

OVERVIEW OF THE AMERICAN YOUTH FOUNDATION

MISSION

The American Youth Foundation dares people to discover and celebrate the very best in themselves and others, inspires them to explore diverse perspectives and complex challenges, and emboldens them to live courageously, engaging their full capacity.

OUR VALUES

We believe how we act and interact reflects who we are as a community. In practice, at the AYF we value...

Investing in Youth

Empowering youth is the core of our mission. We aim to offer equitable access to outdoor, experiential adventures. We seek to amplify youth voices as they recognize their own agency, articulate their ideas, and act with bold purpose throughout their lives.

Stewarding the Environment

Our programs foster a sense of respect and reverence for the natural world. We commit to using only what we need in order to minimize our impact on the planet. We practice environmental stewardship, conserving resources for future generations and offering the experience of connecting deeply with the natural world

Enkindling Inner Sparks

Each person has inherent strengths and passions that, when ignited, form the foundation of best self and a balanced life. We challenge people to be brave, think creatively, develop wholehearted social connections, and explore their values and beliefs.

Belonging in Community

Our communities are joy-filled, optimistic, hopeful places where each person is encouraged to explore through play and express their own authentic spirit. We aspire to create spaces where all people are included and feel a sense of belonging. In these thriving program communities, diverse perspectives provide a foundation to build greater understanding and foster equity.

Growing Together

Teamwork and collaboration provide essential tools for overcoming challenges. We believe powerful growth happens when we live in community, set boundaries, and take healthy risks. To adventure daringly with the support of others is an opportunity to put our best selves into action.

OUR COMMITMENT TO EQUITY AND INCLUSION

The American Youth Foundation invites all people to be their own best selves, and we seek to create communities where no one is intentionally excluded because of who they are. We enthusiastically welcome staff and participants with diverse backgrounds, experiences, and identities. The AYF continually assesses our practices through a broad lens of cultural competency and is committed to taking action and changing for the better of all.

We value each person's right to fully experience our programs free from prejudice and harassment based on race, ethnicity, gender identity and expression, sexual orientation, religious affiliation, or other aspects of their identity. We believe the diversity within our program communities enriches the learning for all, provided everyone feels safe to be their own best self.

All reasonable efforts will be made to accommodate participants with different experiences, conditions, strengths, and abilities. Our goal is to include as many participants as possible; however, we are limited in what we can provide in terms of medical care. We partner with families in a thorough medical review process to determine if we can safely serve their child.

PROGRAM PHILOSOPHY

American Youth Foundation programs bring the mission to life, challenging individuals to act at their best. Programs actively engage participants in creating communities where all feel welcome and respected. In these safe environments, individuals can learn and grow. Days are filled with activities that are fun, encourage creativity, and allow participants to take on real responsibilities in the care of themselves, one another, and the world we live in. Staff support participants as they problem solve challenges, developing resilience, confidence, and a greater sense of who they are and what they can achieve.

As young people face an increasingly complicated and pressured world, the need for helping youth develop character is more important than ever. We believe participants in AYF programs will:

- Approach life with clearly defined goals
- Strive to be their own self, at their very best, all the time
- Act in ways that are consistent with their values
- Gain cultural competency by practicing equity and inclusion in a diverse community
- Discover and develop their capacity to make a difference in their communities and the wider world

OUR MOTTO

The American Youth Foundation's motto, "My own self, at my very best, all the time," is the framework for discovery and growth within our programs. We begin by creating communities at Merrowvista and Miniwanca where young people feel welcome to be their own selves and where they are encouraged to discover who they are and what they are capable of. AYF programs provide opportunities for participants to explore what it means to be at their best— not the best, but their own best selves.

Our program activities are intentionally designed to allow young people to put their best selves into action, challenging them to unlock their highest potential and discover their unique gifts that can positively affect the world around them. Once participants have practiced being their own selves at their very best, they are better prepared to bring that awareness to their actions each day— all the time.

"All the time" does not mean perfection. Instead it invites participants to be mindful that all they do and say affects themselves, the people around them, and the world around them.

It is about the best we can bring to any given moment and recognizing when they are not at their best so they can strive to do better next time.

“My own self, at my very best, all the time” invites everyone to celebrate our own selves (our own uniqueness and value), to strive to be at our very best (our own best, guided by our beliefs), all the time (inspiring mindfulness and resilience). Our hope is that every person immersed in the AYF experience will find the motto as a source of inspiration throughout their life.

PROGRAM OUTCOMES

We seek to create quality experiences that are both fun and lead to intentional learning. We believe that in order to have fun and learn, participants must first be and feel safe. AYF programs are built to achieve the specific programmatic goals of our partners, as well as the following outcomes:

1. Best Self

AYF programs provide participants with opportunities to discover and develop their best selves. Days at Miniwanca and Merrowvista are filled with new experiences, successes, and moments of challenge. These experiences are designed to encourage participants to stretch as they develop a deeper understanding of who they are and what they are capable of achieving. They will feel valued for their unique gifts, gaining confidence while taking advantage of opportunities to put their best self into action.

2. Balanced Living

Seeking balance in the mental, physical, social, and religious or spiritual aspects of our lives is a key element of developing best self. These pillars, or four folds, are represented in our logo and serve as another framework for our camp and conference programs as participants are encouraged to stretch their minds, bodies, hearts and spirits. Our days at camp and on-trail are designed to allow young people to practice balance and to gain an understanding of its importance and connectedness to best self.

3. Inclusive Community

One of the most powerful aspects of AYF programs is the intentional creation of communities in our beautiful locations, set apart from their daily routine. Each participant is encouraged to discover and be their own ‘best self’, and to see and respect the best in others. Participants create shared expectations for how they will have fun and work together successfully, with safety and kindness at the core. Programs provide opportunities to strengthen relationships in newly forming groups. Participants practice acting with integrity as they navigate individual and group challenges, and share in the responsibility of caring for their newly formed community.

The AYF encourages participants to develop skills important to creating and maintaining healthy friendships as they gain a greater understanding of their role and value within a group. When youth live in, and care for, the communities created in AYF programs, they also gain a greater understanding of the impact of their actions on the world around them.

4. Make a Positive Difference

Participants actively engage in creating and caring for the communities at Miniwanca and Merrowvista. Regular conversations throughout each day invite reflection on what they did,

why, and what impact their actions had—both positive and negative. These conversations might range in topic from how a group approached a team challenge to where our food waste goes. This immersion in an intentional community allows participants to gain a greater understanding of the positive difference they can make. Staff members guide participants in making connections between camp and home, developing a greater understanding of how their actions each day have the power to make a positive difference in their communities and the world around them.

GUIDING PRINCIPLES

In recent years, we have found that in order to achieve our mission it is necessary to expand our lens. Mindfulness around how we build community and how we use resources in program, in our communities, and around the world, is central to our fulfillment of our mission.

We believe by providing programs that include AYF's Sustainability and Food Program Guiding Principles, we can better prepare young people to be their best selves in meeting the increasingly complex problems facing our world.

And in all of our efforts and in all of our relationships we are fully committed to non-discrimination.

1. Sustainability Guiding Principles

The American Youth Foundation strives to inspire staff and participants to act with intention. The good that comes from these actions should far exceed their cost. We seek to produce more than we consume. We will use renewable resources when we can. We will not only protect our environment, but ensure that it flourishes. We believe this effort is required to sustain not only the AYF, but all life in the greater world. We acknowledge that our footprint has far-reaching effects, and we intend to set an example for how to live a cleaner, more balanced life.

2. Food Program Guiding Principles

We strive to:

Inspire respect and reverence for food, understanding the blessing and value of the food that we have and the knowledge that many in our world will go to bed hungry.

Reduce the carbon foot print of our food programs, both in getting food to our tables and reducing our waste. We will be mindful of how far our food travels to reach our table, choosing local options when possible. We will focus on composting and reducing food waste.

Educate and empower participants and staff toward action. Spend time talking about what and why we are eating, why we compost and weigh our ORT. We will be mindful of the link between how we fuel our bodies and the development of our Best Self.

Develop menus that provide a variety of healthy options for our participants and staff. We will seek to offer premium fuel menu options including whole grains, fresh fruit and vegetables.

3. Nondiscrimination

Recognizing the full value of all, the American Youth Foundation affords equal opportunity for employment and program participation to all individuals on the basis of merit and/or eligibility without regard to race, color, sex, pregnancy, sexual orientation, gender identity, familial status, religion, national origin, citizenship, disability, age, military status, or any other basis prohibited by law.

OUR PROGRAMS AT MINIWANCA

1. In Camp Programs

We serve students ages 8-17, or entering grades 3-12. All of our campers live in community together, but are separated into three age groups. Darers are our youngest campers, who are entering grades 3-5. Seekers are our middle school campers in grades 6-8, and Avail is our high school program for campers in grades 9-12.

Regardless of age, campers have a typical daily schedule that includes community time, interest groups chosen by the camper, free time, Nights Doings, and Evening Reflection. Campers are organized into four Quads, which is a way to build community across ages. Girls campers are sorted into the Dunes, Ridges, Trails, and Draws. Boys campers are sorted into Sands, Creeks, Breakers, and Beaches. The different quads come together for our Quad Games and Quad Cup competitions, allowing campers to form community across camps.

2. Four Trails Programs

The Four Trails Program is a progressive leadership and individual achievement based programs. For each year of high school, campers will embark on increasingly longer and more challenging wilderness treks away from Camp Miniwanca. These treks change from year to year, but typically involve either backpacking or canoeing/kayaking. Campers begin their summer in community and prepare for their trip. They then leave with their group and Leaders to participate in the trek. Finally, they return to Miniwanca to rejoin the community and reflect on the journey they just accomplished. Boys Camp and Girls Camp both send campers on all 5 of the trip groups.

The different trips are split into programs named Trailblazer (8th grade), Explorer (9th grade), Adventurer (10th grade), Voyager (11th grade), and Odyssey (12th grade).

3. National Leadership Conference

The National Leadership Conference (NLC) is an annual, week-long program which invites participants from across the nation to join our community and build upon their pre-existing leadership skills. Participants can attend the conference for 4 years, and each year has its own curriculum and goals for participants. Individuals can begin their NLC program if they

are currently a high school student, regardless of which grade they are in. NLC is the original program facilitated by the American Youth Foundation and has a long-standing tradition of being one of the most prestigious and impactful programs the foundation provides.

4. Community and Schools Programs

During the fall and spring, Miniwanca hosts several school and community groups from around the country. We also host events in other locations through partnerships such as Purina. These programs all include the American Youth Foundation philosophy and program goals, adapted to serve the unique needs of various groups.

5. Adult Programs

The American Youth Foundation also hosts adult programs, including the Summer Seminars for Women, Spark Adult Retreat, and Alumni/Family Weekend. These are ways for adults to engage with the American Youth Foundation throughout their life. The Summer Seminars for Women often overlaps with our summer camp programming.

A DEEPER LOOK AT BALANCED FOUR-FOLD LIVING

The programs of AYF seek to help young people understand and practice being their “Best Self”. Seeking balance in the mental, physical, social, and religious or spiritual aspects of our lives is a key element of developing Best Self. Our days at camp, and on-trail, are designed to allow campers to practice balance, and to stretch their minds, bodies, hearts, and spirits.

In looking at Balanced Living as a part of developing our Best Self, it is important to recognize that it is nearly impossible to focus on only one fold at a time. The most physical of activities also engage the mind and the spirit, and the same can be said for mental, social and religious. However, it is helpful to clarify what we mean when we speak of the four folds.

The Mental Fold

AYF’s goal for the “M-fold” is to help campers awaken their minds in active not passive ways. Our program experiences are specifically designed to promote and develop critical thinking and more imaginative problem solving. When at their best, we hope campers focused on their mental-fold will feel called to pursue creative solutions to problems both small and grand, seeking always to find the most right solutions - solutions that complement their highest ideas and ideals.

The Physical Fold

The “P-fold” encompasses how we care for and strengthen our physical beings, as well as our care for the physical world. While at camp, individuals are challenged to exercise, eat well, and practice good hygiene. We seek to teach campers to appreciate and respect their body and abilities. Focusing on our P-fold, we develop healthy habits and expand our physical aptitude. We also practice caring for and protecting the physical world around us,

gaining a better sense of our use of resources and our impact on the environment, which in turn impacts our physical selves, and all physical beings.

The Social Fold

AYF builds with great intention, caring communities where diverse people are gathered and engaged. Community: living with others in common unity despite differences, simply put, the “S-fold”. We welcome all our campers and hope to instill in them a sense of pride for who they are and a sense of respect for others like and unlike them. We call upon campers to gain the skills and desire necessary to navigate with love a dynamic social fabric that reflects in part the diversity in our wider world. Campers explore what it means to be a good friend, a good person and what it means to share their gifts with others. Our Own Selves, at our Very Best, All the Time, with a variety of people in a variety of situations, all the while allowing others to be their Own Selves – this is the work of the S-fold.

The Religious Fold

The “R-fold” involves much more than what campers and staff might usually think of when referring to religion or religious practices. When we focus on the R-fold, we’re taking time to connect with our own “*Best Selves*,” to explore the beauty inside each of us, and to acknowledge our connection to something greater than ourselves. We are developing the essential values that give our lives direction and meaning. Taking time to reflect on our inner lives, to discuss and affirm our faith and beliefs, while also listening to and respecting other’s beliefs, grounds rather than dividing us in community and informs our actions in this world. Many believe the R-fold forms the foundation upon which the Mental, Physical and Social folds should be built.

A NOTE ON OUR INTERFAITH COMMUNITY

As we create community in our camps, AYF seeks to create interfaith communities. We seek cooperative and positive interaction between people of different religious or spiritual traditions, with the aim of seeking common ground in belief. We seek to promote understanding between different religions and belief systems to increase tolerance toward others. And we believe that by talking about our belief system, and listening to others’ talk about theirs, our own faith, beliefs, values will be strengthened. Participating in community, in dialogue, is just as essential for spiritual development as moments of reflection.

Certain aspects of AYF programs are intentionally designed to have a more religious and spiritual emphasis, although we recognize it is nearly impossible to isolate one of the folds entirely. Most activities bring together several aspects of the four folds. R-fold activities, whether they are community circles, flag raising and morning reflection, vespers, evening reflections, or weekly community interfaith services, are grounded in traditions and rituals seeking to create sacred moments within the camp or conference experience. Research shows children need these moments of tradition and ritual – two things often overlooked in the busy lives of young people. They embrace the warmth, security and comfort created in such moments that connect them to something greater than themselves.

GUIDING ASSUMPTIONS

The AYF welcomes people of all faiths and traditions - That means Christians, Jews, Muslims, Buddhists, Hindu, atheists (believe there is no God) agnostics (searching for God), “spiritual but not religious”, and more. While this is a real gift of our community, this religious diversity can make individuals uncomfortable- particularly if they have strong family religious traditions or if they have no experience with religion. We seek to help campers to see that this religious diversity is a wonderful part of camp, and that having the chance to make friendships with people from different faith backgrounds is a great opportunity.

We believe that full development of a person’s spiritual side in their own traditions is part of being one’s Best Self — We create opportunities and ask them to reflect on their own beliefs and how those beliefs may inform their actions. It is important for all to understand we are not trying to change or convert anyone’s beliefs.

We value sharing of traditions in an atmosphere of acceptance and understanding — We are not seeking to create a debate where campers feel they need to defend their faith against people with different beliefs. Instead, we value listening to others and hearing their stories, which may be different from our own. It is okay to have open ended conversations in which the conclusion is, “We all believe different things, and this makes us a rich community.”

Understanding the traditions of others is part of development for living in the modern world. Our world is increasingly complex and diverse, and religious and spiritual beliefs significantly affect the actions of world citizens.

Spirituality is recognition that there is something greater than ourselves, a perception that all life is interconnected. Religion is a way of giving expression to that extraordinary sense of that connection and greatness. It gives a language with which to speak. As youth empowerment professionals, we want to help young people grow into healthy, happy confident adults who make good decisions in line with their values. We want to “encourage young people to be grateful and gracious, courageous in difficult times, and we want them to have a sense of joy and purpose.” (Sasso, Sandy). We want them to fully participate in communities, to recognize they can and should work to make a positive difference in their daily lives. All this is connected to acting on their faith, beliefs, and values, to living a balanced life, and being their Best Selves.

STAFF RESPONSIBILITIES

GENERAL EXPECTATIONS OF ALL STAFF

In this manual, you will find descriptions of aspects of Miniwanca's program, but they will not answer the question that is sitting most heavily on your mind, "What am I expected to do?" What follows is a summary of our responsibilities as staff:

1. Create the outcomes of the Miniwanca Camp program – Best Self, Balanced Living, Inclusive Community, and Make a Positive Difference should serve as a guide in work with campers.
2. The needs of campers and the interest and desires of parents must always be of primary concern. You are a role model for the campers in your care.
3. Maintain safety and quality as primary concerns.
 - Maintaining appropriate levels of supervision is a first step in safety. The 6:1 camper to staff ratio should be in place both on and off-site. The following

- specialized activities always require a minimum of two staff present and are never available for participation unless supervised: Aquatics, Challenge Course, Woodshop, Archery, and Four Trails Trips.
- Perform regular checks of all program spaces and equipment. Please check all equipment prior to participant use to ensure it is the right size and they can safely use it. Equipment and spaces should be checked for safety, maintained in good repair, and returned after use.
4. All staff are expected to participate in community activities, which include being present at meals, occasional free time supervision, Nights' Doings supervision and Evening Reflection.
 5. All staff actively participate in the care of our community – including dishes, general upkeep of grounds, participation in stewardship, and keeping personal living spaces clean and neat.
 6. Campers and staff should feel safe, valued and respected. Please be sure your words, tone and actions toward campers and other staff are respectful. If you encounter a situation where an individual is not being treated with respect, please intervene.
 7. As part of the Miniwanca team, all staff are expected to support each other. This may involve covering for a cabin leader during a meal, running a night's doings event, or reading a story to a cabin.
 8. Timeliness: Remember you are part of a team and people are counting on you to arrive at activities on time and prepared.
 9. If you find something in disrepair, please make an effort to repair it yourself before you ask for help by completing a work request form.
 10. Record and report any incidents or accidents incurred during programs.
 11. Use your time off wisely and make time for rest and renewal. During your off hours, remember that you represent Miniwanca. On trips, we travel to similar destinations each year, so it is important for the future of our program that you act with care.
 12. Taking care of yourself is taking care of your campers. Staff are expected to get enough sleep, eat a healthy balanced diet, drink plenty of water and wear sunscreen.
 13. Honest and direct communication is essential to the success of Miniwanca's team. Please share concerns, ideas and feedback in a timely manner. Reference groups and brief leader meetings are great resources for this.
 14. Maintain a sense of humor and have fun. Assume the best in our staff team. We all make mistakes, and we may be misperceived at times, so communication is essential. Ask questions in a kind, timely manner.

SUPERVISION

Miniwanca depends on the sound judgment of its staff for safe and effective programming. In order to ensure staff competence, every effort is made to select, train, supervise and evaluate staff during their time with Miniwanca.

We understand that it would be impossible to create a staff manual that covers all the potential problems or difficulties a leader might face while working with campers. It is our goal at Miniwanca to create a system which cultivates and supports good judgment within

staff. Our thorough selection, training, supervision and evaluation have as their goal the creation and maintenance of the highest level of good judgment of our staff. Under all circumstances, staff should exercise caution and great care in the execution of their duties. Every activity must be justified in terms of its risk versus benefit. Miniwanca is a Positive Youth Empowerment Institution interested in the success of our participants. A certain degree of risk is inherent in many of the activities in which we engage. There can be no justification on any staff member's part for increasing the risk to participants through inadequate planning, supervision or bold gestures intended to "push boundaries". **Safety is the primary concern of our organization.** At Miniwanca we have a long history of excellent and safe decision-making in our programming. This is possible because we train staff to the highest standards and encourage them to be prudent in the use of the activities with our participants.

STAFF TRAINING & EVALUATION

During both the academic year and the summer programs, staff receive a staff-training program and ongoing regularly scheduled training throughout their time at Miniwanca. During the training, the strengths and weaknesses of the staff are identified and the policies and procedures at Miniwanca are explained. Ample time is given for an accurate assessment of each staff member's capabilities and judgment. All staff are trained in First Aid or Wilderness First Aid and CPR. In addition, Miniwanca offers a Wilderness First Responder Course that is offered to our Four Trails trip leaders. All the various activities that staff will be responsible for are thoroughly explained and staff are grouped by their interest and ability level for more advanced instruction.

The ongoing training takes three forms:

- 1) Regular review and feedback from supervisors
- 2) A daily leader meeting in which staff meet to discuss concerns and interests that have resulted from their programming activities
- 3) Regular review and feedback from campers

Please keep in mind that feedback is the mutual responsibility of staff and supervisors. If there are any questions regarding expectations, roles, or responsibilities, staff should take the initiative to seek clarification from their supervisor.

Supervisor Evaluation

At Miniwanca, we value the continued growth of our staff through the evaluation and feedback process. Supervisors are available for on-going conversation and feedback as well as several formal check-ins throughout the season.

These conversations offer staff the opportunity to discuss their personal goals, as well as the supervisor's and Miniwanca's expectations. This is an opportunity for staff to ask questions, clarify expectations, and share what type of support they will need from their supervisor. Personal goals should be recorded on the evaluation sheet or attached to it.

Prior to or at the end of the first session, staff and supervisors will meet for a mid-summer check-in. This review will follow the evaluation form and should include written feedback (positive and constructive), should discuss how the staff member is doing on their personal goals, and document any areas of improvement the staff member should work on. If a staff member's performance is at a "needs improvement" level, the specific changes in performance should be outlined in writing.

The closing interview will again follow the evaluation form and will be the final written evaluation to be placed in the staff member's personnel file.

Activity Leaders will be observed at least once per session by a supervisor. This observation will be focused on activity instruction, including safety, appropriate instruction, management of hazards, knowledge of emergency procedures, teaching style, and group management. The observations will be written, following the format in the forms section, and will be shared with the staff member in a timely manner.

Leader Meetings

Each morning after breakfast, leaders and program staff will meet together. This is a time for supervisors and staff to communicate with each other about changes to the schedule or programming, identify "hot spots" or areas to watch such as tension between certain campers, and affirm each other throughout the summer. Staff can bring any concerns with campers or other staff to this meeting to problem solve in community.

Camper Evaluations

At the end of the first week of each session, campers will be given a one page "Fun, Safe Summer" survey asking them to share feedback about their camp experience. They will fill out these evaluations during a leader meeting, when they have the chance to write honest information that could help alert camp staff to any person or situation that is making them feel physically or emotionally unsafe. The Coordinators will review these evaluations and address any specific situations that arise. The information we gather will be held confidential, and we will help you to address any camper concerns in your cabin group.

HEALTH AND WELLNESS RESPONSIBILITIES

As a staff, we all share in the health and wellness of our camp community. This involves taking care of ourselves, as well as monitoring the health of our campers. Please keep the following in mind:

1. Please remind campers and cabin leaders that they will receive their medications from the Health Center staff during meals.
2. The Health Center clinic hours in Boys and Girls Camp **are after breakfast and after dinner and immediately after Vespers/Evening Reflection**. For minor first aid needs,

staff should try to treat and then make sure camper is seen by the health team during clinic hours.

3. First aid kits are available in multiple locations including the Mills Center, Graceland, East Camp Office, DDLC, the Activity Center, Lifeguard station, Boathouse, both Eating Lodges, Four Seasons, both Craft Houses, Miniwanca Vehicles, and the Health Center.
4. **Drink plenty of water and make sure your campers are drinking plenty of water.** We should all try to drink a minimum of 3 liters per day. Dehydration is often the reason for tiredness, nausea, headaches, and irritability. All can be prevented by drinking adequate amounts of water.
5. Sunscreen and hats are a must, and campers often forget this when they are not reminded.
6. Handwashing, Handwashing, Handwashing! Please encourage handwashing after the bathroom and especially before meals. All of us, campers and staff, should wash our hands before meals, remember the role model thing. Cruisers should not even think about cruising without first washing their hands.
7. Dish Duty. All dishes must be air dried before stacking. Moistness breeds germs and in order to prevent the spread of colds and stomach viruses, we need to be sure the dishes are cleaned and dried properly.
8. Poison Ivy spreads quickly especially in hot weather. Treat it promptly and wash hands after suspected contact to prevent spread.
9. Fatigue is worth monitoring – in both campers and you. Naps and an early bedtime can help prevent fatigue. If campers have trouble settling down at night, try reading a story when they are already in bed. As a staff member, you are responsible for making sure you get enough rest to be at your best. This means going to bed early enough to make it to flag raising (without looking like you just rolled out of bed!) and be ready for the day.
10. Blood-borne Pathogens Protocols – Gloves and CPR masks are located in all first aid kits. Gloves should be worn when cleaning potentially infectious materials, handling soiled laundry, and rendering first aid/CPR. A “sharps” container is located in the health center for disposal of needles and other “sharps”. Regulated waste other than sharps shall be placed in the appropriately labeled containers for removal or disposal and are found in the Health Centers. A disposal bag is also provided in first aid kits.
11. Miniwanca is a “peanut aware” facility which means we do not serve food that contains peanuts or peanut oils. We have peanut allergic campers and staff in the program, so it is important that foods containing peanuts or peanut oils are not brought onto site. Please do not provide snacks for your campers that contain peanuts or tree nuts.
12. Along with physical wellbeing, Mental Health is vital to having a successful summer. It is encouraged that staff members take care of their own mental health throughout the summer. If you or your campers need additional resources, the Care Team is here to assist you.

CREATING AND MAINTAINING OUR CAMP COMMUNITY

Creating and participating in a community based on respect for self, others, and the world around us, balanced living, and being our best selves is one of the most important elements of Camp Miniwanca. Research is showing that multiple, caring communities are essential to the healthy development of young people. Unfortunately, today finds fewer and fewer “communities” present in the lives of young people.

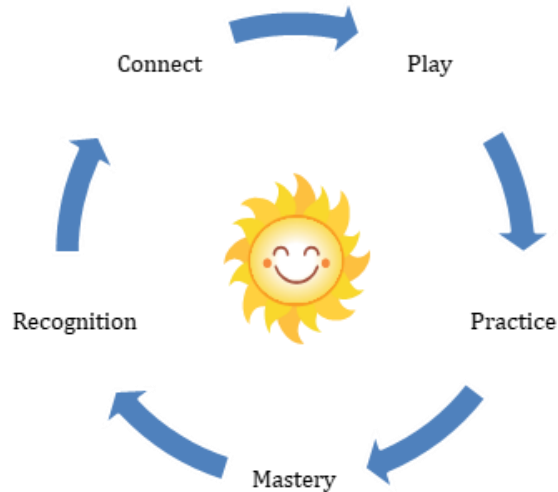
This lack of community makes our role as a camp even more important. The community the campers create provides valuable lessons in respect, responsibility, cooperation, communication, stewardship for our natural world, and leadership. One of the greatest lessons may be that we see what is possible – each person learns they CAN have a positive impact and that by working together we can create the kind of community where everyone feels safe, valued, and supported.

Creating this type of community doesn't just happen. As staff, we are responsible for planning activities that promote respect and cooperation. We are responsible for coaching campers on how to treat one another and we must intervene when words or actions are in conflict with our community values.

This section of your manual provides an outline for creating our camp community – preparing for opening day to intersession activities to closing interviews.

Build Connections and Play!

One of your responsibilities is to connect and play with campers. Research supports that Connectedness is a key to helping children grow into happy, confident adults. When children are connected to interested, interesting adults, it helps them become more resilient. A big part of your job is to let campers know you are interested in knowing them – connect and play with them.



Connection

- Connection to “best self”, to interested adults, to peers, to community with common purpose
- A strong sense of connectedness helps campers develop a sense of trust, security and safety which instills courage and the desire to take risks/try new things

Play

- Anything that utilizes the creative parts of your brain is considered play
- Through play we learn to create and sustain joy, learn how to fail, build imagination, build self-confidence, feel at ease in chaos and learn cooperation

Practice

- Through practice we develop control, discipline, persistence, ability to seek and receive help and discover more about oneself

Mastery

- Mastery of new skills helps to develop confidence, leadership, initiative, excitement for and about learning, increased desire to learn, self-esteem and internal motivation

Recognition

- Recognition helps campers feel part of the group, develops moral behavior, reinforces motivation, self-esteem and greater self-identity
- Leads to greater ...

Connection

- With groups, with Best Self, with peers who share a common purpose

As the cycle continues and connection increases, it increases the campers' ability to deal with adversity and create and sustain joy, both of which encourage happiness – happy, healthy individuals!

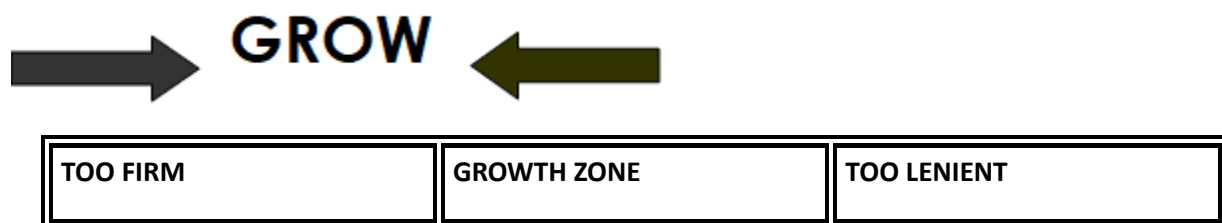
GROUP DEVELOPMENT AND STRATEGIES FOR BEHAVIOR MANAGEMENT

One of our primary responsibilities as staff is to ensure the physical, mental, and emotional safety of our campers. It is difficult to be away from home, away from the familiar, being asked to do challenging things. Campers are not able to take these risks or to grow, unless they feel safe, respected and valued.

It is probably wishful thinking to hope we can prevent all behavior issues from occurring in our community. After all, our campers live in a world full of put downs, cliques, unspoken codes of what to say and wear, sexual innuendos and harassment. It's not cool to celebrate successes, but it's very cool to laugh at someone else's expense. Hazing, initiation, roughhousing and competition are much more present than cooperation and learning to value the unique differences in people. When campers arrive at Miniwanca, we ask them to leave these negatives behind and to engage in a community that is based on respect and cooperation to foster growth for all.

At camp, "Behavior Management" is more than getting campers to comply with our requests and camp rules. Our goal is not to "manage" camper behavior, but to foster growth and the development of social skills and emotional intelligence. When campers need help meeting our expectations, we teach them to understand their emotions and behavior and learn better ways to get their needs met.

One way that we teach campers to grow is through a Collaborative Problem-Solving approach. Our job is to create and maintain a safe community where adults are neither too permissive nor too punitive in the establishment of rules and norms. Instead, we work with campers in the "Growth Zone" where they contribute to group expectations, take responsibility for their choices, and experience natural consequences when they make poor decisions.



<p>Adults make all the rules Campers don't feel trusted Needed for issues of safety, but low camper buy-in</p>	<p>Adults and Kids collaborate and share decision making and choices</p>	<p>Kids make all the choices Adults have little control Adults are not present and kids do not feel safe.</p>
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PART 1: GROUP DEVELOPMENT

One of the greatest challenges that campers will face is living with a group of peers. Understanding this, it is reasonable to assume that many of the behavior management issues that you encounter will come from the stresses and insecurities of living in a socially complex cabin structure. In order to help your campers, it is important to understand the predictable process which most groups go through on their way to becoming a bonded social unit. Each stage of group development has its own behaviors and challenges that staff should be aware of in order to understand what is motivating the actions of their campers. Being able to anticipate your group's stage, reading and assessing their progress, and meeting them where they are, are all essential tools that will help you guide your campers towards success.

Listed here are a few more points on group development that will help you understand how the different stages described later can apply to your campers:

1. Different groups progress through stages at different rates. Factors that affect the successful negotiation of the stages include
 - The personality of each member
 - How well-known members are to one another
 - The personality of the group's counselor
 - How long the campers have been together
 - Care in welcoming and preparing for the group and so on.

2. A group may progress through each stage with different success. For example, a particular group may almost skip forming, or the polite stage, and linger for weeks in the storming, or power and control stage.

3. Some groups progress through one stage, only to regress back to a stage because of some change in the circumstances that affect the group. Examples of factors that might cause a regression, most often back to storming or power and control
 - Injury or trauma to a member including a staff member
 - Loss of a member

Receiving a new member (especially one who proves to be influential)

Change of venue (returning to camp from an extended trip)

Emotionally charged event (a fight between two members; a camper caught breaking a rule)

4. We as a staff go through our own stages of development. The stage our staff community may be in at the end of staff training or at the end of the first session may be out of sync with arriving campers. We must recognize and acknowledge how this may impact our work with campers, especially at the beginning of the second session when we are very comfortable with one another and as we prepare to say goodbye at the end of summer.

Stages of Group Development

Stage 1 – Forming

Characteristics of the Polite Stage

Kids will not all know each other, and that will often create an environment of high anxiety. Campers will make attempts at “sizing each other up” with the intention of trying to figure out how they will fit in. Kids want to be liked, and they want to know that they will have friends. Usually on their own they will stick with safe subjects of conversation: video games, movies, TV, toys. They are trying to see what they have in common with others in the group.

Concerns

If things don't go well early on, campers may begin to make snap judgments about the people in their group and the place they are at. This may manifest in a variety of ways; an early sense of panic, homesickness, and separation anxiety are all common. Broad irrational statements may get thrown around like “nobody likes me”, or “I hate everything”. Also, during this early-stage campers may make awkward attempts at fitting in or sharing things that make others feel uncomfortable.

Staff Focus

- Deliberate mixing of Campers through games
- Create a group identity to provide something that the whole group has in common and will work to support
- Structured presence of leaders. Know what's going on in your group by being a part of it and helping to guide it.
- Allow returning campers to be “experts” and show new kids around, laying the foundation for new friendships
- Regular Group Meetings (Cabin Chats, reflections, rest hour)
- Icebreakers that allow some distance and move slowly to more sharing – SEQUENCING IS IMPORTANT!
- Providing individualized activities for kids who are not as comfortable with the group such as drawing, helping out, making a special hat, t-shirt, necklace
- Be prepared for homesickness!
- Work with your coordinator on strategies and communicate developments

Stage 2 – Storming

Characteristics of “The pecking order” or “Fight or flight” stage

This is a difficult stage that is full of hidden issues and rebellion. The length of time is variable, and some groups can hang here for a while. This sees the emergence of perceived roles (leader’s pet, mascot, leader/follower, instigator, etc.), as well as the forming of cliques. Kids are essentially trying to set the culture of their new family. What / who is cool vs. uncool, and what can we get away with?

Concerns

The major concern from a leader’s perspective is a sense of loss of control and chaos. Campers will be pushing boundaries and resisting rules as they begin to get comfortable in their newfound roles. Personalities may become extreme (the camper who has been labeled as the “crazy” camper may begin acting really wild since that has become their identity). Cliques, intolerance toward immaturity, isolation (self or group imposed) of the “uncool”, bullying may all begin to surface.

Staff Focus

- Permitting appropriate “rebellion”, while being firm with the inappropriate
- Team Building Activities/Games
- Group Meetings (being the nice but firm authority)
- Group projects or missions that share responsibilities of leadership and spotlight being a “team”
- Appropriate competition as a group

Stage 3 – Norming

Characteristics of the “Understanding you Group” stage

Campers are now set to begin accepting their group process. Many of the petty issues of the storming phase have either passed or developed into legitimate group issues. The focus here now shifts to the campers discovering how to define their own group culture. How can we solve these problems? What do we want this group to be like? Many of the questions that were asked in the recipe for success are now ripe to be revisited with a bit more heft. This is a turning point for the group.

Concerns:

Campers may have checked out at this stage and are no longer interested in being a contributing member of the group. Small problems can become big problems quickly, and patience can be at a premium during this time.

Staff Focus:

- Helping campers talk more as a group to solve problems and plan activities
- Using campouts/overnights/special group activities
- Keep the group moving forward, build on successes, and engage everyone
- Revisit Recipe for Success / group and personal goals

Stage 4 – Performing

Characteristics of the “Golden Age of Group Development” stage

At this point campers are providing each other with many of those wonderful memories that will keep camp alive for them throughout the rest of the year. Campers demonstrate a high level of “camp spirit” and are more comfortable sharing their thoughts with the whole group. Murmurs and problems may persist, but campers seem to “get it” and keep things in perspective.

Concerns

Minimal. When groups are securely in this phase, life seems easy. That is not to say that disruptive events may not lead to big problems and regression. Exhaustion can sometimes lead to poor choices and emotional behavior, and the need to get everything in before camp ends can cause some anxiety. Also be on the lookout for some boredom with the camp schedule.

Staff Focus:

- Group projects (Make it creative and memorable...empower them to do something great!)
- Group singing and other camp traditions
- Allowing Campers to solve their own dilemmas and invent or suggest activities
- Watching for camper exhaustion or campers who are over-extended (GET ENOUGH SLEEP!!!!)
- Keep camp interesting, realize the opportunity here.

Stage 5 - Reforming/ Au Revoiring

Characteristics of the “Saying Goodbye” stage

Everybody says goodbye differently. This stage is interesting and somewhat unpredictable. Regardless of the unexpected behavior that may be coming your way, the source is what is important. Children are often unsure how to acknowledge the intense emotions that accompany saying good-bye to their friends, so we must be empathetic and help them through it. Most importantly, the group is ready to acknowledge the good work and memories they have generated over their time at camp. Reminiscing on success, struggles, and fun are all necessary to close out the session. It is also important to talk about what campers will take with them from this experience to the next, and how camp has helped them grow as a person.

Concerns:

Uncharacteristic behaviors, as children start struggling with their emotions. Acting out, sudden tears, unusual introversion / isolation, and tantrums are all possibilities at this stage. Again, empathize, affirm the good, and reassure that everything will be okay.

Staff Focus

- Finishing projects/missions/skits/songs
- Reminiscing – memories good and not so good
- Talking about accomplishments: skills/friends (both as a group and in one-on-one closing interviews)
- Giving credit – “look how far you have come”
- What didn’t get done?

- What could we have done?
- Time capsules/memory books
- What's Next (how can we transfer learning to the rest of the year)
- Don't wait until the last 2 days

PART 2: BEFORE PROBLEMS ARISE, HOW TO MAKE CAMP GREAT

The best work you can do for your cabin in regards to successfully navigating difficult behavior management scenarios can and should be done before campers even arrive. Beyond that, the way you interact with your campers when things are going well will give you incredible credibility and influence when problems begin to arise. The strategies listed below are some things you can do before the storm that will make you more effective amidst the trouble.

1. Know Thyself

Why?

Because you know what your buttons are. You know what your weaknesses are. You know when you have trouble saying no. You know when you tend to be too strict. You know that you tend to be too wordy. Whatever it is, identifying what you struggle with now will help you avoid bringing extra energy to an intense situation later. Doing this as part of an age group team will help you be able to support each other and help identify strategies for those difficult moments.

How?

Take some time and reflect on what you believe your strengths and weaknesses are

Share the above information with other leaders, in addition to pet peeves, buttons, etc.

Identify what you need for support when you struggle

Problem solve some potential problems and how you would like to approach them as a team

2. Have a Plan

Why?

Because over-planning is not often a critique heard at camp. We want you to be able to anticipate what will be coming up in the next week, day,

hour, meal, etc. Knowing what is coming and assessing the possible pitfalls that may occur will make you so much more capable of managing those pitfalls, if not avoiding them all together. This is why we plan out the first 48 hours to the minute. It is the stretch at camp fraught with the most obstacles and having structure will make you feel more confident. Confident leaders are capable leaders, and capable leaders are great for campers.

How?

Create a long-term plan. Review camper forms carefully to help anticipate struggles

Create a next day plan at the end of each day. Think about where the group is at developmentally, and what they need in the context of the next day's schedule. Do things need to be altered?

Create short term plans. Know the schedule of events for your group and assess their energy level. Adapt as necessary. Is this the best night for a long cabin chat?

Always look ahead, read the group, and be flexible!

3. Talk to a Coordinator

Why?

Because they are nice, interesting people with a lot of experience working with youth at camp. They are a resource to help you be successful working with your campers. If you are confused, see something that you think is unusual, want to know if something can be changed or is appropriate...talk to a coordinator. They may have a perspective or a helpful idea you haven't thought of. They may see trouble brewing ahead that you can't yet envision, and they may also have some great ideas about how to fix cabin concerns. They are not there to judge you; their goal is to help you do your job. No question is dumb so long as your motivation for asking it is the well-being of your campers.

How?

Ask them if they have a moment. Radio if urgent and even if they are busy, they will find time for you.

Be honest with them. They were once in your position, and they know what you are going through. The more information you give, the more they will be able to help.

Be open to their suggestions.

4. **Build Connections with Campers Early**

Why?

Building connections is at the heart of our jobs AND it will help with behavior management situations later. Many children will respect you as an adult the day you meet them, but others will be wary of you till they can be sure you care about them. Building connections with campers lets them know that we are interested in who they are and what they do. All people would rather listen, trust, and respect a person who is invested in them rather than an authoritarian. Building connections will give your voice more power when you need it during behavioral scenarios later, and it will increase the likeliness of turning those difficult moments into long lasting life lessons.

How?

Talk to each of your campers one-on-one every day. Your individual attention to the camper sends a message that you are interested in them, and that sort of thing makes a person feel good

Play with your campers. Whenever possible, be an active participant

Remember as much as you can what it was like to be their age. Try seeing the world through the eyes of a camper

5. **Affirm! Affirm! Affirm!**

Why?

Because when you point out the good things that campers do, it encourages them to keep doing them. Finding the opportunity to tell campers when they're doing a great job not only builds their self-esteem and confidence, but it also makes you seem more balanced when you have some constructive feedback for them. Affirming the good will make you seem less nitpicky later when you are managing behavioral issues. It allows you to have a reference point to guide negative behavior back to.

How?

Be observant. Even having small things pointed out can make a camper feel great

Get excited over positive moments, and acknowledge them in group settings

Ask around. If you need some material, ask other staff members that have interacted with your campers. How did they do at the waterfront or in interest groups? Campers will be especially blown away if they think something they did has been noticed at the community level!

6. **Be a Role Model**

Why?

Nothing speaks louder than your actions, especially to your campers. They look to you when trying to determine what is cool, how to interact with their peers, and what is appropriate. They look up to you! If you are saying one thing, but acting another way with staff, they will notice. That message is very difficult to mend. Children are more observant than we sometimes give them credit for.

How?

Practice during staff training. If you are used to a different lifestyle / humor / language away from camp, use staff training as an opportunity to get ready for the arrival of campers.

Be aware of double standards that you may be creating as a staff member. Cell phones / laptops / music are big ones, but others exist. Are you doing things you wouldn't allow your campers to do?

Constantly be aware that campers could be anywhere at any time, even in the office or leader lounge!

Live life like you are trying to teach someone else how.

PART 3: AT THE FIRST SIGNS OF TROUBLE

Believe it or not, no matter how incredible a leader you are (and we know you are a pretty incredible leader) your campers will not always be the angelic little models of camper behavior that you wish them to be. The reasons are varied and often difficult to decipher, but there is no doubt that you will occasionally be less than impressed with their words and actions. Often, campers are unaware of how their behavior is being perceived, other times they are doing it to merely test your response or get a reaction. Assessing the campers' actions

and determining the proper level of response will be key to your success managing the situation.

1. Remain Calm and Assess – Don't Pick Up the Rope!

Why?

If you lose your cool you lose your ability to rationally understand the child's point of view. You are going to need a level head in order to see the big picture of your camper's behavior. Gauging a fair response requires calm objectivity. If you are angry, you are already at a disadvantage.

How?

If this is a personal button, find a co-leader to tag into the ring. Don't go it alone.

Keep your perspective. If everything is safe, is this really worth getting upset over?

Try to find the humor in it. If you tell this story later, will you be laughing about it?

Before you react, stop, deep breaths and reassess. Bit O' Honey. Don't just do something, stand there.

2. Consider Not Doing Anything – Again...Don't Pick Up the Rope!!

Why?

Because kids are sometimes annoying...and that is okay. Just because you are a socially well-adjusted youth empowerment professional that doesn't mean your campers are or should be. Children learn by experience and by observing social cues to their actions. Be able to ask yourself if the behavior is harmful to anyone or affecting the group culture. If not, then there's a good chance it can be ignored. Often children will also use behavior to test your boundaries. Rather than play into their power struggle, you could just as easy not bring energy to the situation and let it diffuse itself.

How?

Clearly be able to assess the behavior separate from your own emotion

Don't say anything, or at least draw attention away from the annoyance. Distract.

Consider revisiting the scenario later in a brief one on one that also highlights positive behavior. This lets the camper know that you noticed, and that you care about them.

3. Keep It Simple and Non-Confrontational

Why?

As adults we usually make two mistakes when it comes to behavior management: we get too angry, and we talk too much. Do either of these things and the camper has tuned you out or become even more emotional. If you feel like you should say something, do it in a way that does not engage the camper in an argument. No one will win. Deliver the information you need to get across firmly, quickly, then move on. Be clear, be specific, state your expectations, and be cool. Then detach. Most of the time that will be all it takes.

How?

If the camper is argumentative, affirm what they are correct about, then state your expectations

Camper: "You can't make me do that!"

Staff: "You're right, I can't make you. Now please make your bed so we can get to the fun stuff we have planned."

STOP and walk away

Be clear and concise with expectations

"Rocks. Down. Now."

"Flag raising is in ten minutes, and we're going to be there on time."

Whenever possible, use humor and creativity. The goal is to change the course of where the camper is going with their attitude or argument. If you can leave them laughing, everybody wins.

PART 4: RESPONDING TO CHALLENGING BEHAVIOR

You've done everything you're supposed to. You didn't take the bait. You've been firm, and supportive. Clear with your expectations. You've given them the chance to figure things out on their own. You've been objective and kept your emotions out of the situation. But the behavior persists. Maybe it has become hurtful or offensive to others. Perhaps it is even dangerous. Maybe it's mild, but it has continued to a point where it needs to be addressed. You are going to

need a plan and a method moving forward in order to stem this negative influence before it gets truly out of hand. The following steps are intended to be adaptable to the situation you have decided to step into. Depending on the scenario, these steps could take one minute or 30 minutes. **WHENEVER POSSIBLE KEEP IT SHORT**

1. Diffuse situations as you see them arise, OR Remove the Actor from the Audience

Why?

Because either the camper is feeding off being in the spotlight, or the spotlight is heating up the camper even more. Removing the audience allows you to build on your one-on-one established relationship with the camper and enables you to have a conversation free of the energy that an entire group brings. If the camper is showing off, then separating them from the group cuts off the purpose of the behavior. If the camper needs to be reprimanded, doing it in front of a lot of people is going to make things even more emotional than they already are. Emotion brings intensity, intensity becomes very difficult to manage.

How?

If an activity is going on, ask a co-leader to manage / distract the rest of the group and keep things seeming normal.

Ask to talk to the camper for a moment, and then move to a location away from the rest of the group, but a safe spot that does not feel confining. Geography can impact mood.

2. If Needed, allow some time to Decompress

Why?

A calm camper is less defensive and much more receptive. If the behavior that you are addressing is a particularly emotional one, giving them time to just settle will be helpful in getting them to talk about what's going on. It will also give you the chance to calm yourself if you have become heated. Children (and adults) act out in irrational ways when their emotions get the best of them. Usually, they will know what is and isn't inappropriate, and no one starts out the day with their mind set on doing something that will get them in trouble. Calming them down will give them a moment to reconnect to some rationality. It shows them that you care about them, and that you are not just there to yell at them.

How?

Assure the camper that they can have a moment to calm down.

Stay with them, and wait until they appear to be in a better place (no more tears, slower breathing)

3. Ask lots of questions and collaborate with your camper to solve problems

Why?

Everybody should get the chance to explain themselves. We follow the guideline of assuming the best, and we should extend that courtesy to our campers as well. Asking them what is going on, if they are okay, or what their reasons are for behaving a certain way gives them the chance to share their perspective. It gives you insight to the camper's mind, and it gives you more material to create an action plan for moving forward. It assures the child that they are not "in trouble" and that they can talk honestly about what is going on. Continuing with questions throughout the conversation gives the camper the opportunity to help problem solve and acknowledge their errors without you having to point them out. Avoid asking questions you already know the answer to. "What are you doing?", "Did you just do that?", and "Do you want to lose free time?" are pretty much guaranteed a lie or an argument in response. Set yourself up for success.

How?

Ask open questions: "What's up?" is very valuable

"Seems like you got a little upset back there. Is everything okay?"

"I don't really understand why you're acting this way. What's going on?"

Remember: There is almost always a root cause or hidden reason for the behavior that may not be obvious on the surface. Your mission is to get to the source and manage from there.

If they don't have much to say, try another question.

Give them time to answer. Silence is not a terrible thing, and always seems longer than it is.

4. Focus on the Behavior, not the Person and try to stay on the camper's side

Why?

Wherever possible, let the child know that you don't think they are a bad person, you just want to help them make a better choice and to have a better camp experience. Campers will often take negative feedback very personally. If we can make them feel like a well-liked individual, it will be easier to encourage them to make their behavior reflect that image.

How?

Talk about moments where you have been impressed by them and use that as a model to compare the negative behavior against.

"You did so well at...that's the person I want to see more of..."

Make them feel like you are on their side: "I know you're a good guy, I just don't want the other group members to get the wrong idea about you."

"You and I both know how difficult it is....so maybe next time you can..."

5. Focus on the camper's power of choice

Why?

Choice is central to growth. Restate your expectation (or better yet have the camper state the expectation) and give the camper the opportunity to succeed. Campers want to have choice and control whenever possible, so remind them of the choices that they CAN make. Some elements of the program can't change, but their reactions and decisions can.

We are looking for ways to teach, not to punish

Campers can make choices between two options YOU provide:

"You can finish cleaning with the group, or you can go talk to a coordinator about this"

Map out what might happen next time

"If this happens again, we will have to talk to a coordinator about it."

6. Collaborate with a Coordinator

Why?

Because you could use some affirmation and advice, and they are there to give it. A coordinator will check in with you daily and will want to hear all about what has been going on in your cabin. They will want to keep track of even the smallest behavior management issues and may have some advice on what to do in the future. In tricky situations, they will become involved so that you do not have to constantly play the "bad

guy.” If a camper’s behavior is creating a serious safety issue or is detracting from the camp experience for others, a Coordinator will be the one to take the intervention to the next level. If you sense that external consequences might help the situation, a Coordinator will be the one to make that call and supervise the situation. Again, they are not there to judge your performance. Most likely, they will affirm you for the difficult conversation you have had and do whatever they can to continue to support you and your campers.

How?

Post event, after some reflection, seek out a coordinator and tell them the circumstances of what occurred, and what you did in response. (Radio if urgent, wait till a check in if pretty benign.)

Be honest and receptive to another person’s perspective.

7. Revisit with the Camper Later IF NECESSARY

Why?

You should be checking in with your campers anyway, and it allows for a lighter conversation with some distance from the actual behavior. Only if you think it would be helpful. The last thing you want to do is make a camper feel like you are dwelling on their slip-up. If you have seen improvement throughout the day, acknowledge that to reaffirm the positive. If you feel like the first conversation did not go so well, reconnect to make sure everything is okay. It may even be that your coordinator feels a status check in is warranted to make sure the camper is in a good place. Regardless, this conversation (depending on the age and personality of the camper) can help get the learning to truly hit home, and let the camper know that they are valued as a person rather than a behavior problem.

How?

Timing is key. Easy time, just before bed, walking to an activity. Some one-on-one moment where structure is low, and the camper is not missing out on anything.

Be genuine and thoughtful. Ask questions and see what they have to say.

AFFIRM THE POSITIVE

PART 5: THE DO’S, DON’TS, AND NEVERS OF BEHAVIOR MANAGEMENT

Do's

Have a plan and anticipate what to expect from your group (48 hr. plan, next day, next block)

Be creative and keep things fun (especially things that don't seem fun)

Be a presence in your group, participate, connect and play (builds relationships)

Know your buttons and weaknesses (have a plan to not engage)

Always seek to understand the camper's perspective

Check in with each one of your campers every day (regardless of content)

Stay calm, ask questions, and give choices

Focus on the behavior, and not the person

Seek constructive solutions rather than punitive consequences

Use your coordinators and other camp resources (Care Team)

Find ways to say yes and..... **AFFIRM THE POSITIVE**

Don'ts

Bring more emotion to a bad situation

Lecture

Ask silly questions you already know the answer to

Give group consequences for an individual's behavior

React without assessing the situation (unless you must for safety)

Go it alone. There are lots of people to help if you are stuck.

Give empty threats you won't, can't, or shouldn't follow through with

Say "I mean it!" It makes it seem like you didn't mean it the first three times.

Never

Walk away from or avoid a behavioral incident that is physically, emotionally, or mentally unsafe.

Use profanity or raise your voice

Intentionally humiliate a camper. No “creative punishment” that uses public embarrassment.

Deny food, shelter, sleep, or other essentials as consequences

Physically or verbally intimidate a camper, including but not limited to pushing, hitting, grabbing, threatening harm

COMMON CHALLENGES WITH CAMPERS

HOMESICKNESS

The transition to camp life is difficult for some young people, especially if it is their first experience away from home or their first out-camping trip. Homesickness is natural and usually subsides as the camper gets involved in activities and feels support from leaders and peers. It is often that the camper misses the familiarity and predictability of home. In some cases, however, homesickness or unhappiness persists and campers will seek to go home.

Although about 95% of campers miss something about home when they are at camp, most are able to overcome it. And homesickness does not stop at a certain age. One of the keys to successfully preventing and managing homesickness is to be PROACTIVE! Homesickness is often triggered by the feeling of discomfort, which comes with being in an unfamiliar place, with unfamiliar people, doing things you're not sure you can do. “What if no one likes me? What if I can't keep up on the trip and people make fun of me? What if I get bitten by a spider?” are all fears that can trigger homesickness.

By creating a welcoming opening day experience and structuring cabin activities during the first 48 hours to accelerate the “get to know you process”, we can decrease the amount of time campers feel uncomfortable.

Eight Steps to Preventing Homesickness

1. **Orient and Welcome.** Orienting campers begins well before Opening Day – through phone calls, the brochure, videos, and the Parent/Camper Handbook. Before campers arrive, memorize their names. This will make them feel welcome and at home. Answer questions, introduce them to other campers in the cabin and help them engage in an activity with other campers. Never leave a camper to fend for themselves (even if their parents are still there). The doubts and fears are greatest at arrival time for campers and their parents, so PLAN AHEAD - have early arrivals invite new campers to an activity, have an ongoing project that new campers can easily join, invite the camper to help you greet other new families just arriving.

Let campers know it's natural to feel homesickness and make sure they know they can talk to you if they are feeling homesick.

2. **Integrate.** Immediately integrating your campers into camp gives them a good first impression of camp, gets them psyched up, and gives them a sense of control. It's uncomfortable to be clueless for very long. To enhance integration, introduce campers to one another, make sure schedules and maps of camp are posted in visible locations, and tell kids what's coming up next on the schedule.
3. **Provide Social Support.** Homesick kids are lonely. Normalize their experience and empathize with their feelings. Don't let a homesick camper monopolize your time, but show you care. Set time limits at the start of your check-ins and encourage homesick campers to get involved in all aspects of camp life. Try pairing them with veteran campers who can also provide social support. If particular times of day are more difficult, try to connect them with other campers and/or activities.
4. **Promote a Connection with Home.** Help campers write letters home, especially during rest hour or free time.
5. **Assess Coping.** Learn how your homesick campers are coping by asking this simple question: "Tell me all the things you think or do to help make things better when you're feeling homesick." This tells you their coping method. Help campers cope in adaptive, realistic ways.
6. **Analyze Coping.** Is your homesick camper coping by trying to change something that can't be changed? Or have given up completely, thinking that nothing will help? The most effective way to cope is to adjust to things you can't change (such as the actual length of a session) and change what you can (like whether you participate in activities or not). It works, but it takes time, dedication to feeling better, and your help. "You can't change how long this session can last, but what can you change?"
7. **Teach Coping.** Here's what kids say works best: Doing something fun to forget about homesick feelings; Doing something (writing a letter) to feel closer to home; Talking with someone to help them feel better; Thinking about the good side of things (activities, friends) to feel better; Thinking that camp is actually pretty short to make time go by faster; Trying not think about home and loved ones to forget about homesickness; Thinking about loved ones to figure out what they would say to help. What doesn't work? Wishful thinking, giving up, getting mad, running away.
8. **Encourage and Follow-up.** To prevent rumination, keep most of your conversations with homesick campers to a 15-minute maximum. Say, "If you keep trying hard, I bet you'll be less homesick by this time tomorrow. Let's check in then and see what worked best. For now, let's get going to the next activity. Staying busy is one of the things that helps most kids feel better." (Of course, don't forget your follow-up meeting with that camper in 24 hours).

What to do if you have a Homesick Camper

Let a Coordinator know you have a homesick camper and fill them in on the situation as soon as you are concerned.

Know that it is not a reflection on you if one of your campers is unhappy! Kids who are predisposed to being homesick often need to work through a period of adjustment that we cannot hurry along. For some campers, this challenge of surviving at camp for 1, 2 or 3 weeks is in itself the greatest accomplishment of their camp experience. Try to remain empathetic, yet encouraging, as your camper adjusts to camp.

Don't try to solve the homesickness on your own—form a team with your coordinator and the Care Team. Check in with the Health Team and Care Team to alert them about your homesick camper and to find out if the camper has been seen for any medical issues.

Please do not tell the camper they can call home! This is not an option for most campers and can only be arranged by a Director after other strategies have been tried.

If the homesickness persists beyond the first 48 hours of camp, the camper will meet with you and a Coordinator. A Director will contact the parents to discuss the situation. A phone call may then be arranged for the camper to call home, the goal being for the camper's parents to encourage him/her to stay at camp. All efforts will be made to help the camper successfully complete the session.

If the camper continues to struggle after repeated interventions by the Coordinator/Care Team, then a decision will be made by the Camp Director (in conjunction with the Coordinator, Care Team, the camper, and their parents) to determine if the camper should go home. Sometimes leaving camp is really the best outcome that can occur.

If a camper must leave the program, the Cabin Leader and Coordinator (or Care Team) will meet with cabin group to discuss camper's departure and support them in this transition.

After a camper leaves, be aware of the effect the departure had on your other campers (and yourself!) and offer extra support. Sometimes a camper's departure can actually be a positive turning point for a cabin that has been preoccupied with homesickness.

Collaborate with a Coordinator to submit a written summary of the process to the Camp Director as an Incident Report.

Don't lose your focus! Enjoy a great session with the rest of your happy campers!

DIFFICULT CONVERSATIONS: WHAT SHOULD I SAY WHEN...?

Kids love to ask questions and they are naturally curious, and so spending time with kids means that you will occasionally find yourself in difficult or awkward conversations. We

hope to prepare you to speak confidently with campers who may be asking questions or sharing information about complex, emotional topics. Here are a few guidelines to keep in mind that will help you to make the most out of these teachable moments, while staying focused on the main goals of our work: a fun, safe summer for all campers.

Professional Boundaries and Oversharing

In order to work safely and closely with campers, you need to have a clear sense of distinction between campers and staff. As role models and authority figures, it is your job to set and maintain clear boundaries which protect both you and the campers. Examples of these lines that cannot be crossed include physical or sexual boundaries as well as emotional boundaries or limits in conversation. It is your job to keep campers safe, so there are certain topics that you should not talk about with campers, including your experiences with drugs/alcohol, sex, or personal relationships.

Sometimes the closeness fostered by the camp environment leads both campers and staff to disregard proper boundaries and to “overshare” or offer too much information about a sensitive topic. A camper might use an evening cabin chat as a time to disclose something (history of abuse, substance use, sexual experiences, etc.) and your role at this time is to intervene and to redirect conversation to safer, more appropriate topics. Staff can also find themselves oversharing, sometimes with the best of intentions by trying to connect with campers. It is not appropriate to connect by crossing boundaries. A good rule of thumb is to ask, “How would I feel if my supervisor walked in on this conversation?” or “How would I feel if a camper’s parents overheard this discussion?” If it feels wrong, you have probably stumbled outside the realm of safe conversation and you should refocus, redirect, or bring in a coordinator if you need help.

In the camp environment, crossing boundaries can cause problems between campers and other campers or between campers and staff. Let’s look in detail at some challenging situations you might encounter:

1. **A camper asks about your private life, saying “Do you have a boyfriend/girlfriend?”**

Answer: It is not appropriate to share details of your private life with campers.

Campers will be curious about you and will want to know all about you and your life, even when these topics are not appropriate. You are educators, role models, and stand-in parents for these young people in our care. You need to move conversation away from talk that is a distraction from the real camp experience. At the same time, it *is* ok for you to be honest about who you are. If a camper asks if you have a boyfriend/girlfriend, you can answer honestly, but details about the relationship should not be shared. Try a middle of the road answer, like “I have lots of friends, and some are boys/girls.”

When a camper asks a personal question, try to refocus on the camper. Responding with **“why do you ask?”** can be helpful to determine if the questions are just curiosity or if the camper has specific personal issues/decisions they are struggling with. What are they feeling about their camp experience? Try to gently refocus away from an overly personal inquiry. If a camper seems to be initiating a conversation about your sexual orientation, you might steer toward the broader point that Miniwanca is a diverse community where all people are welcome, but the details of your own life are private. If campers persist with personal questions, let a Coordinator know.

2. **A camper has questions about religion, and asks “Why do we have to sing a grace before meals” or says “I want everyone to share my faith in Jesus” or “I think it’s stupid to believe in God”**

Answer: People of all religious traditions and backgrounds are welcome at Miniwanca.

For a camper concerned with the spiritual or religious aspect of camp life, you can reinforce our belief that feeling a connection to something larger than oneself is an aspect of four fold living that we seek to develop at camp. This spiritual side of life will look different for different people, but we come together to respect each other’s place in the journey of life.

3. **A camper has questions about sexual orientation, asking “Are you gay?” or “I hear a rumor that someone on staff is gay” or a camper comes from a family that is not accepting of homosexuality and says “My parents say gays are wrong” How do you respond?**

Answer:

The new experiences that camp provides will offer campers opportunities to be exposed to new perspectives and ideas-- including gay and lesbian people. All camp experiences should be based in our core value of respect. Should a camper find their beliefs in conflict with the diversity of our camp community, it is important that we respond to this with kindness and in a timely way. You should not talk about details of anyone’s personal life, but you can return to the theme that at Miniwanca, we have certain community values— honesty, respect, the value and worth of all people, and diversity- the importance of different perspectives— that are great answers for difficult questions.

When faced with a difficult conversation or question, keep the following steps in

mind:

- Listen to the camper and try to hear what they are really asking
- Maintain your professionalism and respect the boundary between campers and staff
- Affirm the camper and let them know you heard what they had to say
- Make sure the camper feels safe
- Redirect the conversation or re-engage the camper in program
- Inform Coordinator of the conversation
- Follow-up with camper and with Coordinator

DISMISSAL

If a camper's actions, statements, or attitudes negatively impact the community, creating issues that compromise safety and fun, Miniwanca staff will intervene, and parents may be contacted. Our goal is to work together to help the camper succeed. In the event a camper is physically, mentally, socially, or emotionally unable to succeed at camp, they may be removed from the program. The Camp Director will contact parents to seek input regarding camper behavior issues. The Camp Director will remain in contact with parents and assess next steps. If the issue continues, the camper may be removed from the program. Certain behaviors may result in immediate dismissal. These include, but are not limited to, threat to harm self or others, possession or use of drugs or alcohol, or possession of a weapon.

SOCIAL INCLUSION AND STRATEGIES TO PREVENT TEASING AND BULLYING BEHAVIOR

In today's world, we increasingly define ourselves through our social relationships. It is essential to brain function and to learning to establish our definitions of self. When we feel unsafe, the frontal lobe is limited, and we lose 80% of our ability to absorb new information. Safety and trust are critical to allow each camper to establish a positive definition of self. For our campers, bullying and teasing are major threats to achieving feelings of safety and trust. This section will explore how we can prevent bullying and teasing behaviors and help all our campers find their Best Selves.

Two Factors That Lead to Teasing and Bullying

High Social Complexity + **Low** Form and Predictability = Stress and Anxiety

Putting our campers into highly complex social situations and running activities that are not clearly structured can lead to stress and anxiety. When we feel stressed and anxious, we become more reactive in our actions. These reactive actions tend to take the form of bullying or teasing behaviors because our bodies respond by engaging in fight, flight, flock, or freeze responses.

Low Social Complexity + **High** Form and Predictability = Safety

If you have a difficult camper or a camper who is struggling, either by feeling bullied or teased or beginning to exhibit those same characteristics, consider ways to increase the predictability of the activities they engage in and/or decreasing the social complexity during specific times of day. Look for the hot spots in the daily schedule, during special days, or specific camp locations where there is high social complexity and low form and predictability. Work with a coordinator to find ways to use the “Best Formula Ever” to work for our campers by reducing the social complexity and increase the form and predictability.

Social complexity is influenced significantly by the way we choose to speak to each other. Disrespectful ways of speaking to each other has become normal for many of our campers. It is difficult to discern another’s intentions when they are using teasing language. Teasing and bullying language increase social complexity for the campers involved and even those who are present to the language being used. Kids and adults use sarcasm, humor, put downs in friendship – the better the friend the more the put downs. Kids and adults also use sarcasm and put downs, so they do not have to deal with what is bugging them, as an alternative to feedback or constructive problem solving. Put downs and sarcasm are meant to give power to the aggressor and take power from the person being put down. Put downs are addictive to use and deter individuals from actually solving the problem. Teasing and mimicking leads to put downs which lead to bullying.

Form and Predictability have to do with how we plan the activities that take place each day. The amount of structure that takes place throughout the day will vary greatly. We always have the ability to increase form and predictability where it is lacking. That can mean creating a specific routine at bedtime or having planned activities ready for free time to help give a camper higher form and structure. We can create greatly increased form and structure throughout the day by intentional planning.

What to do When Confronted with Teasing or Bullying Behavior

Express Disapproval

Research shows that the two keys to preventing bullying are: Does the child have a friend? Did the adult who heard put down express disapproval? We only hear 1 in 10 put downs kids make. If the adult does not disapprove of the put down, the aggressor sees it as approval of their action and the behavior will escalate. Bullying begins with uninterrupted put downs. Adults must express disapproval to put downs.

Don’t just do something, stand there!

When we express disapproval, we sometimes take it too far and overstep where we should just be an adult presence. When social difficulties arise for our campers, we often separate those involved, solve the problem for them, or downplay the situation to make everyone

involved feel happy. The need to intervene can prevent campers from seeking positive resolution on their own. By trying this simple strategy, we can encourage campers to find their own resolutions. Watch the situation develop to see if they are moving toward a positive solution. Allow them a chance to figure it out on their own. Stand nearby so they are aware of you and be prepared to step in and guide them with intention and wisdom if necessary. And don't be afraid to walk right into a group of campers to see what they are saying or doing!

What do we know about kids who exhibit bullying, teasing, and socially exclusive behaviors?

We know that children who bully are significantly lacking in perspective, empathy, impulse control, imagination and fantasy. The absence of these qualities lead to difficulty taking other viewpoints and feelings into account, increased reactionary behavior without consideration of consequences, and difficulty processing alternative means of response. If we can work to cultivate these four fundamental emotional qualities within our campers, then a situation of social difficulty stands a good chance of being resolved before it escalates.

Building Empathy and Perspective through politeness and kindness

By acknowledging the things people do that are polite, we can build empathy and bring out the best in others. Creating a polite and kind culture develops safety and trust in the community. Politeness and kindness offer everyday opportunities for the campers to gain perspective and build empathy, which leads to increased impulse control. When focus on building empathy and perspective is given, teasing behaviors still occur at similar levels, but situations are resolved more quickly with adult help. Campers become capable of seeing other perspectives more quickly. Look for opportunities to focus on politeness and kindness with your campers.

Campers do not fall into the categories of bully or perfect all the time. What do we do when faced with a camper who demonstrates signs of empathy and perspective at one moment, and in the next are demonstrating taunting or bullying behaviors? In mentoring these campers remember, safe does not mean to be without conflict. Powerful children need to recognize the power they wield. Show them there are other children with different strengths who can also take the lead at times. Remember don't just do something, stand there, be present.

What about campers who self-sabotage, the controversial victims who continually set themselves up? They may do this for attention or to create a role for themselves in the group. We need to mentor our campers to create new group roles and self-identities. Provide opportunities to discover and develop their Best Self. We need to encourage the rest of the group to allow the new identity to develop and exist within the community. We are seeking to build resiliency in campers, the child who can avoid reacting to the put down, respond with humor, not take the bait, will not be bullied.

Strategies to Develop New Social Habits, Reduce Teasing and Bullying

1. **Use the factors to reduce stress and anxiety as you plan your activities, special days, and trips.**

If increased social complexity + decreased form and predictability = stress, anxiety, and increased reactivity, then we want to design activities and provide supervision that decreases social complexity and increases form and predictability to help build resiliency. We can do this by introducing routines, transitioning from activities in specific, repeatable ways. When it comes to bullying and teasing, sweat the small stuff, and focus on form and predictability. It will reduce incidents.

2. **Look at specific times of the day that fit this formula.**

When hot spots for bullying and teasing are identified we can implement steps to work through those times. Keep in mind that these times of the day will be different for each camper. This is especially important when we are sharing information with risk management implications and we do our best to have set structure in our waterfront procedures, ropes courses, trip procedures.

3. **React to the put downs, pounce on the put down, and then follow up afterwards.**

Start with showing your disapproval of the action while affirming of the person. For instance, "We don't tolerate that kind of behavior here. That doesn't seem like you. I know you can do better next time." When we take time to discourage a behavior and affirm the person, we convey the message that while we don't approve of bullying and teasing, the camper as an individual is a valuable part of our community. Follow up to discover what was happening that led to the misbehavior. There is no need to lecture just look for the truth of the situation and focus on the behavior. Lastly, turn your attention to moving forward and think about what the camper can do if confronted with the situation again. It is important here that the camper is generating ideas and actions they are willing to take. This allows them to own their future actions and gives them a game plan of their own. Here's an example exchange...

Leader: You crossed the line with Molly

Camper: I was just joking

Leader: But you crossed the line. I understand you didn't mean to, but you still crossed the line. What was going on?

Camper: I just wanted some space to talk to Sarah. Molly wouldn't give us any space. They follow me everywhere!

Leader: Calling them a name was mean, and it didn't communicate what you wanted. What could you have done differently?

The process of creating a culture of kindness within camp starts on the first day.

The rules of interaction between your campers will be set early in the Recipe for Success. Take time to discuss the things that go into that recipe and practice the appropriate behaviors if needed. Children are incredibly adaptive, and they can change their behavior if expectations are clear and consistently reinforced. You will have to be a role model. Working hard to display the behaviors you wish to see. Always keep in mind that your actions as a Leader are the primary example your campers look to determine appropriate behavior.

AGES AND STAGES: WHAT TO EXPECT FROM OUR CAMPERS

Darers: Grades 3 through 5, Ages 8 through 11

What might a Darer be like?

Excited	Loving, look up to their leader
Active & full of energy	Can get scared easily
Huggy, clingy	Eager to give
Tire easily at night	May wet the bed
Easily accepts others	May change interests frequently
Can be very small and need help with activities	Innocent
Concrete thinker, learns best with tangible activities	Unable to monitor cleanliness, may need more help with personal hygiene
Readily able to use their imagination	Increasing awareness of others
Learning new skills & abilities	May be sensitive or unable to process
May struggle with friendship building and criticism/negativity	Maintenance
Fragile self-esteem, building confidence	

What a Darer needs from others...

High levels of love and support	Positive communication from adults
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Included in decisions that affect community life
Positive role models, from all interacting adults

Opportunities to help others around them
Have high expectations set by adults in their lives

Seekers: Grades 6 through 8, Ages 11 through 14

What can a Seeker be like?

Desires independence, yet still needs guidance
Friendships become more meaningful

Becoming aware and focusing on body image
May struggle with hygiene issues, may begin puberty (body odor, shaving, periods, etc.)

Focuses a lot of attention on social aspect of activities

May be moody or have "attitudes"

Very impressionable
Just beginning to form self-identity

Greatly influenced by peer pressure
Strong desire to be liked and accepted by peers

Unsure of themselves

Wants to be a part of something important

What a Seeker needs from others...

High levels of love and support

Positive and mature conversations, avoid kid talk

Support from non-Cabin Leader adults
Encouragement to actively engage in activities

Clear rules and consequences
Consistent encouragement and praise

Avail & Four Trails: Grades 9 through 12, Ages 14 through 18

What can an Avail/Four Trails camper be like?

Focusing on their relationships

Becoming introspective, looks for answers within

Body-conscious and Self-conscious
Very sensitive to favoritism

Socially competitive
Wants to assume responsibilities

Growing awareness of talents and abilities

Can discuss more mature topics, i.e. social issues

Strong desire to be treated as a peer or adult

Stands up for convictions and beliefs

What a Senior or Four Trails camper needs from others...

High levels of love and support
Respect for their privacy
Opportunities to take on leadership roles

Discussion at an adult level
Very clear boundaries
Opportunities to provide service to others

MINIWANCA COMMUNITY RESPONSIBILITIES

From Camper and Family Handbook

Camp Miniwanca will dare you to be “Your own self, at your very best, all the time.” We will strive to create a safe community where individual differences are valued, where people can reach new challenges and where everyone can have fun. Creating such a community requires the commitment of all campers and staff. The guidelines listed below outline the behavior expectations for Miniwanca campers and staff. Campers, please review these guidelines with your parent/guardian.

1. I WILL DEMONSTRATE RESPECT FOR OTHERS
 - a. Respect other people’s ideas and values, even if quite different from your own. Prejudice has no place at Miniwanca.
 - b. All actions and language should have a positive impact on the people in the Miniwanca community. Any behaviors which could potentially harm (physically or emotionally) a camper or staff member or which are disrespectful are unacceptable in the Miniwanca community.

2. I WILL SHOW RESPECT FOR MYSELF
 - a. Take care of yourself by eating balanced meals and getting plenty of sleep. Lights out is at 10:00p.m. each evening.
 - b. Make the most of the opportunities at Miniwanca by participating fully in camp activities; be on time; try new things and have a positive attitude.

3. I WILL SHOW RESPECT FOR THE ENVIRONMENT AND CAMP FACILITIES
 - a. Miniwanca should be a “home” to you while you are here, so please enjoy it and help take care of it. All community members are expected to share in the regular clean-up of personal and community areas, including the eating lodge, BIFFS (bathrooms), cabin cabins, the grounds and common buildings.
 - b. Be sensitive to the fragile environment of Miniwanca by staying on trails, caring for plant and animal life and putting litter in trash barrels.
 - c. The buildings and activity equipment are supplied by Miniwanca for all campers to enjoy.
 - d. Please care for both in a responsible manner.

4. I WILL SHOW RESPECT FOR HEALTH AND SAFETY OF SELF AND OTHERS
 - a. The possession and use of tobacco, alcohol or illegal drugs is prohibited.
 - b. Fireworks, firearms and other dangerous weapons are not allowed.
 - c. It is important to abide by safety standards provided by the staff, especially in water-related and adventure/challenge experiences.
 - d. All campers must be in their cabin by lights out and remain there until the rising bell rings.

We have read the above behavior guidelines and understand in order to create a camp community where everyone can challenge themselves, make friends and have fun, our commitment is necessary. As a camper, I will do my best to follow the above behavior guidelines. We understand that the breaking of this agreement can be grounds for dismissal.

GROUP FACILITATION AND TEACHING SKILLS

PRACTICING EXPERIENTIAL EDUCATION

We refer to the following adaptation of Kolb's cycle of experiential education, as a framework for the construction of our programs.

Experience

Everything we do at Miniwanca revolves around providing experiences that can lead to learning. We have a multitude of experiences every day; driving to work, eating a sandwich, listening to a song, but we do not necessarily learn from these experiences. John Dewey, an educational philosopher emphasizes the selection of experiences that lead to growth, and we strive to design and select our experiences with those criteria in mind. We do not provide experience for the sake of experience, but as the raw material of learning.

Reflection

At the completion of an experience, it is imperative that we take time to reflect upon what has occurred. Reflection takes many forms, from conversationally debriefing an activity to taking time to write in a journal, to self-guided reflection time. During this state in the cycle, we strive to extract the lessons of experience in their purest form by reviewing the concrete steps taken in an activity and examining them for the knowledge they offer us.

Transfer

Although reflection serves to pull the lessons from experience, it does not cause effective learning. Learning, if it is to be effective, must take the form of lessons that have a direct application on our everyday lives. In reflection we reviewed concrete actions to arrive at principles. In transfer we must apply those principles to the day to day lives of the participants. Effective transfer involves looking at situations in the participant's environment in which the lessons learned can be used and recognizing opportunities to apply those lessons.

New Knowledge

In the reflection stage, we searched for lessons in experience. In the transfer stage, we searched for applications of those lessons in our everyday lives. We reach new knowledge when we apply those lessons and have therefore changed and grown. From here, we move into the next experience and the cycle continues.

THE CAMPER EXPERIENCE

TYPICAL DAY SCHEDULE

Boys Camp & Girls Camp times are slightly different- Girls Camp has an extra 15 minutes at meals

7:50 AM	Polar Bear Call
8:00 AM	Rising Bell/ Cabin Inspection
8:45 AM	Morning Stretch
9:00 AM	Breakfast
10:00 AM	Free Time/ Leader Meeting
10:30 AM	Community Time
11:30 AM	Interest Group 1
12:45 PM	Lunch
1:30 PM	Rest Hour
2:30 PM	Assembly
3:15 PM	Interest Group 2
4:15 PM	Snack Time
4:30 PM	Interest Group 3
5:30 PM	Free Time
6:30 PM	Dinner
7:15 PM	SOAP
8:00 PM	Nights Doings
9:00 PM	Evening Reflection
9:45 PM	Bedtime Prep
10:00 PM	Lights Out for Darers & Seekers
11:00 PM	Lights Out for Seniors

BEFORE OPENING DAY

The following is a list of essential "To Do's" as you prepare for your campers' arrival

- 1. Camper Information Forms** – The Camper Information Form is completed by the parents to inform the cabin leader of any special needs, concerns, fears, and goals of the camper. Please review the form carefully and make notes of any important information. If you have a non-swimmer, be sure to inform the waterfront staff and remind them when you go down for your swim assessment. If there are special food needs, let your program coordinator know and they will make sure the kitchen gets the information. Remember this information is

confidential and should only be discussed with your program coordinators, the Health Officer or the Camp Director.

2. **Health Forms** – The Health Officers will review all health forms to assess the needs of your cabin. During staff training you will meet with a Health Officer to discuss the health needs of your cabin. Take note of medications AND when they will need to take them, as well as special needs of your group. **The first few days of camp are a little overwhelming for many campers and they will need to be reminded to take their medications.**
3. **Signs** – Welcome signs in your cabin are a nice touch and make it feel more homey. It is smart to make a welcome poster that has camper names written on removable shapes that can be their nametags. This is also wise in case we make last minute cabin assignment switches.
4. **Create Your Game Plan**– Opening Day can be very stressful for campers and parents alike. The more organized you are with options to get campers quickly engaged in activities and with other campers, the easier it is for campers to say good-bye to their parents and for parents to actually leave their child with us. The first few hours of having your whole cabin together is your first chance to begin heading off homesickness and pre-trip jitters. The first 2 days continue to be the key to your group's success. **The faster campers feel comfortable with one another the easier things will be for YOU!** This is true for any activity area as well as for cabin life.

OPENING DAY

You only have one chance to make a first impression! This old cliché could not be truer for Camp. Parents are dropping off someone that they love and cherish with people they may have never met before! Even our returning families will be meeting new staff for the first time.

Our goals for Opening Day are:

- To make campers and their parents feel confident that they made the right decision to come to Camp Miniwanca
- To make parents feel confident in the adults that will be caring for their child
- To help campers quickly feel at home – meet people, engage in an activity

How are we going to reach our goals?

- Greet parents AND campers with a smile and a handshake.
- When greeting a camper, how about greeting them eye to eye! This may require a squat or bend for some of our smaller campers but it's worth the effort.
- If you see someone wandering, say hello or ask if they need any help.

- All staff should be neat and well-groomed for opening day – don't forget those staff shirts and clean shorts or pants.
- Cabin Leaders should move in a rotation from your cabin to the Upper Lodge or Activity Center, helping campers and families begin to moving in and being accessible to new arrivals.
- Show camper families the cabin and answer any questions.
- Try to engage the camper in an activity such as crafts or an ongoing cabin project. Parents of first time campers will not want to leave until they see their child happy and engaged with other campers! This is not easy since you must keep greeting campers until your cabin has arrived, **so having a plan is a must.**
- Be sure to say good-bye to parents, shake hands and look them in the eye with confidence.
- Have a plan of activities you can do when all your campers arrive... your 48 hour plan!

FIRST 48 HOURS PLAN

As you create your "Game Plan" for the First 48 Hours, remember to limit unstructured time and make things fun! You're trying to make campers feel at home, valued, and included. Here's an overview of things that will happen during your first 48 hours. Check out the 48-Hour Plan Worksheet and planning guide during training.

Sunday Afternoon: Campers Arrive. Boys and Girls campers will arrive and go through registration lines in the Activity Center for Boys Camp and the Upper Lodge for Girls Camp. You'll meet and greet your campers and their parents. It is essential to engage new campers in activities immediately and help them make connections with other campers in the cabin.

Sunday Dinner: We'll dine together family style in the Eating Lodge. During the first dinner, we'll orient campers to the Eating Lodge systems. Remember, if the Eating Lodge runs well, Miniwanca runs well.

Interest Group Sign-Up: Campers will meet with coordinators for orientation to the program. Campers all find out what interest groups are being offered and then sign up.

Sunday Evening: Our first Nights Doings is Opening Council, the official full camp community kick-off. Each cabin will introduce themselves and lead a song. After the Night's Doings, cabins will wrap up the evening with a **Cabin Chat**. Leaders of older campers will want to explain Miniwanca's expectations regarding alcohol, tobacco, and drug possession. Please make clear that possession is grounds for immediate dismissal, and you can also set out a bag or box for campers to anonymously turn in such items. You should also collect all food items, including gum.

Monday: Your Monday will be a mix of scheduled activities and cabin time (for you and your partner cabin leader to plan). Four Trails campers will begin some of their trip preparations while in-camp

campers will have orientations to their programs. Your Coordinators will provide you with a schedule. Please be on time to your scheduled activities so the day runs smoothly.

Camper schedule will include:

Fun, Safe Summer meeting: cabins meet with the Director to talk about what a fun, safe summer looks like and what they can do if they are not having fun or do not feel safe.

Swim checks at Stony Lake: Listen for directions about how to help your campers get to Stony Lake for swim checks and know that this can be a stressful time for campers. Stay upbeat and relaxed as you help your campers prepare for this activity.

Cabin Photos: Listen for directions on where to take your cabins for a fun cabin photo memory.

48 HOUR PLAN WORKSHEET

Your campers are arriving in your cabin, what will you have planned to engage them, help them connect, and make it easier for mom and dad to leave?

All your campers have arrived at camp. What now? Focus on building the cabin group up and planting seeds for developing friendships. Teambuilding activities, camp tours, developing a cabin name or cheer are great ways to create a group identity. What activities will you plan to do?

First Meal – The Eating Lodge will be very full and noisy. Briefing campers in advance will help make things run more smoothly for you. What do you want to include?

Opening Council – Each cabin should prepare to lead a camp skit or song to introduce themselves during the council. Filling your campers in on what to expect will help them feel more comfortable.

First Night – Some campers will be tired from traveling, especially the younger ones. Younger campers will need to be reminded to brush their teeth, a toothbrush party perhaps? Bedtime stories will help with the first night jitters. Older campers may have a little more energy and this time can be used for a more in-depth discussion. Remember, your first night sets the tone for your cabin and the tradition you start may continue through the session. What will you do the first night?

Teambuilding and Recipe for Success – The Four Trails and In-Camp First Day Schedules will be different, but both will include a block of time for teambuilding facilitated by the leaders. If you haven't done your Recipe for Success yet, this may be the time. What other teambuilding and trust activities will you facilitate?

First Morning – Your campers will wake up early with the sun and birds. Can you use this time for something fun? Remember, campers should not leave the cabin area until the rising bell rings, unless they are accompanied by you.

If You Notice Someone Struggling – Act Quickly! All staff should keep their eyes open for campers walking by themselves or not engaging in activities.

Camper Check-ins – Within the first 48 hours, leaders should try to have a one-on-one check in with each camper. It's a great opportunity to learn their goals for camp, things they are looking forward to doing, as well as what they are nervous about. It is our goal to try to do mid-session check-ins with campers as well. Why not list a few questions you would like to ask each camper?

CLOSING THE SESSION

The bookends of our sessions are very important, so having a plan for the closing as well as the opening is essential. We need to get feedback on our session, share feedback with campers and parents, bring closure to a powerful experience, and help campers transfer their experience to their lives at home and school. In order for this to occur effectively, it needs to be well planned.

Here are a few things to think about and do:

Closing Activities

All camp activities such as Grand Council provide opportunities for closure to our camp community, but you will want to do some closing activity or activities with your cabin as well. For Four Trails groups, much of your closing may occur on your trip but closing your final time together as a group should be well thought out as well. The closing activities help with the “transfer” – taking what they've learned at camp home. Be intentional in helping campers think about what they value most about their experience, each other and setting goals for taking it home. Examples include:

- Cabin Memory Book – recording memories, messages and goals.
- Group Puzzle – Create a “picture” or collage of your group experience on a section of poster board. Cut it into puzzle pieces, and each member of the cabins takes a piece with them.
- P-cord, beads – A p-cord necklace or necklace of beads is carried with your group throughout the session, campers take turns carrying/wearing it or perhaps it's a sort of award. At the end of the session, divide it into sections that each member of the cabins takes home, or each person takes a bead.

Letter to Self

Time will be set aside for all campers to write a letter to self at the end of camp. The letter should focus on what they learned at camp, what they enjoyed, and goals for taking it home with them. Four Trails trips may want to have campers write these near the end of the trip, just remember to bring

the supplies. The post office won't deliver it if it has anything extra in it like Sand, Rocks, or small crafts so be sure to let campers know that only the letter can go into the envelope.

Closing Evaluations

The only way we can improve our program is by getting feedback on it from our campers. Age-appropriate closing evaluations will be distributed through program coordinators. Younger campers may need help with these.

Staff Shirts and Smiles

Everyone should be wearing both for closing day.

Be Available to Parents

You have been one of the most important people in their child's life for the past 1, 2, 3, 5 or 6 weeks. Parents will want to talk with you about how the session went, did their child make new friends, try new things, set goals, complete the trip, etc... Even if you are writing letters, be in a central location so parents can easily find you to talk with you. Be prepared to share something positive about their child.

Letters to Parents

The camp experience is filled with new learning, opportunities and challenges. Parents crave a glimpse into their child's camp experience. The letters leaders write to parents provide just a small glimpse, but it's often enough to help them ask the right questions to spark stories from their child. We will provide a template for writing the letters, but you should work on them as soon as the session ends.

LETTER TO THE PARENTS

Here is a format to follow for the parent letters. The letter follows the Camper Exit Interview, so the more complete the interviews the easier the letter will be to write.

Remember POSITIVE PHRASING!! If you get stuck, bounce ideas off other leaders or your Coordinators. We do need to be honest, yet kind. If you're writing a letter about a particularly difficult camper, check-in with your Coordinator or Director for help. Please avoid deflating words like "unfortunately."

EXAMPLE OF LETTER:

Introduction (Choose 1 of the 3)

1. Thank you so much for sharing (camper name) with us this summer! They were a fantastic member of our community.
2. The last X weeks have been amazing. I'd like to share a wonderful moment I had with (camper name).
3. Or another great intro of your own!

Body (Choose 1 of the 3)

1. While at camp, (camper name) participated in... Their favorite activities were....They were especially successful in
2. In the cabin... (describe how well camper got along with peers, camp life or overnight info). Include a specific anecdote/memory about cabin life and what the camper learned
3. Describe the camper's successes (which can include what was challenging) and they were successful. Include what you believe the camper learned at camp or how they grew while at Miniwanca, and how they hope to use it at home.

Closing

I look forward to seeing (camper name) next year as a (Darer/Seeker/AvailCamper) etc...

Sincerely, Casey Cabin Leader

We ask you to hand-write these letters onto the provided cardstock and give them to your designated coordinator. Upon review of handwriting and content, we will let you know any other work that needs to be done.

BUILDING A STRONG RELATIONSHIP WITH OUR CAMP FAMILIES

Parents entrust us with the most important person or people in their lives. They believe we can provide their children with opportunities they won't have at home. They are anxious about leaving the person they care about most in the world with people they barely know. Their hopes for their children's time at Miniwanca are varied, but all their expectations are high.

And if you think about it, they have every right to be anxious and to have high expectations. We have high expectations for their child's time here, and for their child – and we're also a bit anxious.

We are seeking to build a positive relationship with our camp families. We hope this relationship is characterized by the following:

- Camp families return year after year, and have multi-season contact with camp
- Our camp families view their relationship with us as an essential part of their child's development
- Our camp families serve as ambassadors and proactively promote us to others who can benefit from our services
- Our camp families value our services enough to pay for them

- Our campers and families can articulate the value of the lessons they've gained through their relationship with us
- Our campers and families know that we value them as individuals
- They think of us as a fun and exciting organization
- They think of us as a leading force in the field of youth empowerment

In order to create this relationship, and achieve the outcomes of our programs, we need to see our camper parents as partners. We need parents to continue to foster the learning begun at Miniwanca, and we need parents to see value in their child's involvement at Miniwanca so they continue to encourage their child to attend. This continued involvement is important from an enrollment perspective, but it's even more important for the development and continued learning of the camper. One summer at Miniwanca can be full of learning for a camper, but 4,5,6,7 summers can make a lifetime impact in that young person's development!

Your interactions with parents may be limited, which is why each interaction is so important! We only get one chance to make a first impression, and we have very few opportunities to help parents understand exactly what happens during the weeks they are away from their child.

Web photos and Blogs

We will be taking pictures of the daily activities of camp each day that will be posted on the web, and parents can access the photos through our website with a secure password. Parents can download the photos and keep those memories for years to come and we will create a Closing Day Slideshow to share on the morning campers depart. We will be posting written updates on the events of camp including special days, cabin times, trip reports and more. We may be interviewing you for stories and highlights to share with our parents.

RISK MANAGEMENT



Miniwanca is a Positive Youth Empowerment institution interested in the success and positive empowerment of our participants. A certain degree of risk is inherent in many of the activities in which we engage. There can be no justification on any staff member's part for increasing the risk to participants through inadequate planning, supervision or bold gestures to "push participants." Safety is the primary concern of our organization. Decisions made in program and in the field should always be made with the safety and educational interests of the campers in mind.

THE ACCIDENT INCIDENT EQUATION



Theory of the Accident Equation

Accidents and incidents occur as a result of a combination of environmental and human causes. It is only in the overlap of environmental hazards and human hazards that accidents occur. We can learn about accident prevention through examining environmental hazards and human factor hazards.

These two factors can overlap to a greater or lesser extent. The greater the overlap, the higher the accident potential is. The effect of combining environmental hazards and human factor hazards multiplies the accident potential rather than simply being additive. The greater the number of hazards, the more quickly the accident potential can rise. For example:

Two environmental hazards x two human hazards = four times higher accident potential
 Three environmental hazard x three human hazard = nine times higher accident potential

Because of this, any trip leader should mentally keep track of the number of hazards in any situation. Situations with more factors present call for more conservative decision-making. You may make completely different decisions based on what factors you see are present.

ENVIRONMENTAL HAZARDS

Activity

Static environment – activities in which the environment is relatively unchanging.

Dynamic environment – activities in which the environment can change very quickly in unpredictable ways (i.e. paddling, cycling, swimming, sailing).

Location, Season/climate

Weather and the possibility of weather changes also have a significant impact on accident potential.

Environment

Rocky trail, exposed ledges, cold temperatures, rain, darkness, overexposure to sun, poison ivy or bee stings.

Equipment

Broken stove, new boots (not broken in), improper clothing or inoperative equipment.

Driving/Transportation

Bad road conditions, darkness, unfamiliar or difficult road.

HUMAN FACTOR HAZARDS

Participants

No awareness of hazards, lack of skills to avoid hazards, resistance to instructions, irresponsible/careless attitude towards self, others and/or equipment, need to prove self, poor physical strength, fear, anxiety or fatigue.

Leaders

Lack of knowledge of environmental hazards, inadequate skills to extricate group and self from hazards, poor safety judgment, lack of instruction to participants, unclear instructions, poor supervisor (does not correct problems), ineffectual under stress, lack of teaching plan or fatigue.

Drivers

Poor driving skills, rushing to meet schedule, overly tired, not driving defensively, driving too fast or other drivers.

Group

Group not yet formed, lacks cooperative structure, interpersonal frictions unresolved, poor communication patterns, excessive competition, scapegoating or lack of concern for slow

or different individuals or excessive pressure or stress to “perform,” lack of leadership within group. **Most falls and injuries occur around 11:00 am and 3:00 pm because blood sugar is low, and people are dehydrated.**

TEACHING THE FORMULA REDUCES THE ACCIDENT POTENTIAL

It is essential that leaders teach the Accident Equation at the very beginning of an experience that all participants are aware of how their behavior is directly related to reducing the possibility of accidents. Participants can then take some responsibility for their own safety.

The equation gives you five basic things:

- a technique for evaluating risk potential
- a tool for analyzing how accident potential can be reduced
- a decision-making tool
- a rationale for why Miniwanca teaches certain policies and protocols
- a rationale for why you make particular decisions

The BIG picture:

The Accident Equation can be used to help our participants develop risk assessment skills. By learning to assess the potential risk of various camp activities and seeing reduction in accidents, it is hoped that they can begin applying this equation to their activities outside of camp. Risk taking is an important part of developing our identity and independence, but the ability to assess potential risk is equally important to developing good judgment and making good decisions. Be sure to take advantage of this learning opportunity.

Using the formula in decision making reduces the accident potential.

As leaders, you are in charge of managing many of the factors that may lead to an accident. Through using the Accident Equation, leaders can make better decisions based on real-world factors, and not just on what seems right. By looking at the amount of environmental and human risk factors that are present, a leader can decide if they should be extra conservative as they make decisions.

Using the Accident Equation in a leadership position takes three forms:

- **Planning:** in planning for camp activities, leaders must examine the environment and the activities in order to ascertain what the possible hazards exist.
- **Communication:** this information must be communicated to the group. It is helpful to have the participants involved in identifying potential human and environmental hazards and teaching them to use the formula.
- **In-the-moment-decisions:** when making decisions in the moment, the accident equation helps leaders to take a big-picture view of all the factors that are present.

MAJOR HAZARDS

This list is a suggestion for things that should be on your accident incident equation when

you complete it:

- Sharp instruments (knives)
- Widow-makers (dead limbs or trees over campsite)
- Improper sanitation/hygiene
- Hypothermia from cold or wet conditions
- Hyperthermia from heat and/ or humidity
- Dehydration
- Fatigue – causing injury
- Urban hazards - campers in public places
- Inexperience
- Weather (sunshine, storms)
- Missing person
- Length of day (darkness)

INCIDENT REPORTS

The documentation of incidents, near misses and accidents is essential for the AYF to create an annual risk management report. This information is used to determine change in program, training and policies to prevent future accidents. Please help us create an accurate safety picture of our programs by completing Incident Report Forms quickly and completely.

Operating Procedures

What accidents and incidents need a report?

- Any accident or incident which required use of the med-kit (note: giving antacid for indigestion is not considered an 'incident' but all medication must be documented).
- Any event which required camp's help in problem-solving (missing camper, group or any disclosure).
- Behavioral incidents which affect the groups' plans (refusal to continue, homesickness).
- Any other event at leader's discretion which significantly affected the group (strange acting public, storms etc.).

How quickly do reports need to be filed? What about staff injuries?

All reports should be completed within 24 hours of an incident and submitted upon return. Because of worker's compensation laws, injuries to staff members must always be documented and reported within 24 hours of occurrence.

Who should fill out a form?

The leader present for the incident should fill out the form. Campers may be interviewed for information to add to the form, but campers should never fill one out on their own.

What parts of the form are important to complete?

Please complete all parts of the form that are relevant. Most importantly, *it is essential to*

have a complete and detailed narrative of the event. We must have as much information as possible for our accident review. Please be sure to tick the NA box when something is not applicable, this gives us pertinent information and lets us know that you didn't just skip it.

What if injury or illness is severe or ongoing?

Begin a SOAP note that will accompany the Incident Report form. In the event of an incident involving multiple participants a SOAP note and an Incident Report form should be completed for each party involved.

What do I do with a completed form?

It is the leader/staff member's responsibility to present the completed form to either:

- The Health Team – if the camper or staff person needed to see a health officer for treatment or evaluation, the form should be given to the health team.
- The Program Coordinator – if the camper or staff person did not need to see a health officer for treatment or evaluation, the form should be given directly to the Program Coordinator. It is the Program Coordinator or health teams' responsibility to then forward the completed form to the Directors for review.

Purpose of Incident report forms (IRFs)

- To promote awareness of hazards and potential hazards.
- To inform a Miniwanca Director and other responsible parties of incidents or accidents.
- To provide a record of incident/accidents and their treatments.
- To serve as a tool to aid in prevention and future policy making.

EMERGENCY RESPONSE PROCEDURES

Many emergency situations can arise during our program season, and these include but are not limited to; missing camper, severe weather, severe injury, fire and intruders. Examples and descriptions of some of the emergencies and the procedures we will use in responding to them appear in the pages and paragraphs that follow. This is not an exhaustive list, and as always, we rely on the experience and good judgment of our staff to manage each incident as it occurs.

In general, when dealing with emergencies, we have three primary objectives:

- 1) Ensuring the safety of our program participants.
- 2) Alerting others to the emergency.
- 3) Preventing further injury or damage.

In most emergencies, the Site Leader (SL) will coordinate emergency response procedures.

****The Site Leader role will rotate between any qualified designated full-time staff.**

SUMMARY OF EMERGENCY ALERTS

There are several methods for alerting our staff of emergencies. In general alerts will be made in person, by radio, or by siren or alarm.

“Miniwanca All Call”: An “all call” is a radio call to all Miniwanca staff alerting them of an incident or potential of an incident. For example, an “all call” may be made for severe weather in the absence of the continuous wavy siren or fire in the absence of the tweeter siren. “All calls” may also be made for intruders or for any incident involving the well-being of our participants or staff.

Continuous High Pitch Tweeter: Immediately assemble all campers and staff (fire, missing person)

West Camp: Proceed to the Green Courts

East Camp: Proceed to Bryant Field

Stony Lake Waterfront: Proceed to Bryant Field

Mills/ Four Seasons: Proceed to Mills parking lot

Continuous Wavy Siren: Immediately take cover (severe storm or tornado alert)

West Camp

Lodge basement

Lodge

☐F

- under bunks

East Camp

☐ Center

Lodge

☐F

- under bunks

ouse

☐

Compton, 4 Seasons, Stony Lodge)

☐ allways of first floor

Other Central Camp locations

☐ allways of Mills Center

☐ allway of Health Center

The Site Leader will account for all people in assembled locations and communicate this information with the ERT.

ADDITIONAL MINIWANCA RESPONSE

The purpose of the Emergency Response Procedure is to outline the actions that should be taken in the event of an emergency involving AYF personnel, participants or property. The AYF's and Miniwanca's response to emergencies will seek to:

1. Contain the extent of injury or damage
2. Notify appropriate people

3. Prevent reoccurrence
4. Limit negative publicity

For the purpose of this plan, an emergency is any serious incident (impairment of health, severe injury, death, missing person or extensive property damage) involving AYF participants, staff or guests. The AYF President may additionally put the AYF Emergency Action Plan (EAP) into effect.

STAFF RESPONSE TO ALL EMERGENCIES

All staff should be aware of these protocols. In summary:

- a. The first response of AYF leaders/staff on the scene is to attend to the safety and well-being of the injured person(s).
- b. The second response is to limit the possibilities for further injury to people or extended damage to property.
- c. The third response is to notify the Site Leader by whatever means possible. If notifying by voicemail, radio, or phone, staff should use the following descriptions:
 - **Green Light** – check-in, advice, relaying a group need, and situations that need discussion and a plan but are not emergencies.
 - **Yellow Light** – significant incident that does not require immediate assistance, and is currently being monitored by staff, and/or has the potential to move to a Red Light. E.g. abuse, disruptive behavior, lost participant (less than 2 hours), drugs, alcohol
 - **Red Light** – emergency requiring immediate assistance from the site and/or outside agencies. E.g.: abuse allegations against staff, life threatening medical situations.
- d. The fourth response is to begin documentation. Incidents are all classified as Level 1 through 5 depending on the severity and level of response required.

MEDIA CONTACT, CONTACT WITH THE PUBLIC AND PARENTS

Liz Marshall is Miniwanca's designated media spokesperson. She will coordinate all contact with the media, outside agencies and participant parents. Staff are asked to refer all questions to Liz and enforce the "Visitor Policy" outlined in the staff manual.

STAFF RESPONSES: SPECIFIC TO TYPE OF EMERGENCY

Injury:

First and Second Response:

- Bit-o-honey break: take time to assess situation; survey the scene.
- Limit potential further injury to individual/group.
- Level of injury: i.e. can they go the Health Center or does the Health Center need to come to them?
- Provide care appropriate to your first aid certification and/or associated protocols
- If injury is severe, do not move injured person.
- Provide direction to the group.

Third Response

- Send runners (if two or more staff, send one staff member; if one staff member, send two participants) to the nearest office (or emergency contact point) with:
 1. Injury and # of injured persons and emergency status (green, yellow, red)
 2. Location of incident
 3. First Aid supplies needed
- The office manager will radio or call the Health Center (or emergency contact) and relay information.

Fourth Response

- Begin documentation of incident if not already started.
- Continue management of group: see post-incident response in group.

Behavioral: (*Suicidal Ideation, Threat to self/others, Emotional Outbursts*)

First and Second Response

- Any threat to harm self or others must be taken seriously.
- Do not leave individuals alone.
- Move group away from individual(s) [within sight of the rest of group if you are the only staff].
- Give person(s) time and space they may need.
- Listen and comfort person(s) in need. (Don't discount their statements.)
- "I need to stay right here, but I'm available when you are ready to talk."
- "No one will make you do anything you don't want to do."
- "Tell me what's going on. Explain to me what is happening." (Let them tell you what is happening as opposed to tell them what is happening.)
- "You have the choice to talk or not to me, but I need to document some of the things that you are saying so that we can provide you with the help that you need." (Document, listen, but don't prompt or analyze.)

- Send runners (if two or more staff, send one staff member; if one staff member, send two participants) to the nearest office with:
 1. Behavior incident, # of involved persons and emergency status (green, yellow, red)
 2. Location of incident
 3. First Aid supplies needed

Third Response

- Continue management of group: see post-incident response in SERP.

Weapons and/or Intruders:

Visitors should have a visitor tag, recognition that they have checked in the office and have permission to be on-site. Visitors without tags should be directed/accompanied to the office to check-in.

If an unauthorized visitor seems suspicious or threatening, makes you uncomfortable, or if they have a weapon, do not approach. The immediate priority is to focus on the safety of any participants in the area.

Use your judgment to calmly move camper away from the intruder and send a runner (ideally staff person) **to the nearest phone/radio to notify the site leader.**

The Site Leader will announce "Miniwanca All Call" over the radio. All staff with radios should move away from participants to hear instructions.

Missing Person(s): *(general camps)*

Description

A participant is considered missing one hour after unscheduled loss of contact with that participant.

Initial Procedures/Actions

Scenario #1:

- At assigned activity, class roll is taken.
- Absence is noted; allow 15 minutes.
- Staff is present, has information about the participant's whereabouts.
- Information is sent to office manager.
- Office Manager confirms the information (location of participant.)

- Class continues with staff.

Scenario #2:

- At assigned activity, class roll is taken.
- Absence is noted; allow 15 minutes.
- Send runner(s) to office with attendance form.
- Runner(s) return to class, class continues.
- Office Manager will call the Health Center or emergency contact to see if the participant is in the care of a health professional. If the participant is not present there, the Office Manager will radio a program coordinator and ask them to come to the office. Program Coordinator will complete an initial search. If the participant is not found in the initial search, the program coordinator will inform the Director. The Director will determine whether to inform the SL.
- If a coordinator has information regarding participant's whereabouts, confirm this information and continue classes.
- If a coordinator does not have information regarding participant's whereabouts, begin camp sweep with several runners at the same time, using radios:
 - Cabin
 - Health Center
 - Showers/bathroom
 - Last place participant was seen: collect exact times and clothing worn
 - Contact best friend/community mates: collect pertinent regarding their disappearance (i.e. homesickness, a fight with another participant, upsetting news from home, etc.). Determine if the participant had made any comments about intentions, desires, etc.
 - Beach
 - Interest Group teacher/location
- Participant is located: send participant to program OR office (depends on situation.)
- Participant is not located, notify the following in the order below:
 - Program Director
 - Site Leader
- The Site Leader will direct the search and will serve as the "Information Center" with the Mills Reception Center as the base for search procedures. The Site Leader is the only person authorized to call for a search.

Severe Weather Alert (*continuous wavy siren*)

Description

Severe thunderstorms, accompanying lightning and heavy winds pose the greatest danger in the area of Miniwanca. The trees attract lightning and the winds can break off large limbs and topple whole trees. Thunderstorms normally approach from the West, over Lake Michigan. They can move over the lake quickly with little warning.

Reporting

1. A weather report will be issued daily to staff and participants. Changing weather conditions will be noted. The Miniwanca community will be alerted to the possibility of severe weather.
2. Approaching storms that are sighted should be reported to the office(s) and the Waterfront at once.

A Siren Signal

Continuous wavy siren, all participants will immediately take cover in one of the locations listed below. Participants must be directed to the lowest/innermost part of a building.

Procedures

If time allows for General Assembly:

- Continuous wavy siren

Take roll call of participants and staff

- Give directions to participants to take cover in appropriate locations:
 - A, B Bay Residents: BIFFS
 - C Bay Residents: Activity Center, BIFFs
 - D Bay Residents: Activity Center, BIFF
 - 10, 20, 30, 40 Bay Residents: Lower Lodge or Lower Dining Hall, BIFFS
 - 50, 60 Bay Residents: BIFFS
 - Mills Staff: Mills Center hallway (without windows)

The Site Leader or a Program Coordinator will designate a staff person to drive between the East, West and Central Camp to determine a total personnel head count.

The Site Leader and Program Coordinators will have lists of participants and personnel for use in emergencies. These lists will also be posted in designated safety areas.

Power Outages - In the event of a power outage, the Site Leader will work with the Facility Staff on duty to determine generator use, emergency systems, etc. The Emergency Response Team will be called together to create and implement a power outage plan.

Thunderstorm and Tornado Safety

Thunderstorms

1. Keep an eye on weather during warm periods and during the passage of cold fronts. When cumulus clouds begin building up and darkening, a thunderstorm is probably approaching.
2. Though the storm action is noisy and violent, stay calm. Thunderstorms are usually of short duration; even squall lines pass in a matter of an hour or so. Stay indoors if possible.
3. Know what the storm is doing. Remember that the mature stage of a storm is marked by the sudden reversal of wind direction, a noticeable rise in wind speed and a sudden drop in temperature. Heavy rain, hail, tornadoes and lightning generally occur only in the mature stage.
4. Lightning is a thunderstorm's worst effect. Stay inside and away from metal stoves, pipes, sinks, electrical appliances, telephones, fishing poles, etc. If outside, keep lower than the nearest highly conductive object and at a safe distance from it. Avoid hills/mountaintops and open spaces. Get off any body of water and out of small boats. Automobiles offer excellent lightning protection.
5. If you feel an electrical charge (skin tingling, hair standing on end) lightning may be about to strike you. Drop to the ground immediately.
6. In camping, while pitching a tent, avoid the lone tree. Or in a grove of trees, stay at some distance from the tallest ones.

Tornadoes

1. Tornadoes are very rare in the vicinity of Miniwanca, but there is always a possibility that one may pass.
2. If a tornado approaches, seek shelter preferably in a basement or other solidly built area. Get under tables, bunks or other strong supports. Open any windows but stay away from them. The following areas at Miniwanca would offer the best protection: Activity Center, Blazer and Explorer buildings (Boys Camp), Lower [Tipi Lodge](#) (Girls Camp).
3. If you are in open country, move away from the tornado's path by moving at a right angle away from it. If there is not time to escape, lie flat in the nearest depression (such as a ditch, ravine or creek bed).

Fire Procedures (*high pitch tweeter*)

Description

Wood buildings, vegetation and the wind combine to make fire one of the chief concerns at Miniwanca. The best method of fighting fires is to prevent them. All staff and campers should continually be aware of fire potential. Most fires that occur in camp are likely to be:

- in a building
- small brush fires
- lightning

Any fires should be met with quick action for the purpose of extinguishing the flames or isolating them to prevent spreading.

There will be no campfires in camp other than in established fireplaces and fire rings, and with qualified staff present.

No smoking should occur on camp property.

Each cabin should have a trash can on hand at all times as well as a fire extinguisher in each Bay.

Reporting

1. If a fire starts in your vicinity, douse it immediately (cut off air supply) with sand, fire extinguishers, blankets, water, etc.
2. If early efforts fail (after one minute), contact the office via runner and the camp telephone. Phones are located in both East and West Camp offices, East and West Camp kitchens, East and West Camp Health Centers, Seay Building and Compton Dorms, all Stony Lake cottages, the Boat House, and the Mills Reception Center.
3. The Site Leader (SL) or designee will sound the fire alarm.
4. The Site Leader will also call 911.

Procedures

1. At the sound of the tweeter siren, all campers and staff (except those designated to fight the fire) will assemble at the West Green Courts (Girls Camp), Bryant Field (Boys Camp), Mills Center Parking lot (Mill Center/Four Seasons).
2. The cabin leaders will conduct a head count of their campers and notify the Program Directors.
3. The Program Directors will notify the Site Leader of the final count.
4. Firefighting personnel will report to the general area of the fire.
5. Cabin leaders will keep campers assembled and out of danger until the fire has been extinguished. If an evacuation is deemed necessary, all participants and staff will first attempt to move to the Stony Lake Park ball field (West Camp participants will walk from the green courts north to the public beach then walk east on West Garfield road to

the park). East Camp participants and waterfront staff will walk north along Scenic Drive from the East Camp Entrance to the Stony Lake Park Ball Field. Four Seasons participants and staff should already be assembled at the ballpark. A roll call will be conducted before proceeding with next steps. The SL will arrange bus transportation should further evacuation be deemed necessary

6. The Kitchen Manager will turn off the gas in the kitchen.
7. The Health Team (or designated emergency contact) will report to the vicinity of the fire with First Aid and emergency kits.
8. All unnecessary water is to be turned off to maximize pressure for water lines to the fire.
9. No participants will be involved in firefighting.
10. Firefighting equipment will be stored and available in key locations. Fires can be fought with tools and ordinary camp equipment such as brooms, rakes, blankets, sand, shovels, ground cloths, etc.

Emergency Phone Numbers

Police, ambulance, fire, Sheriff (emergency)	911
Oceana County Emergency Management	231-873-4473
State Police--Hart	231-873-2171
Lakeshore Hospital—Shelby	231-861-2156
Mercy General Hospital—Muskegon	231-739-9341
Hackley Hospital ER—Muskegon	231-728-4936
Hackley Hospital—Muskegon	231-726-3511
Oceana County Sheriff	231-873-2121
Poison Control	800-764-7661

AYF SEASONAL PERSONNEL POLICIES

UPDATED: MAY 2019

FOR USE IN ALL AYF SEASONAL STAFF & VOLUNTEER MANUALS

Welcome

Welcome to the staff of the American Youth Foundation! As the people most directly responsible for achieving the mission of AYF, we endeavor to live the values we commend

to others. We are a community. The following policies and procedures are not intended to encompass all circumstances but are provided as a guide.

AYF policies and procedures are intended to promote consistency and fairness throughout the organization. We recognize that our success depends upon the proficiency and performance of all AYF staff. Therefore, we attempt to select qualified employees and work to create an atmosphere conducive to quality performance by sharing information, opportunities and the rewards of a successful organization. We respect the dignity and rights of each person in our community, and we strive to provide equal opportunity, fair treatment, a safe work environment and meaningful jobs for all employees.

General Rules of Conduct

Full Value Participation

- Abide by the schedule and participate in activities.
- Begin and end each day at designated times; be on time to all activities, be well rested and arrive prepared to fully perform your job responsibilities.
- Develop new relationships, looking for opportunities to support staff in all teams and engaging with the full community.
- Try new things with an openness to learning more about yourself.
- Remain on grounds at all times unless authorized by AYF staff to leave.
- Communicate concerns or problems directly and in a timely fashion to the appropriate AYF staff person.

Respect for Others

- Respect ideas, values and behaviors of others, even if quite different from your own.
- Communicate in a respectful manner to participants – never yell at participants to motivate, raise your voice in anger, threaten or use profanity toward participants.
- Respect the property of others.
- Consider how you can be of service to those around you.
- Work on resolving conflicts constructively with the help of others.
- Fighting, committing or threatening any violence or use of abuse language is prohibited.

Respect for the Environment and Facility

- Act in ways that are sensitive to the fragile environment and wildlife.

- Stay on established trails.
- Use resources efficiently and recycle by putting waste in appropriate containers.
- Leave program areas (both on and off-site) better than you found it!
- Maintain a clean living and office space and assist in care of common spaces.
- Conserve water, electricity, energy, paper and food. Compost what you can and make efforts to reduce all food waste.

Respect for the Health and Safety of Others and Self

- Abide by all safety standards, policies and procedures as outlined in manuals and in staff training. Special attention should be paid to high-risk activities such as waterfront, challenge courses, transportation and procedures to insure participant physical/emotional safety.
- Follow the law, and policies and procedures as they adhere to controlled substances such as alcohol, tobacco and illegal drugs.
- The possession, distribution, sale, transfer or use of tobacco, alcohol, other non-prescription drugs, fireworks, firearms and other dangerous weapons are not allowed.

AMERICAN YOUTH FOUNDATION - POLICIES AND PROCEDURES - A TO Z

Alcohol, Cannabis (Marijuana), and Illegal Drugs

The manufacture, distribution, transfer, possession, use or sale of illegal drugs, cannabis (including legally acquired cannabis) or alcohol is prohibited on the camp property, which includes all camp owned living areas. Intoxication is not acceptable behavior, whether or not a staff member is on a day off, and regardless of an individual's legal right to drink or use cannabis. Staff returning from time off **must** do so in a condition fit for work with no physical evidence of drinking. This policy is based on the need to assure:

- our participants' parents and guardians that alcohol and drugs are not used by staff when they are supervising their children;
- our staff that there is equal treatment among all staff; and
- our young people that we are modeling behavior that is consistent with our policies and that the staff responsible for their experience are able to exercise good judgment regarding their care.

It is expected that staff behavior will conform to state laws, including the consumption of alcohol. The use or possession of illegal drugs (including alcohol for those under legal drinking age) on or off camp property is against AYF policy.

Violation of the Alcohol, Cannabis, and Illegal Drugs policy is grounds for immediate DISMISSAL. This policy also applies to all participants in AYF programs. If you know, or suspect, that any participant(s) are in violation of this policy, you should notify the Program Coordinator and Camp Director immediately.

AYF may test, at its expense, for any drugs, alcohol, or other prohibited or controlled substances where AYF supervision has reasonable suspicion of employee use. Positive test results, as well as refusal to abide by all testing procedures, will result in disciplinary action, up to and including immediate termination.

Drug testing will take place at a nearby testing center selected by the AYF, and the employee will be transported to the location by AYF staff. To provide the most accurate testing results possible, AYF will work with certified laboratories which have a clear chain of custody for the sample and the results so tampering is not possible. The lab will make sure both a confirmatory and an initial test are performed on the sample. If an employee tests positive for drug use, they have the right to request a re-test.

Please see the "Smoking and Use of Tobacco" policy below for questions related to cigarettes, nicotine use, and e-cigarettes.

American With Disabilities Act

It is the policy of AYF to comply with all the relevant and applicable provisions of the ADA and applicable state disabilities laws. Any employee with a disability who feels that they need an accommodation in order to perform the essential functions of their job should notify their supervisor. The supervisor and Site Leadership Team will explore the availability of reasonable accommodations which do not present an undue hardship on AYF.

At-Will Employer

The AYF is an "at-will" employer and operates with the understanding that employees have the right to resign their position at any time, with or without notice, and with or without cause. The AYF, the employer, has similar rights to terminate the employment relationship at any time, with or without notice, and with or without cause.

AYF owns private property, and reserves the right to remove any person(s) from AYF property without explanation at the discretion of the AYF President and/or Directors if it is determined that it is in AYF's interests or the interests of those in its care.

Awareness of Local Community

Staff members sometimes feel anonymous outside of camp, but members of the local community and area businesses know the camp and recognize your affiliation with it. Staff members are expected to exercise good judgment in local establishments and community areas, to obey all laws and represent the camp and AYF properly. We seek to maintain cordial relationships with all neighbors, so please refrain from engaging in any activity that could be construed as unfriendly. If ever participants are to be in public areas or establishments, framing of specific behavior expectations should occur prior to their departure from camp.

Benefits

AYF reserves the right to review, modify and/or terminate those benefits offered to its employees at any time. Specific information regarding eligibility of coverage and plan descriptions is given to each employee who is eligible for coverage or participation. This Handbook does not attempt to define benefits or eligibility; rather benefits and eligibility are governed solely by the terms of the applicable plan documents. Similarly, there can be no entitlement to any benefit created by verbal communication. Questions regarding benefits should be directed to Human Resources.

Business Office

The primary offices (Mills at Miniwanca or the Farmhouse at Merrowvista) and each satellite office are reserved for official business. Any personal conversations or meetings should take place outside of the office. The typical office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday. As program schedules change, business office hours will shift to meet the needs of the program and be posted seasonally as needed. It is the responsibility of program staff to maintain the organization of these spaces and to let the office coordinator know if there is a low stock of something. **Please seek permission from your supervisor for personal use of office supplies.**

All large purchases must be approved in advance by an AYF cost center manager. Reimbursements for camp expenses incurred with personal funds must be approved before purchase. Receipts must accompany all expense reimbursement requests.

Paychecks are distributed every two weeks, with final paychecks being mailed. Staff departing early will receive their checks by mail. Appropriate federal, state and FICA taxes will be withheld. Before departure, please be sure the Finance Manager has your correct mailing address.

Candy, Gum and Other Treats

We invite all staff and participants to adopt a lifestyle of simplicity when living at camp. Part of this simplicity is a focus on a healthy diet. Candy, gum and other treats can create cabin inequities. Since candy and gum are not generally available around camp (and this is intentional), we want to prevent situations where some participants have access to these sweets and some do not. If you choose to use candy in a program activity, please check with your program coordinator in advance. If you personally enjoy candy or gum, please do so out of the sight of participants (in the leader lounge, for example). In other words, staff should not be chewing gum while teaching activities, during free time, whenever we're with participants. **We are a nut-aware facility, so staff should never have anything with peanuts or other tree nuts onsite.**

Cans/Bottles in Camp

Regardless of the nature of the contents, bringing bottles and cans, especially filled with soda, is strongly discouraged. Staff is not permitted to have cans of soda or bottles of juice in visible community spaces.

Care of Personal Living Spaces

This is your home away from home. If you find you need something for your living space (i.e. light bulbs, cleaning supplies), please submit a work request (please see Work Request Procedure). As with any home, we want you to enjoy it and help take care of it. Staff members are expected to set the example of caring for the site and its buildings by keeping living areas clean and in good order. We ask that you please not move furniture or hang things on the wall (especially with nails or tacks) without first talking with your Program Director or the facilities team.

Child Abuse and Neglect Awareness

Our direct work with children means that we may sometimes become aware that they have experienced possible abuse or neglect. All AYF employees and volunteers are considered "mandated reporters" who are required to report whenever [physical](#), [sexual](#) or other types of [abuse](#) have been observed or are suspected, or when there is evidence of [neglect](#). Please remember that you cannot promise to keep a secret for a child or to keep information that they share with you private. If a child wants to tell you something and asks

if you can keep it private, you can say that you will “do all you can to support and protect [the child’s] interests” but you should very clearly decline to keep any information secret.

If a child confides in you about abuse or neglect, contact a director immediately.

Here are details of our Child Protection Plan:

A. Definitions

"Child" means a person under 18 years of age.

"Child abuse" means harm or threatened harm to a child's health or welfare by a person responsible for the child's health or welfare, which occurs through non-accidental physical or mental injury, sexual abuse or maltreatment.

"Child neglect" means harm to a child's health or welfare by a person responsible for the child's health or welfare which occurs through negligent treatment, including the failure to provide adequate food, clothing, shelter and medical care.

"Department" means the state department responsible for receiving and processing child abuse and neglect reports.

B. Staff Procedures

1. Upon arrival of participants and staff, the health officer shall screen all staff and participants as to their physical condition. Note any bruises, cuts or markings on the individual's body.
2. The leaders shall watch for any signs of child abuse or neglect.
3. If child abuse is suspected, report this to a director immediately.
4. If a participant confides in you of having been abused or neglected, you should report all relevant information immediately to the Program Director. If they are not available, report to the Site Leader (SL). Do NOT tell any participant or other staff member.
5. Participants’ records and applications shall be kept confidential. No one shall have access to the participants’ files except the Camp Director, Operations Director, Health Officer, this person’s cabin leaders, AYF Directors, and necessary office staff.

C. Reporting Procedures

1. Suspected abuse or neglect is to be reported immediately to the director.
2. Reporting is handled through the appropriate state based department. The director will contact these offices in an event of suspected abuse or abuse allegations
3. A Program Director shall make an oral report within 8 hours.
4. Within 72 hours, a written report shall be made to the state. The written report shall contain the name of the child and a description of the abuse or neglect. If

possible, the report shall contain the names and addresses of the child's parents/guardian, or the persons with whom the child resides, the child's age, and other information that might establish the cause of abuse or neglect and the manner in which it occurred.

5. If the participant seems to be injured, medical treatment will be given by the nearest hospital or doctor-on-call.

D. **Confidentiality**

1. The supporting of the "**need to know**" status of information by individuals based on their staff role is part of one's maturity and understanding. Certain information can only be known by certain individuals based on job category. This information, because of its sensitive nature, must be regarded as confidential.

Computers, E-mail, and Internet

Shared computer work stations are located in offices available to seasonal staff. Please do not use computers at personal workstations. Internet only workstations will be set up onsite for staff email and personal use. Staff computer use should be limited to free time and not interfere with job performance. Please be considerate of other staff waiting to use a shared computer. Only designated and trained staff (who have reviewed the AYF Seasonal Staff and Volunteer Network Guidelines) may have access to the computers linked to the respective AYF Network.

To insure the safety of the AYF Network and workstations, please adhere to the following:

- **The greatest threat to our network is a user clicking on a malicious link, malicious website or email attachment that results in a virus attacking our network.** Do not open attachments or click on links in suspicious emails. Malware attacks can encrypt our entire network in seconds and knocks computer access out for hours, days, or weeks. This is important for staff using ayf.com log-ins, as well as when checking **personal email on an AYF computer**. Ayf.com email goes through multiple filters; staff personal email does not so we thank you in advance for being cautious. If you have are not sure, forward the emails to support@fusion-it.org for review.
- If you accidentally open an attachment or click on a suspicious link, power down the computer by immediately unplugging from the wall (desktop) or taking out the battery (laptop) and unplug the Ethernet cord/turn off wireless. Notify a Director or Office Assistant immediately.

- Internet slowdowns – AYF has limited bandwidth due to the remote locations. To prevent slowdowns, streaming of music and videos is prohibited during the work day.
- Never download anything to an AYF computer.
- Never plug a personal computer into the AYF network via an Ethernet cord. Personal computers can access the internet through the public wireless access.
- Internet browsing should be for program purposes (weather updates, news headlines). Please do not enter any web sites that contain content in conflict to AYF values and our work with participants. Do not click on pop-up ads, as they often direct you to a false site.
- If there are issues with a computer, log off and restart the computer. If that does not fix the problem, contact the Office Assistant and report the issue.
- Do not access the “_do_not_delete” folders in network drives. Do not save, rename or delete documents to this folder. This folder is part of our ransomware/cryptoware defense, and any changes you make will shut down access to the network.

Wireless internet is available in the main camp area outside office hours. You can access AYF Public and the password will be shared during staff training.

Copyright Infringement/Sensitivity

Sensitivity toward the awareness of copyright laws and procedures apply to any work completed for the AYF. Specifically, in reference to the copying of songs, permission must be granted before copying can occur. Current court cases, when it comes to copying copyrighted materials, acknowledge no distinction between profit and not-for-profit organizations.

Any materials created or produced by staff on behalf of the AYF are the sole property of the AYF upon completion of the staff's service agreement. It is the discretion of the AYF President as to whether or not such materials may be transferred at the conclusion of a staff member's employment.

Days Off

Each staff member will receive one day off each week scheduled at the mutual convenience of the staff member and their supervisor. The day off will have a set beginning and ending time which varies by program area. Staff are expected to return at no later than midnight (or the earlier appointed time) and return to their own sleeping quarters in a condition fit to assume responsibility. Certain programs within the camp session are structured in such

a way that a day off is not always possible due to trip leader responsibilities and/or staffing ratios. Every effort will be made on the part of the camp administration to provide support for the staff in these situations.

Dress Code

Staff are expected to dress appropriately for your position, with sensitivity to AYF visitors and volunteers. The concept of dress includes attentive personal grooming, clothing, and good hygienic practices. Staff should always dress in a manner befitting the job, with due consideration to the requirements of the activities, range of motion, and safety.

Examples of attire that could be considered unacceptable include but are not limited to:

- clothing with violent, hateful, or degrading slogans; pictures; or product advertisements (such as alcohol or drugs)
- torn, tattered, or see-through clothing
- bare feet

Tattoos that could be considered offensive or derogatory in nature should not be visible, and jewelry should be appropriate for the location, position, program activity, program community and environment, level of program responsibility and the customers/visitors staff is engaging.

Business reasons might require employees to wear more formal attire on certain days. Employees should consider their level of customer and public contact and the types of meetings they are scheduled to attend in determining the type of attire that is appropriate. If staff need additional information about what attire is considered appropriate, they should contact their supervisor or director, who will determine and manage issues that arise around inappropriate dress.

AYF branding, including but not limited to the logo and name, are signatures of the American Youth Foundation. Any items containing the AYF logo, camp names and branding may be worn in settings where the activity upholds the mission of the AYF. AYF branded items should not be worn when staff are in establishments or engaging in activities contrary to the mission (i.e., over drinks at the Stony Lake Bar in Michigan or Poor People's Pub in New Hampshire).

Electronics

Due to the rustic nature of our living quarters and our desire to have our participants "live simply" – removed from the pace and energy of the everyday outside of camp –

participants are prohibited from having electronic devices at camp, including cell phones, handheld video game devices, or tablets. If your participants have any of these devices, please make sure the participant's name is clearly on the items and turn them in to your program coordinator. Please also be aware of any participants that have digital cameras or video and make every effort to insure they are used appropriately.

Although staff may keep electronic devices, we ask that you do not use them in the presence of participants or when you have supervisory responsibilities. Sometimes staff may use electronics to enhance programming (i.e., playing music during interest groups or meals), but electronic use should be limited to the enhancement of programming.

Cell phone coverage is limited. Use of a cell phone should occur only during down or off time, and should be discreet.

Environmental Stewardship

One of the essential pieces of the AYF vision is to promote a sustainable relationship between people and the natural environment. As a member of the AYF community, it is expected that your actions will support this value. Participation in turning off lights, minimizing heat usage, staying on trails, and participating in stewardship are a few examples of how you can practice environmental stewardship. Through our example and our programming, we strive to instill this value and sense of responsibility in our participants.

Composting

In our greening effort at the AYF, we will attempt to compost food items after each meal. Compostable items are any food item left over on meal plates that do not contain meat or dairy products, as well as non-bleached napkins and paper towels.

Refuse, Reduce, Reuse, Recycle, Repair

In our daily practices, we want to encourage responsible use of our natural resources, reducing waste and refusing unnecessary materials or reusing them when possible. We should model and encourage this in our use of water, food, paper, propane, electricity, etc. As a general practice, we will reuse paper in the copy machine. Please be sure to put any paper that is blank on one side in the "reuse" stack by the copier. Color-coded bins are also located in many buildings around camp to deposit plastic, glass, paper and other products.

Equal Employment Opportunity

The AYF affords equal opportunity for employment to all individuals on the basis of merit without regard to race, color, sex, pregnancy, sexual orientation, gender identity, familial status, religion, national origin, disability, age, veteran status, physical or mental disabilities, or any other basis prohibited by law. All staff and volunteers are hereby reminded to continue to work together to eliminate any practices – including harassment – because of any protected category listed above, that might directly or indirectly exclude any individual from the quality of work life AYF values. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action.

Fires

Fires should always be made for programmatic purposes only and never for personal pleasure. Fires should only be set in established fire rings or portable fire barrels. Fires should be attended in person by a staff member until they are fully extinguished. Fire extinguishers are located all throughout the campuses and a facilities orientation during staff training will indicate where they are located.

Food in Cabins

Please avoid having food in the cabin area. Raccoons carry disease and will get into the cabins in order to get at any food present within. There are designated areas for staff food. Please never have food containing peanuts or tree nuts in cabins (or anywhere else onsite).

Grievance Procedure

AYF encourages employees to bring problems, complaints and concerns to the attention of supervisors, so that we can identify and resolve issues quickly and effectively. A grievance may include a condition of employment that appears unjust or unfair, any illegal activities or violations of AYF policy, safety hazards, or any other significant problem or issue that the staff person believes requires immediate attention. The grievance procedure includes:

1. Inform your supervisor and/or the supervisor of the program area in writing or verbally of your concern. The concern will be written up using an AYF incident form. The supervisor will bring the issue to the attention of the Program Director, and they will work to resolve the issue and inform you of the resolution.
2. If you are not satisfied with the resolution, you should bring your grievance to the appropriate senior staff member. If your grievance is with a senior staff member, you may take your grievance directly to the AYF President. If you are still not satisfied with the resolution, you may work with a full time staff member you feel

comfortable with to communicate your written grievance to a member(s) of the AYF Board of Directors.

3. The Program Director, AYF President, or Board Member will follow-up with you in a timely manner.

AYF believes in an open-door policy. We ask that you communicate concerns in a timely manner, seeking solution, and that you communicate up rather than out. This will allow us to resolve the issue while maintaining the necessarily confidentiality and a positive work environment.

Harassment

The AYF is dedicated to maintaining a work, living and learning environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of AYF employees or participants by anyone, including any supervisor, co-worker, vendor or other participants at any time, in any space, or by any means (electronically, written, verbally, otherwise) while a part of the AYF community. Nor will we tolerate harassment of participants, vendors, or other, by an AYF employee while on the job. This policy explicitly applies to and will be enforced during staff time off periods regardless of if they are on AYF property or not. This anti-harassment policy applies to behavior that occurs on all AYF premises, vans and buses, and trips or in any other program or activity under the AYF's umbrella.

The legal definition of harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, religion, national origin, pregnancy, marital status, age, sexual orientation, gender identity, physical or mental disability, veteran status, or other protected group status. AYF will not tolerate harassing conduct towards anyone that affects tangible job benefits, that interferes unreasonably with an individual's work performance, or that creates an intimidating, hostile, or offensive working environment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when: (1) submission to the conduct is an explicit or implicit term or condition of employment; (2) submission to or rejection of the conduct is used as a basis for an employment decision; or (3) the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or

"teasing," practical jokes, jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material and physical contact such as patting, pinching, or brushing against another's body. By law, sexual harassment is always judged by the person experiencing harassment's perspective. Intent does not matter in the assessment of harassments. Harassment is judged based on how the person experienced it and if it is reasonable for a person of that background/identity to feel harassed in that social context. Both the pervasiveness and severity of the harassment need to be considered. If it is severe, it doesn't have to be pervasive. If it is pervasive, it doesn't have to be severe.

Another significant harassment issue is **participant-to-participant harassment**. It is essential that we as staff intervene if we see or hear anything that could be construed as participant-to-participant harassment. Anything that could make a participant feel unsafe, such as profanity, threatening words or actions, or physical harassment, must be addressed. Inaction on a staff person's part sends a message to the victim that you condone the threatening behavior. This anti-harassment policy shall apply to behavior that occurs on AYF premises, vans and buses, and trips. Please report any incident of harassment to your Director.

All AYF employees and participants are responsible to help assure we avoid harassment. If you feel that you have experienced or witnessed harassment, you are to notify your supervisor, a Director, or the AYF President. If these individuals are unavailable, or if you feel more comfortable speaking with another member of the AYF staff team about such matters, contact that individual. Any supervisor or manager who becomes aware of possible harassment should promptly advise one of the individuals listed above who will handle the matter in a timely and confidential manner. AYF's process for responding to harassment is:

When a complaint is filed, the Program Director and an AYF Director will review the complaint together.

It is AYF's policy and practice to investigate all complaints thoroughly and promptly. AYF takes all such complaints seriously, no matter the size or scope of the complaint.

To the fullest extent practicable, AYF will keep complaints and the terms of their resolution confidential.

In response to the investigation of the complaint, a disciplinary plan may be put into place for those involved in harassing behaviors. This can include termination from position or dismissal from program for participants.

In some cases, with the consent of those who've reported or received harassment, a restorative justice circle may be initiated to seek healing and progress toward a safer community.

Although the frequency and severity of such conduct shall determine whether or not it constitutes harassment, inappropriate behavior is always prohibited. Violations of this policy will not be permitted and may result in discipline up to and including termination.

Anti-Retaliation: AYF prohibits retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation. Retaliation is defined as any action against or to the disadvantage of a person because they reported harassment. Retaliation can be as "minor" as giving someone the cold shoulder or excluding them from activities. Retaliation will result in a corrective action plan and may result in termination from one's position or dismissal from the program.

Health Center

The Health Team's primary role is to care for the participants in our summer programs. Staff may consult with Health Team during regular clinic hours, but on-going medical needs are the individual staff member's responsibility to manage. The names and numbers of several clinics in the area are available in the health office should you need to schedule an appointment. Please talk with a manager or director prior to scheduling your appointment. Cabin and Trip Leader staff must turn in medications to the Health Officer during staff check-ins, and arrangements will be made for staff to access their medications.

They AYF Health Center is a function of in loco parentis programming. When we are not in loco parentis, this policy does not apply.

Medical supplies (including but not limited to: medications, bandages, gauze, braces, etc.) are purchased primarily for the well-being and medical care of the participants. When possible, staff are encouraged to provide their own medical supplies for their personal need. Staff are never allowed to give themselves over the counter medication straight from the AYF supplies without consent of their supervisors or a medical officer.

Hunting

Hunting is not allowed on AYF Property. During hunting season in which hunters may be hunting on the lands adjacent to Miniwanca and Merrowvista, all hikers are advised to wear bright orange blazers on the camp's outer trails. Although hunting is never permitted on

the property, it is a vast space and trespassing hunters are known to come onto the site. If ever a staff member sees or receives a report of a hunter on property, they should not approach the hunter; rather, staff members should contact the Site Leader immediately.

Keys/Building Access

In general, all buildings should be locked at the conclusion of their use. Keys will be distributed to staff in alignment with their assigned duties. Nothing else besides a key should be used. Trying to force a lock open can cause more harm than good. Keys should only be distributed to program participants with the approval of your supervisor. If a lock, key, or door is broken, inform facilities and fill out a work order. At Merrowvista, and during some of the busy seasons at Miniwanca, some high use buildings may be left unlocked.

Online Communication and Social Media

We know the internet can provide participants and staff a way to stay in touch throughout the year, once our residential programs have ended. We want to encourage these connections in a manner that reinforces the philosophy and values of AYF, and we are seeking your help in doing so.

As a staff member of the American Youth Foundation everything and anything that you post online can be seen as a reflection of AYF (even if you state otherwise). The same is true for any reference to AYF photos. It is possible that potential staff, potential camp families, alumni, current participants, and current AYF staff could gain access to your postings.

This policy is designed to protect you, our participants, and AYF, and insure future success of all. Following this policy is a requirement of future employment with AYF. Violation of this policy may jeopardize your current and future status with the American Youth Foundation.

1. Please be respectful of the organization, its program, the participants, and staff in all communications in your profiles, postings, and communications. We expect that staff will not engage in harassment or intimidation, or post comments that are disrespectful or derogatory regarding another person or group.
 - We ask that you do not post any text, audio, or images unbecoming of the AYF's culture and values. You should not post photos or discuss behavior that is prohibited by AYF policy.
2. When you participate in social media, be mindful of how you interact with participants and what information they have access to. When they "follow" you, or

request to “follow” you, remember that you are still a youth empowerment professional.

- Communication with camp mentors and role models can serve as a powerful reminder for participants to continue to strive to be their best self. It can help them transfer their learning from camp to their lives at home.
 - AND it is essential to remember your connection must remain professional. All policies and procedures that guide your relationship with participants on-site should apply to your connection with them off site.
 - Set your privacy controls in a way that limit participant access, keeping your personal life separate from your youth empowerment professional life.
 - If you become aware of participants engaging in cyber bullying, intimidation, or even cyber cliquishness, please intervene in a kind, clear manner. Remind participants of the expectations of the AYF community, and that exclusion or disrespect is not acceptable. If you do not feel comfortable, or if the behavior does not stop, please notify the Program Director.
3. Please request permission of your director before:
 - Using the AYF logo (this is copyrighted and may not be used without prior permission)
 - Using text or photographs that are the property of AYF
 - Using photographs of participants or other staff
 - Creating a camp “group page” with the above items
 4. Before posting photographs of participants or other staff on social networking sites or other public venues, please BE SMART and USE GOOD JUDGMENT. Please ensure that we have a photo release on file for each participant represented and that you **never indicate a participant in a photo or video with their full name.**
 5. If you become aware that a member of the AYF community is not following these guidelines, contact them, remind them of the policies and encourage them to make changes, and/or contact AYF immediately.

Personnel File

A personnel file is kept for each employee, and some volunteers, of the AYF. Access to your personnel file is always possible by checking in with your supervisor. Hiring paperwork, acknowledgements, performance evaluations, and other documents will be kept in this file.

Performance Evaluation

Staff will have check-ins with a supervisor at the beginning, middle, and end of their time of employment to discuss a number of topics, including job performance. At these meetings staff should be prepared to evaluate and discuss their own job performance.

- **Disciplinary Process**

Our goal is to support each member of our community to perform the duties of their job to their best ability. When staff actions or behavior begin to impact the quality of the program, participant experience, or work environment, action must be taken. Violations of certain policies are grounds for immediate dismissal. When possible, the following process will be followed to allow a staff member to improve their behavior or performance.

- **Step 1 – Verbal Corrective Action**

- In correcting unacceptable performance or behavior, your supervisor will review the pertinent job requirements with you to ensure your understanding of them. This meeting will include the nature of the problem, improvement sought, the time period within which it is expected to be improved, and potential consequences (including dismissal). Documentation of the corrective action will be placed in your personnel file.

- **Step 2 – Formal Written Warning**

- At this step, a written evaluation prepared by your supervisor that again defines the problem and expected improvement will be shared with you. Consequences for continued lack of improvement will be included.

- **Step 3 – Dismissal**

- Dismissal is reserved for those cases that cannot be resolved by the corrective action or in those cases where a major violation that cannot be tolerated has occurred.

Pets

The safety and comfort of our community is best maintained without the presence of pets, so in general, staff are not allowed to bring pets to camp. Some senior staff are exceptions to this policy, and all pet policy variations must be pre-approved by the AYF President.

Relationships

Our community is based on inclusiveness, and we model this value in our daily interactions with one another. We have a responsibility to teach participants that it is possible and

desirable to have non-romantic, healthy friendships between all people regardless of sex or gender identity. How we interact with one another is a powerful teaching tool. Our primary relationship is to the community.

While always a personal responsibility, one's romantic/sexual behavior regarding staff relationships is also a community responsibility. It is imperative that romantic, or in any way exclusive, relationships do not impact one's ability to complete job responsibilities at the highest standards of safety and quality. It is equally important that relationships in no way become a distraction for participants or other staff. Therefore, public displays of affection are discouraged. Romantic relationships between co-leaders or supervisor and supervisee are considered inappropriate. Consequences will result for any staff members that find themselves involved in a relationship that in any way compromises the quality of participants' experiences or interferes with completion of job responsibilities.

Participants may be curious about staff members' current or past relationships. While it is appropriate for staff to acknowledge present or past relationships, it is inappropriate for staff to share intimate details of current or past relationships. If a participant asks specific questions, it is better to find out why they are asking. Seek support from a senior staff member if you are unsure of how to handle a situation. This policy applies to all AYF staff.

Staff/Participant Relations

The relationship between staff and participants is based on trust and on boundaries that must never be violated. Staff relationships with participants should always be a professional one **during all parts of the year (before, during, and after their time in AYF program)**. At no time should a staff member be in the living space of a program participant unless they are the cabin leader responsible for overseeing the actual space. Even in this situation, a staff member should not be alone with one participant in the living space. In addition, at no time should a participant or a program participant be present in the personal living space of a staff member. This policy exists for the protection of both staff and participants.

When having a one-on-one discussion with a participant, be sure to sit in an open space, visible to other participants and/or staff. Appropriate touch is an important consideration in Staff/Participant relations. AYF can be a "huggy" community. Before you hug a participant, however, be sure they are comfortable with the gesture. Safe touching zones include a hand on a shoulder or a pat on the upper back.

It is common for participants to develop "crushes" on staff members, especially older participants with crushes on the younger staff. It is important to be aware of this and if you feel a participant may have a crush on you, do not encourage it. You will need to be more aware of your actions and words to discourage the

attention/crush. Please seek advice from your supervisor should you suspect a crush.

At some points during a program, staff may be asked questions by participants that are better answered by a parent or guardian. Examples of this might include questions around sexual activity or sexual choices, questions about drug or alcohol use, or other questions that put the staff member in a position in which they make a moral decision. If such a question arises, it is important that the questioner is affirmed in their decision to ask the staff member, but staff members must use discretion and maintain appropriate boundaries when answering questions of such subject matter. It is recommended that the issue is documented as needed and subsequently turned over to the program director or school program contact, whoever is in loco parentis. Remember that rarely do we as AYF staff have all the pertinent information in a participant's life and parents/guardians are likely much better suited to provide helpful guidance and support.

Release of Participant Policy

It is the policy of the AYF and state law to release a participant only to those who have been previously approved in writing. Please never release a participant to anyone without a program director's knowledge.

Safety

The emotional and physical safety of our community is of the highest priority and the responsibility of all staff. If you come upon a situation that appears unsafe, please intervene.

Personal Sports Equipment

If you brought personal sports equipment, please be sure it is stored appropriately so as not to be accessible as a potential safety risk. It should not be accessible to participants.

Risk

Our primary goal is to insure the safety of all participants in AYF programs. It is for this reason that we look at programs from a risk-management perspective. If and when an accident, incident, or emergency occurs, proper action and reporting is essential. All staff is expected to be aware of the emergency procedures and

reporting policies included in the staff handbook to insure the best care of all involved.

Weapons

In an effort to ensure the physical safety of our community, all weapons (including knives, guns, archery equipment, swords, and others) should be collected by cabin leaders on the first day/evening of camp. All weapons are prohibited from camp property. Should a participant or staff person have a weapon, it should be brought to the office immediately and reported to the Director of Programs.

Searches

Searches of personal property rarely take place at AYF. A search would be authorized if there were probable cause that an individual(s) possessed something that could threaten the safety and/or wellness of participants or staff. This could include but is not limited to weapons, drugs, alcohol, and stolen property. Invasion of privacy issues may be superseded by safety concerns.

If a staff person has reason to believe a participant's belongings should be searched, the Program Coordinator or Director should be notified. In most situations, the Director, the leader, and the participant will be present for the search. Parents should be notified before the search takes place.

It may be necessary to conduct an investigation that may include inspections of staff or staff personal property. An employee is expected to cooperate with such investigations as a condition of employment, and failure to do so could result in termination. This is known as a "cooperation" rule. If it is deemed necessary to conduct a search of a staff person or staff property, the staff person will be notified. During the search, the Director, the supervisor (or a second Director) and the staff person will be present. It is important to note that searches would be a last resort. Our community is based on honesty and cooperation, and searches can be in conflict with those values.

Smoking and Use of Tobacco

As a health consideration and due to fire hazards, smoking, use, or possession of tobacco products, vaping, vaping equipment, Juuls, or e-cigarettes are not permitted on the AYF grounds. This policy applies to both staff and participants in AYF programs. If this would be hard for you, please talk with your supervisor or a director – we recognize that completely eradicating the use of nicotine might be impossible and want to include you in designing a

system that honors all needs. If you know, or suspect, that a participant(s) is/are in violation of this policy, you should notify a director immediately.

Specialized Activity Areas

Specialized activity areas are program activities and/or physical locations on AYF property that have special rules due to the elevated risk involved in these activities.

Archery

The Archery ranges onsite are to be used only when a trained AYF archery instructor is present. All safety protocols and procedures posted at the archery range should be followed when staff or participants are at the archery range and/or using archery equipment. Archery equipment should be stored in a locked room or shed.

Ceramics

The use of ceramics equipment or materials should only be used when an instructor is present. The kiln should be in a locked room, and only trained personnel can operate it. All safety protocols and procedures should be followed.

Challenge Course Activities

Participants and leaders will be encouraged to participate actively in adventure-based learning experiences on the team challenge courses, climbing tower and high challenge course. These activities will be directed towards cooperative learning which foster individual and group development. No one should use these elements without a qualified AYF Challenge Course Manager present.

Waterfront (Including, but not limited to canoeing, kayaking, sailing, swimming)

The waterfront at camp is strictly in use ONLY during specific program times when a AYF Lifeguard is on duty and in clearly outlined activity blocks. Use of the waterfront outside of these specific times must be cleared with a Director. This includes use of all boats. All Waterfront policies must be followed. No swimming or boating after dusk.

Woodshop

The woodshop, and the tools housed in the woodshop, should only be used when a trained instructor is present. All safety protocols and procedures for the woodshop should be followed.

Tips and Gratuities

It is AYF policy for staff members not to receive gifts or tips. If a client expresses an interest in giving a gift, encourage them to make a donation to the AYF, which is an appropriate gift of thanks for the entire community and will ultimately benefit the participants we serve.

Transportation

There are a number of methods of transportation to, from, and throughout the site. It is important to follow all transportation policies that relate to the use of personal or AYF automobiles, AYF golf carts, and bikes. These policies are partially listed below and more fully explained in the AYF Transportation Manual.

Automobiles

Merrowwista and Miniwanca are pedestrian campuses. Please only use your vehicle for driving to and from camp. If it is necessary to drive inside the campus, the speed limit is 10 mph. You will be asked to park your car in a designated lot. Please keep your car in that location.

Vehicles brought to camp should have full and proper insurance. The AYF cannot be responsible for the security, accidents, or problems resulting from the use of personal vehicles. Staff members are strongly urged not to lend their vehicles to other staff members; insurance often does not cover non-owner drivers. When using a personal vehicle onsite, the owner must take full responsibility for any damage caused to the AYF property.

Participants should never be transported in personal vehicles.

AYF vehicles are to be used for transport or business-related errands only. Only those individuals who are 21 years of age or older and who have completed the AYF Vehicle Orientation and Test will be allowed to drive AYF owned or leased vehicles.

Use of personal vehicles for any AYF related business (town runs, going to interest groups, meals on the other side of camp, etc.) needs to be cleared through a Director.

Please always observe local speed limits when driving to or from camp. Drive slowly to insure the safety of pedestrians, and to maintain a positive relationship with the local community.

Use of AYF vehicles is subject to all transportation policies found in the transportation manual.

Golf Cart Use

AYF golf cart carts are to be used for AYF purposes only by certified AYF drivers who are approved to drive in the season which they intend to use the golf cart and who have completed the AYF Small Vehicle Orientation. Each golf cart has a primary purpose and storage location. At Merrowvista, a golf cart shall be assigned to program staff for program prep and support purposes, and a golf cart shall be assigned to facility staff for custodial and site support purposes. At Miniwanca, a golf cart shall be available for alumni and advancement purposes only and used primarily in West Camp to transport guests and alumni. Golf carts may never go more than 10 miles per hour in the presence of participants, and golf carts may not be used in the dark. Golf carts must always be returned to their charging locations and plugged in so that they are ready for their next need.

Bikes at Camp

We encourage staff to bring their own bike. When on camp property, you must wear a bike helmet. This is official camp policy. A general tune-up on your bike, before you arrive, is strongly recommended. Staff must check with the Logistics staff before using tools or materials in the Bike Shop. Bikes may be available to borrow from the AYF. Please check with the Four Trails coordinator to see if this would be possible, and please take excellent care of the bike so that it can be used for many seasons to come.

Use of AYF Assets and Property

The physical properties and assets of the Americans Youth Foundation have been given and are being maintained for the purpose of engaging and benefiting youth and adult participants through safe, high quality, mission supporting programs.

All AYF properties, buildings, equipment, vehicles, leased equipment/spaces, and infrastructure are owned or leased by the AYF for use in support of the AYF mission. This list is not all-inclusive of AYF assets. Use of AYF resources (including radios, computers, cell phones, etc.) is limited to meeting the goals and objectives of the mission of the AYF. Requests to use the assets of the organization for non-programmatic reasons including property, buildings, equipment, vehicles, and/or infrastructure, must be submitted in writing prior to use to the AYF Leadership Team for consideration and approval. Any unsanctioned use of assets or use without the appropriate authorization will be considered unauthorized and will be subject to disciplinary action up to and including termination.

Staff are responsible for the care and maintenance of AYF property assigned or available to them as part of their job duties. Please fill out an incident report should AYF property be

damaged, stolen, or misplaced. All equipment must be returned at the end of the day/season.

AYF assets are for the use of AYF programming and activities solely. In rare cases, for current AYF staff or volunteers, some AYF equipment may be used for personal enjoyment at the discretion of an AYF Director. Initiating this request begins by thinking with your direct supervisor as to the appropriateness of the request. All applicable policies must be adhered to.

Use of AYF assets by non-current AYF staff is not allowed. Use of AYF assets is subject to fines up to the cost of replacing the asset. The use of the property and assets are always reserved first for clients and paying participants before personal use, and should not be an assumed right.

This policy is supplemental to all other policies and procedures of the American Youth Foundation. The policy above is implemented alongside the general safety and community expectations to which all AYF staff and visitors are held.

Laundry

Check with your supervisor as to the appropriate laundry facility for use while in residency at Miniwanca or Merrowvista. Laundry facilities may not be used by those not currently in residency with AYF.

Mail

Outgoing mail may be sent via the office mailbox. Incoming mail is sorted and delivered to participants and staff at their individual or cabin mailbox.

Letters can be sent from the reception area, provided that proper postage is applied, Please see an office staff member for the purchase of stamps. There is also a mail-meter machine to be used for all business mail. Assistance with the use of other services, including UPS and FedEx are available through office staff.

If you are unsure of the correct return address, ask the Office Coordinator.

Radios

Two-way radios will be issued to certain staff for the purposes of emergency or logistical communication during the program season. They are very expensive radios and should be well taken care of. Participants should never transmit over the radio, with the exception of program chaperones who have been issued a radio. Participant names should never be used on the radio to maintain privacy. Personal handheld radios (walkie talkies) cannot be used because they may interfere with

emergency radio communications. For a complete description of all radio protocols, please refer to radio training.

Telephones

Office business telephones cannot be used for personal calls without permission from your supervisor and only during off-hours. Participant use of any phones is restricted to the approval of the Directors. If a participant has permission to use the telephone, a Coordinator must facilitate and be present for the conversation.

Valuables and Safekeeping

The AYF is not responsible for lost valuables or money. Valuables may be put in safekeeping in the office.

Vandalism

Any trespassing and/or vandalism should be immediately reported to the Site Leader. Program should never suffer from a lack of programmatic space/equipment due to vandalism. Facilities or other program staff will be assigned to repair/remove any vandalism as a high programmatic priority.

Visitors and Guests

While you may wish to have friends or family visit you, we do not have the resources to do a formal orientation and therefore do not allow this. This also includes visitors on your designated days off. Overnight accommodations are not available for guests. On rare occasions, we may have visitors onsite (alumni, contractors, donors, partners, etc.) and these people must be approved by a Director.

When approved visitors do arrive, they must check in at the main office to sign in, pick up a visitor nametag, sign any necessary forms and let us know why/who they are visiting. Visitors must also check out at the same office before leaving. Staff are asked to always greet visitors with friendliness and provide any assistance that is appropriate.

If a staff member sees a stranger without a visitor tag, they should escort the person to the office to check in. Please kindly explain AYF's visitor policy to this individual, stating that all visitors must be checked in. Please also share this information with participants so that if participants see a visitor without a visitor tag, they can inform a staff member immediately.

Work Related Injuries and Worker's Compensation

Employees who are injured or become ill as a result of performing their job duties may be eligible to receive Worker's Compensation benefits. All illnesses and injuries must be reported immediately to your supervisor and an Incident Report form is to be filled out and submitted to your Supervisor or the Site Leader within 24 hours. Once reviewed, the report will be submitted to the Finance Manager who will submit the claim to our Workers Compensation insurance carrier.

To receive benefits for lost time and related medical expenses, staff are required to:

- Have a medical statement from the physician stipulating that they are unable to work or are unable to work with restrictions.
- Provide the Finance Manager with a Certificate of Fitness Exam form following each doctor's office visit or therapy appointment, along with any medical documentation.
- Complete all required medical release information, as requested by the Finance Manager and/or workers compensation insurance carrier.

If you are released from medical treatment with restrictions to the duties you can perform, you will be assigned to work that corresponds to your restrictions, provided that type of work is available. If work within your restrictions is not available, you will be kept on unpaid leave of absence until your restrictions are removed. In all cases, AYF requires a physician's release to return to work before the employee can resume their regular work duties.

ACKNOWLEDGEMENT OF RECEIPT, READING AND COMPLYING WITH AYF MINIWANCA SUMMER STAFF MANUALS

I understand the information contained in the summer staff manuals provides essential guidance in my work with the American Youth Foundation. It is my responsibility to make sure I understand all policies and procedures. If I have any questions about the information, or questions not answered in the manuals, I understand I should talk with the Girls Camp Director and Boys Camp Director. AYF's interpretation of any of its policies is final and binding on all persons affected.

I hereby acknowledge that I have received a copy of AYF Miniwanca's Summer Staff Manual and understand that it is my responsibility to read, become familiar with, understand, comply and uphold all of the content and policies contained in this manual.

In addition, I have received a copy of the following Summer Staff Manuals if relevant to my position:

- Trip Manuals (General Trip Leader, Backpacking, Canoeing, Biking)
- Transportation
- Waterfront
- Ropes Course

and understand that it is my responsibility to read, become familiar with, understand, comply and uphold all of the content and policies contained in these manuals.

Employee's Signature: _____

Employee's Name: _____

Date: _____