

# SERVICE- LEARNING HANDBOOK

[www.gcsnc.com](http://www.gcsnc.com)



**"EVERYBODY  
CAN BE  
GREAT...  
BECAUSE  
ANYBODY  
CAN SERVE."**

MARTIN LUTHER KING, JR.

# TABLE OF **CONTENTS**

Why Service-Learning? (A Message from the Superintendent) ..... 1

Character Development Team.....2

Character Development Initiative: An Overview ..... 3

Examples of Service-Learning .....4

Service-Learning Diploma and Awards .....5

Important Dates and Information .....6

GCS Teachers: Using Service-Learning as a Teaching Strategy  
in Classrooms and Clubs ..... 7

Service-Learning Teacher Documentation Form .....8

Service-Learning: Addressing Community Needs..... 9

What Qualifies for the High School Service-Learning Awards Program? ..... 10

Service-Learning Expectations ..... 11

Service-Learning Experience Student Process ..... 12

Service-Learning Approval Form.....13-14

Service-Learning Student Log ..... 15

High Quality Student Reflection ..... 16

Service-Learning Reflection Form ..... 17

Senior Application ..... 18

Service-Learning Appeal Form..... 19

x2VOL.....20-21

Did You Know? .....22

# WHY SERVICE-LEARNING?

## WHY DISTRICTS, SCHOOLS, AND CLASSROOMS SHOULD PRACTICE SERVICE-LEARNING

- Service-Learning leads to engagement and effective instruction.
- Service-Learning helps academic improvement and higher order thinking skills.
- Service-Learning fosters the development of important personal and social skills.
- Service-Learning develops stronger ties to schools, communities and society.
- Service-Learning promotes exploration of various career pathways.
- Service-Learning is associated with positive school environments.
- Service-Learning is associated with more community support for schools.

Source: RMC Research Corporation. (2007). "Why districts, schools, and classrooms should practice service-learning." Scotts Valley, CA: National Service-Learning Clearinghouse. Retrieved from: [http://servicelearning.org/instant\\_info/fact\\_sheets/k-12\\_facts/why/](http://servicelearning.org/instant_info/fact_sheets/k-12_facts/why/)

Dear Friends,

It is the goal of GCS that every student receives a world-class education and leaves prepared to succeed in the college or career of their choice.

One proven way of reaching that goal is through character development and service-learning. Students involved in service-learning are far more likely to become civic minded and involved in their community years after they graduate. They also improve their social and personal skills, the "essential" or "soft skills" we hear so many employers say they look for in potential employees. We must engage students and give them opportunities to work alongside others. Service-learning, when done well, accomplishes this.

This year, we're making some changes. One of those is a new application, x2Vol, which will not only log service-learning hours, but also provide students the opportunity to capture reflections about their experiences. The information can then be transferred to college applications and resumes.

These changes are outlined in the GCS Service Learning Handbook. Thank you for taking the time to read it, and for helping to lift GCS students even higher as we help **#GCSSoarToGreatness**.

In the interest of all children,

*Sharon L. Contreras*

Sharon L. Contreras, Ph.D.  
Superintendent, Guilford County Schools





# CHARACTER DEVELOPMENT **TEAM**

[www.gcsnc.com](http://www.gcsnc.com)

The character initiative core team supports the growth and implementation of the character development initiative throughout the district by working directly with regional offices and schools.

If you are a **community partner** and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact the GCS Character Development Department.

If you are a **student, parent, or school staff** and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact the Character Development Office.

## **Character Development Office**

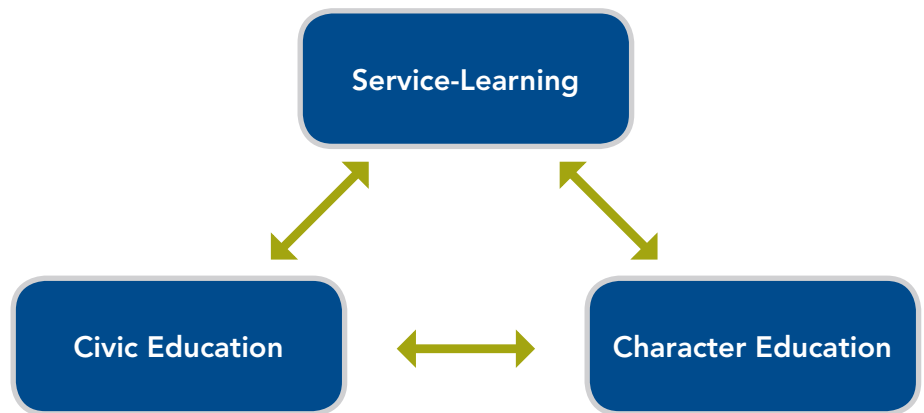
120 Franklin Blvd.  
Greensboro, NC 27401  
Phone: (336) 370-8397  
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[servicelearning@gcsnc.com](mailto:servicelearning@gcsnc.com)

## **Charles Smith Banks**

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# CHARACTER DEVELOPMENT **INITIATIVE:** AN OVERVIEW



Guilford County Schools (GCS) was one of only three districts in the country to earn the National District of Character recognition, which is part of the National Schools and Districts of Character Program, administered by the Character Education Partnership (CEP) in Washington, D.C. This is also the first time a school district in North Carolina has won this national award.

All 127 GCS schools are engaged in character development and service-learning. Since 2011, over 5,500 graduating seniors were recognized for their active participation in service-learning equating more than 1.4 million hours of service to schools and our community.

The Guilford County Schools (GCS) Character Development Initiative has three fundamentals: Character Education, Civic Education and Service-Learning.

## What is Character Education?

The deliberate effort for people to understand, care about and act upon core ethical values.

## What is Civic Education?

A core curriculum and teaching strategies that give students the knowledge, skills, virtues, and confidence to actively participate in democratic life.

## What is Service-Learning?

A way of teaching and learning that connects positive and meaningful action in the community with academic learning, personal growth and civic responsibility. Service-Learning helps develop citizenship and good character while providing direct connections to the academic curriculum.



# EXAMPLES OF SERVICE-LEARNING

Service-Learning is more than just simple volunteering. In the process of service to their school and/or community, students learn a lot about themselves and their responsibilities as a citizen while making connections with what they are learning in schools.

## Service-Learning: EXAMPLE 1

1. Coordinating a community marathon is **service**.
2. Measuring body mass index is **learning**.
3. Calculating the average BMI of a school, setting up a website to gather statistics, then organizing a "Walk across North Carolina" to help reduce obesity is **service-learning**.

“Be the change you want to see in the world.”

**Mahatma Gandhi**

## Service-Learning: EXAMPLE 2

1. Picking up trash on a riverbank is **service**.
2. Studying water samples under a microscope is **learning**.
3. Science students collecting and analyzing water samples, documenting their results, and presenting their findings to a local pollution control agency is **service-learning**.

*\* Adapted from National Youth Leadership Council (<http://www.nylc.org/>)*

## How Students Engage in Service-Learning

1. Students can participate in service-learning experiences through GCS classes/clubs. GCS staff should complete a Teacher Documentation Form found on page 9.
2. Students can participate in service-learning experiences independently through non-profit community based service-learning projects. Students should complete the Service-Learning Approval Form found on pages 14-15.

# SERVICE-LEARNING **DIPLOMA** AND **EXEMPLARY AWARD**

## SERVICE-LEARNING DIPLOMA

The Service-Learning Diploma is a locally-developed, official recognition program designed to recognize high school students who are committed to serving their community. Students who complete a minimum of 250 hours of service-learning experience over the course of their high school years will receive this certification upon graduation.

- The program is designed to recognize students who dedicate a significant amount of time to service-learning in an effort to address challenges and solve problems in the community.
- All students who complete this program will be awarded a GCS Service-Learning Diploma. Additionally, at graduation, these students will be distinguished by wearing a Service-Learning cord.

Graduates are required to complete 250 hours to receive the Service-Learning Diploma.

It is recommended that students distribute these hours over the course of their four years of high school. This pacing will make their service more consequential and manageable with their other academic responsibilities.

SUGGESTED schedule for acquiring 250 hours of Service-Learning Diploma	
Freshman Year	50 hours
Sophomore Year	75 hours
Junior Year	75 hours
Senior Year	50 hours
<b>TOTAL</b>	<b>250 HOURS</b>

*Students entering GCS at any time after their 9th grade year will still be required to complete a minimum of 250 service hours to be eligible for the Service-Learning Diploma. Documented and verifiable Service Learning hours that meet the program criteria completed in school districts outside of Guilford County will count towards the Service-Learning Diploma and Service-Learning Exemplary Award.*

GCS students are seen here planting a tree at their school on Earth Day. Through this experience, they are able to connect skills they are learning in language arts, math, science and social studies while positively impacting their school through service.

## SERVICE-LEARNING EXEMPLARY AWARD

The Service-Learning Exemplary Award is an honor GCS high school students may receive upon graduation. This award recognizes students who have devoted a minimum of 100 hours of service-learning experience in their community throughout their high school years.

Graduates are required to complete 100 hours of service to receive the Service-Learning Exemplary Award.

While there is no set number of hours to be earned in any school year, as a time management tool, we recommend the following schedule as a guide.

SUGGESTED schedule to acquire 100 hours of Service-Learning Exemplary Award	
Freshman Year	25 hours
Sophomore Year	25 hours
Junior Year	25 hours
Senior Year	25 hours
<b>TOTAL</b>	<b>100 HOURS</b>

**FOR BOTH SERVICE-LEARNING DIPLOMA AND SERVICE-LEARNING EXEMPLARY AWARD:** Students may begin documenting hours beginning the first day of school in the 9th grade and may continue their work during the following summers.





# HIGH SCHOOL SERVICE-LEARNING PROGRAM

## IMPORTANT DATES AND INFORMATION

The vision of the Character Development Initiative is for Guilford County Schools' students to lead and learn with strong character. One of the Strategic Plan's goals is to provide our students with the tools and motivation necessary to positively impact our world. Thus, at Guilford County Schools, we offer the following awards to students who answer this challenge:

1. Service-Learning Diploma
2. Service-Learning Exemplary Award

Submit all Teacher Documentation Forms for all service-learning projects completed during the school year for freshmen, sophomore or junior classes *no later than the last day of school.*

### END OF 1ST SEMESTER

All students submit Service-Learning Approval Forms for all previous summer hours

#### Graduating Seniors

1st Friday in October – Submit Graduating Senior Application

3rd Wednesday in March – **FINAL** submission for all Service-Learning Approval Forms

1st Wednesday after Spring Break – **FINAL** submission for all service-learning hours and Teacher Documentation Forms for seniors into x2VOL.

#### Freshmen, Sophomores, Juniors

*As you continue to engage in service-learning, please submit all service-learning approval forms to your counselor and enter your hours into x2VOL.*

### STUDENT SERVICE-LEARNING APPEAL PROCESS

All parent and/or student concerns regarding deadlines and other issues other than the rejection of Service-Learning Approval Forms must be submitted in writing to the Service-Learning Teacher Leader at your school. This form and additional documentation will be reviewed by school personnel and GCS district staff if needed. This document can be found on page 19 within this handbook.

*Contact the Character Development Department with any questions regarding deadlines.*





# GCS STAFF: USING SERVICE-LEARNING AS A TEACHING STRATEGY IN CLASSROOMS AND CLUBS

If you are a teacher or club sponsor for Service-Learning activities, here is what you need to do:

## 1. Plan a quality Service-Learning experience that:

Connects to National Youth Leadership Council’s ([www.nylc.org](http://www.nylc.org)) K-12 Service-Learning Standards for Quality Practice listed below:

* Meaningful Service	* Link to Curriculum
* Diversity	* Reflection
* Youth Voice	* Partnerships
* Progress Monitoring	* Duration and Intensity

## 2. Facilitate your students’ participation in a quality service-learning experience through Investigation, Preparation & Planning, Action, Reflection, and Demonstration (IPARD).

Allows students to participate in the following five components of quality service-learning:

- ✓ **Investigation:** Identify a need or area of interest in their school or community
- ✓ **Preparation and Planning:** Engage in planning, implementation, and evaluation processes
- ✓ **Action:** Begin the act of service
- ✓ **Reflection:** Reflect on the experience before, during, and after
- ✓ **Demonstration:** Share their experience with family, friends, school and/or community

## 3. Register the Service-Learning experience by:

Completing and submitting the Service-Learning Teacher Documentation Form via email to the Service-Learning Teacher Leader contact at your school before engaging youth in a service-learning experience.

Students can earn hours for time spent in preparing and planning as well as time in service.

In about two weeks, you should receive an email from the Character Development Office verifying that your documents have been received.

Once the Teacher Documentation Form is received by the Character Development Office, create an Opportunity on x2VOL within your school’s community. This will allow students to track hours.

# GCS SERVICE-LEARNING TEACHER DOCUMENTATION FORM (TDF)

*Youth voice and choice drives the service-learning experience.*

SCHOOL:

DURATION OF SERVICE-LEARNING EXPERIENCE:

☐ WEEK ☐ MONTH ☐ SEMESTER ☐ YEAR

TEACHER(S)/CLASS/CLUB:

GRADE LEVEL:

NO. OF STUDENTS:

1. Themes that apply to service-learning. (Check all that apply):

☐ Animals ☐ Education ☐ Environment ☐ Immigration ☐ Safety  
☐ Community Renewal ☐ Elders ☐ Health and Nutrition ☐ Poverty ☐ Other \_\_\_\_\_

2. What is the overall purpose for this service-learning experience?

3. What books were integrated into this service-learning experience?

## GUIDING PRACTICES FOR SERVICE-LEARNING

**LINKS TO CURRICULUM:** Which curriculum standards/knowledge and skills will be advanced through this service-learning experience?

**CHARACTER EDUCATION:** Which intrinsic character traits are highlighted in this service-learning experience? (Kindness, Respect, Integrity, etc.)

**MEANINGFUL SERVICE:** How can this service be personally significant to the youth and community?

**RECIPROCAL PARTNERSHIPS:** How do students gain career opportunities, communication skills, and understand the vantage points of others in a way that benefits everyone?

**RESPECT FOR DIVERSITY:** What opportunities are available for youth to experience and explore different backgrounds and replace stereotypes/biases with accurate information and honor the community?

**MONITOR PROGRESS:** How do students observe and measure change over time?

## I.P.A.R.D.

**INVESTIGATION:** Do students substantiate a need using media, interviews, surveys and observations?

**PREPARATION/PLANNING:** How did students deepen understanding and use their knowledge and skills to prepare for action?

**ACTION:** Will students engage and/or research services as they make local and global connections?

**REFLECTION:** How do students express their thoughts and feelings using diverse approaches and modalities?

**DEMONSTRATION:** How do students share what they learned, how they learned and what they accomplished with an appropriate audience?

21st Century Learning Skills youth will develop through this experience (check all that apply):

☐ Accountability ☐ Creativity/Innovation ☐ Initiative ☐ Writing  
☐ Asking Questions ☐ Critical Thinking/Problem Solving ☐ Leadership  
☐ Communication/Collaboration ☐ Flexibility/Adaptability ☐ Social/Cross Cultural Skills

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

# SERVICE-LEARNING

## ADDRESSING COMMUNITY NEEDS

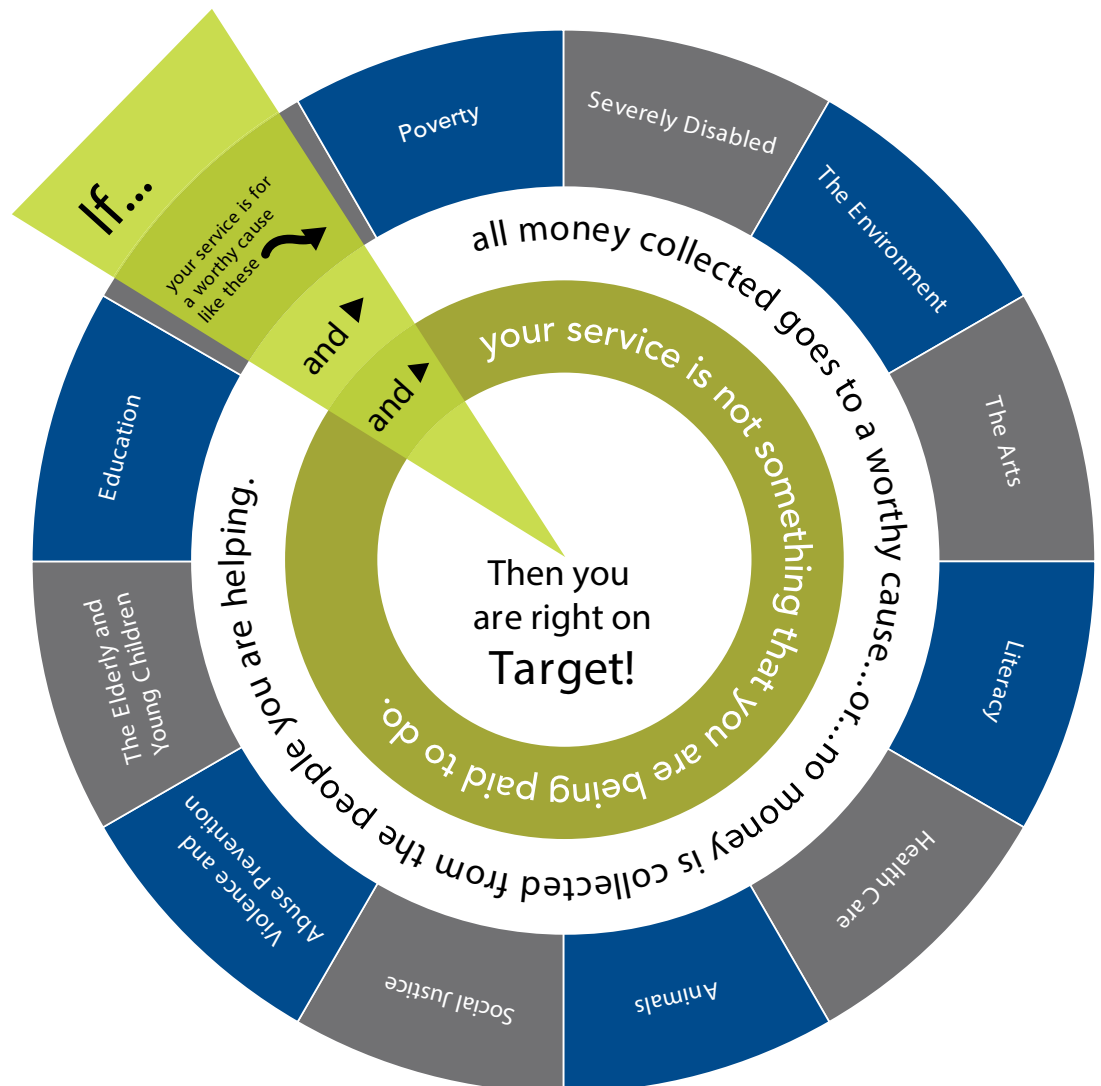
### WHAT QUALIFIES?

#### Let's Get Started!

Students engaged in a service-learning experience should refer to the wheel below before submitting a Service-Learning Approval or Teacher Documentation form.

**What real world need do you care about?** Make sure your hours make a difference. Please refer to the wheel below to discover what possible community needs you can address through service-learning.

Remember it's about the **service** and the **learning**.



Source: Long Beach Unified School District Student Service Learning Manual



# EARNING SERVICE-LEARNING HOURS: WHAT QUALIFIES?

BEGIN YOUR INVESTIGATION WITH COMMUNITY NEEDS AND ISSUES (GO TO PAGE 9).

	DOES NOT EARN SERVICE HOURS
Profit/Non-Profit	<p><b>For-Profit businesses/agencies</b> are in business to make money. <i>(If you are not sure, ask the agency if it is a non-profit!)</i></p> <p>Activities at <b>For-Profit</b> agencies.</p> <p><i>(*An exception to this would be if a company sponsors an event to help others i.e. Avon sponsors a Walk-A-Thon where all proceeds go to help cure breast cancer.)</i></p>
Religious and Faith Based Organizations	<ul style="list-style-type: none"> <li>- Recruitment/membership building</li> <li>- Teaching about an organization <i>(The goal is for you to perform charitable and service-learning work, not just talk about it!)</i></li> <li>- Vacation Bible School</li> <li>- Rehearsals (choir, church, plays, etc.)</li> <li>- Participating in a religious activity</li> <li>- Assisting in the nursery during worship/religious teaching</li> </ul>
Childcare and Elder-care Services	<ul style="list-style-type: none"> <li>- Babysitting for family, friends or neighbors</li> <li>- Babysitting, coaching, mentoring, and tutoring at <b>For-Profit</b> agencies</li> <li>- Elder care services at for-profit agencies</li> </ul>
School Clubs	<ul style="list-style-type: none"> <li>- Activities that benefit only you</li> <li>- Activities that benefit only the club</li> <li>- Regular club meetings</li> <li>- Fundraising for the club treasury, uniforms, field trips, etc.</li> <li>- Recruitment/membership building</li> <li>- Helping with club meetings</li> </ul>
Sports, Performing Arts and ROTC	<ul style="list-style-type: none"> <li>- Camps or classes that charge tuition</li> <li>- For-profit camp or business</li> <li>- Ticket profit goes to club</li> <li>- Color Guard - Parades</li> </ul>
Court Mandated Service	<p>Court mandated hours do not count towards service-learning hours.</p>
Politics	<ul style="list-style-type: none"> <li>- Protests/strikes/rallies</li> <li>- Work for political candidates or parties or special interests</li> </ul>
Animals	<p><b>For-profit</b> pet stores</p>

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual

# SERVICE-LEARNING EXPECTATIONS

## EXPECTATIONS OF PARENTS

1. Help your child select an agency/organization/club that will provide him/her an opportunity to positively impact his/her community through service.
2. Sign the Service-Learning Approval Form and, if necessary, assist your child in obtaining a signature from the agency/organization/club.
3. As your child participates in the service, discuss with him/her what he/she is doing; how it is connected with what he/she is learning in school and how it is helping to make positive changes in the community.
4. Parents are unable to verify their own student's hours. If the parent is the advisor of an organization, then an assistant to the program is responsible for verifying the student's service-learning hours.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

**Margaret Meade**

## EXPECTATIONS OF SERVICE-LEARNING PROVIDERS

1. Give the student an opportunity to participate in the planning of his/her service-learning experience.
2. Provide a safe and engaging experience.
3. Report any major issues or incidents of inappropriate behavior to the Character Development Office.
4. Accurately record the number of hours the student engages in the service in order to verify student hours.
5. Help the student reflect on the impact of his/her service before, during and after the service-learning experience (see pages 16-17 for more information about Reflection).
6. Advocate for other organizations to engage students in service-learning experiences.
7. Contact [servicelearning@gcsnc.com](mailto:servicelearning@gcsnc.com) for an orientation on how to use x2VOL and additional information.



# SERVICE-LEARNING **EXPERIENCE**

## STUDENT PROCESS

In quality Service-Learning experiences, students participate in the following five components: *This process will help students create their community based service-learning project and complete the Service-Learning Approval Form found on pages 13-14.*

### Investigation

- Identify a need or area of interest in your school or community (consult the wheel on page 9 of this handbook to stay on track).
- Discuss what you would like to do with your parents and get approval.
- Contact a Service-Learning Provider (this could be a community agency, an organization, a club or a teacher advisor) who currently addresses the need or area of interest you have identified to gather additional information.

### Preparation and Planning

- Work with your selected Service-Learning Provider to identify specific duties that would be expected of you.
- Complete the Service-Learning Approval Form located at [www.gcsnc.com](http://www.gcsnc.com) and get the 3 required signatures from your parents, your Service-Learning Provider and yourself.
- Turn in the form to your school's counseling office or your school's designated Service-Learning contact person.
- **Always** keep a copy of your documents for your own records.
- Receive an approval of your project from the Character Development Office within two weeks of submitting your Service-Learning Approval Form.

### Action

- Begin the change in your school and community.
- Continue your reflections throughout your time of service.
- Get started in x2VOL to track your hours (instructions on page 20-21).

### Reflection

- Document your reflections before, during and after the service.
- Choose unique ways to reflect throughout the service. (Example(s): Create a mural/scrapbook, make a video, write a poem, keep a journal or complete the Service-Learning Reflection form. See page 16 for more ideas.)
- Discuss your reflection activity with the Service-Learning Provider at the end of your service.

### Demonstration

- Share your experience with your family, friends, school, house of worship, community or elected officials.

“Service has the power to change the world, and when youth like you plan and lead thoughtful, impactful projects, service does change the world!”

Youth Serve America  
[www.ysa.org](http://www.ysa.org)





# SERVICE-LEARNING **APPROVAL FORM**

Read these instructions carefully. Complete online at [www.gcsnc.com](http://www.gcsnc.com). Print two copies of the completed form and sign: one form to submit, the other for your records. Next, have your parents/guardian and the Service-Learning Provider read and sign the form. Finally, turn in the signed copy to your Counseling Department for forwarding to the Character Development Office. *Students should allow 2 weeks for review and approval.* If you are submitting this during the summer months, please mail or drop it off at the Character Development Office at: 120 Franklin Boulevard, Greensboro, NC 27401 or fax to (336) 370-2320.

## PART A – STUDENT INFORMATION

NAME:		PHONE:
SCHOOL:	GRADE LEVEL:	PROJECTED GRADUATION YEAR:
STUDENT’S EMAIL:	STUDENT ID#:	DATE:
RE-TYPE STUDENT EMAIL:		DATE:

**Investigation:** How are your interest, skills, and talents being applied to this service-learning experience?

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**Planning/Preparation:** What prior knowledge and skills prepared you for this service-learning experience?

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**Action:** What activities will you complete in order to address this need?

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**Reflection:** Using the reflections suggestions listed in the Service-Learning Handbook, how will you articulate and demonstrate your understanding of this service-learning experience?

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**Demonstration:** How will you share what you learned and accomplished with an appropriate audience?

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Student pledge: "I agree to fulfill the duties and the time commitments recorded below in a manner that demonstrates my good character. I will provide adequate notice if I am ever unable to keep my commitments. I further agree to abide by all rules and procedures where I am serving."

STUDENT'S SIGNATURE:

DATE:

## PART B – SERVICE-LEARNING PROVIDER INFORMATION

NAME OF AGENCY/ORGANIZATION:

ADDRESS:

CITY, STATE, ZIP CODE:

CONTACT PERSON(S):

TITLE/POSITION:

PHONE # (S):

EMAIL ADDRESS(S):

Check which best describes your agency/organization: ☐ Non-profit ☐ For-profit ☐ School ☐ Government ☐ Other

Brief description of job(s) to be performed by the student:

☐ Organization agrees to abide by the rules, processes and procedures of the GCS Service-Learning Program  
(GCS S-L Provider Expectations on page 11 or view website at [www.gcsnc.com/servicelearning](http://www.gcsnc.com/servicelearning))

Certificate of Insurance on file: ☐

SIGNATURE OF CONTACT PERSON:

DATE:

## PART C – PARENT /GUARDIAN PERMISSION

I give my permission for \_\_\_\_\_ to provide service for the agency/class/club project and time indicated on this form. I understand that she/he will be offering meaningful service to our community and that no compensation is offered for this service. Guilford County Schools only approves the service-learning experience as an acceptable service to earn hours through the Service-Learning Diploma and Awards Program. I understand that it is my responsibility as parents/guardians to approve the agency with whom my child chooses to conduct service.

PARENT NAME:

PHONE NUMBER:

PARENT/GUARDIAN'S SIGNATURE:

DATE:

# SERVICE-LEARNING STUDENT LOG

STUDENT'S NAME:

SCHOOL:

EMAIL:

STUDENT ID#:

NAME OF AGENCY/ORGANIZATION:

CURRENT GRADE LEVEL:

CURRENT SCHOOL YEAR:

GRADUATION YEAR:

**NOTE:**  
You must have submitted the Approval Form to the Character Development Office and must have received approval in writing in order for your service-learning hours to count towards the GCS Service-Learning Diploma and Awards Program.

Date	Activity/Task Performed	Total Hours Worked (by full hour)

Total hours documented on this page: \_\_\_\_\_

Signature of Service-Learning Provider \_\_\_\_\_ Date \_\_\_\_\_

*Note: Students, please maintain this original log for your records. You may be required to provide this documentation to verify your hours.*



# HIGH QUALITY STUDENT **REFLECTIONS**

High quality reflection activities can be completed before, during and after service-learning experiences. Engaging in reflection allows young people to activate critical thinking skills to address community needs. We have included a number of activities that can be used based on the learning style and interest of the young person.

## **Linguistic**

Write an article for the school newspaper with guidelines for future volunteers/service-learning participants	Create a podcast or public service announcement
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## **Logical/ Mathematical**

Create a timeline or flowchart for service-learning program	Design an opinion poll or survey to learn about other participants' perceptions of project; graph or chart results
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## **Body/Kinesthetic**

Do an art or craft project involving hands such as sculpting	Make a videotape
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## **Spatial**

Make cartoons, collages, photos, drawings or paintings of the issue.	Make a model or mobile representing the experience
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## **Musical**

Find a song that conveys some aspect of your experience	Create a jingle about the issue
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## **Interpersonal**

Interview community partners and beneficiaries of services	Train other students who will participate in the project
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## **Intrapersonal**

Create a scrapbook or memory box of your experience	Make a self-assessment of the project
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## **Naturalist**

Brainstorm and then categorize ideas for next steps in service-learning projects	Investigate a problem related to the project
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# SERVICE-LEARNING REFLECTION FORM

**INSTRUCTIONS:** The Reflection Form should be completed by the student. Please refer to page 16 in this handbook for other high quality reflection ideas. Reflection happens before, during and after a student’s service experience to encourage students to evaluate personal, social and civic issues related to their world and its connections to public policy and civic life. **Please submit your reflection documentation to your Service-Learning Provider along with this form.**

NAME:

DATE:

SCHOOL:

STUDENT ID#:

SERVICE-LEARNING EXPERIENCE:

1. How did this experience help you to better understand your responsibilities and roles as a citizen?

2. What skills and knowledge did you acquire through this experience?

3. How did your service impact your school or community? How do you know?

4. How did this experience help you better understand ideas or subjects you have been studying?

5. Give an example of how “Be the Change” changed you. Comment on at least two character traits you have further developed during this experience.

6. How will you use what you learned in other situations?

As the Service-Learning Provider, I verify that I have engaged this student in meaningful reflection.

# GRADUATING SENIORS' **APPLICATION**

## FOR THE GCS HIGH SCHOOL SERVICE-LEARNING EXEMPLARY AWARD & DIPLOMA PROGRAM APPLICATION

"Life's most persistent and urgent question is: What are you doing for others?"  
– Dr. Martin Luther King, Jr.

Graduating seniors who have completed and documented the required number of service-learning hours are eligible to receive the **Guilford County Schools' High School Service-Learning Exemplary Award or Diploma**.

Please check that you have completed the following steps:

☐ Have hours entered into x2VOL

I plan to earn the (**check only one box**):

☐ Service-Learning Diploma (must complete 250 hours)

☐ Service-Learning Exemplary Award (must complete 100 hours)

Student's Printed Name\*: \_\_\_\_\_

*\*This is the name that will appear on your award or diploma, please print clearly.*

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

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

If you are enrolled in classes at more than one high school and tracking service-learning hours at both schools, please list the additional school:

\_\_\_\_\_

*"By signing below, I am certifying that I have ethically completed all documents and met the criteria specified in the GCS Service-Learning Handbook. I have reviewed my Service-Learning Reflection Form that demonstrates my understanding of how these experiences connect with academic learning and character building."*

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

If you have any questions please contact the School Counselor or the Character Development Department

Guilford County Schools Character Development Department

120 Franklin Boulevard Greensboro, NC 27401

Phone: (336) 370-8397

Email: [servicelearning@gcsnc.com](mailto:servicelearning@gcsnc.com)

# STUDENT SERVICE-LEARNING DEADLINE APPEAL

DATE OF SUBMISSION: \_\_\_\_\_

All parent and/or student concerns regarding deadlines and other issues other than the rejection of Service-Learning Approval Forms must be submitted in writing to school personnel. This form and additional documentation will be reviewed by school personnel and GCS district staff if needed.

## STUDENT INFORMATION

STUDENT NAME: \_\_\_\_\_

STUDENT EMAIL: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADUATION YEAR: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ ADDITIONAL PHONE NUMBER: \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

Please state the reason for your appeal submission

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Please list below and attach any accompanying documents that support this appeal.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## FOR OFFICE USE ONLY

Service-Learning Teacher Leader Signature: \_\_\_\_\_

Service-Learning Teacher Leader Notes:

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Principal Signature: \_\_\_\_\_

Principal Notes:

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# REGISTERING TO X2VOL FOR GCS STUDENTS



1. Go to [www.x2VOL.com](http://www.x2VOL.com) and click JOIN.
2. Type in your School Name and click Search.
3. Type in your Last Name and the Email you used in Noble Hour. If you didn't use Noble Hour, just enter your email. If you had more than one email in Noble Hour, enter one of them.

A screenshot of the 'Complete Your Registration' form on the x2VOL website. The form is divided into two main sections: '1. Type your school name and click Search' and '2. Enter your Last name and Email you used in Noble Hour'. Both sections have a 'Find Your School' button. Below section 1, there is a red note: 'NOTE: If you have switched schools in GCS in the past, please contact support@intellivol.com with your name, student ID and the school you should be part of now. We will update your school and then you can register your account.' The form also includes fields for 'Last Name', 'Email', 'First Name', 'Address', 'City', 'State', 'Zip', 'Phone', and 'Password'. There are checkboxes for 'I am a GCS student' and 'I am a GCS teacher'. The x2VOL and intellivOL logos are at the bottom right of the form.

4. Your First Name should appear in the first field on the next page.
5. TYPE IN YOUR STUDENT ID in the third field next to your last name. (if there is an email there, remove it and add your Student ID)
6. Enter your address and a phone number in the Home Phone field.
7. See your email populated and click proceed.
8. Set your interests and skills and click proceed.
9. Set your password, select your group and check the required boxes to complete your registration.
10. Log in and view your Dashboard.

**IMPORTANT NOTE:** if you have switched schools in the past in GCS, please contact [support@intellivol.com](mailto:support@intellivol.com) with your first and last name and the GCS schools you've attended. We will have to confirm your school is accurate in our system before you can register.

If you have ANY issues registering, please contact [support@intellivol.com](mailto:support@intellivol.com) or **866-906-6400** and we will be glad to assist you!

# LOGGING HOURS IN X2VOL



1. Log in to x2VOL and view your Dashboard.
2. Click the green button, **[Add Hours]**.
3. You will be on your Activity Log page.
  - a. If you signed up for an opportunity in x2VOL prior to the event happening, you will see it listed in the bottom section, Community and School Opportunities. Click the **[Add Hours]** button to log your hours.
  - b. If you did not sign up for the opportunity in x2VOL, you can log your hours as a Personal Project. Click the blue, **[Create New]** button in the top section titled Personal Projects.



## My Hours were denied, what do I do?

If your Service-Learning Program Coach denies your hours for any reason, you will receive an email notifying you the hours have been denied. If they added a comment, you will see that as well.

## Editing your entries in x2VOL...

You can edit your project entry by going to your Activity Log page and clicking the **[Edit]** button next to the entry you wish to edit. You only can edit opportunities that have not been approved by the school yet.

**HELP!** How to use x2VOL additional videos and instructions:

<https://myintellivol.desk.com/>

4. Every time you log hours, there will be fields to fill out: Activity Name, Project Description, Hours amount, date etc. You can add an attachment if needed.
5. **Recurring Project:** if this project is something you do on a regular basis, make sure you check the box, **[Make this a Recurring Project]**. It will save to your Activity Log and allow you to just add the hours and dates in the future, instead of logging the entire activity from scratch each time.
6. **Multiple Dates:** if you've done a project over the span of multiple dates, you should enter the last date you volunteered and then explain the details of all the dates you served in the description box.
7. **Goals:** please select the proper goals for this project to count towards. You may only have one option to select with all of your goals which allow double-dipping.
8. **Honor Code:** you must check the honor code before submitting your hours. You are claiming that the information you submitted is accurate and true.

# DID YOU KNOW...?

...Service-Learning helps students to be more connected to their school and community?

...People who serve as adults are happier, healthier and more satisfied with their lives?

## Some things to think about as you participate in service-learning:

### **You will represent your family and school.**

Do it with integrity by presenting yourself in appropriate attire and being well-groomed.

Use appropriate language with children, the elderly, animals, etc.

### **Listen respectfully and follow all directions.**

These are important social skills in future careers and in life.

### **Honor all time commitments you make.**

This is a life skill you will need in any career you choose.

### **Be prepared with whatever materials you need.**

(Notebook, pencil, sweater, gloves, your Service-Learning Log, etc.)

### **Ask questions or clarify tasks when you are unclear of what is expected of you.**

### **Show character and honesty in all service-learning situations.**

### **Keep an accurate Service-Learning Student Log.**

Without a confirmation, you won't get credit for your hours of service.

### **Some of your teachers may offer service-learning hours related to their course.**

Remind them to register the service-learning experience with the number of hours each student has completed per each service-learning experience. (And be sure you keep a log of your hours of service.)

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual

