

GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS

Service-Based Learning (SBL)

The SBL pathway can be classified by three core indicators: (1) integrating academic study with service experience; (2) reflecting larger social, economic, and societal issues; and (3) collaborating efforts between students, school, and community partners.

The following required elements must all be present in the SBL pathway.

Design Principles	Criteria
<input type="checkbox"/> SBL 1 – Meaningful Service _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Service is age-appropriate ● Service is personally relevant ● Student understands societal issues being addressed ● Service leads to attainable and visible outcomes
<input type="checkbox"/> SBL 2 – Link to Curriculum _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Service has clearly articulated learning goals ● Service is aligned with academic and/or programmatic curriculum ● Student is able to transfer knowledge and skills beyond classroom to real-work setting ● Service is formally recognized in student records
<input type="checkbox"/> SBL 3 – Reflection _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Reflection includes verbal, written, artistic, or nonverbal activities to demonstrate understanding, knowledge, skills, and attitudes ● Reflection occurs before, during, and after experience ● Service prompts deep thinking in complex problems and alternative solutions ● Reflection examines the role of the citizen in society ● Reflection explores social and civic issues related to public policy and civic life
<input type="checkbox"/> SBL 4 – Diversity _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Student identifies and analyzes different points of view ● Student develops interpersonal skills in conflict resolution and decision-making ● Student values diverse backgrounds and perspectives
<input type="checkbox"/> SBL 5 – Youth Voice _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Student is involved in planning, implementing, and evaluating processes ● Student engages in decision-making process ● Student contributes to an environment of trust and open expression of ideas
<input type="checkbox"/> SBL 6 – Partnerships _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Partnership involves a variety of partners including youth, educators, and families ● Partnership is characterized by frequent and regular communication to keep all partners well-informed about activities and progress ● Partners collaborate to establish a shared vision and set common goals to address community needs ● Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources
<input type="checkbox"/> SBL 7 – Progress Monitoring _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Student collects evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the SBL experience ● Student collects evidence of the quality of implementation from multiple sources throughout the SBL experience ● Student uses evidence to improve service-learning experiences ● Student has verification form completed by community partner
<input type="checkbox"/> SBL 8 – Duration and Intensity _____ Completed (student initials) _____ Verified (school official initials)	<ul style="list-style-type: none"> ● Service includes processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration ● Service is performed during blocks of time across a period of several weeks or months ● Service provides enough time to address identified community needs and achieve learning outcomes ● Service should represent 75-100 hours of work

Greenfield-Central High School Courses that Qualify as SBL Experiences

- **Community Service** (ADH210/ADH211)
- **Peer Tutoring** (ADH100/ADH101)

In order for the course to count as an SBL experience, the following requirements must be met:

- Student must receive a grade of C- or better in the course
- Teacher of record must complete and sign a form verifying that the student's coursework fulfills the required elements of the SBL rubric

Appropriate Types of Service-Based Learning Experiences

DIRECT SBL (e.g., mentor younger students, tutor peers, serve meals in a homeless shelter)

INDIRECT SBL (e.g., organize a food or toy drive, plan a fundraiser for a nonprofit organization, implement a community landscape project)

ADVOCACY (e.g., lobby at the state legislature, initiate a voter registration drive, lead a VOICE anti-smoking campaign)

Potential Topics for Service-Based Learning Projects

- | | |
|--------------------------------------|-----------------------------------|
| ✓ Bullying prevention | ✓ Homelessness |
| ✓ Career development | ✓ Human rights |
| ✓ Civic engagement | ✓ Hunger |
| ✓ Community development | ✓ Immigrant & migrant populations |
| ✓ Community gardens | ✓ Intergenerational disparities |
| ✓ Days of service | ✓ Justice |
| ✓ Disaster services | ✓ Mentoring |
| ✓ Diversity and cultural awareness | ✓ Peace |
| ✓ Dropout prevention | ✓ School climate |
| ✓ Economic opportunity & development | ✓ Substance abuse prevention |
| ✓ Education | ✓ Tutoring |
| ✓ Environmental stewardship | ✓ Veterans' issues |
| ✓ Health and wellness | ✓ Violence prevention |
| ✓ Historic preservation | ✓ Voting |

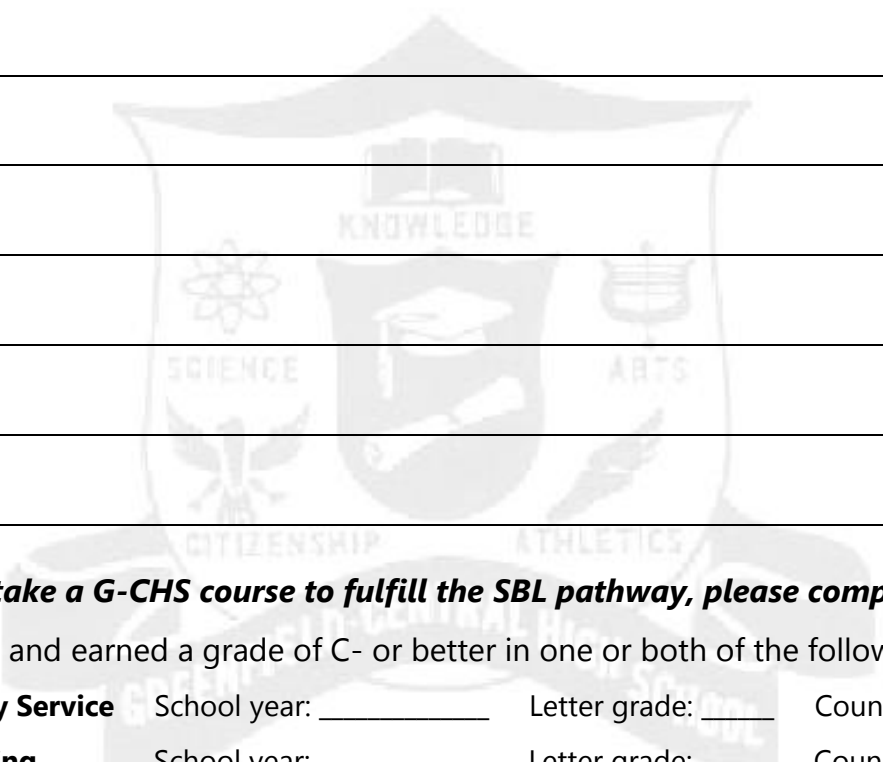
Service-Based Learning is NOT the following:

- ✗ A single volunteer experience
- ✗ A stand-alone unit or activity within a curriculum
- ✗ Compensatory service assigned as a form of punishment
- ✗ A proselytizing experience
- ✗ A teacher- or school-mandated experience
- ✗ A paid experience
- ✗ A one-sided experience benefitting only students or only the community

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Service-Based Learning Verification of Completion

◆ I have chosen the following as my Service-Based Learning experience:



****If you elected to take a G-CHS course to fulfill the SBL pathway, please complete the following:***

I have completed and earned a grade of C- or better in one or both of the following courses:

- Community Service** School year: _____ Letter grade: _____ Counselor initials: _____
- Peer Tutoring** School year: _____ Letter grade: _____ Counselor initials: _____

◆ By signing below, I verify that this Service-Based Learning experience portfolio is complete.

Student Signature

Date

Parent/Guardian Signature

Date

School Official Signature

Date