



Student Achievement Leadership Team
Resource Kit #13

Teaching students to serve

November 2006

Ohio School Boards Association
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Contents

Message from OSBA President Linda FR. Omobien	1
Teaching Ohio students to serve	2
Schools with community service programs	7
Samples of forms, instructions and other documents	15
Sample policy	16
Additional resources	17

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Dear school board members, superintendents and treasurers:

I would be preaching to the choir, if I shared the virtues of community service with you. You know the importance of sharing the gifts we have with our communities. You know it is our duty to serve others. You know the effect we have by serving those we live, work, play and worship with. But do you remember who taught you the value of community service?

For me it was my family, who taught me that we all have to take care of one another.

For others, it might have been a neighbor, a minister, a youth leader or a teacher. The lesson might have come in a formal program or from just down the street. They might have learned it at an early age or later in life. They might have been in need themselves and others stepped forward to help.

We all serve for different reasons and the reasons aren't really important. What is important is that we are serving our communities. We are sacrificing our time and energies for worthy causes.

We need to instill these values in those who will follow.

Many of our schools have outstanding programs to teach their students how to serve others. From the four corners of the state, from big schools to small schools, we have collected information on a variety of service-learning activities. Combined with background on Ohio law, resources from around the country and examples of stellar programs outside our state borders, this resource kit offers valuable direction to help you start or improve upon your service-learning program.

We hope you find it helpful.

Linda F.R. Omobien
OSBA president
member of the Akron City
Board of Education

Teaching Ohio students to serve

“Service-learning is education in action,” said Ohio native John Glenn, the former U.S. senator and astronaut.

Service-learning or, as some Ohio school districts refer to it as, community service, teaches valuable lessons.

One of the best definitions comes from a Web site called **goodcharacter.com**, “Service learning is a form of project-based learning in which academic goals are accomplished through community service. Service-learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides kids with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service-learning develops citizenship, responsibility and many other positive character virtues, making it a highly effective character education program in and of itself.”

Within Ohio public schools, community service requirements exist at two different levels. First, schools may adopt a graduation requirement of community service. Second, schools may use community service as a disciplinary alternative in cases involving student vandalism, student suspension or student expulsion.

How does the Ohio Revised Code define community service?

According to Ohio Revised Code (RC) 3313.605, Community Service Education Program, community service means a service performed through educational institutions, government agencies, nonprofit organizations, social service agencies and philanthropies, and generally designed to provide direct experience

with people or improve the quality of life for the community. Such activities may include but are not limited to tutoring, literacy training, neighborhood improvement, encouraging interracial and multicultural understanding, promoting ideals of patriotism, increasing environmental safety, assisting the elderly or disabled and providing mental health care, housing, drug abuse prevention programs and other philanthropic programs, particularly for disadvantaged or low-income persons.

Boards of education may implement a community service education program by adopting a resolution and by implementing both of the following:

- establish a community service advisory committee,
- develop and implement a community service plan for all students in all grades.

The board must first establish an advisory committee. Each board shall determine the membership and organization of its advisory committee. The committee shall be comprised of at least two or more students and at least one person employed in the field of volunteer management who devotes at least 50% of employment hours to coordinating volunteerism among community organizations. In addition the board may include representatives of parents, teachers, administrators, other educational institutions, business, government, nonprofit organizations, veterans organizations, social service agencies, religious organizations and philanthropies.

This committee provides recommendations to the board for a community service plan for students in all grades under the control of the board as well as oversees and assists in the implementation of the plan.

The plan must provide for the education of students:

- in the value of community service and its contributions to the history of this state and nation;
- identification of opportunities for students to provide community service;
- encouragement of students to provide community service;
- integration of community service opportunities into the curriculum;
- a community service instructional program for teachers including strategies for the teaching of community service education, for the discovery of community service opportunities and for the motivation of students to become involved in community service.

The plan shall be reviewed periodically by the advisory committee and if necessary, revised by the board at least once every five years. Upon adoption, the board must submit a copy of its plan to the Ohio Department of Education.

Any board integrating community requirements may grant high school credit as long as approximately one half of the course is devoted to the study of volunteerism as a civic responsibility, the history of volunteerism and community service training.

What are the components of successful service-learning?

Service-learning has three parts:

- The service should address a genuine community need as determined by existing or student-led community assessments. The volunteer commitment should solve, or take steps to solve, a real problem.
- The service project must be linked to classroom curriculum and give students opportunities to demonstrate growth in academic skills and standards.
- The program must include ample time for

reflection so that students can make connections between their volunteer services and the classroom and better understand broader social, economic and political contexts.

What have the courts said about community service?

Federal courts in both the Second and Third Circuits have upheld community service requirements for high school graduation. In these cases, parents had objected to the requirement claiming that it constituted involuntary servitude and, as such, violated the 13th Amendment. In both cases, the Circuit Court of Appeals held that there was no Constitutional violation. The court also held that there was a legitimate educational purpose behind the formulation of the requirement.

What are some of the educational advantages and disadvantages of community service?

In the May 2000 issue of *Phi Delta Kappan*, **Shelley Billig** reviewed research on the effects of public school community service on student learning. Major findings of several studies concluded that students who participate in service-learning are less likely to engage in “risk” behaviors that would lead to disciplinary measures, teen pregnancy or involvement with law enforcement agencies.

Billig also found that service-learning:

- helps develop a sense of civic and social responsibility,
- participation is positively associated with increased student attendance,
- participation leads to greater student motivation and engagement in learning,
- leads to a more positive perception of schools and young people by community members.

Strong arguments exist on both sides of the question of mandating a community service requirement for high school graduation. Research indicates that students involved in community service exhibit positive behaviors, have improved attendance and exhibit greater motivation toward learning.

However, a number of concerns exist about community service requirements. All of the doubts focus on practical concerns surrounding this program.

- Will students be in physical surroundings that may not be safe?
- Will such service expose students, teachers and school districts to potential liability?
- Who will supervise the students involved in these programs?
- How do we guarantee that a community service requirement will generate a worthwhile learning experience?
- If community service is for class credit, what evaluation instruments will be used to assess

Service-learning at a glance

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning.

Service-learning may take place in grades K-12 with curriculum-based learning.

Service-learning takes place in K-12 schools, in higher education classrooms, and in community-based organizations, determined by existing or student-led community assessments.

The service should be thoughtfully organized to solve, or make a positive contribution toward solving, a problem.

and measure student progress?

● With the increased state-mandated graduation requirements, how can a community service class fit into the high school class schedule?

● If a district makes community service a voluntary activity, then the community service class could fulfill the requirements for one of the electives that students may take. If it is a mandatory requirement for all students, then where will the time be found?

● If your board of education were to adopt such a requirement, how will your “home” students attending the career center meet this requirement? Will the “home” district be responsible for the teacher or will the responsibility fall to the career center to provide the teacher?

If a community service class is proposed to your board of education, all of these factors should be explored and investigated prior to a decision being reached. Community service programs can have lasting educational benefits for the students, as well as lasting benefits for the community. However, it may not be possible to replicate one district’s program and/or experience in another district, even if it is a neighboring district.

Learning In Deed

Learning In Deed, a \$13 million initiative, encourages more school systems across the country to adopt service-learning, making quality service-learning opportunities available to youth in every classroom in grades K-12 throughout the country.

In 1998, The W.K. Kellogg Foundation launched the Learning In Deed initiative to engage more young people in service to others as part of their academic life.

The concept at the heart of the initiative is service-learning — a teaching strategy that links

community service experiences to classroom instruction. The Kellogg Foundation has supported service-learning for decades because they believe it engages youth in a powerful way to help ensure a bright future for our nation.

In quality service-learning, the service project is designed to meet not only a real community need, but also classroom goals. By ensuring strong linkages between the service and learning, students are able to improve their academic skills and apply what they learn in school to the broader community.

Through service-learning, students demonstrate to teachers what they are learning and how they are meeting specific academic standards. The service itself should address a genuine community need.

The teacher structures time and methods for students to reflect on and analyze their service experience. Through this process, students learn and understand the complexity of community issues. In addition, students understand how to view such issues in their broader social, political and economic contexts. Reflection and analysis help reinforce the connection between the student's service and the curriculum content.

Why is service-learning a valuable part of public education?

A summary of research by Learning In Deed documents the impact of service-learning on students, schools and communities. Research findings show that service-learning benefits students in the following ways:

- boosts students' academic achievement;
- fosters a lifetime commitment to civic participation;
- improves social skills;
- prepares students to enter the workforce.

By teaching young people that they can and should play a positive role in their community, service-learning encourages life-long civic participation. Service-learning gives students a sense of competency; they see themselves as active contributors rather than passive recipients of adult support.

Learning In Deed is comprised of four components:

● **Policy and practice demonstration projects** — California, Maine, Minnesota, Oregon and South Carolina are participating in a demonstration project. They receive resources and technical assistance to identify models of state and school district policies and practices that are most effective at fostering service-learning, and to share what they learn with others.

● **National Commission on Service-Learning** — The commission will encourage a higher level of commitment to service-learning in K-12 public education. Composed of leaders from education, government, youth and community development, the commission will develop recommendations to encourage school districts, policymakers and funders to support service-learning.

● **Learning In Deed K-12 Service-Learning Leadership Network** — A steering committee representing various key constituencies in the K-12 service-learning community is leading a new network working to promote effective service-learning in American public education.

● **Learning In Deed Research Network** — The research network is identifying and communicating best practices and broadening the base of evidence in support of high-quality service-learning.

How prevalent is service-learning?

Today, schools in all 50 states offer service-learning. A 1999 survey released by the National Center for Education Statistics found that 32% of all public schools organize service-learning as part of their curriculum, including nearly half of all high schools. A report from the University of Minnesota examined the prevalence of service-learning from 1984-1997. The report documents a dramatic increase in involvement in service, including a significant rise in the percentage of all high school students involved in service-learning activities — from a mere 2% in 1984 to nearly 25% in 1997.

What are examples of possible service-learning activities?

Below are examples of service-learning in K-12 schools.

- High school foreign language students create English vocabulary books to help the community's growing Spanish-speaking population learn English. Through creating the books, the high school students increase their knowledge of Spanish vocabulary and Latin cultures.
- Fourth graders enhance their reading and writing skills by making alphabet books for preschool children. They then “host” a preschooler during the first week of school — helping with tours of the school and spending time reading with the preschoolers. Through this project the fourth graders meet grade level objectives for punctuation, use of expressive words, multiple meaning words, creative writing and critical thinking, and at the same time help younger students.
- As part of their science curriculum, middle grades students take water samples of their local waterway. They analyze the amount and nature of pollutants in the water and look for the source of that pollution. They write letters

to their local government to inform the city officials of the problem and encourage them to take action.

Who supports service-learning?

Service-learning is primarily a locally driven activity, with most decision-making and control at the local level. Community leaders, students, parents, school district superintendents and teachers in cities and towns across the country are outspoken advocates for service-learning.

The first federal legislation, passed in 1990, created a federal commission to award grants to states, schools and community organizations to develop and implement service-learning. The National and Community Service Trust Act of 1993 expanded the federal role in service-learning and provided funds for every state to incorporate service-learning into schools. In addition, many states and school districts provide financial resources and other support for the development and implementation of service-learning in K-12 schools.

In 2000, the Corporation for National Service's Department of service-learning distributed over \$20 million in funds through its Learn and Serve America program to support local service-learning efforts. In addition to the W.K. Kellogg Foundation and the Corporation for National Service, other funders include the following: Carnegie Corporation of New York, Dewitt Wallace-Reader's Digest Fund, Ford Foundation, Ewing Marion Kauffman Foundation, Charles Stewart Mott Foundation and Surdna Foundation.

Schools with community service programs

OSBA surveyed Ohio school districts to discover which districts use community service or service-learning. Below are the responses to that survey.

Beachwood High School, Beachwood City
Cindy Sykes, communications director
(216) 464-2600, ext. 259,
cms@bw.beachwood.k12.oh.us

Name of program: Beachwood High School Community Service Project.

Elective or required: 50 hours of community service required for graduation.

Part of a class: No.

Credit for graduation: No credit, but required for graduation.

District's definition of community service: Unpaid volunteer work that will benefit community.

Types of community service allowed: See above.

Time requirements: 50 hours.

Supervisory requirements/issues: Supervisor must sign project completion form.

Genoa Area High School, Genoa Area Local (Ottawa)

Dan Dippman, senior class co-advisor
dedippman@genoaschools.com

Name of program: Genoa Area High School Senior Community Service.

Elective or required: Required.

Part of a class: No.

Credit for graduation: 21 service hours required in exchange for ending school year three days earlier (individual basis).

District's definition of community service: Contribute in variety of ways to local community needs.

Types of community service allowed: Blood drives, fund-raising walks, nursing home volunteers, etc.

Time requirements: 21 hours.

Supervisory requirements/issues: Monitored and directed by senior class advisors.

Comments: This is a positive experience for both students and community. While this is not a requirement to graduate, generally 90% of each class participates. Many of our local non-profit organizations are happy to work with our kids and it is a plus in public relations.

Grandview Heights High School, Grandview Heights City; **Upper Arlington High School**, Upper Arlington City; **Westerville Central High School**, **Westerville North High School**, **Westerville South High School**, Westerville City; **Worthington Kilbourne High School**, **Thomas Worthington High School**, Worthington City (this is a four-district consortia)

Contact: Jeanne Gogolski, career development/service-learning coordinator, Upper Arlington City
(614) 487-5000, ext. 103,
jgogolski@uaschools.org

Name of program: Service-Learning.

Elective or required: Both.

Part of a class: Infused into elementary classrooms, middle school teams and high school courses.

Credit for graduation: Every senior is required to do 16 hours. Currently, districts are piloting a capstone project that requires students to wrap service into their senior thesis project. In this way, students will approach a topic of interest with the idea, "I can make a difference in my world."

District's definition of community service: A teaching methodology that weds community service with classroom content. Preparation, reflection and celebration are also important parts of high-quality service-learning.

Types of community service allowed: All kinds are encouraged for individual students.

Time requirements: Upper Arlington sophomores and juniors are required to do six hours each year. Seniors must do 16 hours. International Baccalaureate students must do 150 hours. Upper Arlington gives Upper Arlington Service Awards to students who do more than 50 hours each year and Presidential Volunteer Service Awards to students who do more than 100 hours. Last year, 50 students received awards for completing more than 9,000 hours of community service over the past two years.

Supervisory requirements/issues: Teachers and counselors monitor classroom projects and required hours. Many of our teachers use Learn & Serve grant money; the service-learning coordinator monitors the use of the grant and collects the information.

Comments: Upper Arlington is an Ohio Learn & Serve Model District. Both middle schools and the high school are National Service-Learning Schools. Service-learning is an important part of the district's five-year strategic plan and we have a comprehensive plan to promote service and service-learning. Students take part in service and service-learning projects at all grade levels. New teachers are trained and provided graduate-level course work. Teachers are sent to both state and national service-learning conferences to present workshops. As part of this initiative, we have been part of a four-district consortium for the past 15 years. The consortium consists of decision-makers who provide leadership for this important program.

Hamilton High School, Hamilton City
Zellene Miller
high school community liaison
(513) 868-7700,
zellene_miller@fc.hamilton-city.k12.oh.us

Name of program: No formal name.

Elective or required: Neither, but strongly encouraged.

Part of a class: No, but many of our high school students do community service through their organizations (Student Council, Honor Society, Senate, etc.).

Credit for graduation: No, but district recognizes those students with many hours at commencement with a special sash, cord, name in program booklet, etc.

Types of community service allowed: Varies.

Time requirements: None.

Supervisory requirements/issues: None given.

Comments: Miller posts the needs and students sign up for the volunteer hours. This is a work in progress and district will tweak as needed.

Johnstown-Monroe High School, Johnstown-Monroe Local (Licking)
Contact: Brenda Bender, counselor, Service-Learning coordinator
(740) 967-2721, bbender@laca.org

Name of program: Service-Learning.

Elective or required: Required-1/2 credit.

Part of a class: No.

Credit for graduation: 1/2 credit.

District's definition of community service: Volunteer (non-paid) work for a non-profit individual or agency, charity or community organization.

Types of community service allowed: Work for non-profit agencies/charities/community organizations such as school athletic boosters, school peer tutoring, church

groups, heart, cancer and kidney foundations, and other charities, community groups such as the Sportsmen Club, Leo/Lions Clubs, Big Brother/Big Sisters, etc. Student may have approval for helping elderly or disabled relatives or neighbors if it is approved in advance.

Time requirements: 60 hours.

Supervisory requirements/issues: Student must have a site supervisor who will sign off for all hours worked and fill out an evaluation sheet at the end of the 60 hours.

Comments: Students must also complete a two-page Reflection Paper, which gives details about the work that was done and the student's feelings about the service-learning experience. The program coordinator reads and grades each Reflection Paper as well as all of the evaluation sheets that the site supervisor completes.

Licking Valley High School, Licking Valley Local (Licking)
Courtney Lichtenauer or Ted Lacy
(740) 763-3407,
lichtenauer@lickingvalley.k12.oh.us

Name of program: Service-Learning.

Elective or required: Required for graduation.

Part of a class: No.

Credit for graduation: 1/4 credit awarded for the required 30 hours and additional 1/4 credit for every 30 hours completed above and beyond the required 30 hours (up to 1 total credit awarded).

District's definition of community service: To provide students with a unique and active avenue to help develop a better sense of self and community while also providing a meaningful career exploration experience.

Types of community service allowed: Any volunteer work through non-profit organizations (most students have a site pre-approved by the guidance office).

Time requirements: Students complete the 30 hours of service-learning beginning in ninth grade and have until May 1 of their senior year. It is their choice when and where they complete the hours.

Supervisory requirements/issues: At each volunteer site, students are to complete a service-learning packet and must have a site supervisor's signature to receive credit. The guidance office does follow up with site supervisors by phone and e-mail if necessary.

Miamisburg High School, Miamisburg City
Jim Ingham, principal
(937) 866-0771,
jingham@miamisburg.k12.oh.us

Name of program: Service-Learning Elective.

Elective or required: Elective.

Part of a class: Yes.

Credit for graduation: Yes.

District's definition of community service: Any volunteer work in or out of school.

Types of community service allowed: Any community service permitted.

Time requirements: 45 hours required per nine-weeks grading period.

Supervisory requirements/issues: Teacher or employee of business supervises.

Comments: Students are required to turn in signed time sheets at the 4.5-week point and again at the nine-week point. Student is required to turn in parent permission form to participate and also supervisor signed form. Student fails the class if time sheets are not turned in and signed.

Northwood High School, Northwood Local (Wood)

Tim Laird

(419) 691-4651, tlaird@northwood.k12.oh.us

Name of program: Key Club.

Elective or required: Elective.

Part of a class: No.

Credit for graduation: No.

District's definition of community service:

Any volunteer help provided by students for any member of the city of Northwood or surrounding area.

Types of community service allowed: Senior citizen yard work program, soup kitchen help, elementary tutoring, Red Cross blood drives, volunteering at nursing homes.

Time requirements: None.

Supervisory requirements/issues: Advisor, officers, committee chairs.

Oakwood Junior High School, Oakwood City

Amanda Ammer

(937) 297-5328,

ammer.amanda@oakwood.k12.oh.us

Name of program: 8th Grade Service-Learning Project.

Elective or required: Required.

Part of a class: Yes; 8th grade English.

Credit for graduation: No.

Types of community service allowed: This is the only project.

Time requirements: One morning during school time.

Supervisory requirements/issues: One staff member to each location visited and lots of parent drivers.

Comments: The project consists of our 8th graders in pairs, interviewing seniors about their life experiences. Students ask questions that hopefully engage the seniors in conversations about their lives. From the information gathered, students write a

memoir for the senior, which will be sent to them as a marker of the experience.

This is the sixth year for this annual project, which has proven to be an award-winning venture for OJHS.

Oakwood High School, Oakwood City

Joe Boyle, principal

jboyle@oakwood.k12.oh.us

Name of program: Senior Service Project.

Elective or required: Required for all seniors during their last week of school.

Part of a class: No, although some classes and National Honor Society have service components.

Credit for graduation: No.

District's definition of community service:

Accept any service, which is a benefit to the community and is done at no cost to the community.

Types of community service allowed: From working at the local animal shelter, building homes for Habitat, cleaning wetlands, volunteering at a senior citizens' home, or helping a United Way-type funded organization, etc.

Time requirements: 20 hours during the three days after Memorial Day.

Supervisory requirements/issues: Generally, district does not supervise all of the students all of the time. Guidance counselors do try to visit all sites at least once.

Comments: Guidance counselors take pictures of the students at their work sites and check attendance. On Friday, when the students return to school, the counselors present a video collage of the students at their job sites prior to the "Senior Class Breakfast."

Otsego High School, Otsego Local (Wood)
Joe Long
(419) 823-4381, ot_jll@nwoca.org

Name of program: Key Club, linked with Kiwanis.

Elective or required: Elective.

Part of a class: No.

Credit for graduation: No.

District's definition of community service:
Serving others on own time.

Types of community service allowed: In- and out-of-school activities.

Time requirements: Not set, student-led.

Supervisory requirements/issues: Volunteer supervisors.

Springboro High School, Springboro
Community City
Linda Oda, community information officer
(937) 748-4113, ext. 2607,
loda@springboro.org

Name of program: Community Service for Seniors.

Elective or required: Required.

Part of a class: Yes, American Government.

Credit for graduation: Yes, it is a graduation requirement.

District's definition of community service:
Anything where a student does not get paid or recognized counts towards community service. They do not need to get it preapproved, but they understand if there's any question, they must get it approved first. Community service work does not need prequalification. At least five hours must be completed in a non-school environment.

Time requirements: 30 hours.

Supervisory requirements/issues: Because this is a senior project, seniors must have a minimum of 15 hours completed before the end of first semester. This rule keeps people from coming up two weeks before

graduation without any service hours.

Comments: Springboro High School has been doing this program for 20 years. Because of the Ohio Graduation Test and adding an additional social studies class at the sophomore level, the program is taking a one-year hiatus this year, but will return in the fall of 2007. It is important to note that previously, sophomores were required to earn community service hours as part of their American History course. This means this year's graduating seniors have already earned community service hours, thus meeting the graduation requirement.

Taylor High School, Three Rivers Local
(Hamilton)
Katie McKinney, counselor
(513) 467-3200, kmckinney@three-rivers.org

Name of program: Key Club.

Elective or required: No.

Part of a class: No.

Credit for graduation: No.

Types of community service allowed: Key Club is a group sponsored by the local Kiwanis. The students participate in a variety of service projects that involve our local community. Projects include assisting senior residents in our community, organizing and maintaining school tutoring program, local giving tree project, school recycling program, volunteering with youth in the area, holiday food drive, Safe Halloween, raising money for St. Jude Cancer Research Hospital, and various other projects throughout the year.

Time requirements: Students commit to whatever projects they are able to participate within the year.

Supervisory requirements/issues: Groups are supervised by an advisor.

Tri-Village High School, Tri-Village Local
(Darke)

Kim Puckett, mathematics teacher and
service-learning coordinator
(937) 996-1511, ext. 359,
tvhskpuckett@mdeca.org

Name of program: Project VALOR.

Elective or required: Required and elective.

Part of a class: Yes.

Credit for graduation: Yes.

District's definition of community service:

Service that students do for the community
related to course standards.

Types of community service allowed: Variety.

Time requirements: None.

Supervisory requirements/issues: Depends
on service chosen.

Warren High School, Warren Local
(Washington)

Janet Chase, guidance counselor and
Community Clean-up Day chair
(740) 678-2393, ext. 1112,
wL_jchase@seovec.org

Name of program: Community Clean-up
Day.

Elective or required: Required during a
school day and attendance is taken and
recorded.

Part of a class: No.

Credit for graduation: No.

Types of community service allowed: School
staff planned the places to go and help (fire
stations, library, churches, etc.).

Time requirements: It took an entire school
day, but the actual working was about three
hours.

Supervisory requirements/issues: The school
was divided into advisory groups.

Comments: We are doing this again this year.

Examples from other states

Academy for Science and Foreign Language, Huntsville, Alabama

Through service-learning, students from Huntsville rewrote African-American history. Students first researched 17th Century African-American history and culture, and documented and commemorated African-American contributions to Huntsville. In doing so, students strengthened their communication skills through interviews and preparing biographical sketches; used math and science skills to orient, identify vegetation, determine and analyze environmental changes; wrote their own stories; and developed computer-generated lesson plans and multimedia kits to accompany the stories. What started out as a school-based project to document the contributions of 19th century African-Americans expanded into a community-wide effort that resulted in greater understanding, and appreciation and respect for cultural differences and contributions.

Sharon Public Schools, Sharon, Massachusetts

Sharon students used service-learning to understand the inner workings of, and issues that affect, the communities in which they live. Through one project, third grade students divided into five groups to research various elements of their community: housing, government, communication, environment and food. By studying these areas and visiting local sites, students learned about the interdependency and relationships between business, government and private citizens. Students then applied what they learned and built their own model community called "Alternative Town." At the end of the school year, the students presented a replica of their model community. Another project involved eighth grade students using the election process

as a context for writing editorials about state and national political issues. High school writing mentors reviewed the editorials, which were sent to newspapers. A panel of editorial writers from state and local newspapers discussed editorial writing with the students.

Voter Empowerment Workshop, Chicago, Illinois

Through the "Voter Empowerment Workshops" project, fifth grade students worked in teams of 10 with a teacher-mentor to plan workshops on various political, social and economic topics related to elections. The workshops were presented to adults, which included parents, guardians, community members, etc., by the students during a special evening event. Specific workshop themes varied but included: "We the People: The Importance of Communicating with Government Officials," "The Right to Vote: A Play about South Africa," "Bilingual Workshop: Where are your taxes going?" and "Surf the Vote: Using the Internet to Find Out About Candidates." The project stimulated participation in the democratic process and brought adults into the school through a meaningful forum.

Phenix City Schools, Phenix City, Alabama

Through service-learning, students in Phenix City Schools helped to raise awareness among members of the community around important health issues. Their efforts were made possible through a partnership between the Healthcare Science and Learning In Deed: Service-Learning In Action Technology (HST) Department and the western district medical/dental associations, whereby preventative health skills, including hand washing and oral hygiene, were provided to all kindergarten, first grade and special education students in the Phenix City School System. The students developed and prepared

all materials used in their teaching programs, and provided educational programs on diabetes (Type I and Type II). In addition, they offered blood sugar screenings to the community. Fund-raising for the Diabetes Association provided students another opportunity to help with the research of this deadly disease. This project enabled students to develop leadership abilities while using skills and knowledge from their own classroom experiences. Students also worked directly with people of all ages, races, ethnic groups, abilities and disabilities, genders, and economic backgrounds.

John Marshall Middle School, Long Beach, California

At John Marshall Middle School, students improved their understanding and appreciation of cultural differences through service-learning. As “Diversity Ambassadors,” students trained in peer mediation, cultural diversity, tolerance and conflict resolution conducted workshops on these issues for fellow students and hosted an assembly on school violence in partnership with the Long Beach Police Department’s Gang Unit. A program that grew from an ad hoc problem-solving approach to a mechanism for linking classroom curriculum with service, Marshall Middle School teachers and students credit the Diversity Ambassadors with improving the school climate. By bringing together students of different ethnic backgrounds to address their differences and solve their problems outright, the school helped students create tools for communicating across racial and ethnic barriers, and serve one another by delivering resolution to immediate and pressing situations. As one student observed, “I guess arguments will come up, but we’ll have the skills to help solve the problems.”

Beard Alternative School, Syracuse, New York

Service-learning afforded at-risk youth attending the Beard Alternative School with the opportunity to address important community issues such as hunger, domestic violence, the criminal justice system, racism and gender issues. In partnership with the Center for Community Alternatives, students worked with Communities United to Rebuild Neighborhoods — a grassroots community group — to construct and maintain a flower and vegetable garden on the city’s southwest side. The students also published a bi-annual student newspaper (Beard News) that dealt with topics relevant to their lives. In addition to their service projects, students participated in classroom learning experiences that drew upon their volunteer activities. Linking education with community experiences increased students’ participation and overall commitment to school, and offered a useful tool to help them transition to the world of work.

Samples of forms, instructions and other documents

Several of the Ohio school districts that responded to the OSBA survey provided a variety of samples to help others get started on creating a community service program. All the documents listed below are in Microsoft Word or Adobe Acrobat PDF formats and can be customized to fit individual district's needs.

Beachwood High School, **Beachwood City**

Project Completion Form

www.osba-ohio.org/communityservice/beachwood.doc

Four-District Consortium, **Grandview Heights, Upper Arlington, Westerville and Worthington**

Project Completion Form

www.osba-ohio.org/communityservice/fourdistrict.doc

Johnstown-Monroe High School, **Johnstown-Monroe Local (Licking)**

Service-Learning Packet

www.osba-ohio.org/communityservice/JM.doc

Licking Valley High School, **Licking Valley Local (Licking)**

Service-Learning Packet

www.osba-ohio.org/communityservice/LV.doc

Lucas High School, **Lucas Local (Richland)**

Volunteer Community Service Packet

www.osba-ohio.org/communityservice/lucas.doc

Wadsworth High School, **Wadsworth City**

Community Service Hours for Seniors

www.osba-ohio.org/communityservice/Wadsworth.doc

OSBA sample community service policy (next page)

www.osba-ohio.org/communityservice/IGCI.doc

COMMUNITY SERVICE

The District is committed to preparing its high school students for active participation in community affairs in keeping with the tradition of volunteerism. The implementation of a community service program provides students with the opportunity to receive training and support to assist them in becoming valuable community members.

Community service is an unpaid activity that provides service to an individual or group to address a school or community need. The activity must be developmentally appropriate and meaningful to the student.

The District offers community service education that acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Through participation in community service, students have the opportunity to:

1. develop knowledge and respect for community and citizenship;
2. learn that problems can be solved by working together;
3. understand the responsibilities involved in citizenship;
4. explore career opportunities;
5. increase self-esteem and appreciation for others;
6. become sensitive to others and appreciate cultural diversity and
7. overcome interpersonal barriers.

Once the program for community service education has been established, students are ready to begin earning credit hours that may be used to meet graduation requirements.

[Adoption date:]

LEGAL REFS.: ORC 3313.605
OAC 3301-35-04

CROSS REFS.: IKF, Graduation Requirements
JGD, Student Suspension
JGE, Student Expulsion

Additional resources

Big Dummy's Guide To Service-Learning!

www.fiu.edu/~time4chg/Library/bigdummy.html

goodcharacter.com

www.goodcharacter.com/SERVICE/service.html

KIDS (Kids Involved Doing Service) Consortium

www.kidsconsortium.org

Learn and Serve

www.learnandserve.org

Learning In Deed

<http://learningindeed.org>

National Service-Learning Clearinghouse

www.servicelearning.org

National Service-Learning Exchange

www.nslexchange.org

National Youth Leadership Council

www.nylc.org

New Horizons for Learning, service-learning teaching and learning strategies

www.newhorizons.org/strategies/service_learning/front_service.htm

Roots & Shoots

www.rootsandshoots.org

University of California Berkeley Service-Learning Research and Development Center

<http://gse.berkeley.edu/research/slc/resources.html>

This Student Achievement Leadership Team resource kit is available as a download from OSBA's Web site.

www.osba-ohio.org/files/SALTkit13.pdf