Service-Learning Implementation Plan

Local School System (LSS): Caroline County Public Schools

Prepared by:	
Name: Lois W. McCoy, Ph.D.	
Address: 10855 Central Ave. **Ridgely, Maryland 21660**	
Phone: 410-479-0100	
Fax: 410-479-1308	
Email: mccoy.loisdean@ccpsstaff.org	
Website: cl.k12.md.us	

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I. IMPLEMENTATION PLAN AND CURRICULAR CONNECTIONS

A. *Minimum Level of Student Engagement*

Caroline County Public Schools promotes and encourages students in grades 3-12 to participate in and complete interdisciplinary service learning activities and/or projects that engage them in services that meet all seven best practices: (1) Meet a recognized need in the community; (2) Achieve curricular objectives through service-learning; (3) Reflect throughout the service-learning experience; (4) Develop student responsibility; (5) Establish community partnerships; (6) Plan ahead for service-learning; and (7) Equip students with knowledge and skills needed for service.

In order to satisfy the Code of Maryland Regulations (COMAR) 13A.03.02.06, students enrolled in Caroline County Public Schools will complete a minimum of 75 hours of student service-learning that include preparation, action, and reflection beginning in third grade. Students will begin their service-learning experience accumulating a total of 15 hours in grades 3-5.

During the middle school years, students complete 10 hours each year for grades 6-8. By the end of 8th grade, students attending CCPS would have completed a total of 45 cumulative service-learning hours. By the end of 9th grade, an additional 10 hours of service learning will be completed. A total of 55 cumulative hours of service learning will be completed.

Students will complete the remaining 20 hours on independent service-learning projects. Students who do not complete the service-learning component at the lower grade levels, will complete it at the next level, in addition to, the current school year prescribed service-learning hours. No student is eligible to graduate without completing the minimum number of hours.

It is important to note that all schools complete projects above the minimum required, with many students accumulating more than the minimum number of hours required for graduation.

B. Curricular Connections

B.1

Service--Learning Hours By Grade

Grade Level	Hours	Primary Content/Area Focus
3rd Grade	5 Hours	Science/ Physical Education/Health
4th Grade	5 Hours	Science/ Social Studies
5th Grade	5 Hours	Science/ Social Studies
6th Grade	10 Hours	Science
7th Grade	10 Hours	Science/ Physical Education/ Health
8th Grade	10 Hours	Science/ Social Studies
9th Grade	10 Hours	Science/ Social Studies
6th--12th Grades	20 Hours	Independent Service Projects

B. 2

The content area will be determined by the project, service-learning team, and where it matches the Maryland Curriculum and/or Maryland College and Career Ready Standards. Caroline county Public Schools are in the midst of transitioning to the Next Generation Science Standards (NGSS); therefore, our service learning components for the county's science curricular connections are in transition as well.

By the first week in October, each grade level (3-9) is to submit their formal request for a school-based project to the school service-learning coordinator on the *CCPS Service-Learning School-Based Project Approval Form* (Appendix A). This identifies the title of the project, a description of the project including preparation, action, and reflection. The project is integrated into the existing curriculum and includes a variety of projects spaced throughout the year which involve service to the school and/or community. The form asks for a budget request and a listing of expenditures.

The infusion of service-learning in Grades 8 and 9 links directly to the Social Studies and Science courses for the respective grade levels. Projects in grade 8 and 9 are typically funded at the school level, and correlate to the Environmental Literacy standards, marrying the need to raise awareness of our impact/contribution to the Chesapeake watershed over time with the political science standards of Social Studies promoting advocacy and policy change to sustain the environment (See Section B5 for examples from each grade level).

B. 3

As a school system, Caroline County Public Schools have continued our commitment to environmental education and literacy. We are expanding our target area of service-learning to include wellness for our school and community given the rising epidemic of obesity and apathy towards preventative health. All projects must specifically relate to the Maryland State Curriculum and College and Career Ready Standards where applicable. The district is in the process of transitioning to the Next Generation Science Standards; nevertheless, we continue to use Maryland State Science Standards until the NGSS are phased in at each grade level.

Typical School-Based Projects: Grades 3-7

3rd Grade-
Physical Education: MSC Standard IV-Exercise Physiology (IV.D.1.a);
Health: MSC Standard VI-Nutrition and Fitness (6.F)

Extended Learning: Jump Rope for Heart

Service Learning: Students participate in community advocacy to promote healthy heart practices and raise awareness of heart-related diseases and stroke

Type of service Learning: Advocacy/Indirect

4th Grade-
Ecology: Chesapeake Bay Organisms and their Habitats (Module 1); Adaptions of Organisms (Module 2); Effects of a Changing Environment including Changes in Salinity (Module 3); Roles in an Ecosystem (Module 4) MSC Standard 3-Geography (3.B.c); MSC Standard 5-History (5.C.1.a,b,c)

Service Learning: Students visit Martinak and Tuckahoe State Parks to complete a forest restoration project. Students plant native trees and plants to prevent runoff into the waterways. Students complete soil preparation and planting under the guidance of park rangers.

Type of service learning: Direct

5th Grade-
Earth Science: Wise of Natural Resources (Module1); Effects of Erosion (Module 5) MSC Standard II-Earth Science (II.A.2); Standard VI-Environmental Education (VI.A.1,B.1, B.2); Social Studies: MSC Standard-Geography (3.D.1.C)

Service Learning: Chesapeake Bay Environmental Center: Students plant native shoreline grasses and participate in environmental awareness activities.

Extended Learning: Schooner Sultana Experience, walking tour of historic Chestertown.

Type of service learning: Direct

6th Grade-
Science: MSC Standard II-Earth Science (II.A.2); Standard III-Life Science (III.F.1, D.1)

Service Learning: North Bay Environmental Learning Center: As part of a weeklong experience, students participate in oyster bed restoration, water quality testing, and other environmental awareness activities that examine the impact of humans on the natural world.

Type of service learning: Direct

7th Grade:
Physical Education: MSC Standard IV-Exercise Physiology (IV.D.1.a)

Service Learning: Hoops for Heart: Students participate in community advocacy to promote healthy heart practices and raise awareness of heart-related diseases and stroke.

Type of service learning: Advocacy/Indirect

B. 4

The projects selected by Caroline County Public Schools are action specific that recognizes a community need. The students see an area(s) that need attention and submit their ideas for projects to the school coordinator for evaluation and approval. In order to ensure that students engage in a variety of service-learning experiences, information is shared with students, staff, and community partners

to explain service-learning. This then leads to the creation of stronger projects for the students and community. The reflection portion of the student's service-learning experience is critically important.

B. 5

Caroline County Public Schools promotes student engagement and rigorous service learning opportunities by using an interdisciplinary approach to student learning via authentic projects and services. The Maryland State Standards and/or the College and Career Ready Standards, as well as other existing curriculum, are the vehicles by which genuine service learning projects and community needs are identified. Currently, the district is in the midst of transitioning to the *Next Generation Science Standards* (NGSS).

Central office content supervisors, school-based service-learning coordinators, and community partners work cooperatively with schools to ensure that students are participating in quality service-learning experiences/projects.

Please Refer to section (B. 3) for examples and explanations of how CCPS ensures students engagement in a variety of service-learning experiences (direct, indirect, and advocacy).

Here are a few other examples of engaging and meaningful service learning experiences/projects:

Caroline County's fifth graders will be experiencing the Sultana trip this year and each school will be going to a state park to plant trees. This service learning ties into U.S. History and science topics of Earth Systems from the 5th grade curriculum. Students will be able to receive service learning hours for these activities.

In middle school, all 6th graders will study earth science and the environment. This ties into their trip to the one week NorthBay adventure and is followed up by a service learning project at the end of the school year. Lockerman Middle School will make blue bird boxes and Colonel Richardson Middle School will participate in beautification projects around their school community. Students will be able to receive service learning hours for these activities.

At the high school level, an *Environmental Action Plan* was created by tenth graders from environmental earth science classrooms. The classes built a rain garden by planting several dozen native plants. The students are going to beautify the area by pulling weeds and adding education features, like signs to inform the public about the purposes of rain gardens. The environmental science student took a trip to Pickering Creek Audubon Center. The students will take

water quality tests and macroinvertebrate surveys, as well as, other environmental activities.

North Caroline High School, *Green Club*, received Green School designation for promoting awareness of the need to protect the environment. This club consistently promotes a more environmentally friendly consciousness about their school environment and writes grants that will allow them to purchase recycling materials and environmental videos. The students continues to expand the butterfly garden and the recycling program.

B. 6

Service Learning experiences and/or community projects ideas may develop from many different ways. Often, the school service-learning coordinator works with grade-level teams throughout the school to pre-plan possible service learning activities each year. Often, students are involved in the process of brainstorming prospective projects that may fit a particular need in their community. Many of the service-learning activities are planned by district content supervisors in an effort to infuse curricular objectives and authentic learning opportunities for CCPS students. Lastly, community partners link up with the school system to provide and share their community projects and service learning activities that are priority for their organizations. Once projects have been determined, The *Maryland 7 Best Practices Service-Learning Rubric* is followed.

C. Assessment & Evaluation

C. 1

Each project is assessed and evaluated at the various stages of development and implementation at three distinct levels. All projects begin with the completion of the *CCPS Service-Learning School-Based Project Approval Form*. The individual completing the form must briefly explain the proposed project, including preparation, action, and reflection. Additionally, the individual must rate the project using the MSDE-approved rubric regarding the seven best practices of service-learning. Lastly, the person must identify any budgetary needs to complete the project. The completed form is submitted to the school service-learning coordinator for preliminary approval.

If approval is granted, the form is signed, then sent to the school principal for review. Finally, the completed form is sent to the Administrator of Alternative Programs who oversees service-learning. At this point, the individual leading the project is notified that full approval is granted and the project can proceed. If the project is not approved at any point in the process, the reviewers return the project form along with suggestions for improvement in

order to more fully develop the project to meet standard. In order to streamline this process, a centralized database was created in google. Each school can upload their service-learning plans and share them with other school-based service-learning coordinators.

Individual service-learning projects receive a similar level of scrutiny in order to uphold the fidelity of the program. The *CCPS Service-Learning Approval/Verification Form* (Appendix B) is available to all middle school and high school students in their respective guidance offices, and online as a download on the CCPS website. Students complete Part I of the form and submit it to the school service-learning coordinator for prior approval. If the project is given the pre-approval, the student then completes the project as described, attains signature verification from the community-based organization with whom the student works, and reflects on the project on Part II of the form. Once completed in its entirety, the student gives the form to the school service-learning coordinator for final approval. After approval, this information is entered into the student data information system for detailed record-keeping. If the project is not pre-approved, the student is provided with guidance to either improve the proposed independent project or to develop another. If the project is not approved after completion of the hours, the students is provided with guidance to improve the deficient areas of the project or the student is directed to a new project.

C. 2

Service-learning projects at all level have been updated to support curriculum content that addresses the Maryland Curriculum College and Career Ready Standards (MCCRS) and other approved local curriculum. CCPS will be transitioning to the *Next Generation Science Standards*. This will occur via grade level phasing.

D. Transfer Policies

D.1

All service-learning hours are reported on our official record, as well as, our printed transcript from our student record system. If a student transfers into Caroline County Public Schools from another Maryland Public School, any hours that were recognized by the sending school district are recognized by Caroline County Public Schools. Students transferring from an out-of-state school, nonpublic school, or home school, after reviewing their official record, will need to complete their service-learning requirement based on their grade-level at the time of transfer. A copy of our transfer procedure for service-learning is located in our course selection guide and outlined in a

service-learning pamphlet. *Service-Learning: School-Community Partnerships at Work* for all new students (Appendix C), and online.

Grade--Level at Time of Transfer	Hours Transfer Student Must Earn
3rd--5th Grade	75 Hours
6th Grade	60 Hours
7th Grade	50 Hours
8th Grade	40 Hours
9th Grade	30 Hours
10th Grade	20 Hours
11th Grade	15 Hours
12th Grade, 1st Semester	10 Hours
12th Grade, 2nd Semester	5 Hours

E. *Connections*

E.1

All of the district's schools integrate service-learning with various other educational initiatives; including, but not limited to Character Education, Civic Education, STEM, Financial Literacy, and Environmental Literacy to a varied degree. Additionally, three schools in the southern region of the district incorporate service-learning into their 21st Century Life Long Learning Center afterschool programs.

E. 2

In recent years, CCPS has strengthened the relationship between service-learning and environmental education. Maryland's Environmental Literacy standards figure prominently into our development and implementation of school-based projects in the upper elementary grades, middle grades, and high school. Our students participate in district-wide projects at Grade 4 in collaboration with the Tuckahoe and Martinak State Parks that results in a forest restoration. In Grade 5, students participate in a project with Wetlands on Wheels, Sultana Project, and the Chesapeake Bay Environmental Center that results in wetlands restoration. In Grade 6, all students spend a week at North Bay Environmental Learning Center

gaining hands-on field experience learning about the ecology of the Bay and Bay preservation.

E. 3

Currently, there is not an explanation of service-learning included in CCPS Master Plan.

II. INFRASTRUCTURE

Dr. Lois W. McCoy
Administrator for Alternative Programs (County-wide)
Caroline County Career and Technology Center
LEA Service-Learning Coordinator
10% of professional time

Mr. Brad Plutschak
Guidance Counselor
Caroline County Career and Technology Center
School Service-Learning Coordinator
5% of professional time

Mr. Chad Shelly
Science Teacher
Colonel Richardson High School
School Service-Learning Coordinator
10% of professional time

Mrs. Christina Gorsuch
Guidance Counselor
Denton Elementary School
School Service-Learning Coordinator
10% of professional time

Mrs. Donna DiGiacomo
English/ELL
School Service-Learning Coordinator
North Caroline High School
5% of professional time

Mr. Veronica Hayes
Guidance Counselor
Federalsburg Elementary School
School Service-Learning Coordinator
10% of professional time

Mrs. LouJean Talbot
Guidance Counselor
Preston Elementary School
School Service- Learning Coordinator
10% of professional time

Mrs. Kia McKinney
Guidance Counselor
Lockerman Middle School
School Service-Learning Coordinator
10% of professional time

Lori Frisbee
Guidance Counselor
Ridgely Elementary School
School Service-Learning
10% of professional time

Jennifer Blunt
Guidance Counselor
Colonel Richardson Middle School
School Service-Learning Coordinator
10% of professional time

Colleen MacFarland
Angela Webster
Guidance Counselors
Greensboro Elementary School
School Service-Learning Coordinators
10% of professional time

Deborah L. George
Supervisor of Instruction
Science K-12
Social Studies, K-5
Coordinator of STEM Initiatives

Derek L. Simmons, Ed.D.
Director, Student Services & Social Studies
Caroline County Public Schools

Service Learning Advisory Board members:
Dr. Lois W. McCoy
Dr. Andrea Berry
Gene Smith
Mrs. LouJean Talbot
Kia McKinney
Donna DiGiamato
Brad Plutchak
Melissa Prettyman (Parent)

III. STUDENT LEADERSHIP

1. A goal of all service-learning projects for Caroline County Public Schools is to have students actively involved in planning and leading service-learning at their schools. The degree of student responsibility varies by grade-level according to the age of the student. Students discuss community needs and work with identified organizations. Guest speakers regularly come to the schools and make presentations, discussing his or her organization and their needs, such as environmental advocacy and protection, historic preservation, outreach events, etc. Students plan the projects, discuss the needs, supplies, timeline, materials, and potential impact on the community. Students are also responsible for selecting an independent project(s) to complete the high school requirement of 20 hours. These projects need to be pre-approved by the school service-learning coordinator at their school.

At the LEA level, student representatives are an integral part of the service-learning leadership process. These individuals assist us with first-hand information from their peers about how student-learning is implemented at their schools. Moreover, these students provide relevant feedback about newly proposed service-learning units. Student members of the Service Learning Advisory Board's request for opportunities to complete individual service-learning were a key factor in CCPS decision to allow students in their high school years to design independent projects.

2.   Caroline County Public Schools also utilizes student organizations and groups to implement service-learning. Student Government Association (SGA) participate in service to their community on a regular basis. At the beginning of each school year, the officers of the SGA and the Students Helping Other People (SHOP) club meet to discuss, review, and decide which projects to complete for the coming school year. Students debate the need to maintain past projects with the opportunities for new ones. Clubs and officers decide which projects will be accepted. Students take responsibility for project completion. The 21st Century Lifelong Learning Center afterschool program further allows student leadership is determining the projects to be completed, the planning to ensure success, and the implementation of the project. Also, schools have utilized athletic teams to

raise awareness and support for community needs, such as the Susan G. Komen Volley for the Cure during volleyball season.

As Caroline County Public Schools works to develop our student leaders into productive and responsible citizens, students are provided with multiple opportunities to track their service-learning hours by viewing the online student portal of PowerSchool. According to the county's policy, students receive a cumulative total of service-learning hours every 4.5 weeks as grade reports are distributed. Students who exceed the stated expectations and demonstrate exemplary service to their school and community are recognized through Meritorious Service Awards. Every school in Caroline County showcase their service learning projects via website and provide photos and awards that are given to students.

IV. COMMUNITY PARTNERSHIPS & PUBLIC SUPPORT & INVOLVEMENT

1. CCPS recognizes the value of strong community partnerships in order to provide a supportive and cohesive service-learning program. A training and fellowship meeting for Community-Based Organizations (CBOs) are held in October of each year at the central office. Community partners share information about their organization and this information is used to inform the school and other stakeholders about the appropriateness for student and school access.

The meeting serves as a means to inform CBOs of Maryland's Seven Best Practices of Service-Learning, discuss partnership opportunities, and to share individual success stories with the greater community. All CBOs that have an existing relationship with CCPS are invited, in addition to any organization that may wish to partner with the school system. All CBOs, whether in attendance or not, are asked to complete a questionnaire to assist the school coordinators in developing projects with them, and in directing students to them for individual projects that will meet the Seven Best Practices of Service-Learning.

2. Currently, CCPS has established partnerships with 60 CBOs, and is seeking more opportunities to expand.

3. In an effort to improve communication with parents and students regarding service- learning, CCPS takes multiple approaches to provide information. CCPS provides information on service-learning requirements to the community through the district handbook/calendar provided to all families at the beginning of the school year, the course selection guide which goes to all high school students, newsletters, a brochure (Appendix C), and online (http:cl.k12.md.us).

4. All approved CBOs are listed on the *CCPS Service- Learning Approval/Verification Form* for students and parents (Appendix B). School

coordinators and teachers regularly inform the greater school community of individual projects through monthly newsletters. Individual schools share information with parents and guardians at Back to School Nights. The 21st Century Afterschool program provides information to the community regarding service-learning during the annual *Lights On* program in October.

5. Parents are informed that students are engaged in service-learning in multiple ways: (1) Written notification of school's service-learning projects,field trips, etc. are shared with parents each semester, (2) There is an information section regarding service-learning projects and opportunities posted on school websites, school bulletin boards, and service-learning brochures are located in the guidance offices, (3) Parent permission for students to complete service-learning activities/projects is obtained, and (4) parents often volunteer as chaperones or offer their personal time to work with the school with organizing specific service-learning activities/events.

6. Service-learning information is made available electronically to the community, students, parents, as well as school staff via individual school-websites, the CCPS central office website, and centralized database via google.docs. Principals and supervisors regularly inform parents and other community members about major service-learning projects and activities via School Messenger. Principals share information/invitations to community partners and parents regularly attend board meetings. This information is shared via board.docs publicly.

7. CCPS have formed partnerships with Chesapeake College and Salisbury University. Our students have attended campus field trips to learn about the environment or other health related fields. Students have had topics on the environment and recycling. The CCTC (Caroline Career and Technology Center) has formed a partnership with Chesapeake College in helping CCTC students develop 21st Century skills for speaking, listening, and thinking about how to be successful in the workplace and how to become global thinkers. The industries and businesses are placing great emphasis on students' employability skills. The focus addresses students becoming good and productive citizens in their communities and society.

8. The partnerships mentioned in Item #7 identifies how P-20 cascade model service-learning projects been initiated. It is apparent that the support and collaboration between academics and the workforce training for CCTC students at Chesapeake and Salisbury University will be detrimental in providing a variety of work skills for students. These partnerships will hopefully prepare socially responsible individuals to become prepared and ready for a diverse and global world.

V. PROFESSIONAL DEVELOPMENT & TRAINING

1. In order to implement and maintain a robust service-learning program, opportunities for professional development and training must occur. All school coordinators participate in a half-day training at the beginning of the school year on the district procedures for providing quality projects to students, as well as the maintenance of student records to accurately reflect completion of hours. Staff share best practices from their experiences and adjust their plans for the school year. School site coordinators are also given time to meet at least two additional times during the year to develop projects, and discuss areas of concern and seek assistance from their counterparts. The district coordinator also meets with principals to discuss service-learning related information throughout the school year during monthly Administrator and Supervisor meetings. Fellows and service-learning coordinators provide professional development and assistance to the classroom teachers within their respective schools regarding effective strategies for service-learning implementation. Additional meetings may be scheduled based on the needs of the program. (See Appendix E for sample handout.)

2. School secretaries works with their administrators and school-based service learning coordinators on how to respond to inquires from the public regarding service-learning. Secretaries works collaboratively with school-based service-learning coordinators with posting upcoming service learning projects/activities. Often, secretaries maintain and create bulletin boards that highlight upcoming service-learning projects and communicate this information via school newsletters, and then, disseminate this information on the school's *FaceBook* Pages. Service-Learning training for secretaries are informal and each school handles training differently.

VI. ACCOUNTABILITY

1. At the elementary school level, individual teachers who complete infused service-learning projects (Grades 3-5) will document and verify hours for the students and present the required paperwork to the school service-learning coordinator, who is also the school counselor. The individual teachers responsible for the projects will document service- learning hours on the permanent records of all students meeting the requirement each year. The school counselor will also record the hours into our student information system,PowerSchool, to track hours. Alternate service-learning projects assigned to students who are absent during the infused activities will be recorded in the same manner. An accumulation of hours will be displayed on each student's report card when printed from PowerSchool. All projects are evaluated using the Maryland's Seven Best Practices of Service-Learning as noted in the (Assessment/Evaluation) portion of this document.

At the middle schools, the school service-learning coordinator is responsible for verifying that each student completes the minimum activities associated with the approved school-based project. Individual teachers associated with the project track hours for each student. At the end of each marking period, each teacher will submit documentation of the completion or non-completion of the project and the service-learning hours completed to date for each student under his or her direction to the respective school counselor. The school counselor will then record the hours into our student information system, PowerSchool, to track hours. An accumulation of hours will be displayed on each student's report card when printed from PowerSchool. All projects are evaluated using the Maryland's Seven Best Practices of Service-Learning as noted in the (Assessment/Evaluation) Section of this document.

At the high school level, both school-based projects and independent service-learning projects must be pre-approved according to the process outlined in (Assessment/Evaluation) of this report. Primarily the school service-learning coordinator assesses the quality of both types of projects according to the Maryland's Seven Best Practices of Service-Learning. The completed form for the school-based project is forwarded to the school principal and district coordinator for approval as well. The school service-learning coordinator verifies all student hours and completion of projects. After verification is complete, documentation is then provided to the appropriate school counselor to be recorded in our student information system, PowerSchool, to track hours. An accumulation of hours will be displayed on each student's report card when printed from PowerSchool.

At the district level, an annual review of procedures, guidelines, and projects is completed near the conclusion of the school year. The advisory board reflects on the service-learning process for the district and makes recommendations to strengthen the program for the following school year.

VII. FUNDING AND IN-KIND RESOURCES

Fiscal Year 2016

Source	Amount	Purpose
CCPS – Local	$46,000.00	Transportation/Field Trips SL Activities
CCPS - Local	$2,500.00	Supplies for SL implementation at all levels
Total	$48,500.00	

VIII. ANNUAL GOALS AND TIMELINES/Service-Learning Goal for 2016-2017:

All students enrolled grades 3-12 in CCPS will successfully complete one Service Learning Project per school year.

Activities	Staff Responsible	Start Date	Finish Date	Notes
Updating/PD for new and returning SL Staff	● Administrator for Alternator Programs/LEA Service Learning Coordinator	8/2016	8/2016	On-going support
SL Advisory Board Meetings	● Service Learning Coordinator ● Service Learning Advisory Board Members	10/2016 1/2017 4/2017 7/2017		
SL School Visits	● School Based SL Coordinators	5/2016	6/2016	On-going (As needed)
Mid-Year and EOY SL Report	● School Based SL Coordinators	1/2017	6/2017	

IX: ATTACHMENTS

Appendix A   Service-Learning School-Based Project Approval Form

Appendix B   Service-Learning Approval/Verification Form

Appendix C   CCPS Service-Learning Brochure

Appendix D   Community-Based Organizations Questionnaire

Appendix E   Introduction to Service Learning Handout for Training