

# SERVICE LEARNING

## Board Policy 2575

**“The Board of Education believes that participating actively in community service will enhance students’ interpersonal skills and self-esteem, enable them to connect their academic learning to the real world, and make them aware of the wide range of opportunities for service that exist in any community. The Board further believes that devoting time during a student’s school years to serve others or the community as a whole may engender a life-long commitment to service, and, thereby, make this community or, any community where our graduates make a life, a better place.”**

The Service Learning Program has been initiated to provide the student with a unique and active avenue to help develop a better sense of self and community while also providing meaningful career exploration experience.

*“No time is better spent than that spent in the  
service of your fellow man.”*

*Bryant H. McGill*

# Easy Step-by-Step Instructions

1. Students may not begin to accrue service learning hours until the first day of school their freshman year.
2. Parents and student read, sign, and turn in the following 2 forms:
  - a. Service Learning Requirement Form
  - b. Service Learning Parent Agreement Form
3. If student plans to complete their hours in a site not listed in the pre-approved section of this paperwork they must complete a Pre-approval form. It will be reviewed and the student will receive or be notified that the placement has been approved or not approved.
4. While completing hours, students must use the Service Learning timesheet to keep track of hours, activity, and site supervisor signature. The site supervisor is the adult who is in charge of your volunteering.
5. Once 30 hours have been completed, student should use the essay and rubric guidelines to complete their two-page typed reflection paper. Reflection paper and time sheet, stapled together, should be turned into your Service Learning Advisor or the Service Learning box in the office. Students must score at least a 24 on the rubric to receive credit. Students do NOT have to wait until their senior year to submit, but can at any time after completing the 30 required hours.
6. After student has submitted their time sheet and their reflection paper, they will either receive an email notifying them that they have met all of the requirements or if needed, what may need to be done to satisfy the requirements, (i.e. paper needs to be rewritten and/or time sheet needs to be submitted).
7. Students may write their essay any time after completing their 30 hours. They can still continue to turn in their Time Sheets to add more hours up until May 1<sup>st</sup> of their Senior Year. Seniors who earn 120 hours or more will receive a special medal at graduation.

# Service Learning Requirements

1. Complete 30 documented hours at site/sites of your choice, verified by the attached time sheet. Please note activity on the time sheet.
2. Complete a two (2) page, typed, double spaced paper reflecting on the service learning experience. (See page three (3) for additional information).
3. Submit your time sheet and reflection paper to the Service Learning Box in the office upon completion. These may be submitted at any point in your high school career but will be accepted no later than May 1<sup>st</sup> of the year of your graduation.
4. Credit will be given after approved by the review committee.

## **Student:**

I have read the above service learning program requirements and understand that these components are necessary for successful completion of the course.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Parent:**

In addition to reading the above requirements, I give permission for my child to participate in all phases for the service learning program.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Credit Information:**

.25 credits (30 hours) are required for graduation starting with the graduating class of 2019. Additional elective credits may be earned on the following scale:

.25 credit = 30 hours (required)  
.50 credit = 60 hours  
.75 credit = 90 hours  
1.00 credit = 120 hours

### **Requirements:**

1. Permission form signed by parent/guardian
2. Service learning parent agreement form
3. Service learning school/student/agency agreement
4. 2-page reflection essay with a score of at least 24 (60%)
5. Completed time sheet(s)

### **The following activities are NOT permitted:**

- Basic Training
- Family Benefit
- Court Ordered hours
- Class Aide
- Accruing hours while in a class which awards credit

# Service Learning Essay Guidelines

A two-page, typed and printed reflection paper must be submitted upon completion of required hours.

**Please include the following information in your paper:**

1. When and where did the service learning take place? With whom did you work?\*
2. What did you do? Please describe what you did. Be sure to be specific and give examples.\*
3. How did your experience benefit the community?\*
4. What did you learn from the experience? What personal benefits do you feel like you have gained by performing this service?\*
5. What did you like about the experience and why?
6. What didn't you like about the experience and why?
7. What recommendations would you give for improving the service learning program/experience?

Students are required to address prompts followed by a (\*). Additional listed prompts are optional.

**Typing requirements:**

Times New Roman Font

12 point font

Double-spaced

1-inch margins

Proper MLA heading

Title

***Must be 2 full pages***

A complete rubric for the paper may be found on the following page.

Name \_\_\_\_\_ Date \_\_\_\_\_ Total hours \_\_\_\_\_

## Service Learning Essay Guidelines Cont'd

In order to receive credit for your community service essay, you must receive a score of *24 or higher* (60%) on the following rubric:

	5	2.5	0	
Service Learning Basics	Student has fully addressed when and where the service learning took place, as well as the people with whom they worked.	The questions regarding when/where/with whom the service took place have been partially answered in the paper.	Student has not addressed when, where, or with whom the service learning took place.	
Responsibilities	Student has given detailed information about his or her responsibilities at the site. And in-depth explanation of what the student did at the site has been given.	Student has given some information about site responsibilities, but has not gone into adequate detail.	Student did not explain what he or she did at the site.	
Benefit to the Community	Student has addressed fully how his or her service learning has benefitted the community.	Student has given some information about the benefit to the community, but has not gone into adequate detail.	Student has not addressed how his or her service learning has benefitted the community.	
Personal Benefit	Student has discussed in detail what he or she has personally gained by performing this service to the community.	Student has given some information about what he or she has personally gained, but has not gone into adequate detail.	Student has not discussed what he or she gained by performing this service.	
Organization	Paper remains focused on the site experience. All paragraphs are supporting the main ideas. The paper flows in a logical direction.	Paper often strays from the focus of the paper. The paper does not always flow in a logical direction.	Lack of organization. Ideas are scattered and difficult to follow.	
Style/Readability	Voice is formal. Interesting sentence structure and length has been used. Paper is interesting to read.	Voice may be informal at times. Sentence structure may be boring or repetitive.	Voice is informal. Paper is difficult to read and lacks sentence structure and variety.	
Writing Conventions	Strong spelling, grammar, punctuation, and capitalization.	Some spelling, grammar, punctuation, and capitalization errors.	Numerous errors in these categories.	
Formatting	Paper is written in MLA format. This includes 12-point, Times New Roman font, double-spacing, proper heading, and a title. Paper is two full pages long.	Some aspects of MLA formatting are incorrect. Paper is not two full pages.	Formatting is largely incorrect. Paper is less than a page in length.	

# Service Learning Time Sheet

Name: \_\_\_\_\_

Graduation year: \_\_\_\_\_

Service Learning Site(s): \_\_\_\_\_

[illegible]

Hours  
completed

S.L. Advisor's signature

## **Service Learning Pre-Approved Sites**

All of the sites/organizations listed below are pre-approved for a student to complete their service learning hours and many have been used by students in the past.

**If you want to volunteer somewhere not listed below, you MUST fill out a pre-approval form and have it approved BEFORE any hours are counted.** Please note that political parties and interest groups are not listed as pre-approved sites and are approved on a case-by-case basis.

4-H, Jr. Fairboard, Carateens  
American Legion  
America's Freedom Lodge  
Basketball Concession Stand – UHS Athletic Boosters  
Biddy basketball, football, cheerleader type programs  
Blood drives  
Boy Scouts/Girl Scouts service activities  
Camp counselors  
Churches  
C-TEC: Volunteer work as part of your program.  
Dog Shelters/Humane Society  
Elementary Schools  
Football concession stand – UHS Music Boosters  
Food for the Hungry Drive – Mount Vernon  
Food pantry – Utica and surrounding areas  
Goodwill  
Kevin's House  
LAPP – golf outing  
Licking County Aging Center  
LICO Inc.  
Local Fire Departments  
Lookup Center  
Morgan Grange  
Newton/Utica PTO  
Outdoor Education  
Rent-a-Wrestler  
River Round-up  
Senior Citizen Facilities  
St. Louisville Athletic Association – Utica Athletic Association - Ball fields and concessions  
Tech for UHS Drama productions  
The Works  
Tutoring through the library/guidance program at UHS  
Utica Merchants – Homecoming, Christmas Walk  
Utica Ice Cream festival  
Wounded Warriors

# Service Learning Pre-Approval Form

A Pre-Approved list of acceptable sites has been developed. Students **must** complete this form and submit it to the Service Learning advisors prior to accruing hours at a given site **if the site is not already on the pre-approved list**. The review committee will then discuss your application and return a decision to you.

Students may accrue hours at more than one site if so desired.

**Please Note:** You must receive this form back “approved” for any hours to count toward your Service Learning requirement to graduate

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Email Address: \_\_\_\_\_

Graduating\_Class \_\_\_\_\_ (year)

Information of Site to be Approved:

Site Name: \_\_\_\_\_

Site Contact Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

Brief description of duties at site: \_\_\_\_\_

**Decision:** APPROVED DENIED

Additional Comments:

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_