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The Maryland Service-Learning Implementation Plan

Service-learning is an instructional strategy that combines meaningful service to the community with curriculum-based learning. It is a form of civic education that provides students with opportunities to explore and reflect on what it means to be an active, engaged citizen. To earn a Maryland public high school diploma, a student must complete at least 75 hours of service-learning, as described in COMAR 13A.03.02.05. The Maryland Service-Learning Implementation Plan must be submitted by **Friday, November 22, 2024**, and the plan will be resubmitted to the Maryland State Department of Education (MSDE) for approval every four years.

The purpose of the Maryland Service-Learning Implementation Plan is to describe how Maryland's service-learning graduation requirement is achieved within each public agency. Within this plan, the term "public agency" refers to all Maryland local education agencies, the Maryland School for the Blind, the Maryland School for the Deaf, the Seed School of Maryland, the Juvenile Services Education Program, and South Baltimore High School.

The superintendent or executive director of each public agency receives a pdf of the plan's template. The service-learning coordinator receives an electronic link that is unique to their public agency in order to collaborate with colleagues and complete the plan. The service-learning coordinator will send the link to the superintendent or executive director for approval when the plan is complete. The superintendent or executive director will type their name and electronically insert their signature in the final section of the plan, titled Verification. This signature indicates that the plan is ready for review and final approval at the MSDE.

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The Maryland Service-Learning Implementation Plan

Considerations to keep in mind while completing this plan:
- The unique Qualtrics link assigned to each public agency may be shared for the purposes of collaboration within that agency only.
    - To ensure that no responses are lost, only one user should make changes at a time.
- Qualtrics will automatically store progress, and the survey can be closed without losing changes.
- You may return to pages that have already been completed to make revisions and navigate to the various components of the survey using the Table of Contents.
- Your survey may not display every item number, as certain prompts result from a particular response to a question preceding it.
- Each text box requires a response.
    - Responses should be succinct.
    - If necessary, type N/A if no other information is available.
    - Make certain that each question has been answered before submitting.
- All service-learning projects must meet each of Maryland's Seven Best Practices of Service-Learning:
    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.
    7. Equip Students with Knowledge and Skills for Service.
- Service-learning projects must follow the directives provided in the Maryland Student Service-Learning Guidelines.

1. This is the Maryland Service-Learning Implementation Plan for:

2. List the contact information of each public agency staff member who is completing this Maryland Service-Learning Implementation Plan.
- Name, position, email address

Kara Kennell, ACPS Service-Learning Coordinator, kara.kennell@acpsmd.org Jeff Avey- Service-Learning Supervisor- Jeffrey.avey@acpsmd.org

3. **COMAR 13.A.03.02.05** states:
To graduate, students shall complete one of the following:
A. 75 hours of student service that includes preparation, action, and reflection components that, at the discretion of the local school system, may begin during the middle grades; or
B. A locally designed program in student service that has been approved by the State Superintendent of Schools.
Which best describes your program?

- ◉ A. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades, or

- ○ B. A locally designed program in student service that has been approved by the State Superintendent of Schools.

- ○ Both A. and B.

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Service-Learning Program Overview
Provide a synopsis of the service-learning program for your public agency.

4. Describe the service-learning program in your public agency, including the rationale behind the agency's approach to achieving the Maryland service-learning graduation requirement.

Background of Allegany County- Allegany County is the second westernmost county in Maryland, located between Pennsylvania and West Virginia with an approximate population of 73,700. Allegany County is home to fourteen public elementary schools, four public middle schools, three public high schools, one technical school, and one alternative placement program. All twenty-two schools are staffed by highly qualified teachers. All schools are divided into "feeder systems" which are determined by geographic location. Elementary schools feed into middle schools, which feed into one of the county's three high schools. There are approximately 8,181 students in the Allegany County Public School system. The Allegany County Service-Learning Program will meet or exceed the minimum number of hours (75) of service learning as required by the State of Maryland. - ACPS students earned their hours through embedded curricular units starting in grade 6. - Students will have the opportunity to receive hours in Creative Arts, PE, Health, English, Math, Science and/or Social Studies. Students may count a maximum of… - 15 hours in sixth grade - 30 hours in seventh grade - 15 hours in eighth grade - 15 hours in high school…. towards the 75 required hours. Elementary schools are not required to record and track service-learning hours. However, numerous service-learning activities and projects do occur in elementary schools.
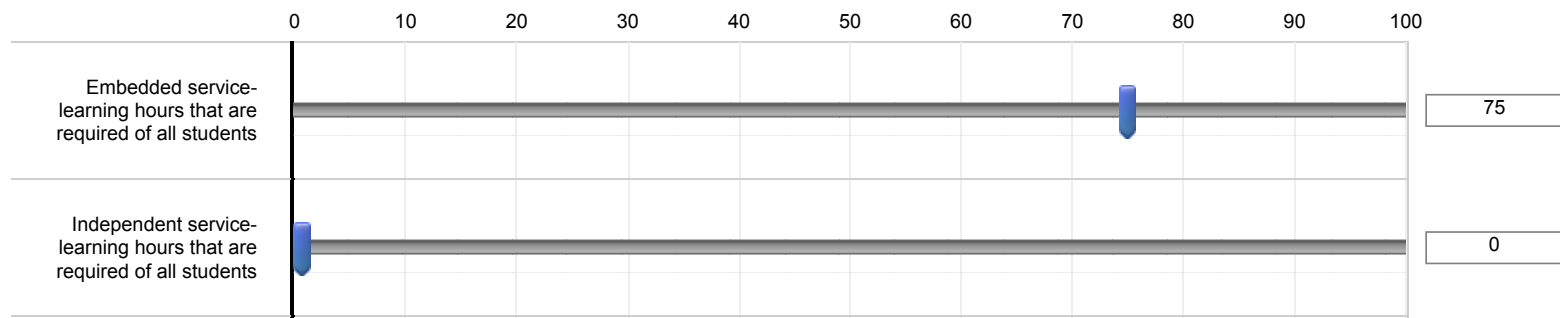
5. Describe how you engaged with stakeholders to create your public agency's service-learning program.

ACPS supervisors, administrators, teachers, support staff, parents, and community partners are active in backing up committed service-learning projects. They are invested in the success of students by providing resources, advocacy, and being a positive influence to support students to become active citizens. We are very fortunate to have a county where the stakeholders work together during the summer, and throughout the year to support service-learning in ACPS. Kara Kennell, Central Office Service Learning Coordinator, kara.kennell@acpsmd.org Jeff Avey, Central Office Supervisor of Service-Learning and Fine Arts, Jeffrey.avey@acpsmd.org Eric VanSlyke, Central Office Supervisor of Science, ACPS, eric.vanslyke@acpsmd.org Steve Thompson, Central Office Supervisor of Math, Steven.thompson@acpsmd.org Tracey Leonard, Central Office Supervisor of Health and PE, tracey.leonard@acpsmd.org Sarah Welsh, Central Office Supervisor of English, sarah.welsh@acpsmd.org Kate Loughrie, Central Office Supervisor of Secondary Social Studies and PD, katherine.loughrie@acpsmd.org Pam McDonald, Allegany High School School Coordinator, pamela.mcdonald@acpsmd.org Ray Dunlap, CCTE School Coordinator, raymond.dunlap@acpsmd.org Susan Thomas, Fort Hill High School School Coordinator, susan.thomas@acpsmd.org Alex Grieves, Mt. Ridge High School School Coordinator, alexandra.grieves@acpsmd.org Middle Schools Team Leaders and direct communications with all teachers Team Leaders/ Classroom teachers Braddock Middle School, Washington Middle School, Westmar Middle School, Mount Savage Middle School

6. At which grade level does your public agency's service-learning program begin?

○ Grade 5
◉ Grade 6
○ Grade 7
○ Grade 8
○ Grade 9
○ Grade 10

7. Identify how students achieve the 75-hour service-learning graduation requirement in your public agency.
Use the slider to indicate the *exact* number of *required* service-learning that is completed.

	0	10	20	30	40	50	60	70	80	90	100	
Embedded service-learning hours that are required of all students												75
Independent service-learning hours that are required of all students												0

8. Describe how school-based service-learning coordinators ensure that the service-learning program of your public agency is implemented with integrity.

All schools employ a variety of strategies for ensuring that students complete the service-learning requirement, but every school must follow the same curriculum guides that are based through MSDE indicators. One strategy that is unanimous among Allegany County Public Schools is the use of curricular connections to service- learning. Classroom teachers at all grade levels are encouraged to include service-learning opportunities and projects wherever possible, as an educational tool to enhance the curriculum. In order for a project to be a successful service-learning project, ALL projects must follow the Maryland's Seven Best Practices and include preparation, action and reflection. This includes projects such as collection drives, recycling, etc All service-learning projects are completed through interdisciplinary team projects or through independent courses. All content areas have the option to complete individual projects based on preparation, action, and reflection to a minimum of a 3-hour project. However, 90% of the middle school projects are interdisciplinary projects to help reinforce the link between learning and service. For example, students begin the Pennies for Patients project by reading Drums, Girls and Dangerous Pies in Language Arts to help students realize the struggle in one's life who is dealing with a sickness or has a family member who is sick. In Social Studies class, students learns the history and importance behind the start of Pennies for Patients, along with a guest speaker from the foundation. Along with students bringing in pennies daily, they hold a spirit night at McDonalds as a way to raise more funds for the foundation. They design posters and flyers to advertise the fundraiser, and shared through the school building as well as on social media outlets. This turns into a school wide event to support this need in our community. The fundraiser not only raises money for local cancer patients, but also raises awareness of a great need in our community. Students count money/pennies daily in their math classes and keep a chart on the amount of money being raised. They also participate in a "pink out" day where they walk a mile around the school as part of the physical education class. If any student would like to donate a dollar, they can (but not mandatory in order to participate). Not only are these projects interdisciplinary but they are a school-wide event as well.

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Embedded Service-Learning

Provide detailed information about required service-learning projects that are incorporated into your public agency's curriculum.

9. Does your public agency embed required service-learning hours into its curriculum?

⦿ Yes

◯ No

10. Explain the rationale for your public agency's choice to not embed any required service-learning hours into its curriculum.

This question was not displayed to the respondent.

10. Use the slider to indicate the number of embedded service-learning hours that **all** students complete at each grade level in your public agency.
- Do not include optional electives.
- If a course containing service-learning is offered at different grade levels, choose one grade level to which to attribute those hours.

Grade 5	0
Grade 6	15
Grade 7	30
Grade 8	15
Grade 9	10
Grade 10	10
Grade 11	10
Grade 12	5
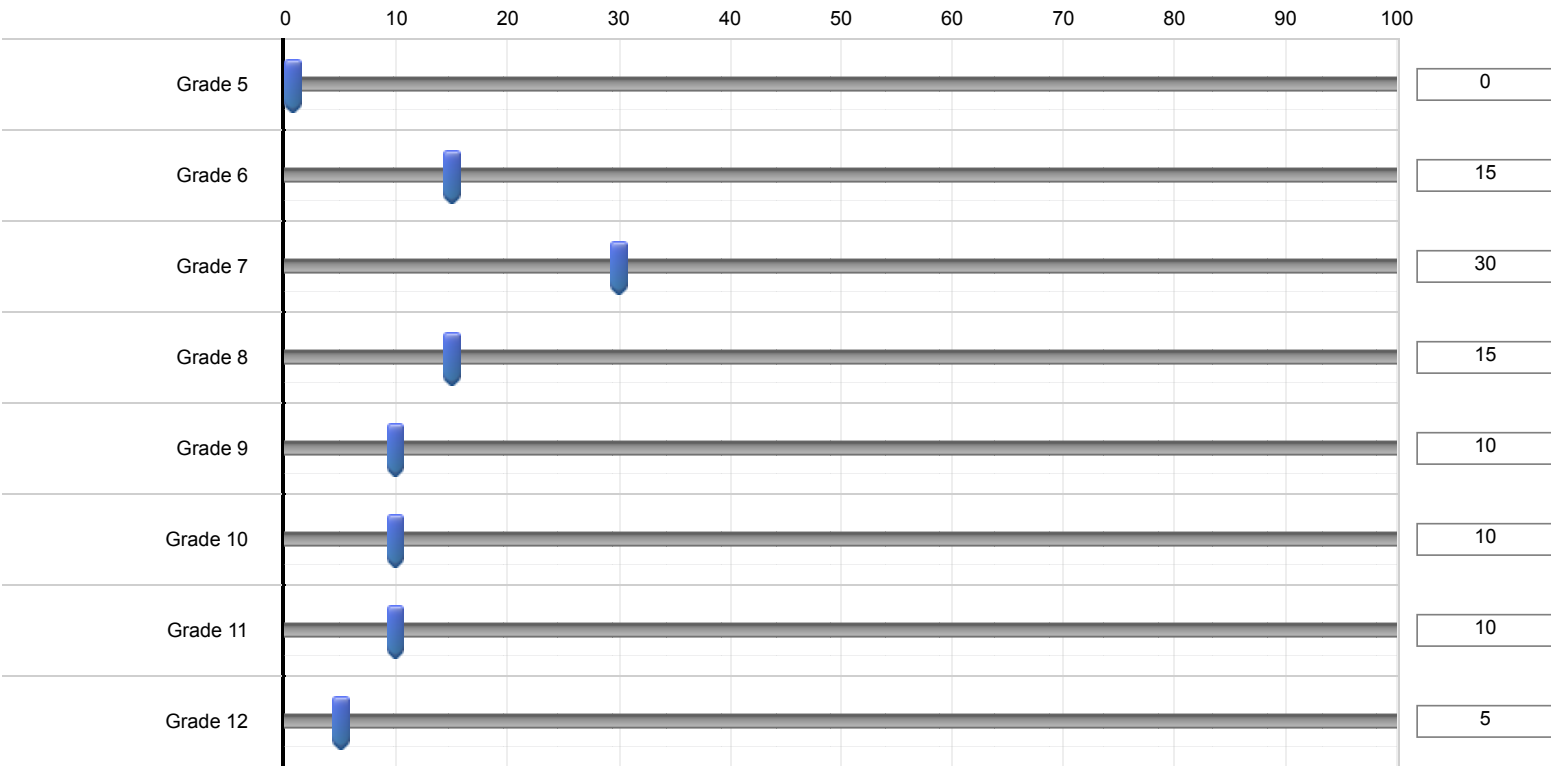
11. For **Grade 5**, which subject areas contain embedded service-learning hours in your public agency?
- Choose all that apply.

☑ Not applicable.

☐ English Language Arts, Grade 5

☐ Math, Grade 5

☐ Science, Grade 5

☐ Social Studies, Grade 5

☐ Health/Physical Education, Grade 5

☐ Art/Music, Grade 5

☑ Other

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Elementary schools are not required to
record and track service-learning
hours.  However, numerous service-
learning activities and projects do
occur in elementary schools.
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12. For **Grade 6**, which subject areas contain embedded service-learning hours in your public agency?
- Choose all that apply.

☐ Not applicable.

☑ English Language Arts, Grade 6

☑ Math, Grade 6

☑ Science, Grade 6

☑ Social Studies, Grade 6

☑ Health/Physical Education, Grade 6

☑ Art/Music, Grade 6

☑ Other

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All Creative Arts class have an
opportunity to incorporate service-
learning projects with their classes.
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13. For **Grade 7**, which subject areas contain embedded service-learning hours in your public agency?
- Choose all that apply.

☐ Not applicable.

☑ English Language Arts, Grade 7

☑ Math, Grade 7

☑ Science, Grade 7

☑ Social Studies, Grade 7

☑ Health/Physical Education, Grade 7

☑ Art/Music, Grade 7

☑ Other

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All Creative Arts class have an
opportunity to incorporate service-
learning projects with their classes.
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14. For **Grade 8**, which subject areas contain embedded service-learning hours in your public agency?
- Choose all that apply.

☐ Not applicable.

☑ English Language Arts, Grade 8

☑ Math, Grade 8

☑ Science, Grade 8

☑ Social Studies, Grade 8

☑ Health/Physical Education, Grade 8

☑ Art/Music, Grade 8

☑ Other

```
All Creative Arts class have an
opportunity to incorporate service-
learning projects with their classes.
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15. Which **High School** courses contain embedded service-learning hours in your public agency?
- Choose all that apply.

☐ Not applicable.

☑ English 9

☐ English 10

☐ English 11

☐ English 12

☐ Financial Literacy

☐ Algebra I

☐ Algebra II

☐ Pre-Calculus

☐ Calculus

☐ Geometry

☑ Earth Science

☐ Life Science

☐ Physical Science

☐ Environmental Literacy

☑ Health/Physical Education, Grade 8

☐ Fine Arts

☐ United States History

☐ World History

☑ Government

☐ Technology

☐ World Languages

☑ Other

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Heath I and II
Environmental Science (AP)

These options vary among grade level
in high school  depending on the
students' schedule
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16. Indicate which professionals share the responsibility of **planning** service-learning that is embedded into the curriculum for your public agency.

	Do these professionals plan embedded service-learning projects for your public agency?		
	Yes	No	Not Applicable
Classroom teachers	◉	○	○
Grade level team leaders	◉	○	○
School-based curriculum leads or school-based content area specialists	◉	○	○
School counselors	○	◉	○
School-based service-learning coordinators who are not school counselors	○	◉	○
School leadership team	○	○	◉
District-level curriculum leads or district-level content area specialists	◉	○	○
District-level service-learning coordinator	◉	○	○

17. In the spaces below, explain how information about service-learning is presented to those who plan for embedded service-learning projects within your public agency's curriculum.

How are Maryland's 7 Best Practices of Service-Learning and Student Service-Learning Guidelines shared with those who plan embedded service-learning projects? Include professional development information and any relevant links to websites or pdf documents.	All content areas have professional development several times of the year. Since service learning is embedded into a variety of courses, time is allotted for teachers to design service-learning opportunities in their curriculum during professional development day. All responsible staff are exposed to service-learning standards at regional and county workshops as well as national and state conferences. Connections are made using the MSDE standards to make certain standards and goals of the curriculum are being reinforced through service-learning. The required service-learning hours are all curriculum-based activities, so teachers are engaging students in activities that are contained within the MSDE indicators. Since ACPS is a small county, the county Service-Learning Coordinator is able to connect face to face with teachers who infuse service learning into their curriculum. Information about service-learning is also sent out to all middle/high school staff in Allegany County regardless if they embed service-learning within their curriculum or not. The benefits of living in a small county, is that all teachers are exposed to students engaging in service-learning opportunities in some way around their school. It is a great way to make all teachers aware of what service-learning is, what qualifies, and to encourage students to go above and beyond to make a difference in their community.
Explain the processes for and requirements of submitting an embedded service-learning project plan for approval. Include any relevant links to websites or supporting pdf documents.	Service-learning is infused into a variety of content areas including Creative Arts, Health, Physical Education, English, Math, Science, and Social Studies. The middle school teams, which is composed of teachers at that grade level, send their service-learning project plan to the ACPS Service- Learning Coordinator prior to the beginning of the project or complete the questions in the tracker. These teams meet daily and work together with students to implement service-learning activities and projects incorporated into existing curricula; all curricula are subject to a regular review process. The high school courses that embed service-learning submit a plan as well. The plans identify how students will receive their required service-learning hours for the school year. The Service Learning Coordinator will review the plans and provide feedback for modifications if needed. As stated, a variety of courses in middle school and high school are required to contain at least one service-learning project within their curriculum. Service-learning projects can be completed through interdisciplinary team projects or through independent courses starting in grade 6. https://drive.google.com/file/d/18l8PtayiQZ3TP2jrYNeBxf8YYZL2xgN2/view?usp=drive_link

18. Provide a pdf of an embedded service-learning lesson or unit plan from your public agency. Be sure to include the curricular objectives addressed and the preparation, action, and reflection stages of the project.

[Jackie Boor- Vaping prevention.pdf](#)
65.7KB
application/pdf

19. Indicate which professionals share the responsibility of **evaluating** the service-learning experiences that are embedded into the curriculum for your public agency.

	Do these professionals evaluate the embedded service-learning projects for your public agency?		
	Yes	No	Not Applicable
Classroom teachers	●	○	○
Grade level team leaders	●	○	○
School-based curriculum leads or school-based content area specialists	●	○	○
School counselors	○	●	○
School-based service-learning coordinators who are not school counselors	●	○	○
School leadership team	○	○	●
District-level curriculum leads or district-level content area specialists	●	○	○
The lead service-learning coordinator(s) for the public agency	●	○	○

20. Describe how embedded service-learning projects are monitored for quality and completion in your public agency. Insert any relevant links to evaluation tools.

Students' service-learning engagement in Allegany County Public Schools are monitored and tracked by a countywide online database called Service-Learning Tracker. With the availability of the online tracker, it is the responsibility of all teachers to enter service-learning projects and hours implemented in their classroom into the system. In order for a project to be successful, it must include the Seven Best Practices.
https://drive.google.com/file/d/18_C10uB90yCXlkU0qwG9EqnYn1bTijl5/view?usp=drive_link

21. Explain how your public agency ensures that embedded service-learning projects meet Maryland's 7 Best Practices of Service-Learning, as well as provide students with opportunities to engage in a variety of direct, indirect, and advocacy service experiences.

Prior to awarding the earned hours in the tracker, teachers complete a service-learning project form. The project form consist of entering the title, unit of study, type of service (direct, indirect or advocacy), and indicators met. Teachers are then required to enter the project online answering the Maryland's Seven Best Practices questions as they pertain to that particular project. If the completed form about the project does not qualify for service-learning, the county coordinator will then address the teacher with feedback and assistance to enable the project to meet the 7 Best Practices of service-learning. Once the project is complete, the teachers credit the students with the hours. This system allows the county coordinator to monitor the effectiveness of service-learning activities. It also allows teachers to assess their class project according to Maryland's Seven Best Practices.
https://drive.google.com/file/d/18_C10uB90yCXlkU0qwG9EqnYn1bTijI5/view?usp=drive_link

22. Explain the process for adding embedded service-learning hours in a platform to be reflected on a student's record.

At the end of each school year, students' required hours will automatically be generated on the report card. These hours are pulled from the service-learning tracker to our county's online grading system. This will inform parents and students of the status for the completed requirements for that year. In high school when a student has fulfilled the 75 service-learning hour requirement, PASS appears on the report card along with the hours completed. The statement on the report card at the end of the school year: ____ ____ has earned (30/30, 45/45, 60/60, 75/75- depending on the grade) required service-learning hours during the ___ ___ school year. In addition, parents and students can request a print out of all completed service-learning projects from the county coordinator at any time during the year.

23. In the spaces below, explain how information about embedded service-learning projects is shared with the families and school communities of your public agency.

What information about service-learning is shared with families prior to the start of a project? Include information and any relevant links to websites or pdf documents.	Parents and students are clearly made aware of service-learning and upcoming s-l projects in numerous ways. All students in grade 6 receive information about the ACPS service-learning program including an orientation from their teacher or county coordinator. Students also receive an ACPS Service-Learning brochure as well as volunteer opportunities in our area. A locally designed video is shown to students for a visual effect of understanding service-learning. Service-learning is featured on the ACPS website and updated regularly. Projects are continuously highlighted on school and county social media outlets, school newsletters, local newspaper, and on the BOE website. Prior to a project, teachers send home a letter informing parents about upcoming service-learning activities that will occur through the academic year. This allows parents to know exactly how their student will be receiving service-learning hours for the year. Parents are required to sign a permission form for out of school activities that clearly identifies and explains the proposed service-learning project.
What information about a completed, curriculum-embedded service-learning project is shared with the school's community? Include information and examples via links to websites or pdf documents.	Once a project is completed, the schools will highlight the project on their social media outlets, county social media outlets, and in our local newspaper. ACPS encourages community partners to highlight students making a difference on their own media outlets as well. We hear so much about kids doing bad things; the community needs to see how students are contributing to the community in a positive way.

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Independent Service-Learning

Provide detailed information about service-learning projects that are completed by students independently, outside of school hours.

24. Describe how students engage in independent service-learning experiences in your public agency.

Students may accumulate additional service hours beginning the summer after the completion of grade 5 through grade 12. These hours will count towards a Service-Learning Elective Credit at time of graduation. This is optional since it is beyond the graduation requirement. Students wishing to work towards this elective credit must complete a total of 132 hours beyond the initial 75 required service-learning hours. To earn a Service-Learning Elective Credit, students can have a mix between curriculum based and independent projects. Exemplary independent service hours must be documented on a Service-Learning Verification/ Reflection Form, and must be approved by a teacher/coordinator the same year.

25. Does your public agency keep a formal record of the number of service-learning hours that students complete independently?

◉ Yes

○ No

26. Does your public agency recognize students who independently complete more than the 75 required hours of service-learning?

- ⦿ Yes
- ○ No

27. At which grade level can a student begin to complete independent service-learning projects in your public agency?

- ○ Grade 5
- ⦿ Grade 6
- ○ Grade 7
- ○ Grade 8
- ○ Grade 9
- ○ Grade 10
- ○ Grade 11
- ○ Grade 12

28. Indicate which professionals share the responsibility of evaluating and approving the service-learning that students complete independently in your public agency.

	Do these professionals evaluate and approve independent service-learning projects for your public agency?		
	Yes	No	Not Applicable
Classroom teachers	○	○	⦿
School counselors	○	○	⦿
School-based service-learning coordinators who are not school counselors	⦿	○	○
School leadership team members	○	○	⦿
The lead service-learning coordinator(s) for the public agency	⦿	○	○

29. What is the process for ensuring that the completed independent service-learning project has met each of Maryland's 7 Best Practices of Service-Learning?

> Students who would like to earn a service-learning elective credit is optional. This is an incentive for students to go above and beyond the graduation requirement. Students have an opportunity to make a difference in the community beyond the classroom. Having all the required hours infused into the curriculum in ACPS lays the foundation for students to continue to expand their knowledge and involvement in our community. Students earning this elective credit will have a mix between curriculum based learning and expanding that to independently helping our community. In order for an independent activity or project to be considered a service-learning activity, the following prevails: - All independent activities must be approved by the school coordinator or teacher supervising that student. - A verification/reflection form must be completed, signed (no parents or relatives), and turned into the homeroom teacher or county service-learning coordinator. - The school and county service-learning coordinators enter the independent hours into the tracker.

30. In the spaces below, provide links to pdf documents or web pages related to independent service-learning

in your public agency. If not applicable, provide a brief explanation as to why not.

The independent service-learning pre-approval form for students.	N/A- Since independent hours are voluntary and not part of the requirement, there's no specific pre-approval form. Students do need to check with their school's service-learning coordinator to make sure the project does meet the requirements for the elective credit.
The independent service-learning reflection form for students.	https://drive.google.com/file/d/17sORLcLePhlB2rOZn2WepU-oI1vNR8oo/view?usp=drive_link
The document or manner in which an approved community partner confirms the number of hours a student served.	https://drive.google.com/file/d/17sORLcLePhlB2rOZn2WepU-oI1vNR8oo/view?usp=drive_link
Directions for students about where or to whom, when, and how required forms must be submitted.	https://drive.google.com/file/d/17sORLcLePhlB2rOZn2WepU-oI1vNR8oo/view?usp=drive_link https://drive.google.com/file/d/18kjKvQ1JYFemYMLU6d8JWocdA8kNgXHT/view?usp=drive_link
A list of approved service-learning community partners.	https://drive.google.com/file/d/182NPQq1k3DawTzH_g_m-Zj-6LdD-P9M_/view?usp=drive_link
Information provided to community partners that work with students who are participating in independent service-learning hours.	https://drive.google.com/file/d/17sORLcLePhlB2rOZn2WepU-oI1vNR8oo/view?usp=drive_link
Information provided to families and students about independent service-learning.	https://drive.google.com/file/d/18kjKvQ1JYFemYMLU6d8JWocdA8kNgXHT/view?usp=drive_link

31. Describe how the independent service-learning accomplishments of students are recognized in your public agency at the school or district level.

All students who earn at least 132 hours beyond the 75 required hours, will receive a service-learning elective credit at graduation. The elective credit is noted on their official transcript, which shows these students chose to continued to make a difference beyond the requirement. They wear a special medallion at graduation and receive a personalized certificate signed by our Superintendent of Schools. Every high school including the Center for Career and Technical Education nominates a "service-star student" that goes above and beyond serving others. These students receive a larger personalized medallion, a certificate, and an engraved keychain. They are recognized at the county level for their outstanding service in the community.

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Documentation and Policies

Share the platforms and methods used to document student progress toward completion of the Maryland service-learning graduation requirement, as well as your public agency's policy regarding adjustments for transfer students.

32. Explain how service-learning hours are officially documented for each student in your public agency.

Students' service-learning engagement in Allegany County Public Schools are tracked by a countywide online database called Service-Learning Tracker. With the availability of the online tracker, it is the responsibility of all teachers to enter service-learning projects and hours implemented in their classroom into the system. In order for a project to be successful, it must include the Seven Best Practices. Prior to awarding the earned hours in the tracker, teachers complete a service-learning project form. The project form consist of entering the title, unit of study, type of service (direct, indirect or advocacy), and indicators met. Teachers are then required to enter the project online using the Maryland's Seven Best Practices. If the completed form about the project does not qualify for service-learning, the county coordinator will then address the teacher with feedback and assistance to enable the project to meet the 7 Best Practices of service-learning. Once the project is complete, the teachers will award their students the hours in the tracker. This system allows the county coordinator to monitor the effectiveness of service-learning activities. It also allows teachers to assess their class project according to Maryland's Seven Best Practices. At the end of each school year, students' required hours will automatically be generated on the report card. These hours are pulled from the service-learning tracker to our county's online grading system. This will inform parents and students of the status of completed requirements for that year. In high school when a student has fulfilled the 75 service-learning hour requirement, PASS appears on the report card along with the hours completed.

33. Describe how students and families monitor student progress toward completion of the service-learning graduation requirement in your public agency.

At the end of each school year, students' required hours will automatically be generated on the report card. These hours are pulled from the service-learning tracker to our county's online grading system. This will inform parents and students of the status of completed requirements for that year. In high school when a student has fulfilled the 75 service-learning hour requirement, PASS appears on the report card along with the hours completed. The statement on the report card at the end of the school year: ____ ____ has earned (30/30, 45/45, 60/60, 75/75- depending on the grade) required service-learning hours during the ___ ___ school year. In addition, parents and students can request a print out of all completed service-learning projects from the county coordinator at any time during the year.

34. It is understood that a student transferring into your public agency **from another public agency in Maryland** would retain any previously completed service-learning hours that were documented. Explain your public agency's policy for a student who transfers in with fewer service-learning hours than their same-grade peers. How do you ensure that this student will successfully meet the service-learning graduation requirement?

Students who transfer in from another county will be guided by the guidance counselor and supported by the teachers to fulfill the required hours. All completed hours will be accepted for transfers from other in-state counties. Since all required hours are incorporated into the existing curricula, students will join in with the rest of their same-grade peers and engage in the service-learning projects that are being implemented.

35. A student transferring into a Maryland public agency **from a private school setting or from an out of state school** would not have a previous formal record of service-learning. For each grade level, indicate the number of service-learning hours needed to meet the service-learning graduation requirement in Maryland for a student who transfers into your public agency from a private or out of state school.

This question was not displayed to the respondent.

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Community Partners

In this section, provide details about how your public agency maintains partnerships that strengthen service-learning opportunities for students within the community.

36. List community partners that have provided service-learning opportunities to your public agency within the past four school years.
- If a web page that lists community partners is available, include the link with your response.

Community Partners - Allegany Arts Council - - 301-777-2787- http://www.alleganyartscouncil.org/ - Allegany County Animal Shelter- 301-777-5930 https://alleganyanimalshelter.org/ - Allegany County Board of Elections – https://alleganygov.org/ o Diane Loibel- dloibel@alleganygov.org - Allegany County Habitat for Humanity- https://alleganycountyhfh.org/volunteer o 301-687-1006 alleganycountyhabitat@gmail.com - Allegany County HRDC-301-777-5970- http://alleganyhrdc.org/- - Allegany County Library System- - Allegany Museum- https://alleganymuseum.org/ - American Red Cross- 301-722-1760- http://www.redcross.org/ - Ark of Hope- https://www.arkofhoperescue.org/ (301) 478-3300 arkofhoperescue@yahoo.com - CAMP HOPE-https://www.camphopemd.com/ - Cumberland YMCA- 301-777-9622- https://www.cumberlandymca.org/ - County United Way - 301-722-2700-http://www.cuw.org/ - C & O Canal National Historical Park- - -- https://www.nps.gov/choh/getinvolved/volunteer.htm - Cumberland Neighborhood Housing Services- https://www.cumberlandhousing.org/ - Evergreen Heritage Center Foundation – https://evergreenheritagecenter.org/volunteer-opportunities/ foundation@evergreenheritagecenter.org 301-687-0664 - Family Crisis Resource Center- 301-759-9246-http://www.familycrisisresourcecenter.org/ - Friends Aware- https://www.friendsaware.org/ 301-722-7268 - FrostburgFirst - A Main Street Community – https://www.downtownfrostburg.com/ 301-689-6900 - HART for Animals (Accident, MD) 301-387-7729 https://hartforanimals.org/volunteer - Holding Hands for Haley Foundation- http://www.holdinghandsforhaleyfoundation.org/ - Hooley Plunge - https://hooleyplunge.com/ - Horizon Goodwill Industries – https://horizongoodwill.org/mission-services/volunteer-opportunities/ - Local churches/ ministries - Food Pantries Second Baptist Church Food Pantry- 301-722-5190 Lavale UMC- 301-722-6800 – https://www.umclavale.org/ Interfaith Community Pantry- 301-777-7882 - Local Volunteer Fire Companies - Make a Wish Foundation- http://wish.org/ - March of Dimes- www.marchofdimes.com/ - - Mountain Maryland Trails - https://www.mountainmdtrails.org/ - Nursing Homes- ALL nursing homes - Ray of Hope - 301-722-4560- http://www.rayofhope-md.org/ - Resources for Independence - 301-784-1774-http://rficil.org/ - Rocky Gap State Park- 301-722-1480 https://dnr.maryland.gov/publiclands/Pages/western/RockyGap/Volunteer.aspx - Ronald McDonald House- https://rmhc.org/ - Salvation Army- 301-777-7600- https://cumberland.salvationarmypotomac.org/ - Scouting America- https://lhcscouting.org/ - Schwab's Family Cancer Center- 240-964-1400 https://www.wmhs.com/oncology/ - Summer Lunch Box Program- Cumberland-https://www.emmanuelparishofmd.org/summer-lunch-program/ o Frostburg Summer Lunch Box Program- 301-687-0212 - The Dapper Dan Club of Allegany County o The Children's League o https://thechildrensleague.com/ Little League volunteers- https://www.leaguelineup.com/welcome.asp?url=dapperdan - Toys for Happiness- o https://www.toys4happiness.org/- Chuck Koelker- koelker@verizon.net - Union Rescue Mission-https://urmcumberland.org/volunteer-with-us/ o 301-724-1585 - University of Maryland Extension Center- https://extension.umd.edu/programs/4-h-youth-development/volunteers/ - Western MD Health Department - Haley Guillot -MDH- <haley.guillot@maryland.gov - Western Maryland Health System-Volunteer Services- https://www.wmhs.com/foundation/ways-to-give/volunteer/ o 240-964-8499 - Western Maryland Food Bank-301-722-2797-https://www.wmdfoodbank.org/volunteering/ - Western Maryland Scenic Railroad- https://wmsr.com/ - Nshields@wmsr.com

37. Explain the process for identifying and approving a community partner to provide service-learning opportunities in your public agency.

The local school system approves a community site for service-learning projects if the locations and proposed activities will be of value to the community. The sites must help students to obtain knowledge, see how the work they are doing is relevant to "real life", connect schools and the community, provide opportunities for students to study action, and explore the language of citizenship. The organizations provide the means and opportunities for students to earn required hours or obtain extra hours for the service-learning elective credit. They also provide students with the opportunity to experience many different career options that are available in the area. This research is validated within the community by parents, recipients of service, teachers, and administrators. The schools and students are made aware of community sites through the county and school service-learning contacts.

38. Describe the frequency and the content of training that is provided to the community partners in your public agency. Insert links to documents or web pages if applicable.

The ACPS service-learning coordinator and school staff makes contact and established partnerships with these organizations through email, phone or mostly in person. The coordinator informs the community partners on what qualifies as a high quality service-learning project, particularly the Maryland's Seven Best Practices. All partners are invited throughout the year to visit the classrooms to share information and ideas, thus providing many tangible and intangible benefits that enhance the quality of service learning projects. Non-Profit organizations across Allegany County are working diligently to meet the needs of the community. The goal of ACPS service-learning program is to collaborate with those organizations to create mutually beneficial partnerships. These partnerships create a bridge between the world of work and the knowledge and skills that students acquire during the school year. In collaboration with a local community college, we host an annual youth summit, where all community partners are invited to attend. During this time, we relay any updates to our service-learning program to keep them informed.

39. Explain how school communities are informed about approved community partners.

All middle and high school teachers, along with the county coordinator, communicate with students at the beginning of each year to develop student awareness of service-learning opportunities. In addition, students receive a student service-learning resource list created by the county coordinator and fellow teachers.

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Communication

In this section, provide details about communication with families and stakeholders about service-learning within your public agency.

40. In your public agency, how frequently is professional development or information about service-learning communicated with these individuals?

	No information shared, or Not Applicable	Annually	Biannually	Quarterly	Monthly	Weekly
Families of students who are not yet in the grade level at which the service-learning program begins	○	●	○	○	○	○
Families of students who are working to achieve the service-learning graduation requirement	○	○	○	○	●	○
School staff who are not directly involved with service-learning	○	○	○	○	○	●
School staff who are directly involved with the service-learning program	○	○	○	○	○	●
School-based service-learning coordinators	○	○	○	○	○	●
School leadership	○	○	○	○	●	○
District leadership	○	○	○	●	○	○
Community stakeholders	○	○	●	○	○	○

41. Provide links to pdf documents or web pages that provide information about service-learning for:

families and students

https://www.acpsmd.org/Domain/84

administration and school staff	https://www.acpsmd.org/Domain/84
school-based service-learning coordinators	https://www.acpsmd.org/Domain/84

42. Describe how completed service-learning projects are celebrated and shared within your public agency's community.

ACPS celebrates and highlights service- learning every chance possible. Schools are encouraged to send pictures and/or inform the county coordinator when the projects are taking place so they can be highlighted for the community to see. In addition, ACPS in partnership with Allegany College of Maryland and the Maryland Coalition holds an annual "Make a Difference Youth Summit". The event, associated with the Maryland Civic Education Coalition, includes roughly 80-100 high school students. The youth summit highlights civic engagement among our youth, giving students an opportunity to learn about different ways to make a positive impact in the community. During the event, students are invited to explore and display information about service-learning involvement in the community. All local community partners are invited to attend the event to share their agency with students and talk about volunteer opportunities.

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Service-Learning Implementation Plan Approval

The Maryland Service-Learning Implementation Plan requires the public agency's superintendent or executive director to type their name, electronically sign, and click "yes" to confirm that the plan is complete and ready to be submitted.

If you are not yet ready to submit, leave this page and navigate to another component of the plan using the Table of Contents.

43. For the public agency's superintendent or executive director:

Type your name and contact information.

Jeffrey S. Blank, Superintendent

44. For the public agency's superintendent or executive director:

Use your mouse to sign below *or* upload an image of your signature to indicate your agreement of these statements:
1. I approve this Maryland Service-Learning Implementation Plan.
2. I understand that this plan must be approved by the Maryland State Superintendent of Schools or their designee.
When the signature is present, click "Yes" below and submit the Maryland Service-Learning Implementation Plan.

clear

. A pdf image of your signature can be uploaded here.

[JB Signature.pdf](JB%20Signature.pdf)
37.6KB
application/pdf

. This Maryland Service-Learning Implementation Plan is complete.

◉ Yes

Location Data

Location: [(39.5995, -78.8461)](39.5995,%20-78.8461)

Source: GeoIP Estimation