



108 Washington Street • P.O. Box 1724 • Cumberland, MD 21501-1724
Telephone (301) 759-2000 • www.acpsmd.org

Members of the Board of Education
Laurie P. Marchini, President
Sara-Beth Bittinger, Vice President
Wayne T. Foote
Tammy M. Fraley
Lorelee M. Farrell

Superintendent of Schools
David A. Cox, Ed.D.

August 29, 2017

Dr. Karen B. Salmon
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Karen B. Salmon:

Enclosed you will find a submission of the Service-Learning Program in Allegany County for the 2016-2020 school years.

Sincerely,

David A. Cox, Ed.D.
Superintendent of Schools

DAC/krk

Enclosures

Service-Learning
Implementation Plan Review 2016

Local School System (LSS): Board of Education of Allegany County

Prepared by: S-L Coordinator and Supervisor	For additional information, contact
Name: Kara Kennell and John Logsdon	Name: Same
Address: Board of Education of Allegany County 108 Washington Street Cumberland, MD 21502	Address: Same
Phone: 301-759-2042/ 301-759-2046	Phone: Same
Fax: 301-759-2019	Fax: Same
Email: kara.kennell@acpsmd.us and john.logsdonjr@acpsmd.us	Email: Same
Website: http://www.acpsmd.org	

Table of Contents

	Page
I. Implementation Plan and Curricular Connections.....	1-8
II. Infrastructure.....	8, 9
III. Student Leadership.....	9-11
IV. Community Partnerships & Public Support and Involvement.....	11-13
V. Professional Development and Training.....	13,14
VI. Accountability.....	14,15
VII. Funding and In-Kind Resources.....	16
VIII. Annual Goals and Timeline.....	16,17
IX. Attachments.....	18

I. Implementation Plan and Curricular Connections

A. Minimum Level of Student Engagement

The Allegany County Program will meet or exceed the minimum number of hours (75) of service-learning as required by the State of Maryland in grades 6th- 9th. Therefore, the graduation requirement of 75 hours of service-learning should be fulfilled by the conclusion of the student's 9th grade year.

Elementary schools are not required to record and track service-learning hours. However, numerous service-learning activities and projects do occur in elementary schools.

B. Curricular Connections

A list of courses and/or grade levels that include infused service-learning activities and the number of hours or level of involvement with service-learning in each course.

Students may count a maximum of 15 hours in sixth grade, 30 hours in seventh grade, 15 hours in eighth grade, and 15 hours in ninth grade towards the 75 **required** hours.

1. Students will have the opportunity to receive hours in Creative Arts, English, Math, Science and/or Social Studies.

In grade 6, students will receive 15 service-learning hours.

- At least a 3 hour project will be incorporated in Creative Arts, English, Math, Science, and Social Studies.

In grade 7, students will receive 30 service- learning hours by participating in Rocky Gap Outdoor School.

- Rocky Gap Outdoor School will encompass the 7 Best Practices as well as the five content areas (Creative Arts, English, Math, Science, and Social Studies).

In grade 8, students will receive 15 service-learning hours.

- At least a 3 hour project will be incorporated in Creative Arts, English, Math, Science, and Social Studies.

In grade 9, students will receive 15 service-learning hours.

- At least a 5 hour project will be incorporated in Government, English and Science.

2. Service-learning projects will be 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 projects are interdisciplinary projects to help reinforce the link between learning and service. For example, students will begin the Pennies for Patients project by

reading Drums, Girls and Dangerous Pies in Language Arts. Students will learn the history of Pennies for Patients in their Social Studies class along with a guest speaker from the foundation. Students will then design posters and flyers to advertise a spirit night at McDonald's and will invite the whole school to come out and support this project. The fundraiser will raise awareness and money for cancer patients. Students will count money/pennies daily in their math classes and keep a chart on money being raised. They will also engage in a walk around the school in physical education to raise awareness. If any student would like to donate \$1 they can (but don't have to in order to participate). Not only are these projects interdisciplinary but they are a school-wide event as well.

3. 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.
4. All 6th grade students will receive a service-learning orientation from the county coordinator.

	6th Grade 15 Hours	7th Grade 30 Hours	8th Grade 15 Hours	9th Grade 15 Hours
English	3		3	5
Science	3		3	5
Social Studies	3		3	5
Math	3		3	
Creative Arts	3		3	
Rocky Gap Outdoor School		30 Hours		
Service- Learning Orientation				

Please Note:

The Middle school curriculum is changing to a more integrated approach. Students will receive content in Physical, Life, and Earth Science each year. As we make the change, our Meaningful Outdoor Educational Experiences (MOEE) will shift as well. Students receive service learning hours for attending these experiences along with follow-up activities in the schools.

Currently, we have a MOEE in 6th-grade relating to Earth Science. In 7th grade, students attend an Outdoor School program run by the Alice Ferguson Foundation that relates to Ecology. In 8th grade, students attend a program that relates to sustainable energy and resource at the Sustainable Energy Research Facility at Frostburg State University. As we

shift the curriculum, the 7th- and 8th-grade programs could switch in the next few years. The service learning hours would move with the programs.

In the High School, students currently receive service learning hours for an Earth Science program at the Evergreen Heritage Center. Earth Science will no longer be offered after this school year (2016-17). Therefore, we will be developing a program that fits into the Biology classes as a Meaningful Watershed Educational Experience (MWEE). Students will receive service learning hours for this program starting next year.

A description of how curriculum has been developed to support infused service-learning (e.g. incorporated into existing social studies curriculum during regular curriculum review process; created by Fellows and added to existing health curriculum, etc.). Attach one copy of each relevant, infused service-learning unit to the plan.

Service-learning is infused into 5 content areas (Creative Arts, English, Math, Science, Social Studies). The middle school teams (composed of teachers at that grade level) meet daily and will work together with students to implement service-learning activities and projects incorporated into existing curricula; all curricula are subject to a regular review process. This plan will identify how students will receive their required service-learning hours for the school year. The County Supervisor and Service Learning Coordinator will review the plans and provide feedback for modifications. As stated, 5 courses in middle school and 3 in high school will be 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.

A description of how service-learning is used as an instructional strategy to address existing course goals and objectives (e.g. which Maryland State Curriculum and College and Career Readiness indicators are addressed through service-learning?).

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 on Maryland State Curriculum and College and Career Readiness 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 an effort to raise student awareness regarding the importance of academic achievement related to career preparedness and to promote economic development in Allegany County by keeping Allegany County Public School graduates locally employed, Allegany County wants to ensure students meet the demands of the job market in their future. To do so, ACPS hosts an annual event called Focus on the Future. Center for Career and Technical Education (CCTE) students participate by providing middle school students with the opportunity to

pursue a field of study relevant to their interests beyond high school. Whether students plan to transition to post-secondary education opportunities, enter the world of work, or pursue a career under an established apprenticeship program. They teach the middle school students about a variety of opportunities that include Interactive Media Production, Graphic Communications (PrintEd), and welding just to name a few.

An explanation of how the LSS ensures students spend a significant portion of their service-learning experience on the action phase of the project, meeting a recognized need in the community.

As stated in Allegany County's Service-Learning Guidelines, in order for a service-learning project to be successful, **ALL** projects must include Maryland's Seven Best Practices. Projects such as collection drives, recycling initiatives, and guest speakers must be incorporated into the curriculum and have all three phases present (preparation, action and reflection) in order for it to qualify for student hours. The action phase (direct, indirect and advocacy) component must be hands-on; this phase can be completed inside or outside of the classroom. When teachers submit their projects online, the service-learning coordinator will identify where the action phases are going to be placed within their curricula. If the action phase is not apparent, the service-learning coordinator will provide feedback for modifications and request a resubmission of the plan.

Middle and high school level teachers monitor the time and effort put into a project through classroom work. A significant portion of service learning projects is devoted to the "action" phase. Although students have a role in the identification of community needs and a hand in the development of a plan (through the needs assessment), teachers guide students to engage in hands-on activity or action in order to see plans to fruition. They will be encouraged by the county coordinator to have their students involve the community individually. This would reach more people and have a greater impact on addressing the identified community need.

An explanation of how the LSS ensures that students engage in a variety of types of service-learning experiences (direct, indirect, and advocacy).

Allegany County's plan is widely distributed through the content areas. Due to limited funding for transportation in the area, teachers look for alternative ways for students to be involved at the school. These projects can vary from persuasive writings to recycling or planting flowers, depending on the unit of study and community needs. Ideally, the three types of services are designed in a progression. First, the students learn to understand the issue through face to face contact with people who coordinate programs for people in need or with the recipients themselves. For example, students visit with an elderly person, tutor a child, or coordinate activities to become actively involved with the senior citizen prom. Secondly, the student performs indirect service. Examples include recruiting additional tutors or creating a display concerning drug abuse, violence, or other identified problems. Many programs start with indirect action, such as collecting coats for the homeless or canned food for the food bank. The ACPS system believes it is better to first work with the service provider agencies because the collection phase of the process may be more meaningful to the

students. Finally, having identified and understood the need, the students may engage in direct civic action. This action could range from writing a letter to the editor, to lobbying for a cause, to involvement in a political campaign.

An explanation of how service-learning experiences are created.

All middle and high school teachers are made aware of service-learning and their roles and responsibilities to the program. This is accomplished during professional staff development day prior to the beginning of the academic year. During the first month of school, all teachers will work together with their team and students to decide how service-learning will be implemented through the year. At the beginning of the school year, students are introduced to service-learning through an orientation presented by the county service-learning coordinator or the teacher. Prior to the beginning of service-learning projects, students will be reintroduced to the purposes of service-learning by the teacher. Teachers and students will first identify needs in the community by completing a needs assessment before decisions are made on how to address those needs.

C. Assessment & Evaluation

An explanation of how service-learning experiences are evaluated and by whom (e.g. using a rubric of Maryland's Seven Best Practices which is submitted to the relevant content area specialist, etc.). What standard or tool is used to assess 1) projects, 2) the system's overall service-learning program? How frequently do these assessments occur?

Allegany County Public Schools has a county-wide, online service-learning tracker. With the availability of the online program, teachers are required to enter service-learning projects and hours into the system.

Service-learning is infused into 5 content areas (Creative Arts, English, Math, Science, Social Studies). The middle teams (composed of teachers at that grade level) are required to have the service-learning project proposal form submitted to the ACPS Service-Learning Coordinator at the beginning of every school year. These teams meet daily and will work together with students to implement service-learning activities and projects incorporated into existing curricula; all curricula are subject to a regular review process. This plan will identify how students will receive their required service-learning hours for the school year. The Review Committee made up of the county supervisor, service learning coordinator, and teachers will review the plans and provide feedback for modifications. As stated, 5 courses in middle school and 3 in high school will be 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 in grades 7-9.

Prior to awarding the earned hours, all teachers must complete a "service-learning project" form online. 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 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 plan is submitted and project is complete, the teachers will enter hours into the data base. The project verification form allows the county coordinator to monitor the effectiveness of service-learning activities. This form also allows teachers to assess their class project according to Maryland's Seven Best Practices.

The process for approving any independent service-learning projects in which students engage.

In order for an independent activity or project to be considered a service-learning activity, the following prevails:

- All independent activities must be pre-approved by the school coordinator or teacher supervising that student.
- Students may not receive payment for service-learning activities.
- Services will not be counted if it is court mandated.
- Services will not count if it is for one's immediate family.
- Maryland's Seven Best Practices must be present.
- All elements of the activity must be completed
- A verification/reflection form must be completed, signed (no parents or relatives), and turned into the homeroom teacher or county service-learning coordinator.
- All teachers will be responsible for entering independent projects.

D. Transfer Policies:

An explanation of service-learning policies for students who enter your system at different grade levels so they can successfully meet the LSS's service-learning requirements.

Service-Learning hours will be pro-rated for students transferring into Allegany County Public Schools from private or out of state schools after the start of the sophomore year. Transfer Policy: 6th grade: 75 hours; 7th grade: 45 hours; 8th grade: 30 hours; 9th grade: 15 hours; 10th grade: 15 hours; 11th grade: 15 hours; 12th grade 1st semester: 15 hours; 12th grade 2nd semester: 5 hours. 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.

An explanation of how you report student progress for students transferring out of your system.

At the end of every year, data processing reports the number of required service-learning hours on the students' report cards. When a student transfers from the ACPS system during the school year, the number of completed hours will automatically transfer with the student's records.

E. Connections

Any connections between service-learning and other education initiatives in the LSS (character education, civic education STEM, financial literacy, etc.).

There are strong connections between service-learning, character education, civic education, STEM, financial literacy, and sexual harassment/bullying. Trainings and professional development make administration and staff more educated on how service-learning develops citizenship, responsibility, and many other positive character virtues, making it possibly the most powerful character education program that can be implemented. Educators can inform students of how important service-learning is in everyday situations. Allegany County stresses that when young people play an active role in their neighborhood, working for social justice and caring for the environment, then they truly understand the concept of civic responsibility. Students recognize how participation and the ability to respond to authentic needs improve the quality of life in the community, which may lead to lifelong civic engagement.

STEM and service-learning is a perfect match. Connecting the service-learning and STEM creates career exploration involving hands on field trips with interactive tours of local facilities, job shadowing where students visit and interact with local professionals and interactive classroom presentations lead by local STEM professionals.

Community safety issues offer the opportunity for students to examine the concept of community. Each student brings a different understanding to the concept based on his or her own experiences. Service-learning provides an educational strategy for sorting through challenges and complex issues that affect students on a daily basis. Through literature and research, students can learn about safety in their community.

There is also a strong connection between service learning and the ACPS sexual harassment /bullying program, administered by the service-learning coordinator. Many of the identified needs are common to both programs and funding from one program augments the other. In this way, the programs are able to leverage funding and coordinate programs in a cost effective manner.

Any connections between service-learning and environmental education.

Service-learning and environmental education is tied closely together in Allegany County. With the observable effects of climate change being manifested, more courses are educating students on how they can make a difference in conserving and protecting the environment. Projects that combine service-learning and environmental education are easily accomplished to fulfill lesson objectives. Knowing that the earth is dynamic and constantly changing, students can see what human actions protect and hurt the environment. When adding the service-learning project into the tracker, teachers have the option of selecting Environmental literacy

standards to their project if it pertains to the project. Knowledge of ensuring a healthy environment will impact generations to come.

How service-learning is featured in the LSS's Master Plan?

Service-Learning is featured in the LSS's Master Plan as a learning strategy. More specifically, service-learning is featured as a strategy for Allegany County to promote good citizenship amongst our county's youth.

II. Infrastructure

Please list the names, titles, roles, responsibilities, and percentage of time for each person in your system involved with service-learning

Name	Role/Responsibilities	Address	Percentage of time spent on service-learning	E-mail
John Logsdon, Central Office	Project oversight/ Supervisor of Service-Learning	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	20%	johnlogsdonjr@acpsmd.org
Kara Kennell, Central Office	Service Learning Coordinator	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	90%	kara.kennell@acpsmd.org
Eric VanSlyke, Central Office	Supervisor of Science	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	eric.vanslyke@acpsmd.org
Steve Thompson, Central Office	Supervisor of Math	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	Steven.thompson@acpsmd.org
Ben Brauer, Central Office	Supervisor of Physical Education	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	Benjamin.brauer@acpsmd.org
Sue Hughes, Central Office	Supervisor of English	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	Susan.hughes@acpsmd.org
Jeff Avey, Westmar Middle	Supervisor of Fine Arts	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	Jeffrey.avey@acpsmd.org
George Brown, Central Office	Supervisor of Secondary Social Studies and PD	Allegany County Public Schools, P.O. Box 1724 Cumberland, MD 21501-1724	N/A	George.brown@acpsmd.org
Tammy Twigg, Allegany High School	School Coordinator	616 Sedgewick Street, Cumberland, MD 21502	N/A	tammy.twigg@acpsmd.org
Pam McDonald, CCTE	School Coordinator	14211 McMullen Hwy. SW, Cresaptown, MD 21502	N/A	pamela.mcdonald@acpsmd.org
Barbara Yoder, Fort Hill High School	School Coordinator	500 Greenway Avenue, Cumberland, MD 21502	N/A	barbara.yoder@acpsmd.org
Carmel Goodwin, Mt. Ridge High School	School Coordinator	331 East Main Street, Frostburg, MD 21532	N/A	carmel.goodwin@acpsmd.org

Amanda Nash, Braddock Middle Schools	6 th Grade Contact	909 Holland Street, Cumberland, MD 21502	N/A	amanda.nash@acpsmd.org
Kelly Egros, Braddock Middle Schools	8 th Grade Contact	909 Holland Street, Cumberland, MD 21502	N/A	kelly.egros@acpsmd.org
Connie Koelker, Braddock Middle Schools	7 th Grade Contact	909 Holland Street, Cumberland, MD 21502	N/A	connie.koelker@acpsmd.org
Sandy Baluch, Mt. Savage School	6 th Grade Contact	13201 New School Rd. NW, Mt. Savage, MD 21545	N/A	sandra.baluch@acpsmd.org
Roberta Clark, Mt. Savage School	7 th Grade Contact	13201 New School Rd. NW, Mt. Savage, MD 21545	N/A	Roberta.clark@acpsmd.org
Jerry Thomas, Mt. Savage School	8 th Grade Contact	13201 New School Rd. NW, Mt. Savage, MD 21545	N/A	jerry.thomas@acpsmd.org
Stephanie Sharpless, Washington Middle School	8 th Grade Contact	200 Massachusetts Avenue, Cumberland, MD 21502	N/A	Stephanie.sharpless@acpsmd.org
Jeff Sturtz, Washington Middle School	7 th Grade Contact	200 Massachusetts Avenue, Cumberland, MD 21502	N/A	Jeff.sturtz@acpsmd.org
Julie Kostovick, Washington Middle School	6 th Grade Contact	200 Massachusetts Avenue, Cumberland, MD 21502	N/A	julie.kostovick@acpsmd.org
Julie Snyder, Westmar Middle School	6 th Grade Contact	16915 Lower George's Creek Road, SW Lonaconing, MD 21539	N/A	Julie.snyder@acpsmd.org
Lynn Muir, Westmar Middle School	School Contact-Guidance	16915 Lower George's Creek Road, SW Lonaconing, MD 21539	N/A	Lynn.muir@acpsmd.org
Krista Wilson, Westmar Middle School	8 th Grade Contact	16915 Lower George's Creek Road, SW Lonaconing, MD 21539	N/A	Krista.wilson@acpsmd.org

Fellows

Name	Role/Responsibility	Percentage of time spent on s-l	Title for service-learning
Roberta Clarke	Reading teacher	30%	Fellow
Barbara Yoder	English teacher	25%	Fellow
Tammy Twigg	Government teacher	50%	Fellow
Brian White	Social Studies teacher	50%	Fellow

III Student Leadership

How students take leadership roles at the system, school, and classroom levels for service-learning (e.g. on advisory board, act as project leaders, etc.)?

The Allegany County Association of the Student Councils meets at least four times a year with members of the community to address service-learning programs as they relate to good

citizenship. This group organizes various activities inside and outside of their schools for the county students and citizens of Allegany County. Specific members of this group act as liaisons between the county students and the curriculum committee to voice concerns and provide input. One exemplary activity is the Maryland Leadership Workshop, which is held locally and at the state level. There are approximately 80 ninth grade students that attend the local MLW held at Frostburg State University. Students from various school clubs and extra-curricular activities are also involved in leadership roles. Middle and high school students attend Maryland Association of Students Council events (leadership workshops) throughout the year and apply their leadership skills to organize county events and to train classmates. Students will also have leadership opportunities through community-based independent service-learning projects.

At the system level, our county's student council participates in various community service-learning projects every year. One popular event is the senior citizen prom, which is coordinated and hosted by ACASC. There are approximately 300 senior citizens who annually attend the prom and look forward to it. At the school level, the students help coordinate and implement a variety of activities such as blood drives, Toys for Happiness, March of Dimes, Veterans Day activities, Breast Cancer awareness, etc. At the class level, students identify and discuss ways of addressing needs in the community through class participation and surveys. Projects in the class allow for project leaders to have the ability to assign tasks and work with the community to successfully implement their service-learning project.

How students are involved in project selection or development?

Courses that incorporate service-learning within their curricula in middle and high school require students to take the service-learning needs assessment. The needs assessment gives the students the chance to express what community issues concern them and what they can do to make a difference. In addition to the needs assessment, the students will complete a survey to help determine specific needs. The teacher will discuss the issues with the students and together they will create a plan for a service-learning project.

A newly formed group "Bridges to Opportunity" recently surveyed all 7th grade students in the county to measure their perceptions of community, future education and career plans, and desire to live in the local area in the future. In addition, they have continued to grow involving students to help identify barriers to participation, exploring best ways to communicate with youths, determining what needs and desires by youth in the community, and collaborating on suggestions for community improvement and resource building.

How the LSS offers a method whereby students can engage in and track their engagement in meritorious service-learning experiences?

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 and MUST be documented through a Service-Learning Verification/Reflection Form if completed independently. Students desiring to work toward 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 have a mix between curriculum based work and independent projects.

How are students recognized for outstanding student service-learning?

All students who receive a service-learning elective credit will be recognized by wearing a medallion at graduation. 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 are presented with a larger medallion, a certificate, and an engraved keychain and recognized at an Allegany County Board of Education meeting in front of the Board Members and Superintendent of Schools. In addition, ACPS recognizes a “Student Volunteer of the Month” at the middle school and high school level. These two students are nominated by teachers and selected by the Service-Learning Supervisor, Coordinator, and the ACASC Executive Board Members. They receive a certificate and highlighted on the county’s website.

IV. Community Partnerships & Public Support and Involvement

How the LSS approves community sites for service-learning?

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. The ACPS service-learning coordinator has made contacts and established partnerships with these organizations either by phone or in person. The coordinator informed all community partners on what qualifies as a high quality service-learning project, particularly the Maryland’s Seven Best Practices. Once approved by the central office of the B.O.E., information concerning the community organizations is distributed to teachers. 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.

The LSS will approve 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 approved sites through the county and school service-learning contacts.

How many community sites/projects your LSS has approved?

There are approximately 45 community sites/projects that ACPS system has approved for students. This number is rising annually with additional students wanting to become an important part of the community.

How schools and students are made aware of approved sites?

The teachers at all middle and high schools, along with the county coordinator, will communicate with students at the beginning of each year to develop student awareness of service-learning opportunities. Also, each student will receive a student service-learning resource list created by the county coordinator and fellow teachers.

How students and parents are informed about the LSS's service- learning program (brochures, website, etc.)?

Parents and students are clearly made aware of service-learning in numerous ways. Students in grades 6th-9th receive a brochure about the ACPS service-learning program as well as volunteer opportunities. Service-learning is featured in the school calendar and on the ACPS website and updated regularly. The local newspaper also features a section on service-learning activities and requirements. Finally, all 6th grade students will receive an orientation on service-learning at the beginning of the school year by the county coordinator. Students will be reintroduced to service-learning in 7th, 8th and 9th grades.

How parents are informed that students are engaging in service- learning (e.g. a letter is sent home as students prepare to engage in a project, projects are featured in the school newsletter, etc.)?

Parents are required to sign a permission form for out of school activities that clearly identifies and explains the proposed service-learning project. Teachers will be sending home a letter informing parents about service-learning activities that will occur through the academic year. This will allow parents to know exactly how their student will be receiving service-learning hours for the year. Projects are continuously featured in school newsletters, local newspaper, and on the BOE website.

In what ways is service-learning information made available electronically to the community, students, parents, as well as school staff.

Staff is required to enter required and elective hours into the service-learning tracker. These required hours will be generated on the end of the year report card. The online grading system (ASPEN) also notes how many hours the student has towards graduation. Parents have access to that at any time. Parents and students can request a print out of all completed service-learning projects from the county coordinator at any time.

What partnerships have been formed with higher education institutions?

There have been many partnerships formed with higher education institutions. ACPS partners closely through numerous events with Frostburg State University, Allegany College of Maryland, Garrett College, and the University of Maryland. Through these partnerships, students have participated in program such as Evergreen Heritage Center, STEM Festival, events through the Literacy Arts department, and the list goes on. These projects provide learners of all ages with the knowledge and skills they need to sustain both themselves and the planet while promoting high quality civic engagement experiences.

How have P-20 cascade model service-learning projects been initiated?

There's a group that meets monthly that consist of All ACPS Content Supervisors with local higher education institutes to discuss numerous initiatives available through a variety of different connections. This group talks about upcoming opportunities, events, next generation science, etc. One example is the Evergreen Heritage Center. This program is a model for historic preservation and land management in Western Maryland. Through STEAM (science, technology, engineering, arts, and math) education, enrichment programs, and agricultural investment, Evergreen provides learners of all ages with the knowledge and skills they need to sustain both themselves and the planet. Other opportunities include Maryland Leadership Workshop, Teachers of Tomorrow, Genetic Conference, and partnering with AmeriCorps providing opportunities for community activities during the holiday season.

V. Professional Development and Training

How staff responsible for service-learning have been trained, is trained, or will be trained (e.g. service-learning coordinator, content area specialists, Fellows, school-based service-learning coordinators, teachers engaging students in infused service-learning units, etc.)?

The staff responsible for service-learning is trained at MSDE meetings, national and state conferences, and at regional and county workshops. At all of these events, connections are made using the Common Core 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 Common Core indicators. Every year, teachers, administrators, and area content specialists responsible for service-learning were trained during staff development day. Additional training sessions, directed by the supervisor and ACPS service learning coordinator, occurred with all school teams several times through the year. This will be an ongoing process every year. During the training sessions teachers, administrators, and content area specialists will be provided with numerous examples of high quality projects, along with resource guides to assist with the implementation phase. All middle and high schools have Spinning Interdisciplinary Service-Learning Webs, The Kid's Guide to Service-Projects and The Complete Guide to Service-Learning available in their respective

libraries as a resource for students and teachers. In addition, all of these resources are available online.

How other school staff (secretaries, etc.) are trained in service-learning so they can appropriately respond to inquiries from the public?

Support: The Service-Learning Coordinator will involve participants by: promoting additional teacher and staff involvement (particularly in the middle and high schools), providing professional development for service-learning and providing opportunities for teachers to work with the Future Educator Association Advisors, Student Council Advisors, etc. Staff awareness will be enhanced through press releases to local media for the purpose of recognizing participants of service-learning activities.

VI. Accountability

How students' service-learning engagement is tracked and documented (e.g. hours recorded by teachers, project completion verified by service-learning coordinator, etc.)? Please attach any forms or rubrics you use to document and/or evaluate service-learning with your report.

Tracking: Students' service-learning engagement is tracked by an online data base called Service-Learning Tracker. It is the responsibility of all teachers in the required courses to enter completed projects into the online recording system and the number of service-learning hours implemented in the classroom, along with a teacher verification form. In order for a project to be successful, it must include the 7 Best Practices.

How service-learning progress is noted on students' report cards (e.g. hours recorded, or pass/fail, etc.).

Reporting: At the end of each school year, students' required hours will automatically be generated on the report card. This will inform parents and students of the status of completed requirements for that year. At the end of 9th grade, if a student has fulfilled the service-learning requirement, PASS appears on the report card along with the hours completed. However, if a student does not complete the service-learning requirement by the end of the 9th grade, the number of hours will appear and PASS will be added only when he/she completes the requirement in the 10th, 11th, or 12th grade.

Report Card Entry:

Teachers are to enter service-learning information and hours into our online service-learning tracker that will export the hours into our ASPEN program. The ASPEN program then generates the hours onto the final report cards stating how many hours the student has 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.

How completion of infused service-learning projects is verified and by whom?

The completion of the infused service-learning projects is verified by the school contacts and the county service-learning coordinator. The county service-learning coordinator will monitor all projects throughout the year by school visits and with the online system.

How the quality of both infused and independent service-learning experiences is assessed and by whom?

The quality of both infused and independent service-learning projects are assessed daily by the county service-learning coordinator and school contacts. If a project does not meet the qualifications of service-learning, then the county service-learning coordinator will alert the teacher. For independent projects completed in the middle schools, the homeroom teacher, school contacts, or county service-learning coordinator will assess the project. In high school, the school coordinators or county service-learning coordinator will be assessing independent projects. The county service-learning coordinator, building contacts, and all teachers will assess these projects by using the MSDE Rubrics.

How does the central office and individual schools explain and feature infused service-learning strategies, and specific projects completed by schools, classrooms, and students, to ensure everyone is made aware of projects and their effectiveness?

The Central Office Service-Learning Coordinator, Supervisors, and schools highlight projects throughout the year. This is done on the BOE website, individual school's websites, ACPS Facebook, newspaper, etc. Prior to a project is starting, teachers will send home letters to parents to ensure them of the service-learning being completed. Once projects are completed, a class discussion and strong reflection pieces are done to reinforce the connection between the service and learning component.

VII. Funding and In-Kind Resources

Board of Education of Allegany County				
10 23 12				
Line Item	Calculation	Requested	In-kind	Total
Personnel Expenses				
Service Learning Coordinator	Coordinator's Salary- 90% of time spent on service-learning		32,000	32,000
Service Learning Supervisor	Service-Learning Supervisor- 20% of time spent on service-learning		20,000	20,000
Total			48,000	48,000

VIII. Annual Goals and Timeline

Include an annual timeline for accomplishing the work outlined in your implementation plan. The timeline should include the overall program goal/focus for the year, the tasks to be accomplished, start and finish dates, and staff responsible for each task.

Service-Learning Goal for 2016-2017:

Activities	Staff Responsible	Start Date	Finish Date	Notes
Staff Development	Supervisors/ Central Office	Ongoing	Ongoing	Throughout the year
Service-Learning Orientation/ Student Volunteer of the Month	Kara Kennell/ S-L Coordinators	September	May	All 6 th grade students throughout the county
Pre-approval process for service-learning projects	Kara Kennell	Ongoing /	May	Email project for approval
Post accountability/ Assessment	Kara Kennell	Ongoing- anytime during the year once a project is complete	Ongoing- anytime during the year once a project is complete	Enter project in the s-l online tracker with assessing based on the Seven Best Practices
Service-Learning Elective Credit/ Service Stars	Kara Kennell/ S-L Coordinators	May	May	All four high schools will nominate a service-star
Breast cancer Awareness, Presidential Debate/ Elections	Kara Kennell/ Teachers	October	October	
Reading in Schools- FEA to Elementary Schools	Kara Kennell/ Teachers	October	May	
MLW/ Leadership Activities	Kara Kennell	September	May	Incorporate leadership and service together
Bridges to Opportunity	Kara Kennell	Sept, Nov, Feb, May	Ongoing	Students are part of community decisions
Rocky Gap Outdoor School/ Evergreen	Eric Vanslyke- Science Supervisor	September	May	
Veterans Day Activities/ Holiday activities/Toys for Happiness /Letters to Santa (Macy) Recycling Christmas Card Projects /Bullying Prevention	Kara Kennell/ Teachers	November	November	
Memorial Day Activities/ Rocky Gap Veterans Cemetery	Kara Kennell/ Teachers	May	May	
Senior Citizen Prom	Kara Kennell/ Advisors	April	April	
Pennies for Patients, MS, Autism, Diabetes, etc. (awareness), RMH, March of Dimes, Heroin Prevention Programs, Earth Day activities, Collection Drives/Blood, Homeless, etc	Kara Kennell/ Teachers	Ongoing	Ongoing	

IX. Attachments

In an effort to be environmentally kind, when at all possible, provide URL links to relevant documents and resources, including curriculum, local service-learning websites, individual school websites service-learning content, etc.

Allegany County Public School- <http://acps.schoolwires.net//Domain/84>

Allegany High School- <http://www.alleganyhighschool.org/>

Braddock Middle School- <http://www.acpsmd.org/br>

CCTE- <http://ccte.acpsmd.org/>

Fort Hill High School- <http://forthillhs.com/>

Mount Savage Middle School- <http://www.acpsmd.org/ms>

Mountain Ridge High School- <http://www.mountainridgehigh.com/>

Washington Middle School- <http://acps.schoolwires.net/wa>

Westmar Middle School- <http://acps.schoolwires.net/wm>

IX. ATTACHMENTS



108 Washington Street • P.O. Box 1724 • Cumberland, MD 21501-1724
Telephone (301) 759-2000 • www.acpsmd.org

Members of the Board of Education
Edward L. Root, Ed.D., President
Laurie P. Marchini, Vice President
Sara-Beth Bittinger
Wayne T. Foote
Nicholas T. Hadley

Superintendent of Schools
David A. Cox, Ed.D.

Dear Parents/ Guardian,

All students receiving a Maryland high school diploma are required to complete 75 hours of service-learning prior to graduation from high school. Service-learning is combining meaningful service to the community with curriculum based learning. Allegany County students will accumulate their **required hours during school time** in grades 6, 7, 8 and 9 in various subject areas. This will reinforce the link between their service and learning. Your child will be engaged in a service-learning project starting _____ and will accumulate _____ service-learning hours. During this service project students will

School Based Project Proposal

In order for an in-school based project to be approved, please submit the following information and email it to Kara Kennell, Service-Learning County Coordinator, by October 1st.

The Review Committee made up of the county supervisor, service learning coordinator, and teachers will review the plans and provide feedback for modifications.

This is to verify that the proposed project is meeting state guidelines for quality service-learning activities. Please answer the following questions.

- Name of School:
- Name of Teacher (All teachers if interdisciplinary):
- Grades participating in project:

Please describe your project in paragraph form or attach the curriculum information.

Please include-

- Specific need/ issue/condition in the community
- How students will be involved in the project selection, design and implementation
- The “action” phase (hands on part)

Service-Learning Needs Assessment

1. What issues in the world and/or community concerns you? (Circle the top 3)

- a) poverty
- b) environment
- c) aging
- d) hunger
- e) literacy
- f) pregnant and parenting teens
- g) prejudice
- h) public safety
- i) substance abuse
- j) homelessness

2. What or how would you go about doing a project for one of these needs?

Can students earn awards for participating in extra service-learning projects?

Students who wish to advance their service-learning opportunities can do so starting in 6th grade. If students complete a total of 132 hours beyond the initial 75 required hours by the end of 12th grade, they will qualify for the Service-Learning Elective Credit and other awards of recognition. To earn a Service-Learning Elective Credit, students can have a mix between curriculum based and independent projects. Students are required to document these hours by completing and turning in a reflection/verification form, which can be obtained from any teacher, guidance office, or from the BOE website. Students are strongly encouraged to keep a log of additional hours.

If you have questions or would like more information, please contact:

Allegany County Public Schools

Service-Learning Coordinator

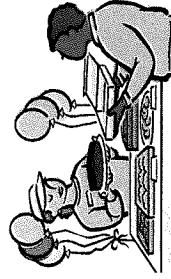
Kara Kennell

301-759-2042

kara.kennell@acpsmd.org

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 Service-Learning Experience
4. Develop Student Responsibility
5. Establish Community Partnerships
6. Plan Ahead for Service-Learning
7. Equip Students with Knowledge and Skills Needed for Service



ACPS

Service-Learning Program

The Board of Education of Allegany County is an equal opportunity employer and does not discriminate on the basis of race, color, sex, age, national origin, religion or disability in matters affecting employment or the provision of service, programs or activities in compliance with the American with Disability Act of 1990, Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Education Act. An Equal Opportunity Employer.

What is Service-Learning?

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. -- Learning in Deed

Three Essential Steps to Service-Learning:

Preparation is the first step of service-learning in which students cooperate with teachers and community members to identify issues affecting the community:

Action is the next step of service-

learning in which students carry out their service. Projects can take place in school or in the community.

Types of action:

Direct, Indirect, or Advocacy

Reflection is the final step of service-learning in which students look back upon the project and review what they have learned. Reflection may be done individually (journals, scrapbooks, artwork, etc) or as a group (discussion, skits, etc).

What is the Service-Learning Requirement?

All students receiving a Maryland high school diploma are required to complete 75 hours of service-learning (or a determined pro-rated amount for qualifying high school students) prior to graduation from high school.

Reporting

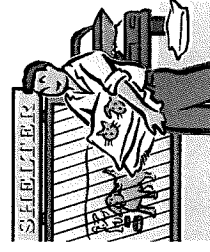
At the end of each school year, students' hours will automatically be generated on the report card. This will inform parents and students of the status of completed requirements for that year. At the end of 9th grade, if a student has fulfilled the service-learning requirement, PASS appears on the report card along with the hours completed.

However, if a student does not complete the service-learning requirement by the end of the 9th grade, the number of hours will appear and PASS will be added only when he/she completes the requirement in the 10th, 11th, or 12th grade.

How will ACPS students meet the requirement?

Students earn hours for completing service projects that are a part of the required curriculum during school hours in the following grades:

	6 th Grade 15 Hours	7 th Grade 30 Hours	8 th Grade 15 Hours	9 th Grade 15 Hours
English	3		3	5
Science	3		3	5
Social Studies	3		3	5
Math	3		3	
Creative Arts	3		3	
Rocky Gap Outdoor School		30 Hours		
Service-Learning Orientation				



To Be Completed By Student

Please return completed form to Kara Kennell (ACPS Service-Learning Coordinator)
108 Washington Street, Cumberland, MD 21502

Allegany County Service-Learning Guidelines

Mission Statement

The goal of the Service-Learning Program in Allegany County is to reach academic objectives through project based learning in a classroom setting.

Definition of Service-Learning

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world, and then reflect on their experiences to reinforce the link between their service and learning. (Learning in Deed)

Projects should

- Meet a community need.
- Satisfy specific curriculum objectives.
- Be selected by the students with appropriate teacher guidance.
- Meet Maryland's Seven Best Practices.
- Involve the students in preparation, action, and reflection (Preparation, identifying projects and learning skills; Action, Direct Service such as tutoring or helping at a nursing home, Indirect Service such as organizing a food drive or cleaning up the Chesapeake Bay, and Advocacy projects such as DARE or writing letters to congress; and Reflection, evaluating projects through discussion or completion of the writing prompt on the Service-Learning Verification/ Reflection Form.
- Be documented.

Allegany County Guidelines

1. Students, parents, and individuals/ organizations who accept student volunteers are hereby advised that while service-learning is mandated, that is not a sufficient basis for attaching liability to the Allegany County Public Schools. The Board of Education of Allegany County does not provide general liability insurance for individuals or organizations that accept student volunteers. Organizations should verify the adequacy of their own insurance coverage.
2. The Allegany County Program will meet or exceed the minimum number of hours (75) of service-learning as required by the State of Maryland.

Students may count a maximum of...

- 15 hours in sixth grade
 - 30 hours in seventh grade
 - 15 hours in eighth grade
 - 15 hours in ninth grade.... towards the **75 required** hours.
3. Students will have the opportunity to receive hours in Creative Arts, English, Math, Science and/or Social Studies.
 4. Students who do NOT fulfill the required hours must make up those hours on their own time or under the discretion of their teacher. Deficit required hours missed during the offered time must be made up during the same year or future years. Any extra hours in previous years will not count.

5. 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 and **MUST** be documented through a Service-Learning Verification/Reflection Form if done independently.
6. Service-Learning hours will be pro-rated for students transferring into Allegany County Public Schools from private or out of state schools after the start of the sophomore year. Transfer Policy: 6th grade: 75 hours; 7th grade: 45 hours; 8th grade: 30 hours; 9th grade: 15 hours; 10th grade: 15 hours; 11th grade: 15 hours; 12th grade 1st semester: 15 hours; 12th grade 2nd semester: 5 hours.
7. Service-learning activities will be approved by the school principal or teachers at that particular grade level. Students shall: not be paid for their service; not earn hours for service to a for-profit business; not earn hours for service in preparation for or during religious services; not earn hours for assisting family members with tasks such as cutting the lawn or babysitting. Please check with the school service-learning contacts if you need clarification.

Guidelines for Projects

1. Service-learning projects will be completed through interdisciplinary team projects or through independent courses. All 6th grade students will receive service-learning orientation from the county coordinator.

Students may count a maximum of 15 hours in sixth grade, 30 hours in seventh grade, 15 hours in eighth grade, and 15 hours in ninth grade towards the 75 **required** hours.

- In grade 6, students will receive 15 service-learning hours.
 - o At least a 3 hour project will be incorporated in Creative Arts, English, Math, Science, and Social Studies.
- In grade 7, students will receive 30 service-learning hours.
 - o At least 30 hours will be awarded for students who participate in Rocky Gap Outdoor School. Rocky Gap Outdoor School will encompass the 7 Best Practices as well as the five content areas (Creative Arts, English, Math, Science, and Social Studies).
- In grade 8, students will receive 15 service-learning hours.
 - o At least a 3 hour project will be incorporated in Creative Arts, English, Math, Science, and Social Studies.
- In grade 9, students will receive 15 service-learning hours.
 - o At least a 5 hour project will be incorporated in Government, English and Science.
- 2. 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.
- 3. It is the responsibility of all teachers to enter online what projects are being implemented in the classroom. It is also the teacher's responsibility to record the number of hours associated with each project and to complete the teacher verification form online.

4. Extra-curricular performances beyond school hours that embed service-learning under teacher's supervision may receive a maximum of 9 hours towards students' elective credit per year. For example, if a student is in the choir and performs for a community event such as a nursing home 3 times and each performance takes 3 hours, they can receive 9 service learning hours.

Students who engage in an extra- curricular activity such as drama shows can receive up to 8 hours a day, 32 hours maximum per show, **IF** the participating organization donates at least \$50 or collects at least 50 items to a non-profit organization. Hours will only be counted for the actual show time days not rehearsal or practices. Each show must show proof of donation.

5. Service-Learning will be introduced to 6th graders during the first few months of school. Students will be reintroduced to service-learning in 7th, 8th and 9th grades. Additionally, a letter will be sent home prior to all projects explaining how service hours are being awarded.

Service-Learning Elective Credit

Students wishing to work toward 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.**

Activities might include serving a non-profit agency such as the food bank or senior centers

OR

Serving with organizations or clubs such as scouts or 4-H

Exemplary service hours must be documented on a Service-Learning Verification/ Reflection Form, and approved by a teacher/coordinator during the same year in which the service is performed.

Service-Learning projects should be designed to meet the Seven Best Practices:

- Meet a recognized need in the community
- Achieve curricular objectives through service-learning
- Reflect throughout the service-learning experience
- Develop student responsibility
- Establish community partnerships
- Plan ahead for service-learning
- Equip students with knowledge and skills needed for service

Stages of an effective high quality service-learning project:

1. Preparation
 - Introduce the concept of service-learning and good citizenship
 - Identify a community or school need
 - Develop specific skills needed to carry out the project
 - Explore issues related to the project

2. Action (3 types)
 - Direct Service: tutoring, mentoring, and visiting the elderly.....
 - Indirect Service: drives, collections, fundraisers, clean-ups, construction, environmental
 - Advocacy: lobbying, speaking, performing, writing.....
3. Reflection
 - Explore the impact and importance of citizen service to the community
 - Reflect on what was learned
 - Instill habits of participation as a citizen

WHY SERVICE-LEARNING?

Service-learning is neither an add-on nor a diversion from the curriculum. It is an approach to teaching that provides students with authentic learning experiences in which they learn academic content in a real-life, real-world context. There are many advantages to this approach including:

- The students love doing it. It is engaging, inspiring, and motivates them to learn.
- It develops the students' communication skills by requiring them to read, write, listen, and speak.
- In addition to academic content, students learn a range of valuable practical skills including: problem solving, organizing, collaborating, project management, research, and dealing with obstacles and setbacks.
- It develops character virtues and interpersonal habits such as respect, responsibility, empathy, cooperation, citizenship, initiative, and persistence.
- It makes a positive contribution to the community.
- All students can actively participate and make a meaningful contribution regardless of their talents or their challenges.



ALLEGANY COUNTY PUBLIC SCHOOLS

[Administration](#)[My Activities](#)[Independent Activities](#)[District Activities](#)[Student Data](#)[School Data](#)[Make-Up Credits](#)[Graduation Requirements](#)[Logout](#)

My Activities

No activities found for your account for this school year.

Overview**Best Practices**Activity
Title

School

Credits

Unit of
StudyDate of
CompletionType of
Service

Indirect ▼

Period(s)

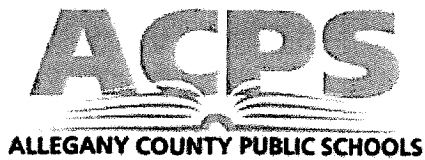
1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards
Met

✓ Save

✗ Clear

© 2016
Allegany County Public Schools

[Administration](#)[My Activities](#)[Independent Activities](#)[District Activities](#)[Student Data](#)[School Data](#)[Make-Up Credits](#)[Graduation Requirements](#)[Logout](#)

My Activities

No activities found for your account for this school year.

[Overview](#)[Best Practices](#)

Meet a recognized community need

Achieve curricular objectives through service-learning

Reflect throughout the service-learning experience

Develop student responsibility (Students have opportunities to make decisions about the service-learning project)

Establish Community Partnerships

Plan ahead for service-learning

Equip students with knowledge and skills needed for service

[✓ Save](#)[✗ Clear](#)



ALLEGANY COUNTY PUBLIC SCHOOLS

[Return to Main](#)

Service Learning Administration

[Adjust Assigned Credits](#)

[Application Settings](#)

[District Activities](#)

[Impersonate](#)

[Plan Types](#)

[School Data](#)

[Seed Values](#)

[Standards](#)

[Student Data](#)

[Teacher Data](#)

[Logout](#)

© 2016
Allegany County Public Schools

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School	WM
Teacher	KRISTA WILSON
Unit of Study	SCIENCE
Type of Service	DIRECT
Completion Date	5/24/2016
Title	RAIN GARDEN
Standards Met	

1) Meet a recognized community need:

Students will clean up and beautify the school rain garden.

2) Achieve curricular objectives through service-learning:

Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

• INTRODUCTION TOPIC B. ENVIRONMENTAL ISSUES INDICATOR • 1. Recognize and explain how human activities can accelerate or magnify many naturally occurring changes. OBJECTIVES 1. Based on data from research identify and describe how natural processes change the environment. a. Cyclic climate change b. Sedimentation in watersheds c. Population cycles d. Extinction e. PUBLIC RELEASE f. PDF Identify and describe how human activities produce changes in natural processes: . Climate change a. Loss of habitat due to construction b. Hunting and fishing c. Introduction of nonnative species d. Cycling of matter

3) Reflect throughout the service-learning experience:

Students will reflect upon their activity and complete the clean up to benefit the environment around the property of the school.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

Students will identify how natural processes have changed the landscape of the school as well as human activities that have produced a loss of habitat and an introduction of nonnative species.

5) Establish community partnerships:

Students work to benefit the George's Creek watershed and their mission to keep the area streams safe and healthy.

6) Plan ahead for service-learning:

Students will identify how the rain garden at Westmar Middle school has been impacted and negatively affected.

7) Equip students with knowledge and skills needed for service:

Students receive background information on environmental issues and local impacts.

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School	BR
Teacher	CONNIE KOELKER
Unit of Study	MATH
Type of Service	DIRECT
Completion Date	5/17/2016
Title	WATER BOTTLE RECYCLING
Standards Met	7.G.A.3, MP4, MP5, MP7

1) Meet a recognized community need:

Using recycled water bottles to create flowers for nursing home.

2) Achieve curricular objectives through service-learning:

Using the water bottle to splice and make new shapes.

3) Reflect throughout the service-learning experience:

Students will reflect after making their projects.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

Students needed to bring in 4 recycled water bottles to make 1 vase with 3 flowers for nursing home.

5) Establish community partnerships:

We will donate to local nursing homes.

6) Plan ahead for service-learning:

Students selected project from the recycled projects given and brought in materials.

7) Equip students with knowledge and skills needed for service:

Students researched the value of recycling and viewed a Power Point on the benefits of recycling.

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School	BR
Teacher	KELLY EGROS
Unit of Study	SCIENCE
Type of Service	DIRECT
Completion Date	5/13/2016
Title	CUMBERLAND YOUTH SUMMIT LEARNING PROJECT
Standards Met	

1) Meet a recognized community need:

Students will take a short trip on the Western Maryland scenic railroad and will visit the Footer Dye building. Upon completion students will then beautify the Canal Place in Cumberland by planting flowers, trees, and paint.

2) Achieve curricular objectives through service-learning:

Students will discuss the importance of Ecology of the plants and trees being planted. Students will discuss the history the Footer Dye building and the Western Maryland Scenic Railroad. Students will write an essay regarding the importance of the scenic railroad and tourism within Allegany County and it's impact on socioeconomic of the community. Students will calculate the amount of money that is made on tourism each year and will also use the formula of speed to calculate the speed of the train.

3) Reflect throughout the service-learning experience:

Students will reflect on the service learning experience by discussing the train and it's importance in the history of Allegany County while riding the train. Students will do the same after the Footer Dye building walk. Students will reflect at the end of their trip in a writing reflection in Language Arts.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

Students were chosen to participate in a more in depth portion of the service learning project that required their input throughout the entire program.

5) Establish community partnerships:

The students will be serving the community in a partnership with the Cumberland Historical Society in an effort to beautify the Cumberland Canal Place.

6) Plan ahead for service-learning:

Service learning plans have been made and implemented throughout the school year and implemented with the intense service learning group since Fall 2015.

7) Equip students with knowledge and skills needed for service:

Students will be given an in depth preparatory meeting from the intense small group that has been participating in the service learning since Fall 2015 with the members of the Cumberland Historical Society.

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School	WM
Teacher	SHEILA RIGGLEMAN
Unit of Study	MATH
Type of Service	INDIRECT
Completion Date	12/23/2015
Title	GEORGE'S CREEK FOOD DRIVE
Standards Met	CC Met: Ratio and Rates: 7.RP.1;7.RP.2; 7.RP.3 - Solving Proportions: 7.NS.3 -Using Rates & Proportions. 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like and or different units. 7.RP.2 Recognize and represent proportional relationships between quantities. 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

1) Meet a recognized community need:

Re-stocking local food bank before Christmas holiday. Research indicates food banks need even more donations during the summer since many children in food insecure homes no longer receive two meals from school. Food Drive donates all contributions to the George's Creek Food Bank.

2) Achieve curricular objectives through service-learning:

Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives. Students solved various problems during the food drive. This included proportion problems to determine items per student donated from each homeroom, comparison shopping using local grocery store advertisement and using local and national statistical data to determine local needs in the community.

3) Reflect throughout the service-learning experience:

Reflection periodically throughout project. Students do several reflections Feeding America Website. Students complete a pre and post test reflection on who among us is hungry and reasons this can occur locally, regionally, and globally.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

Limited decisions for students this year. Collection was from only classes I taught.

5) Establish community partnerships:

We have an on going community partnership with the George's Creek Food Bank.

6) Plan ahead for service-learning:

Teacher must have grocery store sales papers for student use as they plan meals and shop for the best deals.

7) Equip students with knowledge and skills needed for service:

Students gain knowledge about the number of food insecure homes in their area and the programs that exist to help. They also find ways to contribute to the said programs and help their own home save money. Students are trained to read expiration dates and examine donations for damage during the collection.

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School AL
Teacher KIMBERLY SLOANE
Unit of Study SOCIAL STUDIES
Type of Service ADVOCACY
Completion Date 10/30/2015
Title VETERANS APPRECIATION

Standards Met Goal 1: Political Systems The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. EXPECTATION 1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States. EXPECTATION 1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order. INDICATOR 1.2.3 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety. PUBLIC RELEASE PDF Assessment limits: Presidential use of power and executive orders affecting rights, order, and/or safety. National government agencies' actions affecting rights, order, and/or safety. State actions affecting rights, order, and/or safety.

1) Meet a recognized community need:

As students of government, ninth graders are often unaware of the history of U.S. involvement in military encounters of various kinds. This is crucial to understanding current government policies related to foreign relations and the military. To build knowledge of these, and to honor those who have served our nation in this capacity, students created personal letters or cards of thanks for Veterans which were delivered to the Martinsburg WV Veterans Administration Hospital in December.

2) Achieve curricular objectives through service-learning:

This course is designed not to simply have students learn facts about our government, but to also become active participants. To do this, students must be provided opportunities to actively engage in various avenues of communication.

3) Reflect throughout the service-learning experience:

This was a brief two week service-learning opportunity that began with student planning and creation of a product.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

A group discussion was initially held about various opportunities for service learning. Students chose this activity as one in which they would like to participate. Of the potential activities suggested for veterans appreciation, letter and card creation was chosen as the most personal.

5) Establish community partnerships:

While the ability to transport the entire population of students to the Martinsburg VA Hospital was not possible, a sub-group of these students were able to represent the whole and travel with the teacher to personally meet, converse, and deliver the letters and cards. Both the veterans and the medical staff were very appreciative of this.

6) Plan ahead for service-learning:

Students gathered supplies for creation of cards and letters.

7) Equip students with knowledge and skills needed for service:

Students were instructed in proper grammatical practices related to writing personal cards and letters.

Allegany County Public School System

Service-Learning Project Verification Form for Teachers

School	FO
Teacher	KATHERINE LOUGHRIE
Unit of Study	SOCIAL STUDIES
Type of Service	ADVOCACY
Completion Date	3/22/2016
Title	COMMUNICATING WITH YOUR ELECTED OFFICIALS
	MD- High School Core Learning Goals Subject: Social Studies Area: Government Goal Goal 1 : Political Systems: The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. Expectation 1.1 : The student will demonstrate understanding of the structure and functions of government and politics in the United States. Indicator 1.1.1 : The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations. Indicator 1.1.2 : The student will evaluate how the principles of government assist or impede the functioning of government. Indicator 1.1.3 : The student will evaluate roles and policies the government has assumed regarding public issues. Indicator 1.1.4 : The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions. Expectation 1.2 : The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order. Indicator 1.2.1 : The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society Indicator 1.2.2 : The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society. Indicator 1.2.3 : The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety. Indicator 1.2.5 : The student will analyze elements, proceedings, and decisions related to criminal and civil law. MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Grades 9–10 students: Content Area: Literacy in History/Social Studies Strand: Reading Standards Domain: Key Ideas and Details Standard: 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Domain: Craft and Structure Standard: 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. Content Area: Literacy in History/Social Studies, Science, and
Standards Met	

Technical Subjects Strand: Writing Standards Domain: Text Types and Purposes Indicator: 1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Indicator: 1.e. Provide a concluding statement or section that follows from or supports the argument presented. Indicator: 2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Indicator: 2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Indicator: 2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Indicator: 2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Indicator: 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Domain: Production and Distribution of Writing Standard: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1) Meet a recognized community need:

Students will be encouraging people to participate in politics by bringing attention to different local, state, and federal issues.

2) Achieve curricular objectives through service-learning:

Each group will create a poster. The poster should list the contact information for the elected officials that correspond to their assigned level of government. In addition, the poster should explain why it is important to participate in government (the goal is to encourage people to involved in politics). Once all posters are complete, each group will share their poster with the class. Posters will then be displayed around the school.

3) Reflect throughout the service-learning experience:

In order to make sure students have a grasp of the material, they will be required to write one of their legislators (state or federal) about an issue that concerns them. A copy of the letter must be submitted to Mrs. Loughrie, and students are required to bring in any response they receive to share with the class. Students will then write a reflection detailing their experience.

4) Develop student responsibility (students have opportunities to make decisions about the service-learning project):

Students will decide which local, state, and/or federal issue (i.e. the economy, national security, the environment, etc.) they wish to highlight in their posters.

5) Establish community partnerships:

Students will research their topic (may involve contacting different individuals/groups/businesses), and they will be writing letters to their legislators.

6) Plan ahead for service-learning:

Posters will be displayed around the school.

7) Equip students with knowledge and skills needed for service:

The following questions will act as a "warm-up" to the lesson. *Why is it important to vote?
*Do you think elected officials listen to their constituents? Why? *What are some issues
(Local, State, and/or Federal) you would like the government to address? *Whose
responsibility is it to communicate with elected officials in order to share ideas/concerns?
-What are two effective ways to contact your elected officials?