

DOCUMENT RESUME

ED 118 770

CE 006 280

AUTHOR Larson, C. G.; And Others
 TITLE School/Community Service Program Management System.
 Career Development Programs.
 INSTITUTION San Mateo Union High School District, Calif.
 REPORT NO VT-102-459
 PUB DATE Jan 74
 NOTE 34p.; For related documents, see CE 006 278-279

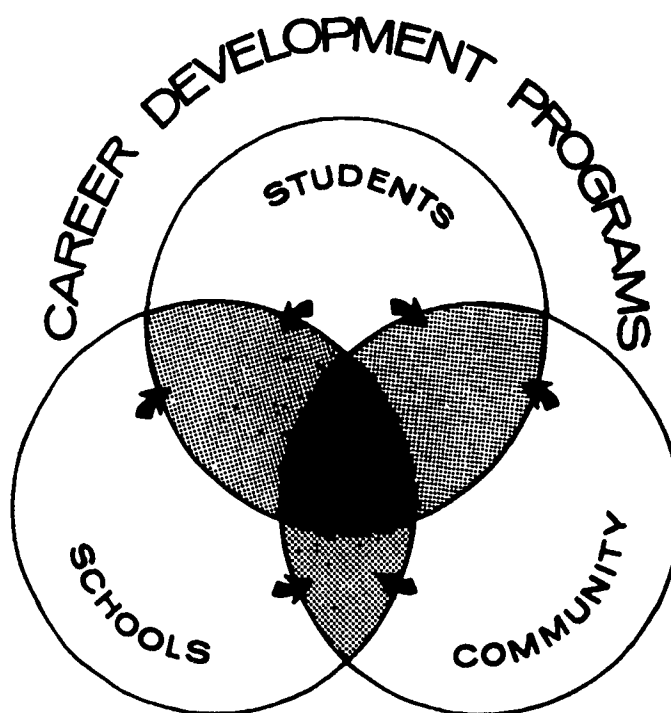
EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage
 DESCRIPTORS Behavioral Objectives; Career Education; Career
 Exploration; *Community Service Programs; *Curriculum
 Guides; *Management Systems; Program Evaluation;
 *School Community Programs; Secondary Education;
 *Student Volunteers; Vocational Development

ABSTRACT

School/community service is a student volunteer program that is part of the career development programs of the San Mateo Union High School District. The purpose of the program is to assist students wishing to volunteer their services to schools and approved community agencies under adult guidance and supervision. The document presents the school/community service program management system designed to assist the local school teacher/coordinator in the organization and management of the program. It includes measureable objectives which detail the responsibilities of the teacher/coordinator and the students. The program uses a method of instruction that involves cooperative efforts of schools and volunteer community agencies. Students enrolled in this program may volunteer their services as: community aides, instructional aides, or school service aides. (Author/NJ)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

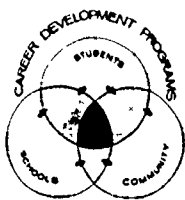
SCHOOL/COMMUNITY SERVICE PROGRAM



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

**SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA**



SCHOOL/COMMUNITY SERVICE PROGRAM
MANAGEMENT SYSTEM

San Mateo Union High School District
San Mateo, California
January, 1974

VT 102451

Individuals who contributed their time and effort toward developing the School/Community Service Program Management System are indicated below:

Aragon High School

Mr. Warren Edwards, Counselor
Mr. Peter Lawrence, Teacher/Coordinator

Burlingame High School

Dr. Richard Williams, Principal
Mrs. Elizabeth Winters, Teacher/Coordinator

Capuchino High School

Mr. Donald Russo, Teacher/Coordinator

Crestmoor High School

Mr. John Ward, Teacher/Coordinator

Hillsdale High School

Mr. Philip Dwyer, Assistant Principal-Guidance
Mr. Keith Hansen, Teacher/Coordinator

Mills High School

Mrs. Genevieve Banachowski, Teacher/Coordinator
Mr. Ronald Latin, Teacher/Coordinator
Mr. Dwight Moser, Principal

Peninsula High School

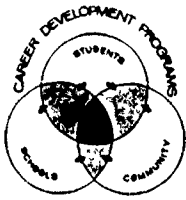
Mr. Paul Baldwin, Principal

San Mateo High School

Mr. Andrew Bartson, Teacher/Coordinator

District

Mr. Elwyn Gregory, Coordinator, School/Community Service
Dr. Curtis Larson, Evaluator, Career Development Programs
Mr. Charles Mink, Director, Program Planning and Development
Dr. Troy Nuckols, Director, Career Development Programs
Mr. William Sovel, Coordinator, Career Planning and Placement



SAN MATEO UNION HIGH SCHOOL DISTRICT

DISTRICT BOARD OF TRUSTEES

Mrs. Elizabeth Curtis

Dr. John H. Linn

Mrs. Evelyn H. Grant

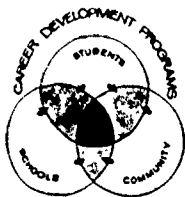
Mrs. Ruth Steiner

SUPERINTENDENT OF SCHOOLS

Dr. A. Hugh Livingston

DIRECTOR OF CAREER DEVELOPMENT PROGRAMS

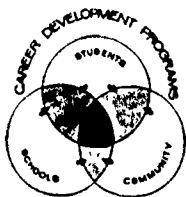
Dr. Troy E. Nuckols



SCHOOL/COMMUNITY SERVICE PROGRAM

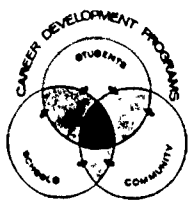
TABLE OF CONTENTS

	Page
INTRODUCTION	1
NEEDS ASSESSMENT	2
PROGRAM DESCRIPTION	2
SCHOOL/COMMUNITY SERVICE PROGRAM OBJECTIVES	3
District Goals and Expectancies	3
ADMINISTRATION OF THE PROGRAM	6
Grade Placement	6
Permission to Enroll	6
Credit for the Program	6
Grading Procedures	6
Teacher/Coordinator to Student Ratio	7
Attendance Reporting	7
Supervision and Evaluation	7
Establishing and Maintaining Volunteer Stations	7
Services that are Available	8
STUDENT TERMINAL PERFORMANCE OBJECTIVES	10
TEACHER/COORDINATOR OBJECTIVES (Form 1)	11
Operational Objectives	11
Volunteer Station Objectives--Off-Campus and On-Campus	14
Optional Enrichment Objectives	17
STUDENT OBJECTIVES (Form 2)	19
Operational Objectives	19



SCHOOL / COMMUNITY SERVICE PROGRAM

	Page
Volunteer Station Objectives--Off-Campus and On-Campus. . .	19
Optional Enrichment Objectives.	21
EVALUATION PROCEDURE	25
APPENDIX	26
Narrative Report (Form 3)	27



SCHOOL/COMMUNITY SERVICE PROGRAM

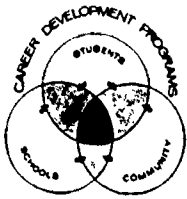
INTRODUCTION

School/Community Service is a student volunteer program that is part of the Career Development Programs of the San Mateo Union High School District. The purpose of the program is to assist students to volunteer their services to schools and to approved community agencies under adult guidance and supervision.

The School/Community Service Program Management System is designed to assist the local school teacher/coordinator in the organization and management of the program. It describes the accountability and the information flow from the teacher/coordinator to the school principal or his designee, and to the superintendent or his designee.

The management system includes measurable objectives which detail the responsibilities of the teacher/coordinator and his students. The process identified in the management system will generate program evaluation data which will lead to more efficient planning, to program improvement, and to more effective placement of students in areas appropriate to their unique needs and desires.

The objectives in the management system are arranged into nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly student grades are issued. Objectives which apply to specific dates or processes appear in a single time frame. Objectives which are continuing are repeated in each time frame.



SCHOOL/COMMUNITY SERVICE PROGRAM

NEEDS ASSESSMENT

Modern technology and the increasing complexity of society has progressively removed young people from long-term contact with adults outside the family and the schools. Students who have not been employed, therefore, may have very narrow views of what it is like to relate to adults on an equal basis in a work setting. This has indicated the need for a program that will assist students to obtain these experiences within an educational framework.

Recognizing these needs, the San Mateo Union High School District, through the School/Community Service Program, is making it possible for students to utilize their elective time and after school hours to volunteer their services to schools and appropriate community agencies.

It is recognized that through volunteer nonpaid services, a student can have learning experiences which will enable him to develop a positive self-image, to recognize the interdependence of people, to value his cultural heritage, and to develop a commitment to a democratic society. Additionally, a student can have learning experiences which may contribute to career decision making while he is being of service to his peers and the community.

PROGRAM DESCRIPTION

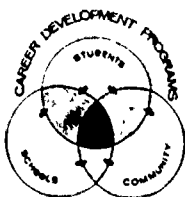
The primary focus of the School/Community Service Program is to assist students to volunteer their services for the personal rewards inherent in serving. While serving, students are also involved in a working relationship with adults which provides them with valuable interpersonal growth experiences.

The School/Community Service Program uses a method of instruction that involves cooperative efforts of schools and volunteer community agencies to assist students in serving their fellow man while developing personal understanding through involvement in a volunteer capacity. Students enrolled in this program may volunteer their services as:

Community Aides serving in approved volunteer agencies in the community.

Instructional Aides assisting teachers with instruction or tutoring.

School Service Aides serving in schools in noninstructional positions.



SCHOOL/COMMUNITY SERVICE PROGRAM

SCHOOL/COMMUNITY SERVICE PROGRAM OBJECTIVES

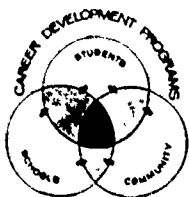
Objectives for the School/Community Service Program are indicated below. The School/Community Service Program will:

1. Enable students to gain satisfaction through service experiences
2. Help students to become aware of their position in society in relation to others
3. Help students to develop a sense of social awareness and of school and community responsibilities
4. Help students to discover their potential importance to others
5. Provide students with opportunities to form positive adult identification through volunteer experiences
6. Enable students to improve their skills in human relationships

District Goals and Expectancies. The School/Community Service Program objectives will assist each student, in terms of his potential, to attain the following San Mateo Union High School District goals and expectancies:

Educational Goals and Expectancies Receiving Primary Emphasis

- 3.0 *To understand and accept themselves and others*
 - 3.2 Consider himself to be a worthwhile individual
 - 3.4 Recognize the inherent worth of every individual
 - 3.5 Take into account individual differences in people
 - 3.6 Perceive the problems of others as being real and worthy of his concern
 - 3.7 Recognize and assess the many roles people play in groups
 - 3.8 Work with diverse groups and individuals to attain mutual goals
 - 3.10 Examine his personal and long-range goals in relation to his evolving self-concept

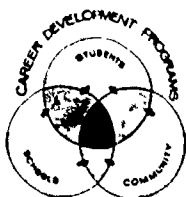


SCHOOL / COMMUNITY SERVICE PROGRAM

- 5.0 *To participate in the economic, political and social aspects of modern organized society*
- 5.9 Recognize the value to the individual and to society of voluntary services
- 10.0 *Use leisure time in individually and socially productive ways*
- 10.3 Use leisure time in ways that are satisfying to him and to the members of his peer and family groups

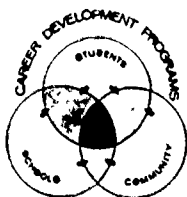
Educational Goals and Expectancies Receiving Secondary Emphasis

- 1.0 *To know the many forms in which communication occurs, and communicate effectively*
 - 1.1 Comprehend that two-way understanding is necessary for effective communication to occur
 - 1.3 Realize that he cannot relate to all people in the same manner or to the same degree
 - 1.4 Evaluate the effectiveness of his communication with others
 - 1.5 Communicate verbally and nonverbally in ways appropriate to the situation
 - 1.7 Recognize and respect the feelings and expressions of others
 - 1.8 Listen and respond to the expression of others
- 3.0 *To understand and accept themselves and others*
 - 3.11 Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work
 - 3.12 Assess and appraise his aptitudes, interests, and achievements in relation to vocational and individual objectives
- 4.0 *To be aware of and sensitive to value systems*
 - 4.1 Be aware of his own value system and the influences which mold such systems
 - 4.2 Realize that individuals with different value systems may solve common problems by working together



SCHOOL/COMMUNITY SERVICE PROGRAM

- 6.0 *To apply the processes of problem solving*
 - 6.1 Recognize and define the problem
 - 6.2 Recognize and define techniques necessary for problem solving and decision making
 - 6.3 Identify, gather, and use all available sources of information
 - 6.5 Analyze the data
 - 6.6 Determine and test alternative methods of solution
 - 6.8 Organize and report data using written, verbal, modeling, drawing, or other appropriate means
- 7.0 *To have a comprehensive and accurate knowledge of the world of work*
 - 7.1 Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
 - 7.3 Recognize that occupational changes occur in a modern technological society
 - 7.5 Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him
 - 7.6 Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice
 - 7.7 Perceive the role and influence of organizations and government in the world of work
 - 7.9 Recognize the dignity of all useful work
 - 7.10 Use occupational information that is available to him
 - 7.11 Recognize moral value systems related to the world of work
- 10.0 *Use leisure time in individually and socially productive ways*
 - 10.5 Make full use of our national, state, and community resources for individual, family, and group recreational purposes



SCHOOL/COMMUNITY SERVICE PROGRAM

ADMINISTRATION OF THE PROGRAM

The following board policy has been adopted for operation of the School/Community Service Program:

Grade Placement--Students must be in Grade 10 or above in order to enroll. In special circumstances, 9th grade students may be enrolled with permission of the principal of their school of record.

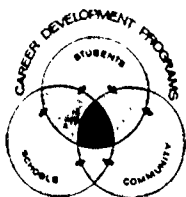
Permission to Enroll--Written consent of the parent/guardian, the counselor, and the local teacher/coordinator is required in order for a student to enroll in the off-campus portion of the program. Enrollment in the on-campus portion of the program does not require written consent of the parent/guardian. The student must attend school for a minimum day, including School/Community Service, in order to enroll in off-campus or on-campus portions of the program. The minimum day requirement is not in effect during summer school.

Credit for the Program--Credits a student may earn toward graduation are limited by the following:

- A maximum of 5 units per semester may be earned. This maximum applies to the regular school year and to summer school.
- A maximum of 10 units may be earned at each volunteer position.
- A maximum of 30 semester units may be earned.
- A maximum of 50 semester units may be earned for any combination of Work Experience Education (Exploration, General, Vocational) and School/Community Service. Credit for Work Experience Education may be granted up to the limits established by the State of California, Title V, 1635:

. Career Exploration	20 units
. General	40 units
. Vocational	40 units
. Any Combination of These	40 units
- The principal may approve exceptions to the number of units a student may earn for participation in the School/Community Service Program if he determines that it is educationally beneficial to the student.
- Permission for a student to receive credit that exceeds the guidelines must be approved prior to enrollment, and must be filed with the student's permanent records.
- Students may enter and/or exit from the program at any time during the semester. The number of units a student may earn is based upon the hours he participates in the program, and upon administrative guidelines. One unit of credit may be earned for each 17 hours of service. A student must participate for a minimum of 85 hours in order to receive 5 credits. A maximum of 5 credits may be earned each semester or in summer school.

Grading Procedures--Student may elect to enroll in the program for credit or for no credit. A student may elect to receive a letter grade, a no mark, or a pass/fail grade. The alternative a student elects must be indicated at the time he enrolls in the program, and must be approved by the teacher/coordinator.



SCHOOL/COMMUNITY SERVICE PROGRAM

The following administrative guidelines are provided in order to ensure that the School/Community Service Program meets uniform objectives throughout the district, while maintaining flexibility and maximum local autonomy.

Teacher/Coordinator to Student Ratio--The teacher/coordinator to student ratio will be established by the local school principal. Factors to be considered when establishing the ratio include:

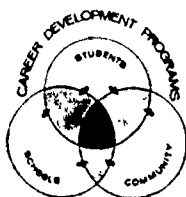
- The number of students placed in off-campus stations.
- The number of students placed in on-campus stations.
- The district staffing allocation to the program of certificated and classified personnel.

Attendance Reporting--The local teacher/coordinator is responsible for attendance reporting of students placed in on-campus and off-campus volunteer stations.

Supervision and Evaluation--The local teacher/coordinator is responsible for supervision and evaluation of students and for ongoing evaluation of the on-campus and off-campus volunteer stations where they are placed. Evaluation will be in accordance with the procedure indicated in the School/Community Service Program Management System.

Establishing and Maintaining Volunteer Stations--The process to be followed in establishing volunteer stations is as follows:

- The principal or his designee will approve and establish on-campus volunteer stations.
- The principal or his designee will approve or disapprove School/Community Service off-campus volunteer stations that will be established according to the following criteria:
 - The station must be in a nonprofit agency that has "adult and student volunteerism" as a part of its program.
 - Volunteers must not be paid and must not replace paid employees.
 - The station must provide a broad variety of experiences to volunteers.
 - The station must provide reasonable adult supervision and guidance.
 - The station must not be hazardous to volunteers.
 - The station must be willing to enter into a cooperative educational program with the district.

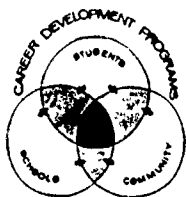


SCHOOL/COMMUNITY SERVICE PROGRAM

- Contacts for establishing volunteer stations, within the agreed upon geographical areas, will be made by local teacher/coordinators. Personnel from the Career Development Programs Office may assist in the establishment of volunteer stations.
- Each school will be responsible for establishing and maintaining off-campus volunteer stations located within their agreed upon geographical area. The local school principal will be responsible for assuring that community contacts for off-campus volunteer stations, that lie within the agreed upon geographical area served by his school, are coordinated with the other district high schools. As part of this responsibility, current job descriptions of off-campus volunteer stations will be maintained and transmitted to the Career Development Programs Office.
- The local teacher/coordinator will be responsible for supervision, evaluation, and transmittal of data on students from other schools who are placed at volunteer stations within his geographical area, unless other arrangements are mutually agreed upon.
- A job description that identifies the tasks to be carried out by the student at each volunteer position will be prepared in consultation with the station supervisor or other appropriate individuals.
- The job descriptions and other pertinent information about volunteer stations will be forwarded to the Career Development Programs Office.
- Off-campus volunteer stations will be reviewed each semester by the local teacher/coordinator to determine if the stations continue to meet School/Community Service Program criteria. Stations that do not appear to meet the criteria will be submitted to the principal for review. The Director of Career Development Programs may assist the principal in reviewing the stations that are in question.

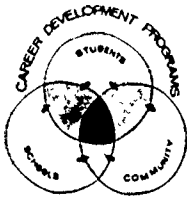
Services that are Available--The local teacher/coordinator will be provided services in order to carry out the responsibilities detailed in the School/Community Service Program Management System. These services will come from Career Centers in the local schools and from the Career Development Programs Office. Services to be provided are indicated below:

- *Career Centers.* Refer to the management system for Career Planning and Placement Centers for the services that are available to the teacher/coordinator on the local level.
- *Career Development Programs Office.* Services from the Career Development Programs Office will be provided by a district coordinator who will be responsible for:



SCHOOL/COMMUNITY SERVICE PROGRAM

- . Assisting schools to establish volunteer stations
- . Assisting local teacher/coordinators to accomplish their responsibilities
- . Maintaining a list of approved off-campus volunteer stations and volunteer job descriptions
- . Providing information and orientation about the program
- . Meeting with the School/Community Service Curriculum Committee on a regularly scheduled basis
- . Assisting in the preparation and distribution of necessary items, handbooks, brochures, manuals, and other materials
- . Assisting in evaluation of the program according to the guidelines of the School/Community Service Program Management System
- . Assisting in revising and updating the School/Community Service Program Management System
- . Meeting with district, school, and community personnel as a representative for the district School/Community Service Program
- . Coordinating the district program with the San Mateo County Volunteer Bureau to ensure their continued and active involvement with the program
- . Providing leadership in coordination of the School/Community Service Program on the district level to ensure that the program operates smoothly with other programs, and that local teacher/coordinators receive the services that are necessary
- . Assisting local teacher/coordinators and principals with planning for the operation of a School/Community Service Program during the summer
- . Providing inservice education opportunities for local teacher/coordinators and administrators.

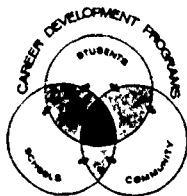


SCHOOL/COMMUNITY SERVICE PROGRAM

STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal skills and behaviors associated with the School/Community Service Program are those knowledges, skills, and services related attitudes and behaviors that students will possess and can demonstrate as a result of having completed a minimum of one semester of School/Community Service.

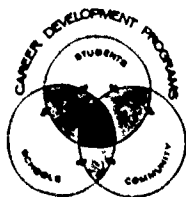
1. The students will have performed a series of tasks, under direct supervision of responsible adults, designed to enable them to develop self-confidence and personal fulfillment through public service.
2. The students will have successfully completed volunteer service activities which enabled them to develop and try out skills in working with people of different age groups and backgrounds of experience.
3. The students will have contributed a minimum of 17 hours service at volunteer stations for each unit of credit that is earned.
4. In addition to the above-measurable product objectives, the students will have participated in various volunteer service activities which will have fostered the development of positive attitudes, feelings, beliefs, and values toward volunteer service. It is considered that participation in the process of volunteering their services will have enabled students to:
 - Become aware of their position in society in relation to others
 - Develop a sense of social awareness and of school and community responsibilities
 - Discover their potential importance to others
 - Form positive adult identification
 - Improve their skills in human relationships



SCHOOL/COMMUNITY SERVICE PROGRAM

TEACHER/COORDINATOR OBJECTIVES

TIME FRAME		1	2
4.	Ensure that all students, and other appropriate individuals, are properly oriented to the School/Community Service Program prior to enrolling them in the program, and prior to placing them in volunteer stations.		
	<i>Evaluation--Continuing</i>		
5.	Place students in volunteer stations taking into consideration their individual abilities, needs, and desires.		
	<i>Evaluation--Continuing</i>		
6.	Ensure that all students enrolled in the School/Community Service Program have had an orientation to the local school Career Center.		
	<i>Evaluation--Complete by the end of the 9th week</i>		
7.	Notify the counseling department of the students who have been accepted into the program or who have been dropped.		
	<i>Evaluation--Continuing. The procedure established in the school is to be followed.</i>		
8.	Post and maintain regular office hours which will provide time for consultation and discussion with students and other individuals.		
	<i>Evaluation--Continuing</i>		
9.	Consult with administrators, teachers, guidance personnel, and other appropriate individuals relative to the student and his volunteer service as needed.		
	<i>Evaluation--Continuing</i>		
10.	Submit grading/credit reports to the designated individual in the local school.		
	<i>Evaluation--Complete prior to the end of each time frame.</i>		
11.	Establish and maintain a system of records consistent with the laws and appropriate to the students' activities.		
	<i>Evaluation--Continuing</i>		
12.	Meet with other district School/Community Service Program teacher/coordinators on a regularly scheduled basis.		
	<i>Evaluation--Continuing</i>		



SCHOOL / COMMUNITY SERVICE PROGRAM

STUDENT OBJECTIVES

TIME FRAME

The student objectives are designed to provide a framework and a procedure that will assist students to fulfill the management requirements and the student performance objectives of the School/Community Service Program. The student objectives are organized into three sections:

- The first section contains the Operational Objectives that students must complete in order to enroll in the program, and to obtain placement at volunteer stations.
- The second section contains the Volunteer Station Objectives that students must complete in order to fulfill station duties and responsibilities.
- The third section contains the Optional Enrichment Objectives from which students may elect, in consultation with the teacher/coordinator, to fulfill learning activities that are selected on an optional basis.

OPERATIONAL OBJECTIVES

Each student enrolled in the School/Community Service Program will:

1. Prepare and submit the forms necessary for enrolling in the program.

Evaluation--Complete prior to enrollment

2. Attend and participate in orientation sessions about the program and about the volunteer stations.

Evaluation--Complete prior to placement in a volunteer station

3. Attend and participate in meetings that are scheduled by the teacher/coordinator for the purpose of fulfilling objectives of the program.

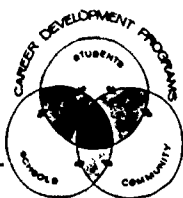
Evaluation--Meet as scheduled by the teacher/coordinator

VOLUNTEER STATION OBJECTIVES--OFF-CAMPUS AND ON-CAMPUS

Each student enrolled in the School/Community Service Program will:

4. Discuss the job description, responsibilities, and station regulations with the volunteer station supervisor in order to obtain proper orientation to the volunteer station.

Evaluation--Complete prior to placement in a volunteer station



SCHOOL/COMMUNITY SERVICE PROGRAM

EVALUATION PROCEDURE

The School/Community Service Program will follow an information collection cycle with data being gathered at the 9th and 17th weeks of each semester. The teacher/coordinator is responsible for gathering, preparing, and submitting evaluation data that are based upon objectives indicated in the School/Community Service Program Management System.

At the 9th and 17th weeks of the semester, the teacher/coordinator will review each of the objectives indicated in the management system on Form 1 (Teacher/Coordinator Objectives) and Form 2 (Student Objectives) in order to determine the degree to which each objective was accomplished. The degree of accomplishment should be indicated in the time frame space on the forms. On Form 3 (the Narrative Report) the teacher/coordinator will indicate the reason for partial or nonaccomplishment of objectives. Constraints and problems encountered should be included in the report along with suggestions for revision and/or modification of the program, and the School/Community Service Program Management System. The final report, prepared and submitted at the end of the 17th week of the semester, should be a compilation of data gathered at the 9th and the 17th weeks.

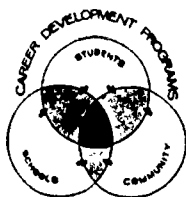
The time line is intended to provide for program monitoring, and to ensure that evaluation data are available for use in order to improve the program. The table below indicates the time line to be followed, the forms to be used in the evaluation, and the dissemination of the report.

<u>Time Line</u>	<u>Form Number</u>	<u>Dissemination of Report</u>
9th Week	#1--Teacher/Coordinator Objectives	Local school
	#2--Student Objectives	- Principal or Designee
	#3--Narrative Report	

17th Week	#1--Teacher/Coordinator Objectives	Local school
	#2--Student Objectives	- Principal or Designee
	#3--Narrative Report	District - Superintendent or Designee

Final evaluation reports on the School/Community Service Program will be utilized to determine the type and level of support needed for the program on the district and the local school level.

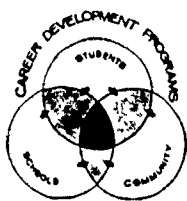
The School/Community Service Program Management System will be revised and updated on a yearly basis, or as needed. Changes in the management system will be based upon student and program needs as indicated in the evaluation reports that are prepared by local teacher/coordinators and upon input from other appropriate individuals.



SCHOOL / COMMUNITY SERVICE PROGRAM

APPENDIX

Additional forms and related items necessary for operation of the School/Community Service Program will be included in the appendix at a later date.



SCHOOL / COMMUNITY SERVICE PROGRAM

NARRATIVE REPORT