

JOSEPHINUM ACADEMY SERVICE LEARNING MODEL

Objective: Our objective is to implement a newly constructed service learning model committed to living out the Sacred Heart Goals and Criteria as well as the International Baccalaureate Creativity, Action, and Service (CSA) requirements. Using this model, the Service Learning Office will provide intentional Group Service Projects every month for our freshmen and sophomore students (accompanied by a chaperone) and guide junior and senior students to find individual experiences that will be meaningful to their spiritual and intellectual growth.

Goals & Criteria for Students

- 1.) Practice a personal and active faith in God.
- 2.) Develop a social awareness which impels action.
- 3.) Identify student strengths to make meaningful contributions to community and society.
- 4.) Mold civically minded and creative critical thinkers.
- 5.) Nourish a lifelong spirit of service and servant leadership.

Service Learning Model

Year	1 st Semester	2 nd Semester	Reflections
<i>Freshman</i>	1 Group Service Project	1 Group Service Project	Written & Verbal Reflection
<i>Sophomore</i>	1 Group Service Project	1 Group Service Project	Written & Verbal Reflection
<i>Junior</i>	10 hours of independent service	10 hours of independent service	Written Reflection & Organization Research
<i>Senior</i>	10 hours of independent service with student selected organization	10 hours of independent service with same organization	Senior Capstone & Reflection Paper
*All service hours paperwork and reflections are due to the Service Learning Office the Friday before finals.			

I. FRESHMEN & SOPHOMORES

a.) **Service Requirement:** Students will be required to participate in one Group Service Project per semester.

Group Service Projects: Each month the Service Learning Office will coordinate a group service opportunity for 10-20 students on 1 Saturday and 2 weekdays. These opportunities will take place all over the city, with the vast majority being within close proximity to Josephinum via walking or public transportation. Including transportation time, projects will take a maximum of 5 hours and will be chaperoned by a Josephinum faculty and/or staff member.

Application Process:

- 1.) Opportunities will be posted throughout the semester via school announcements, emails to students, the Service Learning Schoology page, and the Service Learning whiteboard at school. Students may pick up a permission slip in the Service Learning Office to sign up.
- 2.) When signing up, students will be given the bottom half of the permission slip which they bring with them the day of the service. It will be signed and collected by the chaperone.

Faculty/Staff Participation: Faculty and staff will be asked to chaperone one Group Service Project per year. There will be 3 offered each month between the months of September through May. Group Service Projects are open to 10-20 students, the latter requiring 2 chaperones. Faculty and staff will have an opportunity to sign up at the beginning of each semester.

Philosophy: For our first-year students, community service may be intimidating and unfamiliar. Some students may not know their interests, personal strengths, and/or how they would like to grow in their faith, but are eager discover all these things. By providing structured, coordinated opportunities supervised by familiar faces, students will have an opportunity to venture outside of their comfort zone in a way that supports their transition and

allows them to grow as positive representatives of themselves and our school, and ultimately build community with their peers and our greater community.

b.) Reflection Requirement: The Service Learning Coordinator will meet with students before they participate in their Group Service Project. Students will learn more about the organization at which they will be volunteering and receive details about their service. Also, following their Group Service Project, students will be led in a brief written and verbal reflection by their Faculty/Staff chaperone. All written reflections will be turned into the Service Learning Coordinator by the Faculty/Staff Chaperone. The Service Learning Coordinator will file all of the reflections into students' individual files. These will serve as helpful resources when students begin applying for colleges.

Sacred Heart Goals & Criteria:

Goal 1. Section 5: We believe in fostering creativity, imagination, and hope in our students. Participating in these service projects allows students to uncover their own personal gifts and discover how they can make a positive contribution to those in need.

Goal 1. Section 6: By offering service projects in relationship with various religious communities, we are fostering an environment of acceptance to all of our students, regardless of their religious affiliation. We strive to create a faith community of compassion, tolerance, and deep respect for religions of the world. This is an important message for our newest students.

Goal 3. Section 1: Starting with our first year students we are committed to emphasizing service not only as a onetime charitable act, but also one that calls for greater intellectual and spiritual reflection of the world around us, as we practice in our analysis of the end of year reflection.

IB CSA Requirements:

Creativity: By students choosing where they want to volunteer and learning about the ways their organization provides a service, students discover creative ways individuals and groups of people can work together to build community. The reflection component also provides student with an intentional space to explore and share their original thinking and self-expression.

Action: Requiring students to participate in these Group Service Projects once a semester they are practicing and developing a habit of contributing to their immediate communities and beyond in an active, physical way that is meaningful to the community and enhances student's personal growth.

Service: Students are challenged to develop and apply their own social, intellectual, and spiritual skills in a real world setting and reflect critically on their role in society and their civic responsibility to contribute in a meaningful way.

II. JUNIORS

a.) **Service Requirement:** Students will be required to complete at least 10 hours of independent service per semester.

Independent Service Hours: service completed during non-school hours that is approved by the Service Learning Coordinator prior to participation. During junior year, these hours may be completed at one location or at multiple locations. These hours may also be completed during the summer, including through participation in Sacred Heart Service trips the summer prior to their junior year.

Approval Process:

- 1.) Students must receive an independent service form that is signed by the Service Learning Coordinator prior to the completion of their service.
- 2.) Students then return the form complete with the signature of the on-site supervisor.

Guidance & Support: For those students unsure where to complete their hours, weekly updates will be made to the Schoology Service Learning page, which all students will be invited to join. There will be opportunities posted regularly. Students will also be encouraged to meet with the Service Learning Coordinator to find independent hours opportunities if needed. In addition,

there is a binder outside the Service Learning Office full of over 30 volunteer sites to choose from.

Student Leadership: There will be opportunities for junior and senior students to serve as Student Leaders on the Group Service Projects. This not only allows upperclassmen students a chance to participate, but also provides community building opportunities for our first year students and the upperclassmen. Student Leaders will be responsible for encouraging students to sign up for the Group Service Project and assist the Faculty/Staff chaperone in leading the reflection.

Philosophy: By junior year, we are asking students to individualize their experience and challenge themselves to become more independent in their service learning experiences. In their sophomore year reflection they will have identified their strengths and areas of social justice they seek to further explore. By choosing their own service opportunities (with the guidance of the Service Learning Coordinator if needed), students are becoming active learners, socially-aware citizens and hopeful, young leaders.

b.) Reflection: After completing independent hours during their junior year, students complete a written reflection at the end of each semester highlighting their experience. It will be turned in with their completed hours form. The core of their reflection is researching a service site they want to commit all 20 of their service hours during their senior year. This research will be done in their Morality or Theory of Knowledge class second semester of their junior year. The goal is to prepare students for their final year of service and make this an intentional, meaningful experience that allows for relationship-building with the people they are serving for and with.

Ideally, the service site research will also be a stepping stone for identifying a potential Senior Capstone Project topic. The ideal goal will be for students to be completing their service hours at a site that correlates with their chosen capstone thesis project. While this may not always be the case, it will be provided as an option to explore and solidify when possible.

Sacred Heart Goals & Criteria:

Goal 3. Section 1: Junior students are challenged to think critically about their experiences both from a spiritual growth perspective and building their relationship with God, but also from an intellectual and moral perspective in identifying how their service experiences will guide their continued studies and volunteer commitments.

Goal 3. Section 3: Junior students are called to dive deeper into the social justice issues that rooted in their service experiences and reflect on the reciprocal relationships already made and to be made with those who are marginalized.

IB CAS Goals:

Creativity: By reflecting on their past service experience from the year, students are provided the opportunity to creatively explore not only service options, but find academic connections to their service work.

Action: Students are working to develop healthy habits of holistic wellbeing by taking physical action in contributing to a community and also reflecting intellectually on what this experience means in the greater context of their education and for their responsibilities as a citizens and contributing members to society.

Service: This opportunity to complete hours independently allows students a different kind of experience that challenges their comfort zone and also guides them in self-identifying social skills and interests.

III. SENIORS

a.) **Service Requirement:** Students are required to complete at least 10 hours of independent service per semester at the same service site.

Independent Service Hours: Service completed during non-school hours that is approved by the Service Learning Coordinator prior to participation. During senior year, these hours must be completed at the same site, which should have already been selected and researched during their junior year. These hours may also be completed during the summer, including through participation of Sacred Heart Service trips the summer prior to their junior year.

Approval Process:

- 1.) Students will meet individually with the Service Learning Coordinator at the beginning of first semester to confirm a service site. They will then receive a signed independent hours form, specifically for seniors.
- 2.) Students may turn in this form any time during the semester signed by their service site supervisor once all 20 hours are complete.

Guidance & Support: For those students struggling for whatever reason to confirm their service site, the Service Learning Coordinator will work with the student to solidify a location.

Student Leaders: There will be opportunities for junior and senior students to serve as Student Leaders on the Group Service Projects. This not only allows upperclassmen students a chance to participate, but also provides community building opportunities for our first-year students and the upperclassmen. Student Leaders will be responsible for encouraging students to sign up for the Group Service Project and assist the Faculty/Staff chaperone in leading the reflection. The hours will not count towards the 20 at one site, but will be recorded as additional hours and go into the student's service learning file.

b.) Reflection: For their final reflection, senior students will receive their service learning file which will include records of all the service they have completed during their time at Josephinum. They are asked to complete a final reflection paper that discusses the following: How have your service experiences played a role in your social, spiritual, and intellectual growth? What will you take away from these experiences and apply to your life in the years to come?

Sacred Heart Goals & Criteria:

Goal 3. Section 2: Senior year exemplifies Josephinum's commitment to provide direct service and advocacy opportunities to all students and instill a life-long commitment to service.

Goal 3. Section 4: The senior service and reflection also challenges students to face realities of our diverse world and leave Josephinum feeling inspired to go beyond charity to live as active, informed, and responsible citizens locally, nationally, and globally.

IB CAS Requirements:

Creativity: Students are asked to creatively reflect on all four years of their service experiences and identify how these experiences have developed them as a person.

Action: Students are actively building relationships with one service site and practicing incorporating service into their life on a routine basis.

Service: Students are continuing to identify and build on personal strengths and interests that allow them to make a meaningful and intentional contribution in their surrounding communities.

Communication & Student Outreach: It is imperative that students are aware of the Group Service Projects and independent service hour opportunities. The Service Learning Office will provide this information to students in the following ways:

- 1.) A Schoology Service Learning group will be created and all students will be enrolled. This will ensure that all students have access to the Service Learning opportunities being posted and are aware of the deadlines for turning in paperwork at the end of each semester, as well as reflections.
- 2.) Send weekly emails of School Group Service Project information and independent hours opportunities to all students every Monday.
- 3.) The Service Learning white board outside the Service Learning Office will post information.
- 4.) Announcements will be made during Heart classes.

Implementation Timeline: The new requirements will be applied to all classes beginning in Fall 2014. An assembly will be held for the freshmen, sophomore, and junior classes to inform them during Heart of the changes made and the requirements expected of them in the coming academic year. These assemblies will take place in May.

Current juniors will do their reflection paper in their Morality classes with Ms. Rischiotto and Sr. Jen in late April in order to prepare them for their senior service site.

Calendar:

May 2014	Update Josephinum Service Learning Web Page
May 9 th 2014	Schoology Service Learning Group launched
May 12-16th 2014 (during Heart periods)	5/12: Service Requirement Assembly: Freshmen
	5/13: Service Requirement Assembly: Sophomores
	5/14: Service Requirement Assembly: Juniors
June 6 th 2014	Junior reflections due to Service Learning Office
Summer 2014	Update Josephinum literature, handouts
Freshmen Orientation 2014	Service Learning information session
August 25-29th 2014	Service Requirement Assembly for each class during Heart

Cultural Integration:

Below are ideas to help integrate Service Learning into our school culture and showcases its role as integral part of individual student development, but also a significant aspect of our school's identity.

Graduation Requirement: The service requirements listed for each year will appear on student report cards as a passing or not passing grade. The Service Learning Coordinator will

keep track of all paperwork and update these grades at the end of each semester. Failure to complete service requirements is sufficient grounds to not graduate.

Senior Service Award: An opportunity to honor 1-2 of our graduating seniors who have gone above and beyond the service requirements. This award can be named after a Society of Sacred Heart historical figure or perhaps a humble servant of our own Josephinum community (past board member, donor, etc.)

Service Hours Banner: The Service Learning Coordinator will keep track of the total number of service hours completed by the school each year. The idea is to display these annual numbers somewhere visible in the school as a testament to students and the school's commitment to service.

Scholarly Support:

Much research has been done on the positive effects of service learning programs offered specifically at high schools serving low-income students.

Among the findings include:

- "Service Learning is a primary example of engaging students in...meaningful decision making and integration of classwork and community life, all of which work to support disadvantaged students in both their academic and community involvements." –*Center for Human Resources*

- "Service Learning should be used as a 'pedagogical' strategy for increasing school success, particularly among students from low-income families and those in predominantly low-income schools." –Peter L. Benson, *Journal of Experiential Education*

- "Students who are most disengaged from school when they entered a service-learning program were most likely to experience positive change during the time of their involvement. Positive changes included: better school engagement, more positive attitude towards school, increased attendance, test scores, GPA, and problem solving skills." –S.H. Billig, *National Youth Leadership Council*

"Service Learning is a primary example of experientially engaging students in such a 'shared inquiry,' meaningful decision making, and integration of classwork and community life." –S. Zeldin, *Journal of Community Psychology*

"Researchers found that service-learning's academic and civic impact was greater for low-income, minority, and more at-risk youths." –*Brandeis University*

"Indeed, the new research offers correlational evidence that service learning may be particularly beneficial educationally for low-income student and schools, making it an

important, though overlooked, strategy for closing the achievement gap in American schools.” –
Search Institute (Minneapolis, MN)

Frequently Asked Questions:

What about transfer students?

The Service Learning Coordinator will meet individually with transfer students to explain the model and discuss with the student expectations for their year.

Are student athletes expected to complete the service requirement?

Yes, student athletes are expected to complete their requirements. Failure to do so will result in a “no pass” on their report card which will hold them back from participating in sports.

Can all 20 independent service hours for juniors and seniors be completed over the summer?

Yes, however, students must first meet with the Service Learning Coordinator to approve their site and receive the proper paperwork.

Can all 20 independent hours for juniors and seniors be completed in one semester of their junior or senior year?

Yes. We acknowledge that for some students it may be easier to fulfill the requirement during one semester over another (i.e. student athletes). If junior and senior students would like to complete their yearly requirement in one semester of that particular year they are welcome to do so.

Can students complete more than the service requirement?

Yes! We encourage our students to go above and beyond. We do, however, still ask that they complete the proper paperwork so that we can keep their individual service file updated for their senior year

Do Sacred Heart Summer Service trips count for service hours?

Yes.

Can juniors and seniors participate in the School Sponsored Service Projects?

Priority will be given to freshmen and sophomores for School Sponsored Service Projects. If there are remaining spots 2 days before the service, an announcement will be made that all students are welcome to sign up.

Are juniors and seniors responsible for scheduling their independent service hours and transporting themselves to their service site?

Yes to both questions.