SERVICE-LEARNING HANDBOOK
FOR K-12 SCHOOLS

BSU SERVICE LEARNING ROLES AND RESPONSIBILITIES

1. THE K-12 SCHOOL PARTNER will:
   - Designate a K-12 teacher to serve as the liaison with BSU-Service-Learning Program, the faculty, and the Service-Learning students (Service-Learners)
   - Follow the recommended BSU-SL K-12 checklist, including:
     - Orient Service-Learners to K-12 rules, policies, procedures, methods and operations, community issue, and population served.
     - Sign student agreements and log sheets, which include an opportunity to evaluate the experience
     - Check-in formally with the BSU Faculty Partner at regular intervals
   - Notify the faculty partner immediately about any dissatisfaction or misconduct

2. BSU-SERVICE-LEARNING STAFF will:
   - Recruit, support, and facilitate faculty, Service-Learner, and K-12 Service-Learning partnerships
   - Find, screen, and orient K-12 institutions whose needs match class learning objectives
   - Provide contracts and forms to clarify responsibilities and increase accountability
   - Support and troubleshoot with Service-Learners, K-12 Schools, and faculty
   - Facilitate the evaluation of the Service-Learning experience for Service-Learners, agencies, and faculty
   - Maintain regular contact with K-12 partners, faculty, and Service-Learners (at beginning, middle, and end of semester).
   - Email upcoming opportunities and information

3. BSU FACULTY PARTNER will:
   - Set learning objectives for the service experience that relate to course objectives
   - Identify community issues or service that relates to the class
   - Contact screened K-12 partners to clarify course goals and service expectations
   - Adapt syllabus, class assignments, lecture examples, and class discussion to include links between course theory and service experience. Structure and schedule reflection assignments or activities
   - Discuss the Service-Learning expectations and requirements, K-12 orientation dates, deadlines for starting service, and evaluation guidelines with Service-Learners.
   - Use written agreements, time logs, evaluation instruments (recommended by the BSU-SLP)
   - Maintain regular contact with K-12 partners (recommended: beginning, middle, and end of semester)
   - Evaluate student Service-Learners’ experience (SL staff can assist)

4. BSU STUDENT/SERVICE-LEARNERS will:
   - Maintain personal health insurance or BSU student health insurance, along with liability insurance if a personal vehicle is used
   - Start service by the fifth week of the semester, or as specified in the course syllabus
   - Respect rules, regulations, and confidentiality standards of K-12 partner
   - Participate in reflection activities and assignments
   - Complete required amount of service hours and/or service project
   - Evaluate SL experience with the K-12 partner

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Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussion students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline and enhance their sense of civic responsibility.

-- Adapted from National and Community Service Trust Act
STEPS TO MEANINGFUL SERVICE-LEARNING

The following document is a guide for K-12 partners to use when working with Boise State University students for the purpose of Service Learning. The material should be used as a tool to further create a successful partnership. Feel free to adapt the steps to best fit the needs of your students and their Service-Learning experience.

Preparation

- Contact Service-Learning (SL) staff to discuss partnership details, expectations, coordination, and agreements. 426-1004 or servicelearning@boisestate.edu
- Design a thorough position description for the students, and post it online.
- Discuss the Service-Learning partnership with your faculty partner. Schedule dates for orientation and service, including dates, times, and location.
- Review Risk Management & Insurance guidelines on the SL website.

Action

- Orient your BSU faculty partner to the K-12 setting your students, the community need, and the service project
- Work closely with BSU faculty partner to design academic and service student groups.
- Prepare K-12 students for the SL experience by explaining the desired academic and service learning outcomes
- Sign student service log sheet regularly. Students will bring it; it can also be downloaded from the SL website.

Reflection

- Check-in with students throughout the SL experience to help them process their experiences. You might find their responses very interesting.
  Examples:
  - “Do you feel like you are making a difference? How?”
  - “Has this experienced changed the way you view [veterans, homeless issues, etc.]?”
  - “How does this relate to your coursework?”
  - “How is this experience affecting you?”

Evaluation

- Evaluate BSU students online (Log-in, click “Roster/Evaluation”).
- Solicit feedback from service-learners and K-12 students.
- Critically evaluate the endeavor. Did the service meet a critical need? Did participants learn from the experience/value it? Did your school/students benefit? Were academic and service learning goals met?
- Consider what you might do differently next time. Contact the SL staff and faculty partner to suggest how they can be more helpful to you and your agency.

Celebration

- Recognize everyone’s efforts that helped the students learn. This is also a wonderful opportunity to invite BSU students to continue working with your classroom
INTRODUCTORY MEETING FOR K-12 PARTNER WITH BSU SERVICE LEARNING STUDENTS

This information is for K-12 personnel to discuss with BSU Service-Learning students during their initial visit.

DISCUSSION ITEMS:

- **K-12 Background:**
  - K-12 school mission statement with regards to service and civic learning
  - Service project goals and objectives
  - Academic goals and objectives for both K-12 and BSU students
  - K-12 student population, including demographics, academic and social interests of the students
  - Community issues as they relate to the service project and the K-12 students involved. Explain why there is a need for service and why there is a need for assistance from BSU students.
  - Layout of the K-12 classroom and school

- **BSU Student Roles and Expectations:**
  - Discuss visitor check-in policies for BSU students at the K-12 school site. For example, do student sign-in at the front office and secure a name badge?
  - Discuss where the BSU students should park.
  - Discuss who will be responsible for the BSU students once they are in the K-12 building. Who will be monitoring their work with the K-12 students?
  - Discuss whether or not BSU students will need to keep a record of their service hours at the K-12 site. Who will keep track of the timesheets?
  - Discuss in detail, the BSU students’ tasks as they relate to the service-learning project. Communicate this verbally as well as in writing for the BSU students. Also include BSU academic and service learning goals and how they will be accomplished during the service learning project.
  - Discuss dress policy
  - Discuss importance of being on time
  - Discuss appropriate language and behaviors while in and around a K-12 school site

- **Review Project Details:**
  - Finalize meeting days and times
  - Clearly communicate the specific tasks of the BSU students (what should the BSU students be doing the entire time they are at the K-12 school site)
  - Discuss how the BSU students will be evaluated. Who will evaluate them? Will this be a grade or part of a grade? Will there be required written assignments?
  - When BSU students finish their service with the K-12 students will there be reflection? Who is in charge of the reflection? What is the purpose of the reflection?