



SPARROW LAKE CAMP

LEADER-IN-TRAINING AND COUNSELLOR-IN-TRAINING

PROGRAM AND COURSE CALENDAR

Leader-in-Training and Counsellor-in-Training PROGRAM AND COURSE CALENDAR

SPARROW LAKE CAMP

Mission Statement, Goals and Philosophy

Sparrow Lake United Church Camp is a caring, inclusive Christian community providing a quality outdoor camping experience for children, youth and families in a natural environment.

At Sparrow Lake Camp we believe in the importance and value of each individual. The camp, through its various activities and policies, will help the emotional, cultural and moral development of the campers in our care. It is our intention that the camp environment and program will foster a positive self-image in our campers and will help them become productive, responsible and caring citizens.

Sparrow Lake Camp's Leadership programs will help participants to develop the skills needed to live and work with success not only at camp but in a fast-changing world. These include;

- Creative thinking skills that will enable them to apply knowledge and information to solve problems involving a wide range of factors and issues
- The motivation and ability to continue to learn and develop new skills throughout life
- Develop the values and social skills necessary to allow them to participate fully in a society where the composition, structure, and needs are constantly changing

We believe in a positive community environment that includes;

- Respect for individual culture, beliefs and values
- Zero tolerance for harassment and violence in order to maintain a safe, secure environment
- Respect for oneself and others and their property
- The value of participation in the camp and home communities

Requirements for the Ontario Secondary School Diploma (OSSD) – For General Information

In order to earn an OSSD, a student must:

- earn 30 credits (18 compulsory and 12 optional credits);
- complete 40 hours of community involvement activities; and
- complete the provincial literacy graduation requirement – Ontario Secondary School Literacy Test (OSSLT).

Compulsory Credits

Students must earn the following 18 compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade);
 - 3 credits in mathematics (at least 1 credit in Grade 11 or 12);
 - 2 credits in science;
 - 1 credit in Canadian history;
 - 1 credit in Canadian geography;
 - 1 credit in the arts;
 - 1 credit in health and physical education;
 - 1 credit in French as a second language;
 - 0.5 credit in civics;
 - 0.5 credit in career studies;
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Plus

- One additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education; (Group 1)
- One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education; (Group 2)
- One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education. (Group 3)

Note:

A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 or group 3.

A maximum of 2 credits in cooperative education can count as compulsory credits.

The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed in the course calendar.

Community Involvement

Students must complete 40 hours of community involvement. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities.

Ontario Secondary School Literacy Requirement

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or the Literacy Course or through the Adjudication Process.

Ontario Secondary School Literacy Test (OSSLT) –

THIS TEST IS NOT ADMINISTERED BY SPARROW LAKE CAMP. IT IS THE RESPONSIBILITY OF THE STUDENT'S HOME SCHOOL

The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed.

Ontario Student Records (OSR)

Although Sparrow Lake Camp maintains program records and achievement reports for all participants, the students permanent OSR is maintained and the responsibility of the student's home school. Upon completion on the Sparrow Lake Camp program a copy of the student report and achievement will be sent to the student's home school. It is the responsibility of the home school to enter the credit on the student's OSR

Creating a Safe and Caring Community

Prevention and Early Intervention

Prevention and early intervention strategies help campers achieve their potential and support a positive community environment. The Sparrow Lake Camp Leadership programs and activities focus on building healthy relationships, character development, and responsibility.

Progressive Discipline

Progressive discipline is a non-punitive, whole-camp approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting campers to make good choices.

Factors considered before addressing inappropriate behaviour through progressive discipline

The Camp Directors or designate;

- Considers the particular individual and circumstances, including mitigating and other factors
- Considers the nature and severity of the behaviour
- Considers the impact of the inappropriate behaviour on the camp community
- Consults with the camper's parent(s)/guardian(s)

Mitigating factors to be considered include the camper's;

- Ability to control his/her behaviour;
- Ability to understand the foreseeable consequences of his/her behaviour;
- Presence at the camp and whether or not this presence would create an unacceptable risk to the safety of any individuals at the camp.

Other factors to be considered include;

- Previous progressive discipline approaches taken with the individual;
- Whether the infraction for which the individual might be disciplined was related to any harassment of the camper because of race, ethnic origin, place of origin religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason
- Impact of the discipline on the camper's prospects for further involvement in the program
- The individual's age

Infractions for which a Camper may be sent home imposed by the Camp Directors include;

- Uttering a threat to inflict serious bodily harm on another person
 - Possessing alcohol, illegal or restricted drugs
 - Being under the influence of alcohol
 - Committing an act of vandalism that causes extensive damage to camp property
 - Bullying
 - Any act considered by the Camp Directors to be injurious to the moral tone of the camp
 - Any act considered by the Camp Director to be injurious to the physical or mental well-being of members of the camp community
 - Using a weapon to cause or to threaten bodily harm to another person;
 - Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
 - An act considered by the Camp Director to be significantly injurious to the moral tone of the camp and/or to the physical or mental well-being of others
 - A pattern of behaviour that is so inappropriate that the camper's continued presence is injurious to the participation and/or working environment of others
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Guidelines for LIT and CIT Conduct

1. LITs and CITs are expected to participate in all of their program and activities regularly and punctually and to contribute positively to the program as directed by the camp staff.
2. Physical and/or verbal abuse including harassment and intimidation is unacceptable and will not be tolerated.
3. LITs and CITs are to refrain from overt displays of affection. Such actions are inappropriate in the camp setting.
4. Persistent opposition to authority, willful destruction of property, the use of profane or improper language and conduct injurious to the moral tone of the camp community and the physical and mental well being of others shall be dealt with by expulsion from the program.
5. LITs and CITs are expected to be courteous and to speak in a manner showing respect for others.
6. LITs and CITs are expected to follow safety directions as given by camp staff.
7. LITs and CITs should always set an example to younger campers.
8. Smoking or other forms of tobacco products are not allowed on the camp property.

Achievement Levels

Assessment and evaluation is guided by the Ministry of Education's Growing Success policy document. Achievement will be communicated formally to parents by means of written evaluation and report

The levels of achievement are associated with percentage grades, and are defined as follows:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100%	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79%	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69%	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59%	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

Level 3 (70-79%) is the provincial standard.

Evaluation and Examination Policy

LITs/CITs will be evaluated based on the provincial curriculum expectations and achievement levels outlined in the secondary curriculum policy documents. The final grade is determined as follows;

Seventy per cent of the grade will be based on evaluation conducted throughout the program. This portion of the grade should reflect the participant's most consistent level of achievement throughout the program.

Thirty per cent of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on a method of evaluation suitable to the course content. (i.e. personal reflection and portfolio) This final evaluation will allow the participant an opportunity to demonstrate comprehensive achievement of the overall expectations for the program.

COURSES OFFERED AT SPARROW LAKE CAMP

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted to students (LITs/CITs) by the principal (Executive Director) on behalf of the Minister of Education.

LEADER-IN-TRAINING COURSE

GPP30: Leadership and Peer Support, Open

This course will prepare students (LITs) to act in leadership and peer support roles. They will design and implement a plan for contributing to the camp community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support. Students (LITs) will examine group dynamics and learn the value of diversity within groups and communities. Students (LITs) will also have an opportunity to develop various camp related skills. 5 Hours of community service (outside of the camp setting) will be part of this course.

Prerequisite: None

COUNSELLOR-IN-TRAINING COURSE

PLF4C: Recreation and Fitness Leadership, College Preparation

This course focuses on the development of leadership and coordination skills related to recreational activities. Students (CITs) will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students (CITs) for college programs in recreational, leisure, and fitness leadership. Students (CITs) will also have an opportunity to develop various camp related skills. 5 Hours of community service (outside of the camp setting) will be part of this course.

Prerequisite: None
