

Franklin High School Community Service Handbook

Student Edition
2017-18

Contents

- I. Description of Community Service
- II. Expectations for Community Service
- III. Requirements for Satisfying Advocacy Component
- IV. Requirements for Transfer Students
- V. Requirements for Recognition of Community Service
- VI. Community Service Forms
- VII. Community Service Suggestions

Description of Community Service Component of Advocacy

Through their Advocacy classes, students are asked to complete at least 25 hours of Community Service per school year. Community Service is a component of our Advocacy program because Franklin High School has a proud tradition of encouraging service. We endeavor to provide students opportunities to provide service to their community, connect their academic studies with hands-on experiences, and assist them in developing a sense of responsibility and commitment.

Expectations for Community Service

Franklin High School students will complete at least 25 hours of community service every school year, which they will submit to their Advocacy teacher. Students should inform their Advocacy teachers of what service they intend to complete prior to doing it. Students are to complete service that benefits our community and is not for profit. If students are completing a task for a grade in a course, it does not count as community service. **Students can earn a maximum of 25 hours per year for on-campus activities.**

Requirements for Satisfying Advocacy Component

In order for students to pass Advocacy in the fourth quarter of every school year, they must submit at least 25 hours of community service to their Advocacy teacher. Additionally, they must complete a reflection to their Advocacy teacher. Both the record of hours and reflection will be due as follows:

- **Advocacy 9, 10, and 11**—The final Advocacy class in May
- **Advocacy 12**—The final Advocacy class in April

Requirements for Transfer Students

Students who transfer into Franklin High School are responsible for the community service hours for the terms they are enrolled.

Transfer students are responsible for 6.25 hours each term they are enrolled at Franklin High.

For example:

Term 1 transfer student: 25 hours

Term 2 transfer student: 18.75 hours (18 hours and 45 minutes)

Term 3 transfer student: 12.5 hours (12 hours and 30 minutes)

Term 4 transfer student: 6.25 hours (6 hours and 15 minutes)

Advocacy Teachers will need to provide Mrs. Dinwiddie with the transfer student's name and term that they transferred into Franklin so she can keep accurate records.

The Service Learning/Community Service Certificate and Cord requirements will not change.

Requirements for Recognition of Community Service

Students may receive special recognition for completing more than the required hours. Students must apply for recognition and show proof of hours volunteered. Students will receive a certificate for completion of the following community service hours:

- **Bronze** — 150 to 200 hours
- **Silver** — 201 to 300 hours
- **Gold** — 301 to 399 hours

A Service Learning/Community Service Cord may be earned upon graduation for those students who have earned 400 or more cumulative hours. In addition to demonstrating proof of hours completed, students must make a brief presentation to an Advocacy 9 class during their senior year about the community service that they have completed while attending Franklin. **Graduating seniors must apply for the Service Learning/Community Service Cord.**

Community Service Forms

In order for students to satisfy the Community Service component of Advocacy, they need to complete a Franklin High School Service Learning Log of hours completed and a reflection. The forms are included in this handbook on the following pages.

Franklin High School Service Learning Log

School Year _____ Cover Sheet

Student Name _____ **ID #** _____

Advocacy Teacher(s) _____ **Total Hours For Year** _____

Reflection on Providing Service to my Community this School Year

I attest that I have completed a total of _____ hours as recorded on the attached document(s).

Student Signature _____ Date _____

Parent /Guardian Name (print) _____

Parent Signature _____ Date _____

Franklin High School Service Learning Log

Student Name _____ **ID #** _____

One-Time Volunteer Activity _____

Advocacy Teacher Name _____ Prior Approval _____ Date _____

Activity Supervisor _____ Title _____

Contact Information (phone and/or email) _____

Address of Activity _____

Student has volunteered _____ hours. Supervisor Signature _____

Student Reflection:

One-Time Volunteer Activity _____

Advocacy Teacher Name _____ Prior Approval _____ Date _____

Activity Supervisor _____ Title _____

Contact Information (phone and/or email) _____

Address of Activity _____

Student has volunteered _____ hours. Supervisor Signature _____

Student Reflection:

Franklin High School Service Learning Log

Volunteer Activity (multiple days) _____

Advocacy Teacher Name _____ Prior Approval _____ Date _____

Activity Supervisor _____ Title _____

Contact Information (phone and/or email) _____

Address of Activity _____

Date	Hours	Supervisor's Initials	Date	Hours	Supervisor's Initials

Student has volunteered a total of _____ hours. Supervisor Signature _____

Student Reflection:

I attest that I have completed a total of _____ hours as recorded on this document.

Student Signature _____ Date _____

Parent /Guardian Name (print) _____

Parent Signature _____ Date _____

Community Service Suggestions

The following are suggestions for activities students may complete to satisfy their community service. This is not intended to be an exhaustive list, and students should seek prior approval from their Advocacy teacher. **Students may only complete 25 hours of on-campus activities.**

- **Planting**—Plant trees, shrubs, flowers, and other plants
- **Public Awareness**—Convey information about health issues, public safety, social and environmental concerns, or other subjects that will serve our community
- **Public Media**—Produce communications, include videos, to convey information about health issues, public safety, social and environmental concerns, or other subjects that will serve our community
- **Service to those with Disabilities**—Provide services to those with physical and/or intellectual disabilities by reading to them, assisting them with daily tasks, or providing them with other opportunities for them to experience independence
- **Recreation Programs**—Facilitate recreation or outdoor education programs for the community
- **Recycling**—Increase public awareness of the importance of recycling and collect and process items
- **Special Equipment**—Construct special equipment that will serve our community, such as wheelchair ramps or other supports that assist those with disabilities to accessing independence
- **Tutoring**—Work with teaching staff to help younger students in need of extra tutoring. Tutors may teach groups or individuals.
- **Visual Arts**—Design art for non-profit organizations or for public information. Design parks or other public spaces.
- **Voter Education**—Distribute voter registration information. Assist potential voters with registering to vote, accessing polling stations, and voting.
- **Youth Agencies**—Facilitate youth leadership groups such as YMCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, etc.