



SERVICE- LEARNING HANDBOOK

www.gcsnc.com

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WHY SERVICE-LEARNING?

WHY DISTRICTS, SCHOOLS, AND CLASSROOMS SHOULD PRACTICE SERVICE-LEARNING

- Service-Learning leads to engagement and effective instruction.
- Service-Learning helps academic improvement and higher order thinking skills.
- Service-Learning fosters the development of important personal and social skills.
- Service-Learning develops stronger ties to schools, communities and society.
- Service-Learning promotes exploration of various career pathways.
- Service-Learning is associated with positive school environments.
- Service-Learning is associated with more community support for schools.

Source: RMC Research Corporation. (2007). "Why districts, schools, and classrooms should practice service-learning." Scotts Valley, CA: National Service-Learning Clearinghouse. Retrieved from: http://servicelearning.org/instant_info/fact_sheets/k-12_facts/why/

Dear Friends,

It is the mission of GCS that every student receives a world-class education and leaves prepared to succeed in the college or career of their choice. One proven way of achieving that mission is through character development and service-learning.

Students involved in service-learning are far more likely to become civic minded and involved in their community years after they graduate. They also improve their social and personal skills, the "essential" or "soft skills" we hear so many employers say they look for in potential employees. We must engage students and give them opportunities to work alongside others. Service-learning, when done well, accomplishes this.

The district is implementing social emotional learning as a framework to support and build on the work being done through character development and service learning. Social emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. As we strengthen these skills throughout our classrooms and buildings, we expect to see a greater focus on serving others, as well as increased student achievement and improved behavior.

Our district is dedicated to transforming learning and life outcomes for all students, and service-learning is one important way we can help do that. Thank you for your participation, and I look forward to the great things you will do through this process.

In the interest of all children,

Sharon L. Contreras

Dr. Sharon L. Contreras,

Superintendent



Social Emotional Learning and Character Education Team

www.gcsnc.com

The Social Emotional Learning and Character Education Team supports the growth and implementation of social and emotional learning through current researched practices. Character Education and Service Learning are strong factors in the growth of social and emotional learning.

If you are a **community partner** and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact the GCS Social Emotional Learning and Character Education Department. We strive to support and foster relationships with community members while they help our students grow through service learning. You may register as a non-profit organization on x2VOL.com. We look forward to working with you.

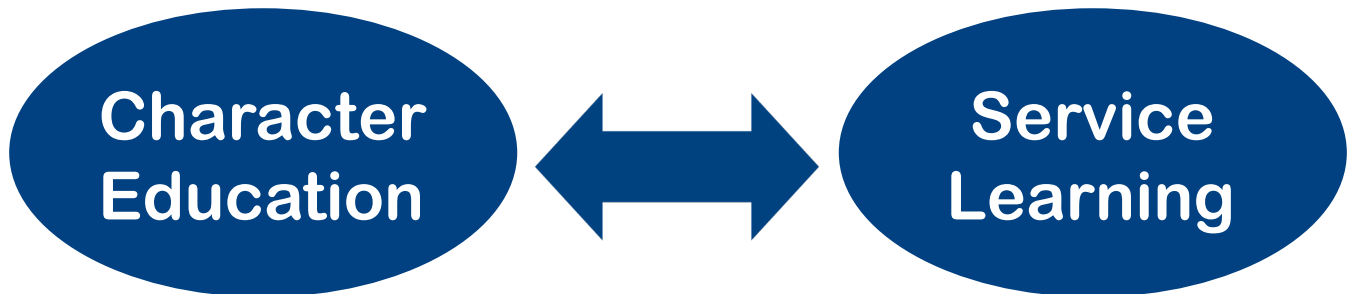
If you are a **student, parent, or school staff** and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact the Social Emotional Learning and Character Education Department.

Social Emotional Learning and Education Office

120 Franklin Blvd.
Greensboro, NC 27401
Phone: (336) 370-8397
Fax: (336) 370-2320
servicelearning@gcsnc.com



Character Education and Service Learning: An Overview



Guilford County Schools (GCS) has been one of only three districts in the country to earn the National District of Character recognition, which is part of the National Schools and Districts of Character Program, administered by the Character Education Partnership (CEP) in Washington, D.C. This was also the first time a school district in North Carolina has won this national award.

Guilford County Schools (GCS) understands the importance and the benefits of providing students with understanding and opportunities when it comes to Character Education and Service Learning. Character Education and Service Learning go together hand in hand and help students develop into successful community members.

What is Character Education?

The deliberate effort for people to understand, care about and act upon core ethical values. Responsibility, respect, kindness, courage, integrity, self-discipline, and perseverance are key traits that we build on throughout the school year to help students achieve in their character education.

What is Service-Learning?

A way of teaching and learning that connects positive and meaningful action in the community with academic learning, personal growth and civic responsibility. Service-Learning helps develop citizenship and good character while providing direct connections to the academic curriculum.



Examples of Service-Learning

Service-Learning is more than just simple volunteering. In the process of service to their school and/or community, students learn a lot about themselves and their responsibilities as a citizen while making connections with what they are learning in schools.

“To give real service you must add something which cannot be bought or measured with money, and that is sincerity and integrity.”

Dougals Adams

Service-Learning: EXAMPLE 1

1. Coordinating a community marathon is **service**.
2. Measuring body mass index is **learning**.
3. Calculating the average BMI of a school, setting up a website to gather statistics, then organizing a “Walk across North Carolina” to help reduce obesity is **service-learning**.

Service-Learning: EXAMPLE 2

1. Picking up trash on a riverbank is **service**.
2. Studying water samples under a microscope is **learning**.
3. Science students collecting and analyzing water samples, documenting their results, and presenting their findings to a local pollution control agency is **service-learning**.

* Adapted from National Youth Leadership Council (<http://www.nylc.org/>)

How Students Engage in Service-Learning

1. Students can participate in service-learning experiences through GCS classes/clubs. GCS staff should complete a Teacher Documentation Form found on x2vol.
2. Students can participate in service-learning experiences independently through non-profit community based service-learning projects. Students should complete the Service-Learning Approval Form found on x2vol.

Service-Learning **Diploma**

SERVICE-LEARNING DIPLOMA REQUIREMENTS

The Service-Learning Diploma is locally-developed, official recognition program designed to recognize high school students who are committed to serving their community. Students who complete a minimum of 250 hours of service-learning experience over the course of their high school years will receive this certification upon graduation.

- The program is designed to recognize students who dedicate a significant amount of time to service-learning in an effort to address challenges and solve problems in the community.
- All students who complete this program will be awarded a GCS Service-Learning Diploma. Additionally, at graduation, these students will be distinguished by wearing a Service-Learning cord.

It is **recommended** that students distribute these hours over the course of their four years of high school. This pacing will make their service more consequential and manageable with their other academic responsibilities.

Suggested schedule for acquiring 250 hours of Service-Learning Diploma.



Students entering GCS at any time after their 9th grade year will still be required to complete a minimum of 250 service hours to be eligible for the Service-Learning Diploma. Documented and verifiable Service Learning hours that meet the program criteria completed in school districts outside of Guilford County will count towards the Service-Learning Diploma and Service-Learning Exemplary Award.



Service-Learning Exemplary Award

SERVICE-LEARNING EXEMPLARY AWARD REQUIREMENTS

The Service-Learning Exemplary Award is an honor GCS high school students may receive upon graduation. This award recognizes students who have devoted a minimum of 100 hours of service-learning experience in their community throughout their high school years.

Graduates are required to complete 100 hours of service to receive the Service-Learning Exemplary Award

While there is no set number of hours to be earned in any school year, as a time management tool, we recommend the following schedule as a guide.

Suggested schedule to acquire the 100 hours of Service-Learning Exemplary Award.



FOR BOTH SERVICE-LEARNING DIPLOMA AND SERVICE-LEARNING EXEMPLARY AWARD:

Students may begin documenting hours beginning the first day of summer after the completion of their 8th grade year and may continue their work during the following years. Students may talk with their guidance counselors or contact the Social Emotional Learning and Character Education Office with any questions.



HIGH SCHOOL SERVICE-LEARNING PROGRAM

IMPORTANT DATES AND INFORMATION

The vision of the Social Emotional Learning and Character Education team is for Guilford County Schools' students to lead and learn with strong character. One of the Strategic Plan's goals is to provide our students with the tools and motivation necessary to positively impact our world. Thus, at Guilford County Schools, we offer the following awards to students who answer this challenge:

1. Service-Learning Diploma
2. Service-Learning Exemplary Award

Submit all Teacher Documentation Forms for all service-learning projects completed during the school year for freshmen, sophomore or junior classes *no later than the last day of school on x2VOL.*

END OF 1ST SEMESTER

All students submit Service-Learning Approval Forms for all previous summer hours to their school supervisor or through x2VOL

Graduating Seniors

1st Friday in October – Submit Graduating Senior Application

3rd Wednesday in March – **FINAL** submission for all Service-Learning Approval Forms

1st Wednesday after Spring Break – **FINAL** submission for all service-learning hours and Teacher Documentation Forms for seniors into x2VOL.

Freshmen, Sophomores, Juniors

As you continue to engage in service-learning, please submit all service-learning approval forms to your counselor and enter your hours into x2VOL.

STUDENT SERVICE-LEARNING APPEAL PROCESS

All parent and/or student concerns regarding deadlines and other issues other than the rejection of Service-Learning Approval Forms must be submitted in writing to the Service-Learning Teacher Leader at your school. This form and additional documentation will be reviewed by school personnel and GCS district staff if needed. This document can be found on page 19 within this handbook and online.



GCS STAFF: USING SERVICE-LEARNING AS A TEACHING STRATEGY IN CLASSROOMS AND CLUBS

If you are a teacher or club sponsor for Service-Learning activities, here is what you need to do:

1. Plan a quality Service-Learning experience that:

Connects to National Youth Leadership Council's (www.nylc.org) K-12 Service-Learning Standards for Quality Practice listed below:

* Meaningful Service	* Link to Curriculum
* Diversity	* Reflection
* Youth Voice	* Partnerships
* Progress Monitoring	* Duration and Intensity

2. Facilitate your students' participation in a quality service-learning experience through Investigation, Preparation & Planning, Action, Reflection, and Demonstration (IPARD).

Allows students to participate in the following five components of quality service-learning:

- ✓ **Investigation:** Identify a need or area of interest in their school or community
- ✓ **Preparation and Planning:** Engage in planning, implementation, and evaluation processes
- ✓ **Action:** Begin the act of service
- ✓ **Reflection:** Reflect on the experience before, during, and after
- ✓ **Demonstration:** Share their experience with family, friends, school and/or community

3. Register the Service-Learning experience by:

Completing and submitting the Service-Learning Teacher Documentation Form via email to the Service-Learning Teacher Leader contact at your school before engaging youth in a service-learning experience.

Students can earn hours for time spent in preparing and planning as well as time in service.

You should receive an email from the Service Learning Teacher Lead verifying that your documents have been received and approved.

Once the Teacher Documentation Form is approved, create an Opportunity on x2VOL within your school's community. This will allow students to track hours.

GCS SERVICE-LEARNING TEACHER DOCUMENTATION FORM (TDF)

Youth voice and choice drives the service-learning experience. Turn in to your Service-Learning School representative.

SCHOOL: _____

DURATION OF SERVICE-LEARNING EXPERIENCE:

WEEK MONTH SEMESTER YEAR

TEACHER(S)/CLASS/CLUB: _____

GRADE LEVEL: _____

NO. OF STUDENTS: _____

1. Themes that apply to service-learning. (Check all that apply):

- Animals Education Environment Immigration Safety
 Community Renewal Elders Health and Nutrition Poverty Other _____

2. What is the overall purpose for this service-learning experience?

3. What books were integrated into this service-learning experience?

GUIDING PRACTICES FOR SERVICE-LEARNING

LINKS TO CURRICULUM: Which curriculum standards/knowledge and skills will be advanced through this service-learning experience?

CHARACTER EDUCATION: Which intrinsic character traits are highlighted in this service-learning experience? (Kindness, Respect, Integrity, etc.)

MEANINGFUL SERVICE: How can this service be personally significant to the youth and community?

RECIPROCAL PARTNERSHIPS: How do students gain career opportunities, communication skills, and understand the vantage points of others in a way that benefits everyone?

RESPECT FOR DIVERSITY: What opportunities are available for youth to experience and explore different backgrounds and replace stereotypes/biases with accurate information and honor the community?

MONITOR PROGRESS: How do students observe and measure change over time?

I.P.A.R.D.

INVESTIGATION: Do students substantiate a need using media, interviews, surveys and observations?

PREPARATION/PLANNING: How did students deepen understanding and use their knowledge and skills to prepare for action?

ACTION: Will students engage and/or research services as they make local and global connections?

REFLECTION: How do students express their thoughts and feelings using diverse approaches and modalities?

DEMONSTRATION: How do students share what they learned, how they learned and what they accomplished with an appropriate audience?

21st Century Learning Skills youth will develop through this experience (check all that apply):

- Accountability Creativity/Innovation Initiative Writing
 Asking Questions Critical Thinking/Problem Solving Leadership
 Communication/Collaboration Flexibility/Adaptability Social/Cross Cultural Skills

Submission Date: _____

SERVICE-LEARNING

ADDRESSING COMMUNITY NEEDS

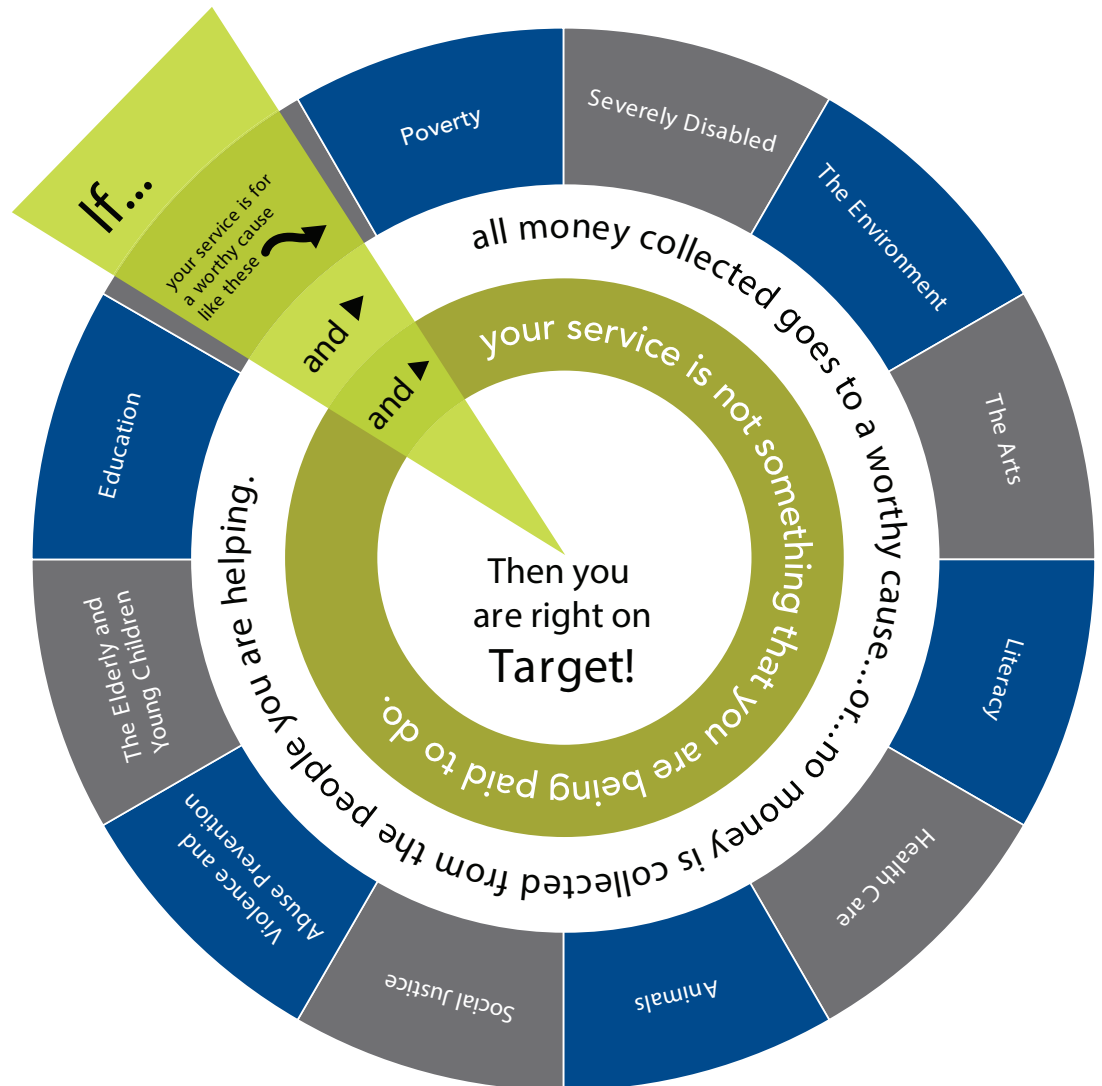
WHAT QUALIFIES?

Let's Get Started!

Students engaged in a service-learning experience should refer to the wheel below before submitting a Service-Learning Approval or Teacher Documentation form.

What real world need do you care about? Make sure your hours make a difference. Please refer to the wheel below to discover what possible community needs you can address through service-learning.

Remember it's about the **service** and the **learning**.



Source: Long Beach Unified School District Student Service Learning Manual

Earning Service-Learning Hours:

WHAT QUALIFIES?

BEGIN YOUR INVESTIGATION WITH COMMUNITY NEEDS AND ISSUES (GO TO PAGE 9). For more information on what is and what is not service learning please check the GCS website.

	DOES NOT EARN SERVICE HOURS
Profit/Non-Profit	<p>For-Profit businesses/agencies are in business to make money. <i>(If you are not sure, ask the agency if it is a non-profit!)</i></p> <p>Activities at For-Profit agencies.</p> <p><i>(*An exception to this would be if a company sponsors an event to help others i.e. Avon sponsors a Walk-A-Thon where all proceeds go to help cure breast cancer.)</i></p>
Religious and Faith Based Organizations	<ul style="list-style-type: none"> - Recruitment/membership building - Teaching about an organization <i>(The goal is for you to perform charitable and service-learning work, not just talk about it!)</i> - Vacation Bible School - Rehearsals (choir, church, plays, etc.) - Participating in a religious activity - Assisting in the nursery during worship/religious teaching
Childcare and Elder-care Services	<ul style="list-style-type: none"> - Babysitting for family, friends or neighbors - Babysitting, coaching, mentoring, and tutoring at For-Profit agencies - Elder care services at for-profit agencies
School Clubs	<ul style="list-style-type: none"> - Activities that benefit only you - Activities that benefit only the club - Regular club meetings - Fundraising for the club treasury, uniforms, field trips, etc. - Recruitment/membership building - Helping with club meetings
Sports, Performing Arts and ROTC	<ul style="list-style-type: none"> - Camps or classes that charge tuition - For-profit camp or business - Ticket profit goes to club - Color Guard - Parades
Court Mandated Service	<p>Court mandated hours do not count towards service-learning hours.</p>
Politics	<ul style="list-style-type: none"> - Protests/strikes/rallies - Work for political candidates or parties or special interests
Animals	<p>For-profit pet stores</p>

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual

SERVICE-LEARNING EXPECTATIONS

EXPECTATIONS OF PARENTS

1. Help your child select an agency/organization/club that will provide him/her an opportunity to positively impact his/her community through service.
2. Sign the Service-Learning Approval Form and, if necessary, assist your child in obtaining a signature from the agency/organization/club.
3. As your child participates in the service, discuss with him/her what he/she is doing; how it is connected with what he/she is learning in school and how it is helping to make positive changes in the community.
4. Parents are unable to verify their own student's hours. If the parent is the advisor of an organization, then an assistant to the program is responsible for verifying the student's service-learning hours.

“No act of kindness,
no matter how
small, is ever
wasted.”

Aesop

EXPECTATIONS OF SERVICE-LEARNING PROVIDERS

1. Give the student an opportunity to participate in the planning of his/her service-learning experience.
2. Provide a safe and engaging experience.
3. Report any major issues or incidents of inappropriate behavior to the Social Emotional Learning and Character Education Office.
4. Accurately record the number of hours the student engages in the service in order to verify student hours.
5. Help the student reflect on the impact of his/her service before, during and after the service-learning experience (see pages 16-17 for more information about Reflection).
6. Advocate for other organizations to engage students in service-learning experiences.
7. Contact servicelearning@gcsnc.com for an orientation on how to use x2VOL and additional information.



SERVICE-LEARNING STUDENT PROCESS EXPERIENCE

In quality Service-Learning experiences, students participate in the following five components: *This process will help students create their community based service-learning project and complete the Service-Learning Approval Form that is submitted on x2VOL.*

Investigation

- Identify a need or area of interest in your school or community (consult the wheel on page 9 of this handbook to stay on track).
- Discuss what you would like to do with your parents and get approval.
- Contact a Service-Learning Provider (this could be a community agency, an organization, a club or a teacher advisor) who currently addresses the need or area of interest you have identified to gather additional information.

Preparation and Planning

- Work with your selected Service-Learning Provider to identify specific duties that would be expected of you.
- Complete the Service-Learning Approval Form located at www.gcsnc.com and get the 3 required signatures from your parents, your Service-Learning Provider and yourself.
- Turn in the form to your school's counseling office or your school's designated Service-Learning contact person.
- **Always** keep a copy of your documents for your own records.
- Receive an approval of your project from the Character Development Office within two weeks of submitting your Service-Learning Approval Form.

Action

- Begin the change in your school and community.
- Continue your reflections throughout your time of service.
- Get started in x2VOL to track your hours (instructions on page 20-21).

Reflection

- Document your reflections before, during and after the service.
- Choose unique ways to reflect throughout the service. (Example(s): Create a mural/scrapbook, make a video, write a poem, keep a journal or complete the Service-Learning Reflection form.)
- Discuss your reflection activity with the Service-Learning Provider at the end of your service.

Demonstration

- Share your experience with your family, friends, school, house of worship, community or elected officials.



SERVICE-LEARNING **APPROVAL FORM**

Read these instructions carefully. Complete online at x2VOL.com. Print one form for your records. Next, have your parents/guardian and the Service-Learning Provider read and approve the form. *Students should allow 2 weeks for review and approval.* If you are submitting this during the summer months, please submit online to x2VOL.com and check in with the Service-Learning leader at your school.

PART A – STUDENT INFORMATION

NAME: _____ PHONE: _____

SCHOOL: _____ GRADE LEVEL: _____ PROJECTED GRADUATION YEAR: _____

STUDENT'S EMAIL: _____ STUDENT ID#: _____ DATE: _____

RE-TYPE STUDENT EMAIL: _____ DATE: _____

Investigation: How are your interest, skills, and talents being applied to this service-learning experience?

Planning/Preparation: What prior knowledge and skills prepared you for this service-learning experience?

Action: What activities will you complete in order to address this need?

Reflection: Using the reflections suggestions listed in the Service-Learning Handbook, how will you articulate and demonstrate your understanding of this service-learning experience?

Demonstration: How will you share what you learned and accomplished with an appropriate audience?

Student pledge: "I agree to fulfill the duties and the time commitments recorded below in a manner that demonstrates my good character. I will provide adequate notice if I am ever unable to keep my commitments. I further agree to abide by all rules and procedures where I am serving."

STUDENT'S SIGNATURE: _____ DATE: _____

PART B – SERVICE-LEARNING PROVIDER INFORMATION

NAME OF AGENCY/ORGANIZATION: _____

ADDRESS: _____

CITY, STATE, ZIP CODE: _____

CONTACT PERSON(S): _____

TITLE/POSITION: _____

PHONE # (S): _____

EMAIL ADDRESS(S): _____

Check which best describes your agency/organization: Non-profit For-profit School Government Other

Brief description of job(s) to be performed by the student:

Organization agrees to abide by the rules, processes and procedures of the GCS Service-Learning Program (GCS S-L Provider Expectations on page 11 or view website at www.gcsnc.com/servicelearning)

Certificate of Insurance on file:

SIGNATURE OF CONTACT PERSON: _____ DATE: _____

PART C – PARENT /GUARDIAN PERMISSION

I give my permission for _____ to provide service for the agency/class/club project and time indicated on this form. I understand that she/he will be offering meaningful service to our community and that no compensation is offered for this service. Guilford County Schools only approves the service-learning experience as an acceptable service to earn hours through the Service-Learning Diploma and Awards Program. I understand that it is my responsibility as parents/guardians to approve the agency with whom my child chooses to conduct service.

PARENT NAME: _____ PHONE NUMBER: _____

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

HIGH QUALITY STUDENT REFLECTIONS

High quality reflection activities can be completed before, during and after service-learning experiences. Engaging in reflection allows young people to activate critical thinking skills to address community needs. We have included a number of activities that can be used based on the learning style and interest of the young person.

Linguistic

Write an article for the school newspaper with guidelines for future volunteers/service-learning participants

Create a podcast or public service announcement

Logical/ Mathematical

Create a timeline or flowchart for service-learning program

Design an opinion poll or survey to learn about other participants' perceptions of project; graph or chart results

Body/Kinesthetic

Do an art or craft project involving hands such as sculpting

Make a videotape

Spatial

Make cartoons, collages, photos, drawings or paintings of the issue.

Make a model or mobile representing the experience

Musical

Find a song that conveys some aspect of your experience

Create a jingle about the issue

Interpersonal

Interview community partners and beneficiaries of services

Train other students who will participate in the project

Intrapersonal

Create a scrapbook or memory box of your experience

Make a self-assessment of the project

Naturalist

Brainstorm and then categorize ideas for next steps in service-learning projects

Investigate a problem related to the project

SERVICE-LEARNING REFLECTION FORM

INSTRUCTIONS: The Reflection Form should be completed by the student. Reflection happens before, during and after a student's service experience to encourage students to evaluate personal, social and civic issues related to their world and its connections to public policy and civic life. **Please submit your reflection documentation to on x2VOL when you are completing your hours.**

NAME:

DATE:

SCHOOL:

STUDENT ID#:

SERVICE-LEARNING EXPERIENCE:

1. How did this experience help you to better understand your responsibilities and roles as a citizen?

2. What skills and knowledge did you acquire through this experience?

3. How did your service impact your school or community? How do you know?

4. How did this experience help you better understand ideas or subjects you have been studying?

5. Give an example of how "Be the Change" changed you. Comment on at least two character traits you have further developed during this experience.

6. How will you use what you learned in other situations?

As the Service-Learning Provider, I verify that I have engaged this student in meaningful reflection.

GRADUATING SENIORS' **APPLICATION**

FOR THE GCS HIGH SCHOOL SERVICE-LEARNING EXEMPLARY AWARD & DIPLOMA PROGRAM APPLICATION

“Life’s most persistent and urgent question is: What are you doing for others?”
– Dr. Martin Luther King, Jr.

Graduating seniors who have completed and documented the required number of service-learning hours are eligible to receive the **Guilford County Schools’ High School Service-Learning Exemplary Award or Diploma.**

Please check that you have completed the following steps:

Have hours entered into x2VOL

I plan to earn the (**check only one box**):

Service-Learning Diploma (must complete 250 hours)

Service-Learning Exemplary Award (must complete 100 hours)

Student’s Printed Name*: _____

**This is the name that will appear on your award or diploma, please print clearly.*

Email Address: _____

School Name: _____

If you are enrolled in classes at more than one high school and tracking service-learning hours at both schools, please list the additional school:

“By signing below, I am certifying that I have ethically completed all documents and met the criteria specified in the GCS Service-Learning Handbook. I have reviewed my Service-Learning Reflection Form that demonstrates my understanding of how these experiences connect with academic learning and character building.”

Student Signature: _____ Date: _____

If you have any questions please contact the supervisor of Service-Learning at your school.

STUDENT SERVICE-LEARNING DEADLINE APPEAL

DATE OF SUBMISSION: _____

All parent and/or student concerns regarding deadlines and other issues other than the rejection of Service-Learning Approval Forms must be submitted in writing to school personnel. This form and additional documentation will be reviewed by school personnel and GCS district staff if needed.

STUDENT INFORMATION

STUDENT NAME: _____

STUDENT EMAIL: _____

SCHOOL: _____ **GRADUATION YEAR:** _____

PHONE NUMBER: _____ **ADDITIONAL PHONE NUMBER:** _____

PARENT NAME: _____

Please state the reason for your appeal submission

Please list below and attach any accompanying documents that support this appeal.

1 _____

2 _____

3 _____

FOR OFFICE USE ONLY

Service-Learning Teacher Leader Signature: _____

Service-Learning Teacher Leader Notes:

Principal Signature: _____

Principal Notes:

REGISTERING TO X2VOL FOR GCS STUDENTS



1. Go to www.x2VOL.com and click JOIN.
2. Type in your School Name and click Search.
3. Type in your Last Name and the Email you used in Noble Hour. If you didn't use Noble Hour, just enter your email. If you had more than one email in Noble Hour, enter one of them.



4. Your First Name should appear in the first field on the next page.
5. TYPE IN YOUR STUDENT ID in the third field next to your last name. (if there is an email there, remove it and add your Student ID)
6. Enter your address and a phone number in the Home Phone field.
7. See your email populated and click proceed.
8. Set your interests and skills and click proceed.
9. Set your password, select your group and check the required boxes to complete your registration.
10. Log in and view your Dashboard.

IMPORTANT NOTE: if you have switched schools in the past in GCS, please contact support@intellivol.com with your first and last name and the GCS schools you've attended. We will have to confirm your school is accurate in our system before you can register.

If you have ANY issues registering, please contact support@intellivol.com or [866-906-6400](tel:866-906-6400) and we will be glad to assist you!

LOGGING HOURS IN X2VOL



1. Log in to x2VOL and view your Dashboard.
2. Click the green button, [Add Hours].
3. You will be on your Activity Log page.
 - a. If you signed up for an opportunity in x2VOL prior to the event happening, you will see it listed in the bottom section, Community and School Opportunities. Click the [Add Hours] button to log your hours.
 - b. If you did not sign up for the opportunity in x2VOL, you can log your hours as a Personal Project. Click the blue, [Create New] button in the top section titled Personal Projects.



My Hours were denied, what do I do?

If your Service-Learning Program Coach denies your hours for any reason, you will receive an email notifying you the hours have been denied. If they added a comment, you will see that as well.

Editing your entries in x2VOL...

You can edit your project entry by going to your Activity Log page and clicking the [Edit] button next to the entry you wish to edit. You only can edit opportunities that have not been approved by the school yet.

HELP! How to use x2VOL additional videos and instructions:

<https://myintellivol.desk.com/>

4. Every time you log hours, there will be fields to fill out: Activity Name, Project Description, Hours amount, date etc. You can add an attachment if needed.
5. **Recurring Project:** if this project is something you do on a regular basis, make sure you check the box, [Make this a Recurring Project]. It will save to your Activity Log and allow you to just add the hours and dates in the future, instead of logging the entire activity from scratch each time.
6. **Multiple Dates:** if you've done a project over the span of multiple dates, you should enter the last date you volunteered and then explain the details of all the dates you served in the description box.
7. **Goals:** please select the proper goals for this project to count towards. You may only have one option to select with all of your goals which allow double-dipping.
8. **Honor Code:** you must check the honor code before submitting your hours. You are claiming that the information you submitted is accurate and true.

DID YOU KNOW...?

...Service-Learning helps students to be more connected to their school and community?

...People who serve as adults are happier, healthier and more satisfied with their lives?

Some things to think about as you participate in service-learning:

You will represent your family and school.

Do it with integrity by presenting yourself in appropriate attire and being well-groomed.

Use appropriate language with children, the elderly, animals, etc.

Listen respectfully and follow all directions.

These are important social skills in future careers and in life.

Honor all time commitments you make.

This is a life skill you will need in any career you choose.

Be prepared with whatever materials you need.

(Notebook, pencil, sweater, gloves, your Service-Learning Log, etc.)

Ask questions or clarify tasks when you are unclear of what is expected of you.

Show character and honesty in all service-learning situations.

Keep an accurate Service-Learning Student Log.

Without a confirmation, you won't get credit for your hours of service.

Some of your teachers may offer service-learning hours related to their course.

Remind them to register the service-learning experience with the number of hours each student has completed per each service-learning experience. (And be sure you keep a log of your hours of service.)

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual

