December 5, 2016

Dr. Karen Salmon
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21202-2595

Dear Dr. Salmon:

Attached is the Washington County Public Schools' Service-Learning Implementation Plan which reflects a comprehensive overview of service-learning in the secondary grades.

Since the 2011-2012 review of the plan many procedural changes have been made that reflect the feedback provided from that review and the quality review conducted in March 2012. Service-learning coordinators, both at the Central Office and in the secondary schools, and content supervisors are making every effort to ensure that WCPS is in compliance meeting the high school graduation requirement of 75 hours of service-learning.

Sincerely,

Superintendent of Schools

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Service-Learning Implementation Plan
Washington County Public School

I.   Implementation Plan and Curricular Connections

A. *Minimum Level of Student Engagement*

- Students earn 75 hours of service-learning credit to meet the Maryland graduation requirement in the following manner:
  o 15 hours are earned with activities infused in 6th grade science during the ecology unit;
  o 15 hours are earned with activities infused in 7th grade social studies;
  o 15 hours are earned with activities infused in 8th grade English language arts;
  o 15 hours are earned with activities infused in 10th grade life skills;
  o 15 hours are earned participating in independent projects, beginning after the successful completion of the seventh grade year, providing services that address a recognized community need(s).
- Clock hours are counted only for the independent projects (one hour credit for one hour of service); it is expected that the infused activity be of such scope as to warrant the assigned hours.
- Students have an opportunity to earn a high school credit for service learning by participating and documenting 135 hours of service in addition to the required 75 hours known as the Student Volunteer Program.
  o This opportunity is listed in the *High School Program of Studies.*
  o A booklet is available for student use as they document the additional hours.

B. *Curricular Connections*

- Service-learning is infused in courses in both the middle and high school.
  o 15 hours are earned with activities infused in 6th grade science during the ecology unit;
  o 15 hours are earned with activities infused in 7th grade social studies;
  o 15 hours are earned with activities infused in 8th grade physical education;
  o 15 hours are earned with activities infused in 10th grade life skills;
  o 15 hours are earned participating in independent projects providing service that addresses a recognized community need.

- Service-learning curricula are developed in a variety of ways.
  - o Teacher identifies a project that meets the Maryland 7 Best Practices that supports an objective in the curriculum and shares with his/her colleagues, as done in grade 6 science.
    - Infusion addresses the following VSC indicators:
      - c Goal1 Science skill and process indicators, depending on the project
      - c Goal2 Environmental Science Indicators- LS2-1 and LS2-4
    - Science based projects address common core standards for literacy in science and technical subjects 6-12.
      - c Reading standards 1-3 for grades 6-8 students are addressed in ecology projects.
      - c In a lab activity and reflection, if it involves writing, standards 1-3 and 7 are addressed.
    - e.g. A 6th grade science class is studying human impact on the Chesapeake Bay, chose by students through the Maryland Department of Natural Resources.
      - c Service-learning coordinator, in collaboration with the secondary science supervisor, obtained the curriculum for all the teachers and provided resources for support.
  - o Service-learning coordinator recognizes where the service-learning curricula needs improvement and organizes a workshop comprised of teachers in that content area, the method for defining service-learning in 1Qth grade life skills.
    - Infusion in the life skills class addresses the following VSC indicators:
      - a Outcome 1...establish a foundation for leading healthy, productive lives.
      - a Outcome 3...health-enhancing behaviors and reduce health risks to live safer, healthier lives.
    - The development of first aid skills or the fire safety awareness campaign address common core standards for literacy in science and technical subjects 6-12.
      - a Reading standards 3 and 7 for grades 9-10
      - a Writing standards 5 and 6 for grades 9-10
    - e.g. 1Oth grade life skills activities lacked depth and breadth and a group of teachers worked to identify elements in the curriculum that could be expanded into service-learning projects.
      - a Activities for Fire Safety 101 and First Aid 101 were developed.
        - Fire Safety addresses the outcomes (1) Learning life safety is a personal responsibility, (2) Almost all tragedies are preventable, (3) Education and attitude play an important role in life safety, and (4) Protect yourself.
        - First Aid addresses Mental & Emotional Health, Personal & Consumer Health, and Safety & Injury Prevention outcomes

- English language arts tied to the literature of the grade level to the Wounded Warriors project.
  - ○ One school is writing letters to wounded Warriors and hosting a fundraiser to promote awareness and donate money.
  - ○ Teachers Bergan, Firme, Harpster, and Swanson at Springfield middle school will use in 8th grade ELA
    - Objectives address writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - W.8.3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
    - W.8.3 b. Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    - W.8.3 c. Use a variety of transition words, phrases, and clauses to convey sequence, and signal shifts from one time frame to another.
    - W.8.3 d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    - W.8.4 Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - W.8.5 With some guidance and support from peers and adults, develop and strengthen writing
    - W.8.10 Write routinely over extended time frames.
    - L.8.1 Demonstrate the conventions of standard English grammar and usage when writing or speaking
    - L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
    - L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - ○ Reading the aforementioned documents addresses the common core reading standard for informational text #9.
- ○ Supervisor identifies a project he/she believes meets the service-learning criteria and accomplishes the content standards and objectives.
  - e.g. Secondary social studies supervisor identified Project Citizen as a program to address service-learning in grade 7.
    - ○ Mr. Lougheed, a 7th grade social studies teacher, worked with his colleagues to point out the extension of Project Citizen to include the action component.
    - c C3 standards will be addressed:

- o D2. Geo 5.6-8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- o D2. Geo 9. 6-8 evaluate the influences of long term human-induced environmental change on spatial patterns.
- o Service-learning coordinator, in collaboration with the content supervisor, forwards advocacy topics that become available to expand teacher options.

- In addition to the service-learning activities that are already identified through the infusion in the identified curricular areas, teachers are encouraged to develop new activities.
  - o School-based coordinators are charged with collaborating with teachers to ensure that all the required elements of service-learning are incorporated.

- Some teachers in classes not included in the plan have developed SSL projects that support instruction in their area. If they desire hours to be considered for inclusion in the students' record they submit their project to the collection of SSL coordinators at a quarterly meeting. The group of coordinators determine if the project meets the best practices and whether the hours are to be awarded.
  - o An example is a project conducted in an agriculture class, a class in which SSL is not infused.
- The universal criteria for all service-learning projects are the Maryland 7 Best Practice rubric.
  - o "Meeting a recognized community need" is the primary criteria, indeed a slogan, when projects, infused or independent, are considered.
  - o "Get it (the activity) out beyond the classroom" is the secondary mantra when promoting quality service-learning.
    - The service-learning coordinator has focused on transitioning teachers' idea that what is learned in the classroom is preparation, not action.
      - o This is accomplished through the school-based coordinators and/or service-learning coordinator working directly with the teachers.

C. *Assessment & Evaluation*
- The Maryland 7 Best Practices rubric provides the basis for teacher project planning and implementation.
  - ⊖ Templates for describing the plan and reporting to the county service-learning coordinator are used by teachers of infused courses.
  - ⊖ The county coordinator makes suggestions and provides community contact information to the teachers and content supervisors.
  - ⊖ The teachers determine if the students participated sufficiently in the project to earn the hours assigned to each grade level infusion.

- ϴ SSL coordinators will then follow up with students and teachers to ensure that the projects did in fact meet the seven best practices and hold validity.
- Independent projects are approved by the school-based service-learning coordinator prior to beginning the project.
  - ο Judged against the Maryland 7 Best Practices.
  - ο If students turn in the Record of Participation for a project that was not pre-approved and fails to meet the criteria of "meets a recognized community need" the hours are denied.
    - Parents may call the service-learning coordinator to appeal that decision.
  - ο Projects in which service is conducted with any of the partnering CBOs does not require pre-approval.

D. *Transfer Policies*

- If a student enters WCPS from another Maryland county with documentation of a portion of the required hours, WCPS accepts these <u>toward</u> the total seventy-five.
- If a student enters from another Maryland county and they have documentation that they have completed the 75 hours graduation requirement, WCPS accepts this as documentation that they have met the minimum requirement. They will be expected to participate in any infused activity but do not need to perform additional SSL hours.
- If a student enters from another state or a private school and has never been in the WCPS system, he/she is required to complete:
  - ο 75 hours when entering as 9th grader,
  - ο 55 hours when entering as a 10th grader,
  - ο 35 hours when entering as an 11th grader,
  - ο 15 hours when entering as a 12th grader in the first semester,
  - ο 5 hours when entering as a 12th grader in the second semester.
- Students who transfer to WCPS from out of state or any private or parochial school who have earned service learning credit in that system must apply to the service learning coordinator to confirm that activity meets the Maryland 7 Best Practices. If the activity(ies) are determined to meet that criteria, the hours are accepted.
- Students transferring out of WCPS have the number of hours earned recorded on the transfer form and transcript, both of which are MSDE documents, and their most recent report card.

E. *Connections*

- Service learning makes several connections in the curriculum:
  - ο All 6th grade science service learning projects are conducted during the ecology unit, thus addressing environmental issues.
  - ο The 7th grade social studies service learning project, Project Citizen, promotes active citizenship through identifying a community need and taking steps toward legislative action to rectify that need.
  - ο 8th grade English language arts activities stem from literature.
  - ο 10th grade life skills activities are part of the curriculum.

- Service learning is captured under the **Master Plan Goal I: Peak Performance** and its first objective "to attain high achievement for all students" with the performance goal that "All students will graduate from high school" includes service-learning.
- Service learning inherently supports character education through caring, citizenship, and responsibility. Character Counts activities are infused in WCPS curriculum K-12 and the Six Pillars of Character are imprinted as a watermark on the Record of Participation card used for recording independent service learning hours.

II.   Infrastructure

Name	Title	Location	Responsibility	%of time
Robin Handler	Counselor Supervisor; Advisory Board Member	Central Office	Coordinate and oversee S-L activities in the system	20
M. Cody Pine	Supervisor of CTE;SSL Coordinator Advisory Board Member	Central Office	Promote service-learning; attend advisory board & coordinator meetings	25
Christine Wilson	Instructional Assistant; School-based S-L Coordinator; Advisory Board Member	Boonsboro HS	Collaborates with S-L coordinator; attends state meetings; advises students and approves S-L projects; attends county coordinator meetings	20
Lawrence Myer	Fellow; Social Studies Teacher; School-based S-L Coordinator; Advisory Board Member	Smithsburg MS	Collaborates with S-L coordinator; attends state meetings; advises teachers about projects; attends county coordinator meetings	10
Donald Ansel	Fellow	Winter Street ES	Promote service-learning	0
Stephanie Allen	Counselor; School-based S-L Coordinator	Antietam Academy-	Advises students and approves S-L projects; attends county coordinator meetings	10

Garth Fazzio	Assistant Principal; School-based S-L Coordinator	Boonsboro HS	Advises teachers about projects; attends county coordinator meetings	10
Samantha Gastley	Counselor; School-based S-L Coordinator	Barbara Ingram School for the Arts	Advises students and approves S-L projects; attends county coordinator meetings	20
Meggan Day	Counselor; School-based S-L Coordinator	Clear Spring HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Susan Schultz	Counselor; School-based S-L Coordinator	Hancock Sr. HS	Advises students and approves S-L projects; attends county coordinator meetings	20
David Holliday	Counselor; School-based S-L Coordinator	Hancock MS	Advises teachers about projects; attends county coordinator meetings	5
Deyjah Spragle	Counselor; School-based S-L Coordinator	North Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Karen Folk	Counselor; School-based S-L Coordinator	North Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Kathleen Eck	Counselor; School-based S-L Coordinator	North Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
John Gest	Counselor; School-based S-L Coordinator	North Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Jordan Hall	Counselor; School-based S-L Coordinator	Smithsburg HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Joy Franklin	Teacher; School-based S-L Coordinator	South Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Eric Evitts	Counselor; School-based S-L Coordinator	South Hagerstown HS	Advises students and approves S-L projects;	20

			attends county coordinator meetings	
Lauren Silkey-Parker	Counselor; School-based S-L Coordinator	South Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Susan Starsinic	Counselor; School-based S-L Coordinator	South Hagerstown HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Crystal Knodle	Instructional Assistant; School-based S-L Coordinator	Washington Co. Technical HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Sheila Moore	Social Worker; School-based S-L Coordinator	Washington Co. Job Development Ctr.	Advises students and approves S-L projects; attends county coordinator meetings	20
Randy Longnecker	Counselor; School-based S-L Coordinator	Williamsport HS	Advises students and approves S-L projects; attends county coordinator meetings	20
Kristin Ganoe	Counselor; School-based S-L Coordinator	Boonsboro MS	Advises teachers about projects; attends county coordinator meetings	5
Amy Beck	Social Studies Teacher; School-based S-L Coordinator	Clear Spring MS	Advises teachers about projects; attends county coordinator meetings	5
Matt Novel	Science Teacher; School-based S-L Coordinator	E. Russell Hicks MS	Advises teachers about projects; attends county coordinator meetings	5
Heather Williams	Counselor; School-based S-L Coordinator	Northern MS	Advises teachers about projects; attends county coordinator meetings	5
Stacy Doak	Counselor; School-based S-L Coordinator	Smithsburg MS	Advises teachers about projects; attends county coordinator meetings	5
Katie Beall	Social Studies Teacher; School-based S-L Coordinator	Springfield MS	Advises teachers about projects; attends county coordinator meetings	5
Paula Jackson	Social Studies Teacher;	Western Heights MS	Advises teachers about projects; attends county coordinator meetings	5

	School-based S-L Coordinator			
Dr. April Bishop	Supervisor of Secondary Science; Advisory Board Member	Central Office	Promote service-learning; direct compliance with teachers; attend advisory board meetings	1
Laura Hanks	Supervisor of Secondary Social Studies; Advisory Board Member	Central Office	Promote service-learning; direct compliance with teachers; attend advisory board meetings	1
Eric Michael	Supervisor of Athletics, Health, Physical Education; Advisory Board Member	Central Office	Promote service-learning; direct compliance with teachers; attend advisory board meetings	1
Pam Crampton	Parent; Advisory Board Member		Provides community input in the service-learning program from the parent perspective	
Dan Prescott	Director, Hagerstown YMCA; Advisory Board Member		Provides community input in the service-learning program from the service provider perspective	
Carolyn Brooks	President, Character Counts! Coalition; Advisory Board Member		Provides community input in the service-learning program from the service provider perspective	
Tina Barse	REACH Caregivers; Advisory Board Member		Provides community input in the service-learning program from the service provider perspective	
Jenny Fleming	United Way of Washington County; Advisory Board Member		Provides community input in the service-learning program from the service provider perspective	
Jennifer Ruppenthal	Principal, Advisory Board Member	Springfield MS	Provides community input in the service-learning program from the education administration perspective	1

III.   Student Leadership

- There are seats on the Service Learning Advisory Board for two students who will be named at the beginning of each school year.
- Students may be involved in identifying the project to be undertaken in the infused courses if there are multiple projects available.
  - 7th grade advocacy topics for the Project Citizen activity are identified by the students.
- Students are made aware of the number of hours remaining to be earned by a notation on each report card.
- Seniors are recognized for outstanding service learning at an annual event in May.
  - Students must earn 150 hours for recognition.
  - The Superintendent of Schools and Board of Education members participate in the program.
- Students have an opportunity to earn a credit for service learning by participating and documenting 135 hours of service in addition to the required 75 hours known as the Student Volunteer Program.
  - This opportunity is listed in the *High School Program of Studies.*
  - A booklet is available for student use as they document the additional hours.

IV.   Community Partnerships & Public Support and Involvement

- Sixty community based organizations currently partner with WCPS to provide approved sites for student service.
  - Granting a partnership occurs after a discussion between the WCPS service-learning coordinator and CBO representative determines that the CBO meets the Maryland guidelines and the CBO representative understands what students are allowed to do according to the same guidelines.
    - Upon learning of a CBO that provides a service in response to a recognized community need, the WCPS service-learning coordinator may contact that organization to suggest a partnership.
    - CBOs may contact the WCPS service-learning coordinator requesting a partnership.
  - A brochure entitled "Student Service Learning *Participating Community Organizations"* is widely distributed.

- Serving with any of these organizations does not require pre-approval by the school-based service-learning coordinator.
  - Partnering organizations are listed on the school system's website.
- A new local organization Volunteer Washington County, www.volunteerwashingtoncountymd.org, works collaboratively with the county service-learning coordinator to match interested students with service opportunities or the community organization to a student with specific skills.
- Information to parents and other stakeholders is provided through several methods.
  - Service-learning information is posted on the school system's website, including the current service opportunities in the community. This website will be updated to keep information accurate and real-time.
  - A brochure entitled "A Guide to the Essentials of Maryland's Service Learning Graduation Requirements in WCPS" is widely distributed and available in all secondary schools.
    - A Spanish version is also available.
  - Service-learning is included in the Washington County Public Schools Handbook and Guide that is distributed to every household with school children.
  - Parents are made aware of service-learning activities in the infused courses by a letter home to the parents from the teacher or a notice posted in the school's newsletter or newspaper or Edline.
  - Parents of rising freshmen receive a letter notifying them of the independent hours the students can begin upon completion of grade eight.
    - Samples of related documents are included with the letter.
      - □ The Essentials brochure
      - □ Paper copy of the Record of Participation
      - □ Copy of the partners brochure
  - The high school portion of the service-learning plan is included in the presentation at Transition Nights hosted by each high school.
  - The number of hours the student needs to earn to complete the graduation requirement is printed on each report card.
    - The number of hours needed was thought to be more informative to parents than the number of hours earned.

V.   Professional Development and Training

- New Teacher Academy
  - All new teachers in the infused curricular areas are indoctrinated by the content area supervisors, lead teachers, and service-learning coordinator.

- Quarterly coordinators meetings are conducted by the service-learning coordinator.
  - o Efforts to ensure consistency in identifying what is appropriate service-learning is ongoing through the use of regular topics on the agenda.
    - New partnerships are announced.
    - Meeting notes are distributed to all coordinators.
    - A log of discussed activities and the resulting decision is maintained and distributed periodically to all coordinators.
  - o Information from the Maryland State Department of Education is shared.
  - o Issues from the schools are identified, discussed, and possible solutions identified.
    - e.g. EL & reading students earn fewer SSL hours in middle school
- The service-learning coordinator is available to school secretaries.
  - o Resources are made available to the secretaries.
  - o A goal is to prevent incorrect information being disseminated to students and parents and to give the secretaries knowledge of appropriate contact to refer the students and parents.
  - o Making a regular presentation at the secretary in-service is another goal.
- Efforts will be made to increase the number of Fellows in WCPS.
  - o Review of the project proposals will identify quality projects.
  - o Service-learning coordinator will observe the project in progress, and evaluate programs and projects after completion.
  - o Service-learning coordinator will encourage appropriate teacher(s) to complete the Fellows application.
  - o Current Fellows will provide support and endorsement to those teachers recognized.

VI. Accountability
- School-based coordinators are responsible for monitoring that service-learning activities are being conducted, and to ensure validity, both during and after the project(s).
- School-based coordinators, both middle and high school, receive a report of the students who have completed the S-L requirement and those who have not at the beginning of each month through the school's grading software Synergy.
  - o This serves as an aid in counseling and guiding students to meet the graduation requirement.
- Tracking and documentation of student engagement varies from school to school.
  - o Infused curricular projects
    - Hours earned are entered directly into the data processing system.
      - □ Some schools use the Synergy grading system to enter the hours earned within the infused curricula, from Edupoint.

- ▫ Independent hours in the high schools are entered by the counseling secretary at the direction of the school-based coordinator.
- Teachers are responsible for ensuring the class project meets the Maryland 7 Best Practices and verifying if the student completes the project.
  - ▫ Teachers submit their project plan built on the Maryland 7 Best Practices rubric at the beginning of the school year to the county service-learning coordinator.
  - ▫ The county service-learning coordinator reviews the plan and provides feedback on the quality, including recommendations for improvement, to both the teacher and the supervisor.
    - The coordinator checks receipt of the proposal against a list of all teachers scheduled to teach infused courses.
  - ▫ Teachers will submit a report on the project, again built around the Maryland 7 Best Practice rubric, at the completion of the project.
    - As a final step the coordinator checks receipt of the report against a list of all teachers scheduled to teach infused courses to confirm that all projects were completed according to the plan. This verifies quality as well as completion of the projects. Students are then also evaluated to be sure that the SSL project has met the 7 best practices. Changes to the projects will be made as needed.
  - ▫ The above reports are used to provide examples of good models of service-learning to be shared at the quarterly coordinators meetings.
- Teachers determine if the student performance warrants credit of the 15 hours.
  - ▫ Students earn either all 15 hours or no hours; partial credit is not an option.
  - ▫ Counselors enter the hours earned by the students via the Synergy grading system.
  - ▫ The county service-learning coordinator also conducts an "audit" of the number of hours earned by students at the beginning of the 9th grade to assure that students are appropriately credited with the earned hours.
- Independent projects
  - o Projects are to be approved by the school-based service-learning coordinator to assure compliance with Maryland guidelines and best practices.
    - Discussion of various approved projects at the coordinators meetings help prevent an activity from being approved at one school but not allowed in another.

- o Students serving in any of the 60 partnering CBOs do not require pre-approval.
- o Student record their service on a Record of Participation that includes information about Preparation, Action, Reflection, the three kinds of action, and questions about their activity based on the Maryland 7 Best Practices.
  - A project supervisor's signature is required as well as the parent/guardian signature.
  - These record cards are submitted to the counseling center or school-based coordinator for recordation in the data processing system.
- o One hour credit is earned for one hour of service.
- The number of hours needed to complete the service-learning graduation requirement is noted on all report cards.

VII.   Funding and In-Kind Resources

Fiscal Year 2016

Source	Amount	Purpose
Washington County Public Schools	$15,750	25% of service-learning coordinator's time
		Portion of the administrative assistant and supervisor's salaries, as well.
	$2,500	Workshop pay for school-based coordinators to attend quarterly meetings; Senior Honor Night recognition event
Total	**$18,250**	

VI.   Accountability 2016-2017

Activities	Staff	Start Date	Finish date
ELA 8 SPMS Wounded Warrior	Bergan, Harpster	1/9/17	5/26/17
HCMSHS Chesapeake Bay	Crosten	2/1/17	4/21/17
SS 7 ERH	Lougheed	1/5/17	2/25/17
Develop a scoring rubric for independent SSL projects	Pine, Handler	1/5/17	5/20/17

IX. Attachments

Attachment	Link
Resources	
Service opportunities	http://www.wcps.k12.md.us/depts_programs/service_learning/opportunities.html
Community partners	http://www.wcps.k12.md.us/custom_pages/SSL/Main/cp.htm
Record of participation	http://www.wcps.k12.md.us/depts_programs/downloads/service_learning/participation_record.pdf
Volunteer Washington County organization	http://www.volunteerwashingtoncountymd.org
FAQs	http://www.wcps.k12.md.us/depts_programs/_departments/dept_student_service_learning.html
Service-learning guidelines	http://www.wcboe.k12.md.us/custom_pages/SSL/Main/guidelines.htm
Curriculum	
Some schools use state or national curriculum to address the project	
6th gr. Science-Be part of something big!	http://www.dnr.state.md.us/education/are/big/big.html
7th gr. Social studies-Project Citizen	http://new.civiced.org/programs/project-citizen
Some schools post SSL information on their or links to the system's website	
Boonsboro HS	http://www.wcps.k12.md.us/boonsboro_high/academics/student_service_learning/ssl_projects.html
Hancock Middle Senior HS	http://www.wcps.k12.md.us/hancock_high/counseling/index.html
South Hagerstown HS	http://www.wcps.k12.md.us/south_hagerstown_high/about/daily_bulletin.html
Wash. County Technical HS	http://www.washingtoncountytechhigh.net/
Fairview Outdoor School	http://claudekitchensoutdoorschoolatfai.weebly.com/ssl-hours-for-high-school-students.html

Examples of Activities Imbedded in Curriculum
- 6th grade science, Hancock Middle School
- 7thgrade social studies, E. Russel Hicks Middle School
- 8th grade English language arts, Springfield Middle School

Plan for implementing a service-learning project
based on Maryland's Seven Best Practices for Service-Learning

Teacher: Mr. Lougheed, Ms. Bailey
School: E. Russell Hicks Middle School

Project Name: Project Citizen
Course (grade, subject): 7th Grade Social Studies
Anticipated date of delivery: January – February 2017

Describe your planned project (include how you plan to notify parents and students about the start and completion of the project):
7th Grade students will complete Project Citizen – A project aimed at citizenship education. Students take home a parent letter with a calendar of events and dates that ALL sections of the project are due. If the parent letters are not returned, emails will be sent to inform parents of the expectations of this assignment.

How does the project meet a recognized community need (preferably in the areas of health, education, environment, and/or public safety)?
This project teaches the importance of public policy, and everyone's involvement and participation in their local governments. Students will brainstorm ideas about issues that are affecting Washington County and select one problem to study extensively.

How does the project achieve curricular objectives through service-learning?
This project aligns with the 7fh Grade Social Studies standards, and focuses on mastering the skills from the Common Core for grades 6-8. Students will be analyzing primary and secondary sources, creating advocacy billboards, and writing forma/letters to individuals to gain support for their cause. This project aligns perfectly with the ELA and SS standards for 7thgrade.

How will the students reflect throughout the service-learning project?
Students record their notes, research, and reflections in a Project Citizen packet throughout the entirety of this project. At the end of the project, there is also a one page reflection to assess what students have learned through their experiences.

How does the project develop student responsibility?

At the heart of this project, is the desire for students to become more aware and informed citizens. The 7th grade curriculum is built on the ideals of becoming better global citizens. This project focuses students to think locally. To attack a problem in their community and gain awareness and become a part of the political process.

Does the project establish community partnership(s)? How?

Absolutely! This project requires students to interview a member from the community, write a persuasive letter to an individual or organization for support, and to create posters and presentations to share with people in the community to generate awareness about their problem.

What planning is required to carry out this project?

All of the planning is handled by the classroom teacher by creating a detailed schedule of events so that the students have a thorough understanding of due dates and expectations. Students will develop planning and time management skills while working to create all aspects of this project in a timely manner.

How does this project equip students with knowledge and skills needed for service?

This project teaches students the importance of public policies and their roles in being active citizens and seeking justice for issues not being addressed within their communities. It teaches students how to cooperate effectively to seek solutions that strengthen their communities and make them a safer place. Project Citizen also focuses on the importance of citizenship education, and the fact that everyone has a voice regardless of age, economic means, and stature. Finally, this project encourages meaningful communication with members of the community and teaches students how to write forma/letters to seek support for issues that affect them.

Plan for implementing an ELA service-learning project based on Maryland's Seven Best Practices for Service-Learning

Teachers: Bergan, Firme, Harpster, Swanson
School: Springfield Middle School

Project Name: Letters for our Soldiers
Course (grade, subject): 8/ELA
Anticipated date of delivery: Teacher Choice

Describe your planned project (include how you plan to notify parents and students about the start and completion of the project):
Students will participate in the "Operation Gratitude"/"Wounded Warriors" project in which American citizens write letters to service men and women. I will share with them the website that gives specific information about the project. I will set a time-line for writing, drafting, and publishing their letters. I will put an informative piece in our next newsletter to inform parents and the community about our project.

How was the project identified or selected?

We wanted an authentic, real world assignment that would achieve College and Career Readiness Standards while at the same time connecting students to their community. Historically, our population of student has some connection to soldiers and this project empowers them to make a difference in someone else's life. We will be hosting a hat day on Friday, May 26 and all money collected will be donated to the Wounded Warrior organization.

How does the project meet a recognized community need (preferably in the areas of health, education, environment, and/or public safety)?
By participating in this project they will be helping American Armed Forces. All communities are impacted when we send men and women to defend our country. This is their opportunity to say thank you. In addition to fulfilling ELA standards, this multi-disciplinary activity will engage students in civics, history, and social studies.

How does the project achieve curricular objectives?
W.8.3   Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.

W.8.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, editing, revising or rewriting {trying a new approach), editing, and reflecting on the writing process, focusing on how well purpose and audience have been addressed. {Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames {a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.8.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

With the implementation of Common Core State Standards there has been a heightened focus on writing. This activity will give students another opportunity to learn the methods of good writers and focus on a style of writing, letter writing, that will benefit them in the real world and the future.

How will the students reflect throughout the service-learning project?

Students will be following the full writing process as they complete this project. Each stage of the writing process: brainstorm, drafting, revising, editing, and publishing is an opportunity for reflection. In addition, students will have their letters edited by a peer and the teacher in which they will engage in discussion about the quality and content of their writing.

At the conclusion of the project students will create a testimonial on how they feel this project has impacted another. Students may choose to write or create a digital testimony.

How does the project develop student responsibility?

Students will develop responsibility by adhering to the time-line set by the teacher for completing each stage of the writing process. Final letters will be due by a set date in order for the teacher to mail them all together (as outlined by the "Operation Gratitude" website).

Students will help with the advertising and collection of Hat Day money. They will make posters and digital advertisements to promote our Hat Day. Does the

project establish community partnership{s)? How?

The entire country has been affected by men and women leaving to serve our country. This project is our opportunity to say thank you. If any students have a specific loved one who is/ has been a part of the American Armed Forces they have the opportunity to share their story and commemorate their life. In addition, we will attempt to have visitors from local American Legions or family members of current students come in and talk with classes.

We will be partnering with Wounded Warriors and donating money earned from our Hat Day to them.

What planning is required to carry out this project?

Students will need access to technology, lessons on letter writing, and a time-line of due dates.

How does this project equip students with knowledge and skills needed for service?

This will show students how to think of the greater good they can do regardless if it is acknowledged or not. While some service men and women might be able to write back, most will not. As the website states they are very busy!," but students can be assured their letter will be received and appreciated by someone. It is their opportunity to thank someone for all they do for our country.

Plan for implementing a service-learning project
based on Maryland's Seven Best Practices for Service-Learning

Teacher: Sara Crosten

School: Hancock M/S

Project Name: Human Impact on the Environment:
The Chesapeake Bay

Course (grade, subject): 6/Science

Anticipated date of delivery: February - April 2016

Describe your planned project (include how you plan to notify parents and students about the start and completion of the project)   I contacted parents via a parent letter and informed them of the project. I also send home letter to parents of those students who did not earn their hours. In addition, students will inform the community about their project via posters, news broadcast and letters.
How was the project identified or selected?   This project was selected due to the poor health of our Bay and our distance from the Bay.
How does the project meet a recognized community need (preferably in the areas of health, education, environment, and/or public safety)?   This project specifically points out to the students and the community how they affect the Bay even from a long distance away. Our Bay is in trouble and we can help save it. This is an environmental problem.
How does the project achieve curricular objectives through service-learning?   The students will gain an awareness of the positive/negative effects humans have on ecosystems, specifically the water quality of the Chesapeake Bay and its tributaries and how use of the land and natural resources impacts the Bay watershed. This project aligns with our ecology and environmental science standards {LS2-1& LS2-2 in module 4}. Student were very knowledgeable of the concepts because of this project.
How will the students reflect throughout the service-learning project? Students reflected in writing or through discussion after each activity in the project.

How does the project develop student responsibility?
This project promotes positive personal decisions and challenges students to take personal responsibility for their actions.

Does the project establish community partnership(s)? How?
Yes, some students will write letters to the town mayor. Others, will promote the project's impact via the school announcements and hallway posters.

What planning is required to carry out this project?
I collaborated with the previous science teacher to learn about past projects. Students needed to prep for their lessons and the teacher needed to develop the student log book.

How does this project equip students with knowledge and skills needed for service?

It will teach students the importance of helping their community. It also will teach the students ways to protect the bay.