



Career-related Programme service learning programme outline

Name of the school

Central High School

School code

000727

Name of the service learning coordinator completing this outline

Jennifer Tillery

Date outline completed

12/28/2022

1. Coordination

- a. What percentage of the service learning coordinator's weekly schedule will be devoted to IB coordinator responsibilities?

0 hours

If the coordinator will devote less than 100% of his or her time to the CP, please indicate his or her duties and the percentage of time spent on each in the chart below (add additional rows as necessary).

Duty	% of time
Career-related Programme coordination	N/A

Advisors

In larger schools, a team approach to service learning coordination and oversight is recommended.

- i. Will your school be using a team approach?

Yes

No

If so, please answer the following questions. If not, please move to question 2.

- ii. How regularly will advisors meet with the service learning coordinator? What will be the purpose of those meetings?

We aren't using a team approach, Service Learning Coordinator will be the person to meet with students.

- iii. How many students will each service learning advisor be responsible for?

NA students

Time allocation

Indicate the weekly time allocation for service learning activities. Identify the time allocated for meetings of students with advisors/service learning coordinator(s) and time allocated for activities.

	Weekly time allocated for students to meet with service learning advisor(s)/coordinator(s)	Weekly time allocated for service learning activities
Within the school's timetable	Meet weekly with CP students during the Service Learning/CAS planning period	Once a week during advisement/CSI period for reflections, planning We will plan one service-learning project per semester for CP students to plan, complete, and reflect.
Outside the school's timetable	The goal is to completely house service-learning within the school's timetable	The goal is to completely house service-learning within the school's timetable

Length of service learning programme

The service learning course must extend over at least 18 months and cannot begin prior to the beginning of year 1 of the CP.

Start (*month of year 1 of the CP*):

End (*month of year 2 of the CP*):

Experiences

- a. How will the school ensure that all stakeholders, including students, parents, and advisors, understand the principles of service learning?

Regular communication of the purpose and benefits of being global citizens and the frequent communication of the learning objectives and how they make students better global citizens. Service Learning will be explained during the events we hold (Magnet Open House, IB Parent information nights, IB Expo, Hutchings College and Career Academy information nights) to include the parent stakeholders. Students can reference the CP Manual.

Please explain how the school intends to encourage service learning experiences/projects that match students' skills and interests with local, national and/or global community needs.

Frequent conversations with students to assist them in developing knowledge of their interests and how service learning can align with their career aspirations. We will also use the PPS course to help students understand how their interests and talents can help improve their communities by identifying needs they can meet and understanding that serving their local community helps to also solve global issues on a local scale. The CRS teachers and DP teachers will encourage Service Learning within their courses. For example, EMR/EMT students volunteer ambulatory services while completing their CRS. Club supervisors (Key Club, Beta Club, Deca, FBLA) will promote service learning opportunities.

How will the school ensure that the students are given opportunities to choose their own service learning activities?

Many examples will be given to students along with conversations to help students identify how they want to get involved in their communities. We will communicate with students opportunities that are presented to the school when service opportunities present themselves. Plan projects within the school setting, but students will have the opportunity to discover their interests as it pertains to service in their community. For example a CNA, EMR, or EMT student might plan and lead a blood drive in their community.

How will the school raise awareness of student achievements in service learning activities within and outside the school community?

Highlight student activities using presentations, bulletin boards in the school and highlights in the newsletters sent out (Charger Connection and IB newsletter). Stakeholders will see evidence of service learning during Magnet Open house, IB parents information nights at Central and Hutchings College and Career Academy and IB Expo.

Please explain how teachers and students will be encouraged to relate their service learning activities to their career-related studies.

Students will be encouraged to discover ways to serve within their chosen career so they can develop a mindset of service within their chosen field of study. They will work with their CRS teacher to identify opportunities that arise their chosen field of study. For example, EMR/EMT students volunteer ambulatory services while completing the Hutchings College and Career Academy pathway.

Please provide an example of a service learning project/experience that a CP student at the school might undertake.

Students who are interested in a career in Nursing might undertake a service learning project with the local children's hospital. They can volunteer their time and talents to help families, patients and even the staff of the local children's hospital. There are a variety of roles that can be undertaken to help the student serve the local community by improving the lives of those who must stay in the hospital. For example, Nursing students can assist by interacting and providing emotional support to children by their bedside, or provide customer service/administrative support to parents.

Monitoring

a. How often will the coordinator/advisor meet with each student?

At least twice a semester, or as often as is necessary. Students are required to attend three formal meetings with the Service Learning Coordinator. Students will receive their first formal interview in the first two weeks of the first year. They will receive their second interview at the end of the first year. Their last formal interview will be at the end of their 18 months in the program.

How will the student's service learning portfolio be introduced and monitored?

The Supervisor will create a folder for each student in OneDrive and share it so that they can drop in their evidence of completing Service Learning. There they will store all of the evidence, reflections and how they've met the learning outcomes. We will be using Jotform for them to respond to questions/prompts and document their service learning. By closely monitoring the reflections and evidence, we will ensure the 5 CP learning outcomes have been achieved by the student. This will be introduced at the beginning of the first semester of Year 1 with regular check ins through the 18 months to make sure service learning satisfies the concurrency of learning and will be finished by April of Year 2.

Three formal interviews must be conducted with each student during the service learning programme. When and how will these be conducted?

Students will receive their first formal interview in the first two weeks of the first year. They will receive their second interview at the end of the first year. Their last formal interview will be at the end of their 18 months in the program. The first interview will be conducted whole group where the students will be given the opportunity to set up the folders for their profile and they will be introduced to the learning outcomes and requirements of the service learning program. The second and third interviews will be conducted individually where student progress and reflections will be discussed. The second interview will take place in April of Year 1 and the third interview will take place in April of Year 2.

What evidence must students provide to ensure that they have engaged in the five stages of service learning (investigation, preparation, action, reflection, demonstration)?

Students will fill out a form detailing each of the stages of service learning. They will provide evidence by uploading any applicable documentation on the form to the OneDrive file they'll create. They will demonstrate what all learning outcomes will be met along with how all stages have been addressed.

For individual or whole group projects students will demonstrate completion of the five stages. For the investigation stage they will document the authentic need they have identified. For the planning and preparation stage, students will upload planning forms and other documentation that shows the planning process. Students will provide evidence in the form of pictures, video or any other evidence that documents the service activity they participated in. Students will answer questions within the Jotform to reflect on the entire process and how they completed the learning objective listed below. They will demonstrate an understanding of the learning objectives so they can choose the best one to fit their service learning. The school will use an IB Expo to celebrate the service learning the students have completed.

LO1: Identify own strengths and develop areas for growth

LO2: Demonstrate participation with service learning experiences

LO3: Demonstrate the skills and recognize the benefits of working collaboratively

LO4: Demonstrate engagement with issues of global significance

LO5: Recognize and consider the ethics of choices and actions

How will the school determine satisfactory completion of the service learning programme for each student?

The service learning coordinator will review all portfolios and determine that all learning outcomes and required hours will have been met. Every service learning experience will be vetted to ensure that all the stages of service learning have been completed with fidelity. The students will have documented their journey as mentioned above.

Materials and resources

Are support materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the service learning programme?

Yes

No

If not, briefly describe the plans in place to make necessary changes.