

## *The Dulaney District Advancement Committee News*

18 February 2016

Troop Leaders, Advancement Chairs and Eagle Coaches of Dulaney District;

(Copied from National Advancement News-Jan-Feb2016)



### **A. Eagle Issues:**

1. **Life-to-Eagle Orientation:** Since I was out of action this past fall due to having a total knee replacement in early October, I will be conducting the only Life-to-Eagle Orientation a bit earlier than the usual April time frame. This Orientation will be conducted on **Wednesday, March 9, 2016 from 7:00 PM to about 8:20 PM at Havenwood Presbyterian Church, 100 East Ridgely Road, Lutherville, MD 21093** (same place as OA Chapter meetings).
2. **Eagle Coach Training:** For the same reasons stated above the only Eagle Coach Training session for this year will be conducted at **Havenwood Presbyterian Church on Wednesday, March 16, 2016 from 7:00 PM to approximately 9:00 PM**. To be a fully certified Eagle Coach, you need to attend both this training and the Life-to-Eagle Orientation (details above).
3. **Eagle Applications:** Note to all Troop leaders, BAC has been receiving some Scout's Eagle Applications using the 2013 or earlier versions, all of which do not have Cooking as a required merit badge. BAC has requested that all Eagle candidates go to the BAC website for the current Eagle application.
4. **Processing Rank Appeals —Fair, Balanced, and By the Book:**



**Guide to Advancement** topics 8.0.4.0 through 8.0.4.2 cover the procedures for filing and evaluating appeals if a Scout is not recommended for advancement. The National Council only reviews appeals for the Eagle Scout rank. Adverse decisions for the Star and Life ranks may only be appealed to the local council.

The specific steps for filing and processing an appeal are contained in **GTA** topic 8.0.4.1. It is very important to follow carefully all these steps to ensure a fair and impartial decision. The most important part of this process is to thoroughly research the case and interview those with pertinent knowledge. Every effort should be made to have balanced representation in the evidence that is gathered. In addition, only those involved with the appeal review and a need to know should review the evidence presented.

While a thorough investigation of the facts is clearly important to resolving the appeal itself, the information gathered may also point to areas where additional education is warranted. This might involve providing a better understanding of what the expectations are for completing certain requirements or the proper procedures for conducting boards of review at all levels. This has the potential for eliminating adverse rank advancement decisions that are not based strictly on the requirements themselves.

Appeal boards are not another board of review. They focus only on the issues that brought rejection at the lower level(s). For example, if a unit level rejection was based on requirement 1 (active participation) and requirement 4 (position of responsibility), then the district appeal board could only consider those two requirements. Similarly, if the district decided that the Scout had met requirement 1, but not requirement 4, then the council level appeal board could only consider requirement 4 during their review. In all cases, a majority vote is sufficient for a decision and a decision in favor of the Scout at any level is final.

*Guide to Advancement* topic 8.0.4.0 requires that all appeals to the National Advancement Team be forwarded through the local council. The council appeals coordinator is responsible for gathering the documentation necessary to provide a complete understanding of all the issues involved. This must include the Scout's Eagle Scout Rank Application and his service project workbook (if at issue), as well as all other available documentation. In addition, a cover letter from the Scout Executive must be included summarizing the facts and stating the council's reasons for not recommending advancement.

#### 5. Processing Time Extension Requests —Fair, Balanced, and By the Clock:

*Guide to Advancement* topics 9.0.4.0 and 9.0.4.1 cover the procedures for processing extension requests. All requests must be filled out and submitted by the council using the form 512-077, "Request for Extension of Time to Earn Eagle Scout Rank," found in appendix 11.2.0.0 of the *GTA* or on-line at [www.scouting.org/advancement.aspx](http://www.scouting.org/advancement.aspx). (These forms must be submitted to the District Advancement Committee for review and forwarding to the Council Advancement committee with the District's recommendations.)

As is the case with all Scout actions, complete and thorough documentation is vital to obtaining approval. This is particularly important in cases where mistakes or omissions by adults are stated as reasons why the request should be approved. All documents and letters need to have a date and either a signature of the preparer or other clear indication of who wrote the letter or prepared the document. To avoid delays, councils should carefully review what they have prepared to ensure that all needed documentation is included and that it is legible and easily understood. Weeks can be lost in processing requests for which documents do not contain the information necessary to authenticate them—or which were not legible.

However, unlike appeals, councils do not have the authority to grant or deny an extension request; they only make a recommendation to the National Advancement Team. Although councils may not concur with granting the extension, they are obligated to send the request to the National Advancement Team for a final decision if the Scout requests it. Timeliness is critical because extensions are granted from the Scout's 18th birthday, not from the day they are granted. This is why it is preferred that extension requests be submitted before the Scout's 18th birthday. For example, if a request for a three-month extension is received one month after the 18th birthday and is granted, then the Scout will only have two months from the date of approval to complete the requirements.

Depending upon the time of year and the date of Scout's 18th birthday, especially following high school graduation, the Scout might have other obligations, such as college or military service that will limit the time available to complete the requirements. Therefore, because time extensions are limited and other demands on the Scout's time may limit his ability to complete his requirements, *GTA* topic 9.0.4.0 states that a Scout should continue working on his requirements while an extension request is being processed. Adding additional time to the extension as a result of delays in processing the requests at the council level may not be considered when the request is reviewed, so it is always a good idea for the Scout to continue working on his requirements as processing occurs.

### **B. 2016 Boy Scout Requirements:**

**Q: Should troops anticipate a major shift in unit programming for 2016?**

The short answer is **NO**. The Boy Scout rank requirements will be phased in. Boys registered in a troop, team, crew, or ship on or prior to Dec. 31, 2015, may choose to switch to new requirements on Jan. 1, 2016. For those who choose not to switch right away, here are the rules:

- Boys registered in a troop on or before Dec. 31, 2015, who are working on Tenderfoot through First Class ranks, may continue to use the old requirements through 2016, but they **must** convert to the new requirements upon attaining the First Class rank. As long as they have started on Tenderfoot requirements, they do not have to “go back” and earn the Scout joining badge or the Scout rank.
- Boys registered in a troop, team, crew, or ship on or before Dec. 31, 2015, who have completed the First Class rank may complete the rank they are currently working on with the old requirements through 2016, but then **must** convert to the new requirements for subsequent ranks.
- Any boy registering in a troop for the first time on or after Jan. 1, 2016, **must** use the new requirements, beginning with Scout rank.

Beginning Jan. 1, 2017, new requirements must be used for all ranks earned.

**Q: Does that mean that a troop might be juggling two rank requirement programs at the same time for 2016?**

Yes, but the changes are very manageable. Most of the new rank requirements are the same or similar to the old ones, just organized in a different manner. So if a youth has been signed-off for a requirement that is now part of a different rank, those sign-offs are still valid unless a new element has been added to the requirement. Since Scout through First Class ranks are worked on simultaneously, changes to troop programming will be minimal, primarily to address only the brand new requirements. There is a side-by-side comparison of the old and new rank requirements at [www.scouting.org/programupdates](http://www.scouting.org/programupdates).

**Q: What are some of the new requirements that might affect troop programming?**

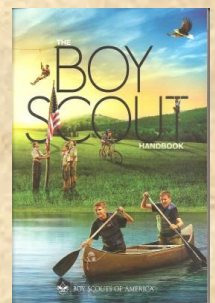
- The camping requirement has doubled for First Class. Previously, three overnight camping trips were required, but six overnight trips will now be required for First Class rank advancement.
- Tenderfoot fitness requirements have been revised, including a one-mile rather than ¼-mile walk/run.
- Service hours are required at each rank except Scout. Half of the service hours at Life must be conservation relation
- GPS navigation is included at First Class in addition to map and compass.

The old rank requirements will be phased out entirely on Dec. 31, 2016. Thus, Jan. 1, 2017 ends the transition, and on that date, all Boy Scouts will be working under the new requirements.

### **C. 13<sup>th</sup> Edition, Boy Scout Handbook:**

The new 13th edition of the Boy Scout Handbook is now available at the Scout Shop. Content will support the new Boy Scout requirements for 2016, including those in the areas of camping, cooking, fitness, outdoor ethics, first aid, citizenship, service, and duty to God. See [www.scouting.org/programupdates](http://www.scouting.org/programupdates) for a list of 2016 rank requirements as they appear in the new handbook.

A new *Boy Scout Handbook*, while desirable, is not immediately needed for Scouts who will continue to work on their current rank under the old requirements (see article above). An insert of new requirements is available for use with the current *Boy Scout Handbook* when boys begin working under the new requirements. See [scouting.org/advancement](http://scouting.org/advancement) to download a copy.



## **D. New Position of Responsibility: Outdoor Ethics Guide:**



The new Boy Scout requirements introduce a new position of responsibility. Outdoor Ethics Guide will replace the Leave No Trace Trainer position. The following job description is provided by the BSA Outdoor Ethics task force:

The outdoor ethics guide helps the troop plan and conduct an outdoor pro-gram that emphasizes effectively practicing the Outdoor Code, the Leave No Trace principles, and the Tread Lightly! principles. The guide works to help Scouts improve their outdoor ethics decision-making skills to help minimize impacts as they hike, camp, and participate in other outdoor activities. In particular, he should support Scouts who are working to complete the relevant requirements for the Tenderfoot, Second Class, and First Class ranks.

How does a Scout get position of responsibility credit if he is in the middle of his tenure as Leave No Trace Trainer on Dec. 31, 2015? The unit should simply credit him with time served in that position, and then begin his tenure as Outdoor Ethics Guide on Jan. 1, 2016.

## **E. Photography Merit Badge: New Focus for an Old Favorite:**

While the Photography merit badge is not a new addition to the BSA merit badge library, the technological world of digital cameras, pixels, online printers, and photo software has made an old subject new again. The field of photography has undergone major changes in this age of computer technology. Today's processes go beyond simply capturing family memories, Scouting activities, vacation experiences, or other special events. New technologies offer new chances to be creative. As a result, requirements for the Photography merit badge are being revised to keep up with this new world of technology.



The “upgraded” merit badge requirements and supporting pamphlet still contain lessons about composition, how to choose a subject, the proper use of lighting, and depth of field, but also encourage a Scout’s creativity by introducing stop action and blur motion techniques and the understanding of color as ways to help the Scout make his photographs into more than snapshots. The Scout will learn how to tell a story through pictures, while being led into the fun and discovery aspects of photography.

Scouts will find new images in the merit badge pamphlet, as well as new art work throughout the text of the publication. There also is a balanced discussion of the ethical side of photography relevant to the new social media world in which our youth live. Although the “phone” camera is mentioned because most of our Scouts own one, its use is not the essence of the skills being taught in the merit badge. There is a real difference between a thoughtful photograph and a grab shot, especially a “selfie.”

Appropriately, the new Photography merit badge pamphlet will be available in a digital version, which will contain all the content of the print version, as well as videos and “how to” resources that cannot be included in a print version. Both the printed and digital versions of the Photography merit badge pamphlet are slated for release in the first quarter of 2016.

## **F. Serving ADHD Youth —Scouting Provides Structure and Focus:**

The mission of the Boy Scouts of America—“to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law”—has provided a structure, challenge, and an outdoor physical focus that have helped many of these boys succeed. For that reason, Scouting has long been a great program for youth who have Attention Deficit Hyperactivity Disorder, or ADHD, and for many, their successes have not just been while they are Scouts, but have continued throughout their lives.

**Why is Scouting a great program for youth who have ADHD?**

First of all, Scouting is a well-thought-out, highly structured program that provides a step-by-step sequence of skills for Scouts to master. It promises fun, friendship, and adventure. Scouting offers frequent *positive* recognition and develops social skills and leadership skills. Scouting employs a leadership and training model, EDGE—Explain, Demonstrate, Guide, and Enable—which, through systematic **E**xplanation, interactive **D**emonstration, and **G**uided practice, **E**nables Scouts with ADHD to discover and develop their unique strengths and interests.

### **As a Scout leader, what if my unit does not have any ADHD youth?**

In 2007, an American Medical Association (AMA) study showed that the cumulative incidence of definite ADHD based on DSM-IV criteria was 7.4% by age 19 years. Therefore, at some point virtually every Scout unit is likely to experience having a youth who has ADHD. For example, in a survey conducted in the Three Fires Council, headquartered in St. Charles, Illinois, in early 2014, the percentage of Scouts reported by units as having ADHD turned out, not surprisingly, to be 7%! It is important for leaders to be aware of this incidence and strategies they can use that will help facilitate a successful Scouting experience for these youth, their fellow Scouts, and the adult leadership.

### **As a Scout with ADHD, what if my unit does not have any other ADHD youth?**

From any youth's perspective, the choice of Scouting unit will make a difference. The youth and his parents should look at several units in their vicinity and select one that best fits the youth's particular strengths and interests. A unit where the volunteers understand disabilities and are comfortable working with youth who have them is often the best fit for youth who have ADHD.

### **What training is available?**

A training course for working with Scouts who have ADHD is currently provided to commissioners. This course can also assist unit leaders in planning a Scouting program that provides youth who have ADHD with opportunities to succeed. It is structured to provide practical tips to parents and to leaders, but the tips being given are not just beneficial for youth who have ADHD, but also for every youth in the program.

### **A Successful ADHD Strategy Outcome**

Scout Johnny was a youth who had ADHD. He was often disruptive during training activities. Often leaders would employ the "time-out" approach when disruption occurred, but with minimal effectiveness in the small meeting room. On one such occurrence, when the boys were learning about map reading, Johnny was disrupting the class. The Scoutmaster casually took Johnny aside and explained that his behavior was making it hard for his fellow Scouts to learn the skill. As an alternative, the Scoutmaster assigned Johnny to teach the map reading course the following week.

The following week, Johnny taught the class with such a degree of preparation and knowledge that everyone was spellbound—the Scoutmaster had accidentally found one of Johnny's strengths, in so doing, had hit up-on a strategy for troop success, as well!

P.S. Johnny went on to earn his Eagle Scout rank two years later.

Yours in Scouting;

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