

STUDENT NAME: \_\_\_\_\_



# Belle River District High School

## Community Involvement Activities Form

Please note: It is imperative that all community hours are eligible as outlined by the Ministry of Education. If you are not sure about the eligibility of an activity, please visit the GECDSB website [www.publicboard.ca](http://www.publicboard.ca) (Student Tab, Community Hours). When you have completed the required 40 hours, submit the **signed** form to the Guidance Office. **All students must complete 40 hours of community service as part of their graduation requirements.**

Activity	# of Hours	Date of Completion	Volunteer Location	Phone #	Supervisor's Name (print)	Supervisor's Signature
Total Hours:						

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature (if under age 18)

\_\_\_\_\_  
Date



Completion has been noted on Student's OST \_\_\_\_\_  
/ /

\_\_\_\_\_  
Signature of School Official & Date

STUDENT NAME: \_\_\_\_\_

## Some Suggested Eligible Activities

### Help You Community...

- through placement in a structured community-based volunteer organization - hospitals, churches, service clubs, libraries or any organization reviewed by the United Way of Windsor and Essex County;
- take part in environmental initiatives – cleaning and recycling operations, park cleanup, planting trees and flower beds (students should not use power tools - lawn mowers, hedge trimmers, wood chippers etc.);
- get involved in charitable activities - walkathons, daffodil sales, canvassing for organizations, celebrity games, gift wrapping, gala events;
- coach sports teams - community leagues, parks and recreation programs;
- undertake a leadership role to help community groups - guides or scouts, 4 H club;
- assist with literacy initiatives - at local libraries, day care centres, community centres;
- participation on committees, advisory boards or regional associations;
- arts and culture - assist at a gallery, performing arts production or program;
- religious activities - participate in programs for children, child minding, Sunday school assistant;
- assist at a seniors' home/centre - visit, read, play cards or board games, crafts, take seniors for walks;
- help organize local community events - food drives and food banks; Special Olympics, fairs, carnivals.
- by providing service to seniors - raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation;
- assist a neighbour with childcare - take child to park, watch child while parent prepares dinner;
- tutor younger students - read, take to library, help with homework.

### Help Your School...

- school-based community involvement activities are not tied to an academic credit and are open to any student e.g. organizing

blood drives; help in the library - shelving books, tidying up, changing bulletin boards;

- tutor other students - help with homework, review, assist students with special needs - peer buddy;
- assist with planning of arts or athletic events - publicity, set up for track meets, sell tickets, attend coat check, offer technical support, coach sports teams – **Note: Participation in a club or on team does not count.**
- facilitate school events such as parent information nights - meet and greet visitors, give guided tours, serve refreshments;
- assist with environmental activities - recycling, planting trees and flowers, grounds keeping (students should not use power tools);
- participate in charitable initiatives - food drives, holiday drives for toys or food.

## An Ineligible Activity

- undertaken prior to the student's formal registration as a high school student;
- is a requirement of a class or course in which the student is enrolled
- **would normally be performed for wages by a person in the workplace;**
- involves the operation of a vehicle, power tools, or scaffolding;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the student's home (i.e., daily chores) or personal recreational activities; involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

## Roles and Responsibilities of the Student

Students are responsible for completing their Community Involvement hours in a manner that demonstrates a positive work ethic and respect for others. The following behaviour guidelines will be helpful:

- Be punctual
- Dress and groom appropriately
- Listen to instructions
- Follow through on commitments
- Be willing to clarify instructions if in doubt
- Maintain confidentiality when necessary

STUDENT NAME: \_\_\_\_\_

## **Community Hours Reflection – Request to Count Paid Employment**

**Student Name:**

**Date:**

For the 2020-2021 school year, the Ministry of Education has revised the 40-hour community involvement graduation requirement so that students will not be adversely impacted by the ongoing challenges related to COVID-19.

The Ministry is providing increased flexibility in how secondary students can earn hours:

*This year, students aged 14 years and older can count up to a maximum of 10 hours from paid employment towards their earned hours at the discretion of the principal.*

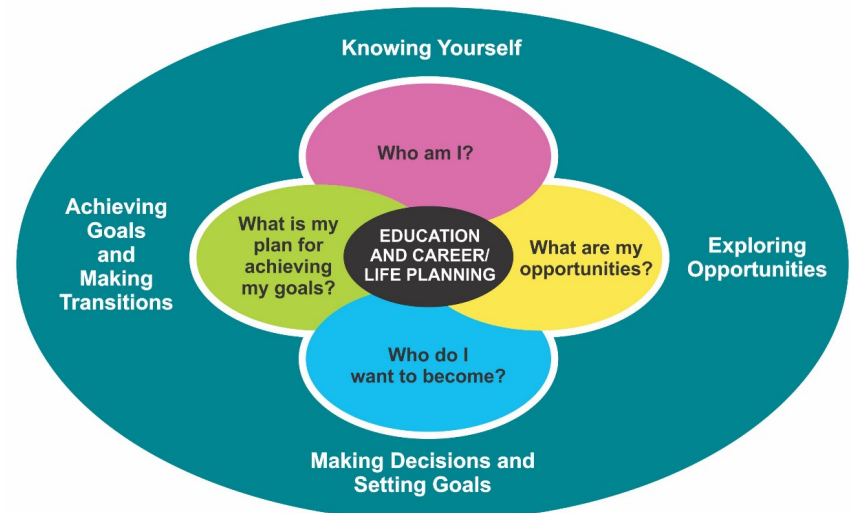
*Students counting paid employment towards their graduation requirement will be required to complete a reflection exercise indicating how their work contributed to the service for others.*

The Education and Career/Life Planning program helps students achieve their personal goals and become competent, successful, and contributing members of society.

The goals are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

To begin, please review the graphic below and think about the questions in the four areas of learning of the Education and Career/Life Planning framework.



STUDENT NAME: \_\_\_\_\_

Next, answer questions #1-4.

Be sure to provide a detailed response (i.e., minimum 3 sentences for each answer).

If writing is not your strength, please talk with your Guidance Counsellor about how you can complete your reflection in another format (e.g., interview, collage, recording).

1. **Who am I?** (What surprising thing did you learn about yourself during this experience? What did you find challenging? What did you find exciting?)
2. **What are my opportunities?** (How did your experience in the workplace help you to understand the role you can play in supporting a strong community? What other types of opportunities has this experience opened up for you? How can community involvement help you further your own goals?)
3. **Who do I want to become?** (Thinking about your future plans, can you now identify ways you will be of service to others? What steps will you need to take to ensure you are able to give back to your community? Is giving back of value to you? Why / why not?)
4. **What is my plan for achieving my goals?** (How has this experience impacted any of your personal, academic or career goals? Will you need to adjust your next steps? Why? / Why not?)

When your reflection is complete, please save it. Then, share it with your parent/guardian and make any adjustments.

Next, send the reflection to your Guidance Counsellor as an attachment to an Edsby message.

If you attend the Virtual Secondary School, send this reflection to your Guidance Counsellor at your home school.

\*If you have any questions about this reflection, please contact your Guidance Counsellor.