

Regina High School CHRISTIAN COMMUNITY SERVICE

Student Information Handbook



TABLE OF CONTENTS

Foreword	2
Introduction to Service Learning	3
Rationale	4
Service Learning Types	5
Mission Statement	6
Purpose	6
Service Requirements	7
Service Awards	9
Student Reflections	10
Reflection Guidelines	11
Reflection Topics	12
Hours Documentation Form Sample	15

FOREWORD

“By making the entire community the classroom, service learning teaches students to be better students and better citizens.”

Harry Wofford, CEO
Corporation for National Service

Welcome to the Regina High School Christian Community Service Program. As a responsible and proactive educational community, Regina is proud to incorporate a service learning component into the current outstanding curriculum offered to students of our school.

The development of the program was carefully researched and its feasibility for application at Regina High School thoroughly discussed by the Advisory Board. A year-long study of schools in the tri-county area revealed that many public and most parochial schools require students to perform service hours. Based in part on this data, the Advisory Board overwhelmingly voted to add a service element to the academic requirements for Regina students.

Two important items were considered when developing the community service program. The program had to link the Christian values of Regina High School and the recommendations set forth by the State of Michigan Department of Education regarding service learning within the curriculum. The first idea was already inherent in Regina’s Mission Statement; the school family responds to God’s call to love one’s neighbor through service to school, church, and community. The second goal was achieved by researching the Michigan Department of Education’s guidelines regarding service learning in the school environment.

The State of Michigan Department of Education recommends that schools adopt components of service learning into their curricula. Although it is only a recommendation, it appears that the Department of Education views service learning as an important part of the overall education of the state’s student population. Total Quality Education is a national reform movement that supports service learning as part of an integrated curriculum that increases academic effectiveness and student performance. Service learning is not an addition to the reform process, but rather a primary and integral component for meeting the educational needs of the whole child - mind, body, and spirit.

According to the Michigan Department of Education, service learning links the school and the community. It gives students the opportunity to perform community service that complements their classroom work. The Michigan Community Service Commission feels that service learning combines meaningful service and classroom studies “in a way that improves student learning and strengthens community.”

INTRODUCTION TO SERVICE LEARNING

Service learning is defined as an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive, responsible, and active citizenship.

According to the Michigan Community Service Commission, students are given an opportunity to perform community service work that complements their classroom work. Service learning promotes both personal and intellectual growth in students. It also helps students develop civic responsibility and gives students an opportunity for career exploration. Students learn by doing through a clear application of skills and knowledge while helping to meet the needs of the school or greater community. Given the faith-based mission of Regina High School, our students also serve their respective faith communities.

A well-organized service learning program incorporates four stages of development: preparation, service, reflection, and celebration. The preparation stage lays the groundwork for a successful program. Since service is intended to meet a need in the school, place of worship, or community, a period of preparation is used to clearly identify various needs and to develop a framework for action to efficiently meet those needs.

The next step is the actual service activity in which the student participates. Service learning takes place through activities which are divided into the following three types: direct service, indirect service, and advocacy, which are explained in greater detail in the “Service Learning Types” section of the handbook. The activity should be engaging, challenging, and meaningful. There must be a need for the service and the student should play a significant role in designing the experience.

The third component of a complete service learning program is reflection. Reflection is the step that enables the student to think critically about the service experience. Reflection should involve a variety of activities. Students should organize their thoughts in writing exercises, engage in dialogue with their peers and adult mentors, and share their thoughts with the greater community.

The final element is celebration. Praise and recognition for a job well done is an essential part of the human condition. It is important to give students a public pat on the back for completing a successful service experience. It indicates that someone does recognize the commitment and the time the student devoted to completion of a project. It also creates visible reinforcement for other students who would not have considered committing time and effort to help those in need. Public acknowledgment validates the fact that young people can make a difference and community involvement does matter.

In summary, service learning, integrated into the curriculum, requires students to apply knowledge gained in the classroom to real-life situations. It gives the student who may not see the need to learn a new focus for education. For students eager to learn, service learning clearly provides a way to expand their knowledge and more fully develop their talents and skills.

RATIONALE

According to information published by The United Way Community Service Learning Center (UWCSLC), "...distinct benefits occur for students, faculty, and communities where *service learning* experiences are provided for youth." The UWCSLC conducted studies to determine the benefits of service learning. The findings of these studies provided compelling reasons for the implementation of service learning in the academic environment. Results suggested that students involved in service learning programs as part of the regular curriculum gain in several areas: self-esteem, citizenship, academic skills, time management skills, and career education.

Self-esteem: Students learn a sense of empowerment by engaging in community service where they are needed, valued and respected for their commitment.

Citizenship: Students learn that good citizenship requires an actively-engaged community life.

Academic Skills: Students' desire to learn is heightened by their experiences in community service. They learn to connect classroom experience with life in a community. Students begin to reflect more on important moral and ethical issues.

Time management: Students learn to balance their schedules to include extra responsibilities. Developing prioritizing skills becomes necessary when important activities are scheduled first and then remaining responsibilities are added to the student's time management plan.

Career Education: Students directly experience the world of work. Exposed to professionals in various employment situations, students gain knowledge of potential career paths.

Students are not the only beneficiaries when service learning is part of the curriculum. Teachers also gain because students' experiences bring a new dimension to the classroom dynamics. The curriculum is broadened to create a richer component of first-hand knowledge shared in the classroom. As students gain responsibility for experiential learning, teachers acquire new roles as mentors and guides as well as presenters of information. Through the heightened visibility of students in the community, mutually beneficial school-community partnerships are formed.

The ultimate beneficiary of this type of program is the community, since service learning contributes to community development and renewal. The recipients of service benefit from direct aid, human interaction, and personal empowerment generated through the involvement of young people. Additionally, under-funded community agencies profit from an infusion of manpower. The participating youth bring creativity and enthusiasm along with their work effort. Service learning helps present young people in a positive light. The contribution made to the common good by youth projects the view that students are one of the community's greatest resources, rather than the source of potential problems. Students also become community-minded citizens as a result of their service learning experience, and they recognize how their hard work makes a difference in the lives of others.

Considering the myriad benefits, the facilitation of such experiential service learning provides the students and faculty of Regina High School an opportunity to sow “seeds” of goodwill throughout the community. The Regina family as a whole, and students individually, reap the rewards and satisfaction of utilizing their God-given talents to help and comfort those in need. This bountiful harvest of time, talent, and treasure given to the community allows all in the Regina family to truly live the call to stewardship.

Regina’s Mission Statement clearly commits the Regina community to extending the classroom through service to others because it allows students to synthesize and apply what they have learned, to recognize themselves as contributors to society, and to gain experience in determining a direction and purpose for their lives. The educational team at Regina High School believes that young people bring vital resources to meet the needs in their community and, in turn, personally benefit from the experiential learning such involvement brings.

Service to the needs of others is a personal act of caring and reflects sensitivity to the interdependence shared by human beings. While the goal of service is to effect positive change in the lives of the persons served, important by-products for the server include affirmation of self and growth of character.

SERVICE LEARNING TYPES

There are three types of service learning: direct, indirect, and advocacy. These three areas are distinguished by responses to the following questions: Who is served and how are they served?

Direct Service: These service experiences require personal contact with people in need. This process is usually the most rewarding for students because they receive immediate positive feedback from those they are serving. Direct service teaches students to take responsibility for their actions. Students learn that they **can** make a difference. Examples of this type of service include working with senior citizens and reading to or tutoring young children.

Indirect Service: Indirect services include experiences which involve channeling resources to a specific problem rather than working directly with an individual who needs a specific service. Students won’t necessarily come into direct contact with the people who benefit from their efforts. Nevertheless, indirect experiences are essential since they allow students to build or perhaps refine another type of skills set. Most indirect service is completed within the structure of a group, so students learn valuable skills like teamwork, setting goals, and organization. Collecting food for the poor and environmental projects are indirect services.

Advocacy: Advocacy requires students to lend their voices and talents to help eliminate the cause of a specific problem. Students may choose to make presentations to a specific group in the community or distribute literature to raise awareness within the community of a particular problem or issue. Students, therefore, learn to present their concerns to an audience. In doing so, speaking and writing skills, critical thinking, and problem-solving abilities are sharpened in order to present concise, articulate views and elaborate on possible solutions.

MISSION STATEMENT

Through the Christian Community Service Program, an experiential service learning plan, students have the opportunity to live the stated values of Regina High School. Bound by the Mission Statement they pledged to uphold, students participate in service to school, church, and community during their years at Regina High School. Through such experiences, they live the Christian value of service to others, learn to understand the responsibilities of good citizenship, and expand their knowledge of issues that affect the communities in which they live.

PURPOSE

Since Regina students come from various parts of the metropolitan area, the service learning program links Regina High School to the communities represented by the student population. These service learning experiences are in three main areas: service to Regina, service to the faith community, and service to the community at-large.

The administration, faculty, and staff are active partners in the service learning experience of Regina students. They are first and foremost the mentors who provide the skills students need to successfully complete service activities. Every department and discipline can include service learning-related activities in the classroom. By doing so, the program is validated and takes on a more meaningful dimension. Students are encouraged to share their experiences through creative, evocative projects that allow for student discussion and reaction.

Encouraging students to perform service for their own parishes and faith communities maintains their connections to their churches even after having completed the requirements for the sacrament of Reconciliation. Service to a home parish reinforces the concept that faith is a continuing and developing journey that does not end with the reception of one sacrament only to begin again when it is time to receive the next one.

Service learning experiences promote personal and intellectual growth in students. Service helps Regina students to develop a sense of civic responsibility. Experiential learning allows students to apply skills and knowledge acquired in the classroom to help others. Additionally, community service provides students the opportunity to work with professionals in varied occupations, allowing for career exploration on a one-on-one basis. These are the immediate outcomes that directly benefit students.

SERVICE REQUIREMENTS

Program Requirements: Community service is considered an important part of the educational experience. Therefore, it has been determined that **all students must complete 60 hours of Christian Community Service and write seven reflection essays as a graduation requirement.** The reflection essays link the service experience to each Theology course.

Required Hours: A set number of hours and an accompanying essay are **due at the end of each semester** as indicated below. Students have from the 2nd semester collection date (usually May) of the previous school year until a given due date near the end of the first semester to complete first semester hours. Second semester hours must be completed between the 1st semester due date and a given due date near the end of the second semester. The specific due dates are announced and posted at the beginning of each semester. Additional hours cannot be “forwarded” to complete the requirement for future semesters. **Only students who complete the hours and/or essay by the given due date are eligible for qualifying exam exemptions. At the end of the semester, a student who has not completed the hours and/or essay receives an “incomplete” grade for her Theology class.** Once the hours and/or essay are completed, the semester grade is recorded. Upon successful completion of all program components, students receive ½ credit in Theology during the second semester of senior year.

Freshman year:	1 st semester – 5 hours/essay	2 nd semester – 5 hours/essay
Sophomore year:	1 st semester – 15 hours/essay	2 nd semester – 5 hours/essay
Junior year:	1 st semester – 15 hours/essay	2 nd semester – 5 hours/essay
Senior year:	1 st semester – 10 hours/essay	

Service hours that are turned in for the Christian Community Service Program **MAY NOT** also be used as service hours for organizations like National Honor Society or Student Council or as part of parish sacramental requirements. Students are encouraged to complete more than the minimum hours required for each semester. There are a number of national and local service awards and scholarship for extraordinary service contributions.

Service hours, including the required community organization distribution, must be finished by the end of the first semester of senior year. Upon successful completion of all program components, a student receives ½ credit in Theology. **A student does not receive a graduation diploma until all components of the Christian Community Service Program requirements are met.** Transfer students meet with an administrator or counselor to determine the amount of hours needed for graduation.

Service Areas: According to individual interests and abilities, students are encouraged to perform service at Regina, in their places of worship, and for **non-profit** organizations in the community. **At least ten (10) service hours must be completed for a non-profit organization at the community level.** A non-profit organization is able to verify its status and should have a tax-exempt I.D. number. **When in doubt about whether service qualifies as non-profit, check**

first with the Christian Service coordinator. Working for no pay doesn't necessarily equal service for a non-profit organization. Freshmen complete a Student Interest Survey which helps them identify areas of service they might find the most interesting and worthwhile. In addition to students seeking out their own arrangements, various service opportunities are announced as they become available. To help students choose service opportunities that are varied and meet the requirements of the program, service opportunities are classified in the following manner: Regina High School, parish, and community (non-profit organization).

- **Regina High School:** Students serve the Regina community in specific and meaningful ways. The faculty, staff, and administration communicate their needs to the Community Service coordinator and students are then notified of service opportunities. **Grading papers is not included as an approved service activity.** Club/class/team projects do not qualify as approved service unless prior permission is granted by the CCS director. Activities that qualify for service hours include aiding parent organizations, recruiting efforts, peer tutoring, office work, and assisting in end-of-the-year tasks.
- **Parish/church:** Students work on task-specific projects in their own parish, church or place of worship.
- **Community (Non-profit organizations):** There are many non-profit organizations in the community that welcome student involvement. Hospitals, nursing care centers, libraries, county shelters, and youth programs are only a few of the types of worthy organizations who have requested help. In addition, students are encouraged to tutor and mentor at neighborhood elementary schools. Not only do they provide valuable academic assistance, Regina students are also role models of Christian charity.

Each fall, a list of pre-approved non-profit organizations that have requested student assistance is made available. Additional requests that come in during the school year are posted in the school on the CCS bulletin board and on the Christian Community Service webpage. Based on their individual interests and abilities, many students arrange their own service activities. **SERVICE AT AGENCIES NOT ON THE PRE-APPROVED LIST MUST BE AUTHORIZED BY THE PROGRAM COORDINATOR PRIOR TO THE STUDENT BEGINNING THE SERVICE.** The agency supervisor may be asked to complete additional forms in order to ascertain the suitability of the organization.

There are numerous opportunities for summer service experiences for students who find it difficult to devote time to service during the busy academic year. Many of these activities involve summer enrichment programs for children, camps for exceptional-needs children, sports camps, community beautification projects and other endeavors that allow for assistance in meeting specific community needs.

Reporting Hours: At the conclusion of a service experience, the student and the service organization supervisor complete a Christian Community Service Hour Documentation Form. If the student is continuing with service over an extended period of time, documentation forms should be submitted monthly or quarterly. **The completed form must be FAXED or MAILED DIRECTLY from the organization or parish.** Regina's fax number and address appear at the

top of the Christian Community Service Hour Documentation Form. Forms that are hand-delivered by the student are not accepted unless hours can be verified by the service organization. The process is undertaken at the discretion of the program coordinator. Documentation forms are available in the Front Office or may be downloaded from the CCS web page on the school website. **Only service performed during the current school year or its preceding summer months are accepted and credited to the student.**

Recording Hours: Once a student's documentation form is received and verified, school personnel record the student's earned hours in the Christian Service database. The student's accumulated service hours appear on the semester report cards. Students should keep a log of completed service hours in order to ensure accurate records. Freshmen are given a data sheet in the Christian Community Service Handbook for this purpose. Students should compare their data sheets with the totals given on the report card, so any possible discrepancies can be reconciled as quickly as possible.

Reflection Papers: In order to make service a true learning experience, students are required to complete certain reflective tasks. Mindful of Regina High School's Franciscan identity, each semester students compose a written reflection that asks them to consider their service within the context of the key themes in Franciscan theology and spirituality. The reflection topics and guidelines are outlined in the handbook section entitled "Student Reflections." Each essay topic relates to one of the key themes. In these written exercises, students are encouraged to evaluate the ways in which their service experiences impact their faith journey. Reflection essays must follow the format guidelines given in the "Student Reflections" of the handbook. All essays must be academically acceptable or the student is asked to rewrite the reflection. Essays are submitted to the Theology teacher by an announced due date and ultimately placed in the student's confidential service file.

By the end of the first semester of senior year, all students must have completed at least 60 hours of community service and the specified writing tasks. A student will not receive a diploma if these requirements are not satisfied by the given due dates.

SERVICE AWARDS

Currently, qualifying seniors have an opportunity to receive three service awards at graduation. The President's Volunteer Service Award is bestowed by the Office of the President of the United States and administered by the President's Council on Service and Civic Participation. The award levels (Gold – min. 250 hours; Silver – min. 175 hours; and Bronze – min. 160 hours) are based on the number of service hours performed. The American Citizenship Award is sponsored by the National Association of Secondary School Principals and recognizes students who not only volunteer their time (min. 100 hours) but also exhibit a positive attitude and exemplary citizenship. Students who have volunteered 200 or more hours receive the Regina Medal of Service. In addition to the above awards, many students receive service honors and scholarships from outside organizations and institutions.

STUDENT REFLECTIONS

Purpose:

- Use these reflection essays to become aware of your own growth and the challenges you need to overcome. Make sure you save a copy of your essay. Many colleges are placing greater emphasis for admissions decisions on a student's community involvement. Your reflections may one day provide the basis for college application essays.
- Set goals. Personal growth depends on your commitment to learning about yourself – who you are and who you want to become.
- To realize the full benefits of reflection, focus on your service efforts rather than on a final outcome.

How does this benefit me?

To help you understand the importance that service to others brings to the growth of your spiritual and physical well-being, the following passages were adapted from the book, He Touched Me.

I am now deeply convinced that the power of love is from God. I believe that no humans can truly love unless God is active within them. I hear Jesus say, "Without me you can do nothing. You can bear no fruit. I am the vine, you are the branches. Cut off from me, you are dead." I hear St. John say that only the person who knows God can know the meaning of love. I hear St. Paul describe love as the highest and greatest gift of the Spirit. Wherever I have found love, I have felt the presence of God; God at work in the minds and hearts and muscles of us human beings.

My experience of God has been working this transformation in me, too. Oh, I am still a very selfish person. God is not finished with me yet. Others may not think of me as a very effective example of Christian love, but they do not know the before and after; they cannot read the motives of the heart. The process of "divinization," in which God makes us more and more to God's image and likeness is a slow, gradual and often painful process. I am still a pilgrim, but I have been touched and I am partially transformed. This is the basis for my hope. The God who has touched me in the past will act again and again in my life. Over and over again I will feel God's touch and find God.

REFLECTION GUIDELINES

1. Students are required to complete seven written reflection essays for the Christian Community Service Program graduation requirements. Papers are to be of high quality: printed on **good paper** and turned in, not emailed, to the Theology teacher.
2. **Theology teachers evaluate the essay as part of the course grade.**
3. **A student receives an “incomplete” as a semester grade in Theology if the essay and/or hours are not completed.**
4. Each reflection must be written according to the guidelines recommended by the RHS English department ((MLA style – Refer to Hacker’s A Pocket Style Manual).
5. Format Guidelines:
 - a. **Minimum** length
 1. Freshmen: one full page (extended paragraph)
 2. Sophomores: at least one and one-half pages (three paragraphs)
 3. Juniors/Seniors: two full pages (three to five paragraphs)
 - b. Double spaced (**no extra lines** between heading and title or between paragraphs); **you may need to manually set the double space** – especially on **Vista** operating systems
 - c. **12-point font**
 - d. **One-inch margin on all sides**
 - e. Heading (include name, teacher’s name, course title, date)
 - f. Title (Use the given topic title for the course)
 - g. Example:

6.

Smith 1
Regina Smith
Mrs. Jones – 1 st Period
The Revelation of Jesus Christ in Scripture
December 6, 2013
<u>God is Absolute Love</u>
Serving spaghetti to senior citizens at St. Malachy was the best service...

Your reflection should **include specific details about your service activities**. Look at the reflection topics and craft a creative and meaningful response to the essence of the idea. Don’t answer each question as if it were a homework assignment, but rather relate the general ideas to your service experiences.

REFLECTION TOPICS

FRANCISCAN SPIRITUALITY IN SEVEN STEPS: Franciscans view the world and God's creative presence in a particular way. How we understand this and our relationship to God is at the heart of what we call Franciscan spirituality. The following reflection essay topics are key themes in Franciscan theology, how we understand God, and consequently in Franciscan spirituality, how we relate to God. We owe this understanding to the experience of St. Francis first, then to his followers throughout the ages, particularly St. Clare. The passages below are intended to help you formulate your thoughts about your service experiences. Do not feel that you must answer every question that appears below each passage.

SACRED SCRIPTURE: God is Absolute Love

(FRESHMEN – 1st Semester)

“God is absolute love, being and creativity.” Creation is dependent upon God to exist. No created thing exists because of its own capacity to be, only God is capable of being without depending on something else. The development of created things through time reflects God's inexhaustible ability to be creative and to remain the source of demonstrated love.

- Describe, with specific details, your service experience.
- Why did you choose this service experience?
- What did you hope to accomplish and learn in this service experience?
- How was the service experience surprising, interesting, exciting, and challenging?
- What were your concerns or fears about this service experience?
- What were some obstacles to service and how did you overcome them?
- How did you bring creativity to your service experience?
- How did your service contribute to the *New Evangelization*?

CHRISTOLOGY: God Chose Incarnation

(FRESHMEN – 2nd Semester)

“God has freely chosen incarnation, taking on human form, before the human choice for sin.” Jesus Christ comes to us because God loves us, not because we sin. Because we sin, Jesus comes in a particular way out of free will, not because a particular method of human behavior is needed to save us. God can simply will salvation because God is always free. Christ chooses to be with us physically now through the Eucharist until He comes again. This is reflective of God's willingness to be with us in humble ways and to nourish us physically and spiritually.

- Describe, with specific details, your service experience.
- Why are people unloved?
- What is the greatest obstacle you find in loving the “unloved?”
- What gifts has God given you to share with those in our society who are “unloved?”
- What would it feel like to be “unloved?”
- How have you made those who you have come in contact with feel loved or unloved?
- How has the service experience made you more kind and merciful?
- How did your service contribute to the *New Evangelization*?

PASCHAL MYSTERY: The Importance of Christmas
(SOPHOMORES – 1st Semester)

“Christmas is of primary importance to us.” Easter is the outcome of Christmas. The incarnation is the greatest thing God could do for creation. The death of Jesus on the cross remains a mystery because, even given human sin, God was not constrained to act in this unbelievable self-sacrificial way. It was done to attract us to divine love.

- Describe, with specific details, your service.
- How was your service a gift to others?
- How did your service this semester change the way you understand the meaning of Christmas?
- How have your values and priorities changed since you began “to do” for others?
- What did you see in the faces and hearts of those you helped?
- How did you feel about leaving those you met when your period of service was completed?
- What is the most important thing you can do for another person?
- How did your service attract others to God’s love?
- How did your service contribute to the *New Evangelization*?

THE CHURCH: OUR STORY: Christ is the Perfect Image of God
(SOPHOMORES – 2nd Semester)

“Christ is the perfect image of who God is for creation.” He is the mirror of whom and what all humanity and created things are meant to be. Creatures participate in this perfection to the capacity of their natures. Humans can choose to not participate in Christ. Mary is the human person who has most perfectly chosen to participate in imaging God, both physically and spiritually.

- Describe, with specific details, your service.
- How did your service mirror Christ?
- Why is it difficult for some people to seek perfection?
- What obstacles to perfection do you see in yourself?
- What choices do you need to make to achieve your goals?
- What does “participating in Christ” mean to you?
- How can Mary inspire you to participate in imaging God to others?
- How did your service contribute to the *New Evangelization*?

SACRAMENTS: Living in Relationship with God
(JUNIORS – 1st Semester)

“Every creature is unique, gifted and living in relationship.” No human life is a mistake because everyone is uniquely gifted. The relationships of life are meant to be deepened according to the nature of the creature. This reflects the nature of God who lives in Trinity and is, therefore, capable of the greatest depth of relationship.

- Describe, with specific details, your service.
- What unique gifts did you discover in yourself during your service?

- How did your service help you to appreciate the unique gifts of others?
- Describe the relationships you developed with others during your service.
- How did serving others affect your relationship with God?
- How did you “reflect the nature of God” during your service?
- How did your service contribute to the *New Evangelization*?

MORAL THEOLOGY: God Freely Chooses Love

(JUNIORS – 2nd Semester)

“Nothing humans have the ability to do has the capacity to make God do something.” God is always freely choosing love for humanity, even when we don’t see that this choice is best. Our knowledge is too limited by space and time, while God is not similarly limited. We all remain poor at God’s table because God doesn’t owe us anything.

- Describe, with specific details, your service.
- How have you chosen love for humanity with your service?
- What qualities in yourself do you realize you still need to develop?
- How can trusting in God’s knowledge and not your own help your positive qualities to grow?
- How has your service helped you to experience that God’s ways are not our ways?
- How has your service contributed to the *New Evangelization*?

CATHOLIC SOCIAL TEACHING: Goodness is a Gift from God

(SENIORS)

“Mercy, forgiveness and justification are God’s actions.” They do not result from our actions. We work on our salvation while recognizing that even our capacity to want to do “good” comes as a gift from God. We must do what we can, the freedom to choose coming from God, but realize that God is behind the ability to do good. God respects our freedom so much that he asks us to cooperate with him.

- How have you cooperated with God’s plan for goodness?
- What surprised you most about your service experiences?
- You are a reflection of God’s goodness. How can you avoid obstacles of cynicism and fear in the future?
- What did you learn about yourself while completing this service requirement?
- How have your service experiences helped to make you a better person?
- What role will service to others play in your future?
- How has your service contributed to the *New Evangelization*?
- You are receiving ½ credit in Theology for completing the service requirement. How does service qualify as a learning experience? How have you integrated what you learned in the classroom and church with your service experiences?



13900 Masonic Blvd. • Warren, MI 48088
(586) 585-0500 • Fax (586) 585-0507 • www.reginahs.com

CHRISTIAN COMMUNITY SERVICE HOURS DOCUMENTATION

To be completed by the student (please print):

Student Name: _____ Graduation Year: _____

Service Organization: _____

Date(s) of Service: _____

Number of Hours of Service Performed: _____

This service is for: _____ Regina _____ Parish _____ Community

Explanation of Service: _____

I have completed the listed service hours for the above organization to the best of my ability. I abided by the regulations and policies of the organization.

Student Signature: _____ Date: _____

To be completed by the organization supervisor (please print):

Supervisor Name: _____

Title: _____ Phone: _____

As a representative of _____, I agree that the above student successfully completed the given number of service hours under my supervision.

Supervisor Signature: _____ Date: _____

PLEASE FAX OR MAIL THIS FORM TO REGINA HIGH SCHOOL C/O CHRISTIAN COMMUNITY SERVICE.

Office Use

CSS Director Approval: _____

Hours Credited: _____

Date Entered: _____

Fax: _____

Mail: _____

Verification: _____