

Service Learning

The Board supports the concept of service learning as a teaching methodology in the schools. As used in this policy, “service learning” means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Service learning includes activities that are coordinated with the community and institutions of higher education, as appropriate; are helpful in fostering civic responsibility; and career-related standards; are integrated into and enhance the academic curriculum of the students enrolled; and include structured time for students to reflect on the service learning experience.

It is the expectation of the Board that service learning be embedded in the culture of the district through activities that are tied to academic content standards and/or local performance standards and reflected in the Consolidated District Improvement Plan (CDIP) and school improvement plans (SIP). Age-appropriate activities that promote the development of student skills in the areas of critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, professional technical skills, the scientific method, research skills and analysis are to be incorporated in the curriculum in grades K-12.

The Board directs the superintendent to develop and implement service learning with the input of staff, students, parents, community and higher education input, as appropriate. In the development of service learning the following essential elements shall be addressed:

1. Preparation, Planning and Active Student Voice - Staff, students, parents, community and higher education involvement in determining the types of age-appropriate activities which will meet student needs is expected;
2. Meaningful Service Connected to Learning - Service learning may occur on the school campus, at neighboring schools or in the community. Activities considered for approval are those which are specifically tied to state and/or local district performance standards and may be successfully achieved within the time frame allowed;
3. Structured Reflection and Evaluation - Students must be provided opportunities to reflect on the meaning of the service learning activity in the context of both personal lives and classroom learning through such means as journals, art projects, video productions, photography, etc.; held accountable for meeting project goals; appropriately supervised and receive project progress feedback. Individual student project and program evaluations must be conducted;

4. Celebration and Recognition - Students must be provided opportunities to share what they have learned. Appropriate student recognition events must be planned that will include other students, teachers, parents and the community.

The superintendent is directed to identify existing Board policies, administrative regulations and other district practices that may be barriers to effective implementation of service learning. Identified policies will be referred to the Board for review and revision, as appropriate. The superintendent will also submit service learning funding needs to the Board as part of the budget planning process. In budget development and use of district resources, activities that support service learning shall be given priority consideration.

At least annually, the superintendent will review district service learning activities and report progress to the Board.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.175](#)

[ORS 336.183](#)

[ORS 341.315](#)

[OAR 581-022-1130](#)