

KOREA INTERNATIONAL SCHOOL, JEJU CAMPUS

High School Service Guide

2025–2026



KISJ High School Service Philosophy

Vision

To provide all KISJ High School students the opportunity to serve the greater community – in Jeju, within South Korea, and abroad – that coincides with a pragmatic, progressive learning experience.

Dragon CARES

Through our **DRAGON CARES** service initiative, KISJ students will promote the ideals of:

Community
Action
Responsibility
Empathy
Service

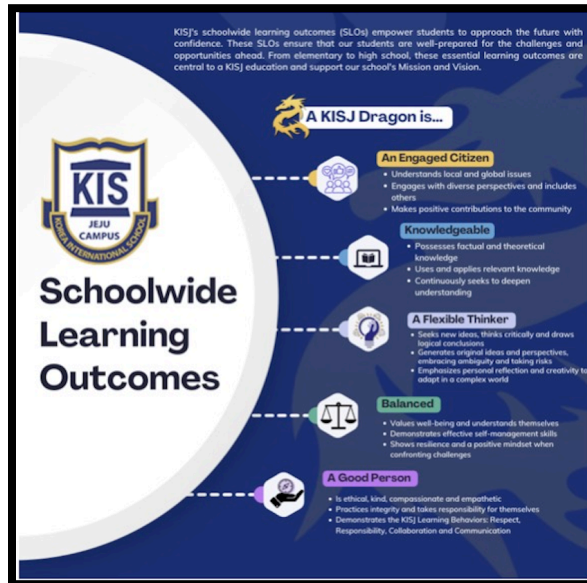
Benefits

Students will benefit from their exceptional service experiences in the following ways:

- **Character Development:** Service helps develop important character traits such as empathy, compassion, and humility. Students gain a better understanding of diverse perspectives and cultures, fostering a more inclusive and open-minded worldview.
- **Social Skills:** Working in a service-oriented context requires effective communication and collaboration. Students develop social skills as they interact with diverse groups of people, including peers, teachers, and community members. The connections built can lead to mentorship opportunities, networking, and new friendships.
- **Positive Impact:** Through their service efforts, students have the opportunity to make a tangible and positive impact on their communities. This sense of contribution and making a difference can boost self-esteem and foster a lifelong commitment to service.
- **Career Readiness:** Engaging in service helps students develop important professional skills such as communication, problem-solving, and teamwork, which are highly valued in the workplace. It also demonstrates to colleges and future employers a commitment to social responsibility and civic engagement.
- **Global Awareness:** Many service projects address global issues, helping students become more aware of and connected to the broader world. This global perspective can broaden their understanding of the interconnectedness of societies and cultures. Students will reference the UN Sustainable Development Goals (UN SDGs) when completing service at KISJ.

Schoolwide Learning Outcomes

In highlighting the SLOs throughout the service cycle, students will learn how service helps them become more engaged citizens and good people.



United Nations Sustainable Development Goals UN SDGs

All service projects should be looked at through the lens of the UN SDGs. These goals are designed to address various global challenges and improve the well-being of people and the planet by 2030. These goals cover a wide range of issues, including poverty, hunger, health, education, gender equality, clean water, sanitation, climate action and more.



Program Overview

Students are required to complete a cumulative total of 40 hours of service during their high school career at KISJ as a requirement to graduate. Hours earned in middle school, or at previous high schools in the case of transfer students, are not eligible; transfer students are required to

earn 10 hours per year at KISJ (i.e. a student transferring in at Grade 10 will need to earn 30 hours). Students are responsible for tracking and reporting service hours that meet the criteria of meaningful service learning projects in Maia.

Any experience approved by a student's Service Advisor will be eligible for the full hour of service, regardless if the activity took place on campus. Activities that compensate a student with money, goods, or services will not be counted toward the service graduation requirement. As we value a multi-tiered approach to service at KISJ, students will be able to complete up to 20 hours of their service hours through school-related activities (i.e. NHS, MUN, ACo, service clubs, etc.); however, the service for these organizations must take place outside of school hours or on weekends. The other hours of the students' service requirement must be completed through an outside organization. It is permissible for a student to complete all 40 service hours outside of school. If a student has any question or needs clarification in regard to in-school vs. out-of-school service, they can always speak with their service advisor.

Projects should be purposefully designed to provide a research-based approach to a local or global issue through one of the following:

- A. **Direct Service:** works face-to-face to directly impact specific stakeholder groups (students, community members, animals, etc.) in meaningful ways.

Examples:

- Tutoring students and adults in an area of expressed need
- Conducting art/music/dance lessons for at-risk youth
- Delivering presentations on violence and drug prevention in the community
- Working in an orphanage or animal shelter
- Spending time with hospice patients or elderly residents of a group home

- B. **Indirect Service:** works on broad issues that have clear benefits to the community but does not deal directly with specific people who stand to benefit from the activity.

Examples:

- Translating material into English or Chinese at tourist attractions on Jeju
- Restoring historic structures or building low-income housing
- Organizing a community cleanup in the GEC or on an orem.

- C. **Advocacy:** raising awareness and/or educating others about topics of public interest—projects that aim to inspire action on issues that impact the community. When possible, advocacy projects should also be coupled with elements of direct/indirect service.

Examples:

- Petitioning for local change that targets a UN SDG
- Planning and putting on public forums on topics of interest in the community

- Conducting public information campaigns on topics of local relevance or need
- Working with elected officials to draft legislation to improve communities

Role of the Service Coordinator

A Service Coordinator will help facilitate student service opportunities both locally in Korea and abroad. They serve as a bridge between KISJ and local organizations, ensuring effective communication and understanding of service requirements. They will research and establish connections with diverse organizations and initiatives, ensuring students have access to meaningful and relevant service experiences. Collaborating with high school teachers, the Service Coordinator provides valuable guidance and support to students throughout their service endeavors. The Service Coordinator plays a central role in coordinating the Week Without Walls program, working closely with the High School associate principal and business staff team to organize impactful service activities.

Role of the Service Advisor

Each student will be paired with a faculty Service Advisor for the duration of their time at KISJ. Their Service Advisor will help guide them through the process of their service experiences and how to explicitly tie in our SLOs into their service project(s).

Pre-service Preparation

- Work with Service Advisor to choose a service activity.
- Meet with Service Advisor for pre-conference.
- Document the plan and conversation with the advisor in Maia.

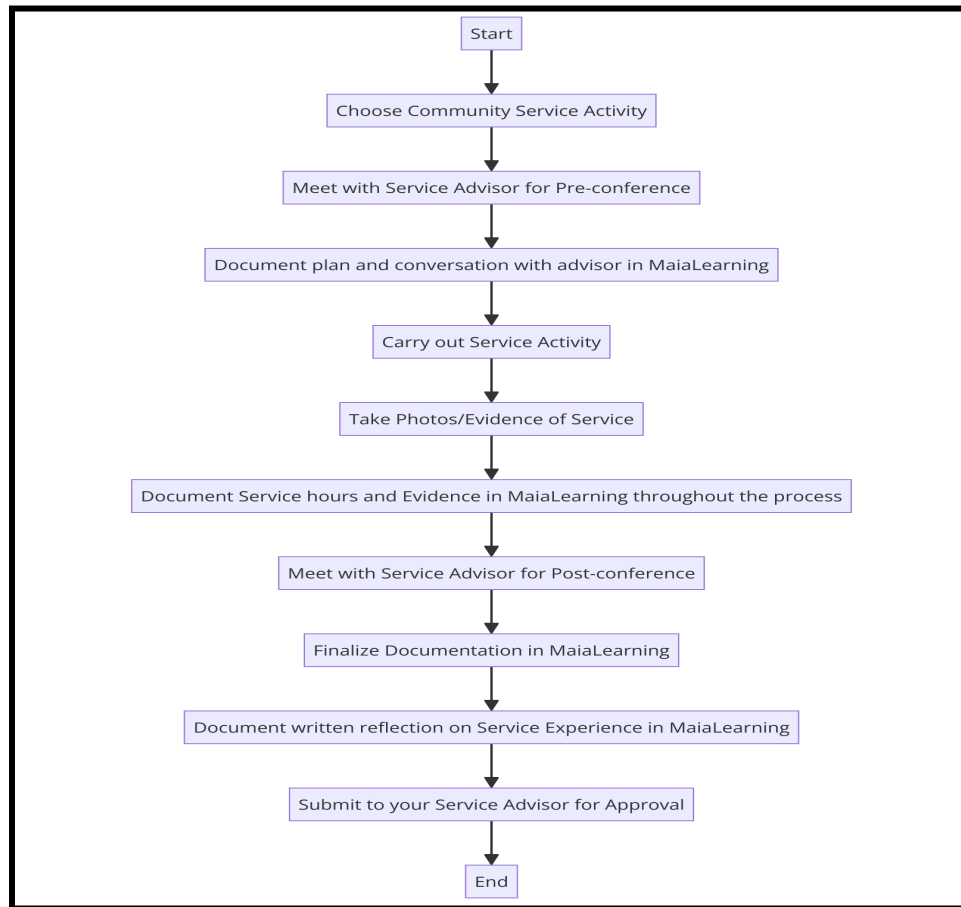
During Service

- Carry out service activity.
- Take photos and provide evidence of service.
- Document service hours and evidence in Maia throughout the process.

Post-service Completion

- Meet with Service Advisor for post-conference.
- Finalize documentation in Maia.
- Document written reflection on service activity in Maia including post-conference summary. Part of this reflection requirement will be for the student to relate their service experience to our SLOs.
- Submit all documentation on Maia for approval.

Service Flow Chart



A Commitment to Service

By dedicating time specifically for service activities, students are able to make a tangible impact on their communities and gain a greater understanding of the world around them. Ultimately, dedicated time for service in high school is crucial for fostering well-rounded and socially conscious individuals who are prepared to be active and engaged members of society.

Advisory Period

Incorporating service activities during Advisory will allow a consistent and convenient time for students to participate in service activities. Students can work collaboratively with their peers, receive guidance from their Service Advisor, and reflect on their service experiences within the context of their academic and personal goals.

After School

Offering dedicated time for service activities after school allows students to participate in longer, more in-depth projects that may require additional time commitment. This after-school time can provide a structured environment for students to engage in service activities without the constraints of regular academic classes. Students can use this time to collaborate with one

another, check in with their Service Advisor, carry out an activity, or document their service experiences to date.

End-of-Year Expo

The end-of-year expo will serve as a culminating event where students share their projects, experiences, and the impact of their service efforts with the school community, parents, and community partners. It provides an opportunity for students to reflect on their growth, showcase their achievements, and inspire others to get involved in service. Additionally, it can help foster a sense of pride, accomplishment, and community engagement among students, teachers, and families.

Service Awards

Students who have shown an overwhelming commitment to service during their time at KISJ will qualify for special recognition in regard to this service. Awards will be given out for the following achievements:

- Bronze: 100+ Service Hours
- Silver: 200+ Service Hours
- Gold: 300+ Service Hours

To qualify for these annual awards, students must have completed the requisite hours with all appropriate documentation no later than April 1st of the current school year.

Service Trips (Week Without Walls)

At KISJ we are proud to offer our students real-world experiences related to our curriculum. One way we do this is through our service trips each year. These trips are an amazing educational experience that combines service with structured learning opportunities. These trips involve students volunteering in different locations (at KSIJ, on Jeju Island, within mainland Korea, and abroad), often outside of their immediate communities, to engage in hands-on service work, while also reflecting on and learning from their experiences.

These trips are structured to provide a holistic educational experience that goes beyond traditional classroom settings. By combining service with intentional learning and reflection, service trips aim to create well-rounded individuals who are not only academically competent but also socially conscious and engaged in their communities. All students are required to attend a service trip, either within Jeju or abroad, each year. The multi-tiered approach to our Week Without Walls program can be found below:

Multi-Tiered Approach to Service

Service to our School

- Students will work together throughout the school year, using the UN SDGs to create a service project that is beneficial to our school community.
- This project will culminate during our Week Without Walls where students will see their project come to full fruition.

- From beginning to end, students will plan, document, and reflect upon how their service project has impacted not only them but their school community as a whole.

Service on our Island

- Students will work together throughout the school year, using the UN SDGs to create a service project that is beneficial to the island of Jeju.
- This project will culminate during our Week Without Walls where students will see their project come to full fruition.
- From beginning to end, students will plan, document, and reflect upon how their service project has impacted not only them but also the island of Jeju.

Service on mainland Korea

- Students will work together throughout the school year, using the UN SDGs to create a service project that is beneficial to our host country, South Korea.
- This project will culminate during our Week Without Walls where students will see their project come to full fruition.
- From beginning to end, students will plan, document, and reflect upon how their service project has impacted not only them but also the country of South Korea.

Service Abroad

- Students will work together throughout the school year, using the UN SDGs to create a service project that is beneficial to people abroad.
- This project will culminate during our Week Without Walls where students will see their project come to full fruition.
- From beginning to end, students will plan, document, and reflect upon how their service project has impacted not only them but also people abroad.