

JAMES B. CONANT HIGH SCHOOL

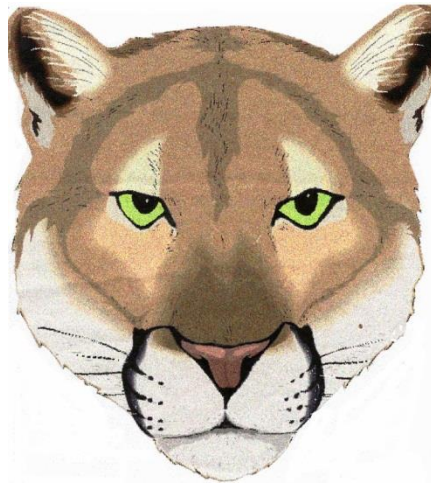
(HOFFMAN ESTATES, ILLINOIS)

LEARNING THROUGH

COMMUNITY

ACTION PROGRAM

LCAP



The Learning through Community Action Program (LCAP) began at Conant High School in 1973. Its purpose is to give our 600 seniors an opportunity to provide public service by getting directly involved in their own communities. It helps students recognize the value of volunteerism and allows them to become part of a valuable community resource for problem solving.

LCAP sees the school as a place where students not only come to learn, but from which they go out to share their knowledge and skills by serving others. For example, students with a social studies, math, language, or English background are able to work as tutors in junior high and elementary schools, as well as with E.S.L. students at Conant High School. They are also able to serve in day care and nursing centers, hospitals, and health facilities and governmental bodies. Students with special skills find a wide variety of experiences in which to use their talents.

LCAP also helps students to manage their own affairs, take decisive, significant actions, participate with other age groups, learn how to care for dependent people, and enjoy the satisfaction of giving of one's self. Through all of these experiences, students mature and grow into productive adults who feel good about themselves.

GOALS OF THE LEARNING THROUGH COMMUNITY ACTION PROGRAM

1. The students apply what they are learning in school to what is happening in the community.
2. The students, by being involved in the research option or the volunteer option, will learn to be analytical through observation.
3. The students will learn to accept responsibilities and to make commitments to fulfill these responsibilities.
4. The students will improve their communication skills. At the same time, the program will also open lines of communication between the school and the community.
5. The students will become more aware of the various social agencies that deal with the community needs through volunteer work or while interviewing community experts.
6. The students learn to take risks as they are having to do things they may otherwise not do.

In addition to the above goals, the students who do volunteer work will also find these additional benefits.

7. The students will develop a sense of individual worth from helping out other people.
8. The student will be sensitized to the needs of the people and of the community.
9. The students will learn to deal with people who are different from themselves.
10. The students will be aided in their career choices.

THE VOLUNTEER PROGRAM

The volunteer program is available both semesters. If you are a January graduate or have one semester of survey credit, you will do the LCAP project first semester. One half of the students in each survey class will do LCAP each semester. If you do not choose the volunteer program, you will do the research option.

As a volunteer, you will work at one of the participating agencies listed in the volunteer job description booklet. The LCAP coordinator has contacted these agencies. They have given you their job needs, they know how to evaluate you, and they know what to expect from you in terms of our volunteer program. You must call an **approved** agency and arrange an interview. You should go to the agency for an interview as soon as possible. You must have your volunteer contract signed by your parents, the agency director and returned to your survey teacher by the stated due date or you will have to do the research option. **A current calendar is posted in each classroom.**

Each volunteer session is a period of eleven school weeks that includes the week for contacting the agency. You are expected to volunteer for **all ten** weeks and a minimum of **20 hours**. Do not plan on getting all 20 hours of work within 5 weeks and then quitting. When you volunteer for ten weeks and complete more than 20 hours, the extra hours will help your overall LCAP grade.

Report to your agency each week on the assigned day and time. If you are unable to make your scheduled day or time, **call** your agency. You will also have to make up that time within the ten week period. If you are having any difficulties, talk to your survey teacher immediately. This is your responsibility.

Each time you report to the agency, be sure to **sign** in on the LCAP form at the agency and have your time card signed by your supervisor. Your survey teacher will check this card periodically, **so keep the card with you.**

While volunteering, keep a journal highlighting each day's duties, trials, joys and concerns. The journal should:

- a. describe your feelings about the work and the people.
- b. indicate what you have learned.
- c. include changes you would suggest about the agency.
- d. incorporate any ideas or feelings you have concerning volunteerism.

As a volunteer, it is important that you research the agency and think about what you, as a consumer, would want to know before you would use the agency. Therefore, **you must analyze the agency and consolidate your research and analysis into a paper.** Remember to read over the questions to be answered during an interview with the agency director.

VOLUNTEER GRADING PROCEDURE.

40% of the grade is based on your journal/analytical paper

40% of the grade is based on the agency's evaluation of you, include written evaluations. Your total number of hours over the **minimum** of twenty (20) hours will also be taken into consideration.

20% of the grade is based on the oral report you make to the class on your volunteer experiences.

**** The Research grading procedure will be presented at the Research Workshop.*

HOW THE LCAP GRADE WILL INFLUENCE YOUR 1st Semester or 2nd Semester GRADE:

LCAP will be 10% of your semester grade

***** FAILURE to do the LCAP project during the entire ten weeks in the time Allotted, the minimum of twenty hours in the 10 weeks means you are considered incomplete. An incomplete means you will receive a 0 for 10% of your semester grade.**