

**2020 CAMP SUNRISE VOLUNTEER APPLICATION
VOLUNTEER CHECKLIST – KEEP THIS FOR YOUR
REFERENCE**

QUALIFYING FOR THE PROGRAM:

1. Camp runs for **seven (7) weeks (June 22-August 7) Monday-Friday from 9:00 a.m.-3:00 p.m.** You will be required to volunteer TWO CONSECUTIVE WEEKS for a total of 60 hours.
2. Camp Sunrise is a camp for individuals ages 3-21 with special needs. Only students taking **AP Physics** can apply for PE credit and participate in the Camp Sunrise Program. Speak with your Guidance Counselor to determine if you can apply.

CAMP SUNRISE VOLUNTEER APPLICATION PROCESS:

1. The informational session is on **Friday March 6, 2020** at 1:22 p.m. in the Glastonbury High School Auditorium. Information about the Camp Sunrise program will be provided and CAMP SUNRISE VOLUNTEER APPLICATIONS will be handed out.
2. The CAMP SUNRISE VOLUNTEER APPLICATION (including 2 “VOLUNTEER REFERENCE FORMS” and “INDEPENDENT STUDY” application) must be submitted to the Guidance Department **NO LATER THAN FRIDAY APRIL 3 2020**. If you miss the deadline, you will be placed on a waitlist.
3. Applications will be forwarded to the Glastonbury Parks and Recreation Department **during the week of April 6, 2020**. The Glastonbury Parks and Recreation Department will **e-mail** you an AVAILABILITY SHEET. The AVAILABILITY SHEET is due back to the Glastonbury Parks and Recreation Department **NO LATER THAN Friday May 1, 2020**. Please make sure to write/type your e-mail legibly. Your e-mail **should not** be your school e-mail.
4. Prioritize the weeks that you want on the AVAILABILITY SHEET. Volunteers are scheduled on a first come first serve basis as AVAILABILITY SHEETS get turned in. **DO NOT WAIT** until the deadline because **YOU WILL NOT** get your first preferences. We can only accommodate 30 volunteers per week. Failure to return the AVAILABILITY SHEET by the deadline will result in disqualification from the program.
5. **During the week of May 4, 2020** SCHEDULES and MANUALS will be mailed to your home (if you have submitted the AVAILABILITY SHEET). **YOU WILL NOT** be able to change your schedule after this point.

CAMP SUNRISE REQUIREMENTS:

1. Attend the **MANDATORY** volunteer training on **June 17, 2020** at the Academy Cafeteria from 5:00-7:00 p.m.
2. Check into Camp Sunrise on your first day. Sign in and out each day. **It is expected that volunteers will go into the pool to assist a peer buddy.** You will be evaluated by the staff after you have completed your 60 hours (the EVALUATION document).
3. Complete all required documents and leave them in the volunteer box. It is the **student's** responsibility to make sure all paperwork is in your folder at camp upon completion of your 60 hours. **CAMP STAFF WILL NOT REMIND YOU!!** (e.g. TRACKING SHEET and FINAL PAPER)

CAMP SUNRISE EVALUATION PROCESS:

The Director of Health and Physical Education will calculate and submit the final grade early in September. Grades will be on the first quarter report card. If there are any questions about the final grade prior to the first report card, contact your guidance counselor or the Director of Health and Physical Education.

1. **TRACKING SHEET** (35 Points) completion of 60 hours of service. For each hour below 60 hours, 1 point will be deducted from the total score.
2. **CAMP SUNRISE EVALUATION** (15 Points) rubric is attached.
3. **HOMEWORK** (10 Points) assignment to learn more about individuals with disabilities.
4. **FINAL PAPER** (30 Points) completed in a clear, articulate manner using personal experiences from the Camp Sunrise Volunteer Program; the Final Paper with grading rubric is attached.
5. **FINAL PAPER** must be submitted by the end of your two week session into a shared Google Classroom Folder. Five points will be deducted if it is handed in late **up until the end of the first marking period. All subsequent papers handed in late will drop one grade per semester.**

Failure to meet all requirements could result in a failing grade.

Contact Ann Marie Colebrook, Director of Health and Physical Education, at (860)652-7958 or e-mail at colebrook@glastonburvus.org or Anna Park, Recreation Supervisor, at (860)652-7683 or e-mail at anna.park@glastonbury-ct.gov if there are any questions.

**CAMP SUNRISE VOLUNTEER APPLICATION
DUE NO LATER THAN FRIDAY, APRIL 3, 2020**

NAME:

ADDRESS:

PHONE:

E-MAIL:

DATE OF BIRTH:

AGE:

GRADE:

You must be at least 14 years old or have completed your freshman year of high school to volunteer.

PLEASE DETAIL ANY EXPERIENCE YOU HAVE HAD WORKING WITH CHILDREN WITH SPECIAL NEEDS (INCLUDING VOLUNTEER WORK, BUDDY PROGRAMS ETC...):

PLEASE USE THE SPACE PROVIDED TO WRITE A SHORT ESSAY ON WHY YOU ARE INTERESTED IN BEING A VOLUNTEER WITH THE CAMP SUNRISE PROGRAM (If you need additional space, please use the back of this form or attach a separate piece of paper):

REFERENCES (Please include the two attached written references from people other than family members. Please list their name, address, phone number and relationship to you on the spaces provided below): **PLEASE NOTE: REFERENCES ARE REQUIRED FOR NEW VOLUNTEERS ONLY**

1.

2.

**THE DEADLINE FOR RETURNING THE CAMP SUNRISE VOLUNTEER APPLICATION, TWO VOLUNTEER REFERENCE FORMS AND INDEPENDENT STUDY FORM IS FRIDAY, APRIL 3, 2020
PLEASE TURN PAPERWORK INTO THE GUIDANCE OFFICE.**

**CAMP SUNRISE VOLUNTEER APPLICATION
VOLUNTEER REFERENCE FORM
DUE NO LATER THAN FRIDAY, APRIL 3, 2020**

(Volunteer's Name) _____
has applied to be a Volunteer with the Camp Sunrise Program. So that his/her application may be given proper consideration, your help is needed in completing this reference form.

I hereby release from all liability the company or person below, and authorize the release of all information regarding my relationship/employment with them.

Applicant's Signature Date

PLEASE COMPLETE ALL APPLICABLE INFORMATION

Name of Reference _____ Day Phone _____

Address _____ City _____ State _____ Zip _____

- 1) In what capacity have you known the applicant?

- 2) For how long?

- 3) If this individual has worked for you, how would you rate his/her work record and overall performance? Please explain.

- 4) Would you rehire?

- 5) How would you rate this individual's character? Please explain.

- 6) Do you know of any reason why this individual should not be a valuable employee?

- 7) Please use this space for any additional comments.

Signature of Reference _____ Date _____

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VOLUNTEER REFERENCE FORM
DUE NO LATER THAN FRIDAY, APRIL 3, 2020**

(Volunteer's Name) _____
has applied to be a Volunteer with the Camp Sunrise Program. So that his/her application may be given proper consideration, your help is needed in completing this reference form.

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- 5) How would you rate this individual's character? Please explain.

- 6) Do you know of any reason why this individual should not be a valuable employee?

- 7) Please use this space for any additional comments.

Signature of Reference _____ Date _____



HOMEWORK
(10 points)

Campers attending Camp Sunrise are individuals with special needs with various disabilities. The disability may be physical, cognitive, intellectual, sensory, emotional, and developmental or some combination of these. Identify and define ten different disabilities. For each disability, explain what you could do to work with and engage an individual with this particular disability. Use the Glastonbury Park and Recreation Volunteer Manual as a resource for information. Other **valid and reliable** resources that can be used for your research include:

Center for Disease Control - <http://www.cdc.gov/ncbddd/disabilityandhealth/types.html>

FINAL PAPER
(30 points)

The final paper is due upon completion of your 60-hour commitment. The paper should be no longer than two (2) TYPED pages in length. Provide supporting details to your answers in a clear, articulate manner using personal experiences from the Camp Sunrise Volunteer Program (refer to the grading rubric for details):

1. What physical activities did you do with campers? Be sure to identify and explain the activities; include all games, sports, and fitness/dance and other activities you did.
2. Explain how rules and safe practice needed to be adapted for students with disabilities, especially in different situations that included fine and gross motor movements.
3. What strategies did you use to engage the campers in a variety of physical activities that promoted the development of social and physical skills?
4. How did you apply rules of etiquette and good sportsmanship in all activity settings and take initiative to encourage others to do the same?
5. Identify at least one conflict or difficult situation that you or another volunteer encountered. Explain how you or another volunteer solved the problem.
6. What did you learn about yourself and others from the Camp Sunrise experience? If you volunteered at the camp again, is there anything you would change to make the experience more meaningful for you or a camper?

CAMP SUNRISE FINAL

GRADE SUMMARY

Complete all required paperwork (TRACKING SHEET, HOMEWORK and FINAL PAPER) and leave the tracking sheet and volunteer evaluation in the folder with the camp directors. Upload the homework and final paper into your assigned weeks' Google Classroom folder. ***All documents will graded by the Director of Health and Physical Education.*** Students who successfully participate in Camp Sunrise are fulfilling the .5 Physical Education credit required for graduation.

Camp Sunrise Evaluation Process:

1. **TRACKING SHEET** (35 Points) completion of 60 hours of service. For each hour below 60 hours, 1 point will be deducted from the total score.
2. **CAMP SUNRISE EVALUATION** (15 Points) rubric is attached.
3. **HOMEWORK** (10 Points) assignment to learn more about individuals with disabilities.
4. **FINAL PAPER** (30 Points) completed in a clear, articulate manner using personal experiences from the Camp Sunrise Volunteer Program; the Final Paper with grading rubric is attached.
5. **FINAL PAPER** must be submitted by the end of your two week session into a Google Classroom Folder which will be set up and shared prior to the start of camp. Five points will be deducted if it is handed in late **up until the end of the first marking period. All subsequent papers handed in late will drop one grade per semester.**
6. The FINAL grade will reported on the first quarter marking period in the fall of 2020.

GRADING CATEGORIES	TOTAL POSSIBLE POINTS
Tracking Sheet	35 points
Camp Sunrise Evaluation	15 points
Homework Assignment	10 points
Final Paper	30 points
Total Point Value	90 points

CAMP SUNRISE VOLUNTEER EVALUATION

Volunteer's Name _____

Date of Evaluation _____

of years as a Volunteer _____

Day/Weeks Volunteered _____

1. Dependability. The extent to which the volunteer can be relied on to stay with their assigned camper. The degree to which the volunteer is reliable and persistent.

- Above Average (3 Points)**
Reliable and persistent. Stays with their assigned camper in spite of most difficulties.
- Satisfactory (2 Points)**
Needs direction at times. Usually stays with their assigned camper but not during difficult times.
- Unacceptable (1 Point)**
Gives up easily. Frequently unreliable. Does not wish to assume responsibility. Rarely stays with their assigned camper.

Evaluators Comments (Provide 2 specific examples)

2. Reliability. The extent to which the volunteer can be relied on to be on-time, as scheduled, and complete all tasks as directed.

- Above Average (3 Points)**
Always on-time. Rarely asks for schedule changes. Usually completes tasks as directed with few errors. Adheres to most check-in times.
- Satisfactory (2 Points)**
Usually on-time. Sometimes asks for schedule changes. Usually completes tasks but with several errors. Adheres to most check-in times.
- Unacceptable (1 Point)**
Always late. Always asks for schedule changes. Rarely completes tasks. Rarely adheres to check-in times.

Evaluators Comments (Provide 2 specific examples)

3. Initiative. The degree to which the volunteer acts independently in new as well as everyday situations. The extent to which the volunteer sees what needs to be done and does it without being told.

- Above Average (3 Points)**
Thinks and acts independently. Resourceful in familiar situations. Frequently willing to assist with unassigned tasks. Able to assist and/or take on new situations with little or no direction.
- Satisfactory (2 Points)**
Initiative is satisfactory. Requires occasional supervision in routine situations. Sometimes willing to assist with unassigned tasks. Able to assist and/or take on new situations with assistance/direction.
- Unacceptable (1 Point)**
Must be given an excessive amount of instruction. Takes little or no initiative. Unwilling and/or unable to take on new tasks.

Evaluators Comments (Provide 2 specific examples)

4. Judgement. Knowledge and application of decision making techniques to come up with solutions independently, camp procedures, available equipment and materials required to do the volunteer work.

- Above Average (3 Points)**
Uses sound decision making techniques to come up with solutions. Familiar with camp procedures and applies them in situations. Uses available equipment and materials in an appropriate manner.
- Satisfactory (2 Points)**
Satisfactory decision making skills. Satisfactory knowledge of camp procedures and sometimes applies them. Will often seek support from others rather than risking a solution independently.
- Unacceptable (1 Point)**
Volunteer lacks knowledge to perform tasks properly. Training has produced little or no improvement. Decision making skills continue to be poor. Incapable of coming up with solutions independently.

Evaluators Comments (Provide 2 specific examples)

5. Work Attitude. Degree to which the volunteer exhibits positive behavior, participates in planned activities and encourages others to do the same.

- Above Average (3 Points)**
Exhibits positive behavior, participates in all planned activities, **including assisting a buddy while in the pool**, and encourages participation from others. Exhibits enthusiasm.
- Satisfactory (2 Points)**
Exhibits satisfactory behavior, and participates in most activities.
- Unacceptable (1 Point)**
Always negative. Never participates in activities even after urging/prompting.

Evaluators Comments (Provide 2 specific examples)

GHS Advisor Comments:

Volunteer Comments:

Signature of Camp Sunrise Evaluators: _____

Signature of GHS Advisor: _____

Signature of Volunteer: _____

I agree with this Evaluation : _____ **(volunteer's initials)** **I disagree with this Evaluation** _____ **(volunteer's initials)**

Evaluation Score (total points earned):

CAMP SUNRISE FINAL PAPER RUBRIC					
CATEGORY	5 - Above Standards	4 - Meets Standards	3 - Approaches Standard	2 - Below Standards	1 -Score
What physical activities did you do with campers? Be sure to identify and explain the activities; include all games, sports, and fitness/dance activities you did.	Three or more physical activities are clearly identified and a detailed explanation is provided.	Three or more physical activities are identified and explained.	Two or more physical activities are identified and explained.	One physical activity is identified and explained.	No examples were provided.
Explain how rules and safe practice needed to be adapted for students with disabilities, especially in different situations that included fine and gross motor movements.	Three or more pieces of evidence (facts/examples) clearly support the author's position about necessary modifications to ensure campers safety.	Three or more pieces of evidence (facts/examples) support the author's position about safety practices and procedures.	Two pieces of evidence (facts/examples) support the author's position about safety practices and procedures.	One piece of evidence (fact/example) is provided, but the answer lacks depth.	There is very little evidence (facts/examples).
What strategies did you use to engage the campers in a variety of physical activities that promoted the development of social and physical skills?	Two or more effective strategies are used to engage campers, which promote social and physical development.	Two strategies are used that engage campers and are somewhat effective.	One strategy is used to engage campers.	One strategy is used to engage campers, but the answer needs more details and clarity.	Strategies used to engage campers are not described.
How did you apply rules of etiquette and good sportsmanship in all activity settings and take initiative to encourage others to do the same?	The author clearly explains rules of etiquette and sportsmanship and supports it with excellent/relevant examples.	The author explains rules and supports it with some examples in the essay.	The author identifies rules supports it with brief examples.	The author identifies rules without detailed explanation.	The author identifies rules, but the essay is underdeveloped.
Identify at least one conflict or difficult situation that you or another volunteer encountered. Explain how you or another volunteer solved the problem.	A conflict is clearly identified. The solution is appropriate and addresses the conflict. A detailed reflection of the situation demonstrates skills needed to resolve conflict.	Conflict(s) and solution(s) are identified. Reflection on situation identifies skills necessary to resolve conflict.	A conflict is identified but the solution was not clear. Reflection of situation somewhat identifies skills necessary to resolve conflict.	A conflict or the solution was not clearly identified or explained. An attempt is made to complete the reflection.	There is no evidence that the author understands conflict resolution skills. The reflection of the situation is underdeveloped.
What did you learn about yourself and others from the Camp Sunrise experience? If you volunteered to work the camp again, is there anything you would change to make the experience more meaningful for you or a camper?	The conclusion is strong and provides the reader with a clear understanding of the writer's position.	The authors' position provides the reader with explanation about what the author learned.	The author's position is clear, but needs more details.	The author's position is briefly stated and is unclear.	There is no evidence that the writer learned anything about self or others.