and involves the concept of penalty when a responsibility may not have been met.
 - iii. Negligence - failure to do or not to do what a prudent person would have done in the same or similar situation.
 - c. Elements
 - i. In order to prove the negligence of another person, the following elements must be present in the situation!
 - a. Existence of a **legal duty to protect the injured party from reasonable risks** of harm that can be reasonably foreseen.
 - b. **A failure to perform that duty of care.** Ignorance and inexperience are no excuse. Inability to perform will eventually lead to problems.
 - c. **An injury** suffered by the claimant (person filing the claim). Injury may be physical, mental, or property.
 - d. A reasonably close **causal relationship between the breach of duty and the claimant’s injury.**
 - ii. Your planning, documentation, and training for the activities must reflect that you recognized those you have duty of care for, that you did what any normal, reasonably prudent person would have done to protect that duty, and that you recognized the possible resultant injuries and planned accordingly.

I. Risk Management Planning

1. Nothing can replace the good management practices of **planning, documentation, and training**. In order to adequately prepare for any activity, **you must prepare for the best and the worst to occur**. While there is no inclusive list of items from which to plan your activity, there are some general points from which to start.
2. The Virginia Tech Office of Risk Management should be involved in the review of all policy, procedural, and curriculum items that affect Cooperative Extension on a statewide basis.
3. The following are some items that may assist you in your planning process. *RESOURCE 6-3* titled “Risk Management Planning Worksheet for 4-H Programming” is included as a tool that you may want to use as you “plan for the best and worst.”
4. Be alert to **dangerous conditions**:



- a. Physical facilities and areas, and
- b. Participants: rowdiness, horseplay, general observations, discipline.
5. Put overall administration into **specific written procedures**:
 - a. Medical treatment authorization forms,
 - b. Schedules,
 - c. Registration forms,
 - d. Dos and don'ts for participants,
 - e. Emergency procedures (before and after accident),
 - f. Safety rules,
 - g. Position descriptions (includes volunteers), and
 - h. Participant Insurance requirements.
6. Ensure **specific supervision criteria**:
 - a. Communicate, so that participants understand the responsibilities of their position.
 - b. Be sure all representatives understand and adhere to safety practices and procedures.
 - c. Be alert to changing conditions that can bring about hazardous conditions.
 - d. Ensure existing Cooperative Extension policy regarding activity is followed.
 - e. Maintain appropriate supervision ratios. (See Section 10, Letter C page 73 for ratios).
7. Be clear on **instructions given to those involved in an activity regarding**:
 - a. Skills needed for various positions;
 - b. Instruction for safety, courtesies of the game, etc.;
 - c. Protective devices;
 - d. Rules and regulations; and
 - e. Warnings.
8. Complete all necessary **forms**:
 - a. Medical forms;
 - b. General waivers;
 - c. Equine waivers, if necessary; and
 - d. Accident insurance, if necessary.

J. Overview of the “Above Suspicion Policy”

[This information was selected from the Virginia 4-H “Above Suspicion Policy.”]

1. Purpose
 - a. The purpose of the Above Suspicion Policy is: (1) To provide a safe and caring environment for youth and adults in all 4-H program situations, and (2) To protect both salaried and volunteer staff from situations that potentially could occur in any 4-H youth program, including camps, trips, and other events, where there is potential for being accused of abuse.
2. Policy Overview
 - a. Volunteers, both teens and adults, as well as salaried staff shall be screened prior to being selected to serve in a volunteer or salaried role in 4-H programs and activities. Screening may include personal interviews, police background checks, and/or letters of recommendation, as defined in the volunteer guidelines. See Resource 6-5 or go to: go to [VCE Intranet - Volunteer Development \(google.com\)](#)
 - b. All seasonal camp staff (volunteers, full and part-time paid camp staff, VCE Extension faculty/staff not based at camp year-round) are required to complete an **annual** screening that includes: a voluntary disclosure statement, National Sex Offender screening, and criminal background check for those staff members 18 years of age and



older. Guest program specialists or speakers who provide leadership in a limited area and are never with campers in an unsupervised situation are not subject to screening.

- i. Permanent, year-round, staff (maintenance, food service, housekeeping, and office employees, and 4-H Center Board members) based at camp must complete a volunteer disclosure statement and National Sex Offender screening ***annually***. Additionally, these staff must complete a criminal background check upon initial hiring and ***at least every (3) three years***.

c. Prior to the beginning of any 4-H event (in this case, a 4-H camp), all staff shall receive the information and instruction necessary to be made fully aware of the potential liability risks in the following areas:

- i. **Sexual Harassment**
- ii. **One-on-One Situations**, and
- iii. **Physical, Emotional, and Sexual Abuse**.

3. At times, volunteers may need to stay in a room with 4-H youth in order to provide supervision. During those situations, there will be at least two or more adults in the room.
4. All supervisory staff (salaried and volunteers) should avoid one-on-one situations with youth whenever possible.
5. The State 4-H Above Suspicion Policy will apply for all activities and events conducted at a Center or on the Unit level.

K. One-on-One Situations and the Importance of Modesty

1. Definition of a “One-on-One Situation”
 - a. **Any situation** that places 4-H camp participants (i.e., campers, CITs, teens, adults, Extension faculty/staff, 4-H center faculty/staff) alone with only one (1) other person.
2. Why are “one-on-one” situations risky?
 - a. When 4-H camp participants place themselves in, or allow themselves to become involved in, a one-on-one situation, they are at risk of being accused of something that they did not do. For example:
 - i. Being accused of threatening a camper, CIT, teen, adult, or staff person.
 - ii. Being accused of abuse (emotional, physical, sexual) against a camper, CIT, teen, adult, or staff member.
 - b. Avoiding a One-on-One Situation
 - i. Always travel in groups of three (3) or more.
 - ii. Always be aware of your surroundings and your situations. If you become aware that you are in a one-on-one situation, move towards other people as quickly as possible.
 - iii. Never allow another 4-H camp participant (i.e., camper, CIT, teen, adult, Extension faculty/staff, 4-H center faculty/staff) to place you in a one-on-one situation.
 - iv. High-risk areas would include dark situations, situations in which you are alone with another person in a cabin/lodge, a secluded area of camp, or an automobile.
 - c. Managing One-on-One Situations
 - i. Planning ahead is key to reducing one-on-one situations. Strategies may include a buddy system, avoiding dorms/cabins during certain times that could be high risk unless you have a buddy, and finally if a situation occurs it is important to



find a way out immediately. If a situation occurs action might include backing out of the room you just entered, using your phone to call/facetime another adult, or simply moving to an open area with others.

3. Modesty at 4-H Camp
 - a. In 4-H camp, *modesty* refers to the manner in which a person behaves while showering, getting dressed, and taking care of personal hygiene. Showering behind a door or curtain, keeping a towel/clothing over one’s genitals before getting dressed, and refraining from making any comments about your own or someone else’s body would be examples of modest behavior at 4-H camp.
 - b. It is important that anyone in a supervisory role over youth campers – are aware of the importance of maintaining modesty at all times, especially when in the presence of other 4-H camp participants.
 - c. Refer to your 4-H center-specific appendix for additional information about one-on-one and modesty at 4-H camp.

L. Overview of Bloodborne Pathogens Guidelines

[NOTE: This information was selected from the Virginia 4-H “Bloodborne Pathogens and Post Exposure Plan.” For a complete review of this information, see the Virginia Cooperative Extension, Risk Management (5.1 Blood-borne Pathogens/Post Exposure) Plan or visit [VCE Risk Management.pdf - Google Drive](#)

1. Purpose
 - a. The purpose of this plan is to educate 4-H staff and volunteers about the risks associated with “exposures” to infectious substances and to inform them about the procedures to follow if they are exposed.
2. Definition of “Bloodborne Pathogens”
 - a. Microorganisms that can be present in human blood and are capable of producing disease in humans. Some examples of blood-borne pathogens are:
 - i. Malaria,
 - ii. Syphilis,
 - iii. Hepatitis B virus (HBV), and
 - iv. Human immunodeficiency virus (HIV).
3. Definition of Exposure
 - a. An “exposure” is contact with any potentially infectious substance (i.e., blood, urine, semen, vaginal secretions, saliva, and sweat), through inhalation, needles, contact with an open wound, non-intact skin, or eyes or other mucus membrane.
 - b. Please note that contact of blood or bodily fluids onto intact skin does not signify an exposure and should be disinfected as outlined below.
 - c. **If exposed, you must contact the office listed below** to get instructions on how to proceed.
 - i. *Environmental Health and Safety Office, (540) 231-8751.*
4. Position Classifications at 4-H Camp that Hold a High Occupational Risk of Exposure
 - a. EMT/Nurse/Medical staff,
 - b. Lifeguards,
 - c. Maintenance staff, and
 - d. Summer Camp Staff
5. Primary Responders



- a. Each 4-H Center must identify “primary responders,” those individuals who can respond to situations involving potentially infectious substances because of training, vaccinations, etc.
 - b. Refer to your local 4-H center-specific appendix for more information about your primary responders.
 - c. For 4-H camps conducted at the unit level, there should be someone identified who can serve as the “primary responder.”
6. Personal Protection
- a. **All 4-H unit offices are responsible for assembling and providing the following personal protection equipment in a kit. If any part of a kit is used, the entire kit must be disposed of.** Most of the items needed can be obtained from your local grocery or pharmacy. You may want to consult with your local safety-supply company for the gloves and hand cleaners (For 4-H camps conducted at a 4-H Center, your 4-H Center may provide a “personal protection” kit in each cabin/lodge. Please refer to your 4-H center-specific appendix.)
 - i. Disposable towels,
 - ii. Disposable nitrile gloves (**Not** latex, because some people have allergic reactions to latex.),
 - iii. Waterless medicated hand cleaner such as a germicidal hand wash,
 - iv. Small, equal size bottles of water and chlorine bleach, and
 - v. Small plastic bag.
 - b. Disposable nitrile gloves shall be worn **in all first-aid situations.**
 - c. Personnel (staff and volunteers) shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand-washing agents, followed by soap and water.
 - d. Personnel shall wash as listed above, or flush eyes or other mucus membranes with water immediately or as soon as possible following contact of these body areas with blood or other potentially infectious materials. If you have an exposure, refer to 6 above.
7. Cleaning and Disinfecting Guidelines
- a. All unit offices will use the items listed in the personal protection section to deal with cleaning and disinfecting.
 - b. Nitrile gloves shall be worn during any process of cleaning or disinfecting.
 - c. Personnel shall not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses during any process of cleaning or disinfecting.
 - d. For cleaning soiled areas, the fluids should be wiped up with the towel. The towel should be placed in the plastic bag. The containers of water and chlorine bleach should be mixed and this solution should be used with towels to wipe down the soiled area. These towels should also be placed in the plastic bag along with the disposable latex gloves.
 - e. Personnel shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand-washing agents, followed by soap and water.



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

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

1. Whenever a new (not previously offered at the 4-H center or in a unit) camp program, class, or activity is conceptualized, a specific procedure should be followed to have the new class/program reviewed and approved. This procedure is outlined in the *Risk Management Flowchart for New 4-H Camping Programs, Classes, and Activities*. (See *RESOURCE 6-4* at the end of this section.)
2. This procedure was developed to inform VCE and 4-H center staff and volunteers about the appropriate process that should be followed whenever a new 4-H camp program, class, or activity is desired. The flowchart should be used as a decision-making tool.
3. Definition of Programs/Activities
 - a. The flowchart is applicable to all types of 4-H camp programs/activities, including: (a) classes, (b) special interest programs, (c) evening programs, (d) activities during special events, etc. This flowchart is applicable to new programs/activities, not programs/activities that are currently being provided.
4. Planning for a New 4-H Camp Program, Class, or Activity
 - a. Perhaps the most important step in this process is planning (i.e., writing a detailed description of the program/activity) and sharing the plan with the 4-H center. A detailed description should always be developed and the process cannot be completed without a detailed description.
5. Certificate of Insurance
 - a. In some cases, a certificate of insurance will be required (see flowchart). For example:
 - i. Virginia state agencies do not have to complete a certificate of insurance in order to conduct programs.
 - ii. In most cases, adults who are registered as 4-H volunteers do not have to provide a certificate of insurance. However, if a 4-H adult volunteer uses equipment, materials, etc. that do not belong to the 4-H Center, then the 4-H volunteer leader may be required to provide a certificate of insurance.
 - b. If a program/activity is identified as low risk (see flowchart), then a certificate of insurance may not be necessary. (This decision must be made by the Unit and the 4-H Center program director/Center director in consultation with the Camping specialist and Office of Risk Management.)
 - c. A 4-H Center can decide to accept the level of risk associated with a new program/activity. (This decision must be made by the 4-H Center in consultation with the Camping Specialist and Office of Risk Management.)
 - d. A detailed description must be submitted even when a certificate of insurance is not required.
6. Questions regarding the flowchart should be directed to your 4-H Center or the State 4-H Office.

N. Collection and Copying of Forms for 4-H Camp Policy

1. For Junior 4-H Camp, the following forms are required to be completed and signed by each camp participant. Copies can be printed from 4-H Online.
 - a. 4-H Health History Report Form



- b. 4-H Medication Form (when applicable)
 - c. 4-H Media Release Form if not using 4-H enrollment or media statement on camp registration form.
 - d. 4-H Code-of-Conduct Form (for campers)
 - e. 4-H Equine Waiver Form (when applicable)
 - f. Special Dietary Needs Form (when applicable)
 - g. General Waiver Form (when a 4-H Health History Report Form is not completed)
 - h. Standards of Behavior for 4-H Volunteers Form (for camp volunteers)
 - i. See *RESOURCE 6-6* (Camp Forms Matrix) to assist you in identifying who should have copies of varied forms.
2. For Junior 4-H Camp, both the unit office and the respective 4-H center must retain a copy of all of the forms listed above for each 4-H camp participant. Retention of the forms listed above should follow the “Records Retention Schedule for 4-H Forms” (VCE publication 388-050), <https://www.pubs.ext.vt.edu/388/388-050/388-050.html>
 3. For Junior 4-H Camp, the unit office must keep the original version and the 4-H center must receive a copy. The timeline for collection of forms is identified by each 4-H center. **Forms submitted by participants in 4-H Online are the standard, paper forms can also be accepted as long as they are up to date and meet current criteria.**
 4. For 4-H specialty camps conducted at 4-H Centers (not Junior 4-H Camp), each camp situation should be reviewed (by the unit 4-H faculty/staff member and the 4-H center faculty) on a case-by-case basis to determine whether or not there is shared liability and whether or not forms need to be shared.

O. Documentation Management and Retention

1. A critical aspect of risk management is managing forms and documentation, including the health forms, consent forms, medication forms, and the other related records that are collected during 4-H camp. (Forms and documents must be maintained, at least for the period of statutory limits based upon the records retention schedule for state agencies in Virginia.
2. Minors usually have up to two years after they reach the age of maturity (i.e., 18 years old) to instigate litigation on their own behalf. Staff records of persons who have had exposure to bloodborne pathogens are required by OSHA to be maintained for the period of employment plus 30 years. Other staff (volunteer and paid) records are to be maintained for 30 years according to OSHA.
3. The Library of Virginia manages the “General Records Retention and Disposition Schedules for State Agencies.” Visit https://www.lva.virginia.gov/agencies/records/sched_state/index.htm to review the records retention schedule. Unit Extension offices should follow this schedule for the management of 4-H camp documents.
4. Because they are not state agencies, but are private nonprofit corporations, the 4-H Centers do not have to follow the “General Records Retention and Disposition Schedules for State Agencies.”
5. See *RESOURCE 6-2* (Retention Schedules for 4-H Forms) for more information.



RESOURCE 6-1: Risk Management Emergency Card

See VCE Publication 490-101 at

https://www.pubs.ext.vt.edu/content/dam/pubs_ext_vt_edu/490/490-101/490-101-PDF.pdf

RESOURCE 6-2: Virginia 4-H Records Retention Schedule for 4-H Forms

See VCE Publication 388-050 at <https://www.pubs.ext.vt.edu/388/388-050/388-050.html>

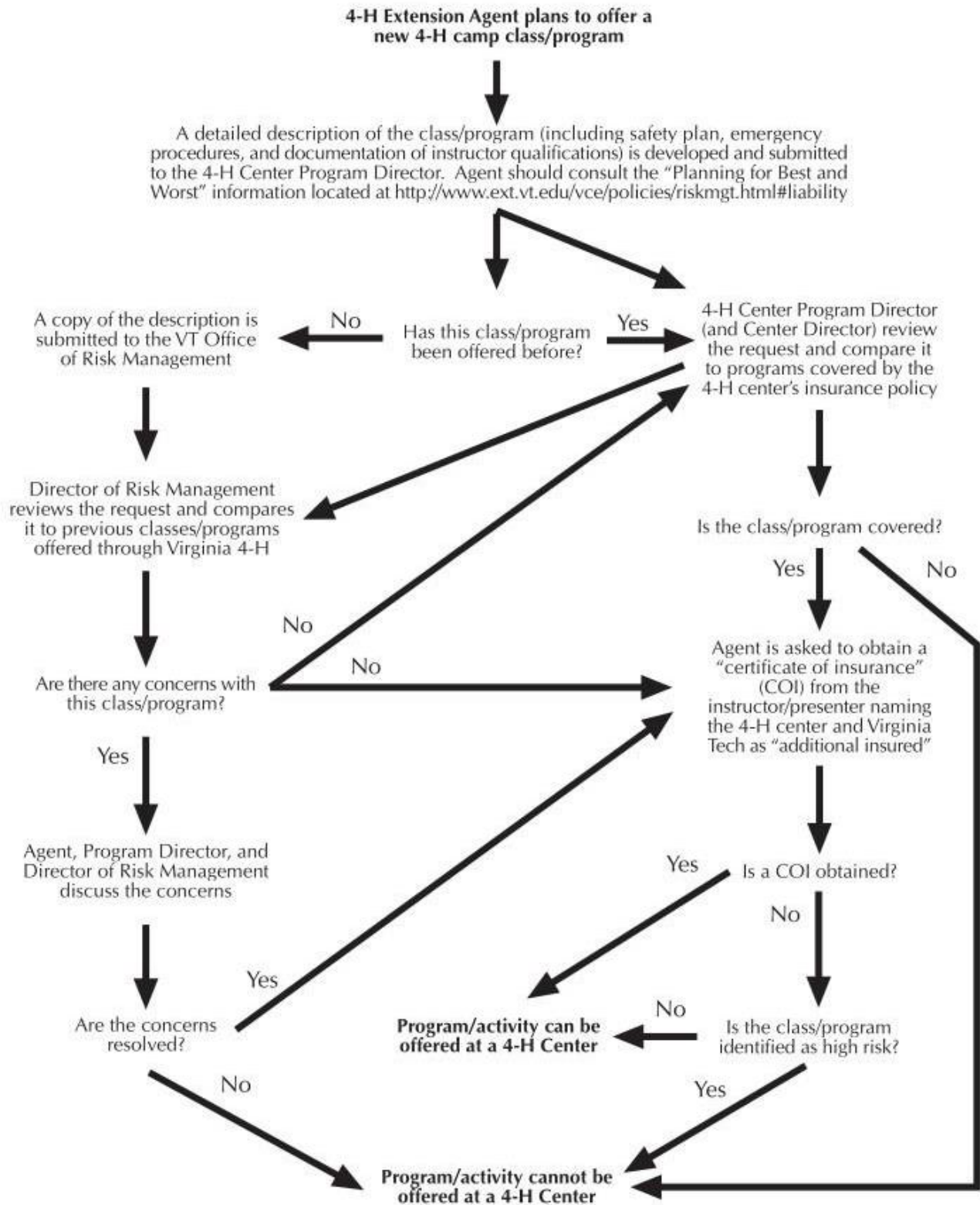
RESOURCE 6-3: Risk Management Planning Worksheet for 4-H Programming

See VCE Publication 388-051 at

https://www.pubs.ext.vt.edu/content/pubs_ext_vt_edu/en/388/388-051/388-051.html



RESOURCE 6-4: Risk Management Flowchart for New 4-H Camping Programs, Classes, and Activities





RESOURCE 6-5: Virginia Cooperative Extension Volunteer Screening Guidelines

Go to [VCE Intranet - Volunteer Development \(google.com\)](#)



RESOURCE 6-6 4-H Camp Forms Documentation Matrix

	Campers	Adults	Teens	CIT's	Center Copies	Unit Copies	Other
Health History	Yes	Yes	Yes	Yes	Two weeks prior	Yes	Bus copies
Medication Form	When applicable	When applicable	When applicable	When applicable	1st day of camp	Yes	Accompanies medication
Medication Summary	When applicable	When applicable	When applicable	When applicable	1st day of camp	Yes	For bus check-in
Code of Conduct	Yes	No	No	Yes	1st day of camp	Yes	
Standards of Behavior	No	Yes	Yes	No	1st day of camp	Yes	
Equine Waiver	When applicable	When applicable	When applicable	When applicable	1st day of camp	Yes	
Training Checklist	No	Yes	Yes	No	1st day of camp	Yes	
Enrollment Long Form	No	Yes	No	No	No	Yes	
Application	No	No	Yes	No	No	Yes	
Check References	No	Yes	Yes	No	No	Yes	
Documented Interview	No	Yes	Yes	No	No	Yes	
Sex Offender Check	No	Yes	Yes	No	No	Yes	
Background Check	No	Yes	Yes (18/over)	No	No	Yes	Every year
Dietary Needs Form	When applicable	When applicable	When applicable	When applicable	Two weeks prior	No	Spreadsheet available
Participation Form	No	No	No	No	Two weeks prior	No	
Signed Job Description	No	Yes	Yes	Yes	No	Yes	
Assessment	No	Optional	Optional	No	No	Yes	



RESOURCE 6-7: Organizational Chart for VCE

[Virginia Cooperative Extension Organizational Chart | VCE Publications | Virginia Tech \(vt.edu\)](#)



SECTION 7: 4-H CAMP PLANNING AND EVALUATION

A. Purpose

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

B. Strategic Planning for 4-H Camp

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

C. VCE Programming Model

1. 4-H camp planning, implementation, and evaluation should follow the VCE Programming Model (See *RESOURCE 7-1* at the end of this section). Each 4-H Center-based 4-H camp and each unit-based 4-H camp should be planned to meet specific goals and objectives.
2. The Virginia Cooperative Extension programming process includes three stages: (1) situational analysis, (2) design and implementation, and (3) evaluation and reporting.
 - a. In the **first stage**, programs are planned according to community needs in order to meet specific goals and objectives.
 - b. In the **second stage**, specific strategies are developed and implemented to meet the goals. (For example, at 4-H camp, teaching life skills that benefit youth throughout life, and fostering 4-H camp teen counselor leadership and volunteerism are strategies.)
 - c. In the **third stage**, it is determined if the selected strategies were effective and if the goals were realized. Programs are evaluated and results reported.

D. “Beginning With the End in Mind”

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



E. Identifying Goals, Objectives, and Desired Behavioral Outcomes

1. Camp leadership should establish a written statement of overall goals for each 4-H camping program. Goals can be defined as broad statements that define the youth development program/services that are going to be provided. “4-H Goals and Outcomes” in Section 3 provides a list of the goals and outcomes of the Virginia 4-H Camping program. Camp leadership can modify this list based upon the needs of specific camps.
2. Camp leadership should also identify the outcome objectives for each 4-H camping program. Outcome objectives are observable, measurable, and have some dimension of time. Objectives should be:
 - a. **Specific** - clear and concrete;
 - b. **Measurable** - must be able to determine whether or not the desired results have been achieved;
 - c. **Pragmatic** - realistic, attainable, and based in reality;
 - d. **Useful** - have value, worth, or benefit to the organization or to the youth who participate in 4-H camping. They should be directly linked to the needs of youth and to the 4-H mission; and
 - e. **Time** - include a dimension of time.
 - f. [See “4-H Camp Goals and Behavioral Outcomes” in Section 3 for specific outcomes associated with each goal.]
3. Parents/guardians and campers should be informed of the goals of the 4-H camp experience.
4. Paid and volunteer staff should receive training in specific strategies that they can use to help campers achieve established outcomes.

F. 4-H Camp Experience Evaluation

1. Purpose of Evaluation - Evaluation helps maintain program quality, identify program limitations or areas for improvement, and document effectiveness in developing youth to be self-directing, contributing, and productive members of society. Most importantly, evaluation helps determine the extent to which 4-H camping program objectives are being accomplished. Therefore, **evaluation should be incorporated into the planning process for all 4-H camps.**
2. Evaluation as a Part of Program Planning - Evaluation planning should occur **at the same time** that program goals and objectives are identified. In other words, when you identify the goals and objectives of your 4-H camp program prior to camp, you should also identify how you plan to evaluate or measure whether or not your goals and objectives are achieved.
3. See Section 3 pg. 16 for more information on evaluation methods.
4. Assistance with 4-H Camp Evaluation - Any unit 4-H program or 4-H Center in need of assistance with 4-H camp evaluation should contact the State 4-H Office at (540) 231-6372 for assistance.

G. Importance of Proper 4-H Camp Planning

1. Because camping is a primary 4-H delivery mode in Virginia, adequate planning and preparation should precede each 4-H camp event. This includes planning and preparation for all unit day and residential camps, as well as those conducted at a 4-H Center.
2. See *RESOURCE 7-2: 4-H Camp Program Planning Checklist* at the end of this section.



H. Developing of a 4-H Camp Planning Committee and Involving Youth in 4-H Camp Planning and Decision Making

1. It is strongly recommended that each 4-H Center and each unit have a 4-H camp planning committee made up of salaried and volunteer Extension staff, 4-H teens, parents, and experienced campers. It is also a good idea to include adults who have been 4-H campers.
2. Involving youth in purposeful decision making around the camp experience promotes positive youth development. Therefore, youth need to be involved in planning for 4-H camp. (For example, youth ages 9 through 13 should be involved in planning Junior 4-H Camp and teens ages 14 through 18 should be involved in planning 4-H Teen Weekends.)
3. The planning committee should meet regularly throughout the year to plan, implement, and evaluate 4-H camping programs.
4. During camp, youth should have on-going opportunities to make decisions about how they are going to be involved in camp activities. For example, selecting their camp classes, selecting their afternoon recreation experiences, and/or selecting their evening activities.

I. Suggested Timetable for 4-H Camp Planning

1. Planning for 4-H camping is a year-round process.
2. Although 4-H camp planning can differ somewhat from unit to unit, and from 4-H center to 4-H center, some general suggestions for conducting a successful 4-H camping program are consistent. (See *RESOURCE 7-3: Suggested Timetable for 4-H Camp planning* at the end of this section.)
3. Refer to your 4-H Center-specific appendix for more information about 4-H camp planning tasks that need to be addressed throughout the year.

J. Developing a 4-H Camp Budget

1. A 4-H camp budget should include “income” and “expenditures.”
2. Sample Income:
 - a. Camp registration fees collected from 4-H camp participants (i.e., campers, CITs, teens, and adults);
 - b. Additional fees collected from 4-H camp participants for shirts, specialized classes, etc.;
 - c. Fund-raising activities (i.e., bake sales, etc.);
 - d. Private/corporate/organizational donations;
 - e. Private/corporate/organizational sponsorships;
 - f. Grants;
 - g. Scholarships for 4-H campers or volunteers.
3. Sample Expenditures:
 - a. Camp fees paid out to the 4-H Center (for lodging, meals, snacks, etc.);
 - b. Transportation;
 - c. Insurance;
 - d. Unit-provided 4-H camp class equipment, materials, and supplies;
 - e. Marketing and promotional materials;
 - f. Recruitment materials for 4-H campers and volunteers;
 - g. Awards and recognition for 4-H campers and volunteers;
 - h. Unit-provided special-interest programs or guest speakers;
 - i. Unit-provided training for 4-H camp volunteers;



- j. Postage for distributing camp-related information to parents/guardians and for correspondence with volunteers;
 - k. Camp T-shirts;
 - l. Nametags (or other systems for identifying campers, CITs, teens, and adults);
 - m. Printing;
 - n. Damages to 4-H Center property.
 - o. Supplemental funding to support adult and/or teen volunteer participation
4. Audit
- a. Each 4-H Center should have an audit conducted of all 4-H camping income and expenditures.
 - b. Each unit should conduct an audit of all 4-H camping income and expenditures in accordance with Virginia Cooperative Extension fiduciary policies and procedures.

K. 4-H Camp Promotion

1. 4-H Camp Promotion Materials Available from the State 4-H Office
 - a. Visit the VCE Intranet, Public Website or contact your specific 4-H Center or the State 4-H Office at (540) 231-6372 for listing of available 4-H camp promotional items.
2. Camp Promotion Materials Available from the American Camp Association
 - a. ACA has developed an “ACA Media Center” Go to www.acacamps.org for more information. Press kits and other camp promotional materials can be obtained from this site. (Note: Some information on this site may require an authorized member identification number. Contact your 4-H Center or the State 4-H Office for assistance.)
3. See *RESOURCE 7-4: 4-H Camp Marketing and Promotion Checklist* for promotional ideas.

L. Use of the 4-H Media Release Form/Media Release Statement for 4-H Camping

Promoting 4-H camp through local and regional media can be an important strategy for raising the public’s awareness of 4-H camping opportunities and the benefits of 4-H camping. However, it is important to protect minors from media exposure and to obtain parent/guardian permission prior to having 4-H camp participants represented in the media. Therefore, the parents/guardians of all 4-H camp participants under the age of 18 should be asked to sign a media release form (See *RESOURCE 7-5: Media Release Form*) or media release statement which will allow pictures to be taken of the 4-H camp participant during camp.

The shortened media release statement may be included on a camp registration form (or other form) that contains the parent/guardian’s and the youth’s signatures. The media release statement is:
Virginia Cooperative Extension periodically uses photographs or video or audio footage or testimonials of 4-H members for local, regional, or state publicity or educational purposes. By my signature on the 4-H Code of Conduct (in the case of the Jamestown form – substitute with other form names as applicable), acknowledge receipt of this document and give permission for Virginia Cooperative Extension and the Jamestown Educational Center (substitute with unit name as appropriate) to use such reproductions for educational and publicity purposes.

If a parent/guardian refuses to sign the 4-H media release form or the 4-H media release statement, then steps must be taken to ensure that the child is not shown in the media.

M. Recruiting, Screening, Training, and Supervising Teen and Adult Volunteers

1. See “Section 11: 4-H Camp Human Resources”



N. Sample 4-H Camp Schedule

1. See 4-H Center-specific appendix.

O. Pre-Camp Orientation Packet for Communication with Parents/Guardians

1. Prior to 4-H camp, each Unit should develop a pre-camp orientation packet for parents/guardians that:
 - a. Informs parents/guardians about the nature of the anticipated 4-H camp and the types of activities that will be offered.
 - b. Tells of any specialized activities to be offered, particularly if this is a new activity at camp and explains the activities.
 - c. Notifies parents/guardians in writing that you must have a **signed** 4-H Health History Report form, which includes the “Parental Consent/Camper Release” statement for all minors participating in 4-H camp. If parents refuse to sign the Health History form, a Generic Waiver must be signed. (See Section 9 Health & Wellness)
 - d. Reminds parents/guardians of required forms and signatures that are needed in order to allow participation in 4-H camp.
 - e. Explains how 4-H youth campers will be supervised by VCE teen volunteers, adult volunteers, and paid VCE and 4-H center staff.
 - f. Explains how VCE 4-H camp teen volunteers (under age 18) will be supervised by adults.
 - g. Identifies how campers will be transported to camp.
 - h. Identifies the meeting location and “pick-up” and “drop-off” times.
 - i. Explains any special procedures (if applicable) for 4-H camp “check-in” and “check-out.”
 - j. Provides a packing list or a suggested list of things to bring/things not to bring. (See your 4-H Center specific appendix for a suggested list.)
 - k. Provides emergency contact numbers for the unit Extension office, the 4-H center, etc. in the event that the parent/guardian needs to contact a child.
 - l. Explains how and when campers will be allowed to communicate with their parents/guardians.
 - m. Provides written notification of the situations when parents/guardians will be notified in the event of an emergency, illness, or injury to their child.
 - n. Informs parents/guardians of the procedures that will be followed in the event that camp is suspended or closed due to an emergency.
 - o. Encourage parents/guardians to allow campers to be involved in the packing process for camp, which often helps to reduce feelings of homesickness.

P. Planning for Specialized Programs and Activities

1. During the 4-H camp planning process, all specialized programs and activities should be considered thoroughly and carefully.
2. Specialized programs and activities are defined as:
 - a. Activities that utilize equipment, animals, or tools whose use by campers requires supervision by a person skilled in their use, such as archery, bicycles, all-terrain vehicles, go-karts, gymnastics, power tools, model rocketry, lacrosse, or shooting sports.
 - b. Activities that involve camper use of fire, such as fire building for cookouts, or camper use of heat producing equipment or substances, such as wood burning tools or kilns.



- c. Activities, such as in wrestling or fencing, that require injury-protection equipment, such as helmets, goggles, or padding.
3. A written safety plan must be developed for all specialized programs and activities that units would like to offer at a 4-H center (See *RESOURCE 6-4: Risk Management Flowchart for New 4-H Camp Programs, Classes, and Activities* in Section 6 for more information.).
4. A safety plan for a specialized activity should include:
 - a. Description of the desired program/activity,
 - b. Identification of the instructor/leader and written verification (copy of certification, explanation of training and experience) of their qualifications for leading the program or activity,
 - c. Safety procedures for the desired program/activity, and
 - d. Identification of special equipment, etc. that may be needed.

Q. Parent/Guardian Visitation

1. Parents/guardians and other family members are often interested in learning more about their child's 4-H camping experience. In some cases, such visitation can be a positive experience for both family members and campers. In other cases, feelings of homesickness can be exacerbated by such visitation.
2. Other safety issues arise when additional visitors are allowed on-site, such as the need to develop a procedure to ensure that only appropriate visitors are allowed on-site.
3. Each camping unit should discourage parent/guardian visitation unless there are appropriate human resources to adequately monitor the visitation.
4. In addition, for 4-H camps conducted at 4-H Centers, the camping units should consult with the 4-H Center regarding whether or not there is an existing 4-H Center policy regarding parent/guardian visitation.
5. If a camping unit decides to allow parent/guardian visitation, and the visitation does not conflict with 4-H Center policy, then the camping unit should identify a specific policy and procedure for parent/guardian visitation and communicate this policy in writing to both parents/guardians and to the 4-H Center.
6. Suggestions for parent/guardian visitation policy:
 - a. Identify a designated date and time period for the visitation and only allow visitation during that date/time.
 - b. All visitors must obtain a pass from their local Extension Office or if at the 4-H Center check in at the office upon arrival.
 - c. Have an adult volunteer collect passes when visitors arrive at the 4-H camp.
 - d. Require visitors to show a driver's license or some other form of identification.
 - e. Require visitors to "sign-in" when they arrive and "sign-out" when they leave.
7. See your 4-H Center-specific appendix for more information. 4-H Center policy needs to address supervision of visitors.

R. Notification of Preliminary Camp Numbers and Lodging Assignments Policy

1. Unit Extension faculty/staff responsible for 4-H camping are required to send verification that teen and adult supervision for the upcoming camp meets the requirements of ACA and the 4-H Center policies. This allows the 4-H Center to verify that appropriate supervision has been secured and time to assist the unit if additional supervision is necessary.
2. This verification includes:
 - a. Volunteers' names,



- b. Ages,
 - c. Total number of teen and adult volunteers registered,
 - d. Placement of teen and adult volunteers in cabins/lodges
 - e. Total number of youth campers attending
 - f. Training log
3. 4-H Center staff will review this information to ensure the appropriate number and placement of 4-H camp teen and adult volunteers in cabins/lodges.
 4. Any potential problems with the arrangement of teen and adult volunteers must be addressed prior to 4-H camp.
 5. Unit Extension faculty/staff responsible for 4-H camping are required to provide an accurate, updated rooming list, participant list, and staffing list upon arrival at the 4-H Center on the first day of camp.

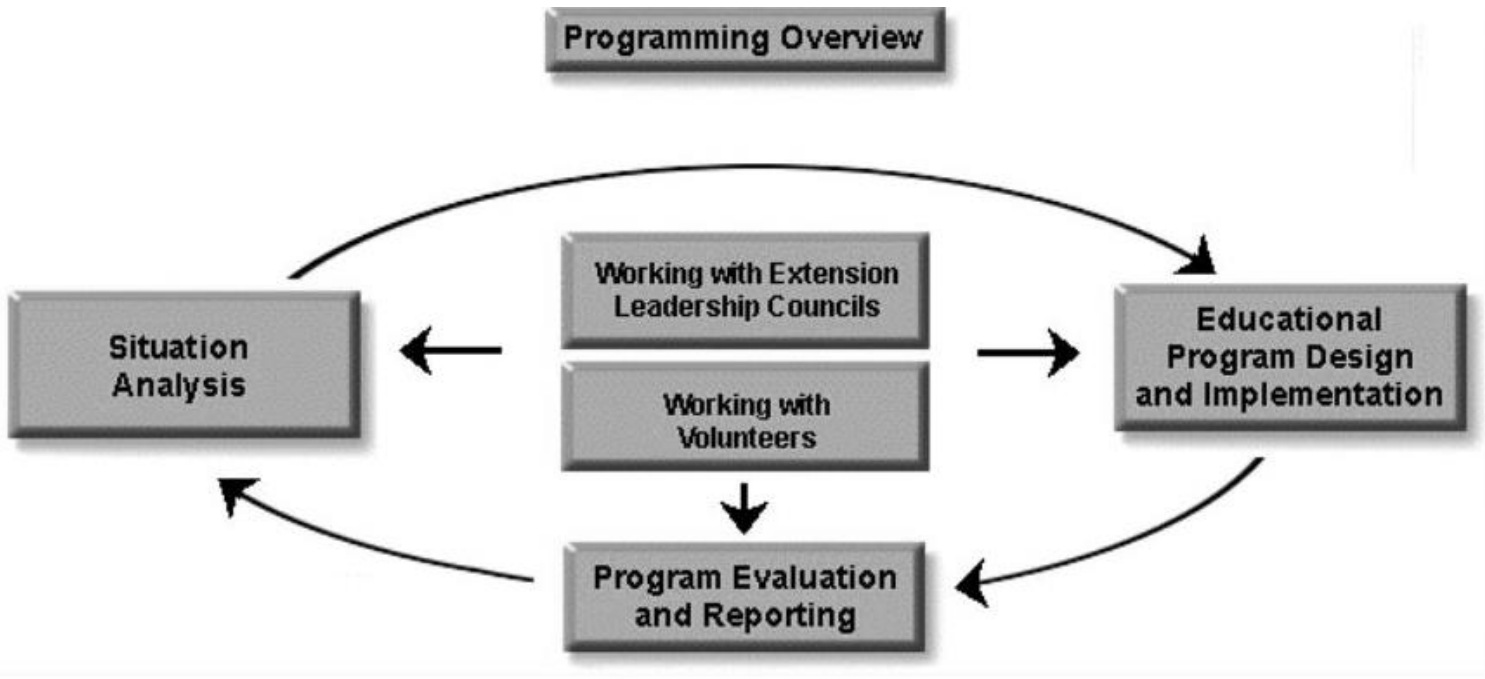
S. Tax Credits for Child Care During 4-H Camp

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

1. Any parents/guardians who contact your office with this request should be informed that overnight 4-H camp does not qualify as a tax credit.
2. 4-H Day Camp is deductible if a parent's or guardian's child/children stays with him/her eight (8) hours a night.



RESOURCE 7-1: Virginia Cooperative Extension Programming Model





RESOURCE 7-2: 4-H Camp Program Planning Checklist

This checklist was designed to assist unit Extension faculty/staff (and others responsible for the unit 4-H program) in planning for Junior 4-H Camp. This list is not meant to be exhaustive. Based upon your own unit 4-H camping program, additional tasks will need to be completed. Contact your 4-H center program director and the 4-H Extension specialist responsible for 4-H camping if you need assistance.

- ❖ Identify camp dates and registration deadlines.
- ❖ If you are a new agent, program assistant, volunteer, or other person responsible for 4-H camp, attend the Master 4-H Training event (or recruit an adult volunteer) to prepare you for camp planning, implementation, and evaluation.
- ❖ Work with the Program Director to arrange pre-camp planning meetings for your unit or cluster. (Note: At least, two (2) meetings are conducted, one meeting occurs a couple of months prior to camp and a second meeting occurs two weeks prior to camp. Additional meetings may be scheduled based on need.)
- ❖ Identify the goals and objectives of your camp: what do you hope to accomplish?
- ❖ Decide how you will evaluate your camping program's goals and objectives.
- ❖ Identify your camp budget based upon the resources you will need in order to meet your goals and objectives.
- ❖ Identify whether or not you will need to purchase additional insurance for your camp. (Contact the Camping Specialist or Virginia Tech Office of Risk Management.)
- ❖ Develop training dates, schedules, etc. for 4-H camp teen and adult volunteers and a system for documenting the training that your volunteers receive. (This should happen early in order to meet the training requirements for paid and volunteer staff.)
- ❖ Conduct Counselor-in-Training, teen counselor, and adult volunteer recruitment.
- ❖ Develop 4-H camp promotional materials and/or order promotional materials from the State 4-H Office/ Virginia Cooperative Extension.
- ❖ Promote your 4-H camping program.
- ❖ Recruit camp participants using multiple methods in multiple settings (i.e., 4-H clubs, schools, community centers, libraries, home-schoolers).
- ❖ Develop a 4-H Camp Planning Committee. Be sure to involve youth/teens in the program planning process.
- ❖ Develop age-appropriate programming for each age group represented at camp.
- ❖ Develop camper-centered themes and camper centered activities (in addition to those provided by the respective 4-H center).
- ❖ Develop a camp schedule.
- ❖ Develop an award/incentive system for campers and teen/adult volunteers that is appropriate and does not compromise supervision ratios.
- ❖ Determine what your policy will be regarding 4-H camp refunds; be sure to communicate this to parents/ guardians prior to camp. Be sure to work with your 4-H Center to ensure your policy is in sync with theirs.
- ❖ Conduct camp registration.
- ❖ Create pre-camp orientation letters and post-camp follow-up letters to parents/guardians.
- ❖ Develop (in writing) safety procedures for all of your programs and activities. *[NOTE: Each 4-H Center has safety procedures that you can refer to if needed.]*
- ❖ Secure transportation for camp participants to and from camp. (Include in your written information to parents/guardians your transportation plans, policies, and what happens if transportation is changed.)



- ❖ Notify parents about the nature of the 4-H camp you will be providing and the types of activities that will be offered.
- ❖ Get current versions of the 4-H Health History Report Form, 4-H Camp Medication Forms, 4-H Code of Conduct Form, etc. and send them to parents along with pre-camp registration or orientation packets. May utilize on-line registrations systems such as 4-H Online for this information.
- ❖ Notify the 4-H Center about requests for specialized classes, programs, and/or activities and send written information (i.e., safety plan) as required in advance of your camp week. (If you want to conduct a new program that has not been offered in the past, you should review the risk management flowchart in Section 7: Risk Management and 4-H Camping and contact your 4-H Center.)
- ❖ Decide on how you will document the camp experience (e.g., group picture, digital slide show, video program).
- ❖ Identify how you will provide food service and refreshments (if program is not conducted at a 4-H Center).
- ❖ Contact the 4-H Center to ensure proper menu and refreshments. Be sure your office or the 4-H Center can provide and maintain cold drinking water at multiple locations throughout the week. Dehydration causes a majority of medical and behavioral problems.
- ❖ Contact the 4-H Center about teen and adult training opportunities and encourage or require your teen and adult volunteers to attend.
- ❖ Conduct 4-H camp teen and adult volunteer trainings within your unit and/or utilizing online resources. (The basic training outline is included in this handbook in Section 12: 4-H Camp Human Resources.)
- ❖ Plan to enroll 4-H campers who are not currently members of your local 4-H program. *[NOTE: Since 4-H camp provides six or more hours of educational programming, all youth who participate are 4-H members.]*
- ❖ Identify tasks that need to be completed before camp, during camp, and after camp (and identify who will complete each task).
- ❖ Order 4-H camp T-shirts or related items.
- ❖ Communicate your parent/guardian visitation policy/procedures and communication policy/procedures to parents/guardians. (Check with your 4-H Center regarding their policies.)
- ❖ Ensure that you have accommodated campers with special requests and needs (special diets, behavioral issues, persons with disabilities, etc.).
- ❖ Create a group management system or other method for organizing campers (ex: teams, animal packets, etc.) and the teens or adults who will serve as group advisors.
- ❖ Ensure that all fees have been collected.
- ❖ Conduct pre-camp orientation with 4-H youth campers and 4-H camp teen/adult volunteers.
- ❖ Contact your 4-H Center to ensure that all details are in order and that there are no last-minute questions or problems related to camp.
- ❖ Review all forms to ensure completion and proper signatures. If forms are not completed or are not signed, return them immediately to parents/guardians with instructions for completion.
- ❖ Be sure to discuss program specific details such as songs, reflections, etc.... to ensure inclusivity.
- ❖ Complete other pre-camp items as identified by your 4-H Camp Planning Committee.
- ❖ Evaluate camp (post-camp surveys, interviews with campers/teens/adults, post-camp follow-up meeting).
- ❖ Meet with your 4-H Camp Planning Committee to evaluate camp, set meeting dates for next year's camp (or camps), and discuss other strategies for improving and enhancing your camping program.
- ❖ Send follow-up letters to parents/guardians, camp donors and sponsors, volunteers, etc.
- ❖ Conduct a follow-up thank-you event for your 4-H camp teen and adult volunteers.
- ❖ Attend the district level (or service area level) post-camp evaluation and planning meeting.



RESOURCE 7-3: Suggested Monthly Timetable for 4-H Camp Planning

September-October

- ❖ Evaluate whether or not your camping programs achieved the goals and objectives identified the previous year.
- ❖ Evaluate whether or not your budget was sufficient to provide the desired camp experience.
- ❖ Identify any particular concerns in writing to the 4-H Center.
- ❖ Respond to any concerns identified by the 4-H Center.
- ❖ Attend the Extension agent post-camp evaluation meeting with the 4-H Center.
 - Identify strengths and weaknesses of Junior 4-H Camp.
 - Identify your unit's Junior 4-H Camp week for the next year.
 - Identify how your unit can support 4-H Center specialty camps or other initiatives for the upcoming year.
 - Identify how the 4-H Center can support your unit through programs and initiatives for the upcoming year.
- ❖ Complete impact reports for camp donors.
- ❖ Enter camp participation data as required by VCE.
- ❖ Set dates for camp volunteer recruitment, selection, and training.
- ❖ Identify who will be involved in camp planning (4-H Camp Planning Committee) for the next year (i.e., teen volunteers, adult volunteers, parents, program director, etc.).

November-December

- ❖ Begin the camp planning process with your planning committee.
- ❖ Identify specific, measurable goals and objectives for your camping programs.
- ❖ Identify how these goals and objectives will be measured (i.e., start with the end in mind).
- ❖ Identify the resources or inputs needed to conduct your camping programs.
- ❖ Develop a budget based upon resources needed.
- ❖ Identify strategies for promoting camping programs.
- ❖ Contact the 4-H Center to identify camp fees for the upcoming year.
- ❖ Secure camp promotional items that may be available on the State level.
- ❖ Develop additional promotional materials as needed.
- ❖ Develop camp volunteer applications (i.e., counselor-in-training, teen counselor, and adult volunteer).
- ❖ Recruit camp volunteers by promoting camp volunteer opportunities.
- ❖ Identify grant opportunities to support camp.
- ❖ Identify potential donors.

January

- ❖ Meet with specialty camp planning committees in your district to plan programs for specialty camps (if applicable).
- ❖ Contact the 4-H Center to identify the date/time of the 4-H Center-based camp volunteer training.
- ❖ Promote this camp volunteer training to your unit volunteers.
- ❖ Prepare a tentative agenda for additional unit-based camp volunteer training; promote this volunteer training to your unit volunteers.
- ❖ Complete applications for grants to support camp.
- ❖ Write letters of request for donor support.
- ❖ Contact the 4-H Center to identify service projects and opportunities for volunteer work days at the 4-H Center



February-March

- ❖ Review camp volunteer applications.
- ❖ Recruit campers by promoting camping opportunities to youth in your unit.
- ❖ Interview and select camp volunteers.
- ❖ Identify pre-camp training components (for unit-based training) and instructors/resource persons needed.
- ❖ Contact your 4-H Center program director for additional support with unit-based camp training (if needed).
- ❖ Contact the State 4-H Office (4-H camping specialist) for additional support with unit-based camp training (if needed).
- ❖ Compile resource material needed to conduct camp volunteer training.
- ❖ Notify selected volunteers to inform them of training events to help them prepare for their positions.
- ❖ Notify those not selected for camp volunteer positions.
- ❖ Develop “camp registration packets.” **NOTE: much of this can be accomplished through the online registration process on 4-H Online.**
 - Compile forms to be included in your “camp registration packet” (Registration Form, 4-H Health History Report Form, Code of Conduct Form, Medication Form, Equine Waiver Form, etc.).
 - Prepare additional forms as needed (financial records, camp volunteer training documentation, volunteer evaluation forms, cabin/lodge roster, class request, etc.).
 - Contact the 4-H Center to ensure that your “camp registration packet” includes all of the necessary forms and related information. Find out if class requests will be conducted on-site during the first day of camp.
- ❖ Mail out camp registration packets to youth/families.
- ❖ Attend Extension agent pre-camp planning meetings with the 4-H center program director.
- ❖ Notify the 4-H Center of dates/times of your pre-camp training.
- ❖ Begin to compile camper registration materials that have been submitted and send confirmations.
- ❖ Conduct pre-camp meetings with the Program Director.

April-May

- ❖ Continue to compile camper registration materials that have been submitted and send confirmations.
- ❖ Verify that all camp volunteers have signed a contract and are ready to assume their responsibilities.
- ❖ Make personal contacts with resource people to be sure they are ready for the pre-camp training.
- ❖ Create a camp class list based upon class requests (unless class registration will occur on-site).
- ❖ Contact the 4-H Center if you plan to offer specialized classes. Complete a “Specialized Program/Class Description Form” for classes that your volunteers will be teaching at camp. In addition, use the “Risk Management Flowchart for New 4-H Center Programs and Activities” to determine whether or not you might need a “certificate of insurance” for specialized camp programs. (Please refer to page 55 of this guide for definition of specialized programs)
- ❖ Conduct your unit-based pre-camp training.
- ❖ Conduct pre-camp meetings with the Program Director.
- ❖ Contact the 4-H Center to identify how camp satisfaction and outcomes will be evaluated.
- ❖ Review all 4-H Health History Forms to be sure that they have been completed and signed prior to camp. If not completed or signed, send them back to the parents/guardians so they can be completed.
- ❖ Mail “Pre-Camp Orientation Packets” to parents/guardians.



June-August (depending on when you camp)

- ❖ **During Camp**
 - Conduct the Junior 4-H Camp program at and in cooperation with your 4-H Center.
 - Provide for the health, welfare, and safety of youth under your duty of care.
 - Ensuring proper supervision is taking place by walking around and observing activities throughout camp on a regular basis
 - Support and counsel camp volunteers.
 - Work cooperatively with the 4-H Center
 - Conduct on-going evaluation of programs of volunteers and staff.
 - Pay the 4-H Center for food/lodging/programs in a timely manner
- ❖ **After Camp**
 - Evaluate the camp in cooperation with your 4-H camp volunteers by sitting down with camp volunteers immediately after the conclusion of the camp. Ask volunteers to give their personal evaluation of programs, division of responsibilities, position descriptions, camp staff, camp facilities, opportunities to improve camp for next year, etc.
 - Identify how youth who participated in your camping programs can be engaged in other aspects of your unit 4-H program (for positive youth development).



RESOURCE 7-4: 4-H Camp Marketing and Promotion Checklist

Adapted by Sandra Fisher from Meador, Heimbach, Pulliam, and Hairston (2014)

- ❖ Use the 4-H logo and the American Camp Association logo on all of your printed materials.
- ❖ Start a “tell a friend” Or “bring a friend” campaign.
- ❖ Submit news releases to promote the benefits of 4-H camping.
- ❖ Participate in a local or regional camp fair.
- ❖ Mail brochures to everyone on your mailing lists (and encourage recipients to share them with others).
- ❖ Ask your local pizza parlors to include a 4-H camp flier in all delivered pizza boxes.
- ❖ Offer family discounts and/or early-bird discounts.
- ❖ Understand that location means everything! Promote camp where kids (or their parents/guardians) will see the information (e.g., schools, shopping malls, day-care centers, convenience stores, churches, doctor offices, community centers, libraries).
- ❖ Talk to the 4-H Center about new camp programs and other “new” aspects of camp and promote these aspects heavily to past campers.
- ❖ Add graphics, color, pictures, etc. to your promotional fliers.
- ❖ Sponsor a T-shirt design contest and the winner gets a free 4-H camp scholarship.
- ❖ Ask churches to allow you to promote camp in their weekly bulletins.
- ❖ Send past campers a photograph of themselves from 4-H camp last year along with a note and registration form for the upcoming year.
- ❖ Offer discounts to youth who successfully recruit a friend (new camper) to come to camp.
- ❖ Submit public service announcements about camp.
- ❖ Sponsor a “4-H Camp Night” at a local school or library.
- ❖ Give presentations to local civic clubs and related organizations about 4-H Camp. Better yet – ask campers to give presentations to local civic clubs and related organizations.
- ❖ Pull together a group of six to ten prior campers and ask them what would get them excited about camp. Use their ideas!
- ❖ Promote camp through other youth service organizations and agencies.
- ❖ Use current social media (Facebook, Twitter, Instagram, etc....)



RESOURCE 7-5: Media Release Form

See VCE Publication 388-054 at <https://www.pubs.ext.vt.edu/388/388-054/388-054.html>

RESOURCE 7-6: Virginia 4-H Camping - Camper Survey

See Survey in Qualtrics* at <https://vce.az1.qualtrics.com/ControlPanel/>

*Please note you must have a Qualtrics account to access.



SECTION 8: 4-H CAMP TRANSPORTATION

A. Medical Emergency Transportation Procedures

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

PLEASE NOTE:

The following procedures are also relevant to Unit and non-camp programs

B. Traffic Control and Arrival/Departure Procedures

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

C. Non-Passenger Vehicles Policy

1. On 4-H Center property, no transportation is allowed in non-passenger vehicles. This includes the back of pickup trucks, farm wagons, etc. Please note: Hayrides must be approved by the Risk Management Office with additional insurance required.

D. Transportation Information to Parents/Guardians

1. Due to the geographic location of units in relation to the 4-H Centers, some units will find it necessary to secure buses, vans, or other forms of transportation in order to transport 4-H participants to camp. In other cases, parents/guardians will be able to transport 4-H participants directly to the unit or 4-H Center. Prior to camp, parents/guardians should be provided with written notification of the following transportation issues:
 - a. Pick-up and drop-off times,
 - b. Pick-up and drop-off safety procedures,
 - c. Safety rules for van or bus travel (if such travel is provided), and
 - d. The unit 4-H policy and procedure for allowing someone other than the designated parent/guardian to transport a camper. (See the *4-H Health History Report Form*.)

E. Transportation Change Notice Procedures

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



pick-up or drop-off time or location.

F. Supervision Ratios During Transportation

1. Each Unit Camp Leader and/or Unit office should provide appropriate supervision during all transportation. (Except when parents/guardians transport their own children to/from camp/event.)
2. The supervision ratios during transportation should consider the age, mental ability, and physical condition of all passengers.
3. Supervision should be provided in such a way as to avoid one-on-one situations.
4. Please refer to the supervision ratios for programming below:
 - a. For participants 4-5 years, a 1:5 ratio should be maintained
 - b. For participants 6 through 8 years, a 1:6 ratio should be maintained
 - c. For participants 9 through 14 years, a 1:8 ratio should be maintained
 - d. For participants 15 through 18 years, a 1:10 ratio should be maintained

G. 4-H Health History Report Form and Camp Transportation

1. During any type of transportation, a copy of each 4-H participant's Health History Report Form must be available. (Except when parents/guardians transport their own children to/from camp/event.) This form provides health information and "permission to treat" in the event of an accident, incident, or other emergency.

H. Transportation Orientation for 4-H Camp Participants

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

I. Bus Supervisor and Responsibilities of Bus Supervisor

1. When buses which transport 15 or more 4-H camp participants are used, each bus should have a volunteer or paid staff member, in addition to the driver, who is trained in
 - a. Accident procedures during transportation,
 - b. Responsibilities for maintaining safety on the bus/van,
 - c. Group management,
 - d. Procedures for caring (or securing care) for the injured in the event of an accident/incident or emergency,
 - e. Procedures for supervising the uninjured, and
 - f. Procedures for contacting the following:
 - i. Emergency services/law enforcement,
 - ii. Unit Extension office,
 - iii. 4-H center,
 - iv. District Extension office,
 - v. Virginia Tech Office of Risk Management, and
 - vi. State 4-H Office.
2. Complete an "Accident and Incident Report Form" including the identification of witnesses.
 - a. Accident/Incident Reports **are not required** for minor injuries such as scrapes, bruises, sprains, etc.



- b. The Accident/Incident report **is required** for serious illnesses, significant behavioral problems, or accidents involving injuries like fractured bones, chipped, loosened or broken teeth, extensive lacerations involving sutures, falls involving unconsciousness, dislocations, incidents involving water which require resuscitation, or any injury requiring a hospital stay.
- c. If the report is completed, you will be instructed to fax a copy to the Risk Management Office at (540) 231-5064 and the State 4-H Office at 540-231-5545 with the original mailed as soon as possible. If any additional information is needed, you will be contacted.

J. Virginia Tech Large-Van Policy

1. The National Highway Traffic Safety Administration has announced that 15-passenger vans roll much more often if they are weighed down with more than 10 passengers. Therefore, when 15-passenger vans are used with the 4-H camp programming or other VCE programs, the following guidelines for “drivers” and “vans” must be followed:
 - a. Driver Guidelines
 - i. Must have at least two years of automobile driving experience and
 - ii. Must have no serious driving violations in driving record within the last 12 months
 - b. Large-Van Guidelines
 - i. The maximum number of passengers (**not** including the driver) is **limited to 10**;
 - ii. Speed limits should never be exceeded;
 - iii. All drivers must realize that a loaded van has a higher center of gravity, which makes steering sensitive;
 - iv. Loaded vans need more distance for braking and stopping due to weight;
 - v. Lane changes should be planned and made carefully;
 - vi. All passengers must wear seatbelts; and
 - vii. Cellular phones should not be used while operating the vehicle, but should be available in case of an emergency.
 - c. The Virginia Tech Office of Risk Management suggests removing the back seat of 15-passenger vans. No luggage, equipment, etc. should be placed in the rear of the van where the back seat was located.

K. Transportation Safety Procedures (Buses/Vans/Vehicles)

1. Virginia law requires all children age 6 through age 15 to be properly secured in an approved child safety seat, booster seat, or safety belt no matter where the child is seated in the vehicle. As of July 1, 2007, Virginia law requires children to be in car safety or booster seats until age 8.
2. Whenever feasible, you should seat 4-H camp participants 12 years old and under in rear seats, and teen or adult volunteers should be seated in the front passenger seat. (According to the National Highway Traffic Safety Administration, the back seat is the safest place for children. Head-on crashes cause the greatest number of serious injuries and deaths. A child sitting in the back seat is farthest away from the impact of the crash and thus is less likely to be injured in a head-on crash.
3. Buses, vans, and other 4-H camp/event transportation vehicles cannot be loaded beyond the passenger seating limits established by the manufacturer.
4. All passengers **must wear seat belts** whenever seat belts are provided.
5. All passengers must remain seated while the vehicle is moving.



6. All buses, vans, and/or other transportation vehicles follow convoy travel procedures when appropriate.
7. Any person in a wheelchair must be seat belted into wheelchairs that are in locked positions and secured to vehicles.
8. If traveling out of state, be aware of that state's motor vehicle laws.

L. Emergency Equipment, Mechanical Evaluation, and Safety Checks

1. All motor vehicles used by the 4-H Centers for transporting 4-H camp participants, including private vehicles used for emergency transportation, should be equipped with appropriate emergency accessories including first-aid kits, reflectors, and fire extinguishers. (The 4-H center can provide a first-aid kit and emergency kit if needed.)
2. All motor vehicles used by the 4-H Centers for transporting 4-H camp participants should be evaluated for mechanical soundness by qualified personnel at least quarterly. (See *RESOURCE 8-1: 4-H Camp Emergency Driver and Vehicle Checklist Form.*)
3. For all motor vehicles used by the 4-H Centers for transporting 4-H camp participants, the following components should be checked **daily**:
 - a. Lights,
 - b. Tires (inflation checked with gauge and wear)
 - c. Windshield and wiper condition
 - d. Emergency flashers
 - e. Horn
 - f. Brakes
 - g. Mirrors
 - h. Fluid levels

M. Driver Documentation Requirements

1. Each 4-H Center should require and review the driving record – for the most recent 4 months – of each **seasonally hired or recruited driver**. Each 4-H Center must require and review the driving record – for the most recent 12 months – of each **year-round driver**. (See *RESOURCE 8-1: 4-H Camp Emergency Driver and Vehicle Checklist Form.*)
2. All drivers must have the appropriate license for the vehicles they are driving.
3. All holders of a Commercial Driver's License (CDL) must have passed mandatory drug and alcohol testing (if required).

N. Driver Training Procedures and Skill Verification

1. Each 4-H Center must train and approve all drivers in the following procedures:
 - a. Backing up,
 - b. Loading and unloading passengers at pick-up and drop-off points,
 - c. Dealing with vehicular breakdowns or passenger illness,
 - d. Evacuation procedures for buses,
 - e. Handling camper behavior,
 - f. Checking the vehicle prior to transportation of persons.
 - g. Location of campers during refueling
2. Each 4-H Center must provide and document behind-the-wheel training and practice for 4-H camp drivers in all instances where the 4-H camp vehicle(s) differ in size or capacity from driver's regularly driven vehicles.



O. Authorization for Private Vehicle Use

1. In emergency situations, the private vehicles of volunteer and/or paid staff may be needed.
2. Each 4-H Center must have written permission from owners of private vehicles to use their vehicle(s) for transportation. (See *RESOURCE 8-2: Permission to Use Personal Vehicle* at the end of this section.)
3. These vehicles must receive the same checks as any other emergency vehicle as previously identified in this section.

P. Recommended Procedures for 4-H Centers that Select Commercial Vehicles for 4-H Camp Programs and Activities

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

Q. Recommended Procedures for Unit Extension Offices that Select Commercial Vehicles for 4-H Programs and Activities

1. These procedures apply to coach buses, municipal vans, etc.
2. Whenever a unit Extension office uses a commercial or municipal vehicle provider, documentation should be made available by the vehicle provider (if requested by the unit Extension office) in the following areas:
 - a. Regular maintenance and safety checks on vehicles provided,
 - b. Verification of an acceptable driving record for all drivers provided,
 - c. Driving experience/training for all drivers provided,
 - d. Appropriate insurance as required by the University Risk Management Office.
3. For use of **school buses where the school system requires Virginia Tech to provide insurance**, an indemnification agreement may be required. For this process, contact the Virginia Tech Office of Risk Management.
4. For use of **school buses from school systems where insurance is provided by the school system**, no further verification of insurance is needed. However, a bus agreement may be required, link to form: [Bus Use Agreement.pdf \(vt.edu\)](https://www.vt.edu/Bus-Use-Agreement.pdf)

Please note that the section of the form below the Virginia Code can be edited to accommodate circumstances existing within Units. (i.e., Fees may not be charged by some school systems or fuel costs are not charged) Contact the State 4-H Office if you need further assistance.



RESOURCE 8-1: 4-H Camp Emergency Driver and Vehicle Checklist Form

[4-H Camp Emergency Driver and Vehicle Checklist | VCE Publications | Virginia Tech \(vt.edu\)](#)

RESOURCE 8-2: Permission to Use Personal Vehicle Form

[4-H Permission to Use Personal Vehicle | VCE Publications | Virginia Tech \(vt.edu\)](#)



SECTION 9: 4-H CAMP HEALTH AND WELLNESS

A. Emergency Numbers

1. Virginia Tech Office of Risk Management: **(540) 231-7439**
2. Virginia Tech Legal Counsel: **(540) 231-6293**
3. Virginia Tech University Relations (Media): **(540) 231-5396**
4. State 4-H Youth Development Office, Virginia Tech: **(540) 231-6372**
5. Virginia Poison Center: **(804) 828-4740**
6. Mental Health Hotline: **988**
7. Virginia Child Abuse and Neglect Hotline: **(800) 552-7096**
8. National American Camp Association Hotline: **(800) 573-9019** (*Available to staff associated with ACA accredited camps to help you to problem-solve issues related to camp crisis.*)
9. Virginia State Police (Emergency): **911**
10. Virginia State Police (*Highway traffic problems including crashes, disabled vehicles, suspected substance-impaired drivers, and reckless and aggressive drivers*): **Cellular number #77**

B. 4-H Health History Report Form/Generic Waiver/Contact Information/Permission to Treat

1. Prior to 4-H camp/ events, a current (within the current year), **signed 4-H Health History Report Form** must be completed and on-file for each 4-H camp/event participant (i.e., campers, CITs, teen counselors, adult volunteers, camp staff, and Extension faculty/staff). (See *RESOURCE 9-1: 4-H Health History Report Form* and *RESOURCE 9-2: Adult Health History Report Form* at the end of this section.)
2. Each section of the 4-H Health History Report Form should be completed. Incomplete forms can result in numerous problems in the event of an emergency. Required sections include:
 - a. *Participant Identification*
 - b. *Parent/Guardian Identification as needed*
 - c. *Emergency Contact Information*
 - d. *Media Release*
 - e. *Participant Health & Medical History Approval/Emergency Authorization*
 - f. *Immunization History (including date of Tetanus shot – put none if not had one)*
 - g. *Listing of any medications (may use medication form)*
 - h. *Release Authorization as needed*
3. For Junior 4-H Camp, unit Extension offices are responsible for checking each electronic and paper form (if used) of the 4-H Health History Report Form carefully to ensure that these are complete. Incomplete forms should be returned to parents/guardians for completion prior to arrival at camp. Electronic forms have required sections that ensure sections are complete before registration can be approved.
4. The 4-H Centers have the right (and the responsibility) to:
 - a. Return incomplete forms to the Extension faculty/staff in charge of the unit 4-H program prior to 4-H camp;
 - b. Work cooperatively with Extension faculty/staff to contact parents/guardians (when necessary) to get complete information;
 - c. Refuse to allow a person to participate in 4-H camp who does not have a signed 4-H Health History Report Form or General Waiver.
5. Guidelines for making copies of the *4-H Health History Report Form*:



- a. For camps in which youth register through the unit Extension office, the original copy stays within the unit, and **legible** copies should be made for transportation and for the appropriate 4-H Center as needed.
 - b. For camps in which youth register through the 4-H Center, the original copy stays with the 4-H Center, and **legible** copies should be made for transportation and for the appropriate unit 4-H offices (as needed).
 - c. 4H Online is the current standard required for completed forms, however paper forms are acceptable copies.
6. The *4-H Health History Report Form* gives **signed permission** for medical staff to provide routine health care, provide over-the-counter medications as needed, and seek emergency medical treatment for the 4-H camp participant. A *Generic Waiver Form* is available for parents/guardians who are not willing to complete the 4-H Health History Report Form due to medical or religious reasons. (See *RESOURCE 9-3: Generic Waiver Form* at the end of this section.)
7. The 4-H Health History Report Form provides the following medical information:
- a. Nature of camp activities that will be provided during most 4-H camps, and gives parents/guardians the opportunity to identify activities from which camp participants should be exempt for health reasons;
 - b. Record of past medical treatment;
 - c. Record of allergies and dietary restrictions;
 - d. Immunization history and date of most recent tetanus shot. Field must be complete – write none if no shot taken
 - e. Record of current medications (in conjunction with the “Medication Form”), including prescribed and over-the-counter; and
 - f. Current physical, mental, or psychological conditions requiring medication, treatment, or special restrictions or considerations while at camp.

C. Health Exam Prior to 4-H Camp

1. In reviewing the practices and duration of 4-H Camp it is recommended, but not required, that each 4-H camp participant (under age 18) has had a health examination within the past 24 months.

D. 4-H Camp Insurance Coverage

1. See “Section 10: 4-H Camp Operational Management.”

E. Health Care & Emergency Planning and Health Information

1. Each 4-H Center management team (administration, programming, etc.) must analyze the potential emergency care and first aid needs of its camps and user groups (i.e., resident camps, short-term camps, family groups, corporate groups, civic groups, other rental groups, etc.) and must communicate/advise the following in writing to these groups:
 - a. Who is responsible for first aid and emergency care (rental groups or camp staff);
 - b. Who is responsible for emergency transportation (rental groups, camp or community services)
 - c. Availability/storage of AED, first-aid supplies, or equipment, and
 - d. Training and information that staff, families, and user groups need related to emergency procedures and reporting requirements.



2. User groups must be advised in writing to gather the following information for all participants in their group:
 - a. Names, addresses, and emergency contact names and numbers for all participants;
 - b. A listing of any persons with known allergies or health conditions requiring treatment, restriction, or other accommodation while on-site; and
 - c. The need for all medication (both prescription and over-the-counter) to be stored under lock except when in the controlled possession of the person responsible for administering them
 - d. For minors without a parent on site, a signed permission to seek emergency treatment or a signed religious waiver.

F. 4-H Camp Health-Care and Emergency Personnel

1. Each 4-H Center provides trained and certified medical staff (or a medical staff person) at all times during 4-H camp events when 4-H camp participants are on-site.
2. Medical/emergency staff members are certified according to the criteria below based upon access to the emergency medical system (EMS):
 - a. When access to the emergency medical system (EMS) is 30 minutes or less, medical staff members are certified by a nationally recognized provider of First Aid and CPR/AED.
 - b. When access to EMS is more than 30 minutes, medical staff members such as an EMT or RN are certified by a nationally recognized provider in second level First Aid and CPR/AED.
3. Each 4-H Center will have a medical staff member on site who is either a licensed physician or registered nurse onsite daily, or will have access to a licensed physician or registered nurse with whom prior arrangements have been made to provide prompt consultation and other healthcare support to the camp.
4. For “away from main camp” events, such as overnights and out-of-camp trips (for example, 4-H outdoor adventure trips that occur as a part of Junior 4-H Camp or concurrently with Junior 4-H Camp), each 4-H Center should provide a staff member with current first aid and CPR/AED who is immediately available who has been oriented to provide for routine health-care needs of the participants and is also trained to handle life-threatening medical emergencies related to the health conditions of the participants and the environmental hazards associated with the area.
5. Each 4-H Center advises user groups in writing that adults should be provided and on duty to provide medical care with the following qualifications:
 - a. CPR/AED certification from a nationally recognized provider and, for youth groups,
 - b. First-aid certification from a nationally recognized provider.

G. 4-H Camp Health Care and Treatment Policies and Procedures

1. Each 4-H Center has developed (a) 4-H camp health-care treatment procedures (sometimes called “standing orders”) that are reviewed at least every 3 years and signed by a licensed healthcare professional.
2. These written health-care policies specify:
 - a. Scope and limits of the camp health-care services provided, including qualifications and locations of personnel,
 - b. Authority and responsibilities of the camp health-care administrator and provider,
 - c. Authority and responsibilities of other camp staff to provide health and emergency care
 - d. Guidelines for when to access additional external medical and mental health resources;
 - e. Treatment procedures allowed under the scope of practice of the designated health care provider(s) for dealing with reasonably anticipated illnesses and injuries.



3. The 4-H center's written health-care treatment procedures (also called "standing orders") describe:
 - a. On-site health-care treatment procedures for dealing with anticipated illnesses and injuries
 - b. Off-site health-care and medical treatment for dealing with reasonably anticipated illnesses and injuries,
 - c. How medical equipment and supplies are provided for health care,
 - d. How emergency health care is obtained,
 - e. Health screening,
 - f. Medication management,
 - g. Monitoring general health in camp, and
 - h. Seasonal and long-term medical recordkeeping.
4. See your 4-H Center-specific appendix for more information.

H. 4-H Camp Health Screening

1. Each 4-H Center provides a health information review and screening of all 4-H camp participants and Camp Staff within 24 hours of arrival at camp. This health information review and screening is conducted by and/or under the guidance of the health-care personnel at each 4-H Center.
2. All 4-H camp participants under age 18 (i.e., campers, CITs, teen counselors) are required to attend the health information review and screening. Adult volunteer and staff screening is determined by each 4-H Center.
3. The health information review and screening include the following:
 - a. A check for observable evidence of illness, injury, and/or communicable disease or conditions (such as head lice)
 - b. Verification and updating of health history information to identify any medication, changes in health status or special needs that may require further follow up
 - c. Review and collection of any medications to be administered during the camper's stay at camp
 - d. Documentation of results of screening for each camper and teen

I. Special Needs of 4-H Campers/Special Medical Needs

1. Each 4-H Center has a procedure for identifying 4-H camp participants with special needs and for communicating those needs to the appropriate 4-H camp teen/adult volunteers and paid staff.
2. 4-H camp participants with special needs are identified at the unit level or 4-H Center level during a pre-camp review of the 4-H Health History Report Form. A second review is conducted during the on-site "health screening." (NOTE: All **reasonable accommodations** should be made for youth to attend 4-H camp. However, in some situations, a child's needs may be beyond the scope of what can be provided in a 4-H camp setting. Contact the State 4-H Office if you have questions.)
3. Campers with special needs (and their parents/guardians) are encouraged to schedule a visit at the 4-H Center prior to camp to better understand what accommodations might be made and for the camper to better understand what to expect from the camp experience.
4. The 4-H Center medical staff identify 4-H camp participants with special needs and communicate the special needs on an as needed basis. Information is only shared with those volunteers and staff who will be directly supervising the 4-H camp participants with special needs or who are providing the accommodation such as food service staff.



5. Each 4-H Center that provides 4-H camp experiences for youth with special needs does the following:
 - a. Provides the sufficient medical staff to meet the needs of participants,
 - b. Incorporates a system for evaluating the 4-H Center’s ability to meet the 4-H camp participants’ special medical needs prior to enrollment, and
 - c. Provides information to participants and parents/guardians about the 4-H camp’s philosophy and health management practices so they can identify the camp’s approach to medical concerns.
6. See your 4-H Center-specific appendix for more information.

J. Addressing Special Dietary Needs at 4-H Camp

1. Many 4-H camp participants have special dietary needs. In addition, children are increasingly being diagnosed with food allergies (e.g., cow’s milk and milk products, eggs, peanuts, fish and shellfish, soybeans, soy milk, soy flour, wheat, and some berries). Celiac Disease, Diabetes, various food intolerances may require special preparation to avoid contamination.
2. Although the 4-H Health History Report Form gives 4-H camp participants (or the parents/guardians of 4-H camp participants) the opportunity to identify special dietary needs, directors of 4-H camps are encouraged to use the “Special Dietary Needs Form” (See *RESOURCE 9-4: Special Dietary Needs Form* at the end of this section.)
3. See your 4-H Center specific appendix for more information.

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

1. Virginia 4-H Camps **do not** fall under, and **are not** bound by the Health Insurance Portability and Accountability Act (HIPAA) for three (3) reasons:
 - a. Camps are not health insurance insurers,
 - b. Camps do not provide health services for a fee, and
 - c. Camps do not act as a clearinghouse for health programs, insurers, or programs.
2. However, HIPAA has some **important implications** for how medical information is shared at camps. Such information is considered “Protected Health Information” which many states and lawyers are adopting as a standard of practice. Information provided on health forms is **private and protected** information. Therefore, 4-H camp leadership must take specific and reasonable precautions to make sure:
 - a. Only authorized individuals (as necessary to safeguard the individual) should have access to this information.
 - b. 4-H Health History Report Forms, Medication Forms, and related health documentation and information records must be secured (locked away) in such a fashion as to prevent unauthorized access.
 - c. Training must be provided to all 4-H camp staff and volunteers regarding the importance of protecting and respecting the privacy of health information. (This health information is privileged and may be considered very sensitive.)

L. Volunteer and Paid Staff Training in Health-Care Procedures

1. All 4-H camp volunteers and staff must receive training in the written procedures related to:
 - a. Their roles and responsibilities in camp health care,
 - b. How to use the health-care supplies and equipment with which they may be furnished,



- c. Those situations which should be attended to only by certified 4-H camp health personnel, and
- d. The sanitation procedures that should be used when dealing with infectious waste or body fluids (See the “Blood-borne Pathogens” guidelines in Section 6: Risk Management and 4-H Camping).

M. Health-Care Staff when Away from Main Camp

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

N. Health Center

1. Each 4-H Center has a health center (also known as clinic, infirmary, and nurse’s office) for providing medical care, first aid, treatment, and emergency care during 4-H camp.
2. Each 4-H Center health center provides:
 - a. Protection from the elements,
 - b. Adequate space for the treatment of injuries and illnesses,
 - c. Locked storage system for medication,
 - d. Appropriate number of toilets, and
 - e. Water for drinking and cleaning.
3. Each 4-H Center health center can provide one bed per 50 campers/staff (1:50 ratio) in a location that is isolated, quiet, and private.

O. Supervision in Health Center

1. Adequate supervision is required anytime sick or injured 4-H camp participants walk, or are transported to, the 4-H Center health center.
2. 4-H camp participants are trained to stay in groups of three at all times, which includes walking to the health center.
3. The 4-H Center medical staff (including volunteer nurses and other medical staff) are not allowed to be alone with 4-H camp participants who are receiving medical treatment in the health center. Therefore, at least one other teen or adult volunteer must be present at all times when sick or injured 4-H camp participants are being treated.

P. Parent/Guardian Notification of Camper Illness and Injury and Documentation of Parent/Guardian Communication

1. Prior to 4-H camp, parents/guardians should receive information from either the unit Extension office or the 4-H Center that identifies in writing those situations when parents/guardians will be notified of an illness or injury to their 4-H camper.
2. In addition, the 4-H Health History Report Form, which is required for all 4-H camp participants and is signed by parents/guardians, states:
 - a. “I understand that all attempts will be made to notify parents/guardians of any serious injury or illness to their child.”



3. Each 4-H Center/Unit should provide emergency contact numbers for parents/guardians who might attempt to contact the 4-H Center/Unit with problems, concerns, or questions.
 - a. This emergency contact information must be included on all pre-camp orientation materials, voice mail recordings, 4-H Center/Unit Web pages, etc., and must include valid numbers for nighttime and summer-weekend hours.
 - b. Emergency messages should also direct parents/guardians who need assistance to contact their local Extension office.
4. Each 4-H Center/Unit must develop a procedure whereby parents/guardians are contacted as soon as possible, but no later than 12 hours following an emergency. (See your 4-H Center-specific appendix for more information.)
5. Each 4-H Center/Unit must develop a procedure to document parent/guardian contacts (i.e., phone, email, face-to-face), particularly when contact is made regarding an injury, suspicion of an injury, suspicion of child abuse/assault, or other instance when emergency services may be necessary. A “4-H Camp Parent/Guardian Communication Log” is recommended. Documented information should include:
 - a. Time/date of call,
 - b. Parent/guardian contacted (or who made contact),
 - c. Reason for calling,
 - d. Result of contact (connected with parent/guardian or did not reach family) and
 - e. Signature of person completing the documentation.
6. When feasible, Extension faculty/staff and 4-H Center faculty/staff should include a witness on all phone conversations with parents/guardians to confirm details of the conversation.
7. For 4-H camps conducted at a 4-H Center, Extension faculty/staff should be consulted, if possible, prior to all contacts with parents/guardians of their 4-H campers.

Q. Medication Management, Administration, and the Use of the Medication Form

1. Medication Policy
 - a. Each Virginia 4-H unit, district, and state will develop procedures for the collection, handling, storage, administration, and returning of medication to 4-H participants.
 - b. When 4-H programs/events are conducted at a 4-H Center, the medication policies for that 4-H Center should be followed. Extension faculty/staff and 4-H Center staff should work together to develop a unified medication policy when medications are collected and stored prior to transportation to a 4-H Center. In addition, 4-H Centers have the responsibility to return all medications according to how they were received.
 - c. A *4-H Medication Form* must be completed for all 4-H participants (youth, volunteers, and adults) who are bringing medication to camp. (See *RESOURCE 9-5: 4-H Medication Form* at the end of this section.)
 - d. The 4-H Medication Form should be managed according to HIPAA guidelines and identifies the following:
 - i. name of medication,
 - ii. purpose of medication,
 - iii. appropriate dosage, and
 - iv. Special directions for the administration of medication.
 - e. Medication can only be dispensed from its original container. Ziploc bags, other bottles, bottles printed with someone else’s name, or any other type of container besides the



original will not be accepted. (Note: prepackaged individual dose medication that is sealed and contains required information is accepted)

- f. Medication must be clearly labeled with the 4-H participant's name, medication name, dosage, and instructions. Medications must be administered according to the actual dosage listed on the bottle, unless there is a written note from the prescribing physician outlining different instructions for the administration of medications.
 - g. Instructions for all medications must be listed in English. If instructions are not in English, the appropriate translation must be provided.
 - h. Medications must be stored in a secure, locked area. Any exceptions for special medical needs (i.e., medications that may be in the "controlled possession" of the user such as inhalers, EpiPens, etc.) must be approved by the medical staff for the 4-H program/event.
 - i. If the medication is refused by the youth, or the youth requests something out of the ordinary, then parents/guardians must be contacted immediately.
2. Dispensing Nonprescription Medications
 - a. Nonprescription drugs can be dispensed only if the 4-H Health History Report Form for the person taking the medication has been signed by a parent/guardian.
 3. Unit Responsibilities for Managing Medications
 - a. Unit Extension faculty/staff should develop a procedure for collecting medications when 4-H campers meet within the unit to travel to 4-H camp by bus/van/vehicle.
 - b. This procedure should ensure that all of the medications (and the accompanying Medication Forms) are collected. It is recommended that each parent/guardian sign a form to document that the medication has been submitted to the Extension faculty/staff. (See *RESOURCE 9-6: 4-H Camp Medication Collected at Units Summary Form* for an example of a form that you might want to use. Contact your program director for other forms that may be required by your 4-H Center.)
 - c. Once the unit camping group has arrived at the 4-H center, Extension faculty/staff or designee should then transfer the medications to the 4-H center's medical staff. It is recommended that the medical staff sign to document that the medications were received.
 - d. At the end of the week, the medical staff should return any unused medication to the unit Extension faculty/staff. It is recommended that the Extension faculty/staff sign to document that the medications were received.
 - e. During camper pick-up, the Extension faculty/staff should return all unused medications to parents/guardians. It is recommended that parents/guardians sign to document that the medications were received.
 4. 4-H Center Responsibilities for Managing Medications
 - a. Each 4-H Center must develop a procedure for collecting medications. This procedure must ensure that all of the medications are collected with the required Medication Forms. It is recommended that each parent/guardian sign a form to document that the medication has been submitted to the 4-H Center.
 - b. During camper pick-up, 4-H Center medical staff should return all unused medications to parents/guardians. It is recommended that parents/guardians sign to document that the medications were received.



R. Medical Record Keeping and Record Maintenance

1. Each 4-H center must maintain an ongoing health log or other health record-keeping system. The *ACA Camp Health Record Log* is recommended. The Virginia Department of Health’s “Medication Administration in Child Day Centers” is recommended as a guide for medication administration.
2. For anyone seeking and receiving medical treatment during 4-H camp, the following information must be recorded **in ink**:

Medical Log:

- a. Date, time, time and legal name of the injured or ill person
 - b. General description of injury or illness
 - c. Description of treatment (if administered), including any treatment administered away from health care facility,
 - d. Administration of all medications
 - e. Initials of person evaluating and treating
 - f. Follow up notes regarding outside professional medical treatment
 - g. *MAR (Medical Administration Record)*
 - h. Date, time and legal name of person receiving medication (both prescription and over the counter)
 - i. Amount and type of medication administered to the child or adult
 - j. Staff member administering the medication
 - k. Any adverse reaction to any medication
 - l. Receiver of medication initials
3. An “Accident/Incident Report Form” must be completed by the 4-H Center medical staff for all incidents resulting in injury requiring professional medical treatment. (See Section 10: 4-H Camp Operational Management for the “Accident/Incident Report Form.”)
 4. A critical aspect of risk management is managing forms and documentation, including health forms, consent forms, medication forms, and other related records that are collected during 4-H camp. These forms and documents must be maintained at least for the period of statutory limits based upon the records retention schedule for state agencies in Virginia. (See “Documentation Management/Records Retention” in Section 6: Risk Management and 4-H Camping for more information.)

S. Automated External Defibrillator (AED)

1. Each 4-H Center will have access to an automated external defibrillator (AED).
2. 4-H Centers must incorporate an AED into their medical procedures and train the appropriate medical staff members in the operation of the AED.
3. Each 4-H Center will ensure user groups have access to an AED while on property.

T. First Aid Kits

Each 4-H Center shall provide first-aid kits stocked with health supplies appropriate to the location and activity, including personal protective equipment, readily available at these locations (where appropriate). 4-H Centers will provide additional kits based on each individual center needs

- a. Aquatic Areas;
- b. Specialized Activity Areas;
- c. Out-of-camp trips;
- d. Food service areas; and
- e. Vehicles



RESOURCE 9-1: 4-H Health History Report Form

[4H-924.pdf \(vt.edu\)](#)

RESOURCE 9-2: 4-H Adult Health History Report Form

[4-H Adult Health History Report Form | VCE Publications | Virginia Tech \(vt.edu\)](#)

RESOURCE 9-3: Generic Waiver Form

https://risk.controller.vt.edu/content/dam/risk_controller_vt_edu/forms/WAIVER.pdf



RESOURCE 9-4: Special Dietary Needs Form

Special Dietary Needs Form

INSTRUCTIONS: The purpose of this form is to communicate special dietary needs, food allergies, etc. for any child, teen, or adult who will be attending 4-H camp.

Please complete this form and send it to your 4-H center (Attention: Program Director and Food Service Manager/Director) no less than 2 weeks prior to your 4-H camp.

NAME: _____

UNIT (County/City): _____

CHECK ONE:

- Camper (5-13 years old) Counselor-in-training (13-14 years old)
 Teen Counselor (14-18 years old) Adult volunteer or Extension faculty/staff

In the space below, please list all **food allergies** for the person listed above and any necessary precautions that should be taken:

In the space below, indicate any **food restrictions (non-allergy)** for the person listed above and food substitutes that may be considered:



RESOURCE 9-5: 4-H Medication Form

[4-H Event Medication Form \(vt.edu\)](https://www.vt.edu/4-H/Forms/4-H%20Event%20Medication%20Form.pdf)

RESOURCE 9-6: 4-H Camp Medication Summary Form

<https://drive.google.com/file/d/16Xl3cn3OoW6JiBhVMBPKCwWY8AGMYz3i/view?usp=sharing>



SECTION 10: 4-H CAMP OPERATIONAL MANAGEMENT

A. Risk Management Planning and Incident Analysis

1. See Section 6: 4-H Camp Risk Management and 4-H Camping.

B. Assessment of Compliance with Virginia 4-H Camp Policies and ACA Standards

1. The faculty and staff at each 4-H Educational Center are required to ensure that Virginia 4-H camp policies and ACA standards are being followed in all applicable areas of the 4-H Center's operations.
2. Each 4-H Center must develop a system to annually verify that Virginia 4-H camp policies and ACA standards are being followed. The annual "Site Visit" conducted by the Extension 4-H camping specialist may serve as an external mechanism for this verification. A written report may be provided by the Specialist for 4-H Center documentation and for ongoing accountability.
3. The faculty and staff at each 4-H Center, particularly the 4-H Center Director and Program Director, should work cooperatively with the Extension 4-H camping specialist and Extension faculty and staff in each of its units to ensure that Virginia 4-H camping policies and ACA standards-related information is being communicated, understood, and followed.

C. Camper Supervision Guidelines and Procedures

1. Supervision Ratios
 - a. 4-H youth campers ages 9 through 13 must be supervised at all times by trained 4-H camp teen volunteers, adult volunteers, unit Extension faculty/staff, and/or 4-H Center faculty/staff in accordance with the appropriate supervision ratios below.
 - i. **For campers ages 5 through 8, the staff/camper ratio must be 1:5 (or better).**
 - ii. **For campers ages 9 through 13, the staff/camper ratio must be 1:8 (or better).**
 - iii. **For campers ages 14 through 18, the staff/camper ratio must be 1:10 (or better).**
 - b. Exceptions to these supervision ratios might occur in an emergency situation. In these situations, paid staff should supervise youth and a communication system should be implemented for contacting the volunteer staff in the event that additional supervision becomes necessary.
 - c. The appropriate supervision ratios have been identified for each 4-H camp class. In most cases, this number exceeds the requirements above. (See Section 12: 4-H Camp Programs and Activities.)
 - d. User groups are advised in writing to follow these supervision ratios.
2. Working cooperatively, Center Directors/Program Directors and unit/extension staff will ensure supervision ratios are maintained during all aspects of the 4-H Junior Camp program.
 - a. Centers follow supervision ratios for specialized activities as indicated/required by ACA. Units who wish to provide their own specialized activities should discuss requirements (i.e., documentation of training, lesson plan, risk management plan, etc.) with them Program/Center Director before camp. Specialized activities are defined as activities that use equipment, animals, or tools that would require supervision by a person skilled in their use.
 - b. Our teen counselors play an integral role in our camping program and it is important that we provide these youth with the support and tools to help them grow as leaders. Adults



are instrumental in inspiring and guiding these young people as they provide them with maturity and life experiences. Most importantly, adult volunteers are the “caring adults” that are necessary to provide positive youth development. As such, it is important for adults to be positioned to supervise all youth, including teen counselors, throughout the program.

- c. Working cooperatively, Program Directors and VCE Faculty/Staff will ensure that all minors (which does include teens) are supervised in:
 - i. Programs/Classes
 - ii. Transition Times
 - iii. Rest Hour/Cabin Time/AM/PM/Overnights
 - iv. Meals (considered a program)
 - a. Adults and teens will all sit with the campers during meal times. Adult and teen volunteers eating with campers and sharing the same meals encourage proper eating habits, and table manners, and help to identify any issues that may be occurring at camp. Ideally integrating adults at tables with youth is preferred, however, eating in the dining hall is acceptable.
- d. Staff and volunteers are expected to remain onsite throughout camp except during emergencies or for supply runs/errands as deemed necessary by the supervising agent. Trips off-site must be in accordance with supervision responsibilities and camp scheduling.
- e. Volunteers are essential in our camping programs. We appreciate the contributions they provide and will find ways to recognize them in appropriate settings and times. It is a best practice to recognize volunteers outside of the camp week in a manner that does not impact or compromise supervision during the camp program. Volunteers should be celebrated for their volunteer work and a group of Agents, volunteers, and Center staff from each district are forming to address and plan future opportunities for our outstanding camp volunteers.
- f. Physical safety and well-being are the highest priority for 4-H camping programs. Creating an environment that fosters a sense of belonging and connection should always be maintained. It is the responsibility of ALL adults, staff, and volunteers to make sure everyone is both physically and emotionally safe. Actions and rituals that single out any individuals in a way that creates disconnection will not be permitted. Virginia Tech defines hazing as any mental or physical requirement, request, or obligation placed upon any person that could cause discomfort, pain, fright, disgrace, or injury; that is personally degrading; or that violates any federal, state, or local statute or university policy, the willingness of an individual to participate in such activity notwithstanding.
- g. Ensuring the health and safety of everyone at camp is a shared responsibility of all Extension personnel. Extension Agents and Center professionals will work collaboratively to make decisions in the best interest of participants regarding these areas. In situations such as weather emergencies, life-safety issues, and other situations primarily emanating from a facility standpoint, Agents and volunteers are expected to follow the guidance of Center Directors and/or Program Directors. (pg. 80-86 in the 4-H Camping Handbook)
For non-life-threatening health emergencies, those decisions should fall to:
 - Parents once contacted,
 - or
 - The onsite health professional with the highest level of medical training,



or

Agents/Program Assistants with knowledge of particular youth and their family

3. These supervision policies are reviewed annually.

D. Cabin/Lodge Checks, Visitors and Intruders, Nighttime Security

1. Cabin/Lodge Check Policy

- a. Each 4-H Center must develop a standardized policy and procedures for monitoring cabins/lodges and other facilities during daytime and nighttime hours. This policy and procedures must be outlined in the 4-H Center-specific appendix and communicated to Extension faculty, staff, and volunteers in the 4-H Center's service area.
 - i. This "Cabin/Lodge Check" policy/procedure should ensure that all youth are accounted for, that all youth are in the appropriate locations, and that all youth are supervised correctly **at all times**.
 - ii. For 4-H Centers that house youth in multi-room lodges, *lodge deans* are recommended. These volunteer or paid staff will be responsible for lodge supervision and will represent an extra level of supervision in addition to teen counselors and adult leaders. (Note: "Above-Suspicion" needs to be addressed to ensure that lodge deans remain above-suspicion by avoiding a one-on-one situation while on duty.)
- b. During 4-H camp, **at least one adult** responsible for each lodge (or set of cabins) must be at least 21 years old. (Note: Qualified adult volunteers who are 19 years old and older **can serve** at 4-H camp. However, at least one adult responsible for each lodge or set of cabins must be at least 21 years old.) If this criterion cannot be met the Unit Agent should reach out to the 4-H Center and work on a plan.

2. Visitors and Intruders

- a. All visitors must report to the 4-H Center office (or other designated and identified location) immediately upon arrival to sign in and receive a visitor pass/nametag.
- b. Anyone who comes onto 4-H Center property without checking in, anyone who is suspicious, and/or out of the ordinary should be directed to the 4-H center office and reported to the 4-H Center Director or Program Director.
- c. When paid or volunteer staff feel threatened by a visitor or intruder, local authorities should be contacted.
- d. All volunteer and paid staff must be trained in the steps to follow if an intruder is encountered.
- e. Each 4-H Center must develop an "active shooter" response plan. (See your specific 4-H Center appendix)
- f. These supervision policies and related security concerns are reviewed annually.

3. Nighttime Security

Each 4-H Educational Center will evaluate the level of security needed for each site to ensure the health and safety of all. The following are guidelines once the need has been determined:

- a. 4-H Centers **with** nighttime security personnel must develop and implement nighttime security procedures for the hours of 10:00 p.m. to 7:00 a.m. that identify:
 - i. Training that security personnel receive,
 - ii. Specific prescribed route that security personnel follow,
 - iii. Number of times that the route must be taken within a given shift (e.g., 3 times per hour every hour for 8 hours), and



- iv. System for evaluating security personnel to ensure that they are taking the prescribed route within the identified time.
- b. Security procedures should instruct security personnel to:
 - i. Conduct an initial investigation of intruders, noise, commotion, incidents, and anything out of the ordinary,
 - ii. Notify the unit Extension faculty/staff/volunteers serving as Cluster/Unit Camp Leader immediately if intruders, noise, commotion, incidents, and anything out of the ordinary is encountered. The security concern should be turned over to the appropriate Extension or 4-H Center staff,
 - iii. Contact emergency services as needed, and
 - iv. Document all intruders, noise, commotion, incidents, and anything out of the ordinary (including date/time, location, description, action taken, and signature) and submit the documentation to the appropriate 4-H Center faculty/staff.
- c. 4-H Centers **without** nighttime security personnel should develop a procedure for documenting intruders, noise, commotion, incidents, and anything out of the ordinary (including date/time, location, description, action taken, and signature).
- d. These policies and related security concerns should be reviewed periodically.
- e. 4-H Center security procedures should be communicated to Extension faculty/staff and volunteers who work with each camp.
- f. Please review your 4-H Center specific appendix for more information.



E. Camper Release Policy and Procedure

1. 4-H camp participants may be released at the end of camp or (in special situations and emergencies) during the camping session. In these instances, it is important to be sure that the appropriate person is picking up the 4-H camp participant.
 - a. Camper Release Policy
 - i. At the end of camp, 4-H camp participants under age 18 can only be released to the person designated by the parent/guardian. If the person picking up the 4-H camp participant is going to be someone other than the parent/guardian, then the parent/guardian should communicate that to the camp in writing.
 - b. Camper Release Procedure for Early Dismissal
 - i. Proper identification from the person picking up the 4-H camp participant may be requested. NOTE: Visitors who have their social security number on their driver license may not be required to show their license. You should request a different form of identification.
 - ii. A camper release form should be completed and signed by the unit Extension faculty/staff or volunteer serving as Unit Camp Leader representative, a 4-H Center representative, and the person picking up the 4-H camp participant. (See *RESOURCE 10-1: 4-H Camp Participant Early Release and Withdrawal Form* at the end of this section for a sample form that might be used.) NOTE: Only one signature by the unit faculty/staff representative or the 4-H Center representative is required at the time of check-out. The form should then be forwarded to the other person for their signature.
 - iii. These forms are kept at the 4-H Center for the recommended time based on state regulations.
 - c. No Shows
 - i. Each week, some 4-H camp participants are “no shows.” It is critical that “no shows” are quickly and properly identified and communicated to everyone in camp. This procedure ensures that a camper is not missing.
 - ii. Immediately following check-in, unit Extension faculty/staff should identify all “no shows.” Unit Extension faculty/staff will determine if Parents/guardians should then be contacted to confirm all “no shows”.
 - iii. Once “no shows” are confirmed, they should be shared with all 4-H camp volunteers and paid staff so that lodging lists, class lists, etc. can be updated.
 - iv. If “no shows” are not confirmed by parents/guardians, then a missing camper procedure should be followed.

F. Homesick Camper Procedures

1. Homesickness will occasionally occur at 4-H camp. There are different ways to minimize homesickness including homesickness prevention and homesickness treatment.
 - a. Homesickness prevention includes techniques that parents/guardians implement before camp begins, such as:
 - i. Exposing campers to 4-H camp before camp begins (camp tour, etc.). To assist parents/guardians with this technique, camp leaders should consider offering pre-camp tours, provide photos of camp on the camp’s webpage, etc. This increases campers’ level of comfort with camp because they better understand what to expect when they arrive at camp.



- ii. 4-H Educational Centers may offer an open house prior to the camping season for all campers and families.
 - iii. Talking to campers about what they can expect to see and do at 4-H camp. To assist parents/guardians with this technique, camp leaders should (again) provide photos and descriptions of the typical camp day, important camp locations like cabins/lodges, dining hall, activity buildings, program areas, campfire circle, etc. This also increases campers' level of comfort with camp because they better understand what to expect when they arrive at camp.
 - iv. Allowing campers to help with packing for camp.
 - v. Normalizing campers' feelings of concern about leaving home by explaining to them that it's okay to miss home, and that they (campers) have the ability to be successful at camp even if they miss home.
 - b. Homesickness treatment includes techniques that volunteers and camp staff implement after camp has already begun, such as:
 - i. Giving each camper a "buddy."
 - ii. Allowing campers to room with a friend.
 - iii. Keeping campers active and involved in camp activities, particularly the first day of camp.
2. Teen counselors should be trained to recognize the signs of homesickness and to immediately take action to get homesick campers involved in 4-H camp. Identify one or two paid or volunteer staff with experience addressing homesickness at camp who can deal with severe cases.
3. Allowing campers to call home can worsen homesickness. Camp Unit Leaders should attempt other options before calling camper's parents/guardians about concerns with homesickness. Remember, campers are not allowed to use phones without the approval of unit Extension faculty/staff (or other person serving as camp unit leader).
4. Once all techniques have been exhausted Parents/guardians should be contacted and if necessary, pick-up the camper in the event that all other strategies are unsuccessful.

G. 4-H Camp "Sensitive Issues" Policy and Procedures

The following policy is a set of guidelines and procedures to address and manage topics and situations that are considered sensitive, controversial, or potentially contentious.

- 1. Sensitive Issues
 - a. Today's youth come into contact with a wide variety of serious issues in their everyday lives. Because camp is a "microcosm" of society, many of these issues may also arise in conversation during 4-H camp. Some conversations may be inappropriate in a 4-H camp setting and may need to be directed to the Unit Extension faculty/staff.
 - b. Volunteers and paid staff are expected to be role models, friends, and leaders; and are not expected to be – nor should they take the role of – parents/guardians, psychologists, or psychiatrists. Volunteers and paid staff must be trained to recognize appropriate and inappropriate conversation and behavior and know how to respond.
- 2. Procedure
 - a. When any volunteer or paid staff member encounters any of the following "socially sensitive issues," they should discourage the topic in group settings which will prevent the issue from becoming a focal point of conversation or debate. If discouraging or redirecting the topic does not work, bring it to the attention of the unit Extension faculty/staff (or other person serving as camp unit leader) or the program director for



appraisal and/or an appropriate means of handling the situation. Sample topics may include:

- i. Tobacco use
- ii. Drugs or Alcohol
- iii. Tattoos or Body piercing
- iv. Sexuality and dating
- v. Cults
- vi. Religion
- vii. Ghost and horror stories
- viii. Divorce, and
- ix. Other personal aspects of staff members' lives

H. Virginia 4-H Standardized Code of Conduct Policy

1. Each Virginia 4-H unit (i.e., county, city, and 4-H Center), district, and state must use the Virginia 4-H Standardized Code of Conduct for all 4-H programs/events. The code of conduct includes standardized expectations. (See *RESOURCE 10-2: The Virginia 4-H Standardized Code of Conduct* at the end of this section.)
2. The Virginia 4-H Standardized Code of Conduct allows Extension faculty/staff and 4-H Center faculty/staff to add additional items as needed.
3. The Virginia 4-H Standards of Behavior is used for adult volunteers and faculty/staff. (See *RESOURCE 10-3: Standards of Behavior for Virginia 4-H Volunteers*)

I. 4-H Camp Youth Behavior Management Procedures

1. Paid and volunteer staff members should be trained in youth behavior management and appropriate discipline procedures to ensure that camp is a safe experience for all participants.
2. The purpose of youth behavior management is to help youth to be successful and learn to better control their emotions and express their behaviors in positive ways that help them to meet their needs. The most effective method for managing youth behavior at 4-H camp is to use several before, during, and after strategies.
3. Behavior Management Before 4-H Camp
 - a. Step 1: **Review the 4-H Health History Report Form** carefully. This form can help you to identify youth who may be taking medication for a behavioral or emotional disorder, who may be under a doctor's care for a behavioral or emotional disorder, or who may have other special emotional or behavioral needs during 4-H camp. All **reasonable accommodations must be made for youth** to attend 4-H camp. However, in some situations, a child's needs may be beyond the scope of what can be provided in a 4-H camp setting. Contact the State 4-H Office if you have questions.
 - b. Step 2: If you notice anything on the form that you feel would be of concern in a 4-H camp setting, **contact the parents/guardians** of the 4-H camp/event participant to better understand the child's needs. Be direct and honest with parents/guardians regarding any concerns that you have.
 - c. Step 3: **Make a determination regarding if and how the child's needs may be accommodated.** Plan appropriately for the child if the child will be attending a 4-H camp/event. If a 4-H camp/event is not appropriate for the child, be prepared to refer the child to a camp/event that might be better suited to his/her needs. Contact the State 4-H Office for recommendations.



- d. Step 4: **Distribute the Virginia 4-H Standardized Code of Conduct Form** to all 4-H camp/event participants. The form is critical because it communicates unacceptable behavior to 4-H camp participants before camp begins. Require signatures and verify that the forms have been returned prior to camp. In addition, allow campers to create rules for their own cabin or lodge room, with camp staff facilitating them through this process on the first day of camp.
 - e. Step 5: **Train your volunteer and paid staff** to respond quickly, fairly, and consistently to promote positive behavior.
 - f. Step 6: If you conduct a pre-camp orientation with 4-H camp participants and parents/guardians, **review the 4-H Code of Conduct and any other behavioral expectations** related to 4-H camp.
 - g. Step 7: **Develop your 4-H camp daily schedule to accommodate youths' needs.** Provide adequate transition time between activities and events. For night programming, schedule exciting and stimulating activities for earlier in the night, and provide a transition activity which is quieter and calming before youth go to sleep. All programming should end by 10:00pm.
4. Behavior Management during 4-H Camp
- a. Step 1: During your opening assembly, **review the Virginia 4-H Standardized Code of Conduct and any other behavioral expectations** related to 4-H camp. Repetition is important and will help children to remember your expectations.
 - b. Step 2: **Provide appropriate supervision at all times** to reduce opportunities for misbehavior.
 - c. Step 3: **Develop a system for recognizing positive behavior.** Provide reinforcement for positive behavior through praise, public recognition, prizes, etc. Involve volunteers and paid staff in this system so that everyone is recognizing positive behavior.
 - d. Step 4: **Be consistent with your behavioral expectations.** Treat youth equally and in accordance with the Virginia 4-H Standardized Code of Conduct.
 - e. Step 5: When youth misbehave, **counsel them to provide the opportunity for youth to change their own behavior.** Help youth to identify alternatives to misbehavior and to think about what they can do differently the next time they are in a similar situation. **REMEMBER: Corporal punishment is never allowed in 4-H camp!** In fact, you should never put your hands on a child in a behavior management situation except to keep the child from hurting themselves or others.
 - f. Step 6: Although youth should be allowed to remain at 4-H camp whenever feasible in accordance with the Virginia 4-H Standardized Code of Conduct, **in some situations it will be necessary to send youth home.**
 - g. Step 7: **Document all youth emotional and behavioral incidents** and any situation in which you had to take action due to misbehavior. Utilize the Incident/Accident form. Include the date, time, location of the incident, description of the incident, action taken, conversations with parents/guardians, and witnesses to the incident or your actions in response to the incident.
 - h. Step 8: **Contact the State 4-H Office and/or the Office of Risk Management** for assistance with severe emotional or behavioral incidents.
5. Behavior Management after 4-H Camp
- a. **Units - Write follow-up letters to the parents/guardians of 4-H camp participants who were sent home** due to misbehavior to explain the criteria for continued involvement in



4-H and/or 4-H camp. If consequences are involved that impact 4-H and/or 4-H camp participation, be sure that these consequences are clearly defined.

- b. **Maintain all documentation related to youth misbehavior** that you developed during 4-H camp. Develop additional documentation as needed. Retain these records as appropriate. (See Documentation Management/Records Retention in Section 7: Risk Management and 4-H Camping.) A copy should be kept at the 4-H Center in addition to the Unit.
- c. **Conduct an internal review**, involving your teen and adult volunteers (as appropriate), of all youth emotional and behavioral situations. Identify strategies that could be implemented next year prior to camp in order to reduce the prevalence of youth misbehavior.

J. 4-H Use-of-Force Policy

1. Virginia Cooperative Extension staff (i.e., Extension agents, Extension specialists, program assistants, center director, program directors, and 4-H Center summer camp staff members) and registered volunteers may **verbally intervene** in situations that might cause harm to a 4-H participant.
2. Virginia Cooperative Extension staff have a responsibility to maintain a safe and orderly environment. If **physical intervention** is necessary to prevent 4-H participants from harming themselves or others, then VCE staff may use physical restraint.
3. The amount of force used will only be that amount of force necessary to restrain the participant(s) and prevent harm or further harm from occurring. Whenever “less intrusive measures” are possible, they will be used.
4. REMEMBER: **Corporal punishment is never allowed in 4-H camp!** In fact, you should never put your hands on a child in a behavior management situation except to keep the child from hurting themselves or others.

K. 4-H Camp Safety Orientation

1. Each 4-H Center conducts a safety orientation within the first few hours of each camp. This orientation should include, but not be limited to:
 - a. Staff introduction,
 - b. Review of Virginia 4-H Standardized Code of Conduct (expectations for appropriate behavior),
 - c. Emergency procedures review and a fire drill
 - d. Identification of boundaries for living areas and activity areas,
 - e. Identification of natural or physical hazards at the camp, and
 - f. Review of any other relevant safety information.

L. 4-H Camp Emergency Evacuation Policy and Procedure

1. Each 4-H Center will have an emergency evacuation plan which clearly identifies how the facility should be evacuated in the event of an emergency.
 - a. Floor plans with evacuation routes and evacuation locations should be clearly posted in each building.
 - b. Each 4-H camp should practice an “evacuation drill” for all buildings within the first 24 hours of camp.
2. Each 4-H Center should also have an evacuation plan for the total evacuation of the site. See your 4-H Center-specific appendix for more information.



M. 4-H Camp Emergency and Safety Policies and Procedures, Safety Regulations, and Staff Training in Emergency Procedures

1. Emergency and Safety Policies

- a. Because 4-H camp occurs in a residential, outdoor setting, and because 4-H camp involves the management of a large number of youths, teen and adult volunteers, and paid staff, it is recognized that a wide variety of emergency situations can occur.
- b. The health, safety, and well-being of all 4-H camp participants and volunteer/paid staff are the most important considerations when providing 4-H camping programs. Proper 4-H camp planning, implementation, and evaluation must consider safety as the primary consideration.
- c. Each 4-H Center should be prepared to respond appropriately to emergency situations, and each 4-H Center will have written emergency procedures established to respond appropriately to reasonably foreseeable emergencies and natural disasters.
- d. The procedures listed below should serve as a primary resource for responding to emergency situations at 4-H camp. See your 4-H Center-specific appendix for more information about emergency procedures. For emergencies that occur on 4-H Center property, the specific policies and procedures at that 4-H Center should be followed.
- e. All 4-H camp volunteers and paid staff must be trained in these emergency procedures and their roles and responsibilities to implement these procedures. Identified volunteers and staff must review and rehearse these procedures to prepare them to carry out their responsibilities.

2. Emergency and Safety Procedures

Please note that these procedures should be taken into consideration for any event, not just 4-H camp.

- a. **Severe weather** (thunderstorm, tornado, hurricane, hail storm, snow/ice storm, heat wave)
 - i. If you are indoors, remain indoors until further instructions.
 - ii. Move 4-H camp participants to the most secure building on the property (if possible).
 - iii. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - iv. Await further instructions from 4-H camp administration.
 - v. Be prepared to evacuate to another location as directed.
 - vi. If safety becomes an issue, 4-H camp may be canceled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
 - vii. Complete an Accident/Incident Report Form if damages or injuries result.
- b. **Loss of drinking water/Contaminated drinking water**
 - i. Inform 4-H camp participants of the problem and instructions for dealing with the problem.
 - ii. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - iii. Utilize external water supply.
 - iv. If safety becomes an issue, 4-H camp may be canceled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
 - v. Contact the Virginia Tech Office of Risk Management and/or State 4-H Office.
 - vi. Complete an Accident/Incident Report Form if damages or injuries result.
- c. **Loss of power** (electrical, natural gas, other)
 - i. Inform 4-H camp participants of the problem and instructions for dealing with the problem.



- ii. Keep 4-H camp participants calm. Be positive and provide reassurance. If power loss happens at night, some campers may be afraid of the dark.
 - iii. Utilize nonperishable food.
 - iv. If safety becomes an issue, 4-H camp may be canceled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
 - v. Contact the Virginia Tech Office of Risk Management and/or State 4-H Office.
 - vi. Complete an Accident/Incident Report Form if damages or injuries result.
- d. **Fire**
- i. Evacuate all 4-H camp participants to secure locations based upon the established “evacuation plan” for each facility.
 - ii. Do not go into a burning building to retrieve personal possessions.
 - iii. If possible, have a designated person to close the windows in the buildings.
 - iv. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - v. Await further instructions from 4-H camp administration.
 - vi. Be prepared to evacuate to another location as directed.
 - vii. If safety becomes an issue, 4-H camp may be canceled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
 - viii. Contact the Virginia Tech Office of Risk Management and/or State 4-H Office.
 - ix. Complete an Accident/Incident Report Form.
 - x. Contact the State 4-H Office.
- e. **Participant injury (minor, not requiring EMS)**
- i. In a group of three, transport the participant to the 4-H Center health center/infirmary or contact the 4-H Center medical staff for assistance.
 - ii. Await further instructions from 4-H camp medical staff.
- f. **Participant injury (serious, requiring EMS)**
- i. Contact 4-H camp medical staff.
 - ii. Stay with the participant at all times. Keep the 4-H camp participant calm. Be positive and provide reassurance.
 - iii. Do not allow other participants to crowd around the injured person.
 - iv. When medical staff arrives, await further instructions from 4-H camp medical staff.
 - v. Contact EMS or transport to the hospital based upon 4-H camp medical staff recommendations.
 - vi. Contact parents/guardians as soon as possible to inform them of the situation.
 - vii. Complete an Accident/Incident Report Form and ensure 4-H Center has a copy.
 - viii. Contact the State 4-H Office.
- g. **Suspected weapon on-site**
- i. Follow the “4-H Search and Seizure Policy” (or contact local authorities immediately if you feel your life or the life of others is threatened).
 - ii. Ensure the safety of 4-H camp participants by securing the weapon and the person in possession of the weapon (through local authorities).
 - iii. Contact parents/guardians to inform them of the search. (Use your discretion when determining which parents should be contacted. Contact the State 4-H Office for additional guidance.)
 - iv. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - v. Await further instructions from 4-H camp administration.
 - vi. Complete an Accident/Incident Report Form.



- h. Observed weapon on-site**
 - i. Contact local authorities and follow their instructions.
 - ii. Ensure the safety of 4-H camp participants by securing the weapon and the person in possession of the weapon (through local authorities).
 - iii. Contact parents/guardians. (Use your discretion when determining which parents should be contacted. Contact the State 4-H Office for additional guidance.)
 - iv. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - v. Await further instructions from 4-H camp administration.
 - vi. Complete an Accident/Incident Report Form.
 - vii. The center director, program director, or a designee will contact University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors.
- i. Threats of aggression towards self or others**
 - i. Take all threats seriously!
 - ii. Move the aggressive person away from other 4-H camp participants and into a safe location (or move 4-H camp participants away from the person, whichever is most appropriate).
 - iii. Provide appropriate behavior management.
 - iv. Address the behavior and take action according to the Virginia 4-H Standardized Code of Conduct to ensure the safety of 4-H camp participants.
 - v. Contact parents/guardians.
 - vi. Contact local authorities, law enforcement, or the Department of Social Services as needed.
 - vii. Contact the State 4-H Office.
 - viii. Complete an Accident/Incident Report Form if damages or injuries result.
- j. Aggression towards self or others (assault, attempted suicide)**
 - i. Following the “4-H Use-of-Force Policy,” move the aggressive person away from other 4-H camp participants and into a safe location (or move 4-H camp participants away from the person, whichever is most appropriate).
 - ii. Provide appropriate behavior management.
 - iii. Contact local authorities, law enforcement, or the Department of Social Services as needed.
 - iv. Address the behavior and take action according to the Virginia 4-H Standardized Code of Conduct to ensure the safety of 4-H camp participants.
 - v. Contact parents/guardians.
 - vi. The center director, program director, or a designee will contact University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors.
 - vii. Complete an Accident/Incident Report Form
- k. Missing Camper**
 - i. Conduct a count of all 4-H camp participants to verify that someone is missing.
 - ii. Implement the 4-H Center search and rescue process.
 - iii. Contact local law enforcement.
 - iv. Contact parents/guardians of missing campers.



- v. The center director, program director, or a designee will contact University Relations at Virginia Tech, State 4-H Office, and the 4-H Center Board of Directors.
- vi. Keep 4-H camp participants calm. Be positive and provide reassurance.
- vii. Await further instructions from 4-H camp administration.
- viii. Complete an Accident/Incident Report Form.
- l. Parent/guardian picks up participant without legal custody/Abduction**
 - i. Contact the legal guardian.
 - ii. Contact the Virginia State Police by dialing 911 and follow their instructions.
 - iii. Await further instructions from 4-H camp administration.
 - iv. Contact University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors.
 - v. Complete an Accident/Incident Report Form.
- m. Death of participant (suicide, homicide, accident, or nature)**
 - i. Move 4-H camp participants away from the location of the incident and ensure the safety of all other 4-H camp participants.
 - ii. Contact the Virginia State Police by dialing 911 and follow their instructions.
 - iii. Contact parents/guardians as directed by law enforcement.
 - iv. The center director, program director, or a designee will contact University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors. (Board members should be alerted as appropriate at the specific 4-H Center.)
 - v. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - vi. Await further instructions from 4-H camp administration.
 - vii. If safety becomes an issue, 4-H camp may be canceled and parents/guardians will be contacted regarding camper transportation, pick-up, etc.
 - viii. Complete an Accident/Incident Report Form.
- n. Lost swimmer/paddler (for facilities located on large bodies of water)**
 - i. Move all 4-H camp participants away from the body of water.
 - ii. Implement the 4-H Center search and rescue process.
 - iii. Contact local law enforcement.
 - iv. Contact parents/guardians of lost campers.
 - v. The center director, program director, or a designee will contact University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors.
 - vi. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - vii. Await further instructions from 4-H camp administration.
 - viii. Complete an Accident/Incident Report Form.
- o. Motor vehicle accident (state-owned vehicle)**
 - i. Get the orange folder out of the glove compartment and follow the instructions.
- p. Motor vehicle accident (not a state-owned vehicle)**
 - i. Contact the Virginia State Police by dialing 911 and follow their instructions for state vehicles.
 - ii. Contact parents/guardians to inform them of the situation and steps that are being taken.
 - iii. Keep 4-H camp participants calm. Be positive and provide reassurance.



- iv. The center director, program director, or a designee will contact the Virginia Tech Office of Risk Management and University Relations, the State 4-H Office, and the 4-H Center Board of Directors.
- v. Complete an Accident/Incident Report Form.
- q. **Bomb threat/Threat of terrorism**
 - i. Remain calm and attempt to obtain as much information as possible from the caller. Ask the caller to repeat the message. If possible, have someone obtain a pen and paper so you can record the message and write a note to an adult to 1. Contact the police and 2. Contact the supervising agents and the camp director (center and program) so evacuation procedures can begin.
 - ii. If the caller does not indicate the location and detonation time of the bomb or time and nature of the terrorist act, ask for this information. Note if the caller appears familiar with the buildings.
 - iii. Listen closely to the voice of the caller to determine voice quality, gender, age, accents, or words used repeatedly.
 - iv. Note background noises such as a motor running, music, train whistle, sirens, airplanes, etc., possibly indicating the location of the caller.
 - v. Do not spend any longer on the phone than necessary to get the aforementioned information and if this seems impossible, ensure you get yourself and the children to safety.
 - vi. If you cannot get word to another adult, only ask about the location of the bomb and when it is going to detonate or the time and nature of the terrorism act and get off the phone. Call the police and inform whoever is closest among the supervising agent or program director so evacuation procedures can begin.
 - vii. If a supervising agent is contacted prior to the program director, they must get in contact with the program director as soon as possible.
 - viii. Once the entire camp population is removed from all buildings and the police have arrived, the police will be in charge. Return to the 4-H center site will be dependent on the recommendation of the police and the consultation of the supervising agents and program director.
 - ix. The person who received the call should visit with police as soon as possible to give them any descriptors of the caller.
 - x. The program director or the supervising agent (in the absence of the program director) will contact the Virginia Tech Office of Risk Management and University Relations and the State 4-H Office for counsel.
 - xi. If the decision is made to cancel the remainder of camp, the supervising agent, program director, and other designated adult volunteers and/or 4-H Center summer camp staff will work under the advisement of the Virginia Tech Office of Risk Management and applicable Extension offices to contact parents/guardians to notify them of any changes.
 - xii. In the event a camper or teen counselor receives the call and informs an adult about the call, that adult must keep that camper/teen counselor with him/her so that information about the call does not spread through the 4-H camp population causing panic. The adult must also call the police and contact the appropriate 4-H Center and supervising Agent listed above.
 - xiii. If a bomb threat or threat of terrorism is mailed to the 4-H center and opened by a 4-H Center staff person, the program director will be informed immediately



and the police will be called. The program director will enact evacuation procedures from all buildings.

- xiv. If a bomb threat or threat of terrorism is mailed to the 4-H center and opened by a camper or teen counselor, the adult informed must follow Step xii. For when a bomb threat is phoned-in.
- xv. If a bomb threat or threat of terrorism is mailed to the 4-H Center and opened by an adult volunteer, they must follow Steps VI. Through xii. For when a bomb threat is phoned in.
- xvi. All 4-H camp paid and volunteer staff must be familiar with these procedures prior to camp. In 4-H camp training, paid and volunteer staff should be told the importance of minimizing panic should be stressed.
- r. **Terrorist attack within the 4-H center's service area**
 - i. Contact local authorities to confirm the situation.
 - ii. Contact parents/guardians to have 4-H camp participants picked up immediately.
 - iii. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - iv. Secure the 4-H center facility and evacuate all volunteer and paid staff.
 - v. Use the most secure building on-site for anyone who cannot be evacuated.
 - vi. The center director, program director, or a designee will contact the Virginia Tech Office of Risk Management, University Relations at Virginia Tech, the State 4-H Office, and the 4-H Center Board of Directors.
 - vii. Complete an Accident/Incident Report Form.
- s. **Nuclear incident** (for the Airfield and Jamestown 4-H Educational Centers)
 - i. Contact Virginia State Police by dialing 911 and follow their instructions.
 - ii. Contact parents/guardians.
 - iii. Keep 4-H camp participants calm. Be positive and provide reassurance.
 - iv. The center director, program director, or a designee will contact the Virginia Tech Office of Risk Management and University Relations, the State 4-H Office, and the 4-H Center Board of Directors.
 - v. Complete an Accident/Incident Report Form.

N. Contact with Local EMS Officials

1. Each 4-H Center is expected to make contact with applicable local EMS officials (such as fire, rescue, sheriff/police, etc.) and to notify them about the nature of the 4-H Center's camping program prior to each season.
2. An annual face-to-face meeting on the 4-H Center's property is recommended so that issues such as onsite evacuation, coordination of 4-H Center and EMS staff, etc. can be discussed.

O. Camp Crisis Response and Management Team (CCRMT)

1. Each 4-H Center is encouraged to develop a "Crisis Response and Management Team (CCRMT)." This team could include, but not be limited to, (a) consulting physician, (b) local mental health representative, (c) parents, (d) board members, (e) EMT/nurse/medic who has served at camp, (d) center director and/or program director, (d) 4-H agents, (e) camp volunteers, (f) local EMS representative, (g) 4-H camping specialist, (h) VT director of Risk Management, (i) youth campers, (j) CALS communications department representative, (k) other individuals identified as appropriate.
2. The purpose of the CCRMT is to provide 4-H Center and Extension faculty and staff with experience based expert advice with regards to responding to and managing the range of issues,



incidents, and accidents that can occur in camp settings. The CCRMT is a strategy for reducing accidents and incidents in camp and for assisting management in effective and efficient response to crisis situations.

3. In addition to providing situation-specific consulting, the CCRMT would meet annually to review the 4-H Center's camp emergency policies and procedures and any incidents/accidents that occurred during the past year and make recommendations for policy or procedure changes.

P. 4-H Camp Crisis Communication and Media Relations

1. Land-based Phone Lines, Cellular Phones, Two-way Radios
 - a. Each 4-H Center has a land-based phone system, access to a cellular phone, and two-way radios to facilitate emergency communication among 4-H camp administration, medical staff, local health personnel, and community emergency services. (Please contact your 4-H Center to determine access to, and quality of, cellular phone service.)
2. Communicating with Parents/Guardians
 - a. During times of crisis and emergency, when parent/guardians need to be contacted, the 4-H Center director or program director will work with the Unit Extension representative to identify staff and volunteers to contact Unit Extension offices. Working cooperatively, the 4-H Centers and Unit Extension offices will contact parents/guardians to notify them of the crisis/emergency.
3. Dealing with the Media
 - a. During times of crisis and emergency, the 4-H Centers may receive local, state, and possibly national media coverage. Each 4-H Center has a designated media person who is either the center director or the Board of Directors Chair. **No other paid or volunteer staff members are authorized to speak to the media.** Any person who is approached for comment who is unsure of how to respond should direct the media person to the 4-H Center office.
 - b. During times of crisis and emergency, 4-H Center directors and program directors should contact the State 4-H Office and CALS Communications and Marketing. These offices will assist the 4-H Center in identifying the appropriate strategy and talking points for addressing the media during the crisis/emergency.
 - c. In some situations, the primary contact for a 4-H Center crisis or emergency will become a CALS Communications and Marketing representative.

Q. Child Abuse and Maltreatment Policy and Procedures

1. Please see *RESOURCE 10-4: Resources/training for Mandated Reporters in Recognizing and Reporting Child Abuse and Neglect* at the end of this section. This website will provide you with a comprehensive understanding and reporting information necessary for Mandated Reporters as well as links to the required training module on working with youth. Listed below is a brief synopsis taken from the site to assist in determining the course of action to be taken.
2. Identifying Abuse and Maltreatment
 - a. There are four major types of child maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse.
 - b. According to the Code of Virginia (§ 63.2-100) a "child" is defined as any person less than 18 years of age.
 - c. There are many signs and symptoms that suggest the presence of abuse, but no single sign necessarily indicates abuse. Some abused children present none of the following signs, while others exhibit a pattern or combination of symptoms and behaviors.



3. Child Abuse and Maltreatment Reporting Policy
 - a. Volunteer and paid 4-H camp staff members are “Mandated Reporters,” which means that they are mandated by law to report suspicions of child abuse and maltreatment.
 - b. State laws define a time period within which the report must be made. In Virginia, Mandated Reporters must make their report to child protective services or the police **within 24 hours of obtaining information that triggers suspicion.**
 - c. Your suspicion may be triggered because a child discloses the abuse to you. A child who tells you that s/he has been abused is probably feeling scared, guilty, ashamed, angry and/or powerless. They are turning to you for help.
 - d. Determining whether or not a 4-H camp participant is telling the truth **is not** the responsibility of paid and volunteer staff. Any suspicion must be reported.
4. Child Maltreatment Reporting Procedure
 - a. STEP 1: You must handle this disclosure with sensitivity. Though you may feel a sense of outrage, disgust, sadness, anger, or disbelief towards the allegation, it is important to remain calm and in control of your feelings. Be understanding. Reassure the child that something will be done to keep him or her safe.
 - b. STEP 2: Report the suspicion of child abuse to the unit Extension faculty/staff in charge of the 4-H camp, the 4-H center director, or program director.
 - c. STEP 3: The unit Extension faculty/staff in charge of the 4-H camp and the 4-H center director or program director will meet to make each other aware of the suspicion of child abuse and to determine who will call Child Protective Services or the Department of Social Services.
 - d. STEP 4: Contact Child Protective Services (CPS) in the county/city in which the 4-H center is located. If the abuse is suspected to have occurred in a different county/city than where the 4-H Center is located, then you may be directed to another office. Follow the instructions and provide the requested information. The Virginia state hotline number may also be called at (800) 552-7096. NOTE: If the child’s life is in imminent danger or an immediate response is necessary, call the police. They can respond faster than CPS.
 - e. Follow any instructions you are given by CPS. For example, they may need you to speak with the person(s) who made the allegation of abuse for some basic information.
5. Information to Have when Calling Child Protective Services
 - a. Call with whatever information you have, no matter how basic.
 - b. If possible, try to have the following information on anyone involved in the allegation:
 - i. Names (including family members),
 - ii. Ages,
 - iii. Grade level,
 - iv. Phone number,
 - v. Address,
 - vi. Emergency contact numbers, and
 - vii. Other information about the family.
 - c. Share any and all information known about the family even if you are not sure whether it is relevant (for example: grandparents recently moved in with them; a parent is unemployed; there are other adults in the home; there are special medical conditions in the family, etc.).

R. Above-Suspicion Policy

1. See Section 6: Risk Management and 4-H Camping.



S. 4-H Camp Insurance Coverage

1. General Liability
 - a. Each 4-H Center (as a corporation) has general liability insurance.
 - b. General liability coverage is provided by Virginia Tech for Extension employees.
2. Fire and Extended Coverage for Facilities
 - a. Fire and extended coverage for 4-H Center facilities is provided by Virginia Tech.
3. Motor Vehicle
 - a. Motor vehicle insurance for all 4-H Center vehicles is provided by Virginia Tech. (The only current exception is the Airfield 4-H Educational Center, which insures its own vehicles.)
 - b. Extension employees, 4-H Center employees, and registered 4-H volunteers who choose to use their own vehicles for 4-H camp-related business do so at their own risk. They are responsible for having their own liability insurance.
4. Worker's Compensation
 - a. Virginia Tech provides worker's compensation insurance to all Extension employees.
 - b. Each 4-H Center provides worker's compensation insurance to its own 4-H Center employees.
 - c. Registered 4-H volunteers are not covered and are responsible for their own healthcare.
5. Camper Insurance
 - a. American Income Life (AIL) provides accident and illness insurance and can be considered primary for all day and resident campers attending 4-H camp/events. This insurance can be a supplement to the parents/guardians' insurance as well.
 - b. Claims at the 4-H Center are filed by the 4-H center program manager and premiums are paid by the 4-H Center.
6. See your 4-H Center-specific appendix for more information.

T. 4-H Camp Personal Property Regulations for Campers

1. Valuable Personal Belongings
 - a. 4-H camp participants should not bring valuable personal belongings to camp. This includes expensive watches, cameras, jewelry, cellular phones, beepers, electronic games, walkie-talkies, musical instruments, sports equipment, or other valuables that can be easily misplaced or stolen.
 - b. 4-H camp participants, particularly campers ages 5 through 13, should be instructed to mark all personal items such as clothing, towels, shoes, cameras, watches, and jewelry for identification prior to leaving home.
 - c. See your 4-H Center-specific appendix for a list of things that can be brought to 4-H camp.
2. Camp Bank
 - a. Some 4-H camps will establish a banking system for securing 4-H camp participants' money while at camp. The "bank" will be opened at designated times during the week. See your 4-H Center-specific appendix for more information.
3. Pets
 - a. The Virginia 4-H Standardized Code of Conduct, which is signed by 4-H camp participants and parents/guardians of campers under 18 years old, identifies in writing that "Animals and pets are not allowed at 4-H programs/events unless needed to accommodate a disability or as part of an organized program, or through specific authorization from



Extension agent, Center administration, or other adult in charge of the 4-H program/event. Animals that are used as part of a 4-H program/event should always be provided with proper care.”

4. Vehicles
 - a. Personal vehicles should not be driven during 4-H camp unless approved by the 4-H Center program director or center director for use with a 4-H camp class, program, or activity or to assist in an emergency situation. (See your 4-H Center-specific appendix for more information regarding when personal vehicles may be driven.)
5. Weapons
 - a. The Virginia 4-H Standardized Code of Conduct, which is signed by 4-H camp participants and parents/guardians of campers under 18 years old, identifies in writing that “Possession, distribution, or use of fireworks, weapons, knives, or other items that can be used as a weapon are not permitted at 4-H programs/events, except under adult supervision in scheduled instructional activities (ex: shooting education class supervised by a certified instructor, etc.).”
 - b. The Virginia 4-H Standardized Code of Conduct also identifies in writing that “The Virginia 4-H program reserves the right to conduct a search of a participant’s outer clothing, luggage, personal belongings, lodging rooms, and furniture being used by a participant(s) if there is “reasonable suspicion” that the participant has drugs, alcohol, or weapons.”

U. 4-H Camp Personal Property Regulations for Volunteers and Paid Staff

1. Valuable Personal Belongings
 - a. Volunteers and paid staff are encouraged not to bring expensive valuable personal belongings, sports equipment, electronics, etc. to 4-H camp. If these items are brought, they should be used at appropriate times in accordance with 4-H center guidelines.
2. Pets
 - a. (Same as for campers.)
3. Vehicles
 - a. While many volunteer and paid staff have access to personal vehicles throughout the week, they are encouraged to walk to various locations during camp in order to appropriately supervise and spend time with 4-H youth campers.
 - b. The 4-H Centers recognize the need to transport equipment and supplies to class and activity locations. If a personal vehicle is used during the week, volunteer and paid staff should follow these guidelines:
 - i. Obey all posted speed limits,
 - ii. Never transport campers unless in extreme medical or related emergency,
 - iii. Remove the keys from the car and lock it when parked,
 - iv. Keep vehicle keys on person at all times, and
 - v. Park in appropriate, designated areas only.
4. Weapons
 - a. (Same as for campers.)
5. See your 4-H Center-specific appendix for more information.

V. 4-H Camp Tobacco, Alcohol, and Drug Policies

1. According to *Code of Virginia* § 18.2-371.2(B): “No person less than 21 years of age shall purchase, attempt to purchase or possess any tobacco product, including but not limited to



cigarettes, cigars, bidis, rolling papers, nicotine vapor products, and alternative nicotine products, and hemp products intended for smoking.”

2. Virginia law restricts possession and consumption of marijuana or marijuana products by those under 21 years of age. The term “marijuana products” is defined in Virginia law as “(i) products that are composed of marijuana and other ingredients and are intended for consumption, ointments, tinctures or (ii) marijuana concentrate.” (*Code of Virginia* § 4.1-600). This includes edibles, rubs, oils, etc..
3. The Virginia 4-H Standardized Code of Conduct, which is signed by 4-H camp participants and parents/ guardians of all campers under 21 years of age identifies in writing that “Possession, distribution, or use of alcoholic beverages, illegal drugs, tobacco products, and unauthorized prescription drugs is not allowed at any 4-H sponsored program/event and must be reported to law enforcement.”
4. See your 4-H Center-specific appendix for more information.

W. 4-H Search-and-Seizure Policy

1. Virginia Cooperative Extension staff have the right to conduct a search of participant’s outer clothing, luggage, personal belongings, lodging rooms, or furniture being used by a participant if there is “reasonable suspicion” that the participant has something in his/her possession that is not allowed onsite, such as drugs, alcohol, or weapons. Any contraband that is found will be handled according to state and local laws. If, for whatever reason, a search is necessary, parents/guardians will be notified of the incident, the reason for the search, and the result of the search. (NOTE: The term “reasonable suspicion” applies when someone may have violated a law, based on specific, articulable observations concerning the appearance, behavior, speech or information received – possibly that a crime has been committed, will be committed, or is being committed.)
2. This policy is communicated in writing to 4-H camp participants and parents/guardians through the 4-H Standardized Code of Conduct.
3. Any VCE staff conducting a search should include an adult witness who is present during the search.

X. Care of Hazardous/Poisonous Materials

1. Flammable and hazardous materials (e.g., gas, flammables, explosives, hazardous materials, poisonous materials, and livestock medications) may only be **handled by paid and volunteer staff who are trained or experienced in their safe use and disposal.**
2. These materials must be **properly stored at all times with access limited to trained volunteers and staff.**
3. These materials must be **clearly labeled in closed, safe containers.**
4. These materials must be **separated from areas where food is stored.**

Y. Use of Power Tools at 4-H Camp

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



4. If used as part of an organized program, then all participants should be oriented to the appropriate use of the power tools.

Z. Guard Rails for Upper Bunks

1. All upper bunks used by children must be equipped with guard rails. See your 4-H Center-specific appendix for more information if upper bunks are used.

AA. Accident/Incident Reporting

1. Policy
 - a. All accidents and incidents must be reported to: (a) 4-H Center administration, (b) Virginia Tech's Office of Risk Management, and (c) State 4-H Office using an "Accident/Incident Report Form." The form should be completed in full. (See *RESOURCE 10-5: Accident/Incident Report Form* at the end of this section)
2. Procedure
 - a. Complete an Accident/Incident Report Form, including the identification of witnesses and a description of the site of the accident/incident.
 - i. Accident/Incident Reports **are not required** for minor injuries such as scrapes, bruises, sprains, etc.
 - ii. The Accident/Incident Report **is required** for serious illnesses, significant behavioral problems, or accidents involving injuries like fractured bones, chipped or broken teeth, extensive lacerations involving sutures, falls involving unconsciousness, dislocations, incidents involving water which require resuscitation, or any injury requiring a hospital stay/visit.
3. **Fax** a copy of the report form to the Virginia Tech Office of Risk Management at (540) 231-5064 and the State 4-H Office at (540) 231-5545 as soon as possible. If any additional information is needed, you will be contacted by the Office of Risk Management.

BB. 4-H Campers in Public Areas

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

CC. Damage to 4-H Center Buildings and Grounds

1. The 4-H Code of Conduct states "Participants should respect the property of others and be responsible for themselves. Deliberate destruction or removal of facilities or equipment is not permitted. Financial responsibility for any damages caused by deliberate destruction will be assumed by the participant and/or parents/guardians. The same applies to the property and personal items of other participants."
2. See your 4-H Center-specific appendix for more information about damage assessment and financial responsibility for damages.

DD. Use of 4-H Camp Songs and Song Sensitivity

1. Songs have always been an important part of camp culture. In the Virginia 4-H camping program, songs are used to get participants involved, to demonstrate enthusiasm and excitement, and to communicate specific thoughts and feelings during the camp experience.



2. Resources available to unit offices and 4-H Centers include:
 - a. The “Virginia 4-H Camping Songs Booklet” is available in WORD format on the VCE Intranet. Camp directors are able to edit the song booklet (add or delete songs) before providing the songbook to volunteers and paid staff.
 - b. Virginia 4-H Camp Songs CDs (Volume 1 and Volume 2) are available through the State 4-H Office.
3. Because we serve a wide range of audiences through 4-H camping, camp directors should be sensitive to the concerns of others with regards to the types of camp songs that are used in camp. It is recommended that camp directors deal with this issue by planning ahead. During pre-camp planning meetings, agents (or other staff responsible for 4-H camping) should discuss the issue of “4-H camp songs” with their 4-H center program director. If youth, parents, or volunteers have shared concerns in the past, discuss how these concerns can be addressed. Be clear if you want specific songs not to be sung during your camping week. Make a plan for how concerns will be addressed if they are brought up during the camping week.



RESOURCE 10-1: 4-H Camp Participant Early Release and Withdrawal Form

See VCE publication: https://www.pubs.ext.vt.edu/content/pubs_ext_vt_edu/en/4-H/4h-994/4h-994.html

RESOURCE 10-2: VA. 4-H Standardized Code of Conduct for 4-H Programs/Events

See VCE publication: [4H-963.pdf \(vt.edu\)](https://www.pubs.ext.vt.edu/content/pubs_ext_vt_edu/en/4-H/4h-963/4h-963.pdf)

RESOURCE 10-3: Standards of Behavior for Virginia 4-H Volunteers

See VCE publication: <https://www.pubs.ext.vt.edu/388/388-044/388-044.html>

RESOURCE 10-4: Resources/training tools for Mandated Reporters in Recognizing and Reporting Child Abuse and Neglect

Website: <https://www.dss.virginia.gov/abuse/cps.cgi>

PageUp Learning: <https://virginiatech.pageuppeople.com/learning/7348> (requires log-in)

RESOURCE 10-5: Accident/Incident Report Form

See VCE publication: <https://www.pubs.ext.vt.edu/388/388-034/388-034.html>



SECTION 11: 4-H CAMP HUMAN RESOURCES (4-H Camp Paid and Volunteer Staff)

A. General Personnel Policies

1. Equal Opportunity
 - a. Virginia Cooperative Extension is a partnership of Virginia Tech, Virginia State University, the U.S. Department of Agriculture, and local governments. Its programs and employment are open to all, regardless of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, military status, or any other basis protected by law. Virginia Cooperative Extension and the 4-H Educational Centers are equal opportunity/affirmative action employers.
2. Time Off
 - a. All staff, seasonal and volunteer, should be provided with time off daily when they do not have assigned camp responsibilities. Teen volunteers will still require supervision during their time off.
 - b. All staff, seasonal and volunteer, should be provided with twenty-four (24) hours or more each two (2) weeks in blocks of not less than 12-consecutive hours throughout their time of employment.
3. Staff Use of 4-H Center Pool
 - a. Anytime that 4-H camp paid and volunteer staff use a 4-H Center pool, a certified lifeguard must be present at all times, and an appropriate number of lookouts, based upon the 4-H Center procedures, must be out of the water.
 - b. See your 4-H Center-specific appendix for more information.
4. Leave of Absence
 - a. In emergency situations, for example, illness, the death of a relative, etc., a leave of absence may be granted to permanent or seasonal staff with approval from a supervisor.
5. Performance Evaluation
 - a. Seasonal 4-H camp summer staff members are formally evaluated one to two times per summer; once towards the beginning of the summer and a second time towards the end of the summer.
 - b. Permanent 4-H Center staff members receive an annual performance evaluation or faculty review.
 - c. 4-H camp volunteers are evaluated by the unit Extension faculty/staff prior to camp, and again during the camp week in which they serve.
 - d. **All** staff teaching or assisting in a specialized program are required to have documented verification of skills related to that activity as well as observations of the activities by leadership.
6. Professional Conduct
 - a. Volunteer and paid staff members who work with 4-H camping programs are expected to have the highest standards of personal and professional conduct. As representatives of Virginia Tech, Virginia State University, Virginia Cooperative Extension, 4-H, and the 4-H Centers, volunteers and paid staff must maintain a high degree of professional behavior at all times in and around the workplace. All are asked to sign the *Standards of Behavior for Virginia 4-H Volunteers*. (See section 10 Operations Management, Resource 10-3)



- b. Virginia 4-H has adopted CHARACTER COUNTS! As the character education program that it teaches to youth and adults working with those youth. The “Six Pillars of Character” are
 - 1. Trustworthiness
 - 2. Respect
 - 3. Responsibility
 - 4. Fairness
 - 5. Caring
 - 6. Citizenship
- c. 4-H camp volunteers and paid staff should strive to demonstrate these pillars of character while working with 4-H campers, other volunteers and staff, and 4-H Center guests.

7. Sexual Harassment

- a. Harassment, which is a form of discrimination, is defined under Virginia Tech policy 1025. (<https://policies.vt.edu/assets/1025.pdf>) It should be noted that harassment does not need to be sexual to violate the policy. In addition, harassment can occur even if one person does not have power over the other.

- b. *Examples of possible discriminatory harassment include:*

- 1. Mistreating someone due to his or her race, religion, or sexual orientation
- 2. Making fun of a person’s disability
- 3. Telling unwelcome jokes
- 4. Putting down people who are older, who are pregnant, or who come from other countries
- 5. Urging religious beliefs on someone who finds it unwelcome.

- c. *Examples of possible sexual harassment, if unwelcome, repeated, or severe include:*

- 1. Flirting
- 2. Unwanted touching
- 3. Sexually suggestive messages, letters, posters, or pictures
- 4. Comments about a person’s clothing, his or her body, or personal appearance
- 5. Sexual advances or propositions
- 6. Repeated requests for dates
- 7. Pressure for sexual activity

- d. Sexual harassment violates Virginia Tech and 4-H center policy as well as state and federal laws and can result in disciplinary action and dismissal.

8. Fraternalization outside of 4-H programs between staff and campers, staff and teen counselors or CIT’s (campers) are discouraged.

B. Roles of Primary 4-H Camp Paid and Volunteer Staff

1. Definition of Extension agent and Explanation of 4-H Camp Role

- a. The 4-H Extension agent is a youth development professional who is recognized as responsible for the unit 4-H program. For units without a 4-H agent, an Agriculture and Natural Resources (ANR) agent, a Family and Community Sciences (FCS) agent, or a Foods, Nutrition, and Health (FNH) agent may attend 4-H camp as the unit representative.
- b. At camp, the Extension agent has primary authority over youth, campers and teen, and adult volunteers. The Extension agent should work cooperatively with the 4-H Center



- Program Director, 4-H Center Director, and Summer Camp Staff to provide the 4-H camp experience.
- c. Units that attend 4-H camp in clusters should select one Agent to serve as the “Lead Cluster Camp Leader” to act as the primary contact for the 4-H Center Staff. (See more information below)
2. Definition of 4-H Center Program Director and Explanation of 4-H Camp Role
 - d. The Program Director is typically a camping and youth development professional who is recognized as responsible for all youth and adult programming at the 4-H Center.
 - e. The program director has primary authority over summer camp staff, 4-H Center volunteers, and in some cases serves as the recognized “Camp Director” according to the American Camp Association. As such, this person must sign that all ACA standards are being met.
 - f. The Program Director will work cooperatively with the Unit Extension agent, volunteers, 4-H Center Director, and summer camp staff to provide the 4-H camp experience.
 3. Definition of 4-H Center Director/Executive Director and Explanation of 4-H Camp Role
 - g. The Center Director is typically a business and camping professional who is recognized as responsible to the Board of Directors and to VCE for all 4-H Center operations and management.
 - h. The Center Director has authority over all 4-H Center employees and facilities. The Center Director works cooperatively with the 4-H Center Program Director, Extension agents, volunteers, and summer camp staff to provide the 4-H camp experience.
 - i. In some cases, the Center Director/Executive Director is recognized as the “Camp Director” according to the American Camp Association and must sign that all ACA standards are being met.
 2. Definition of Lead Cluster Camp Leader or Unit Camp Leader and Explanation of 4-H Camp Role
 - a. The Lead Cluster Camp Leader or Unit Camp Leader is a trained Extension faculty/staff or volunteer who has completed 24+ hours of training in directing a 4-H camp through the “4-H Camp Leadership Course.”
 - b. The Lead Cluster Camp Leader will take the lead and represent all units in that camping cluster.
 - c. An Extension representative from each unit must attend, even if they are not serving as the Lead Cluster Camp Leader.
 3. Definition of 4-H Camp “Volunteer Staff” and Explanation of 4-H Camp Role
 - a. The term “volunteer staff” refers to any non-paid individual who has direct responsibility or access to 4-H campers. Volunteers at 4-H camp are classified as counselors in training (CITs), teen counselors, or adult volunteers. These volunteers are recruited and trained at the unit level by the 4-H Extension agent (or other Extension faculty/staff responsible for 4-H camping) and/or in cooperation with the 4-H Center.
 - b. Volunteers are critical to facilitating 4-H camp. Volunteers’ primary responsibility is supervising 4-H youth (campers and teens) throughout the day and night. Some volunteers also teach classes, assist with afternoon and evening programs, and direct camp.
 4. Definition of 4-H Center Summer Camp Staff and Explanation of 4-H Camp Role
 - a. Summer camp staff are paid seasonal employees of the 4-H Center. These staff members are typically ages 18 through 24 and are either in college or are college graduates.



- b. Summer camp staff are hired, trained, and supervised at the 4-H Center level by the 4-H Center program director.
- c. Summer camp staff are responsible for instructing classes, developing and implementing afternoon and evening programming, supervision during programming, and for assisting with other areas of the 4-H Center's operation as needed.
- 5. Definition of 4-H Camp Medical Staff (i.e., EMT, Nurse, Medical Representative)
 - a. Medical staff are trained, certified medical professionals who are responsible for all 4-H camp medical and health care.
 - b. Medical staff report to the 4-H Center program director, and follow the standing orders provided in consultation with a local licensed physician.

C. Hiring and Screening Policies and Procedures For Paid and Volunteer Staff

- 1. Policies
 - a. Virginia Cooperative Extension is a partnership of Virginia Tech, Virginia State University, the U.S. Department of Agriculture, and local governments. Its programs and employment are open to all, regardless of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, military status, or any other basis protected by law.
 - b. All efforts are made to recruit a diverse set of 4-H camp staff members and volunteers who reflect the racial and ethnic diversity of the general population of the camp. One way that this is accomplished is by hiring staff and volunteers directly from communities where campers live.
- 2. Procedures
 - a. Potential 4-H camp staff members must complete/provide
 - 1. Application,
 - 2. Interview,
 - 3. References (at least two) and description of work history, and
 - 4. Signed voluntary disclosure statement.
 - 5. Criminal Background Check which includes a check of the National and Virginia Sex Offender Public Registries
 - b. Potential 4-H camp volunteers must register/provide:
 - 1. Register as a volunteer through 4-H Online completing all required fields for **adult volunteers ages 19 years and older** (check with your Unit Extension faculty/staff for guidance in this process) or 4-H Camp Teen Counselor Application for **counselors 14 through 18 years old** (See *Resource 11-1: Application for Volunteer 4-H Camp Teen Counselor and 11-2: 4-H Camp Teen Counselor Reference Form*),
 - 2. Interview,
 - 3. References (at least two) and work history, and
 - 4. Signed voluntary disclosure statement.
 - 5. Criminal Background Check which includes a check of the National and Virginia Sex Offender Public Registries for those volunteers 18 and over.
 - c. Supervisors must
 - 1. Review application,
 - 2. Conduct interview,
 - 3. Conduct at least two reference checks and verify work history – written documentation of reference checks is required,



4. Acquire a signed Voluntary Disclosure Statement. A disclosure statement is signed by the staff member attesting at minimum, to the non-conviction of violent crimes and crimes against children. For 4-H Volunteers, this step occurs in 4-H Online.
 5. Conduct a criminal background check for all camp staff (ages 18 years old and older) who have responsibility for, or access to, children.
 6. **For all paid and volunteer camp staff members, individuals must initiate completion of RESOURCE 11-10: Virginia 4-H Camp Staff/Volunteer Checklist and documentation Form.**
- d. Each 4-H Center director and/or program director is expected to consult with the state 4-H Office who will work with legal counsel for a review of staff hiring and screening processes and forms on at least an annual basis.

D. Position Descriptions for Paid and Volunteer 4-H Camp Staff

1. Each 4-H camp **paid and volunteer** staff member should be given a written position description *prior to camp* that identifies the essential functions of his/her role in camp. In addition, paid and volunteer staff should be given information on the general nature and diversity of the total camp population, the characteristics of the camp and camp programs, and how the paid and volunteer staff member's position responsibilities fit into the overall 4-H camp program. Furthermore, all 4-H camp volunteers and paid staff members **must review and sign their position descriptions** prior to reporting to work.
2. The specific position descriptions for 4-H camp adult volunteers, camp counselors, and CITs are determined and developed by each camping unit or cluster.
3. Sample position descriptions (See *RESOURCES 11-4, 11-5, 11-6, 11-7*) provided at the end of this section should serve as guides to assist Extension staff, salaried or volunteer, in designing position descriptions for their specific 4-H camping event(s).
4. For direct supervision information see *RESOURCE 6-7*

E. 4-H Camp Counselors-in-Training (CIT)

1. Philosophy of the CIT Program
 - a. The philosophy of the CIT program is for youth to develop and improve their skills, as well as utilize their abilities, to work with others in a camp setting; to learn responsibility and the importance of following through on commitments and assignments; and to learn camp procedures and program skills.
 - b. The CIT program is designed to teach potential new counselors how to work with younger children, and to have them return as counselors in the coming years. CITs learn the purpose of 4-H camping and how it relates to the total overall 4-H program.
 - c. The CIT program provides opportunities for youth to grow and develop as well as learn leadership skills as they serve in the camping program. The goals of the CIT program include:
 1. to develop and improve leadership skills,
 2. to enhance self-confidence by utilizing new skills,
 3. to learn how to make good decisions,
 4. to discover and explore positive capabilities and potential talent,
 5. to learn to work positively with younger children, peers, and adults,
 6. to learn counseling techniques and how to be a friend to others,



7. to assist and lead under the guidance and direction of experienced counselors and staff,
8. to learn and understand camp objectives,
9. to become familiar with and enforce camp policies and procedures,
10. to learn to be a follower as well as a leader, and
11. to value and practice service learning.

2. Description

- a. Youth serving as CITs are in a learning role under the supervision, guidance, direction, and/or leadership of an experienced camp counselor to become a *future* 4-H camp teen counselor. The emphasis is on “learning,” and these youth do not have sole supervision of younger campers at any time.
- b. Camp leadership may choose to provide specific classes designed for CITs during the camping event which focus on leadership, camp counseling, working with younger children, communication, teambuilding, and/or similar topics. Additionally, specific position descriptions should be developed for CITs in the camp setting. (Curriculum for 4-H camp CIT is available. Contact the State 4-H Office for more information.)
- c. Any youth selected by the unit Extension staff responsible for the participating campers may serve in the role of a Counselor-in-Training based upon recruitment/selection criteria.

3. Minimum Requirements

- a. Recommended by agents, volunteers, camp staff, counselors, and/or peers in their respective communities;
- b. Be a positive role model and display maturity for the position (based on the judgment of the unit staff);
- c. Be willing to serve as a CIT with the plan to return in the future as a 4-H teen counselor; and
- d. Be trained *prior* to the camping experience in which they plan to serve (refer to the training requirements in this handbook).
- e. May not have sole supervision of campers at any time.

4. Additional Optional Criteria

- a. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization; and
- b. Attend a 4-H center sponsored or unit sponsored leadership development class.

F. 4-H Camp Teen Counselor

1. Philosophy of the Teen Counselor Program

- a. The Virginia 4-H program recognizes that teenagers have the greatest opportunity to influence younger children. Even more than adults, younger children look up to teens. In essence, younger children want to be teens more than they want to be adults. Thus, teen counselors have the greatest opportunity to make a lasting impression on campers. Campers are always watching teens. Teen counselors serve as heroes to younger children – someone they hope to become like someday. Since teen counselors are closer to the age of the campers, they have the advantage of being more in tune with the likes, dislikes, and concerns of the campers.
- b. In addition, 4-H camp counseling provides a tremendous opportunity for adolescent 4-H’ers to develop leadership and life skills and another way that teens can continue to participate in 4-H. In a camping environment, which actually serves as a community,



teen counselors often make the difference in the lives of younger campers with their energy, enthusiasm, skills, talents, and by being a friend to the campers.

- c. For these reasons, 4-H camp teen counselors are valued for the important contributions that they can make to the 4-H camping program.
2. Description
 - a. Teen volunteers serving as 4-H camp teen counselors are *non-salaried* staff who have agreed to fill defined roles in the camp setting. 4-H camp teen counselors supervise children in the 4-H camp setting, serving in place of the parent and assuming responsibility for the well-being of the campers in their care at all times. Their primary role is to appropriately supervise 4-H campers.
 - b. Therefore, this is a very important role in the camping event. Given this fact, a 4-H camp teen counselor must be a *friend, guide, "parent," teacher, and companion* to those children under his/her supervision. Positive role modeling is a must for every 4-H camp teen counselor. All 4-H camp teen counselors serve under the supervision, guidance, direction, and/or leadership of the Extension staff (paid or volunteer) in charge of the 4-H camping event. *All 4-H camp teen counselors are required to receive training prior to the camp session(s).*
 - c. Any youth selected by the Extension staff responsible for the participating campers may serve as a teen counselor based upon recruitment/selection criteria.
 3. Minimum Requirements for a 4-H Camp Teen Counselor
 - a. Be 14 years of age or older by January 1 of the current year (should be older based on experience and maturity; 14 years of age is the absolute *minimum* age).
 - b. Be recommended by camp staff, counselors, and/or peers in his/her community.
 - c. Be a positive role model and display maturity (based on the judgment of the unit staff).
 - d. Be trained prior to the camping experience in which they plan to serve (refer to the training requirements in this handbook).
 4. Additional Optional Criteria (based upon agent discretion or the person responsible for the unit 4-H program).
 - a. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization.
 - b. Attend a 4-H Center sponsored or unit sponsored leadership development class.

G. 4-H Camp Adult Volunteer

1. Philosophy of Involving Adult Volunteers in 4-H Camp
 - a. Adult volunteers are important in camp as they provide the necessary maturity and experiences of life that can guide young children in the 4-H camping community. Most importantly, adult volunteers are the "caring adults" that are necessary in order to provide positive youth development.
 - b. Through active participation in 4-H camp activities, adult volunteers are role models for teen counselors. Adult volunteers assist the salaried Extension staff in supervising and guiding the 4-H teen camp counselors during the camp experience.
 - c. While most 4-H camps depend on trained 4-H teen counselors as room supervisors, adult volunteers also help in this role. Adult volunteers often function as "lodge deans" or "cabin deans."
2. Description
 - a. Adult volunteers are *non-salaried staff* who have agreed to fill defined roles in planning, implementing, and/or evaluating the unit's 4-H camping event(s), under the supervision,



guidance, direction, and/or leadership of the Extension staff (paid or volunteer) in charge of the 4-H camping event. Adult 4-H camp volunteers enable more youth to be involved in 4-H camping. *All adult 4-H camp volunteers are required to receive training prior to the camp session(s).*

- b. Any adult selected by the Extension staff responsible for the participating campers may serve in the role as an adult 4-H camp volunteer leader based upon recruitment/selection criteria.
- c. All adult volunteers are accountable to the Extension staff (salaried or volunteer) in charge of the 4-H camping event.
- d. Minimum Requirements for a 4-H Camp Adult Leader
 - 1. Be at least 19 years of age or older by January 1 of the current year;
 - 2. Be a positive role model and display maturity (based on judgment of the unit staff); and,
 - 3. Be trained *prior* to the camping experience in which they plan to serve. (See training requirements in this handbook.)
 - 4. Complete a Criminal Background Check
- e. Additional Optional Criteria
 - 1. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization.
 - 2. Attend a 4-H center sponsored or unit sponsored leadership development class

H. Age Requirements for Paid and Volunteer Staff

- 1. See the information previously covered in this section regarding age requirements for 4-H camp volunteers (i.e., Counselors-in-Training, Teen Counselors, and Adult Volunteers.) You may also refer to the policies addressed in “Section 2: Introduction to 4-H” and “Section 3: Introduction to 4-H Camping” (4-H Age Policy, 4-H Camping Age Policy).
- 2. Seasonal 4-H camp summer staff generally have completed high school and at least one year of college or post-high school work experience. Thus, the recommended minimum age for seasonal 4-H camp summer staff is approximately 18 years old.
- 3. The American Camp Association recommends that at least 80% of 4-H camp staff should be 18 years of age or older and that all staff are at least 16 years of age and at least two years older than the minors with whom they are working. These recommendations should be followed whenever possible.

I. Training Policies for Paid and Volunteer Staff

- 1. Training Opportunities and Systems
 - a. Training for 4-H camp paid and volunteer staff is provided at the state, 4-H Center, and unit levels. These training systems provide each 4-H camp staff member with training that is specific to his/her individual position functions, including clear expectations for the acceptable performance.
 - b. The State 4-H Office provides the 4-H Camp Leadership Course, which is a certificate program that provides 20+ hours of training for new camp organizers/leaders. In addition, annual State 4-H Camp Staff Training (4+ days) is provided to all seasonal program staff from the 4-H centers.
 - c. Each 4-H center provides teen and adult volunteer training days (TALT) and weekends for the units in their respective 4-H center service areas. In addition, each 4-H center



conducts at least one (1) week of training with its own seasonal program staff prior to camp.

- d. Each unit Extension office provides ongoing teen and adult volunteer training. It is strongly recommended that 4-H camp volunteer training (for teen counselors) be incorporated into a unit's overall year-round 4-H leadership development program. With this approach, volunteers would receive several hours of training each month, and this training would be incorporated into a 4-H project in the area of leadership and personal development.
2. Pre-Camp Staff Training Core Content Policy
 - a. Each unit Extension office and 4-H center must implement a training program for paid and volunteer staff.
 - b. Paid and volunteer staff members must receive (at least) a minimum amount of core content training annually *prior* to their service at camp. The checklist at the end of this section (See *RESOURCE 11-8: Training Checklist for 4-H Camp Paid and Volunteer Staff*) provides the minimum *core content* for training all 4-H camp volunteers and paid staff. Each 4-H Center and unit may add additional content for its respective camping program. This training can be provided during the 12 months prior to camp, as long as the training directly relates to the responsibilities and roles that the volunteer fulfills in camp. On-site training at the unit's 4-H Center is strongly recommended. All training must be documented.
 - c. At least twenty-four (24) hours of pre-camp training is recommended for volunteers and at least 6 days of pre-camp training is recommended for seasonal full-time staff. More or less training may be provided based upon the individual needs of specific paid and volunteer staff members. *(Note: The purpose of this policy is to allow camp directors and 4-H agents to treat paid and volunteer staff as individuals; to require more or less training for paid and volunteer staff members as needed based upon their individual needs. This policy supports the philosophy that learning, integrating, and demonstrating competency are critical aspects of camp staff training.)*
 3. Assessment of 4-H Camp Staff Competency Guide
 - a. The Tool to Determine the Readiness for Camp (TDRC) may be incorporated into the training programs for 4-H camp paid and volunteer staff. Please note, the competency-based assessment should be viewed as a TOOL for diagnosing the training needs of camp staff, and allows agents to identify areas where volunteers need more training (as opposed to a method for excluding those who wish to serve camp). Extension faculty may require paid or volunteer staff to score over 80% on the TDRC to participate in the camping program. Additional training or coaching in the areas that were scored incorrect may be necessary. This assessment process is managed at the unit or 4-H Center level. Contact the State 4-H Office and Camping Specialist for more information or to receive a current copy of the assessment or follow this link- [HR-11 – Pre-camp Staff Training](#)
 4. Late-Recruit Camp Volunteer/Late-Hire Camp Staff Training Policy
 - a. In some instances, 4-H camp paid or volunteer staff members may be recruited or hired after the regular training sessions have been conducted. In order to address this issue, each unit Extension office and 4-H Center should implement a “late-recruit” or “late-hire” training program for paid and volunteer staff.



- b. The suggested minimum core content for late-hire training is the same as identified in the “Training Checklist for 4-H Camp Volunteer Staff.” All training should be documented.
- 5. In-Service Camp Staff Training Policy
 - a. For seasonal and full-time 4-H camp staff, each 4-H Center should implement an ongoing in-service training program for camp staff who work directly with campers. All training should be documented and conducted throughout employment at least quarterly.
- 6. Documentation of 4-H Camp Paid and Volunteer Staff Training Policy
 - a. Each unit Extension office and 4-H Center must document the training provided to paid and volunteer staff. This includes pre-camp training, late-recruit/late-hire training, and in-service training. This documentation supports all efforts to prepare paid and volunteer staff for their work with camp programming, camper supervision, and other responsibilities vital for camp operation.
 - b. Documentation of the training provided at the unit level must be provided to the 4-H Center prior to camp using *RESOURCE 11-10: Documentation of Training Form for 4-H Camp Volunteer and Paid Staff*, in accordance with the appropriate 4-H Center’s guidelines. This form not only documents training, but is a way to document hiring and screening requirements.
- 7. Pre-Camp Volunteer Introduction and Orientation Session
 - a. All 4-H camp teen and adult volunteers must attend a “*Pre-camp Volunteer Introduction and Orientation Session*.” This training should be conducted by a 4-H Center representative (i.e., program director, camp coordinator, center director, etc.) and the Extension agent, program assistant, or 4-H volunteer responsible for 4-H camp.
 - b. The purpose of this orientation is to enhance the rapport between the unit-recruited volunteers and the 4-H Center faculty/staff. In addition to allowing volunteers and 4-H Center staff to introduce themselves to one another, this orientation should emphasize volunteers’ personal liability as it relates to deliberately ignoring 4-H camp policies and procedures. Other topics discussed in this orientation will include a review of (1) appropriate supervision of youth, (2) limits of authority, (3) chain of command, (4) emergency policies/procedures, and (5) security policies/procedures (6) working together to deliver a quality, safe camping program.
 - c. Upon completion of the training, participants should verify that the training was received.
 - d. Each “late-recruited” volunteer or volunteers who might be assisting in only a small portion of camp (i.e., teaching one camp class, only coming in to assist with nighttime supervision, etc.) will receive a written copy of the “Pre-camp Volunteer Introduction and Orientation Session.” These volunteers will be required to (a) read the orientation document and (b) sign a statement to the effect that they have read and understand the information prior to serving in their volunteer roles at camp. A question-and-answer session should be conducted for “late-recruited” volunteers to ensure they understand the training material.

J. Supervision of Campers/Staff-Camper Interactions/Sensitive Issue Policy

- 1. See Section 10: 4-H Camp Operational Management. (Specifically, section C and G)



K. Performance Evaluation: Observing, Evaluating, and Supervising Paid and Volunteer Staff

1. A system for observing and evaluating the performance of 4-H camp paid and volunteer staff should be developed for each 4-H camp. This “performance evaluation” system, which provides coaching, encouragement, and/or the necessary correction, should include regular observation of staff by the appropriate supervisor.
2. Each Extension agent (or other staff member serving as unit/cluster leader) is responsible for developing a performance evaluation system for 4-H camp volunteer staff. Each 4-H Center director and program director is responsible for developing a performance evaluation system for 4-H Center paid and volunteer staff.
3. Extension agents are encouraged to monitor CITs and teen counselors through established meetings, check-ins, and discussions.
4. Volunteer and paid staff supervisors should be given a list or chart showing whom they are to supervise, and should be trained to carry out their responsibilities as supervisors of other paid or volunteer staff.
5. Supervisors should reinforce positive and acceptable performance. Inappropriate behavior should be identified and addressed immediately.

L. Identification System for Staff (Paid and Volunteer)

1. In cooperation with unit camping groups, each 4-H Center must develop and implement an identification system for camp staff (paid and volunteer) that supervise campers, including: 4-H Center program staff, adult volunteers, and teen counselors. Recommendations for identification include: T-shirts, colored name tag, colored lanyards, colored ribbons worn in a prominent location, bracelets, etc. The purpose of this procedure is to increase staff visibility and campers’ ability to locate and identify staff, adults, and teens when they need assistance.
2. See your 4-H Center-specific appendix for more information.

M. Daily Volunteer Staff Meetings

1. Each Extension unit that attends 4-H camp in clusters (i.e., two or more units camping together) must identify a “Lead Cluster Camp Leader” who has been identified as the primary “point of contact” for the cluster. This “Lead Cluster Camp Leader” must conduct a daily meeting with all 4-H camp adult volunteers (and teens as needed) to enhance communication and to ensure consistent supervision across multiple county/city camping groups. This meeting should be conducted in cooperation with the 4-H Center program director.



RESOURCE 11-1: Application for Volunteer 4-H Camp Teen Counselor

See VCE Publication: <http://www.pubs.ext.vt.edu/388/388-052/388-052.html>

RESOURCE 11-2: 4-H Camp Teen Counselor Reference Form

See VCE Publication: [388-053 Work.indd \(vt.edu\)](#)

RESOURCE 11-3: Tool for Determining the Readiness for Camp (TDRC)

[HR-11 – Pre-camp Staff Training](#)



RESOURCE 11-4: 4-H Camp Teen Counselor-In-Training Sample Position Description

4-H CAMP TEEN COUNSELOR-IN-TRAINING POSITION DESCRIPTION

- **Responsible to:**
 - The Extension agent or other Extension faculty/staff in charge of the unit 4-H camping event, under the supervision, guidance, direction, and/or leadership of an experienced 4-H camp teen counselor or adult leader
 - (As decided by the Extension staff in charge of the 4-H camping event/participating campers).

- **Responsible for:**
 - Assisting 4-H camp teen counselors with their responsibilities;
 - Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
 - Attending and participating in classes and activities designed to provide 4-H camp counselor training;
 - Learning the objectives of the 4-H camping program;
 - Following the Virginia 4-H Standardized Code of Conduct at all time;
 - Demonstrating familiarity with 4-H center rules and policies and being willing to accept responsibility for enforcing those rules and policies;
 - Being able and willing to accept and perform leadership roles when needed, and to work as a member of the team when others are in the leadership position;
 - Setting a positive role model (i.e., example) for youth at all times during 4-H camp, as well as for the staff working with the 4-H camping event;
 - Being present and on-time for all assigned activities, events, and duties;
 - Providing for the safety and well-being of each camper at all times; and,
 - Performing other duties as assigned by the Extension agent in charge of the 4-H camp.

- **Training Required:**
 - All 4-H camp teen counselors-in-training must have received training in at least the core content identified in the Virginia 4-H Camping Handbook. At least 24 hours of pre-camp training is recommended.

Signed: _____ Date: _____



RESOURCE 11-5: 4-H Camp Teen Counselor Sample Position Description

4-H CAMP TEEN COUNSELOR POSITION DESCRIPTION

- **Responsible to:**
 - The Extension agent or other Extension faculty/staff in charge of the unit 4-H camping event/participating campers.

- **Responsible for:**
 - Supervising children during the entire 4-H camp session, providing for the safety and well-being of each camp participant at all times;
- **Assisting with 4-H camp classes, programs, and activities and being on-time and present for all assigned activities;**
 - Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
 - Showing a genuine concern for children by communicating, advising, assisting, and establishing a warm, friendly relationship with them;
 - Demonstrating a willingness to work as a member of a team with other staff persons, teens and adults, summer camp staff, and under the supervision, guidance, direction, and leadership of the Extension staff in charge of the 4-H camping program;
 - Being able and willing to accept and perform leadership roles (i.e., be a “leader”) as a 4-H camp teen counselor, and being able and willing work as a member of the team when others are in the leadership position (i.e., be a “follower”);
 - Learning the objectives of the 4-H camping program;
 - Following the Virginia 4-H Standardized Code of Conduct at all times;
 - Being able and willing to (a) understand, accept, and live by certain “living standards” and a code of conduct that are necessary in a community made up primarily of young children, and (b) become familiar with the 4-H camp rules and policies and communicating and enforcing these rules and policies to others;
 - Being familiar with the needs and interests of the specific camp age groups represented in the 4-H camp setting and work to assist young children in meeting these needs and interests;
 - Being able and willing to associate with campers, realizing that the camp is designed for these camp participants;
 - Setting a positive role model (i.e., example) for youth at all times during 4-H camp, as well as for the staff working with the 4-H camping event; and,
 - Performing other duties as assigned by the Extension agent in charge of the 4-H camp.

- **Training Required:**
 - All 4-H camp teen counselors must have received training in at least the core content identified in the Virginia 4-H Camping Handbook. At least 24 hours of pre-camp training is recommended.

Signed: _____ Date: _____



RESOURCE 11-6: 4-H Camp Adult Volunteer Sample Position Description

4-H CAMP ADULT VOLUNTEER POSITION DESCRIPTION

- **Responsible to:**
 - The Extension agent or other Extension faculty/staff in charge of the unit 4-H camping event/participating campers.

- **Responsible for:**
 - Supervising children during the entire 4-H camp session, providing for the safety and well-being of each camp participant at all times;
 - Assisting with 4-H camp classes, programs, and activities and being on-time and present for all assigned activities;
 - Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
 - Showing a genuine concern for children by communicating, advising, assisting, and establishing a warm, friendly relationship with them;
 - Demonstrating a willingness to work as a member of a team with other staff persons, teens and adults, summer camp staff, and under the supervision, guidance, direction, and leadership of the Extension staff in charge of the 4-H camping program;
 - Being able and willing to accept and perform leadership roles (i.e., be a “leader”) as a 4-H camp adult leader, and being able and willing work as a member of the team when others are in the leadership position (i.e., be a “follower”);
 - Learning the objectives of the 4-H camping program;
 - Following the Virginia 4-H Standardized Code of Conduct at all times;
 - Being able and willing to (a) understand, accept, and live by certain “living standards” and a code of conduct that are necessary in a community made up primarily of young children, and (b) become familiar with the 4-H camp rules and policies and communicating and enforcing these rules and policies to others;
 - Being familiar with the needs and interests of the specific camp age groups represented in the 4-H camp setting and work to assist young children in meeting these needs and interests;
 - Being able and willing to associate with campers for whom camp is designed;
 - Setting a positive role model (i.e., example) for youth at all times during 4-H camp, as well as for the staff working with the 4-H camping event; and,
 - Performing other duties as assigned by the Extension agent in charge of the 4-H camp.

- **Training Required:**
 - All 4-H camp adult volunteers must have received training in at least the core content identified in the Virginia 4-H Camping Handbook. At least 24 hours of pre-camp training is recommended.

Signed: _____ Date: _____



RESOURCE 11-7: 4-H Camp Summer Staff Member Sample Position Description

4-H CAMP SUMMER STAFF MEMBER POSITION DESCRIPTION

(SAMPLE) Title: Low Ropes Course Instructor

- **Qualifications:**
 - Low Ropes Course certification from a recognized provider of low ropes course training and/or documented training and experience in low ropes course facilitation and management.
- **Knowledge:**
 - Must have knowledge of all challenge course rules, polices, and procedures and knowledge of facilitation techniques.
- **Responsible to:**
 - Work under the supervision, guidance, evaluation, and in cooperation with the 4-H center program director.
- **Duties:**
 - Participate in training and orientation sessions at the 4-H center.
 - Create and follow approved instructional lesson plans (4 periods for 3 to 4 days) for all low ropes course classes. Create and have approved a complete rainy day alternative lesson plan and use as necessary.
 - Teach 3 to 4 classes in low ropes, or as assigned by the 4-H center program director.
 - Conduct daily/weekly inspections of ropes course to ensure all equipment is in working order, all elements are safe, and all identifiable hazards are corrected or removed.
 - Be prompt for all responsible assignments including class instructions.
 - Provide leadership to all activities involving any use of low ropes course resources and equipment.
 - Maintain accurate records and an inventory of low ropes course equipment and supplies. Report any needs or concerns to the 4-H center program director.
 - Assist with the overall 4-H camping program including flag raising/lowering ceremonies, assemblies, recreation, sports, vespers, campfires, evening programs, and others as assigned.
 - Complete all paperwork and assignments on time.
 - Work with volunteers, Extension agents, and especially youth in ways that are cooperative, supportive, and flexible.
 - Be a positive role model for youth **at all times**.
- **Training Required:**
 - All 4-H camp staff members must have received training in at least the core content identified in the Virginia 4-H Camping Handbook. At least 6 days of pre-camp training is recommended for long-term staff.

Signed: _____ Date: _____



RESOURCE 11-8: Core Content Training Checklist for 4-H Camp Staff (Paid and Volunteer)

Core Content Training Checklist for 4-H Camp Staff (Paid and Volunteer)

The following checklist provides the **minimum** core content training guidelines for all 4-H camp volunteer staff.

All topics **must** be covered **prior** to the 4-H camping event. You may choose to add additional topics based upon the needs of your volunteer staff, the nature of the 4-H youth who will be served by your camp, and the types of programs/activities that will be provided during your camp.

❖ **Camp Purpose**

- Why we provide 4-H camp for youth
- Importance of camp participation

❖ **Camp Goals**

- Goals of the Virginia 4-H camping program

❖ **Youth Development through 4-H Camping**

- Essential elements of positive youth development
- How camp can provide the essential elements of positive youth development

❖ **Training Expectations for 4-H Camp Staff (Paid and Volunteer)**

- Importance of training to prepare camp staff (paid and volunteer) to serve at 4-H camp
- Expectations for training (at least 24 hours of pre-camp training is recommended for volunteers; at least 6 days of pre-camp training is recommended for summer camp staff)
- Opportunities for training at the unit level, 4-H center level, district level, state level, national level

❖ **Position Descriptions for 4-H Camp Staff (Paid and Volunteer)**

- Provide written position description to all staff (paid and volunteer, CITs, teen counselors, adult volunteers, and summer camp staff)
- Review position descriptions and give staff (paid and volunteer) the opportunity to ask questions and seek clarity
- Require each staff member (paid and volunteer) to sign his/her position description

❖ **Roles and Expectations of 4-H Camp Staff (Paid and Volunteer)**

- Define the different volunteer roles that are used in camp
- Identify the performance expectations for each role
- Be specific; Identify what each staff member (paid and volunteer) is actually expected to do throughout the course of a given 4-H camp day and a given 4-H camp week
- Define and discuss other roles related to 4-H camp (i.e., unit staff assisting with 4-H camp, 4-H center director, 4-H center program director, 4-H center summer 4-H camp staff, etc.)

❖ **Standards of Behavior for Camp Staff (Paid and Volunteer)** (including Personal Conduct and Role Modeling)

- Discuss how you expect staff to conduct themselves
- Review the “Standards of Behavior for 4-H Volunteers Form” (or related form such as a “Summer Camp Staff Contract”) and give staff the opportunity to ask questions and seek clarity
- Require each staff member (paid and volunteer) to sign a copy of the form



- Define positive role modeling and what it means for volunteers to be good role models
- Define the “too cool blues” and ways to avoid getting caught up in this unwanted behavior
- ❖ **Expectations for Performance and Evaluation of Performance**
 - Identify specific examples of positive performance
 - Identify specific examples of negative (or undesired) performance
 - Discuss how performance will be evaluated
 - Identify offenses that would be cause for dismissal from 4-H camp/volunteer roles
- ❖ **Time Off and Leaving Camp Policies**
 - Describe how and when staff (paid and volunteer) can expect to receive time off. ACA standards require that all staff should be given a daily break when they do not have assigned camp responsibilities. Twenty-four (24 hours or more each two (2) weeks in blocks of no less than 12- consecutive hours throughout their time of employment. This does not apply to volunteer staff however short breaks are encouraged as long as supervision is not compromised.
 - Describe if, how, and when staff (paid and volunteer) may be allowed to leave camp and the communication that is required before they leave camp
- ❖ **Camper Supervision**
 - Identify and discuss when, where, and how campers should be supervised during daytime and nighttime hours. Define and discuss the definition of supervision and what that role requires.
 - Provide specific expectations for lodge/cabin supervision during nighttime and daytime hours
 - Discuss how “lodge checks” will be conducted during camp and the purpose of the lodge checks
 - Discuss specifics of supervision during classes, special events, evening programs, etc.
 - Identify and discuss times of day when supervision is most critical (i.e., during rest periods, between classes, after lights out, etc.)
 - Discuss supervision during emergencies (fire, severe weather, missing camper, etc.)
 - If on-site security is provided at your 4-H Center, describe how this security enhances camp safety.
- ❖ **Accountability, “Chain-of-Command”, and “Limits of Authority”**
 - Share a copy of the 4-H camp organizational chart for supervision and communication
 - Discuss how volunteers are accountable to their 4-H agent (or other person serving as Unit Camp Leader)
 - Discuss how summer program staff are accountable to the 4-H center program director
 - Discuss how agents and 4-H Center staff (center director, program director, and summer program staff) work together
 - Define “limits of authority” and discuss the limits of staff’s authority (paid and volunteer) and when decisions must be made by the agent and/or the 4-H center program director or 4-H center director
- ❖ **Recognizing, Preventing, and Reporting Child Abuse and Maltreatment** *(including child-to-child and adult-to-child) (in-camp and outside-of-camp)*
 - Define “child abuse” and “child maltreatment”
 - Identify types and indicators of child abuse and child maltreatment
 - Discuss how abuse can be child-to-child or adult-to-child
 - Discuss how abuse can (a) occur outside of camp but be reported in-camp or (b) occur in-camp and be reported in-camp



- Discuss how camp staff (paid and volunteer) should respond to allegations and/or suspicions of child abuse
 - Role of the camp staff (paid and volunteer) in the reporting process
 - Role of the agent and the 4-H Center director/program director in the reporting process
- ❖ **Developmental Characteristics of Camp-Age Youth (and differences in programs and camp structure to provide for different types of campers)**
- Basic physical and emotional needs of youth campers ages 9 through 13 (and 5 through 8 if staff will be working with Cloverbud campers)
 - Developmental characteristics of youth ages 9 through 13 (and 5 through 8 if staff will be working with Cloverbud campers)
 - Discuss 4-H camp structure and the relationship to developmental characteristics (short classes, breaks, instructions, reminders, small group interaction, etc.)
 - Discuss camp classes and other programs and the relationship to developmental characteristics (beginning classes leading to advanced classes, matching campers' skills to specific camp class tasks, etc.)
- ❖ **Managing Camper Behavior and Discipline (and Techniques to Create a Physically and Emotionally Safe Environment)**
- Discuss how all behavior is an attempt to meet specific needs; staff (paid and volunteer) need to determine what needs are not being met.
 - Discuss how it is important for camp staff (paid and volunteer) to manage the camp environment (supervision, safety, structure, clear expectations, etc.) in order to successfully manage camper behavior
 - Discuss volunteers' role in the youth behavior management process
 - Review camper "4-H Standardized Code-of-Conduct" and how it will be enforced
 - Discuss volunteers' role in the youth behavior management process
 - Identify offenses that will lead to a camper being sent home from camp
- ❖ **Elements of Liability (Duty of Care/Liability/Negligence)**
- Discuss how the purpose of risk management is to protect people, property, and financial resources
 - Discuss how the safety of campers, volunteers, and paid staff is our #1 priority
 - Define "duty of care" and discuss when staff (paid and volunteer) have a legal duty of care
 - Define "liability" and explain how staff (paid and volunteer) are legally responsible for the campers under their supervision. Explain how liability can be shared by camp volunteers and paid staff
 - Define "negligence" and identify the four things that are necessary for a staff member (paid and volunteer) to be found negligent
 - Describe how staff (paid and volunteer) can avoid being accused of being negligent
- ❖ **Health Care (including Blood-borne Pathogens and Universal Precautions)**
- Review 4-H camp medical policies and procedures and who is expected to respond to health care and medical treatment situations
 - Discuss the role of staff (paid and volunteer) in providing or supporting health care or medical treatment
 - Discuss the procedures for the collection and administration of medication at camp and the role of staff (paid and volunteer) in the collection and administration of medication



- Review the blood-borne pathogens policy and the concept of using “universal precautions”
- Discuss how the special needs of campers will be identified, how this information should be protected (HIPAA), and how staff (paid and volunteer) will be made aware of campers’ special needs
- Provide a basic first-aid orientation (this does not replace the possible need for First-Aid/CPR certification)

❖ **Above Suspicion Policy (and Modesty)**

- Review the “Above Suspicion Policy”
- Discuss why staff (paid and volunteer) should avoid one-on-one situations
- Identify strategies that staff (paid and volunteer) can use to avoid one-on-one situations
- Discuss what it means to be “modest” at 4-H camp when dressing, undressing, or bathing
- Discuss the importance of modesty around campers and other staff (paid and volunteer)

❖ **4-H Center Emergency Policies and Procedures**

- Review 4-H camp emergency policies and procedures
- Discuss the specific actions that staff (paid and volunteer) are expected to take in an emergency situation
- Discuss emergencies that are most likely to occur based upon previous camp history/experience
- It is recommended that staff be allowed to practice appropriate responses to specific emergency situations (for example, practice a cabin/lodge evacuation, practice a missing camper search procedure, practice a pool rescue, practice a severe thunderstorm evacuation to cabins/lodges, etc.)

❖ **Sexual Harassment Policy**

- Define “sexual harassment”
- Discuss types of sexual harassment
- Discuss reporting steps if camp staff (paid and volunteer) are experiencing sexual harassment

❖ **Sensitive Issues Policy**

- Review the 4-H camp sensitive issues policy
- Define “sensitive issues” (e.g., dating, sex, tattoos, ghosts/occult, religion, etc.)
- Discuss how sensitive issues may arise in a 4-H camp setting and how staff (paid and volunteer) should respond
- Discuss sensitivities related to 4-H camp songs and how staff (paid and volunteer) should respond to complaints or concerns

❖ **Making Camp an Inclusive Environment**

- Define the concept of “inclusion”
- Explain why it is important for camp to be inclusive of all youth
- Discuss how staff (paid and volunteer) are expected to accept, respect, and respond to multi-cultural diversity in camp

❖ **Programming Objectives, Safety Considerations, Skills Progression, Operating Procedures, and Competencies**

- Review a list of the programs (morning classes, afternoon classes, afternoon and evening programs and activities) that will be offered during camp



- Paid summer camp staff should receive *thorough training* in the programming objectives, safety considerations, skills progression, operating procedures, and competencies associated with all programs they are instructing
 - Volunteer staff should receive an *overview* of the programming objectives, safety considerations, skills progression, operating procedures, and competencies associated with programs that they will be assisting with
- ❖ **Decision-Making Practice Using Role Play with Common 4-H Camp Situations**
- Paid and volunteer staff should be given the opportunity to practice good camp decision making using role play with various camp situations.
- ❖ **4-H Center policies and procedures**
- Review the policies and procedures that are specific to your 4-H Center by consulting your 4-H Center's handbook (the Appendix to "Virginia 4-H Camping Handbook")
 - **NOTE: In the event that the 4-H camp is conducted at a place other than a 4-H Educational Center (e.g., unit based*
 - *4-H camp), common sense is the best practice. The basic guidelines established by your respective 4-H Center serve as a common-sense approach to follow and it is recommended that units follow their respective 4-H Center guidelines for non-4-H Center camps.*



RESOURCE 11-9: Strategies for Fulfilling 4-H Camp Staff Training Requirements

Strategies for Fulfilling 4-H Camp Staff Training Requirements

- I. What 4-H camp training curriculum is available as a resource?
 - A. The *Virginia 4-H Camping Handbook* (2024) which is published by Virginia Cooperative Extension.
 - B. Virginia 4-H counselors-in-training curriculum titled *Exploring the World of 4-H Camp Counseling: Counselor-in-Training Curriculum* for the Virginia 4-H Camping Program.
https://drive.google.com/file/d/1n9GIPLAfl8pqT-VFE6_rK-kbO1HLhn-s/view
 - C. Web-based 4-H camp volunteer training modules located:
<https://sites.google.com/vt.edu/virginia4hvolunteertraining/home>
 - D. A publication by Crosiar, S.C., and Cornell Cooperative Extension (2003) titled, *Youth Development Foundations for 4-H Camp Staff: A Training Manual*.
<https://ecommons.cornell.edu/handle/1813/9438>
 - E. Camp Resource document database:
<https://sites.google.com/a/vt.edu/va-4-h-camp-resources/home/documents>
- II. Internal and External Examples of Acceptable Camp Staff Training
PLEASE NOTE: There are multiple ways that 4-H Extension agents (and other unit faculty/staff responsible for the 4-H camping program) can meet the training requirements for 4-H camp paid and volunteer staff. The most important consideration is that **the training directly relates to the responsibilities and roles that volunteers fulfill in camp.**
If non-4-H or non-4-H camp training is used to fulfill this requirement, then the agent, or other person responsible for the unit 4-H camping program, should reflect and process with the volunteer prior to camp in order to help the volunteer to understand the relationship between the training/experience and what volunteer's roles and expectations are at 4-H camp.
The following list is not meant to be exhaustive, but rather it provides some common ways for meeting this training requirement:
 - A. Provide mandatory 4-H camp teen/adult volunteer training at the **unit level**, utilizing the *Virginia 4-H Camping Handbook*, the *Youth Development Foundations for 4-H Camp Staff: A Training Manual*, and other camp training resources.
 - B. Provide mandatory 4-H camp teen/adult volunteer training at a **regional level** in cooperation with other units (this may be particularly useful for units that camp as 'clusters') and document the training that was provided. This strategy will allow you to share resources and the amount of work required to conduct the training.
 - C. Require teen/adult volunteers to attend the 4-H camp teen/adult volunteer training conducted by your 4-H Center and document the training that was received. Such training typically ranges from 1 to 2 days depending on the **4-H Center**, and can provide from 4 to 10+ hours of training. It is strongly recommended to provide site specific training to orient volunteers to the places and spaces in which they will be working with youth during 4-H camp.
 - D. Coordinate with your 4-H Center staff to provide training either at the 4-H Center or your location if possible.
 - E. Ask your volunteers to complete the Virginia 4-H camping on-line volunteer training modules found at <https://sites.google.com/vt.edu/virginia4hvolunteertraining/home> Completion of these modules can be counted towards their training requirement based upon individuals.
 - F. Document **related certification** (type of certification, number of hours, certifying organization) that teen/ adult volunteers have received since the previous Junior 4-H Camp (i.e., certification that is relevant to the volunteers' roles at Junior 4-H Camp.) Some examples might include:
 1. Certification through the "4-H Camp Leadership Course"



2. Camp-related certification through the ACA, Scouts, YMCA, or other closely related organization, and
 3. First-aid/CPR certification.
 4. Professional Development related to camp
- G. Document **related 4-H training** (type of training, number of hours) that teen/adult volunteers have received since the previous Junior 4-H Camp (i.e., training that is relevant to the volunteers' roles at Junior 4-H Camp.) Some examples might include:
1. Completion of Leadership programs through District, State, and National 4-H events.
 2. CHARACTER COUNTS! Certification/training at the unit, district, or state levels, and
 3. Leadership training provided during 4-H club meetings.
- H. Document **related non-4-H training** (type of training, number of hours, training individual or organization) that teen/adult volunteers have received since the previous Junior 4-H Camp (i.e., training that is relevant to the volunteers' roles at Junior 4-H Camp). Some examples might include:
1. Leadership training provided by another youth service organization, school, or religious institution (i.e., Scouts, Youth Club, church organizations, YMCA, schools).
 2. On-line camp-related courses offered through the American Camp Association <https://www.acacamps.org/staff-professionals/events-professional-development/online-learning/courses-webinars>
 3. True Colors or Myers Briggs assessment and training.
- I. Document related **direct 4-H experience** that teen/adult volunteers have received since the previous Junior 4-H Camp (i.e., direct 4-H experience that is relevant to the volunteers' roles at Junior 4-H Camp).
Some examples might include:
1. Supervising (or assisting with supervision) younger 4-H'ers during a 4-H club meeting, and
 2. Supervising (or assisting with supervision) younger 4-H'ers during a unit 4-H Day camp.
- J. Document related **non-4-H experience** that teen/adult volunteers have received since the previous Junior 4-H Camp (i.e., direct non-4-H experience that is relevant to the volunteers' roles at Junior 4-H Camp).
Some examples might include:
1. Teaching, supervising, or otherwise working with youth in a school, church, or community setting.
- K. Develop and provide **self-directed training opportunities** for teen/adult volunteers (e.g., PowerPoint training presentations, videos, printed materials, etc.).
1. With this option, teens/adults train themselves by reading or viewing the training materials. [IMPORTANT: Following their self-directed training, some type of assessment (e.g., discussion, etc.) must be made of whether or not teen/adult volunteers have grasped the main concepts included in the materials.]
 2. This option **is not appropriate** for new 4-H camp volunteers. This option would be most appropriate for:
 1. *LATE RECRUITS*, Teen/adult volunteers who are recruited right before 4-H camp after scheduled trainings have occurred.
 2. *EXPERIENCED VOLUNTEERS*, Teen/adult volunteers who have 3+ years of experience.



RESOURCE 11-10: Virginia 4-H Camp Staff/Volunteer Checklist & Documentation Form



Virginia 4-H Camp Staff/Volunteer Checklist & Documentation Form



Name: _____ Role: _____

Unit: _____ Agent: _____

Staff Screening

Extension Agent or staff member should initial each of the following as they are completed.

- Personal Interview, National Sex Offender Registry check, Virginia Sex Offender Registry check, Health History Form, Standards of Behavior for 4-H Volunteers, Media Release Form, 4-H Online/Application Enrollment*, General Waiver (when applicable), Equine Waiver (when applicable), Special Dietary Needs Form (when applicable), Medication Form (when applicable), Reference checks (work history optional), Criminal background check (annual)

*All Virginia Cooperative Extension employees working with youth must enroll as adult volunteers in 4-H Online annually, the official enrollment method for all youth and adults in Virginia 4-H is through the 4-H Online enrollment system. Center paid Camp Staff will complete an Application (4-H Center Staff)

Pre-Camp Training

Extension Agent, staff member or volunteer should check each topic as it is covered in pre-camp training.

- Checklist of 24 items including Camp purpose, Camp goals, Youth development through 4-H camping, Training expectations, Position descriptions, Roles and expectations, Standards of behavior, Expectations for volunteer performance, Time off and leaving camp policies, Sexual harassment, Camper supervision, Child protection, Accountability/chain of command, Recognizing, preventing, reporting child abuse/child maltreatment, Limits of authority, Developmental characteristics of camp-age youth, Managing youth behavior at camp, Role modeling, Negligence/liability/duty of care, Above Suspicion Policy, Volunteers' roles in health care, Bloodborne pathogens/universal precautions, Medication collection and administration procedures, 4-H center emergency policies and procedures, Sensitive issues, Camp as an inclusive environment, Programming objectives, Programming safety considerations, Programming operating procedures, Common 4-H camp situations, Other: _____

Assessment of 4-H Camp Staff Competency Successful Completion Date: _____

Staff /Volunteer Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



SECTION 12: 4-H CAMP PROGRAMS AND ACTIVITIES

A. Program Goals and Outcomes

1. The Virginia 4-H camping program has established goals, evaluation materials, and an evaluation process for identifying and measuring 4-H camping outcomes. See Section 3: Introduction to 4-H Camping for more information.

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

1. The use of a general waiver is recommended whenever parents/guardians prefer not to sign the standard Health form. While the effectiveness of waivers may be questioned in the legal process, it is important to inform the parents/guardians of 4-H camp participants as to what Virginia Tech and the 4-H Center feel they are responsible for.
2. The “generic waiver” cannot be used for horsemanship activities. Only an Equine Waiver should be used. (See Section 9: 4-H Camp Health and Wellness for a copy of the generic waiver.)

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

1. Equine waivers are required on all individuals involved in an equine (horse) activity with Cooperative Extension. Waivers as outlined in the waiver form may be initiated on individuals for a period of a year. A new waiver may be required for each individual activity, as required by the sponsor.
2. See *RESOURCE 12-1: Equine Release, Waiver, and Indemnification* at the end of this section.

D. 4-H Program Variety and Activity Information and Permission

1. One of the features of positive youth development is the provision of educational experiences that lead to increasing skill and mastery. With this in mind, each 4-H camp should offer multiple activities, in accordance with camp goals, that provide campers with the opportunity to experience progression, challenge, and success.
2. Each 4-H camp should inform campers and their parents/guardians of the nature and variety of anticipated 4-H camp programs and activities. The 4-H Health History Report Form, which parents/guardians must sign, provides the following notification to parents/guardians:
 - a. “I give my permission for the participant named on this form to attend the designated 4-H program. They/They has permission to participate in all activities which may include swimming and other water sports under the supervision of lifeguard(s) and to take part in other scheduled activities such a firearm safety, horsemanship, archery, low ropes, and physical activity/exercise and related activities under the supervision of instructors; subject to limitations noted herein.”

E. Documenting Unit-Provided 4-H Camp Classes for 4-H Centers

1. Although the majority of 4-H camp classes (during summer Junior 4-H Camp) are provided by the 4-H Centers, classes and activities provided by unit Extension faculty/staff and volunteers are very important.
2. These classes increase program variety, help to keep 4-H camp costs low (because additional 4-H Center-paid staff do not have to be hired), and also help each specific 4-H camp to be better tailored towards the local interests of youth from each county and city in Virginia.
3. For each program/class that is provided by the unit Extension office and offered during Junior 4-H Camp, a form must be completed and submitted to the 4-H center prior to camp in



accordance with 4-H Center timelines and policies. (See *RESOURCE 12-2: 4-H Camp Specialized Class/Program Description Form* at the end of this section.)

F. Risk Management Review Procedure for New 4-H Camp Programs, Classes, and Activities

1. See Section 6: Risk Management and 4-H Camping. (This refers to any activity, program, event that is new to the Unit/Cluster, Center, or even to Virginia 4-H.)

G. Outdoor Opportunities, Environmental Activities, and Environmental Practices for 4-H Camp

1. Each 4-H Center should provide outdoor recreation programs and activities, using its natural resources, to enrich the outdoor living experiences of all 4-H camp participants. See your 4-H Center-specific appendix for more information.
2. Each 4-H Center should include structured activities, such as forestry, outdoor living skills (OLS), water/lake/river ecology, nature study, nature hikes, etc., that help youth feel comfortable in the outdoors, build an appreciation for and knowledge of ecological principles, and develop an awareness of, and responsibility for, practices that have a minimal impact on the environment.
3. Each 4-H Center should evaluate the environmental impacts of its activities and programs and should implement procedures to minimize detrimental effects. Camps are strongly encouraged to adopt and teach the seven (7) principles of *Leave No Trace, Inc.*, which are:
 - a. Plan Ahead and Prepare
 - b. Travel and Camp on Durable Surfaces
 - c. Dispose of Waste Properly
 - d. Leave What You Find
 - e. Minimize Campfire Impacts
 - f. Respect Wildlife
 - g. Be Considerate of Other Visitors

H. 4-H Camp Program Equipment Maintenance

1. Each 4-H Center should have procedures for checking all program equipment for safety, good repair, and storage in a manner that safeguards the effectiveness of the equipment. Any equipment that is found not to be in good repair must be removed from service.
 - a. Equipment for horsemanship, low ropes, high ropes, climbing, and other adventure/challenge activities should be checked **prior to each use and documented that it has been so.**
 - b. Written records of **regular inspection and maintenance** of all equipment and elements used in low ropes, high ropes, climbing, and adventure/challenge activities should be developed and maintained.
 - c. Written evidence of an **annual inspection** by qualified personnel of low and high ropes course elements for integrity of all hardware, materials, and equipment is required.
2. Each 4-H Center should have a procedure to ensure that program equipment is appropriate to the size and abilities of the users.



I. Controlled Access to 4-H Camp Program Areas, Activity Areas, and Program Equipment

1. Each 4-H Center should have procedures in practice that control access to all specialized activity areas, particularly swimming pools, shooting ranges, natural bodies of water, low/high ropes courses, zip lines, climbing walls, etc.
2. Each 4-H Center should ensure that all specialized 4-H camp program equipment is available for use by 4-H camp participants only under instructor supervision when safety rules are in practice. Posted signs are strongly encouraged for each program area.
3. Each 4-H Center should use posted signs, posted instructions, gates, and other types of markers and boundaries to effectively control access to program areas.
4. Each 4-H Center must have policies in practice that any use of adventure/challenge program activity areas or equipment must be actively supervised by a qualified adult activity leader.

J. First Aid and CPR/AED

1. First-aid and safety training are critical for 4-H camp volunteers and paid staff. It is recommended that all seasonal program staff have first-aid training. However, during high-risk specialized activities, each 4-H Center must provide staff who are on-duty and accessible at the following program areas and who have the following **minimum** first-aid/safety training:
 - a. Aquatic staff (pool and waterfront):
 - i. First-aid certification from a nationally recognized provider,
 - ii. Blood-borne pathogens training, and
 - iii. CPR and use of a breathing device/pocket mask (age appropriate and provided by a nationally recognized provider).
 - iv. Training in use of automated external defibrillator (AED)
 - b. Adventure/Challenge staff (low ropes, high ropes, climbing, rappelling, zip-line, etc.)
 - i. First-aid certification from a nationally recognized provider and
 - ii. Blood-borne pathogens training.
 - c. Horsemanship/Horseback Riding staff
 - i. First-aid certification from a nationally recognized provider and
 - ii. Blood-borne pathogens training.

K. First-Aid Kits at 4-H Camp Program Areas

1. Each 4-H Center should provide a first-aid kit, stocked with the appropriate emergency supplies, located at each specialized program area or within easy access to each specialized program area. An acceptable alternative is to provide program instructors with a first-aid kit that each instructor transports with himself/herself and is available at the program area when the instructor is teaching the program.
2. First-aid kits **at each aquatic area** should include personal protective equipment.
3. A procedure should be established for the regular checking and maintenance of first-aid kits by 4-H camp medical staff or other volunteer and paid staff.
4. Each 4-H Center will have access to an AED

L. 4-H Camp Program and Activity Supervisor and Instructor Qualifications

1. Each 4-H Center must provide supervisors and/or instructors who have certification or documented training and experience in the appropriate type of activity, for each type of specialized activity. Anytime that user groups are allowed to provide supervisors and/or instructors, they must be advised in writing to provide staff who meet the same qualifications.



2. Specific information regarding the qualifications and guidelines for staffing high-risk program areas is provided below:
 - a. The supervisor of 4-H camp **aquatic activities** must have:
 - i. Lifeguard training from a nationally recognized certifying body, swim instructor certification from a nationally recognized certifying body, or instructor/instructor trainer rating from a nationally recognized boating or watercraft organization,
 - ii. At least 6 weeks previous experience in a management or supervisory position at a similar aquatic area (or has completed additional aquatics management or supervision training from a nationally recognized aquatic organization), and
 - iii. It is recommended that aquatics supervisors be at least 21 years old.
 - b. The supervisor for 4-H camp **watercraft activities** must have:
 - i. Certification as an instructor in the appropriate craft from a nationally recognized certifying body or,
 - ii. Certification in lifeguard training from a nationally recognized certifying body, and
 - iii. Documented skills and training in water rescue and emergency procedures specific to the location and the activities.
 - iv. When watercraft activities are not provided by the 4-H Center, then user groups are advised in writing to provide someone with these qualifications for watercraft activities.
 - c. The supervisor of 4-H camp **low ropes, high ropes, climbing, and related adventure activities** must be:
 - i. An adult who has certification (or documented training or experience) from a recognized adventure/challenge organization or certifying body (PC-1), and has at least 6 weeks experience in a management or supervisory capacity in a similar type of program to that which is being supervised.
 - d. The supervisor of 4-H camp **horsemanship activities**, staff, and facilities must have:
 - i. Certification as an instructor from a nationally recognized organization **or** riding school, **or** documented endorsements of successful experience in formal horseback riding instruction,
 - ii. At least 6 weeks management or supervisory experience at a horseback riding facility, and
 - iii. Should be at least 21 years old.
 - f. **Lifeguards** at each 4-H camp aquatic activity (including swimming, watercraft, etc.) must have:
 - iv. Certification as a lifeguard by a nationally recognized certifying body or equivalent certification, and
 - v. Written documentation that they have demonstrated skill in rescue and emergency procedures specific to the aquatic area and activities guarded.
3. **Swimming Instruction** (swimming lessons)
 - a. Certification from a nationally recognized certifying body or equivalent certification,
 - b. In addition, a lifeguard (or lookout) who is out of the water continuously watching over the activity if the instructor is in the water with participants, and
 - c. If non-certified instructional assistants are used, then they must function under the direct supervision of a certified instructor, follow the specific directions of that instructor, and have demonstrated elementary rescue skills.



Canoe/Kayak Instruction

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

- 4. See your 4-H Center-specific appendix for more information.

M. Verification of the Skills of Volunteer and Paid Staff Who Instruct or Assist with 4-H Camp Programs and Specialized Activities

- 1. Each 4-H Center should have written evidence of the skills of each 4-H camp volunteer and paid staff member who teaches or assists in specialized program activities. “Specialized activities” are defined to be those that have the following characteristics.
 - a. Activities that require equipment, animals, or tools whose use by campers requires supervision by a person skilled in their use,
 - b. Activities that involve camper use of fire or camper use of heat-producing equipment or substances, and
 - c. Activities that require injury-protection equipment (helmets, goggles, padding).
- 2. Types of specialized programs or activities that may be offered during 4-H camp include:
 - a. Shooting sports (including archery, riflery, etc.),
 - b. Challenge course,
 - c. Watercraft activities (canoeing and kayaking),
 - d. Horsemanship and horseback-riding,
 - e. Outdoor cooking,
 - f. Gymnastics,
 - g. Bicycling,
 - h. Model rocketry,
 - i. Power tools,
 - j. Lacrosse, and
 - k. Other activities that have one or more of the characteristics listed in #1 above.
- 3. Written evidence should be reviewed and evaluated by the Extension faculty/staff (or other person serving as 4-H Camp Unit Leader) or the 4-H Center program director prior to the start of the activities.
 - a. For aquatics, low ropes, high ropes, climbing, and related outdoor adventure activities, this written evidence of skills should be reviewed and verified by the aquatic’s director and/or program director.
 - b. For horsemanship and horseback-riding, this written evidence of skills should be reviewed and verified by the horse program director and/or program director.
- 4. See your 4-H Center-specific appendix for more information.

N. Supervision of 4-H Camp Programs and Specialized Activity Leaders

- 1. Each 4-H Center should have written documentation completed by the 4-H Center program director, center director, or other supervisor of **regular observations** that verifies that



specialized activity leaders do the following (particularly in the areas of aquatics, adventure/challenge, and horsemanship):

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

O. Supervision Ratios for 4-H Camp Programs and Specialized Activities

1. Each 4-H Center should establish staff to camper ratios for all specialized activities. Camper ratios for additional classes and specialized activities developed by unit Extension faculty/staff and volunteers should be identified on a 4-H Camp Specialized Program/Class Description Form (See *RESOURCE 12-2* at the end of this section.)
2. 4-H Centers with horsemanship activities should establish minimum ratios of trained riding staff to participants for each type of horseback-riding activity, and ratios for camper supervision that include a minimum of two staff members at all times (at least one of whom is an adult).
3. See your 4-H Center-specific appendix for more information.

P. Operational, Safety, and Emergency Procedures for 4-H Camp Programs and Specialized Activities

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



Q. Safety Orientation and Competency Demonstration for 4-H Camp Programs and Specialized Activities

1. Each 4-H Center should develop procedures for providing 4-H camp participants with a safety orientation before engaging in any specialized program activity. This “safety orientation” should include established safety regulations and emergency procedures.
 - a. This orientation should address safety regulations; characteristics, boundaries, and potential hazards related to the program area; expectations for the use of protective equipment; and expectations for the use of safety signals and related practices.
 - b. Procedures for canoeing and kayaking should also address:
 - i. Boarding, debarking, trimming, and movement on the craft,
 - ii. Required use of personal flotation devices, and
 - iii. Self-rescue for capsized canoes/kayaks.
2. Each 4-H Center should require that 4-H camp participants be closely monitored until they demonstrate competency before using specialized equipment for 4-H camp activities.
3. See your 4-H Center-specific appendix for more information.

R. Firearms and Ammunition Control at 4-H Centers

1. When not in use, all 4-H Center firearms must be stored in a locked cabinet or closet within a locked room or inaccessible area for redundant safety.
2. The ammunition for those firearms must be stored under lock in either a third location or container. Access to firearms and ammunition must require a separate key or access system.
3. Law enforcement officers that may attend 4-H camp are required to lock their firearms in a secure location (gun safe or police vehicle) while attending.

S. Range Control for Archery, Riflery, and Related Shooting Sports Programs and Activities at 4-H Camp

1. All 4-H Center shooting sports activities (i.e., archery, bb/pellet, small-bore riflery, shotgun, skeet, etc.) must utilize clear safety signals and range commands to control firing-line activity and the retrieval of ammunition shells, arrows, and targets.
2. Shooting ranges should:
 - a. Be designed so that there is a bullet trap, archery stop, and a supplementary backstop and specific safety zone behind the targets;
 - b. Have clearly delineated rear and side safety buffers that are known to the camp population;
 - c. Have a clearly defined “firing line;” and
 - d. Have a backstop system and plan to recover or contain spent lead bullets so that they may be safely removed from the environment and disposed of appropriately.

T. Protective Headgear and Appropriate Apparel for Specialized 4-H Camp Programs and Activities

1. All 4-H camp participants in the following activities must wear appropriate protective headgear that is designed specifically for the activity:
 - a. Bicycling,
 - b. High Ropes Course,
 - c. Climbing (rock and wall climbing),
 - d. Caving,



- e. Rappelling,
 - f. Horsemanship,
 - g. Horseback Riding,
 - h. Pony rides,
 - i. Boarding (skateboarding, mountain boarding, etc.), and
 - j. Activities involving any kind of motorized vehicle.
 - k. Some low ropes course elements may also require protective headgear if belaying is involved (contact your 4-H center program director for more information)
2. In addition to headgear, horsemanship and horseback riding staff and participants must wear closed-toed shoes (or boots) and long pants/jeans.
 3. See your 4-H Center-specific appendix for more information about other apparel that may be required for specific 4-H camp activities.

U. Emergency Information and Details for Out-of-Camp Activities, Overnights, and Trips

1. A copy of the signed 4-H Health History Report Form – which provides insurance information and signed permission-to-treat – must be included (for all participants) on all 4-H out-of-camp, overnights, or trip activities.
2. In addition, the following details for these activities must be planned in advance and provided to a designated person who remains at the 4-H Center or main site at a unit 4-H event:
 - a. Full Roster to include leaders, participants and home base contacts information and itinerary.
 - b. Departure/return times,
 - c. Inclement weather plans;
 - d. Intended route(s); and
 - e. Communication with the designated person at the main camp.
 - i. See your 4-H Center-specific appendix for more information.

V. Policies and Procedures for Overnight Camping Trips or Trips with Specialized Activities

Any 4-H Center or Unit that provides 4-H camp overnight and trip programming with specialized activities must provide training to participants and staff regarding the following procedures:

- a. Inclement weather plans
- b. Trail routes and emergency procedures
- c. Safety regulations and proper use of specialized equipment if necessary (harnesses, protective gear, etc.)
- d. Camp Stoves
 - i. Safe use of camp stoves and flammable liquids and
 - ii. Requirement that supervision and care must be provided until competency with camp stoves is demonstrated.
- e. Drinking Water
 - i. All drinking water must be obtained from tested or approved water sources, or boiled, filtered, or chemically treated.
- f. Food/Food Utensils
 - i. Food must be prepared and stored under safe and sanitary conditions, with particular care given to maintaining potentially hazardous foods at proper temperatures.



- ii. Food utensils must be cleaned and sanitized after each use and protected from contamination between uses.
 - g. Environmental Impacts/Leave No Trace
 - i. Procedures must be followed to minimize environmental impact on campsites or natural areas. Leave-No-Trace principles are recommended.
 2. See your 4-H Center-specific appendix for more information. Units conducting these type activities should submit a risk management planning worksheet to the State 4-H Office for review. Link to form: https://www.pubs.ext.vt.edu/content/pubs_ext_vt_edu/en/388/388-051/388-051.html

W. Use of Public Providers of Specialized 4-H Camp Activities

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

X. PROPER USE OF Golf Carts, ATVs, RTVS and other Electric/Gas Utility-Type Vehicles (EGUVs)

1. In most cases, 4-H Centers do not use, provide, or allow ATVs at 4-H camp, however, golf carts are found at each Center. The 4-H Center program director and center director should approve the use of the ATV or additional EGUVs as a part of the 4-H camping program. The following guidelines must be met when using any EGUV and users are required to sign a form stating they have read and understand these guidelines. See Resource 12-3 for form.
 - a. Staff (VCE, Camp Staff, and Volunteers) shall be legally and financially responsible for the operation of the golf cart including any damages that result from operation of the EGUVs by the staff and or their authorized or unauthorized operators.
 - b. EGUVs shall be secured at all times to prevent unauthorized use and theft. Keys should be removed and the parking brake engaged when unattended.



- c. Driver must have a VALID driver's license to operate a golf cart.
- d. EGUVs must be operated safely at all times. Golf carts are not to be driven in a reckless manner
- e. EGUVs are limited to manufacturer's capacity; beds are not to be used for passenger use.
- f. Passengers must keep their heads, legs, and arms within the cab of the vehicle at all times.
- g. Individual operators shall always consider the terrain, weather conditions, and pedestrian and vehicular traffic which may affect the ability to operate the EGUV safely.
- h. EGUVs can be used to transport mobility-impaired individuals.
- i. EGUV operators are required to provide immediate notification to their supervisor of any accident involving the EGUV.

Failure to follow these procedures could result in the loss of privilege to use EGUVs by the individual and in some cases the entire facility.

Y. Safety Apparel for 4-H Camp Boarding Programs (includes Skateboarding, Mountain-boarding, and Similar Activities)

- 1. All participants (campers, staff, and adults) in boarding activities must wear helmets and knee and elbow pads.
- 2. See your 4-H Center-specific appendix for additional information.

Z. AQUATICS: Use of Public Aquatic Sites and Aquatic Sites Away from the 4-H Centers

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

AA. AQUATICS: Use of Lookouts at 4-H Camp

- 1. Each 4-H Center must provide a lookout for aquatic activities. The lookout must be oriented to his/her responsibilities and be required to demonstrate elementary forms of non-swimming rescue.
- 2. Lookouts should stay alert and focused on their responsibilities at all times while on duty. A rotation of lookouts should be used to avoid lookout fatigue.



BB. AQUATICS: Age of Aquatic Staff at 4-H Camp

1. Consistent with state law (Virginia Department of Labor), 15-year-olds cannot be employed by 4-H Centers in lifeguard positions at rivers, streams, lakes, ponds, quarries, piers, or ocean side beaches.

CC. AQUATICS: Supervision Ratios for 4-H Camp

1. Each 4-H Center has supervision procedures for aquatic activities which identify:
 - a. Minimum ratios of aquatic-certified personnel and lookouts on duty for each aquatic activity, Current ratios are 1 lifeguard per 25 swimmers. A minimum of 2 guards are required whenever the pool is open.
 - b. Ratio of aquatic supervisors to campers, including a minimum of two staff members who are on-duty at all times (at least one of whom is an adult), and
 - c. All aquatic-certified persons and lookouts must be attentive to their responsibilities at all times and located in positions from which they can continuously observe and readily assist participants.
2. See your 4-H Center-specific appendix for more information.

DD. AQUATICS: Impaired Mobility Procedures for 4-H Camp

1. Whenever possible, 4-H Centers should accommodate persons with disabilities and those who have limited or differential mobility.
2. Each 4-H Center has procedures and safety regulations to protect persons with limited mobility such as persons in wheelchairs. If a person in a wheelchair uses a small craft (such as a canoe), seatbelts or ties must be removed from persons in wheelchairs.
3. On docks, piers, or near bodies of water, some type of physical barrier should be used to prevent wheelchairs from accidentally rolling into the water.
4. See your 4-H Center-specific appendix for more information.



EE. AQUATICS: Accountability and Related Safety Systems for 4-H Camp Aquatic Programs and Activities

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

FF. AQUATICS: Participant Classification for 4-H Camp Aquatic Programs and Activities

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

GG. AQUATICS: Condition of 4-H Center Swimming Pool

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

HH. AQUATICS: Condition of 4-H Center Natural Bodies of Water

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

II. AQUATICS: 4-H Center Staff Swimming Policies

1. See Section 11: 4-H Camp Human Resources.

JJ. AQUATICS: Demonstration of Watercraft Rescue Skills

1. Each 4-H Center must have written documentation that every 4-H camp watercraft (canoeing and kayaking) lifeguard has demonstrated skill in water rescue and emergency procedures specific to the type of water and activities being conducted.
2. See your 4-H Center-specific appendix for more information.

KK. AQUATICS: Use of Personal Flotation Devices for 4-H Camp Aquatic Activities and at Public Aquatic Facilities

2. Each 4-H Center requires that 4-H camp participants, staff, and lifeguards in all watercraft activities (canoeing, kayaking, etc.) must wear personal flotation devices (PFDs) – that are safe for use – at all times.



3. PFDs must be Coast Guard approved, appropriate for the size and fit for each user, sufficiently buoyant to support each person, and in working condition.
4. In most cases, public aquatic facilities are not used for watercraft activities as part of the Virginia 4-H camping program. However, when public aquatic facilities are used, each 4-H Center is required to require that PFDs be worn by all participants in watercraft activities. These PFDs must be safe for use and appropriately rated for the watercraft and the activity.

LL. AQUATICS: Watercraft Safety for Adults, Families, and Staff

1. Watercraft activities (canoeing, kayaking, etc.) at each 4-H Center are only available to youth and adult user-groups, families (with parents/guardians present and supervising), and staff when supervised by certified personnel.
2. In these situations, these groups must wear personal flotation devices at all times, they must follow safety regulations for the waterfront area, and they must use a designated check-out system for equipment.
3. All individuals using watercraft equipment are given instruction and/or information on the following:
 - a. Boarding and debarking, trimming and movement in the craft.
 - b. Self-rescue should the watercraft capsize or flood.
 - c. Proper fitting and use of PFDs

MM. ADVENTURE/CHALLENGE: Use of Spotters and Belayers at 4-H Camp

1. Each 4-H Center requires that spotters and belayers be used as appropriate during adventure/challenge activities.
2. Each spotter and belayer should be instructed in proper challenge course procedures and directly supervised until competency on the course is demonstrated.
3. Spotters and belayers should be placed/located in positions from which they can continuously observe and quickly assist any participant.

NN. HORSE: Classification and Suitability of Horses for 4-H Camp

1. Horses should be classified (by riding staff) according to various rider skill levels before participants are placed on the horses.
2. Each day, the physical soundness of each horse should be checked prior to being ridden or mounted and unsound horses should be removed.
3. See your 4-H Center-specific appendix for more information.

OO. HORSE: Horse Rider Classification for 4-H Camp

1. For 4-H Centers that offer horseback riding, riding staff should evaluate and classify each participant's riding ability, and assign each participant to horses, equipment, and activities that are commensurate with his or her ability.
2. See your 4-H Center-specific appendix for more information.

PP. HORSE: 4-H Center Horse Riding Facilities

1. Riding facilities for horse programs (including stables, corrals, paddocks, and riding rings) should be located away from living areas, with procedures in practice to control access.
2. Riding facilities should also be clean and free from accumulation of manure and should have a plentiful supply of fresh water.



3. See your 4-H Center-specific appendix for more information.

QQ. HORSE: Handling of Horse Medications During 4-H Camp

1. Horse medications must be handled only by persons who are trained (or experienced) in their safe use.
2. Horse medications must be stored in a locked area and their use must be controlled.
3. See your 4-H Center-specific appendix for more information.

RR. HORSE: Protective Headgear for Horseback Riding

1. The policy of Virginia Cooperative Extension and Virginia Tech requires that all individuals participating in horseback riding activities wear approved headgear under the age of 18.
2. Adults choosing not to wear approved headgear must sign a waiver stating they understand the risk. (See RESOURCE 12-1; *Equine Release, Waiver, and Indemnification Form*)



RESOURCE 12-1: Equine Release, Waiver, and Indemnification Form

See VCE Publication: [Virginia Polytechnic Institute and State University Equine Release, Waiver, and Indemnification Statement | VCE Publications | Virginia Tech \(vt.edu\)](#)

RESOURCE 12-2: 4-H Camp Specialized Program/Class Description Form

See VCE Publication: [Risk Management Planning Worksheet for 4-H Programming | VCE Publications | Virginia Tech \(vt.edu\)](#)



RESOURCE 12-3: Proper use of Golf Carts and other Electric/Gas Utility-Type Vehicles (EGUVs) Form

PROPER USE OF Golf Carts, ATVs, RTVS and other Electric/Gas Utility-Type Vehicles (EGUVs)

Staff (VCE, Camp Staff, and Volunteers) shall be legally and financially responsible for the operation of the golf cart including any damages that result from operation of the EGUVs by the staff and or their authorized or unauthorized operators.

- EGUVs shall be secured at all times to prevent unauthorized use and theft. Keys should be removed and the parking brake engaged when unattended.
- Driver must have a VALID driver's license to operate a golf cart.
- EGUVs must be operated safely at all times. Golf carts are not to be driven in a reckless manner
- EGUVs are limited to manufacturer's capacity; beds are not to be used for passenger use.
- Passengers must keep their heads, legs, and arms within the cab of the vehicle at all times.
- Individual operators shall always consider the terrain, weather conditions, and pedestrian and vehicular traffic which may affect the ability to operate the EGUV safely.
- EGUVs can be used to transport mobility-impaired individuals.
- EGUV operators are required to provide immediate notification to their supervisor of any accident involving the EGUV.

Failure to follow these procedures could result in the loss of privilege to use EGUVs by the individual and in some cases the entire facility.

I verify that I have read and understand the regulations governing the use of EGUVs. I have a valid driver's license, and I will report any revocation, suspension, or restrictions, and will cease operating EGUVs until the matter is resolved.

Printed Name _____

Date _____



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APPENDIX A: 4-H CAMPING RESOURCES SUMMARY

- RESOURCE 3-1: Targeting Life Skills Model
- RESOURCE 3-2: How Do Youth Benefit from 4-H Camping in Virginia: Youth Development through 4-H Camping
- RESOURCE 3-3: Experiential Learning Model
- RESOURCE 3-4: Virginia's 4-H Educational Center Service Areas
- RESOURCE 6-1: Risk Management Emergency Card
- RESOURCE 6-2: Virginia 4-H Records Retention Schedule for 4-H Forms,
- RESOURCE 6-3: Risk Management Planning Worksheet for 4-H Programming
- RESOURCE 6-4: Risk Management Flowchart for New 4-H Camping Programs, Classes, and Activities
- RESOURCE 6-5: Virginia Cooperative Extension Volunteer Screening Guidelines
- RESOURCE 6-6: Virginia Forms Matrix
- RESOURCE 6-7: Organizational Chart for Virginia 4-H
- RESOURCE 7-1: Virginia Cooperative Extension Programming Model
- RESOURCE 7-2: 4-H Camp Program Planning Checklist
- RESOURCE 7-3: Suggested Monthly Timetable for 4-H Camp Planning
- RESOURCE 7-4: 4-H Camp Marketing and Promotion Checklist
- RESOURCE 7-5: Media Release Form
- RESOURCE 7-6: Virginia 4-H Camping - Camper Survey
- RESOURCE 8-1: 4-H Camp Emergency Driver and Vehicle Checklist Form
- RESOURCE 8-2: Permission to Use Personal Vehicle Form
- RESOURCE 9-1: 4-H Health History Report Form
- RESOURCE 9-2: 4-H Adult Health History Report Form
- RESOURCE 9-3: Generic Waiver Form
- RESOURCE 9-4: Special Dietary Needs Form
- RESOURCE 9-5: 4-H Medication Form
- RESOURCE 9-6: 4-H Camp Medication Summary Form
- RESOURCE 10-1: 4-H Camp Participant Early Release and Withdrawal Form
- RESOURCE 10-2: The Virginia 4-H Standardized Code of Conduct
- RESOURCE 10-3: Standards of Behavior for Virginia 4-H Volunteers
- RESOURCE 10-4: Guide for Mandated Reporters in Recognizing and Reporting Child Abuse and Neglect
- RESOURCE 10-5: Accident/Incident Report Form
- RESOURCE 11-1: Application for Volunteer 4-H Camp Teen Counselor,
- RESOURCE 11-2: 4-H Camp Teen Counselor Reference Form,
- RESOURCE 11-3: 4-H Volunteer Application/Enrollment Form
- RESOURCE 11-4: 4-H Camp Teen Counselor-In-Training Position Description
- RESOURCE 11-5: 4-H Camp Teen Counselor Position Description
- RESOURCE 11-6: 4-H Camp Adult Volunteer Position Description
- RESOURCE 11-7: 4-H Camp Summer Staff Member Position Description
- RESOURCE 11-8: Core Content Training Checklist for 4-H Camp Staff (Paid and Volunteer)
- RESOURCE 11-9: Strategies for Fulfilling 4-H Camp Staff Training Requirements
- RESOURCE 11-10: Documentation of Training Form for 4-H Camp Staff
- RESOURCE 12-1: Equine Release, Waiver, and Indemnification Form
- RESOURCE 12-2: 4-H Camp Specialized Program/Class Description Form
- RESOURCE 12-3: Proper use of Golf Carts and other Electric/Gas Utility-Type Vehicles (EGUVs) Form