

# **Community Service Implementation Guidelines**

Miami-Dade County Public Schools  
Curriculum, Instruction, and School Improvement  
August 2000  
(Revised)

# THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

**Dr. Solomon C. Stinson, Chair**  
**Dr. Marta Pérez, Vice Chair**  
**Mr. Agustin J. Barrera**  
**Mr. Renier Diaz de la Portilla**  
**Dr. Lawrence S. Feldman**  
**Ms. Perla Tabares Hantman**  
**Dr. Wilbert “Tee” Holloway**  
**Dr. Martin Karp**  
**Ms. Ana Rivas Logan**

**Ms. Eboni Finley**  
Student Advisor

**Mr. Alberto M. Carvalho**  
Superintendent of Schools

**Ms. Milagros R. Fornell**  
Associate Superintendent  
Curriculum and Instruction

**Dr. Maria P. de Armas**  
Assistant Superintendent  
Curriculum and Instruction (K-12 Core Curriculum)

**Mr. John R. Doyle**  
Administrative Director  
Division of Social Sciences and Life Skills



# Contents

●	Introduction to Community Service .....	1
●	Defining Community Service .....	2
●	Community Service Within the Social Studies Curriculum .....	3
●	Identifying Meaningful Community Service Projects .....	4
●	Meeting the Requirements for Graduation .....	5
●	Monitoring and Recording the Completion of Community Service Projects	
	Monitoring and Recording Procedures for Students Completing the Community Service Requirement Prior to 12 <sup>th</sup> Grade .....	5
	Monitoring and Recording Procedures for Students Completing the Community Service Requirement During the 12 <sup>th</sup> Grade .....	6
●	Office of Information Technology (OIT) Support .....	7
●	Addenda	
	a. Project Proposal .....	9
	b. Project Summary Report .....	10
	c. Activity Log Form .....	11
	d. Student Guide to Community Service .....	12
	e. Curriculum Frameworks .....	18

(This page was left blank intentionally)

## Introduction to Community Service

Youth community service is currently enjoying a resurgence of interest among educators and policy makers nationwide. Through service to others, students improve their self-esteem, develop a sense of responsibility, and develop a sensitivity to the needs of others and the community as a whole. In an effort to foster the goals of community service, an increasing number of states and school districts are developing programs to encourage, and even require, students to take a more active role in their community. The State of Florida has enacted legislation which adds a 75 hour community service requirement to the qualifications for Florida Academic Scholars. The Superintendent's Diploma of Distinction also requires 75 hours of community service. The community service requirement has been incorporated into School Board rule (6Gx13-5B-1.04, Pupil Progression Plan).

During the 1992-93 school year, a committee was organized to consider whether community service should be a requirement for graduation from Dade County Public Schools. The committee was composed of representatives from social service and volunteer agencies, classroom teachers, parents, students, school-site administrators, and district administrators, as well as representatives from the United Teachers of Dade, the District Citizen's Advisory Committee, and the Dade County Council of Parent Teacher Associations.

The committee reviewed current literature on the status of community service nationwide. Issues and concerns related to community service were identified and discussed at length; e.g., liability, transportation, and consideration of individual student differences. The committee also heard reports from district staff as to the status of community service within the new Competency-Based Curriculum, especially in social studies. While the committee felt that community service is effectively addressed by the new curriculum, it was agreed that there should be a stand-alone graduation requirement to ensure that community service is translated into practice. **The committee recommended, and on May 26, 1993, the School Board received, the following regarding community service as a graduation requirement:**

- Establish community service as a stand-alone graduation requirement.
- Select the "project" model rather than the "required hours" model as the structure for implementing this graduation requirement.
- Develop guidelines for the project development and assessment through a committee of teachers, school-site and district social studies administrators.
- Implement this requirement beginning with the ninth grade class entering in 1993-94 (graduating class of 1996-1997).

As recommended, a subsequent ad hoc committee of teachers, school-site and district social studies administrators, representatives from the United Teachers of Dade, and representatives from social service and volunteer agencies met throughout the 1993-1994 school year to develop the procedures for implementing the community service requirement in Dade County Public Schools. **The procedures to be used by schools to guide students in planning and implementing their community service projects are set forth on the following pages.**

## Defining Community Service

Community service projects are well-planned, organized, and voluntary efforts designed to address a specific need in the community. Well-conceived projects provide students with the opportunity to plan and implement a project to which they feel personally committed. Below is a brief description of the three ways to categorize community service projects - school-site service, group community service, and individual community service. **Students may fulfill the community service graduation requirement using any one, or combination, of these three project models.**

### School-Site Service Projects

School-site service is a traditional form of community service currently performed by students. School-site service provides a meaningful way to complete the community service project requirement while also helping meet the needs of the school community. School-site projects also provide excellent opportunities for at-risk students and for students with special needs; e.g., students that must work to provide family income. School-site projects should promote an on-going commitment on the part of students to provide support and assistance to their school.

Examples of School-Site Projects include:

- Student plans, coordinates, and monitors a school-wide letter writing campaign in support of an issue of local importance.
- Student tutors other students in reading or math for a semester.
- Student serves as a Community Service aide to an appropriate teacher or counselor and assists with the efforts to implement and monitor community service experiences.

**If students choose to complete a school-site service project, the project must not be performed within the context of a regular school course in which they are receiving credit; e.g., performing in chorus, with the exception of the three semester courses in community service (see section titled “Meeting the Requirements for Graduation”).**

### Group Community Service Projects

Group service projects provide excellent opportunities for students to complete service requirements while also meeting the needs of an individual neighborhood or community. Group community service projects provide excellent service opportunities for organized student groups; e.g., service clubs, honor societies, athletic teams. (Membership in a service club or organization does not in itself meet an individual student’s community service responsibility.) Group projects should promote an on-going commitment on the part of students to provide support and assistance to the community.

Examples of Group Community Service Projects include:

- Students develop an “Adopt-A-Park” program that includes organizing and monitoring regular work details and beautification.
- Students work regularly at a senior citizens’ center assisting with cleaning, food service, and visitations.
- Students work regularly at a children’s home and assist with child care and school work; e.g., reading stories, helping with homework.

### Individual Community Service Projects

Individual community service projects allow a student to complete service requirements while addressing a community to need to which he/she is personally committed. Individual projects should promote an on-going commitment on the part of the student to provide support and assistance to his/her community.

Examples of Individual Community Service Projects include:

- Student hosts story hours for younger children at a community library or at nearby elementary school.
- Student reads to or records for the blind.
- Student serves as a volunteer at a museum or cultural center.

## **Community Service Within the Social Studies Curriculum**

In the Competency-Based Curriculum for social studies, six common components are reinforced at each grade level, K-12. One of these components, Civic Responsibility, includes objectives and competencies that support the concept of community service at both the elementary and secondary levels. At the elementary level, students are introduced to the value of volunteerism and the importance of cooperation at home, at school, and in the community. At the middle school level, students are given the opportunity through their interdisciplinary teams to experience group community service projects. At the senior high level, the emphasis is on students identifying, planning, and implementing a community service project. Specifically, the Competency-Based Curriculum for the required 12<sup>th</sup> grade course in American Government includes the following competency.

- III.A. After studying and discussing the importance of citizen involvement in community service, civic improvement, and political activity, the student will:
- a. Cite, through small group or class discussion, examples that illustrate how students can participate in community service activities to accomplish civic improvement.
  - b. Plan, implement, and report on a school and/or community service project to achieve

- civic improvement.
- c. Assess, through individual report, team, or small group discussion, the effectiveness of the civic improvement project after it has been completed.

### **Identifying Meaningful Community Service Projects**

To be meaningful, community service projects must address a real need or problem found within the school or community. Students must be given the opportunity to select a community service project that reflects both the needs of the community and their personal interests and skills. In addition, quality community service projects require an on-going commitment on the part of students. Hastily planned, short-term projects do little to foster the purpose of community service - to provide service to the community and personal growth opportunities for students.

The following criteria should be considered when a student selects a community service project:

- The project addresses a real community need or problem.
- The project provides the student with the opportunity to provide meaningful and vital community service.
- The project allows a student to gain a greater understanding of the community need or problem on which they are working.
- The project reflects the student's interests, talents, and abilities.
- The project provides the student with the opportunity to grow personally and academically.
- The project provides the opportunity for continuity of service and/or participation over a significant portion of the student's high school experience.

The organizations and agencies listed below typically welcome volunteers. This list should help students generate ideas for community service projects.

- |                                |                           |
|--------------------------------|---------------------------|
| ● Chambers of Commerce         | ● Hospitals               |
| ● Charities                    | ● Libraries               |
| ● City governments             | ● Museums                 |
| ● Civic organizations          | ● Parks                   |
| ● Convalescent homes           | ● Political organizations |
| ● County agencies              | ● Recreation centers      |
| ● Cultural centers             | ● Religious organizations |
| ● Day care centers             | ● Service organizations   |
| ● Elementary or middle schools | ● United Way agencies     |
| ● Hospices                     | ● Zoos                    |

## Meeting the Requirements for Graduation

To complete the community service graduation requirement for Miami-Dade County Public Schools, each student, beginning with the graduating class of 1996-1997, must complete a community service project. The project may be completed at any time during a student's high school years. **No prescribed number of service hours is required unless students are working toward the Florida Academic Scholars certificate or the Superintendent's Diploma of Distinction (a minimum of 75 hours of service are required for each.)**

In addition, students who complete the course requirements for any of the three courses listed below also meet the community service requirement for graduation.

- **Voluntary School/Community Service** (210433001 .5 credit; social studies elective)
  - **Voluntary Public Service** (050037001 .5 credit)
- (Note: **Community Service** [050036001 .5] is no longer available as an elective.)

### Monitoring and Recording the Completion of Community Service Projects

The primary responsibility for seeing that community service projects are completed and recorded rests with the individual students. However, 12<sup>th</sup> grade government and economics teachers, counselors, office staff, and school-site administrators are also involved in this process. The information that follows outlines the procedures to be used in monitoring and documenting the completion of students' community service projects.

### Required Student Forms

- To facilitate the monitoring and recording process, all students are required to complete the **Project Proposal**, **Project Summary Report**, and **Activity Log** forms (see Addenda A, B, and C). (Note: Only students working to meet the requirements for Florida Academic Scholars or the Superintendent's Diploma of Distinction need to complete the "Hours Completed" section of the Activity Log form.)

### Monitoring and Recording Procedures for Students Completing the Community Service Projects Prior to 12<sup>th</sup> Grade

- Ninth grade students housed in middle schools are encouraged to wait until the tenth grade before beginning their community service project.
- All students are required to complete the **Project Proposal** form prior to beginning the project. The Project Proposal should be reviewed and signed by the student's parent or guardian.

- The completed **Project Proposal** form should be submitted by the student to the appropriate counselor or the principal's designee for approval and signature. One copy of the form shall be retained by the counselor or principal's designee, and one copy shall be retained by the student.
- All students should record any service activities in which they are involved on the **Activity Log** as they work on the project.
- After the community service project has been completed, the student must complete the **Project Summary Report** and **Activity Log** and have each signed by a parent or guardian. (Only students working to meet the requirements for Florida Academic Scholars or the Superintendent's Diploma of Distinction need to complete the "Hours Completed" section of the Activity Log form.)
- The completed **Project Summary Report** and **Activity Log** should be turned in to the appropriate counselor or principal's designee who approves and signs them, and will then be responsible for entering the project as completed in the M-DCPS ISIS computer file.
- A copy of the **Project Summary Report** and **Activity Log** should be retained for the cumulative record and another copy should be retained by the student.
- **The final authority in matters related to a student's Project Proposal, Project Summary Report, or Activity Log rests with the school's principal.**

### **Monitoring and Recording Procedures for Students Completing the Community Service Requirement During the 12<sup>th</sup> Grade**

- Government and economics teachers must remind all seniors that have not yet completed the community service project to do so. Counselors, using computer generated tools produced by OIT, are also responsible for reminding students of the need to meet the requirement.
- All students are required to complete the **Project Proposal** form prior to beginning the project. The Project Proposal should be reviewed and signed by the student's parent or guardian.
- The completed **Project Proposal** form should be submitted by the student to his/her government or economics teacher for approval and signature. One copy of the form shall be retained by the teacher and one copy shall be retained by the student.
- All students should record any service activities in which they are involved on the **Activity Log** as they work on the project.

- After the community service project has been completed, the student must complete the **Project Summary Report** and **Activity Log** and have them signed by a parent or guardian. (Only students working to meet the requirements for Florida Academic Scholars or the Superintendent’s Diploma of Distinction need to complete the “Hours Completed” section of the Activity Log form.)
- A copy of the **Project Summary Report** and **Activity Log** should be retained by the teacher and another copy should be retained by the student.
- Beginning in 1996-1997, government and economics teachers will be responsible for bubbling the comment “Met the Community Service Requirement” on the comment section of the report card for students that have successfully completed their **Project Proposal**, **Project Summary Report** and **Activity Log**. The comment will be scanned into the M-DCPS ISIS computer file indicating the community service project has been completed. (NOTE: Only government and economics teachers will be authorized to bubble the community service comment. Schools wishing to enter student information into the ISIS file manually may do so using an ISIS update screen).
- Each year, a class by class list of students will be produced by OIT for each 12<sup>th</sup> grade government and economics teacher that will indicate whether students have or have not completed the community service requirement. The lists will be produced to coincide with each report card grading period. These class lists will help teachers monitor the completion of the community service requirements by individual students.
- Students that complete their community service projects after the report cards for the fourth grading period have been completed by the government and economics teachers are responsible for submitting their **Project Summary Report** and **Activity Log** to the appropriate counselor or the principal’s designee who will see that the necessary information is entered into the ISIS file. One copy of the **Project Summary Report** and **Activity Log** should be retained by the counselor or the principal’s designee and another copy should be retained by the student.
- **The final authority in matters related to a student’s Project Proposal, Project Summary Report, or Activity Log rests with the school’s principal.**

### **Office of Information Technology (OIT) Support**

The following support services are available from the Office of Information Technology.

- **ISIS Entries for Students That Complete the Community Service Requirements Prior to 12<sup>th</sup> Grade** - The registrar or data entry clerk enters the date the student completed the community service project into the ISIS file.

- **Mass Update Screen for Students That Complete the Community Service Requirements During 12<sup>th</sup> Grade** - Community service projects may be entered into the ISIS file as completed by manual entry on the update screen.
- **Community Service Tracking Report** - The Community Service Tracking Report lists all seniors enrolled at the school and indicates whether they have completed the community service requirement.
- **Community Service Class Lists for Government and Economics Classes** - This report indicates, by class and by teacher, whether a student has or has not completed the community service requirement.
- **Course Credit Analysis (CCA), Student History, and Counselor Summary Reports** - These reports include information regarding the completion of the community service requirement.
- **ISIS Field for Entry of Community Service Hours** - On the Miscellaneous screen, schools may enter the required 75 hours of community service needed for Florida Scholars or the Superintendent's Diploma of Distinction. (The total hours must be entered.) A mass entry screen for entering community service hours is also available.

# Community Service Project Proposal

Addendum A

Student's Name \_\_\_\_\_ I.D. # \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_ Title of Project \_\_\_\_\_

Project Starting Date \_\_\_\_\_

## Directions:

1. Complete the Proposal form in ink and sign it. Print clearly or type. Attach additional page(s), as needed.
2. Have the Proposal form signed by a parent or guardian.
3. Submit the Proposal for approval and signature. (Seniors submit the form for approval to their government or economics teacher. All other students submit the form to the appropriate counselor or the principal's designee.)

**Project Description** - What is your project? Be specific about what you will do.

**Need** - Why is this project needed? For whom will it be valuable?

**Final Results** - What do you hope to accomplish as result of your work?

I have reviewed my son/daughter's Community Service Project Proposal and understand that a community service project must be completed in order to meet the graduation requirements for Miami-Dade County Public Schools.

Parent/guardian's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

Signature of approving teacher, counselor, or principal's designee \_\_\_\_\_

# Project Summary Report

**Addendum B**

**Student's Name** \_\_\_\_\_ **I.D. #** \_\_\_\_\_

**School** \_\_\_\_\_

**Title of Project** \_\_\_\_\_

**Grade Level When Project Was Completed** \_\_\_\_\_ **Project Completion Date** \_\_\_\_\_

**Directions:**

1. Complete the Project Summary Report in ink and sign it. Print clearly or type.
2. Complete all parts of the required essay as outlined below on your own paper.
3. Attach the essay to the Project Summary Report form. (It is strongly suggested that a duplicated copy be made of the essay.)
4. Have the completed Summary Report reviewed and signed by a parent/guardian.
5. Submit the Summary Report and attached essay for final approval and signature. (Seniors submit the Summary Report for approval to their government or economics teacher. All other students submit the Summary Report to the appropriate counselor or the principal's designee.)

**Required Essay:** Summarize your community service experience in essay form. Address each of the following in your essay.

- A. Briefly describe your project and the main activities of your project. Describe changes you made from your original proposal.
- B. Briefly outline the steps you took to plan, implement, and complete the project. Indicate how much time you spent in completing all aspects of this project.
- C. Describe the problems that occurred during the project. Explain how these problems were handled.
- D. Describe the impact you believe your project had on the community or on the people who received your service.
- E. Describe what you learned about your community as you worked on your project. Describe what you learned about yourself and the importance of giving something back to others.

I have reviewed my son/daughter's Project Summary Report and understand that a community service project must be completed in order to meet the graduation requirements for Miami-Dade County Public Schools.

**Parent/guardian's signature** \_\_\_\_\_

**Student's signature** \_\_\_\_\_

**Signature of approving teacher, counselor, or principal's designee** \_\_\_\_\_

# Activity Log Form

## Addendum C

Student's Name \_\_\_\_\_ I.D. # \_\_\_\_\_

School \_\_\_\_\_

All students must use the Activity Log form to record their community service activities. \*\*Only students working to meet the requirements for the Florida Academic Scholars certificate or the Superintendent's Diploma of Distinction need to complete the "Hours Completed" section of the Activity Log Form. Use additional sheets, as needed.

Date	Community Service Activities	** Hours Completed

I have reviewed my son/daughter's Activity Log Form and understand that a community service project must be completed in order to meet the graduation requirements for Miami-Dade County Public Schools.

**\*\* Total Project Hours** \_\_\_\_\_

Parent/guardian's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

Signature of approving teacher, counselor, or principal's designee \_\_\_\_\_

# Student Guide to Community Service

## Addendum D

Revised 8/97

The purpose of this guide is to help you as you plan and implement your required community service project. If you have additional questions, see your counselor or the person in your school selected by the principal to coordinate community service activities. Seniors may also receive additional help from their government or economics teacher.

### What Is a Community Service Project?

**Community service projects are planned, organized, and voluntary efforts designed to address a problem or need in the community.** To be meaningful, community service projects must address a real need or problem found within the school or community. The community service project you choose to do should also reflect your personal interest and skills. In addition, worthwhile community service projects require an on-going commitment on your part.

### What Are the Community Service Graduation Requirements for Miami-Dade County Public Schools?

To complete the community service graduation requirement for Miami-Dade County Public Schools, you must complete a community service project between 9<sup>th</sup> and 12<sup>th</sup> grade. **No set number of service hours is required for the project unless you are working toward the Florida Academic Scholars' certificate or the Superintendent's Diploma of Distinction (A minimum of 75 hours of service is required for each.)** For further information about these programs, see your counselor.

You can also meet the community service requirements for graduation by successfully completing on of the following elective courses.

- **Voluntary School/Community Service** (.5 credit; social studies elective)
- **Voluntary Public Service** (.5 credit)

### What Types of Projects Meet the Requirement for Graduation?

You may do any of a variety of projects in order to meet the graduation requirement. You can spend time with senior citizens in convalescent homes, tutor elementary students, work in a homeless shelter - and more! You may complete your project at a school or in the community. You may work as an individual and/or you may work in a group. Below is a brief description of the types of projects that are acceptable.

## **School-Site Service Projects**

School-site service is an excellent way of meeting the requirement for community service while also helping meet the special needs of a school. If you choose to complete a school-site project, you should commit to providing on-going support and assistance to the school. **Additionally, if you work on a school-site service project, the project must no be completed as part of a regular school course in which you are receiving academic credit (with the exception of the elective courses in community service).**

Examples of School-Site Projects include:

- Student plans, coordinates, and monitors a school-wide letter writing campaign in support of an issue of local importance.
- Student tutors other students in reading or math for a semester.
- Student serves as a Community Service aide to an appropriate teacher or counselor and assists with the efforts to implement and monitor community service experiences.

## **Group Community Service Projects**

Group community service projects provide excellent opportunities for your to complete your community service requirement while also helping meet the special needs of an individual neighborhood or community. Group community service projects provide excellent service opportunities for organized student groups such as service clubs, honor societies, and athletic teams. Membership in a service club or organization does not in itself meet your community service responsibilities. However, you can work with others in the organization on community service projects in order to meet your responsibility.

Examples of Group Community Service Projects include:

- Students develop an “Adopt-A-Park” program that includes organizing and monitoring regular work details and beautification.
- Students work regularly at a senior citizens’ center assisting with feeding and visitations.
- Students work regularly at a children’s home and assist with child care or school work (e.g., reading stories or helping with homework).

## **Individual Community Service Projects**

Individual community service projects allow you to complete the service requirement while addressing a community need which interests you. When working on an individual project, you should be committed to providing on-going assistance to the community.

Examples of Individual Community Service Projects include:

- Student hosts story hours for younger children at a community library or at a nearby elementary school.
- Student reads to or records for the blind.
- Student serves as a volunteer at a museum or cultural center.

## **How Do I Select a Meaningful Community Service Project?**

You should think about the following questions before selecting a community service project:

- What need or problem exists in the community that interests you?
- What project can you develop in order to work on this need or problem?
- Will your project provide an important service?
- Does the project match your interests, talents, and abilities?
- Are there any special qualifications you need in order to work on the project?
- Will you be able to spend the necessary time on the project?
- What planning steps are needed before beginning the project?
- Who needs to be contacted before the project begins?

The organizations and agencies listed below typically welcome volunteers. This list should help you develop ideas for community service projects.

- |                                |                           |
|--------------------------------|---------------------------|
| • Chambers of Commerce         | • Hospitals               |
| • Charities                    | • Libraries               |
| • City governments             | • Museums                 |
| • Civic organizations          | • Parks                   |
| • Convalescent homes           | • Political organizations |
| • County agencies              | • Recreation centers      |
| • Cultural centers             | • Religious organizations |
| • Day care centers             | • Service organizations   |
| • Elementary or middle schools | • United Way agencies     |
| • Hospices                     | • Zoos                    |

**Additionally, you are strongly encouraged to involve your parents/guardians in the process of selecting your project. While this is your project, their support is also necessary.**

## How Do I Evaluate the Effectiveness of My Project? - The Community Service Journal

How can you determine if you are accomplishing the plans you outlined in you **Community Service Project Proposal**? How can you evaluate the effectiveness of your project? Feedback fro the people you are working with on you project can help you answer this question. Your own feelings, however, about what you have accomplished are also very important. To help you evaluate your progress toward meeting your project goals, it is suggested that you keep a journal of your progress. Journal entries could be made each time you work on your project, much like a diary, or they could be made periodically, much like a progress report. It is suggested that you attach the journal entries to your **Project Summary Report** to support what you say in your report.

Below are some questions you might consider for your journal. Feel free to add other questions.

What compliments or positive input have you received about your project?

What criticisms, if any, have you received?

Has the criticism caused you to change your project in any way? Describe the changes.

What do you feel is the main contribution you have made to the project?

Have you been able to spend the time needed to make the project a success?

What other assistance from students or the community is needed to improve the project?

How does volunteering make you feel? Why do you feel this way?

Overall, how do you feel the project is progressing?

## How Do I Receive Credit for the Community Service Project When It Is Completed?

You may complete the required community service project anytime between 9<sup>th</sup> and 12<sup>th</sup> grade; however, it is **strongly suggested** that you not wait until your senior year to begin work on this graduation requirement. (If you are a ninth grader at a middle school, you are encouraged to wait until tenth grade before beginning your project.) To receive credit for the project, follow the procedures outlined below.

### Required Student Forms

- You are required to complete the **Project Proposal, Project Summary Report, and Activity Log** to receive credit for the community service project.
- If you are also working to meet the requirements for Florida Academic Scholars or the Superintendent's Diploma of Distinction, you must complete the "Hours Completed" section of the **Activity Log** form. Each of these programs requires that a minimum of 75 hours of community service be completed.
- Copies of the three forms are available at your school.

### Receiving Credit for Projects Finished **Before** 12<sup>th</sup> Grade:

- You must complete the **Project Proposal** form before beginning your project.
- Turn in the completed **Project Proposal** form to the appropriate counselor or the principal's designee for approval and signature. One copy of the form shall be kept by the counselor or principal's designee and one copy shall be kept by you.
- After you have completed your community service project, you must complete the **Project Summary Report** and the **Activity Log** and have them signed by your parent or guardian. (If you are working toward the requirements for Florida Academic Scholars or the Superintendent's Diploma of Distinction, you must complete the "Hours Completed" section of the **Activity Log** form. Each of these programs requires that a minimum of 75 hours of community service be completed.)
- Turn in the completed **Project Summary Report** and the **Activity Log** to the appropriate counselor or principal's designee who will approve and sign them. A copy of the **Project Summary Report** and the **Activity Log** will be kept by the teacher and another copy should be kept by you.
- Your government or economics teacher is responsible for seeing that the project is entered into the school system's computer file as completed. This will be done by the teacher entering a comment on the report card.
- **The final authority in matters related to a student's Project Proposal, Project Summary Report, or Activity Log rests with the school's principal.**

(This page left intentionally blank)

**Florida Department of Education**  
**CURRICULUM FRAMEWORK - GRADES 9-12, ADULT**

**Subject Area:** Social Studies

**Course Number:** 2104330

**Course Title:** Voluntary School/Community Service

**Credit:**      .5     1.0

- A. Major concepts/content.** Students are engaged in activities which help them develop an appreciation for the concept of service to the school or community. In this issue approach, students are expected to examine topics, make informed judgements and apply problem-solving skills within a context of how they might best serve a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present.

The content should include, but not be limited to the following:

- identification of school or community issues and needs
- options for responding to identified needs
- development and implementation of a personal plan for providing school or community service

- B. Intended outcomes.** After successfully completing this course, the student will:

1. Describe the need for school or community service.
2. Evaluate the need for school or community service as it affects political, economic, or social environments.
3. Investigate the political, economic, or social issues related to school or community service options.
4. Assess the political, economic or social value of school or community service.
5. Evaluate the personal effectiveness of school or community service.
6. Demonstrate an understanding of the organizational structure of volunteer service programs.
7. Develop and deliver an oral, written or visual presentation of the school or community service project.
8. Provide documentation of at least 75 hours of school or community service.

- C. Special note.** None

**Florida Department of Education**  
**CURRICULUM FRAMEWORK - GRADES 9-12, ADULT**

**Subject Area:** Experiential Education

**Course Number:** 0500370

**Course Title:** Voluntary Public Service

**Credit:**       .5       1.0

- A. Major concepts/content.** The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.

The content should include, but not be limited to the following:

- identification of school community based needs
- organized response to identified needs
- development and implementation of a personal plan for involvement in school or community service

- B. Intended outcomes.** After successfully completing this course, the student will:

1. Identify needs for voluntary school community service.
2. Identify various volunteer school or community service options.
3. Provide documentation for at least 75 hours of service in an approved school or community service program.
4. Assess the value of school or community service in human and economic terms.
5. Evaluate the effectiveness of his or her personal contribution to school or community service program.
6. Demonstrate an understanding of the structure of several volunteer services programs.
7. Make an oral or written presentation of his or her school or community service experiences of knowledge

- C. Special note.** None

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

Revised 5/9/03