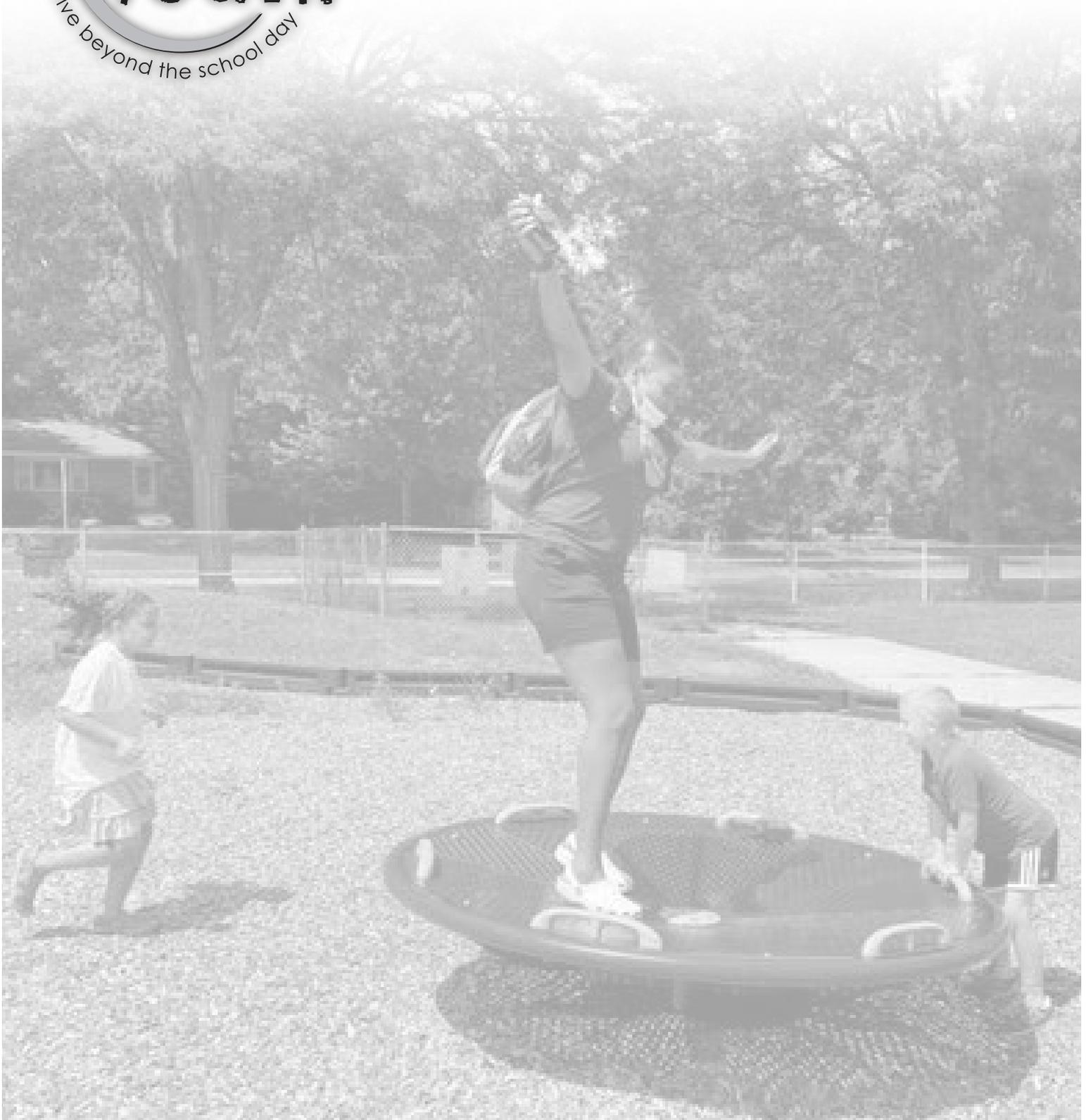


# Day Camp Staff Manual

2022 Summer



[www.wisconsinyouthcompany.org](http://www.wisconsinyouthcompany.org)

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# Summer Day Camp Staff Manual

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# Summer Day Camp Staff Manual

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## Wisconsin Youth Company Statements

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### **Mission Statement**

Wisconsin Youth Company's mission is to engage youth in opportunities to encourage them to be their best selves.

### **Vision Statement**

Wisconsin Youth Company is a non-profit organization, dedicated to high-quality out-of-school programming that meets the evolving needs of youth & families. We impact children by providing a safe place to nurture social/emotional skills and positive character development.

In order to operate sustainably with exceptional quality, we support the talents of staff through professional development and the use of collaborative tools. We earn the trust of families and communities by fostering positive, respectful relationships and delivering consistent programming.

### **Core Values**

We value relationships.

Our staff are dedicated to our children and families and committed to continual improvement and professional development. We value diversity, respect each other and resolve differences in ways that preserve relationships. Youth are our focus.

We strive to model the strong character that we want to inspire in the children we serve. Collaboration is the way that we work together as a team.

We share knowledge, hold ourselves and each other accountable, and work with integrity and fairness. Through this transparent and ethical model, we build trust with each other and the families that we serve.

### **Ends Statements**

Wisconsin Youth Company exists so that children of south central Wisconsin thrive outside the school day at a justifiable cost.

- Children will have a sense of belonging through supportive relationships with peers and adults.
- Children will value themselves and explore personal interests.
- Children will develop life skills consistent with their abilities.
- WYC's southwest Madison neighborhood will grow in community capacity.

### **Wisconsin Youth Company Quality Experience**

At Wisconsin Youth Company we seek to create a camp environment that allows for:

- Children to be positively engaged and provided with choice, sufficient supplies, and a changing variety of age-appropriate activities.
- Engaged, professional staff interacting with children and alert to potential challenges.
- Staff and children who share responsibility for the program, the facility and the materials.
- A tracking system that ensures the safety and supervision of all children.
- Inviting and enriching activities.
- An organized system that allows children and staff to know the rules, routines and expectations of the program.
- An accurate, complete, current and inviting sign-in and parent information area.
- Program compliance with all State of Wisconsin licensing, ACA and risk management guidelines.
- Cleanliness and safety with staff alert to the potential for hazards.
- A place that is fun and exciting to be.

# Summer Day Camp Staff Manual

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## **Wisconsin Youth Company Day Camp is more than a place . . .**

It is a unique experience where individuals become friends, where new experiences become skills to share, and where camp adventures lead to a greater appreciation of each other and the world in which we live.

## **Guiding Principles**

WYC provides opportunities for children to be self-directed in chosen activities. Most importantly, the programs emphasize and promote a positive self-concept for each child.

WYC provides a flexible program with appropriate activities to meet the social, emotional, physical and cognitive needs of children and to provide support to their families.

WYC programs strive for more of the characteristics of home than of school.

At WYC Summer Day Camp children have the opportunity for:

- Outdoor as well as indoor experiences
- Creative expression and intellectual stimulation
- *Developing skills in decision making and problem solving*
- *Both active and quiet periods during program*
- *Companionship of a variety of peers and nurturing friendships*
- *Privacy when desired*
- *Developing new life skills*
- *Pursuing individual interests*

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### Attendance

**Snapshot:** Wisconsin Youth Company attendance forms are legal documents that must indicate accurate time of arrival and departure. The use of blue or black ink is required. All children must be signed in, signed out or marked absent each day. All camps have State of Wisconsin approved capacities. The attendance and actual camper count may not exceed this capacity. Reference your camp's license for specific capacity information.

#### Sign-In Process

- Greet each child and Parent upon arrival
- Parent must indicate the time of arrival and sign their name (no initials) in blue or black ink
- The child then finds their tag and hands it to the appropriate staff member
- Inform the child where they can place their belongings
- Say goodbye to the child's Parent

#### Sign-Out Process

- Greet Parent upon arrival
- Verify the appropriate person is picking up the child. If the pick-up person is new, check their photo identification and verify their name and contact information with the registration binder.
- Guide the individual to their child
- Staff returns the appropriate tag to the child and child puts their tag away
- Parent records time of sign-out and signature on the attendance, in blue or black ink
- Briefly talk with the Parent about the day's activities, including the child in the conversation
- Say goodbye to the Parent and child

#### Authorized Pick-ups

All children must be picked up by authorized pick-up people. Authorized pick-ups can be found on the child's registration file under P1, P2 or the emergency contact chart. If a Parent would like to add a new authorized pick-up to their account, they must contact the administrative office in writing .

#### Unauthorized Pick-ups

If an unauthorized individual arrives to program to pick up a child, complete the following steps:

- Call the child's Parent to inform them that the pick-up person is not authorized, and they will have to contact the administrative office in writing to authorize the individual
- If you are unable to reach the Parent, contact the Help Line for further assistance

#### Unexpected Arrival

If an unauthorized individual arrives to program to pick up a child, complete the following steps:

- Call the child's Parent to inform them that the pick-up person is not authorized, and they will have to contact the administrative office in writing to authorize the individual
- If you are unable to reach the Parent, contact the Help Line for further assistance

#### Unexpected Absences

If an unexpected child arrives to program, complete the following process:

- Check the registration binder for a change of schedule form
- Check the message log to verify a change in attendance
- Call the administrative office for verification
- If the child's attendance is confirmed, enter their name on the attendance form under the correct grade
- If the child's attendance isn't confirmed, let the Parents know that they are not scheduled for program and they can contact the administrative office for further details

# Summer Day Camp Staff Manual

## Attendance and Enrollment

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

### Extracurricular Activities

**Snapshot:** Prior to attending an extracurricular, a child must have an extracurricular permission form on file with Wisconsin Youth Company.

#### Extracurricular Permission Form

A Parent can complete an extracurricular permission form electronically or as a hard copy on-site. If the form is completed with the administrative office, the site staff will be notified via the message log. If a Parent completes the form on-site, the pink copy is provided to the Parent, the yellow copy remains on-site and the white copy must be returned to the administrative office. The on-site copy should be stored in the camp extracurricular binder.

#### Extracurricular Tracking

All programs have a binder at site dedicated to storing extracurricular forms. Keep all current forms organized in this binder. After an extracurricular concludes, the forms can be shredded.

#### Extracurricular Attendance Preparation

Upon receiving an extracurricular permission form, prepare your attendance to indicate that the child will be attending an extracurricular. Under the child's name and designated day, note, "Extracurricular" in red ink. Then, use red ink to divide the sign-in and out boxes into four boxes.

Sign-in	7:30 a.m.	<i>Parent Signature</i> /black ink
	12 p.m.	<i>staff signature</i> /red ink
Sign-out	2 p.m.	<i>staff signature</i> /red ink
	5:30 p.m.	<i>Parent Signature</i> /black ink

#### Extracurricular Process

- Child checks in at program
- Child is signed into program in blue or black ink
- At time noted on permission form, staff remind child that they can depart for their extracurricular
- Before departure, the child retrieves their tag and places it in a container dedicated for extracurriculars
- Staff signs child out in red ink and child is excused to extracurricular
- If permission form indicates that a child will return to program after the extracurricular, staff should expect them to return at time indicated on the form
- When child returns, they should retrieve their tag and provide it to the appropriate staff person. Staff person will then sign them in, in red ink
- Staff will then proceed with normal pick-up procedure and ensure that the child is signed out with black or blue ink

# Summer Day Camp Staff Manual

## Attendance and Enrollment

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Messages

**Snapshot:** Wisconsin Youth Company requires Parents to relay all messages through the administrative office. Program staff must contact the administrative office daily via the site cell phone. Administrative staff will provide site staff with messages. Site staff must record messages on pink message log form. This form is a legal document.

#### Checking Messages

Site staff are required to call the administrative office at 9 a.m. to check for daily messages. The number for the administrative office is in the site cell phone under “Dane Office Cell” or “Waukesha Office Cell.” Identify yourself, your site and request your site messages.

#### Recording Messages

Each month should start with a new message log. Message logs should be kept in the designated binder on-site. Record the following for each message:

- The time recorded (a.m. or p.m.) and the date
- The initials of the individual recording the message and providing the message
- The child’s name and program
- If a child is absent, dropping in or adding a day, designate by highlighting or circling
- Add extra details under the “Other Message” column
- If necessary, enter the message on the attendance form and record on the message log
- If there are no messages, record the date and initials. Then write “no messages.”

#### On-site Messages

If a Parent provides a message in-person at program, write the message in the message log and remind the Parent that they will need to call the attendance message line as well.

#### Voicemail

Check the voicemail at program upon arriving to site. Record any messages in the message log. The password for the site cell phone voicemail is the last four digits of the cell phone number.

#### Voicemail Script

“You have reached [PROGRAM NAME]. If you are calling to report your child’s absence, hang up and call the 24-hour attendance message line at [608-276-9898-Dane]/[262-547-2326-Waukesha]. If you are calling during program time, we are busy engaging with the children and are unable to answer the phone. We check our messages periodically throughout the day. Please feel free to leave a message and we will return your call as soon as possible. Thank you for calling [PROGRAM NAME].”

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### Early Drop-off and Late Pick-up

**Snapshot:** Programs are licensed from 7 or 7:30 a.m. to 5:45 or 6 p.m. Parents dropping off children prior to the start time or picking up children five minutes or more after program closing time are charged an early arrival or late departure fee of \$25 per child for every 15 minutes or portion thereof.

#### Early Drop-Off

If a Parent is attempting to drop off early, politely remind them of your program's start time. If they choose to leave their child earlier than the designated drop-off time, use a green late pick-up form to sign them in.

#### Late Pick-Up Process

If a child has not been picked up by the program's closing time, complete the following steps:

- Call P1 and/or P2, leave messages if needed
- If that is not successful, contact emergency contacts
- If you are unable to make contact with anyone, call the Help Line to inform them of the situation and discuss next steps
- Non-emergency police may be called 30 minutes after program if P1, P2 and emergency contacts are unable to be reached. Help Line approval is needed prior to calling the non-emergency police.

#### Green Late Pick-Up Form

- Sign child out of regular attendance at end of program time (5:45 or 6 p.m.)
- Sign child in on green late pick-up form with the end of program time (5:45 or 6 p.m.)
- When child is picked up, they should be signed out by Parent on the green late pick-up form
- Turn in the late pick-up form with your weekly attendance

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### Impaired/Intoxicated Parent Pick-up

**Snapshot:** If an authorized pick-up person arrives impaired or intoxicated to pick up a child, please call the Help Line for support in handling the situation.

#### **Signs of Being Intoxicated:**

- Smell of alcohol or other intoxicants
- Stumbling and slurred words
- Unsteady, tripping or falling
- Struggles to retain information

#### **If these behaviors are observed, proceed with the following steps:**

- Ask if they are feeling okay
- If you feel comfortable doing so, ask if they have another person who could drive them and their child home. If person is resistant, do not stand in the way of the Parent.
- If a pick-up person leaves with the child, call 911 to report that a driver who appears to be impaired is leaving your location with a child in the vehicle
- If possible, note the license plate number and vehicle description
- Call the Help Line to report what happened
- The entire incident must be recorded in the medical log

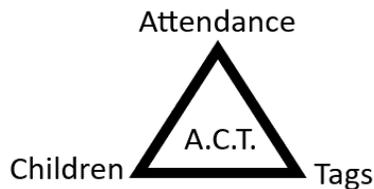
*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Tracking System

**Snapshot:** All programs must use the approved system of A.C.T. for tracking children. A.C.T. assists in the safe supervision of children during program hours. This system should be used alongside active supervision and interactions with children.

#### A.C.T.

A.C.T., Wisconsin Youth Company's tracking system, stands for attendance, children and tags. At all times, the program attendance must match the number of children in program and the number of tags being held by staff. If these numbers do not match, the program must stop until the numbers are reconciled.



#### Tag System

Each child is assigned a tag with their first name and last initial noted on it. Tags also signify special health concerns. The tag system works with the following process:

- As a child arrives to program, they pick up their tag at the attendance table and hand it to the staff person assigned to supervising them
- The staff person places that child's tag on their carabineer and holds onto it during the duration of that child's time in program
- No staff person can have more tags than state licensing allows
- If a child moves to a different location or area, their tag must follow them in that process
- Each staff member must be sure they know the whereabouts of the children in their care and the number of children in their care
- When a child is picked up, the staff person should give them their tag to return to the attendance table

#### Tag Color Code System

<b>White</b>	<b>Orange</b>
Ages 5-7	Ages 8+

Blue	Yellow	Red	Purple	Green	Gray	Gray s/o
Special Health Concern	Inhaler	Epi Pen	On-Site Medication	Diabetes	No Photo	Site Use Photos Only

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### Ratios

**Snapshot:** Proper ratios must be maintained at all times. In addition to ratios, there must always be a director qualified staff on-site.

#### General Program Ratios

Two staff must be present whenever there are more than nine children in attendance. The following ratios must be maintained:

Children ages 5-6	1 to 12 ratio
Children ages 7 and over	1 to 18 ratio

#### Swimming Ratios

Each swimming trip should have a designated waterfront supervisor who is a certified lifeguard. The aquatic supervisor cannot be included in staff-to-child ratios. The following ratios must be maintained:

All children	1 to 8 ratio
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#### Field Trip & Splash Pad Ratios

All groups taking a field trip, must always have at least two staff present. The following ratios must be maintained:

All children	1 to 12 ratio
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### Bathroom Visits

**Snapshot:** All children, regardless of age, should enter the bathroom alone or in a group of three. Staff should never enter the bathroom with children. No child can be denied the use of a bathroom.

#### Group Bathroom Visit

When a staff is responsible for taking a group of children for a bathroom break, the following process should be used:

- If possible, prop bathroom doors open with door stops. Staff should position themselves near the bathroom doorway but not inside the bathroom.
- Have children enter the bathroom one or three at a time. As one child comes out, have another child enter.
- Staff can lead transition games such as eye-spy or quick draw as the other children are using the bathroom
- After all children have used the bathroom, double check that all children are back in line. If needed, send a single child into the bathroom to ensure that the stalls are empty.

#### Individual Bathroom Visit (Child five to seven)

When a single child, aged seven or under, asks to use the bathroom, the following process should be used:

- Make a quick announcement to the other children to see if anyone else needs to use the bathroom
- Configure the tags so that the individual taking children to the bathroom has the correct tags. Then ensure that there are not more than the appropriate number of children left in the room with the remaining staff.
- Walk to the bathroom and then proceed with the group bathroom visit process

#### Individual Bathroom Visit (Child eight or older)

When a single child, aged 8 or older, asks to use the bathroom, the following process should be used:

- With the safety of the child in mind and at the discretion of the staff, the child can go to the bathroom on their own
- Children must still go to the bathroom in groups of one or three
- A good way to track on the child while in the bathroom is to put that child's tag on a staff person's finger as a reminder that a child is out of the program space

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### Missing or Runaway Child

**Snapshot:** All children need to be accounted for at all times during program. If a child looks like they are going to run, every effort, short of forcibly restraining the child, should be made to keep the child from leaving the premises. If a child runs from a camp or is missing from camp, Help Line will be called immediately. A missing child must be reported to state licensing.

#### **Proactive Steps to Prevent a Runaway Child:**

- Know which children might be likely to run
- Inform program director if a child attempts or threatens to run so that additional guidance can be given
- Keep doors that lead directly outside or into a hallway closed to reduce children's risk of leaving
- Have a designated space within program that children can go to for "cool down" if they become upset

#### **If a Child Attempts to Runaway:**

- Try to stop them with a firm, "STOP"
- If this is not successful and there is another adult in the program space, attempt to go after the child
- If there is more than one staff, one staff will continue to follow the child in an effort to maintain sight and sound supervision
- If child does not cooperate, program staff not following the child will call the five-minute contact for assistance and the Help Line for additional steps

#### **If a Child is Missing:**

- Stay calm. If a child was confirmed signed in and is unable to be located, first ask co-workers if they know the child's location.
- Have all staff check their attendance with the number of tags they have with the number of children in their group. Ensure that staff are completing a face-name check when counting their children.
- Check all areas the child could be within the space
- Ask the other children if they have seen the child
- If child is not found, follow procedures outlined below

#### **Search Procedures:**

- Remember to stay calm
- Gather two-way radio and ensure the other camp staff have their radios and they are turned on
- Check bathrooms, gyms, playground or other common program spaces
- Check parking lot, outdoor perimeter of the facility or other outdoor "hiding" places
- Ask facility staff, if present, to make an announcement over the PA system asking child to return to program
- Remaining camp staff will gather all children in one space that they can easily supervise
- Camp staff in program should call five-minute contact for assistance and the Help Line for additional steps
- If child cannot be located, additional steps may include calling the Parent, calling emergency services, or sending additional staff to help with search or camper supervision

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### One-to-One Interactions

**Snapshot:** Staff should strive to reduce the number of times that they are alone with a child. Staff are encouraged to always have another staff or another child present in all situations.

#### **Potential times where staff members may find themselves alone with a child:**

- Being the only staff present when the first child is dropped off or last child picked up
- When one child needs to use the bathroom
- When one child has a first aid need
- Working through a behavior situation with a child
- Taking a child to get something from their locker or classroom
- Administering medication to a child
- Supervision of a sick child

#### **Procedures to Avoid One to One Interactions:**

- Pre-plan transitions
- Schedule two staff to open or close program
- Use a buddy system in supervising groups
- If a child needs to go to their locker or bathroom, take multiple children
- Hold sensitive conversations in a quiet area within the program space
- Schedule regular bathroom breaks

#### **Best Practices When Staff Are Alone with a Child:**

- Let another staff person know you are alone with a child. Take a two-way radio and cell phone.
- Stay within public view at program site
- If a staff person is alone at the end of the day due to a late pick-up, they should move to a public/visible area and inform the parent of their movement. Then, call the Help Line.

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### Program Goals and Plans

**Snapshot:** The highest priority for quality program plans is the safety of the children. Plans can assist in ensuring that days run smoothly and behaviors are better managed. Plans should also have specific objectives or goals associated with them. Program plans should be submitted in advance to the camp director.

#### Establishing Goals

All program plans should have a goal based on the needs of the children. When determining program goals, the following should be considered:

- The vision and core values of Wisconsin Youth Company
- The theme descriptions
- The age and stage of development of children
- The individual needs of children in the group
- That which makes Wisconsin Youth Company programs different and special

#### Quality Program Plans

Staff are required to complete weekly program plans that consider the following:

- Safety of children and staff
- Developmentally appropriate for assigned age group
- Realistic for the space and amount of time available
- Variety and interesting
- Keeping children engaged
- Detailed enough for someone to follow
- Excitement for children and staff
- Back-up activities
- It's summer; try to be outside as much as possible
- Pre-plan for messy activities: smocks, table cloths, and wet wipes

#### Steps for Creating Program Plans

- Review the theme assigned for the week
- Establish the goals for the week
- Research activities based on the provided themes. Consider the following interest areas: arts & crafts, manipulatives, science, nature, active play, games, drama, cooking, and outdoor activities.
- Consider the interests of the children and ask children for recommendations
- Begin to place activities onto the "This Week at Camp" planning sheet
- Organize instructions and make a supply list
- Search through current supplies to determine if any materials are already available
- Create a shopping list for camp director (see instructions below)
- Make you plan visually appealing and post it on the parent board. Make an additional copy to keep.
- Submit your plans to the camp director
- Once supplies arrive, organize your materials and prep for all projects
- Implement your activities and evaluate for future plans

#### Diversity in Program Offerings

Materials in program should represent families of all types in a positive way. This includes race, ethnicity, disabilities, family makeup, gender identification and cultural backgrounds. Plan activities that broaden children's cultural awareness and encourage acceptance of others. Encourage independence of children with special needs through environmental modifications and appropriate activities.

### **Creating a Shopping List**

Camp directors complete weekly shopping trips for camp. Ensure that shopping lists are turned in on time and as detailed as possible. Prior to creating a list, ask the camp director where they will be shopping. All items on shopping lists must be accessible in-store, not online. Always check the supply stock at camp prior to requesting an item on the shopping list.

### **Weekly Festival**

Each camp hosts a weekly festival during each camp session. This is an opportunity for the entire camp to come together for all camp activities and festivities. Some weekly festival activities are pre-planned, but camp staff have the freedom to modify these plans to create the most exciting and engaging activities for their specific camp. Activities could include: weekly challenges, weekly awards, traditions such as a counselor being pied, all-camp field games, a talent show or a camp group presenting a song.

### **Monday Kick-Off**

Each week should start with a Monday Kick-Off. Some children return each week; however, others will be new. The kick-off gives an opportunity for the camp director, or other designated staff, to review rules, familiarize campers with the space, share exciting news about the week, introduce staff and review camp emergency procedures. This is a great opportunity to get campers and staff excited about the week.

### **Weekly Kit Rotation**

Wisconsin Youth has some materials that are cycled through camps each week of summer. This includes items such as specialty sports equipment, cooking equipment, science supplies, large games and more. Camp directors are responsible for picking these items up from, and returning them to, the Wisconsin Youth office each Tuesday throughout summer. Staff are responsible for keeping these items in good condition and informing the resource team if items need repair.

### **Checking out Additional Kits**

Resource kits can be checked out from the Online Resource Library using the following steps:

1. Visit the Resource Library page from the bottom of the Wisconsin Youth Company homepage
2. Log in using your username (first initial/last name and the password WYCstaff)
3. Search through available resources
4. Select 'Reserve' for the kits you would like
5. If reserved by Thursday morning at 9 a.m., kits will be available for pickup by the following Tuesday

### **Movies**

Movies should be used infrequently within programming. If a movie is shown, it must be a rated G-movie. There must be at least three other program activities available for children that are not interested in watching a movie.

### **Animal Exposure in Program**

Privately owned animals are not allowed on program premises. If a pet is on the playground, Wisconsin Youth Company children may not pet or play with the animal. The local zoo, humane society or other organizations may bring animals for display or educational purposes. Staff must contact the program director prior to arranging an event that will involve animal exposure. All children and staff must wash their hands with soap and water after animal exposure.

### **Internet Use in Program**

It is the policy of Wisconsin Youth Company that children do not use personal electronic devices (phones, tablets, etc.) during program hours. Children are encouraged to leave electronic devices at home. If an electronic device is brought to program, staff can offer to store that device in a safe location during program hours.

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### The Camp Environment

**Snapshot:** Staff should consistently work to enhance their program environment and ensure that all areas remain safe and clean. In an effort to enhance the “camp” feel and utilize our outdoor space, staff are encouraged to plan multiple programs throughout the week that take place outdoors. Staff should incorporate outdoor play and nature programming into their weekly plans.

#### Make Camp Feel Like “Camp”

Wisconsin Youth Company most commonly operates summer day camps out of school buildings. Below are some ways to make a school feel like camp:

- Refer to the school building as the camp location
- Establish group names such as ‘Bear Cubs’, ‘Lions’, ‘Oaks’, etc. Avoid calling groups by their grade.
- Create weekly traditions such as ‘golden dustpan’ or ‘warm fuzzy boxes’
- Sing camp songs
- Hold opening and closing ceremonies
- Decorate the program rooms
- Create a fake campfire
- Offer traditional camp crafts like friendship bracelets and lanyards
- Hold color challenges
- Create traditions associated with your weekly festival

#### Creating a Welcoming Environment

First impressions start as soon as families walk through the doors. Consider the following to create a welcoming environment:

- Everyone who enters the program space should be greeted upon arrival
- If time allows, engage the parent in brief conversation such as “How are you?”
- Set-up the parent table in an organized fashion so parents can easily find what they need
- At least one staff member should share a detail with each parent regarding their child’s day. This can be as simple as “we had a great time at the splash pad today” or something more specific about the day.
- Always acknowledge that a parent and child is leaving by saying goodbye

#### The Camp Environment

The camp program space and break-off spaces should be comfortable and inviting. Environments can be enhanced with rugs, various seating options and lots of space for children to socialize. Children need variety within their environment to accommodate different needs. Ensure that the camp environment has the following spaces available:

Table Spaces	Floor Spaces
Arts & Crafts	Blocks & Constructs
Board Games	Dramatic Play
Snack	Quiet Space

#### Space Layout

The following should be considered when determining the space layout for a program:

- The flow of foot traffic and avoiding ‘runways’ for children to run in program
- The storage of carts in and out of program
- Activity and noise levels
- Natural and artificial lighting
- Ensuring that doors and/or exits are not blocked by program supplies

### **Storage of Children's Belongings**

Storage space for children's belongings should be made available at each program. Each child should be provided individual storage space. Storage spaces should be off the floor and could include cubbies, lockers, hooks, baskets or bins.

# Summer Day Camp Staff Manual

## Program

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

### Schedule

**Snapshot:** The exact daily and weekly schedule may vary from camp to camp. There can be some flexibility within the schedule however, each day must include two designated snack times, lunch, group projects and a brief rest time. Additionally, there are two field trips within each week as well.

#### Sample Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Before Camp Activities				
Camp Kick-Off	A.M. Snack	A.M. Snack	A.M. Snack	A.M. Snack
A.M. Snack				
Group Time	Group Time	Group Time	Group Time	Group Time
Lunch	Lunch	Lunch	Field Trip with Lunch	Lunch
Rejuvenate	Weekly Swim Trip	Rejuvenate		Rejuvenate
Group Time		Group Time		Weekly Festival
After Camp Activities				

#### Sample Daily Schedule:

<b>7 a.m. (6:45 a.m. Waukesha)</b>	Staff Arrives
<b>7:30 (7 a.m. Waukesha)-9 a.m.</b>	Before Camp Activities
<b>9-9:30 a.m.</b>	Morning Snack
<b>9:30-11:30 a.m.</b>	Morning Group Activities
<b>11:30 a.m.-12:30 p.m.</b>	Lunch
<b>12:30-1:30 p.m.</b>	Rest & Rejuvenate (quiet activities)
<b>1:30-3:30 p.m.</b>	Afternoon Group Activities
<b>3-4 p.m.</b>	Afternoon Snack
<b>4-5:45 (6 p.m. Waukesha)</b>	After Camp Activities
<b>6 p.m. (6:15 p.m. Waukesha)</b>	Staff Depart

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## Snack and Lunch

**Snapshot:** Snack is served two times each day and campers provide their own lunch each day. Wisconsin Youth Company staff must follow company procedures that meet or exceed state licensing and ACA requirements for serving and storing snack. All food served by Wisconsin Youth Company is nut-free and sugar is not listed as one of the first three ingredients. Parents are encouraged to send nut-free lunches as well.

### Snack Delivery and Purchase

Snack is delivered in cycles to camps on a bi-monthly basis. Camp staff are responsible for organizing snack upon arrival and ensuring that it is stored properly. Camp directors must purchase gallons of milk on an as-needed basis. Occasionally, camp directors may have to purchase additional snack items as well.

### Snack Menus

Snack menus should be posted on the licensing board for parent review and must comply with licensing requirements. Menus should be planned one week in advance and contain a morning and afternoon snack. Menus are stored on site throughout the duration of summer. Any changes or additions to snack should be noted on the snack menu.

### Food Groups

Snack should include two items from the following food groups. Both items must represent different food groups:

- **Grains:** Whole grain or breads, cereals and crackers
- **Dairy:** Cheese, milk and yogurt
- **Fruits & Vegetables:** Canned or fresh fruits and vegetables
- **Meat or Other Protein:** Meat, soy butter or alternate protein products

### Milk and Water

Milk and water should be available each day with both snacks and lunch. When milk is served, a daily count must be taken. Chocolate milk is not to be served due to its high sugar content.

### Snack Prep

Gloves should always be used for both snack prep and serving. Snack can be prepared in advance with the following methods:

- Cut up fruit such as apples or oranges into slices. Place slices in a bowl, cover, date and store in refrigerator until snack.
- Place grab-and-go items in a bowl for easier serving
- Prep soy-butter by scooping it into small serving bowls
- Open canned fruit ahead of time and store in a covered bowl

### Snack Procedure

The following procedure should be used to ensure a successful snack experience:

- Tables where snack will be served should be cleaned with a two-step process before and after snack is served. Step one: Clean with Clorox wipe or soap/water solution. Step two: Sanitize with Clorox wipe or bleach/water solution. During camp, snack will not always be served at a table.
- Children and staff wash their hands. If staff cannot wash their hands, they can use a soap & water wipe.
- Children and staff should be seated at the snack table and snack should be available family style, if possible. If snack is not being served at a table, staff should still be seated with children.
- Snack should be available for 40 minutes. Remind children about snack with a “last call for snack” warning.
- Seconds always need to be available. Seconds do not need to be the same as the first item served. For example, if cereal is the first item, bananas could be available for seconds.

### **Lunch Procedure**

Lunch should occur in the same process as snack; however, children will bring their own lunches. Lunches must not require refrigeration or microwaving. Children may not share items from their lunches as many children have allergies. Wisconsin Youth Company recommends to parents that children bring nut-free lunches.

### **Allergies and Special Diets**

Allergies and special diets are noted on a child's health history form. Children with food allergies and/or special diets will have a beige and blue tag. All staff should familiarize themselves with the allergies or special diet concerns for the children at program. Parents must provide written permission if they would like their child to be served a special diet for snack. Parents must provide all special food and it must meet the Wisconsin Youth Company nutritional requirements (nut-free and sugar must not be listed in the first three ingredients). Staff can provide parents with a copy of the weekly snack menu to assist in planning for special diets or allergies.

### **Snack Storage**

Wisconsin Youth Company policy and state licensing require that snack be stored in the following ways:

- Any food that has been placed in open top serving bowls should be disposed of after snack (i.e. Crackers or canned fruit). Grab-and-go items or cereal served from a container with a closed lid can be saved and served again.
- Dry goods are to be stored in a cool, dry location
- All snack that has been opened needs to be stored in a food-grade plastic container with tight-fitting lid or Zip Lock bag. All items should be labeled indicating the contents and date opened.
- Prepared food that is saved must be used within 36 hours
- Refrigerators should be equipped with a thermometer and the temperature must be maintained at 40 degrees F or below. Freezers should be maintained at 0 degrees or below. Milk coolers used to temporarily hold milk during snack/lunch will have ice packs and thermometer and maintain temperature of 40 degrees F or below. Daily temperatures should be checked and recorded on the temperature log.

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### Active Play

**Snapshot:** All children should have an opportunity for active play throughout the day. Active play can occur outdoors on a playground or field or indoors in a gym. Wisconsin Youth Company must provide a safe active play environment to reduce possible accidents.

#### Safety Considerations for the Gym

The gym is often the number one area for accidents. Consider the following to reduce the number of accidents:

- Staff should be closely supervising the group at all times. Staff are encouraged to join in on active play; however, they must actively supervise while doing so.
- Shoes must be worn at all times. Tennis shoes are preferred, but at minimum shoes must have a heel strap. Bare feet, flip-flops and boots are not allowed. Ensure that shoes are tied.
- Limit the number of separate activities occurring at the same time in the same space
- All equipment should be used properly
- Always explain the rules of each activity before play begins
- Warn the group about any safety risks or concerns
- If the group is large, consider playing an organized group game rather than free-choice
- Explain boundaries in advance
- Loose clothing should be removed, such as scarves

#### Safety Considerations for the Playground or Outdoor Play

All children should remain closely supervised while outdoors. The following safety considerations should be implemented:

- Staff should monitor the use and condition of the grounds, equipment and any other play area. Check the area for hazards such as broken glass or lack of wood chips for fall coverage.
- Equipment must be used in the manner for which it was intended. For example, children should sit on swings and slide down a slide facing forwards.
- Children should not wear loose clothing on the equipment. Coats should be zipped and loose scarfs should be tied.
- Limit the number of children on any one piece of equipment
- Children must wear shoes at all times and laces must be tie
- Check weather conditions before going outside and limit equipment use if needed. For example, equipment could be icy or wet.
- Be aware of community members on the playground
- Hand slides, twirling monkey bars or merry-go-round style equipment is off limits. Contact the risk management director if you have questions regarding off limit equipment.
- If something doesn't look or feel safe, re-direct the children to another activity .

#### Playground Tracking

Prior to going outside, staff should determine playground zones. A zone is a designated amount of space that can be supervised by one staff. Once zones are established, the following should occur:

- Before staff go outside, they should ensure that their tags match the children they are taking outside
- Staff should remind children of the zones and which zones are 'open' or 'closed' depending on the number of staff going outside
- Once outside, staff should remain within their assigned zone and actively supervise by walking throughout the zone

### **Equipment Maintenance**

All equipment should be in good working condition. If equipment is not in good repair, it should not be used. If there is damage or a concern with equipment belonging to the facility (i.e. playground), report the concern to the facility as soon as possible. If there is damage or a concern with equipment belonging to Wisconsin Youth Company (i.e. ball cart), report this to your supervisor as soon as possible to determine a plan to fix or remove the equipment.

### **Organizing Group Games**

Group games are a great way to keep children active and safe in a small space such as a gym. When organizing a group game, keep the following in mind:

- Determine which game is going to be played ahead of time
- Review the rules with the children and if possible, have the children describe the rules
- Get involved in the game while supervising
- Be positive and enthusiastic about the game
- Ensure that the rules are developmentally appropriate for the entire group. The fewer rules, the better.
- Choose fair teams.
- Play games that keep everyone engaged. Avoid playing games where participants are 'out'
- Encourage all children to play for 10 minutes and then allow them the choice to sit-out if they are no longer interested

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## Communication

**Snapshot:** While in program, staff are not always able to communicate face to face with each other. Due to this and communication needed with the administrative office, there are other communication devices used in program. These devices should be used for program purposes only. Personal devices should not be used during program hours.

### Smart Cell Phones

Each camp is equipped with a smart cell phone. This is the main cell phone for the program and is the phone that families or administrative staff will call to get in touch with camp staff. This cell phone must always be held by a camp staff, preferably the camp director or assistant director. The cell phone should remain on during program hours. Ensure that this cell phone is connected to your facility's Wi-Fi network if one is available. Cell phones are not for personal use.

### Flip Cell Phones

Each camp is also equipped with multiple flip cell phones. These are to be used by staff if they need to get in touch with a parent, leave on a walking field trip, or are splitting up on a regular field trip. These cell phones are not for personal use.

### Uses for Cell Phones

Cell phones should be used for the following tasks:

- Communicating with the administrative office for messages or other program matters
- Contacting parents
- Arranging field trips
- Arranging staff schedules
- Making emergency phone calls
- Communicating with the Help Line

Additionally, smart phones can be used to:

- Take photos (considering photo release)
- Look up the weather
- Research other program related matters

### Cell Phone Handling Procedures

Smart phones should always be protected with a case. When not in use, cell phones should be kept in a secure location. Cell phones should never be taken home or elsewhere by staff. If there is an issue with a cell phone or damage occurs, inform the executive assistant right away. Staff should activate the voicemail on the cell phone. See Messages section for more details.

### Important Phone Numbers

Wisconsin Youth Company administrative phone numbers are saved in all cell phones. In addition, emergency phone numbers are posted on an orange sheet on the licensing board at program.

### The Help Line

The Wisconsin Youth Company Help Line is available for staff to use in emergency or crisis situations. The Help Line is also available if staff have a question that requires an immediate answer upon which the safety of a child or program is immediately dependent on. This phone number is saved in all program cell phones. The person answering the Help Line will respond and assess the situation, provide assistance and contact other members of the crisis team if necessary. Calling the Help Line is not a substitute replacement for calling 911. If a situation warrants a 911 call, make that call first and then call the Help Line to inform them of the situation.

### **Two-Way Radios**

Two-way radios should be used at program and on field trips when staff members are out of physical sight and sound of each other. Staff should speak in a professional and appropriate manner on the radios. If there is an issue with any of the radios or if a radio is damaged, inform the program support specialist right away. Two-way radios should be used in the following manner:

- When one staff is outside with children and the other staff is inside, the two-way radio can be used to call for help, ask questions, or transition children (staff must still have sight of children)
- Communicate between two different groups or programs.
- Communicate when a child's pick-up person has arrived if the children are in another location. Campers must still remain within sight of staff during this transition.
- Radios need to be charged nightly to ensure adequate battery power for the following camp day

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### Program Partners

**Snapshot:** Wisconsin Youth Company programs have many partners that contribute to the success in providing high-quality out-of-school time care. Program partners include, but are not limited to, state licensing, American Camp Association, YoungStar and the schools or community centers that provide space.

#### State Licensing

Wisconsin Youth Company Summer Day Camps are licensed by the state of Wisconsin as day camps. Licensing rules are used as the framework for most of the program policies and procedures. A copy of the licensing rules must be available at all times to parents at the sign-in table. All staff are required to become familiar with licensing regulations. The terms of the license including capacity, ages of children, hours and months of operation are posted on the day camp license. Each summer there will be at least one licensing visit from a state of Wisconsin licensing specialist. Following a visit, the licensing specialist will create a record of compliance or non-compliance that must be responded to within the specified time frame. If there is a non-compliance, the program director and camp director will create an action plan for the non-compliance.

#### American Camp Association

Wisconsin Youth Company Summer Day Camps are accredited through the American Camp Association (ACA). ACA accreditation verifies that a camp complies with 300 individual program quality and health & safety standards. This assures that our programs meet or exceed national standards. Wisconsin Youth Company completes a formal ACA rating every five years which will include a visit to each day camp location.

#### YoungStar

YoungStar is Wisconsin's child care quality rating and improvement system. YoungStar provides Wisconsin Youth Company with tools to ensure that camps are delivering high-quality care.

#### School or Community Partners

Wisconsin Youth Company holds space use agreements and/or contracts with each of the schools and community centers in which programs are operated. The success of this agreement depends on open lines of communication and positive relations with school personnel. Camp staff are encouraged to greet school or community center staff and communicate effectively with them. Report any issues or concerns to facility personnel right away. Most importantly, Wisconsin Youth Company is a guest in our facility locations, and staff need to treat facilities and hosts with respect at all times.

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### Transportation

**Snapshot:** Field trips and activities away from camp are an important part of a quality program. Wisconsin Youth Company uses the services of school bus chartering organizations for field trip transportation. Field trips are made in accordance with state licensing regulations, ACA standards and Wisconsin Youth Company policies.

#### Transportation Policy

Chartered school buses are the only form of pre-approved transportation for field trips. If a privately owned vehicle is needed to transport a child; the following requirements must be met:

- Prior approval from the risk management director and executive director
- Written parental consent
- The driver must hold a valid driver's license
- The driver must be at least 21 and have at least 2 years' experience as a licensed driver
- Wisconsin Youth Company has documentation of adequate automobile liability insurance coverage on-file

#### Transportation Guidelines:

- All passengers should be provided with an orientation to safety regulations and procedures prior to departing
- All passengers must follow all regulations set by the bus chartering agency during field trips. This includes not exceeding the capacity of the bus.
- A staff member must take roll-call to match children's names to faces, followed by an overall count to ensure that everyone is safely on the bus
- If available, children and staff must wear seatbelts
- Any vehicle used to transport children must have its doors locked at all times while moving
- Children may not be left unattended in the vehicle
- There must always be a second adult in addition to the driver, traveling with the group that is trained in safety responsibilities and group management.
- Adult passengers are responsible for ensuring that children remain seated
- While the vehicle is in motion, children should not speak loudly, argue, roughhouse, etc. If necessary, the driver must stop the vehicle until all children are following directions.
- Persons in wheelchairs must be seat-belted with their chair in locked position and secured to the vehicle
- After children and staff exit the vehicle, a staff member must inspect the vehicle to make sure all children and staff safely exited the vehicle
- Children and staff may only be transported to destinations that can be easily accessed by emergency assistance and with cell phone service
- Under DCF state licensing, camps may only visit destinations within 1-hour distance from base camp location. Any exceptions must be pre-approved by DCF

#### Transportation Requests

Most field trips will be planned prior to the start of summer. The exception to this is the final week of camp and any additional field trips that the camp staff would like to take. All trips that are not pre-planned should be requested by using the transportation request form. The form should be completed at least two weeks prior to the date of the trip. Transportation requests should be turned into the program director. Additionally, this form can be used to request a walking field trip or to change a pre-scheduled trip. Please note that all transportation requests must be approved by the program director and transportation coordinator. If the requested destination is new, the risk management director must also provide approval. Once approved, camp staff will receive a copy of the transportation request form back in their mailbox.

### **Transportation Schedule**

A transportation schedule containing information for all off-site trips for all camps will be created for each individual week of camp. Once the transportation schedule is complete, each camp director and assistant director will receive a copy via email. Double check the schedule to ensure that locations, dates and times are accurate for your trips. Once the schedule is completed, it is very challenging to make changes or additions. Contact the transportation coordinator with any concerns or requests.

# Summer Day Camp Staff Manual

## Field Trips and Swimming

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### Day of Field Trip

**Snapshot:** A lot of preparation goes into ensuring that campers and staff are prepared for the daily field trip. Staff should plan ahead and prepare campers and families to allow for an easier and safer field trip experience.

### Informing Families of Field Trips

When taking trips off-site, families must be informed. The following methods are used for informing families:

- Families will receive a weekly newsletter via email on the Thursday before their scheduled camp session. This newsletter will contain information on all pre-planned field trips.
- If a field trip is changed or cancelled, the program director will inform families of the changes via email. Staff should also be sure to inform families of the change, and post it on their white board.
- If a walking field trip is occurring, staff must post signs and inform families in person
- Camp staff should also post all field trips on their white board
- When leaving for a field trip, place a sign where families can see it, stating when the group is scheduled to return from a field trip. Also be sure to post the camp cell phone number where it is clearly visible.
- In the case that a group is late returning to camp, inform the program director and a text message can be sent to all primary pick up persons informing them of the late arrival

### Preparing for a Field Trip

Consider the following prior to leaving for a field trip:

- All children and staff should be wearing orange camp t-shirts. If someone does not have an orange shirt, provide them with a spare shirt labeled in sharpie with the camp name.
- If attending an aquatic field trip, allow adequate time for all children and staff to get changed prior to leaving. Remember that at larger camps this process could take close to an hour.
- All children and staff should take a bathroom break prior to loading the bus
- All children should apply sunscreen prior to departure
- All children and staff should ensure that they have water bottles and lunches, if needed. It is recommended that staff pack a couple extra lunches in case of emergency.
- Inform someone at your facility (custodian, front desk staff, school staff) that you are leaving for a field trip and when they can expect you to return

### Loading and Unloading the Bus

- Once the bus driver arrives, double check to ensure that they know the destination and how to get there. Also, exchange cell phone numbers to make contact during or after the field trip
- Campers and staff should enter the bus in a single file line and load from back to front. Campers should sit no more than three (preferably two) per seat.
- Staff should strategically sit in a way that allows all children in the bus to be supervised. Staff should not sit next to another staff.
- Before the bus departs, one staff should go over bus rules (see below) and take attendance.
- When departing the bus, all staff and campers should depart in a single file line and meet at a pre-determined location outside

### Required Supplies

The following supplies must always come with the group on a field trip:

- Attendance binders
- Registration binders
- Backpacks with identifier and emergency contact information label
- First aid kits
- Medications
- Cell phone(s)
- Two-way radios if applicable
- Tags

- Water jugs, disposable cups, and a garbage bag
- Lunches, if applicable
- Extra sunscreen

### **Camper Bus Rules:**

- Wear seatbelts if available
- Stay seated and face the front
- Campers should keep their hands/body to themselves and their body within the bus (i.e. no sticking hands out the windows)
- The aisle cannot be blocked
- No kicking the seat in front of you
- Voices must remain at a reasonably low level as to not distract the driver
- No food or drink, unless approved by the driver
- Listen to and respect the bus driver and all staff
- All garbage must be cleaned up and placed in a trash can or removed from the bus

### **Arriving at a Field Trip Location**

Upon arrival at a field trip location, all children should remain seated. One staff should inform the group of where to meet once off the bus and any rules to consider while on the field trip. Often, a representative from the field trip location will come onto the bus to share rules or provide rules once off the bus. Once the children and staff have exited the bus, staff should ensure that they have the correct children in their group. One staff should do a final check of the entire bus to ensure all campers have left.

### **Field Trip Tracking**

Camper groupings should be established prior to arriving at a field trip location. Each staff should be assigned no more than 12 campers (or eight campers if visiting the Dane County Fair or a swimming field trip). Staff should review rules and guidelines with their group. All campers, regardless of age, must remain within sight and sound at all times. All campers must also travel with their group for bathroom or water breaks.

If a child cannot continue on the field trip due to illness, injury, family emergency, behavior issues or mental, emotional or social health challenges, parents should be called for immediate pickup and the program director should be informed. If the situation is an emergency, emergency contacts should be called followed by the Help Line. When appropriate, staff should call 911 followed by the Help Line.

### **Walking Field Trips**

All walking field trips must be pre-approved by the program director by using a transportation request form. At least two staff should attend walking field trips with campers. Staff must take all required field trip supplies and follow tracking guidelines. Prior to leaving for the field trip, review walking field trip guidelines and rules with campers. When crossing the street, consider the following:

- Use great caution and maintain awareness
- The group must remain on sidewalks for the duration of the walk, except when crossing the street
- Staff should distribute themselves at equal intervals along the length of the group including one person in the front and one person in the rear
- Always use crosswalks to cross the street, even if it requires a slight detour
- When crossing the street, the entire group should come to a compact and complete stop at the corner before crossing
- Staff should observe for the appropriate time to cross
- When no cars are present the lead staff will walk to the middle of the street and usher the entire group across the street
- The group will stop at the other side and wait for the entire group to cross
- Large groups may need to divide into smaller groups and perform this procedure multiple times
- When in doubt, wait and be safe

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### Swimming Guidelines

**Snapshot:** All camps will attend an aquatic field trip at least once during the week. This field trip could be to a pool, beach or splash pad. If attending a splash pad, staff can follow regular field trip guidelines including tracking.

### Swimming Preparation

- Staff should determine swim groups in advance. This can even happen earlier in the week.
- Allow ample time for campers to change into their swimsuits and apply sunscreen prior to boarding the bus. Campers should also receive their wristband and group assignment prior to boarding the bus.
- Provide an appropriate space for all campers to change
- Campers should apply sunscreen themselves. Staff should supervise to ensure it is covering all exposed areas. If a camper needs assistance, staff can ask another child to assist.
- The camp director or aquatic supervisor should provide a brief safety orientation prior to each swim trip. If you are visiting an aquatic facility; an employee of the facility may also give an orientation upon arrival.
- Staff should bring all materials required for a field trip, and ensure children have their towels as well

### Swim Levels

Each camper is placed in one of four swim levels while at the pool or beach. Swim levels are predetermined by parents. Parents can change this level by updating a swim level permission form at camp or through the administrative office. Aquatic or Wisconsin Youth Company staff members reserve the right to decrease a campers swimming level for any reason. Swim levels can only be increased by a child's parent or guardian.

- **White Level- Non-swimmer:** Camper is not allowed to go in the water but may play in a designated area away from the water.
- **Red Level- Beginner Swimmer:** Camper has little or no swimming experience. Camper can enter the water unassisted and put their face in the water, but must stay in water no deeper than their waist level at pools or beaches.
- **Yellow Level- Intermediate Swimmer:** Camper has some swimming experience and has been introduced to deep water swimming. Camper can tread water for at least 20 seconds and swim using arm action and some side breathing. Camper can swim anywhere in a pool facility with water up to (but not exceeding) 6 feet deep. Camper can also use water slides at pool facilities that end in portions of the pool not exceeding 6 feet deep. In a beach setting, camper must remain in water no deeper than their chest level.
- **Green Level – Advanced Swimmer:** Camper has a good deal of swimming experience and is comfortable in deep water. Camper can tread water for at least one minute and swim for an extended period of time with arm action and side breathing. Camper may swim anywhere in a pool facility regardless of depth and may use water slides that end in portions of the pool not exceeding 6 feet deep. In a beach setting, camper is still expected to remain in water no deeper than their chest level.
- **Double Green Level – Advanced swimmer with diving board & deep water slides permission:** If available, camper may use low diving boards at aquatic facilities. Campers may not dive or flip into the water from a diving board (enter feet first only). Camper may also use water slides that drop into water deeper than 6 feet. In a beach setting, camper is still expected to remain in water no deeper than their chest level.

### Swimming Locations

- Campers can only swim in areas designated as safe by the municipality and county health departments. If a beach is closed, campers may not swim there
- There must always be a lifeguard on duty in addition to a Wisconsin Youth Company provided aquatic supervisor who is lifeguard certified

- All campers must stay within the water depth associated with their swim level. Remember that these depths differ when visiting a beach versus an aquatic facility. Please refer to the swim levels above for specific water depths for each swim level
- The capacity of the pool or beach area must not be exceeded.
- The facility must contain a zero depth entry

### **General Swim Rules**

- All campers and staff must be wearing an orange Wisconsin Youth Company camp t-shirt
- Campers and staff shall follow all regular posted rules and the direction of the lifeguard(s) on duty
- Staff may not use diving boards
- If staff are using a slide, they must go down the slide first and meet the group at the other end
- Campers and staff must always walk on the pool deck

### **Aquatic Supervisor**

All camps must have an aquatic supervisor present when attending a pool or beach. The aquatic supervisor is a certified lifeguard that is actively monitoring the entire group and not assigned a group of campers; they are responsible for monitoring medications and first aid for the entire group as well. The aquatic supervisor initiates buddy checks requiring that all campers and staff get out of the water. The aquatic supervisor also makes decisions on whether or not certain equipment or areas within the pool should be off limits. After a trip to a pool or beach, the aquatic supervisor completes a brief swim report.

### **Aquatic Supervisor**

All camps must have an aquatic supervisor present when attending a pool or beach. The aquatic supervisor is responsible for actively monitoring the entire group and not assigned a group of campers; they are responsible for monitoring medications and first aid for the entire group as well. Upon arrival to the pool, the aquatic supervisor should:

- Provide orientation to campers and staff regarding pool rules, buddy checks and boundaries including off-limit areas by swim levels
- Assess water and weather conditions to identify hazards and inform program director via phone of any potential hazards.
- Ensure that pool equipment is in good repair and inform staff of any equipment that should not be used
- Ensure that rescue equipment is readily available and in good repair

The aquatic supervisor initiates buddy checks requiring that all campers and staff get out of the water. After a trip to a pool or beach, the aquatic supervisor completes a brief swim report.

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### Swimming Tracking

**Snapshot:** Pools and beaches are unfamiliar locations to children and staff. Because of this and the safety considerations involved in swimming, very close supervision and smaller ratios are used to assist staff in tracking effectively.

#### Ratios

There must be one Wisconsin Youth Company staff for every eight swimmers while children are actively in the water. Additionally, there must always be at least two Wisconsin Youth Company staff present while swimming. All campers assigned to a staff should be the same swim level. If campers aren't the same swim level, all campers must follow the guidelines for the camper with the lowest assigned level.

#### Tracking Procedure

Staff can supervise their group from the shore or from within the water. Staff must be positioned in a place where they can see all campers in their group. Within each group, staff should ensure that each camper has an assigned buddy. Buddy pairs should be children who are likely to play together during swimming trips. If there is an odd number of children, there can be one group of three. The following should be considered while swimming tracking:

- Each staff is responsible for monitoring their group at all times
- Children should remain within 20 feet of their buddy at all times
- If staff are assigned to the playground area with non-swimmers, they can have up to 12 campers in their care
- Campers who are playing on the beach are considered swimmers and must follow the buddy check
- If campers need to use the restroom and there is not a staff person available to take them, the entire group must exit the water and take a bathroom break. If there is a staff person (cannot be the aquatic supervisor) available to take children to the bathroom, the camper must go with their buddy and their tags should be transferred to the other staff person.

#### Buddy Check Procedure

The aquatic supervisor will initiate non-verbal buddy checks by waving a flag, towel or other item in the air. At this point, staff should yell out, "buddy check." All campers and staff must exit the water. Campers should find their buddy and raise their hands in the air, together. Staff should count children. The aquatic supervisor will circle the pool facility or beach and confirm the buddy count with staff individually. When complete, the aquatic supervisor will announce that campers can re-enter the water. Buddy checks should be completed at least every 15-20 minutes while on swimming field trips, but can be conducted more frequently if conditions require it (i.e. cloudy day with lower visibility, or crowded swim location).

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### Field Trip and Swimming Emergency Procedures

**Snapshot:** Emergencies can occur while on a bus, at a field trip location or while prepping for departure. Due to the unfamiliarity associated with field trips, it is important that staff are prepared for all situations.

#### **Bus Evacuation Emergency Plan (Non-Auto Accident)**

In the event of an accident or other emergency situation, the bus driver has been trained in evacuation procedures, but may be seriously injured or unable to help in evacuation of all passengers. The driver is to give the command for evacuation and is the acting individual in charge in the event of an emergency situation. If the driver is unable to perform this duty, staff will consider the risk of staying on the bus, versus the risk of evacuation and make the safest choice. The exit instructions, conducted by the driver unless unable to do so:

- Stop the bus, set the parking brake, turn off the engine and remove the key. Stress that the most important thing to do is to be very quiet and listen to instructions.
- If needed, call 911. Always call the Help Line.
- Point out the emergency exits on the bus including front door, emergency exit windows, the roof hatch, and the rear doors.
- Decide which exit(s) to use, based on the position of the bus
- Appoint staff to open the exit doors and stand on either side of the door to assist campers in getting out of the bus
- If exiting from an emergency exit, instruct campers and staff to do the following:
  - Leave everything in their seat
  - Hold loose clothing close to their body
  - Sit down in the doorway
  - Grasp the helper's hand or shoulder
  - Jump to the ground, land with knees bent
  - Have an additional staff take the campers to a safe location at least 100 feet from the bus and roadways, if possible
- If exiting from the main entrance/exit, do the following:
  - Walk down the aisle of the bus and tell campers to stand up and exit
  - When the last seat is empty, walk to the rear of the bus, checking to see that everyone is out
  - When you are sure that everyone is off the bus, rejoin the campers and staff members at least 100 feet away from the bus and roadways

#### **Auto Accident Procedure**

In the event of an auto accident, follow the procedures below. If the bus driver is able to do so, they will assist in these steps:

- Stop the bus, set the parking brake, turn off the engine and remove the key. Stress that the most important thing to do is to be very quiet and listen to instructions.
- Do not move an injured person unless the situation they are in is life threatening
- Always call 911 followed by the Help Line
- For any injury requiring emergency medical attention, one staff is to follow the injured party and one staff stays with the remaining children. If there are no available staff to go, be sure to ask and record the destination of the ambulance and the carrier name.
- If staff are all injured, make sure the police understand that the children need to remain together and safe
- If there has been a death, do not move anything at the site, including the body of the deceased
- Assess any physical damage to the vehicle. Set out flares 25 feet from the rear of the vehicle, if you have them.
- Share insurance information with the driver of the other vehicle. Get name and address of vehicle owner and driver. Get vehicle license number and driver's license number of the other party.
- Record names, addresses and phone numbers of all witnesses

- Document the entire incident
- Cooperate with the police and emergency personnel
- Risk management director and executive director will inform staff of next steps

### Reminders for Specific Emergencies

In the case of an emergency occurring while on a field trip, always follow the instructions of facility staff if they are present. Below are some tips for handling specific emergencies:

- **Fire:** Look for an evacuation route. Be aware of flammables. Look for fire extinguishers and fire alarms.
- **Tornado or Severe Weather:** Look for a safe place to find shelter. Is there time to call for a ride back to camp? If not, stay in place until an all clear sounds.
- **Civil Disturbance:** Keep your eyes open for potential events. Plan on how to keep the children safe. Train the children on how to report unsafe situations to you and how important it is to be quiet and stay together.
- **Serious Injury:** Plan on how you will keep the children together while you attend to the injured child. If staff is injured, plan on how to handle the ratio issues until backup has time to reach you.
- **Missing/Found Child:** Be aware and track children carefully
- **Heat Related Illness:** Watch for signs of heat exhaustion. Keep children cooled off. Always have children reapply sunscreen every couple hours.

### Lost Swimmer Procedure

If a swimmer is lost, complete the following procedure:

- Immediately notify all other adults, including the facility lifeguards
- Get all other children out of the water and call a “buddy check” to make sure all other campers are accounted for
- Check in with the missing camper’s “buddy” and group to see if they have any additional information
- One staff person should check the bathrooms, changing rooms and other nearby areas
- Follow the lifeguard’s directions for conducting a water search, if necessary. All children should remain out of the water until the missing child is found.
- Contact the Help Line to inform them of the situation and to receive next steps

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### Guiding Children

**Snapshot:** The first step to establishing appropriate behaviors among a group of children is getting to know the children and guiding them.

The following strategies can be used to enhance child guidance:

- **Know the child:** Watching, listening, and learning about a child's temperament, interests and learning style
- **Be honest:** Don't tweak the truth
- Be kind and "Save Face": The goal is to make sure children know they are being guided not reprimanded
- **Make sure verbal and nonverbal messages agree:** It's important to be aware that your tone and body language fit your words
- **Show respect:** Showing the children respect will help them see that they are being guided and not punished
- **Redirect:** It can be beneficial to avoid struggle with the child by directing their attention elsewhere
- **Use humor:** Most children respond to adults' joy
- **Allow natural consequences:** A natural consequence is when an action happens and the natural outcome is what guides the child. i.e. A child makes a mess during snack time, so the consequence is they clean it up.
- **Logical consequences:** Sometimes it is not appropriate to let natural consequences serve as the guide
- **I-messages:** The three parts of an I-message are: 1) define the behavior in a non-blaming manner 2) state the tangible effect of the behavior and 3) clarify how the behavior makes you feel.
- **Work with the children:** Let school age children be active participants in establishing rules
- **Establish one-way communication:** One-way communication occurs when someone informs another person of something
- **Be an active listener:** Active listening supports the congruency of verbal and nonverbal messages and builds two-way communication
- **Turn chores into games:** Activities, such as clean-up, can invite misbehavior
- **Evaluate your environment:** Look at your room set-up, determine if changes could be made in the environment to assist with behaviors. i.e. Reduce run-ways, establish clear interest areas, ensure that there is adequate space for cool-down and relaxation.
- **Give choices:** Giving choices will help solve conflicts
- **Make clear statements:** While it is good to offer choices, when feasible, it is also important not to imply there is a choice when one really does not exist
- **Minimize adult-imposed transitions:** A transition is the time between changing activities

Sussna-Klein, Amy (2008). Guiding Young Children: 21 Strategies, <http://earlychildhoodnews.com>

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### Appropriate Interactions

**Snapshot:** Interactions between staff and children must be appropriate physically and verbally. Staff should avoid being alone with a child or in a confined space with a child.

#### Physical Interactions

Physical contact between staff and children should be limited to high fives, side to side hugs or pats on the upper back. Staff may not allow children to sit on their laps. If a child approaches a staff to sit on their lap, the staff person should politely reposition the child off of their lap. Staff may not pick up or carry a child. Staff may not grab a child by the arm or hand to move them, but staff may hold a child's hand when asked by the child.

#### Verbal Interactions

Staff should talk to children in a developmentally appropriate manner and at the child's eye level. Staff should avoid using sarcasm or speaking in a tone that could be inappropriate for children. If a staff needs to speak to a child who is not in their direct vicinity, go to them to speak, do not yell from across the room.

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### Behavior Management

**Snapshot:** There are many factors that contribute to positive or negative behaviors. In the case that a child is misbehaving, techniques should be implemented in a way that protects the child's emotional health and the integrity of the program. The goal of behavior management is to help children learn appropriate behavior, expectations and consequences in order to prevent future issues.

#### Understanding Behaviors

There are many reasons why a child may be displaying disruptive behaviors. The goal of behavior management is to work with that child to determine the cause of the behavior and assist them in problem-solving a solution. Behaviors could be a cause of something that happened at home or school, something that another child said or even because a basic need of a child isn't being met.

#### Effective Prevention

The best way to prevent inappropriate behaviors is to take steps ahead of time to define appropriate behaviors. This can be done in the following ways:

- Children should be included in the rule-making process and even assist in setting the expectations and consequences. This will help create a sense of community.
- Be consistent with rules. All staff should comply with rules and enforce rules in the same manner.
- Set expectations for the group and be willing to be flexible. All children should follow the same rules, but the way the staff respond to each child when behaving inappropriately may be different.
- Outline appropriate consequences in advance. If necessary, take a child aside and redirect them privately rather than in front of a group.
- Staff should always model appropriate behavior. If children are told not to yell while indoors, staff should not yell while indoors.
- Provide transition warnings to the entire group and individual warnings for children that may have a more difficult time transitioning

#### Strategies for Managing Disruptive Behavior

Not all children are the same and therefore, not all children will respond to the same behavior management strategies. The following could potentially assist in managing difficult behavior with children:

- First, do not overreact when a child is displaying disruptive behavior. This will likely escalate the situation. Calmly approach the child and get down on their level.
- Ask the child to walk with you away from the group or situation that caused the behavior
- Try having a conversation with the child and encourage them to provide details on what happened and what should have happened instead. Avoid using words like 'no' or 'don't.' Instead, talk through what the child could have done instead to redirect them.
- Ask the child their feelings. If the incident involved another child, ask them how their actions affected anyone else.
- If possible, pull the child aside to have a conversation instead of talking in front of a group of children
- Be consistent in your conversations and messages. If you set an expectation the last time there was poor behavior, keep that expectation.
- Acknowledge the feelings of the child. Was this caused by something someone else did?
- If the situation is recurring, pay attention to the warning signs. Do these behaviors happen before transitions? While the group is outside? While waiting in line?
- Suggest that the child takes a break from what they are doing. Wisconsin Youth Company policy does not allow 'time-outs' or break times longer than three minutes. If a child is taking a break, they must still have an activity available such as a book, puzzle or fidget toy.

### Progressive Guidance

Parents and program directors must be informed when disruptive behavior persists or escalates. Progressive guidance is a technique that can be used to help children build inner controls to manage their emotions when behaviors are continuous. This often includes phone conversations or in-person conversations with parents and program directors. Progressive guidance includes the following steps:

- **Identify what happened:** Gather information through observations and questions, allow children time to decompress and separate children from one another
- **Communicate:** Have a conversation with the child(ren) and determine appropriate consequences. Communicate with program director and parent(s).
- **Document:** Record the incident in the medical log and complete an accident report if anyone was injured

If behaviors are repetitive and strategies for managing disruptive behaviors are not effective, additional guidance is necessary. The program director will review the situation and may recommend additional actions, including but not limited to:

- Referral to additional resources that may support family
- Providing training and information on additional behavior management techniques
- Soliciting community and school resources (with prior parental permission)
- Parent meeting to create an agreed upon plan for continued behavior modification
- Short-term suspension from program and immediate parent pick-up

In the event that a behavior plan is unsuccessful, further actions may include:

- Continued communication with Parents
- Revision of a behavior plan
- Short-term suspension from the program of two or three days
- Reduction or change in attendance or transferring attendance to another site
- Termination of enrollment

### Authorization to Release Information

When behaviors are recurring, it is often beneficial to speak with other adults in a child's life, such as a teacher or social worker. In order to have communication with anyone other than a Parent/guardian, Parents must complete an authorization to release information form. This form must be on file prior to holding any conversations regarding a child.

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### Consequences

**Snapshot:** Consequences must be clear and meaningful when correcting disruptive behavior. Staff should get to know each individual child to better understand the child's needs and behavior pattern.

#### Appropriate Consequences

The following are appropriate consequences according to the Wisconsin Model Early Learning Standards:

- **Withdrawing privilege:** This can range from immediate removal from an activity to loss of a privilege. Activities may not be taken away for more than the remainder of the day at maximum. The goal is to teach, not punish. Remind the child the next day of the prior consequences.
- **Natural consequences:** What is “natural” about the consequence is that it is a direct result of the misbehavior, not an arbitrary punishment. If a child throws food, the child should clean it up. If the child can't share a toy, they lose the chance to play with it.
- **Problem-solving:** Problem-solving is where both the child and staff (or child and child) discuss possible solutions or consequences for a problem
- **Parent pick-up:** If a child's behavior is of a serious nature, staff may call a parent for immediate pick-up. Staff should consult with their program director to determine next steps and if a suspension is needed.

#### Inappropriate Consequences

The following are prohibited:

- Actions that are humiliating or frightening to a child
- Corporal punishment (spanking, hitting, shaking, etc.)
- Verbal abuse or any derogatory remarks made about a child or their family
- Enclosing a child in small confined spaces as punishment
- Withholding of meals or snacks or alluding to such actions
- Allowing children to have disciplinary power over other children
- Breaks or time-outs that exceed five minutes

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### Health History and Emergency Care Forms

**Snapshot:** As part of the registration process, parents complete a health history and emergency care plan for their child. This provides information staff need to provide the best care for children.

#### On-Site Registration Binders

Child health care addendums, accommodation plans and authorization to administer medication forms are all kept with the camper's registration information in the on-site registration binder. Information in this binder is kept confidential beyond being shared with and accessible to all staff assigned to care for children.

#### Health Review

A health review is completed when a health concern is identified by a parent or guardian that may require modifications to program or program delivery, special staff training, administration of medication or accommodation plans for behavior management. The health review must be completed prior to approval for enrollment. The review is completed via phone conversation or in-person conversation by the program support coordinator, program manager, program director or risk management director. The review process is used to determine necessary accommodations that will best meet the needs of the individual child in order to provide a safe environment for every child.

#### Blue Forms

Notes from the health review process are written in a standardized format on a 'blue form.' Anytime a child has a special health or behavior consideration, they will also have a blue form. Blue forms are stored in the child's registration sleeve within the registration binder. Staff should familiarize themselves with all blue forms. Blue forms may contain information regarding reasonable accommodation plans that should be made.

#### Special Health Needs Signified by Tags

If a child has a special health or behavior consideration, a colored tag will be added to their tag key ring. Some children may have more than one tag. If a child has any health-related tags, they will always have a blue tag signifying that staff can find more information on a blue form. The following colored tags are used:

<b>Blue</b>	Child has a blue form
<b>Purple</b>	Child has medication on-site
<b>Yellow</b>	Child has an inhaler on-site
<b>Red</b>	Child has an Epi Pen on-site
<b>Green</b>	Child has diabetes
<b>Beige</b>	Child has a food allergy

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### Staff Health Care Responsibilities

**Snapshot:** All day camp staff are required to obtain CPR/First Aid/AED certification prior to the start of camp. Staff are also responsible for reviewing health history, emergency care plans and blue forms for all children.

#### Health Supervisor

The camp director (or assistant director in the camp director's absence) serves as the day camp site's health supervisor. A health supervisor must be on site at all times. The health supervisor is responsible for the following:

- Reviewing all camper health history information at assigned site and assigning the appropriate color tracking tags
- Documentation in the medical log book
- Collection and disbursement of medication
- Communication with parents in regards to camper health
- Communicate health alerts to families with regard to communicable illness
- Ensuring that first aid bin and kits are stocked
- Supervision of counselors with regards to completion of accident reports, delegation of medication disbursement and compliance with health procedures
- Continued training and coverage of health-related topics at weekly staff meetings
- Inform the program director of any significant camper or staff health concerns

#### All Day Camp Staff Responsibilities

All camp staff are responsible for the following:

- Reviewing health history and blue forms of assigned group
- Completion of accident report forms as necessary and submission to the health supervisor in a timely manner
- Supervision of sunscreen application
- Application of insect repellent
- Ensuring campers stay hydrated and keeping themselves hydrated
- Keep health supervisor informed of any camper health concerns
- Contacting 911 in the event of a medical emergency
- Providing first aid within the scope of parameters instructed by first aid course

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### Ensuring Health Needs are Met

**Snapshot:** Staff should observe campers upon arrival and throughout the day for signs of illness or injury. Staff should review health history and blue forms and be aware of any special health considerations or accommodations that children may require.

#### Staying Cool and Hydrated

When children are active and out in the heat or even indoors on a warm day, staff should ensure that they have plenty to drink. Water is the best liquid to give to any child in the heat. Staff should encourage numerous water breaks throughout the course of the day. Campers should also bring their own filled water bottle each day labeled with their name. While on a field trip, staff should bring water jugs and cups in addition to encouraging campers to bring their water bottle. Staff should also ensure that they are keeping themselves hydrated and taking water breaks along with the children. If the temperature indoors exceeds 80°F, fans should be added to assist in air circulation. Staff can also turn down lighting and pull-down shades, if possible. At the discretion of the executive director, program may be cancelled in a publicly-declared heat emergency.

#### Proper Rest

Staff should set time in the day for breaks and rest. A 'rejuvenate' time is scheduled each day after lunch. During this time, campers and staff should relax in the coolest place on camp and take an opportunity to read a book, play a game or do another calming activity.

#### Sunscreen

Unless parents designate that they do not want their child to use sunscreen, all children should have sunscreen on during the camp day even if it is cloudy. Children may use sunscreen provided by Wisconsin Youth Company (Rocky Mountain SPF 30) or parents may provide their own. This preference is noted on the child's registration forms. If parents are providing their own sunscreen, they must also complete an authorization form. Sunscreen should be applied at least twice each day (morning and afternoon) and at least 30 minutes before outdoor play or swimming. If campers are spending extended periods of time outdoors, they should reapply sunscreen up to every two hours. Children must apply their own sunscreen but may ask for the assistance of a friend. If a child appears to be getting burned or requests more, staff should provide them with additional sunscreen.

#### Insect Repellent

Unless parents designate that they do not want their child to use insect repellent, all children should use insect repellent when staff deem it appropriate. This could include while in a wooded area, while on a hike or while playing outdoors. Staff should be aware of mosquitos and other insects. Children may use insect repellent provided by Wisconsin Youth Company or parents may provide their own. This preference is noted on the child's registration forms. If parents are providing their own insect repellent, they must also complete an authorization form.

#### Additional Health Resources

In the case that staff are not able to meet the health needs of a child, the following may be considered:

- Staff will inform parents of health concerns and parents may seek additional medical health
- The program director can assist staff in making health related decisions. If an emergency does arise, Wisconsin Youth Company's crisis team, local health department or state licensing may be involved.
- 911 should be called in the event of any medical or health-related emergencies

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### Illness at Program

**Snapshot:** If a child arrives to program ill or becomes ill while at program, staff must should utilize the 'sick child kit' to set up a space for that child to rest away from others. Staff should communicate symptoms with parents.

#### Recognition of Illness

If a child has any of the following conditions, they may not attend program and must be symptom free for 24 hours before returning:

- Fever: Temperature of 100°F or greater
- Diarrhea: five or more loose, watery stools within 24 hours
- Vomiting
- Lice
- Undiagnosed rash or spots on skin
- Severe itching
- Mouth sores
- Cloudy eye discharge
- Unusual nasal discharge
- Significant tiredness, irritability or crying
- Uncontrolled coughing
- Difficulty breathing, wheezing
- Any communicable disease

#### Recognition of Heat Related Illness

The following heat related illnesses are more likely to occur during the hot summer months:

Illness	Symptoms	Treatment
Heat Cramps	This is the mildest of the three forms. It is characterized by severe cramping of the muscles, fatigue and nausea.	Move the victim to a shady, cool space immediately and give them water. They should recover easily. Inform the parent of the cramps.
Heat Exhaustion	Dehydration is more severe. It is characterized by dizziness, fainting and the child will not have a high temperature.	Call the parent immediately to transport the child to the doctor. Move the child to a cool, shady place. Give the child cold water every 15 minutes. Have the child lie down with feet elevated.
Heatstroke	This is a medical emergency characterized by fainting or unconsciousness; severe confusion (delirium); elevated temperature and lack of sweating.	Call 911. Try to cool the child off as quickly as possible by sponging the child with cold water. Do not administer any medication, as this will not work. If the child is conscious, give them cold water every 15 minutes until emergency services arrive.

### Recognition of Communicable Childhood Illnesses

Illness	Symptoms	Prevent Spreading
Chicken Pox	Fever and rash consisting of blisters appearing first on the head, then spreading to body.	Two shot vaccine available. Exclude from program until blisters have crusted (no longer than one week after onset of rash).
Scabies	Red bumps or tracks on the skin. Can appear anywhere on the body but is most commonly found on the scalp, neck, wrists, waist, between fingers or toes. Often difficult to identify.	Exclude from program while rash is present and untreated. Child can return once treated and with a doctor's note.
Impetigo	Blisters on skin that open and become covered with yellowish crust. No fever.	Exclude from program while rash is present and untreated. Child can return once treated and with a doctor's note.
Head Lice	Itching and scratching of scalp. Louse (tiny insects) on the scalp. White eggs or nits on the head.	Shampoo treatment is available. Child can return to center after treatment and 24 hours.
Pink Eye	Red eyes, usually with some discharge or crust on eyelids.	Exclude from program while symptoms are present and untreated. Child can return once treated and with a doctor's note.
Diarrhea	Persistent, severe or bloody stools.	Exclude from program while symptoms are present.

### Response to Communicable Disease

When there is a confirmed diagnosis of a communicable disease for a child or staff, the staff must:

- Notify the program director and/or risk management director
- Program director or risk management director will notify health department if applicable
- Notify the school/program site office, if applicable
- Notify the parents of all children in the affected program by posting a sign at the parent table
- Observe other children at the program for signs of the confirmed illness
- A child may return to program with a letter from their physician or after the recommended amount of time has passed per department of health recommendations.

### Blood Borne Pathogens and Universal Precautions

In order to prevent transmission of infection, the following procedures will be followed:

- Treat all blood and body fluid spills as if they are infectious. This is referred to as universal precautions.
- When providing first aid or CPR protect yourself first, treat the victim second.
- Wear appropriate personal protective equipment. Most accident responses will require only gloves for adequate protection.
- Contain spills immediately, then clean up and disinfect the area. Please contact school or program site custodial staff for assistance in cleaning and disinfecting the area.
- Wear gloves when assisting children in putting soiled clothing from a bathroom accident in a bag.
- When removing contaminated clothing, carefully turn inside out as it is removed to contain contaminants. Place in appropriately marked and/or labeled containers or bags. If necessary, dispose of item in bio-hazard receptacle.
- After removing personal protective equipment, wash hands or other affected body parts with soap and warm water. Vigorously scrub all areas to remove all potentially infectious contamination. Place all potentially infectious materials and contaminated items (including gloves) in closeable containers or bags. The bags must be color coded (usually red) and/or marked with a biohazard label. Discard biohazard containers according to federal state and local regulations.
- When performing CPR, always use a pocket mask equipped with a one-way valve to prevent contact with potentially infectious body fluids. (Found in first aid kits.)

### Response to General Illness

If a child arrives or becomes ill at program, the following procedure should be followed:

- A staff member will spend time with the child, assessing the nature of the problem
- If the child is obviously ill and unable to participate fully in program activities or if a child is displaying any of the conditions below, a staff member will contact the child's parents and ask them to pick the child up as soon as possible. The child should be placed in a quiet area, isolated from other children but within sight and sound of staff.
- If P1 or P2 cannot be reached, a staff member may call an emergency authorized pick-up to pick up the child

### Response to Allergic Reaction (Epi Pen)

If a child has been diagnosed as having an allergy and the physician has prescribed an Epi Pen, that child must have an Epi Pen on-site (held by staff). Wisconsin Youth Company staff are allowed to administer Epi Pens as long as the parent provided proper paperwork (copy of prescription, authorization to administer forms and Epi Pen addendum). Approved training is available to staff at [www.EipPen.com](http://www.EipPen.com). As with all medications, the Epi Pen may only be used for the child to whom it has been prescribed. Some children will also have an additional antihistamine medication on-site to administer alongside their Epi Pen, such as Benadryl or Zyrtec. The following procedure should be used when administering Epi Pens:

- As soon as an Epi Pen has been administered, call 911. Additional medical help will be needed as the medication lasts 15-20 minutes.
- Save the Epi Pen to provide to the emergency personnel
- Call the child's parents to inform them of the situation
- Call the Help Line to inform the administrative office of the situation
- If possible, remove the other children from the area to allow privacy
- Document the event in the medical log

### Doctor's Note

Wisconsin Youth Company may require a doctor's note to allow for illnesses including but not limited to: German measles, pink eye, measles, mumps, meningitis, infections, hepatitis, pertussis, tuberculosis, etc. This would be prior to the child returning to program.

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### Injury at Program

**Snapshot:** Injuries can occur at any point throughout program. Staff should be prepared by always having a first aid kit fully stocked and readily available.

#### Response to Injury

The following steps should be taken when a child becomes injured in program:

- Ensure that the child is in a safe location
- Staff will administer first aid within the scope of their training and comfort the child
- Depending on the situation, staff may ask the child to rest out from play for a few minutes
- Complete an accident report form
- If the injury has occurred on the child's neck or above, a call must be made to the child's parent or guardian
- Have the parent sign-off on the accident report upon pick-up
- Staff should record the injury in the medical log

#### Response to Serious Injury

The following steps should be taken when a staff or child obtains a serious injury while in program:

- Assess the situation. Does the injury warrant a call to 911 or parents in addition to first aid? In the event of a life-threatening injury, call 911 immediately. Administer first aid if you can do so safely until help arrives.
- Comfort the child. Ask staff to call Help Line for assistance. The help line responder will call the executive director who will contact crisis management team and put crisis plan into action.
- Staff are not to initially call the parents at the time of injury. They are to report the injury to the help line first. The help line responder or executive director will notify the parents of the emergency.
- If necessary, the child may be transported via ambulance. Find out the name of the hospital to which they are being transported and any other information that will be shared with parent(s).
- Be sure to give the rescue team the child's name and information.
- If possible, have other staff remove all other children from the scene
- Record the events. This information will need to be added to the medical log.
- Additional steps will be situation dependent
- Remember, Wisconsin Youth Company Executive Director is the media spokesperson

#### Response to Injury Off-Site

The following steps should be taken when a child becomes injured when away from program site:

- Ensure that the child is in a safe location and assess the severity of the injury
- If possible, have staff move all other children from the area
- If the injury is not serious, administer first aid and comfort the child-Follow Response to Injury procedures.
- If the injury is serious, call 911 immediately and continue to administer first aid until help arrives-Follow Response to Serious Injury procedures.

#### Response to Staff Injury

The following steps should be taken when a staff becomes injured:

- Ensure that the staff member is in a safe location and assess the severity of the injury
- If possible, have staff move all other children from the area
- If the injury is not serious, administer first aid and have staff complete the Staff Injury Report form
- If the injury is serious, call 911 immediately and continue to administer first aid until help arrives
- Call the Help Line for additional support: call staff emergency contact, send additional staff to assist program
- If required, the staff may be transported to the hospital. Secure the name of the hospital so that information can be given to staff emergency contact.

- Record the events and complete staff injury report form
- Additional steps will be situation dependent

### Employee Work Injury

Anytime an employee is injured while at work, the staff must complete a staff injury report form. The report form should be submitted to the risk management director within 24 hours. Reference the employee handbook for more information regarding employee work injuries.

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### First Aid and CPR

**Snapshot:** All summer staff are required to obtain first aid and CPR training prior to the start of summer. Staff are responsible for administering basic first aid to children. Fully stocked first aid kits must be easily accessible for staff at all times during program.

### Hip-Pack First Aid Kits

All programs are equipped with enough hip-pack first aid kits for each staff to utilize one of their own. Staff are responsible for restocking their own first aid hip-pack from supplies on-site. Hip-packs contain the most commonly used first aid items. Additional items are available in the first aid storage tote. First aid kits are to be kept with each group at all times, including when away from program site. No foreign materials, besides emergency medication and listed first aid equipment should be kept in the first aid kit.

### On-Site First Aid Supplies

The following first aid items are kept on the program site. Items with an asterisks (\*) are kept in the hip-packs:

- 2" & 3" sterile roller bandages
- 2" & 4" gauze pads
- Accident reports\*
- Adhesive tape
- Band-Aids (assorted sizes)\*
- Bio-hazard bag\*
- Blood spill kit
- CPR shield\*
- Disposable thermometers\*
- Flashlight & batteries
- Gloves\*
- Instant cold packs\*
- Pen & note pad\*
- Sanitary napkins
- Scissors
- Soap and water wipes\*
- Sunscreen
- Triangular bandages

### Basic First Aid

The following techniques should be used to complete basic first aid:

- **Cut or Scrape:** Rinse the area with soap and water, apply Band-Aid
- **Large Cut or Scrape:** Rinse area with soap and water, apply gauze pad
- **Bump, Swelling, Bruise or Soreness:** Apply ice pack
- **Bloody Nose:** Lean forward, pinch at nostrils, wash area with soap and water

### First Aid for Poisoning

If a child or staff ingests or comes in contact with poison, immediately call poison control. If a victim stops breathing, immediately call 911 and start CPR. If victim is a child, contact their Parent and/or emergency contact. Always call the Help Line, as well.

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### Medication Management

**Snapshot:** All medication must be stored in a locked location, not accessible to children. If a child's paperwork states that they will have a medication at program, staff must ensure that the medication is in fact on site. All over-the-counter medications must have a doctor's note and all prescription medications must have the prescription included. Emergency medications must follow the child throughout the day.

#### **Requirements for Administering Regularly Scheduled Over-the-Counter or Prescription Medications:**

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- Staff administer the medication to the child per directions on authorization form
- Staff log administration of medication in the medical log and authorization form tracking sheet

#### **Requirements for Administering Non-Emergency, As-Needed Medications:**

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician if dosage is different than label directions
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- The child complains of symptoms (i.e. headache, etc.)
- Staff places a phone call to the Parent (only Parent may authorize administration of as-needed medications)
- Parent makes the determination to administer medication
- Staff administer the medication to the child per directions on authorization form
- Staff log administration of medication in the medical log and authorization form tracking sheet

#### **Requirements for Administering Emergency Medications:**

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- The child complains of symptoms (i.e. Difficulty Breathing, etc.)
- Staff administer the medication to the child per directions on authorization form (see Illness at Program for more information)
- If situation is an emergency (i.e. Life threatening allergic reaction), staff should call 911
- Staff makes call to parent to inform them of administration
- Staff log administration of medication in the medical log and authorization form tracking sheet

#### **Medication Storage**

All medications, including staff medications, should be stored in an area inaccessible to children. Each program is equipped with a refrigerator lock box for medications that may need to be kept cold. Emergency medications (inhalers, Epi Pens, emergency diabetic kits, etc.) must be made available at all times by storing these in locked first aid packs and/or backpacks. Under no circumstances may a child carry or store personal medications.

#### **Handling Medication**

When a medication is received, enter the amount of medication on the authorization form (i.e. 2 tablets, 2 fl. oz., etc.). Have the parent initial this amount. To safely count tablets, you may count them in the lid of the prescription or onto a clean piece of paper. For inhalers, ask parents to estimate the number of uses remaining. When the medication is returned, enter the amount returned and have the parent initial. Medication can only be handled by staff and/or parents of the child to whom the prescription is prescribed.

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### Accident Reporting

**Snapshot:** All accidents and/or injuries must all be documented at program. Accident reports and the medical/behavior log are both used to document these situations. Both of these are considered legal documents and should be completed legibly, using only black or blue ink. Additionally, a state accident report is used in situations that require evaluation by a health care professional. This form is completed electronically.

#### Accident Report Form (short form)

Wisconsin Youth Company requires staff to complete an accident report form each time a child is injured in program. If the injury occurs to the neck or above (head-related injury), staff must call the Parent and inform them of the injury in advance. The process of completing an accident report form includes:

- A complete entry for each section on the form
- Accident reports are confidential and may not be placed in an area for all parents to see. Staff can use envelopes or designate a staff-only location to store accident reports until pick-up time.
- Review the accident report with the parent at pickup. The parent's name and signature should then be included.
- Staff should provide parents with the pink copy. The yellow copy should be kept in the child's registration sleeve at site. The white copy is turned in to the program director.

#### State Accident Report Form (long form)

Wisconsin Youth Company requires staff to complete a state accident report form when an injury occurs that requires additional professional medical treatment (i.e. Physician, dentist, nurse, on-call nurse, virtual healthcare consultation, etc.). Injuries of this nature should be brought to the attention of the program director and the program director will provide assistance in completing the form. The process of completing a state accident report form includes:

- The form must be completed within 24 hours of staff being informed of the medical treatment
- Staff should call the program director upon receiving notice from a parent
- Copies of the form are kept in the site file box; however, the final document should be completed electronically
- All parts of the form must be completed thoroughly
- Completed forms should be reviewed by the risk management director and executive director prior to submission to the regional licensing office
- A final copy should be stored in the administrative child file and site child file sleeve

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### Medical/Behavior Log Reporting

**Snapshot:** All programs are required to maintain a medical/behavior log that conforms to state licensing requirements. Entries include: injuries, illness, medication administration, previous existing injuries, behavior incidents and calls to social services. The log is reviewed by the camp director, program director or risk management director every month. The review is documented. All programs must also keep the previous year's log on-file. For directions on how to correct an entry or include a missed entry, reference the back of the medical log.

### Medical/Behavior Log Requirements

The following are required for all entries:

- Each page must be numbered prior to the first use
- All entries should be legible and made in blue or black ink
- There should be no blank space or lines--write from edge to edge
- There can only be one child per entry (including if the incident involves siblings)
- All entries should start with the date including month, date, year
- Each entry should have a time of occurrence
- The child's first and last name should be listed
- Each entry should end with a staff signature--full name, no initials (staff should also sign the back of the medical log)
- All entries should be made in chronological order

### Entries Reporting an Injury Include:

1. Date and time of injury
2. Full first and last name of child
3. The nature of the injury and its specific location on the body
4. An objective description of how it happened (incidents involving peers shouldn't use names, but instead "The other child")
5. What did the staff do (first aid, phone calls, etc.)
6. Staff signature

### Entries Reporting Behavior Include:

1. Date and time of injury
2. Full first and last name of child
3. The nature of the behaviors.
4. What did the staff do (provide a break, phone calls, etc.)
5. Staff signature

### Entries Documenting Medication Administration Include:

1. Date and time medication was given
2. Full first name and last name of child
3. Name of medication
4. Amount of dosage
5. Staff signature

### Entries Reporting Previous Injuries Include:

1. Date and time of observation
2. Full first name and last name of child
3. Specific nature and location of injury or physical complaint

4. If possible, the child's explanation of when and how the injury occurred
5. Staff signature

**Entries documenting Illness Include:**

1. Date and time of observation
2. Full first name and last name of child
3. Nature of illness (child complained of stomach ache, etc.)
4. What was done by the staff (took child's temperature, etc.)
5. Staff signature

**Entries Documenting a Phone Call to Social Services Include:**

1. Date and time of phone call
2. Full first name and last name of child
3. Specific nature of the purpose of phone call (observed, child share information, etc.)
4. If possible, the child's explanation of when and how injuries occurred
5. Staff signature

*the child(ren).*

## Sanitization and Handwashing

**Snapshot:** Children and staff should wash their hands regularly while in program. Handwashing is required after using the bathroom and before/after eating. If running water is not immediately available, soap and water wipes can be used. Disinfection hand sanitizer may not be used in place of soap and water. Eating surfaces and dishes must also be sanitized according to the protocol listed below.

### When to Wash Hands

In addition to after bathroom breaks and before/after eating, hands should also be washed at the following times:

- **Children:** After playing outdoors; after coming in contact with an animal; after coughing, sneezing or nose blowing
- **Adults:** Before prepping food; before putting on gloves; after caring for a sick child; after cleaning a spill

### Handwashing Procedure

The following should be considered when both staff and children wash hands:

- Thoroughly wash the backs and fronts of hands
- Wash between the fingers and under finger nails
- Wash the wrists
- Wash hands for at least 20 seconds
- Rinse well
- Dry your hands with paper towel and turn the water off using the paper towel
- Discard of paper towel in trash can

### Sanitizing Eating Surfaces

Wisconsin Youth Company requires that food be served in bowls or on napkins rather than bare tables. Eating surfaces should be washed and sanitized with a two-step process before and after use. This two-step process includes the use of two Clorox wipes or a soap/water wash for step one & bleach/water wash for step two. Staff should wait for eating surfaces to dry between each step. Children should not be in the immediate area while eating surfaces are being sanitized.

### Washing Dishes

All dishes and utensils used for serving food must be washed after each use with the following process:

1. Scrape excess food from dish
2. Wash dishes with detergent in hot water (minimum temperature of 110 degrees Fahrenheit)
3. Rinse dishes with clean water to remove detergent
4. Sanitize dishes in a solution of 2 tsp bleach per 1-gallon water
5. Let all dishes air dry

### Sanitizing Furnishings and Equipment

Furnishings, toys and equipment should be sanitized with a two-step process when they are soiled and/or once per summer. If a sick child kit is used, the blanket and pillow case should be washed after each use and the mat should be sanitized with a two-step process.

### Bathroom Accidents

All programs should be stocked with extra clothing and underwear for children to utilize in the case of an accident. The following steps should be used when an accident occurs:

- Staff should ask child if they have extra clothes in their backpack or if they need to borrow clothes
- Staff takes child to bathroom using regular bathroom procedures
- Staff provides child with the extra clothes and a bag to put soiled clothes into
- Staff instructs the child to do the best they can to clean themselves, change their clothes, and put soiled clothes into the bag. Staff should put on gloves if they need to assist with getting clothing into the bag.

- Child should wash their hands thoroughly as should staff if they touched any soiled materials
- Inform parents of the accident at pick-up and record the incident in the medical/behavior log

### **Hazardous Materials**

All hazardous materials, including Clorox wipes and bleach should be sealed and kept in a locked storage, inaccessible to children, area at all times.

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### Child Abuse and Neglect

**Snapshot:** All Wisconsin Youth Company staff are mandated reports, meaning they are required to report either knowledge or reasonable suspicion of child abuse and/or neglect to the County Department of Social Services. This also includes any instances where a staff member is suspected to be involved. Staff that refer children for suspected child abuse or neglect are immune from liability. There is a criminal penalty for failure to report. When abuse or neglect is suspected, staff should start by contacting their program director for assistance with reporting. All staff receive bi-yearly training on mandated reporting.

#### Definitions and Signs of Abuse

Type	Physical Abuse	Sexual Abuse	Emotional Damage	Neglect
<b>Definition</b>	Physical injury inflicted on a child by other than accidental means. Physical injury includes, but is not limited to, lacerations, fractured bones, burns, internal injuries, severe or frequent bruising or great bodily harm.	Sexual intercourse or sexual touching of a child, sexual exploitation, forced viewing of sexual activity, or permitting, allowing or encouraging a child to engage in prostitution.	Harm to a child's psychological or intellectual functioning which is exhibited by severe anxiety, depression, withdrawal or aggression.	When a parent (or caretaker) fails, refuses or is unable, for reasons other than poverty, to provide the necessary care, food clothing, medical or dental care which seriously endanger the physical health of the child.
<b>Signs</b>	<ul style="list-style-type: none"> <li>• Bruises, welts</li> <li>• Injuries in shape of an object</li> <li>• Unexplained burns</li> <li>• Fractures that don't fit story</li> <li>• Delay in seeking medical help</li> <li>• Extreme behaviors</li> <li>• Afraid to go home</li> <li>• Frightened of parents</li> <li>• Fearful of adults</li> </ul>	<ul style="list-style-type: none"> <li>• Pain, swelling, itching in genital area</li> <li>• Bruises, bleeding, discharge in genital area</li> <li>• Difficulty walking</li> <li>• Frequent urination</li> <li>• Stained or bloody underwear</li> <li>• Venereal disease</li> <li>• Unusual interest in sex for age</li> </ul>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Self-denigration</li> <li>• Severe depression</li> <li>• Aggression</li> <li>• Withdrawal</li> <li>• Severe anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Poor hygiene, odor</li> <li>• Inappropriately dressed for weather</li> <li>• Need medical care</li> <li>• Left alone for periods of time</li> <li>• Failure to thrive</li> <li>• Constant hunger, steals food</li> <li>• Extreme willingness to please</li> </ul>

#### Reporting Suspicions of Abuse or Neglect

Staff can always seek support from their supervisor prior to placing a report with the Department of Social Services. When identifying neglect, staff should be sensitive to issues involving poverty, differing cultural expectations and values and differing child rearing techniques. Staff should not accuse any individual when making reports. Staff do not investigate reports and cannot wait until suspicion has been confirmed before reporting. Wisconsin Youth Company affirms that a report made in good faith will in no way jeopardize the person's job. When placing a call, staff should have the child's registration information readily available. After making a call, the incident should be documented.

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### Program Preparedness

**Snapshot:** Wisconsin Youth Company is committed to preparing staff for events that could negatively impact the safety of all program participants. Policies and procedures have been developed in collaboration with the risk management director. Staff are oriented to emergency protocols upon hire and on-going training is provided.

#### Practices

The following Wisconsin Youth Company practices support program preparedness:

- Completed health history and emergency care plan forms are on-site and accompany groups when off-site
- Each staff is CPR/AED certified prior to the start of program
- Each staff receives information on providing first aid and the location of first aid supplies, including fire extinguishers and AED's
- A complete caregiver background check and information disclosure is completed on each new employee and every year afterward
- Each staff is required to have a completed staff health form
- Each program is equipped with communication devices such as cell phones and two-way radios

#### Posting Emergency Care Facility Locations

Wisconsin Youth Company requires that each site posts the location of the emergency care facility that will be used in the event of an emergency. This includes numbers for local rescue squad, fire department, law enforcement agency, child protective services, poison control center and emergency medical services.

#### Risk Management Inspection

All sites will be visited at least twice per summer by the risk management director. The purpose of this visit is to ensure that all sites are operating in a consistent manner and following all procedures. A sample inspection form is available from the risk management director. The following inspection process is used:

- The risk management director completes the inspection visit
- A copy of the visit is provided to the program director
- A list of corrections will be provided, if needed
- A visit and list of corrections is discussed with the risk management director, program director and camp director
- Corrections must be implemented as soon as possible
- Follow-up will occur by risk management director and/or program director

#### Media Spokesperson

It is the policy of Wisconsin Youth Company that the executive director is the media spokesperson. If the executive director is unavailable, there is back-up. These individuals have been trained in proper media communication. Staff are not to give any statements to the media and refer all inquiries to the executive director. If staff are approached by the media, the following statement can be given, "Our focus is on taking care of our children. We want to make sure that you receive accurate and timely information. For this reason, please contact our executive director at 608-276-9782. Thank you for your understanding."

#### Evacuation/Shelter Plans & Maps

Wisconsin Youth Company requires that staff devise plans, along with the risk management director, for evacuation or shelter in case of fire, tornado, and civil disturbance. Emergency plans are to be posted at the program site. These plans should designate a primary and secondary route in case of fire and tornado. The following should be considered when devising evacuation plans:

- Different colors are used to designate routes on the map: Red-primary fire; green-secondary fire; blue-tornado.
- There should be an evacuation route prepared for each room used by the program
- Consider the amount of space needed for shelter
- The best protection in a tornado is underground against a wall without windows. If an underground location is not available, take cover in an interior room without windows or doors, such as a storage closet or restroom.

### **Considering Special Needs**

When devising emergency plans, Wisconsin Youth Company requires staff to include special considerations for children with health and behavior needs. Staff should plan for how they can best help all children in an emergency. Children who have hearing, mobility or visually limited considerations and those with language barriers may require special assistance in planning.

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### Drill Procedures

**Snapshot:** Wisconsin Youth Company requires that sites practice emergency drills once per month and give emergency drill orientation the first day a new child or staff start program. Orientations should include the emergency locations and guidelines to follow during an emergency (or drill). All drills should be documented on the green first and safety checklist. Drills should occur on different days of the week, different times and from various program locations. While a drill is occurring, be sure to leave a note on the sign-in table in case parents arrive to pick-up.

#### Fire Drill Procedure

- Announce in a loud, clear voices “Fire drill”
- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, registration binder, cell phone and first aid kit with emergency medications
- Take the children to a pre-determined area at least 300 feet away from the building and out of any road or parking lot
- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the “all clear” signal to re-enter the building
- Document the fire drill on the green fire and safety checklist. Documentation should include date and time of drill, as well as, length of time it took to reach assembly area.

#### Tornado Drill Procedure:

- Announce in a loud, clear voices “Tornado drill”
- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, registration binder, cell phone, first aid kit with emergency medications, flashlight and emergency shelter kit
- Move to the pre-determined shelter location
- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the “all clear” signal to reenter the program room
- Document the tornado drill on the green fire and safety checklist. Documentation should include date and time of drill, as well as, length of time it took to reach shelter area.

#### Civil Disturbance Drill Procedure

A civil disturbance drill is prompted by a universal “code word.” The code word to alert staff of a potential situation is “Mississippi”. (i.e. “Have you ever been to Mississippi?”) The universal code word for children in program is “Goldfish”. (i.e. “We are going to feed our goldfish now.”)

- Alert camp staff to civil disturbance drill
- Announce the code word in a loud clear voice
- Tell the children to remain very quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, computer, registration binder, cell phone and first aid kit with emergency medications
- Move to the pre-determined shelter location

- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the “all clear” signal to reenter the program room
- Document the civil disturbance drill on the green fire and safety checklist. Documentation should include date and time of drill, as well as, length of time it took to reach shelter area.
- Practice civil disturbance drills for various scenarios:
  - If the threat is outside, move campers inside once all have been accounted for and move to shelter.
  - If the threat is inside, move campers outside to the edge of the playground, and sit down, so as to not attract too much attention from perpetrator.
  - If inside, instruct campers to form a group and quickly check to be sure all are present. If the threat is in the camp space, leave quietly if possible and move to shelter.
  - If the threat is in the building, but not in the camp space, move to shelter if possible. If moving to shelter is not possible, close the doors and have children sit quietly. If possible, lock or block the doors and turn off the lights.

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### Emergency Response

**Snapshot:** In the event of an actual emergency, staff may need to consider some additional steps in addition to the action taken during a drill. If an emergency occurs while on a field trip, follow the direction provided by the facility location. If a parent arrives to pick up a child during an emergency situation, staff should invite the parent to join the group in shelter or evacuation.

#### Fire Emergency

All staff should know the location of nearest fire extinguisher and fire alarm. In the event of an actual fire, if staff feel comfortable doing so, they may utilize the fire extinguisher. Upon exiting the program space, staff should pull the fire alarm if the alarm is not already activated. In the event of an actual fire, complete steps as listed in the drill and also consider the following:

- Call 911 on a cell phone and be prepared to provide the following: your name, school name, where the fire is located, where you are located and any other details (injuries, missing person, etc.)
- Call the Help Line. Tell them what happened. The crisis plan will then go into effect.
- The fire department or Wisconsin Youth Company administrator will arrange transportation to a safe location
- The administrative team will manage contacting the parents of the children in your care
- Document what happened and what you did as soon as you can

#### Tornado Emergency

Staff may be informed of a tornado emergency in multiple ways including weather radios, sirens or a call from the administrative office. Regardless of the means of gathering the information, all tornado warnings should trigger the following response:

- Complete steps listed under the tornado drill procedure
- If the administrative office does not call you first, call the Help Line to inform them that you are going into shelter
- Have children and staff assume the safe position of sitting while tucking their head into their hands
- Only leave the protective area after an all-clear has been provided by the administrative office. Return to the program space.
- If there has been damage to the building and/or injuries, call 911 and the Help Line for assistance. Document what happened and what you did as soon as possible.

#### Severe Weather Emergency

Severe weather emergencies include thunderstorms or tornado watches. In these situations, ensure that all children and staff come in from outdoors. The conditions can often be right for these emergencies to trigger a tornado warning. Because of this, it is a good idea to have children take bathroom breaks and to gather emergency supplies in case the group needs to take shelter. In the event that weather is very severe, but a tornado warning has not been triggered, if staff feel the need to, they may take shelter and inform the Help Line of their decision.

#### Civil Disturbance Emergency

Civil disturbance emergencies are highly unpredictable and can occur in a multitude of ways. Potential situations can include a threatening phone call, presence of a non-custodial parent picking up a child, disruption of program activities by an intruder, verbal or physical assaults upon camp staff or children, possession or use of firearm or other weapon, or any behavior which might jeopardize the safety of others. While many of the situations listed may not result in an actual emergency, the more violent situations call for the activation of the civil disturbance emergency plan. Situations may become violent with little advance notice.

### Pre-Event Planning

- Confirm with facility staff what doors will be locked and unlocked during program hours
- Confirm with facility staff civil disturbance shelter during program hours
- Survey physical program site inside and outside and assess potential areas of risk
- Notice the areas of the camp a perpetrator can see from the outside
- Note places where a perpetrator may hide
- Pay particular attention to doors leading to closets, classrooms, storage rooms, exterior exits, and restrooms
- Check whether these doors are locked or unlocked
- Plan alternate routes away from an indoor area or outdoor area in case an event originates in these locations

### Standard Operation

- All visitors should be asked to leave the campsite area unless they have an approved reason to be there. Unknown people entering the premises should be questioned. Camp staff should wear nametags.
- Reduce entry to the camp site as much as possible
- Keep emergency phone numbers posted on the bulletin board and programmed in the camp cell phone
- Work closely with the school and Wisconsin Youth Company administration to identify problems and obtain assistance
- Notify the facility staff and help line immediately when any stranger or individual is seen loitering outside the building or on the playground
- If you feel uncomfortable about an unauthorized person at your camp, or if the person refuses to leave, be prepared to activate the civil disturbance plan
- Have a code word to alert camp staff of a “Code Red” situation. This will help prevent the children from being frightened.
- Have a code word for the children. Train them in what to do if the word is used and practice this procedure
- Ask for I.D. from unfamiliar authorized pick-up person(s)

### Checklist for Developing Alert System

- Define the responsibilities of camp staff, and describe the activation procedure. This plan is to be written and practiced.
- List key telephone numbers for emergency assistance organizations.
- Describe the warning code words used to alert the camp staff to potential situations.
- Describe the warning code words used with campers.
- Develop guidelines for warning hearing impaired or non-English speaking persons.
- Practice drills on a monthly basis.

### Guidelines for Resolving Problem Situations

- If possible, call 911. Then call the Help Line. Stay calm. Tell who, what, when and where.
- Announce the code word.
- Ask the campers to be very quiet and to remain calm.
- Have the campers come to you and form a group. Quickly count the campers to be sure all are present. Remind camp staff to check the bathrooms and any other closed areas before exiting the program space.
- Gather your required attendance information, computer registration binder, cell phone, weather radio, first aid kit with emergency medications, flashlight and any other supporting materials you may need. Do not stop for purses, backpacks, coats or anything else.
- If possible, move to shelter location.
- If the threat is outside, you will move them all inside, once all have been accounted for.
- Or, if moving inside is not possible, move to the edge of the playground, and sit down, so as to not attract too much attention from a perpetrator.
- If you are inside, the campers should come to you and form a group.
- Quickly check to be sure all are present.
- If the threat is in the camp space, leave as quietly if possible and move to shelter.
- If you are unable to get the group to the shelter location, secure the children in an area out of window sight and low to the floor.

- If the threat is in the building, but not in the program space, close the doors to the space, and have the campers sit quietly.
- If appropriate, lock the doors and turn off the lights.
- If you must speak with the perpetrator: Identify yourself to the individual.
- If the individual will not give his or her name, try to remember his or her description, mannerisms, etc., to aid later in identification.
- Do not challenge or force a physical confrontation.
- Ask individual to accompany you outside, away from the camper.
- Don't argue with the individual. If you are enforcing camp policy, there is obviously no need to argue.
- If possible, warn local enforcement agencies of situations that may spread outside of the facility, or may require controlled evacuation of the building.
- If possible, call the help line to report what is happening. Alert the administrative office for the need to send more staff, and/or for the need to call parents.
- Call the facility staff to alert them as to what is happening.
- Report by phone if medical assistance is needed. All camp staff members should always be alert for the safety of the children.
- Stay in place until you are told it is safe to move.
- If possible, try to jot down details of the description of any perpetrators, including: sex, height, weight, skin, hair and eye color, age, distinguishing features, type of clothing.
- After the event, document all the details, while they are fresh in your mind.
- Refer media to the executive director.
- Proceed to Event Follow Up.

### Event Follow Up

In the event of a death, serious injury or traumatic experience; children may feel insecure, frightened or unsafe.

To help them process their emotions, consider the following:

- Suggest that children draw or write a note to express their feelings. Encourage children to talk as they are processing this information.
- Encourage conversation among children and include staff
- In the event of a death, briefly explain that someone has died. Do not try to hide the fact that someone has died.
- Actively communicate with parents at the start and end of day regarding a child's progress with processing a crisis
- Utilize the Wisconsin Youth Company administrative team and school staff for additional resources

It is most important for staff to be aware of their surroundings and potential situations that may occur. In the case of a civil disturbance emergency, staff should always call law enforcement followed by the Help Line. As common practice, staff should always approach adults that enter the program space and assist them or politely remind them that non-school personnel or Wisconsin Youth Company staff are not allowed in the building during program hours. All staff and children should be aware of the chosen code word. Allow law enforcement to take over the situation immediately upon arrival.

While these suggestions may not cover alternatives at each site, or cover all severe threats of violence, the purpose is to be familiar with your site, and to have a plan.

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Child and Family Communication

**Snapshot:** Staff communicate and interact on a daily basis with families. Staff should be professional in their conversations and actions. Staff should also be certain that they are keeping information confidential while sharing information.

#### Customer Service

Staff should create a warm, welcoming environment for children and families as they arrive to program. Consider implementing the following strategies:

- Greet all parents and children (by name, if possible) as they enter the program room
- On the first day of program, be sure to provide verbal directions on how families can sign-in or out
- If it is the staff's first time meeting a pick-up person, politely ask them for their ID and verify the ID to the information in the registration binder
- If program is holding a special event, invite families to join in on the event
- Upon pick-up provide some details about the child's day to the pick-up person
- Ensure that baskets or lockers are kept organized and clean

#### Communication with Children and Families

Staff may not contact a parent or family member of a child outside of program hours, by email, phone, mail, in-person or in any other way without the expressed consent of the program director. Staff are encouraged not to "friend" or communicate with families on social media platforms.

#### Confidentiality

In all forms of communication, confidentiality must be maintained (unless a signed release is obtained). Consider the following in conversations with co-workers and other families:

- If staff need to have a conversation with a parent about a child, be discreet. Talk with them privately and not in front of other children or staff.
- Don't talk about parents or children in a public place
- Don't talk to parents about other parents or children in program
- Don't leave a registration notebook or any other private information out where anyone can see it
- Don't take pictures of children on personal devices
- Don't discuss confidential information over the two-way radios

#### Custody Issues

All custody issues are handled through the administrative office. At times, parents may ask staff members questions about the other parent, to give an opinion about the care the child receives from the other parent, or to complete documents that pertain to custody issues. In these instances, take the following steps:

- Refer all requests for information to the administrative office
- Say to the parent, "I understand that you would like that information; however, we are not able to provide that. Please contact the administrative office."
- Staff should be sure to follow sign-out procedure for releasing children at pick-up, without exceptions

#### Discrimination

Wisconsin Youth Company requires that staff do not discriminate against children or families on the basis of race, color, national origin, age, disability, sex, gender identification, religion, reprisal, and where applicable, political beliefs, marital status, familial or parent status, sexual orientation or source of income.

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Staff Communication

**Snapshot:** Staff communicate and interact on a daily basis with co-workers and families. Staff should be professional in their conversations and actions. Staff should also be certain that they are keeping information confidential while sharing information.

#### Director Meetings

Camp directors meet weekly with the program director. This meeting provides administrative updates and allows for small group discussion and reporting of information.

#### Site Staff Meetings

Each camp director conducts a staff meeting once per week. These meetings help with the development, implementation and evaluation of program. All staff are expected to attend the weekly staff meeting. The camp director submits documentation of the meeting discussion to the program director. Camp staff may reach out to the program director if they would like input on weekly meeting topics.

#### Working Relationships

The following can help build respectful relationships with co-workers:

- Arrive on time
- Smile and greet co-workers upon arrival at program
- Take care of your assigned set-up duties, offer help to co-workers when able to
- Communicate necessary information regularly and privately with other staff
- Be prepared to do your assigned tasks for the day
- Be sure all interactions with other staff are warm and in a positive tone
- Talk to your supervisor about any concerns
- Contribute ideas and make suggestions at staff meetings
- If you make a mistake, acknowledge it. Mistakes are okay.
- Welcome and get to know administrative staff

#### Reporting Incidents Involving Staff

Wisconsin Youth Company and state licensing requires that all staff notify their program director as soon as possible if any of the following occurs:

- An employee has been convicted of a crime
- An employee has been or is being investigated by any governmental agency for any other act, offense, or omission, including an investigation related to the abuse or neglect or threat of abuse or neglect, to a child or other client or an investigation related to misappropriation of a client's property
- An employee has a substantiated governmental finding against them for abuse or neglect of a child or adult for misappropriation of a client's property
- When a professional license held by an employee has been denied, revoked, restricted or otherwise limited
- In addition to the required report to the social service agency, suspicions and allegations of abuse involving employees must be immediately reported to the executive director. The incident will be investigated, during which time the employee will be removed from positions involving direct contact with children and suspended with pay pending the outcome.
- An employee who is determined responsible for committing an inappropriate or abusive act will be subject to disciplinary action up to and including termination of employment

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Photo and Video

**Snapshot:** Staff are permitted to use Wisconsin Youth Company digital cameras or Wisconsin Youth Company smart phones to take photographs or videos of children for the purpose of projects or promoting Wisconsin Youth Company programs. **Under no circumstances may a staff use a personal device to take photos or video.**

#### Taking Photos

The following should be considered when taking photos in program:

- Prior to taking a child's photo, check to make sure parents have accepted the Wisconsin Youth Company photo release for program site use, as indicated on the agreement form
- If a Wisconsin Youth Company administrative person is taking photos for promotional materials, check to make sure parents have accepted the Wisconsin Youth Company photo release for promotional materials
- If parents have not given Wisconsin Youth Company permission to take any photos, the child will have a gray tag and no photos should be taken
- If parents have not given Wisconsin Youth Company permission to take promotional photos, but did give permission to take site photos, the child will have a gray tag with "s/o" written on it.
- In the event of an emergency (i.e. Bus accident), the cell phone can be used to take photos to document the accident

#### Utilizing Photos

The following should be considered when printing or using photos in program:

- Under no circumstances, can photos be uploaded to social media sites or personal devices
- Photos can be used with a digital photo frame or to create a PowerPoint at a family gathering
- Photos can be printed by bringing the site camera or smart phone to a store such as Walgreens, Target or Walmart
- If using the photos on a display board, photos of individual children may be given to parents. Group photos, with two or more children, may not be given to parents.

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Staff Identifiers

**Snapshot:** Staff t-shirts and ID badges are used to identify staff in program.

#### Staff T-Shirts

Staff t-shirts should be worn on the first day of camp and on every field trip or swim trip. Additional staff t-shirts can be purchased from the program director. For additional details on the dress code, reference the employee handbook.

#### ID Badges

Staff should wear their ID badges at all times while in program or on a field trip. The ID badge also contains a staff's emergency contact information. Name badges should not be worn in any manner that would be considered unprofessional or have detrimental effect on Wisconsin Youth Company. A duplicate photo must be posted on the licensing board. ID badges should be returned to the administrative office on the last day of employment or end of summer.

# Summer Day Camp Staff Manual

## Program Relations and Personnel

*Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).*

### Personnel

**Snapshot:** Detailed personnel information can be found in the Wisconsin Youth Company (Wisconsin Youth Company) Employee Handbook. Additional summer specific personnel information is listed in this section.

#### Correcting Timesheets

If an error is made on a timesheet or if a staff forgets to clock-in or out, they should make corrections through the electronic payroll system. If staff have questions, they can contact the HR generalist for further clarification. Manual corrections should be an infrequent occurrence.

#### Hours and Scheduling

Schedules are determined by the camp director and assistant director. Staff should arrive on time for assigned shifts. Staff may be asked to assist at other program locations if substitutes are needed.

#### Time Off Requests

It is preferred that time off requests are submitted to the program director at the start of summer. If a time-off request comes up during summer, it must be submitted two weeks in advance to the program director. All time-off requests should be submitted in writing via email or using a time-off request form. Time-off will be approved on a first-come, first-serve basis and only if a substitute is available.

#### Staff Call-Outs

Staff calling out of work should initially communicate with their camp director. If they are unable to reach their camp director, they should call the program director followed by the Wisconsin Youth Company Administrative Office. Staff are required to speak to a live person when calling out (not send a text or leave a message). Their camp director will then determine the number of children attending program on that day to determine whether or not a substitute is available. The camp director will cover the hole with an internal staff, if possible. If a camp director cannot cover the hole, they will reach out to the program director for further assistance in finding coverage.

#### Performance Reviews

All staff receive a performance review at the end of summer. This review includes a self-evaluation and supervisor evaluation. The performance review process includes a staff/supervisor discussion and an opportunity for both to provide feedback.

### Staff Responsibilities

#### Day Camp Director

**Reports to:** Summer program director

**FLSA status:** Non-exempt

**Job status:** 40 hours/week with occasional evenings and weekends

**Work schedule:** Monday through Friday

**Positions Supervised:** Day camp assistant director, day camp counselors, and volunteers at assigned site

**POSITION SUMMARY:** The day camp director is responsible for the day-to-day operations of the day camp program in accordance with the policies and procedures set forth by Wisconsin Youth Company, applicable Wisconsin licensing regulations, YoungStar, and American Camp Association accreditation standards. Primary responsibilities include site management, program delivery and quality, and personnel management and supervision.

**PRIMARY TASKS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

#### Site Management

- Prepare the site at the beginning of the summer and close the site at the end of the summer according to established procedures and expectations
- Maintain timely and accurate site records including program, fiscal and staff records
- Communicate with immediate supervisor and other administrative staff (keep them well informed) and attend weekly director meetings
- Develop and maintain positive relationships with school or village center staff and other members of the site community
- Assure the safety of all campers and staff at the site through the implementation of established risk management procedures
- Serve as the site health supervisor responsible for medication management, medical and behavior logging and reporting, and accident/injury response
- Develop and execute site-specific systems and procedures to support the effective operation of the site

#### Program Delivery and Quality

- Plan and execute camp programs to ensure overall level of safety, fun and learning at the site
- Interact with and supervise children being on-site or with groups 80% of the time
- Develop and maintain positive relationships with site parents and families
- Determine space use and execute site set-up
- Acquire and maintain program equipment and supplies
- Assist with program evaluation and implement improvements based on evaluation
- Comply with program policies, applicable licensing rules YoungStar and American Camp Association standards

#### Personnel Management and Supervision

- Orient and train program staff assigned to the site
- Coordinate staff work schedules
- Schedule, plan and lead weekly site staff meetings
- Coach and guide staff development
- Evaluate staff performance and effectively communicate results

# Summer Day Camp Staff Manual

## Program Relations and Personnel

**COMPETENCIES:** A qualified and successful employee in this position must effectively and continuously demonstrate the following:

**WYC values** – Act in a fair and just manner and be guided by Wisconsin Youth Company’s Ends Statement and mission.

**Team Player** – Listen well and treat colleagues with respect. Raise concerns and resolve conflict in ways that preserve relationships and encourage productivity.

**Embrace Diversity** – Have an attitude and behavior that demonstrate appreciation of others and commitment to inclusion.

**Customer Oriented** – Serve children, families, organizational partners and co-workers and focus effort on meeting their needs, understanding their concerns and seeking to build and maintain genuine relationships.

**Demonstrate Leadership** – Proactively identify problems and devise solutions and innovations to address them; accept responsibility and be dependable and trustworthy; and use sound judgment and promote safety awareness as a company value.

**Skills & Abilities**

**Education:** Bachelor’s degree in a related field in child development, elementary education, and physical education preferred and/or

**Experience:** Two years of prior related camp and supervisory experience

**Computer Skills:** Basic Word processing and email

**Certificates and Licenses:** First aid and CPR certifications

**Other Requirements:** Access to a vehicle for supply and equipment acquisition

Physical Demands			Lift/Carry	
Stand	F (Frequently)		10 lbs or less	F (Frequently)
Walk	F (Frequently)		11-20 lbs	F (Frequently)
Sit	O (Occasionally)		21-50 lbs	O (Occasionally)
Handle	O (Occasionally)		51-100 lbs	O (Occasionally)
Reach Outward	O (Occasionally)		Over 100 lbs	N (No Applicable)
Reach Above Shoulder	O (Occasionally)		<b>Push/Pull</b>	
Climb	O (Occasionally)		12 lbs or less	F (Frequently)
Crawl	O (Occasionally)		13-25 lbs	F (Frequently)
Squat or Kneel	F (Frequently)		26-40 lbs	F (Frequently)
Bend	F (Frequently)		41-100 lbs	O (Occasionally)

### PHYSICAL DEMANDS:

**N (Not Applicable)** Activity is not applicable to this occupation.

**O (Occasionally)** Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

**F (Frequently)** Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

**C (Constantly)** Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee’s ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This

document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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### Day Camp Assistant Director

**Reports to:** Day camp director, summer program director

**FLSA status:** Non-exempt

**Job status:** 40 hours/week with occasional evenings and weekends

**Work schedule:** Monday through Friday

**Positions Supervised:** Day camp lead counselors, day camp counselors

**POSITION SUMMARY:** Under the direction of the day camp director, the day camp assistant director is responsible for overall camp operations in accordance with the policies and procedures set forth by Wisconsin Youth Company, applicable Wisconsin licensing regulations, YoungStar and American Camp Association accreditation standards. Primary responsibilities include site management, program delivery and quality, and personnel management and supervision.

**PRIMARY TASKS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

#### Site Management

- Keep the day camp director well informed and accurately relay communication from parents, staff members, Wisconsin Youth Company administration and school personnel
- Maintain positive relationships with school staff and other members of the site community

#### Program Delivery and Quality

- Coordinate day camp program planning and weekly/daily program schedules
- Collect and provide feedback to specialists on their weekly program plans
- Interact with and supervise children and be on-site or with groups 80% of the time
- Develop and maintain positive relationships with site parents and families
- Comply with program policies, applicable licensing rules YoungStar and American Camp Association standards

#### Personnel Management and Supervision

- Coordinate staff schedules related to program plans and the weekly schedule
- Attend and assist with weekly staff meetings
- Substitute for staff who are absent as needed
- Observe and provide feedback to staff on an ongoing basis

# Summer Day Camp Staff Manual

## Program Relations and Personnel

**COMPETENCIES:** A qualified and successful employee in this position must effectively and continuously demonstrate the following:

**WYC values** – Act in a fair and just manner and be guided by Wisconsin Youth Company’s Ends Statement and mission.

**Team Player** – Listen well and treat colleagues with respect. Raise concerns and resolve conflict in ways that preserve relationships and encourage productivity.

**Embrace Diversity** – Have an attitude and behavior that demonstrate appreciation of others and commitment to inclusion.

**Customer Oriented** – Serve children, families, organizational partners and co-workers and focus effort on meeting their needs, understanding their concerns and seeking to build and maintain genuine relationships.

**Demonstrate Leadership** – Proactively identify problems and devise solutions and innovations to address them; accept responsibility and be dependable and trustworthy; and use sound judgment and promote safety awareness as a company value.

**Skills & Abilities**

**Education:** Bachelor’s degree in a related field in child development, elementary education, physical education and/or

**Experience:** Two years of related camp and supervisory experience

**Computer Skills:** Basic Word processing and email

**Certificates and Licenses:** First aid and CPR certifications

**Other Requirements:** Access to a vehicle for supply and equipment acquisition.

Physical Demands			Lift/Carry	
Stand	F (Frequently)		10 lbs or less	F (Frequently)
Walk	F (Frequently)		11-20 lbs	F (Frequently)
Sit	O (Occasionally)		21-50 lbs	O (Occasionally)
Handle	O (Occasionally)		51-100 lbs	O (Occasionally)
Reach Outward	O (Occasionally)		Over 100 lbs	N (No Applicable)
Reach Above Shoulder	O (Occasionally)		<b>Push/Pull</b>	
Climb	O (Occasionally)		12 lbs or less	F (Frequently)
Crawl	O (Occasionally)		13-25 lbs	F (Frequently)
Squat or Kneel	F (Frequently)		26-40 lbs	F (Frequently)
Bend	F (Frequently)		41-100 lbs	O (Occasionally)

**PHYSICAL DEMANDS:**

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- F (Frequently)** Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
- C (Constantly)** Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee’s ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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### Day Camp Lead Counselor

**Reports to:** Day camp director

**FLSA status:** Non-exempt

**Job status:** 40 hours/week with occasional evenings and weekends

**Work schedule:** Monday through Friday

**Positions Supervised:** Counselors (when acting as on-site director)

**POSITION SUMMARY:** The day camp lead counselor is responsible for planning and implementing educational and recreational day camp programming for school age children in accordance with the policies and procedures established by Wisconsin Youth Company, applicable Wisconsin licensing regulations, YoungStar and American Camp Association accreditation standards. Primary responsibilities of the position are to provide direct supervision to an assigned group of campers, assure their safety and provide quality programming designed to meet the developmental needs of each child. Other responsibilities include supporting overall maintenance of the program site and fostering positive relations between the program, school personnel and the community. Serves as the on-site staff person in charge of overall camp operations when the camp director is not on-site.

**PRIMARY TASKS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

#### Site Management

- Keep the day camp director well informed and accurately relay communication from parents, staff members, Wisconsin Youth Company administration and school personnel
- Maintain positive relationships with school or village center staff and other members of the site community
- Serves as the on-site staff person in charge of overall camp operations when the camp director and assistant director are not on site
- Maintain all paperwork as assigned by the camp director
- Complete all medical/incident and accident reports
- Attend and actively participate in all required meetings and trainings

#### Program Quality and Planning

- Develop, implement and evaluate activities for assigned weekly themes or clubs
- Consider interests and abilities of assigned campers in relation to the progression of activities
- Maintain all state licensing, YoungStar, ACA and internal risk management practices as they relate to all aspects of the environment
- Provide an inclusive environment for all children and families during program hours
- Maintain proper physical set-up and clean-up of program space on a daily basis
- Administer developmentally appropriate day camp program activities
- Participate in all-camp activities as requested by the camp director

#### Interactions

- Engage with families in an appropriate and professional manner
- Speak with children at eye level
- Consistently engage in respectful and developmentally appropriate conversations with campers
- Consult, and instruct assigned counselors in the implementation of theme activities

# Summer Day Camp Staff Manual

## Program Relations and Personnel

**COMPETENCIES:** A qualified and successful employee in this position must effectively and continuously demonstrate the following:

**WYC values** – Act in a fair and just manner and be guided by Wisconsin Youth Company’s Ends Statement and mission.

**Team Player** – Listen well and treat colleagues with respect. Raise concerns and resolve conflict in ways that preserve relationships and encourage productivity.

**Embrace Diversity** – Have an attitude and behavior that demonstrate appreciation of others and commitment to inclusion.

**Customer Oriented** – Serve children, families, organizational partners and co-workers and focus effort on meeting their needs, understanding their concerns and seeking to build and maintain genuine relationships.

**Demonstrate Leadership** – Proactively identify problems and devise solutions and innovations to address them; accept responsibility and be dependable and trustworthy; and use sound judgment and promote safety awareness as a company value.

**Skills & Abilities**

**Education:** Bachelor’s degree in a related field degree in child development, elementary education, and physical education, and/or

**Experience:** Two years of program supervisory experience in a youth program setting

**Computer Skills:** Basic Word processing and email

**Certificates and Licenses:** First aid and CPR certifications

**Other Requirements:** Access to a vehicle for supply and equipment acquisition.

Physical Demands			Lift/Carry	
Stand	F (Frequently)		10 lbs or less	F (Frequently)
Walk	F (Frequently)		11-20 lbs	F (Frequently)
Sit	O (Occasionally)		21-50 lbs	O (Occasionally)
Handle	O (Occasionally)		51-100 lbs	O (Occasionally)
Reach Outward	O (Occasionally)		Over 100 lbs	N (No Applicable)
Reach Above Shoulder	O (Occasionally)		<b>Push/Pull</b>	
Climb	O (Occasionally)		12 lbs or less	F (Frequently)
Crawl	O (Occasionally)		13-25 lbs	F (Frequently)
Squat or Kneel	F (Frequently)		26-40 lbs	F (Frequently)
Bend	F (Frequently)		41-100 lbs	O (Occasionally)

**PHYSICAL DEMANDS:**

**N (Not Applicable)** Activity is not applicable to this occupation.

**O (Occasionally)** Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

**F (Frequently)** Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

**C (Constantly)** Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee’s ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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### Day Camp Counselor

**Reports to:** Day camp director

**FLSA status:** Non-exempt

**Job status:** 30-40 hours/week with occasional evenings and weekends

**Work schedule:** Monday through Friday

**POSITION SUMMARY:** The day camp counselor is responsible for planning and implementing educational and recreational day camp programming for school age children in accordance with the policies and procedures established by Wisconsin Youth Company, applicable state of Wisconsin licensing regulations, YoungStar and American Camp Association accreditation standards. The primary responsibilities of the position are to provide direct supervision to an assigned group of campers, assure their safety and provide quality programming designed to meet the developmental needs of each child. Other responsibilities include support for the overall maintenance of the program site and fostering of positive relations between the program, school personnel and the community.

**PRIMARY TASKS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

### Program Quality and Planning

- Develop, implement and evaluate activities for assigned weekly themes
- Consider interests and abilities of assigned campers in relation to the progression of activities
- Maintain all state licensing, ACA and internal risk management practices as they relate to all aspects of the environment
- Provide an inclusive environment for all children and families during program hours
- Maintain proper physical set-up and clean-up of program space on a daily basis
- Administer developmentally appropriate day camp program activities
- Participate in all-camp activities as requested by the camp director

### Administrative Duties

- Maintain all paperwork as assigned by the camp director
- Complete all accident reports
- Attend and actively participate in all required meetings and trainings

### Interactions

- Engage with families in an appropriate and professional manner
- Speak with children at eye level
- Consistently engage in respectful and developmentally appropriate conversations with campers
- Consult and instruct assigned counselors in the implementation of theme activities

# Summer Day Camp Staff Manual

## Program Relations and Personnel

**COMPETENCIES:** A qualified and successful employee in this position must effectively and continuously demonstrate the following:

**WYC values** – Act in a fair and just manner and be guided by Wisconsin Youth Company’s Ends Statement and mission.

**Team Player** – Listen well and treat colleagues with respect. Raise concerns and resolve conflict in ways that preserve relationships and encourage productivity.

**Embrace Diversity** – Have an attitude and behavior that demonstrate appreciation of others and commitment to inclusion.

**Customer Oriented** – Serve children, families, organizational partners and co-workers and focus effort on meeting their needs, understanding their concerns and seeking to build and maintain genuine relationships.

**Demonstrate Leadership** – Proactively identify problems and devise solutions and innovations to address them; accept responsibility and be dependable and trustworthy; and use sound judgment and promote safety awareness as a company value.

**Skills & Abilities**

**Education:** High school diploma

**Experience:** Experience working with school age children in a camp or out-of-school time environment preferred

**Computer Skills:** Basic Word processing and email

**Certificates and Licenses:** First aid and CPR certifications

Physical Demands			Lift/Carry	
Stand	F (Frequently)		10 lbs or less	F (Frequently)
Walk	F (Frequently)		11-20 lbs	F (Frequently)
Sit	O (Occasionally)		21-50 lbs	O (Occasionally)
Handle	O (Occasionally)		51-100 lbs	O (Occasionally)
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Bend	F (Frequently)		41-100 lbs	O (Occasionally)

**PHYSICAL DEMANDS:**

**N (Not Applicable)** Activity is not applicable to this occupation.

**O (Occasionally)** Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

**F (Frequently)** Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

**C (Constantly)** Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee’s ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

Wisconsin Youth Company is an Equal Employment Opportunity and Affirmative Action Employer