

TRI-COUNTY RVTHS



COMMUNITY SERVICE LEARNING EXPERIENCE PROGRAM

2011 - 2012

TRI-COUNTY SERVICE LEARNING EXPERIENCE

STUDENT CONTRACT

As a member of Tri-County Community, I recognize and understand that caring for and serving others is an integral part of a student's personal growth. I understand that the Service Learning Experience is a requirement for every student at Tri-County and that it calls for a true commitment on my part.

I, _____, agree to the conditions set forth in this packet outlining the Service Learning Experience at Tri-County:

In grade 9, I will complete 10 hours of service

In grade 10, I will complete 15 hours of service (50% of which must occur **outside** of Tri-County)

In grade 11, I will complete 20 hours of service (50% of which must occur **outside** of Tri-County)

I understand that failure to complete the necessary elements of the community service learning project as stipulated in this packet will result in forfeiture of 10 % of my final average. In keeping with the guidelines I recognize that I can only complete five hours during Tri-County's Career Days. I also acknowledge that I am responsible for all information contained in this packet and that this is the only hard copy I will receive. This packet is readily available and can be accessed at any time via the Tri-County website.

My final project will include all of the following items:

- A Folder
- Service Contract
- Approved Service Proposal
- Completed Service Log
- Reflection of the learning experience (Rough Draft and Final Copy)
- Power Point / Slideshow
- Oral Presentation

I also understand that projects will not be accepted after May 25th for Sophomores or June 1st for Freshmen/Juniors with a documented exception.

Student Signature: _____ Date: _____

Social Studies Teacher's Name _____ Class Period: _____

Parent Signature: _____ Date: _____

TRI-COUNTY COMMUNITY SERVICE LEARNING EXPERIENCE

In keeping with Tri-County's philosophy of providing students with a well-rounded education that will help produce responsible citizens, students will participate in the Tri-County Community Service Learning Experience in grades nine through eleven. Tri-County students will be asked to reach out to help others. Each student is required to perform community service learning in keeping with personal abilities and interests.

We do hope that each student comes to know the joy of giving to others their most valuable gift - themselves - and one of their most precious resources - their time.

EXPECTATIONS OF STUDENTS

A. Hours of Service:

Grade	Hours of Service
9	10 hours
10	15 hours
11	20 hours

Note: If total hours required are not completed by the student he/she will lose the corresponding % of their final grade.

Example: ½ hours = 50% off

Only 5 hours of community service can be completed volunteering at Tri-County's Career Days.

B. Service Contract

- Each student must find his/her own service project, keeping in mind personal interests, availability, and site location. The student and his/her parent, or guardian must sign the contract. **This will be counted as a graded activity.**

C. Service Proposal

- Each student must submit a typed proposal describing all intended community service projects. The student's Social Studies teacher must approve each project. The proposal must be resubmitted with the final product and must match the approved proposal from the teacher.
- Potential summer community service projects must be approved by the student's teacher prior to leaving school in June.**
- Any change to the original service proposal must be resubmitted to and approved by the teacher. **This will be counted as a graded activity.**

D. Service Log

- The student must record the date and the hours of each service activity on the service log. The person responsible for supervising the student's work must sign off in the space provided.
- Fifty percent of the student's hours must be completed and documented on the log according to the service calendar. **THE COMPLETED LOG MUST BE TURNED IN WITH THE FINAL SUBMISSION OF THE PROJECT TO RECEIVE ANY CREDIT.**
- Note:** Parents may not sign off on their student's hours unless they are associated with the organization where the service was performed. (**Example:** A nurse may sign off on service completed at his/her hospital)

E. Student Reflection

- Each student should write a reflection of his/her community service activities. This reflection should include items listed on page 6. The final copy of the reflection must be typed and a minimum of **two** double-spaced pages, 12 point Times New Roman with one inch margins.

F. Power Point Presentation

- Each student is required to complete a power point slide show and present to his/her class on the due date specified on the calendar. Requirements for this power point are outlined on page 7.

G. Evaluation

- Please refer to the grading rubric for specific criteria for evaluation and the calendar for due dates.
- NO** community service projects will be accepted after May 25th for Sophomores and June 1st for Freshmen/Juniors without a documented and excused absence from school.

TRI-COUNTY SERVICE LEARNING EXPERIENCE

TYPES OF COMMUNITY SERVICE

There are two fundamental types of community service activities, direct and indirect.

1. **Direct Service:** involves interaction with the people being served
 - **Accepted Examples of Direct Community Service**
 - Teaching / helping in an elementary classroom
 - Coaching a team
 - Assisting in an after school program
 - Visiting residents in an elderly care facility
 - Serving meals in a soup kitchen
2. **Indirect Service:** helps the community without requiring personal interaction
 - **Accepted Examples of Indirect Community Service**
 - Cleaning up litter along a road or at a park for an organization
 - Clean up or maintenance work for any non-profit organization
 - Cataloging books in a public library
 - Volunteering in a police or fire station
 - Volunteering to help out at Tri-County functions

Note: Direct service activities may sometimes be performed in “for profit” institutions such as elderly care facilities or day care centers. However, indirect service activities should **always** involve non-profit organizations.

Not Approved Community Service

- **Work for any business for which the owner(s) would normally pay**
- **Service to any member of the student’s nuclear or extended family¹**
- **Service to any neighbors, family friends and other individuals**
- **Work for which payment in cash, gifts, etc. is received**
- **Any activity that occurs during the school day or that the student receives class credit for, such as vocational placement work**

TRI-COUNTY SERVICE LEARNING EXPERIENCE

¹ Tri-County acknowledges the importance of helping out family members and neighbors but sees such service as distinct from “community” service.

SERVICE LOG

Student Name: _____

	Agency Address Phone Number	Date	Number of Hours	Signature of supervisor
1				
2				
3				
4				
5				
6				

REFLECTION GUIDELINES & RUBRIC

All students must complete a written reflection that analyzes their service learning activity. **This reflection must be two typed pages, double-spaced, size 12 font, and with one inch margins.** Your reflection must thoughtfully describe your experiences and need to explain what you learned. You must submit both your corrected rough and your final draft with your completed project. Follow the guidelines and rubric below to develop your reflection.

1-2 paragraphs: Explaining in detail your responsibilities and duties performed including a concise description of your service. Describe exactly what you did and how you did it.

1-2 paragraphs: Analyze what impact your service had on the people/agency that you assisted.

1-2 paragraphs: Examine what your project taught you about yourself, as well as your responsibility as a member of the community.

1-2 paragraphs: Evaluate some of the benefits and drawbacks of your particular type of community service.

Grading Rubric

A range:

Provides the required amount of writing and is clearly organized, contains detailed descriptions, rich language, and good control of grammar. Reflection is two typed pages, double-spaced, size 12 font, and with one inch margins. It shows thoughtful analysis, and clearly illustrates connection to service activity and learning experiences.

B range:

Provides the required amount of writing. The selection has appropriate organization, adequate development of details, acceptable vocabulary and minor errors with grammar. Reflection is two typed pages, double-spaced, size 12 font, and with one inch margins. It shows adequate reflection, and the student's learning experience with the activity is evident.

C range:

Provides partial amount of required writing. The selection has weak organization and structure, poor development of details and descriptions, simplistic vocabulary and errors with grammar. Reflection is shoddily typed without double spacing and correct formatting. Inadequate analysis of activity is shown, and connection to service activity and learning is not clear.

D range:

Provides partial amount of required writing and the selection has no organization, unfocused details, weak vocabulary and several errors that interfere with communication. Reflection is not typed. Very little analysis and no connection to learning experience are evident.

F range:

Selection is too brief to evaluate.

TRI-COUNTY SERVICE LEARNING EXPERIENCE

POWER POINT PRESENTATION GUIDELINES & RUBRIC

All students must construct a Power Point Presentation to share with their peers that highlights their service learning activities. Follow the guidelines and rubric below to develop your Power Point Presentation.

Your Power Point must include at least **10** slides on your service project, including a cover slide. (**Note:** “The end” does not qualify as a tenth slide)

Slide One: A cover slide that includes your name, date, period, and a graphic.

Slides Two - Ten: Should include bulleted descriptions and pictures/graphics of your community service project. Utilize your reflection as the foundation for your Power Point. The following are examples of potential slides

- Place of service
- Duties performed
- Things learned
- Impact of service

Presentation should be a minimum of **5** minutes long.

Note: Students who do not have access to a computer at home should be aware that computers are available at the Tri-County library after school.

Grading Rubric

A range:

Presentation shares excellent detailed descriptions of their experience with audience. Connection to service activity and learning experiences are clearly stated. Excellent use of eye contact, gestures, and voice variety. Exemplary visual product shows pictures that strongly support oral presentation.

B range:

Presentation shares adequate descriptions of their experience. Student's connection to activity and learning experience is evident. Good use of eye contact, gestures and voice variety. Visual product shows pictures that support presentation.

C range:

Presentation shares few descriptions and details of the experience. Connection to service activity and learning is not evident and or not clearly stated. Little use of eye contact, gestures, and inappropriate use of voice variety. Visual product poorly completed and inadequately supports presentation.

D range:

Presentation shares no descriptions or details of the experience. No connection to learning experience is evident. No use of eye contact, gestures, or voice variety. Visual product not done.

F range:

Presentation not completed.

GRADING RUBRIC

Required Piece	Points Possible	Score
Folder	5	
Service Contract	5	
Approved Service Proposal	5	
Completed Service Log	5	
Final Draft of Reflection Paper	25	
Rough Draft of Reflection Paper	5	
Slideshow	25	
Principles of Presenting <ul style="list-style-type: none"> • Detailed Project Description • At Least Five Minutes • Connection Made Between Activity and Learning • Eye Contact, Minimal Gestures, Voice Level 	25	
Late **Will NOT be accepted after May 25th for Sophomores and June 1st for Freshmen/Juniors**	-10 (per day)	
Not approved community service but meets the criteria	-10	
Does not meet hour requirement	Lose Corresponding %	
Activity does NOT meet criteria for community service	= 0	
Student does NOT include the completed log with project	= 0	
	Final Grade	

TRI-COUNTY SERVICE LEARNING EXPERIENCE

GRADES 9 & 11 SERVICE CALENDAR

Sep 19, 2011	Students are provided community service packet and information
Sep 22, 2011	Parents informed at Orientation Night
Sep 23, 2011	Service Contracts due
Oct 18, 2011	Service Proposals due
Jan 27, 2012	50% of hours must be completed and documented. Final date for proposal revision submission
Mar 30, 2012	Rough draft of reflection due
May 14, 2012	Entire Community Service Project due
May 14 - 18, 2012	Community Service presentations
June 1, 2012	NO Community Service will be accepted after this date

Late Policy:

All parts of project are due on May 14th. For every day late the student will lose an additional ten points off of the **ENTIRE** project.

If certain elements of the project are not completed for May 14th it will count as being incomplete and will be marked late.

Submissions after June 1st will NOT be accepted unless there is a documented and excused absence from the school.

PLEASE NOTE: ANY STUDENT WHO HAS COMPLETED THE ENTIRE PROJECT AND ALL STEPS PRIOR TO THE DUE DATE MAY MAKE AN APPOINTMENT WITH HIS/HER TEACHER TO PRESENT TO THE CLASS EARLIER IN THE SCHOOL YEAR.

TRI-COUNTY SERVICE LEARNING EXPERIENCE

GRADE 10 SERVICE CALENDAR

Sep 12, 2011	Students are provided community service packet and information
Sep 27, 2011	Parents informed at Orientation Night
Sep 16, 2011	Service Contracts due
Oct 11, 2011	Service Proposals due
Jan 20, 2012	50% of hours must be completed and documented. Final date for proposal revision submission
Mar 23, 2012	Rough draft of reflection due
May 7, 2012	Entire Community Service Project due
May 7 - 11, 2012	Community Service presentations
May 25, 2012	NO Community Service will be accepted after this date

Late Policy:

All parts of project are due on May 7th. For every day late the student will lose an additional ten points off of the **ENTIRE** project.

If certain elements of the project are not completed for May 7th it will count as being incomplete and will be marked late.

Submissions after May 25th will NOT be accepted unless there is a documented and excused absence from the school.

PLEASE NOTE: ANY STUDENT WHO HAS COMPLETED THE ENTIRE PROJECT AND ALL STEPS PRIOR TO THE DUE DATE MAY MAKE AN APPOINTMENT WITH HIS/HER TEACHER TO PRESENT TO THE CLASS EARLIER IN THE SCHOOL YEAR.