Service-Learning Implementation Plan

Dr. Kelly Griffith, Superintendent

Revised July 3, 2017
July 3, 2017

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

Dear Dr. Salmon:

Talbot County Public Schools has made revisions to our service learning infused lessons so that they align with the Maryland State Standards. Our teachers, services learning fellows and curriculum supervisors have taken part in this collaborative task. Our service learning committee met to review the other components of our plan that include community outreach, staff training and student leadership. This is TCPS revised plan in light of the recent feedback from the Service-Learning Implementation Plan Review. Julie Ayers, MSDE Service Learning Specialist, consulted with us about our revisions.

Please accept our Talbot County Public Schools Plan.

Sincerely,

Kelly L. Griffith, Ed.D.
Superintendent of Schools
Table of Contents

Plan Content

I. Implementation Plan and Curricular Connections  1
II. Infrastructure  5
III. Student Leadership  7
IV. Community Partnerships & Public Support and Involvement  8
V. Professional Development and Training  9
VI. Accountability  9
VII. Funding and In-Kind Resources  10

Attachments  11
Teacher Service-Learning Record  12
Student Service-Learning Validation Form  14
Lesson Plans for Infused Projects  15
Service-Learning Brochure  17

Appendices

Appendix A: 3rd Grade Science Service-Learning Lesson
Appendix B: 4th Grade Reading Service-Learning Lesson
Appendix C: 5th Grade Language Arts Service-Learning Lesson
Appendix D: 6th Grade Science Service-Learning Lesson
Appendix E: 6th Grade Service-Learning Course in Social Studies
Appendix F: 7th Grade Social Studies Service-Learning Lesson
Appendix G: 7th Grade Health Service-Learning Lesson
Appendix H: 8th Grade Health Service-Learning Lesson
Appendix I: 9th Grade English Service-Learning Lesson
Appendix J: 10th Grade English Service-Learning Lesson
Appendix K: High School Health Service-Learning Lesson
Appendix L: High School U.S. History Service-Learning Lesson
Appendix M: High School Biology Service-Learning Lesson
Appendix N: High School Tech Ed/Introduction Engineering Design Service-Learning Lesson
Plan Content

I. Implementation Plan and Curricular Connections

A. Minimum Level of Student Engagement
Talbot County Public Schools (TCPS) requires that students complete a minimum of 75 service-learning hours for graduation. Seventy-four of these hours will be earned pending completion of curricular projects begun in grade 3, with 1 hour earned independently over the course of grades 6-12. Transferring students from outside the Maryland Public School System will be required to complete the following number of pro-rated hours.

- Grade 3  75
- Grade 4  73
- Grade 5  67
- Grade 6  60
- Grade 7  45
- Grade 8  35
- Grade 9  30
- Grade 10 25
- Grade 11 15
- Grade 12 10 (grade 12 second semester 5 hours).

Students may begin to earn independent hours starting on the first day of sixth grade. Students that are on a certificate program will participate in earning hours based on their IEPs. Students who have to repeat a subject with an infused project will receive a grade for the project but no additional hours over the original designated amount if hours were earned. Some students will earn the high school subject hours in other grades, depending on their courses and schedule. However, all students will take these courses at some time in their high-school career.

B. Curricular Connections
Talbot County Public Schools has infused 74 hours of service learning into curricular projects in grades 3-10. In grade 3, two hours will be earned in Science and Math. In grade 4, six hours will be earned in Language Arts. Seven hours will be earned through Language Arts in grade 5. Talbot County Public Schools conducts both a sixth-grade Social Studies unit in service-learning earning eight hours and also a Science unit in which sixth-graders earn seven hours. Seventh graders earn five hours in Social Studies and five hours Health. Eighth graders earn eight hours in Health. High school students will earn three hours in Health, three hours in Technology Education, five hours in College and Career Ready English 9, five hours in College and Career Ready English 10, five hours, Biology eight hours and U.S. History two hours. Teachers will be provided the lessons for their grade and curricular area and will be responsible at the end of the project for recording their students’ project hours based on attendance, participation and reflection. Lessons
have been developed in conjunction with Service-Learning Fellows and classroom teachers and reviewed by the curriculum coordinators.

### Infused Service-Learning Lessons

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Content Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Science and Math</td>
<td>2</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Language Arts</td>
<td>6</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Language Arts</td>
<td>7</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Studies</td>
<td>8</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>High School</td>
<td>Health</td>
<td>8</td>
</tr>
<tr>
<td>High School</td>
<td>Technology Education or Into Engineer Design</td>
<td>3</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>High School</td>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>High School</td>
<td>US History</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12 grade</td>
<td>Independent projects hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75</td>
</tr>
</tbody>
</table>

All staff receive training in service-learning expectations, including the Seven Best Practices. Teachers responsible for delivering specified curricular projects will receive additional training and support from Service-Learning Fellows, building coordinators and/or team members during the school year. Teachers are offered a local MSDE-approved one-credit course annually and also have the option to take a two-credit online MSDE course.

All teachers employ a variety of strategies for ensuring that students complete the service-learning requirement. However, each will follow the same curriculum guidelines based on the Common Core State Standards (CCSS) and other state standards. One example of using the CCSS in a service-learning curricular project is in U.S. History. This unit, which focuses on protecting National Parks, incorporates CCR Anchor Standards #’s 1, 2, 7, and 9. The lesson focus is on the public awareness of increased environmental problems and government efforts to address them, such as the creation of the Environmental Protection Agency, The Clean Air Act, The Clean Water Act, and the Endangered Species Act.

Teachers and team members who wrote the projects received professional development to ensure that each project would meet a recognized need in the
community and incorporate an action phase. In order for a service-learning project to be successful and approved, it must incorporate Maryland’s Seven Best Practices. The TCPS service-learning team’s guideline is to spend 25% of the project time on preparation, 50% on action and 25% on reflection.

Students engage in a variety of service-learning experiences through curriculum-based projects. For example, direct action is accomplished in the wetlands restoration science project, the food insecurity backpack program is indirect action, and distribution of information about health/obesity is advocacy.

Selected teachers reflecting a wide range of grades and curricular areas create infused service-learning projects by reviewing course objectives/state standards and designing a project that fits the selected objectives. The Seven Best Practices are used to ensure a quality project. The project/unit is then reviewed by the specific curriculum coordinator to ensure adherence to curricular objectives and service-learning practices. Revisions are then completed as needed.

C. Assessment & Evaluation

Service-learning activities and projects are evaluated using the Maryland’s Seven Best Practices’ for Service-Learning rubric. Teachers will award the number of hours for each student based on participation and attendance. Hours will be reported using PowerSchool in real time and reported on interims and report cards. Teachers will complete a Teacher Service-Learning Record (see Attachments) and submit it to their building service-learning contact person. The contact person will alert the service-learning supervisor if no teacher sheet is submitted. The supervisor will then contact the teacher and/or principal to determine the reason the sheet was not submitted. Service-learning building contacts will review the teacher records, which include documentation of the 7 Best Practices. The system service-learning assessment will be conducted in the spring of each school year using the state rubric and the teacher records. Teachers of infused projects will give feedback assessing the service-learning experience. Also, community partners may send in their evaluation or respond at community events.

Independent service hours can only be earned by students from grades 6 through 12 and must have prior approval by the student’s building service-learning coordinator to see if the project fits service-learning criteria as indicated by the 7 Best Practices. Students may begin to earn independent hours starting on the first day of sixth grade. The Student Service Validation form (see Attachments) includes student reflection about the planning, action, and application of his/her experience and must be submitted in a timely fashion, by May 15 for a senior and by the last student school day for an underclassman for each school year. If hours on an independent project exceed 20, a log sheet must be attached.
D. **Transfer Policies**

Transferring students will be required to complete the following number of pro-rated hours:

- Grade 3 75
- Grade 4 73
- Grade 5 67
- Grade 6 60
- Grade 7 45
- Grade 8 35
- Grade 9 30
- Grade 10 25
- Grade 11 15
- Grade 12 10 (grade 12 second semester 5 hours).

These students will be given an explanatory brochure on service-learning by the School Counselor. Transferring students will receive credit for the hours provided by the transferring school on their transcript. Students may get credit for service-learning done in previous schools if the sponsoring school or organization provides documentation.

Students transferring to another school will have their total number of hours earned for service learning indicated on the Maryland Transfer form.

E. **Connections**

Character Counts! Midshore Coordinators meet with the students periodically, trains the students and supplies materials for their lessons. For example, high-school seniors serve as character coaches for freshmen.

Due to Talbot County's rural and water-based economy the environment is an important focus. Sixth-grade science and high school biology classes conduct projects in stream/wetland restoration and growing and planting SAVs (Submerged Aquatic Vegetation). Special Education students who are in a self-contained setting conduct paper recycling. Projects in partnership with several local environmental groups, such as Pickering Creek Audubon Center and Phillips Wharf Environmental Concerns include invasive species elimination; trail building and restoration, and creating oyster habitat.

Service-learning supports Talbot County Public Schools’ Strategic Plan goals. Our infused service-learning lessons help students make connections between academic standards and the real world. These application-based lessons, reviewed by our content specialists ensure that students encounter an academically rigorous curriculum (Goal 1). Some of the lessons will assist the system in improving the learning environment (Goal 2) since they deal with topics like bullying and the
outside environment. With the addition of applications to the real world these lessons provide increased opportunities for the parents and community to be engaged with our students (Goal 2). Finally, Talbot County Public Schools is a 1 to 1 county from grades 6-12. Each student has a laptop computer for use to improve their College and Career Readiness. The service-learning lessons incorporate technology (Goal 3) and give students a variety of ways to illustrate their understanding of the steps of service-learning (preparation, action and reflection) and means to access a list of available opportunities via the school system’s FROG platform.

II. **Infrastructure**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Responsibilities</th>
<th>Address</th>
<th>Telephone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Redman</td>
<td>TCPS Service-Learning Coordinator&lt;br&gt;Duties: Board of Education and MSDE contact person; parent and community contact</td>
<td>Talbot County Public Schools&lt;br&gt;12 Magnolia St.&lt;br&gt;Easton, MD 21601</td>
<td>(410) 822-0330</td>
<td><a href="mailto:jredman@tcps.k12.md.us">jredman@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Linda Brown</td>
<td>TCPS Service-Learning Team Leader, MSDE Fellow&lt;br&gt;Duties: organize staff development, trainings, update informational materials, conduct student summer class, parent and community contact</td>
<td>Easton High School&lt;br&gt;723 Mecklenburg Avenue&lt;br&gt;Easton, MD 21601</td>
<td>(410) 822-4180</td>
<td><a href="mailto:lbrown@tcps.k12.md.us">lbrown@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Rachel Baron</td>
<td>Building Coordinator;&lt;br&gt;Duties: Primary contact for Easton High School; verify and record hours; parent and community contact; staff development and trainings</td>
<td>Easton High School&lt;br&gt;723 Mecklenburg Avenue&lt;br&gt;Easton, MD 21601</td>
<td>(410) 822-4180</td>
<td><a href="mailto:rbaron@tcps.k12.md.us">rbaron@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Jennifer Brown</td>
<td>Building Coordinator;&lt;br&gt;Duties: Primary contact for St Michaels Middle/High School (grades 6-12); verify and record hours; parent and community contact; staff development and trainings</td>
<td>St. Michaels Middle/High School&lt;br&gt;200 Seymour Ave.&lt;br&gt;St. Michaels, MD 21663</td>
<td>(410) 745-2852</td>
<td><a href="mailto:jbrown@tcps.k12.md.us">jbrown@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Angela Asmussen</td>
<td>Building Coordinator;&lt;br&gt;MSDE Service-Learning Fellow&lt;br&gt;Duties: Parent and community contact; staff development, verify and record hours and trainings</td>
<td>Tilghman Elementary School&lt;br&gt;21374 Foster Avenue&lt;br&gt;Tilghman, MD 21671</td>
<td>(410) 886-2391</td>
<td><a href="mailto:aasmussen@tcps.k12.md.us">aasmussen@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Kathleen Manley</td>
<td>Building Coordinator;&lt;br&gt;MSDE Service-Learning Fellow&lt;br&gt;Duties: Primary contact for Easton Middle School; verify and record hours; parent and community contact; staff</td>
<td>Easton Middle School&lt;br&gt;201 Peachblossom Rd.&lt;br&gt;Easton, MD 21601</td>
<td>(410) 822-2910</td>
<td><a href="mailto:kmanley@tcps.k12.md.us">kmanley@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Name</td>
<td>Role and Responsibilities</td>
<td>Address</td>
<td>Telephone Number</td>
<td>Email Address</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Tina Confair</td>
<td>development and trainings</td>
<td>Easton Middle School</td>
<td>(410) 822-2910</td>
<td><a href="mailto:tconfair@tcps.k12.md.us">tconfair@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Kimberly Beers</td>
<td>Middle School Support Person (5th grade at St Michaels Elementary) Duties: facilitate service-learning lessons; on-site contact person for students and the parent and community contact</td>
<td>St. Michaels Elementary School</td>
<td>(410) 745-2882</td>
<td><a href="mailto:kbeers@tcps.k12.md.us">kbeers@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Jeffery Bell</td>
<td>School-level Contacts staff and parent contact, enter new student data, collect teacher infused data</td>
<td>Easton Elementary School – Moton</td>
<td>(410) 822-0686</td>
<td><a href="mailto:jsbell@tcps.k12.md.us">jsbell@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Debra Dyott</td>
<td>School-level Contacts staff and parent contact, enter new student data, collect teacher infused data</td>
<td>White Marsh Elementary School</td>
<td>(410) 476-3144</td>
<td><a href="mailto:ddyott@tcps.k12.md.us">ddyott@tcps.k12.md.us</a></td>
</tr>
<tr>
<td>Tiffany Joseph</td>
<td>School-level Contacts staff and parent contact, enter new student data, collect teacher infused data</td>
<td>Chapel District Elementary School</td>
<td>(410) 822-2391</td>
<td><a href="mailto:tjoseph@tcps.k12.md.us">tjoseph@tcps.k12.md.us</a></td>
</tr>
</tbody>
</table>

### III. Student Leadership

All service-learning projects involve student leadership and are implemented effectively because of student innovation and leadership skills. Most courses with a service component offer opportunities for the student to take on a leadership role. For example, environmental projects require students to be responsible for implementing the project and overseeing the growth and transplanting of aquatic grasses and creating optimal habitat conditions. Additionally as a part of the high school Biology project, students research, plan, develop materials and present lessons to elementary students.

For the independent hours, students will select and develop their projects based on community needs, personal interests and passions. All projects must be approved by the school service-learning coordinators.

Project involvement and hours are tracked via teacher information sheets, student validation sheets, community logs and letters of commendation; whichever are applicable to the situation. Students and parents can track their hours via report cards and PowerSchool.

Students are recognized for outstanding service in a variety of ways: community organization end of year recognition events, newspaper articles, school-based awards ceremonies, including the President’s Volunteer Service Award recognition, and MSDE Service Stars.
Students, through student organizations, take leadership roles in developing activities for many community based groups; for example, SGA blood drive and the Spanish club led a project to improve the lives of people in Nicaragua.

IV. **Community Partnerships & Public Support and Involvement**

Community organizations wishing to offer service-learning opportunities are provided with an annual training opportunity implemented by the TCPS Service-Learning Team. At this training, participants are presented with the Seven Best Practices, informed of methods for tracking and verifying hours, informed of their responsibilities as sponsoring organizations, given pointers on appropriate expectations for students of various age levels including safety issues and provided with an opportunity to ask their questions. Student presenters are available to answer questions also. They are also encouraged to form partnerships with teachers whose curriculum incorporates their service-learning projects. Community organizations are given contact information for service-learning team members who will act as consultation support as needed. If an organization representative is unable to attend the scheduled training, he/she may schedule an independent meeting with the appropriate team member. A survey is available to community organizations to obtain input on the service-learning experience.

TCPS has made contacts and/or formal partnerships with approximately 50 organizations that address all areas of service, including but not limited to the elderly, health, youth activities, literacy and education, public safety, the environment and ending bias.

Schools are made aware of community opportunities through the organizations’ direct contact with the county service-learning coordinator, team leader, and/or the individual school building coordinators. Students are then informed of opportunities through school-wide PA announcements and Laptop (FROG), guidance office postings, postings in high-traffic areas of the school, teacher announcements, and newsletter postings. Via the Parent link on the TCPS website (www.tcps.k12.md.us), parents will be able to view the Service-Learning Fact Sheet, the Service-Learning Plan and pertinent forms.

Students and parents receive information about the TCPS service-learning program via guidance advisement at time of registration for new students, Back to School Night presentations, and in-school and newsletter announcements. Individual student/parent consultations are also conducted as requested. The curricular unit in the sixth grade Social Studies classes disseminates additional information about service-learning and the TCPS service-learning program including the 1 independent hour, and this information is reinforced during each subsequent school year via homeroom announcements, class meetings and projects sponsored by teachers. Service-learning requirements are also published in both the school handbooks given annually to each student and the high-school Program of Studies. The student’s service-learning total hours earned appears on interim reports, report cards and online PowerSchool information.
V.  **Professional Development and Training**

The Service-Learning Team is composed of the TCPS Service-Learning coordinator, Service-Learning Fellows and locally trained teachers. An informational in-service will be offered for all faculty annually. In addition, a more in-depth in-service explaining service-learning, the curricular project, how to record hours, and the reflection form will be given to all teachers responsible for implementing the infused projects. All teachers receive training in service-learning expectations, including the Seven Best Practices. Teachers responsible for delivering specified curricular projects will receive additional training from team members prior to the start of the student school year. These teachers countywide will then be provided with their appropriate subject area lessons to complete these projects. An introduction page and suggested timeline will be attached to each service-learning lesson that will explain how to present the service-learning information. Also, the curriculum-infused lessons will be posted on the Staff link of the TCPS website. All teachers are annually offered an online MSDE-approved service-learning course, Service-Learning Clicks in the Classroom, taught by the TCPS Service-Learning Team to support them in their infused projects and to encourage teachers to develop additional service-learning opportunities for their students. In addition, TCPS counselors, curriculum supervisors, and school-based administrators will receive in-service on the service-learning plan during a specified training and updates will be given at TCPS management meetings. The management teams bring the information to their school and inform the appropriate people.

All school staff members are eligible to attend the MSDE-approved course. One secretary, several guidance counselors, and several TCPS staff members serving specific populations (ex: at-risk, alternative programs, psychological services) have also participated.

VI.  **Accountability**

Students’ service-learning engagement is tracked and documented in several ways. Teachers offering infused service-learning projects will submit verified hours based on each student’s participation to the school service-learning coordinator on a Teacher Service-Learning Record (See attachments). Students will complete a Student Service-Learning Validation Form (See Attachments) that the teacher will submit with the teacher report. The student form will be filed in each individual student’s service-learning file that will follow the students from school to school. If a student is absent for a component of the project, his awarded hours reflect his actual participation. In this same way, sponsors of clubs and organizations will report hours earned to the school service-learning coordinator. Community organizations also have access to a TCPS Service-Learning Validation Form via the TCPS website. In a manner similar to those listed above, hours are reported to the school coordinators for students completing independent projects with a community organization. Students are responsible for submitting a completed validation form for independent projects with community organizations. For projects extending over a lengthy period of
time, organizations will submit attendance log sheets with notations regarding activities for the noted dates. All hours completed within the school year must be submitted by the last student day of each school year for underclassmen and by May 15 for seniors. Service-learning progress is noted on students’ report cards in terms of hours completed. Parents will have access to the student’s hours through PowerSchool. Service-Learning projects are explained and featured via the TCPS website, the local newspaper and social media.

Completion of infused service-learning projects are verified by:

- the Teacher Service-Learning Form completed by the teacher of the infused project (see Attachment) and sent to the appropriate service-learning team member
- by the recorded entry of student hours earned in the TCPS service-learning database
- by the Student Service-Learning Verification form completed by each student for each project. After student forms are submitted to and verified by the building service-learning coordinator, TCPS service-learning team leader, and/or by the TCPS service-learning coordinator, the forms are stored in each student’s service-learning file.

The quality of both infused and independent service-learning experiences is assessed using the Seven Best Practices. When teachers and building coordinators conference prior to the final approval of a service-learning activity, the seven components of the Seven Best Practices are used as a reference to creating a meaningful experience. These components are used as a rubric to assess quality. Furthermore, community projects are assessed in the same way, since many of the local organizations have attended either a training session or have discussed the project they wish to offer with a member of the TCPS Service-Learning Team.

### VII. Funding and In-Kind Resources

**Fiscal Year 2017**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talbot County Public Schools</td>
<td>$8,000</td>
<td>Stipends for school-based service-learning coordinators, training for new teachers, materials for service-learning projects, training for community organizations, awards, curriculum development</td>
</tr>
<tr>
<td>Talbot County Public Schools</td>
<td>$8,000</td>
<td>10% of service-learning coordinator’s time</td>
</tr>
<tr>
<td>Total</td>
<td>$16,000</td>
<td></td>
</tr>
</tbody>
</table>
**VIII. Annual Goals and Timeline**

Service-Learning Goals for 2017-2018

Objective 1: Update all literature and website information to include staff and updated plan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Staff Responsible</th>
<th>Start Date</th>
<th>Finish Date</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochure</td>
<td>SL Coordinator</td>
<td>July 1, 2017</td>
<td>August 31, 2017</td>
<td>Talk to TC about new SL courses</td>
</tr>
<tr>
<td>Update Website</td>
<td>SL Coordinator</td>
<td>July 1, 2017</td>
<td>August 31, 2017</td>
<td>Provide updates to TCPS Webmasters</td>
</tr>
<tr>
<td>Update the Leadership Team</td>
<td>SL Coordinator</td>
<td>July 1, 2017</td>
<td>July 31, 2017</td>
<td>Provide a copy of the updates</td>
</tr>
<tr>
<td>School Visits (Each School)</td>
<td>SL Coordinator</td>
<td>September 11, 2017</td>
<td>October 31, 2017</td>
<td>Explain new plan</td>
</tr>
<tr>
<td>Conduct an Internal Evaluation by Service Learning Teachers</td>
<td>SL Coordinator, SL Building Coordinators, SL Teachers, Principals</td>
<td>May 1, 2018</td>
<td>May 31, 2018</td>
<td>Utilize an online survey to obtain feedback (on action &amp; reflect parts of plans)</td>
</tr>
<tr>
<td>Establish Partnerships w/Local Higher Ed. Institutions</td>
<td>SL Coordinator, TCPS College Liaison</td>
<td>October 2017</td>
<td>August 2018</td>
<td>Contact College Campus Compact Coordinator</td>
</tr>
</tbody>
</table>
## Attachments

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment A:</td>
<td>Teacher Service-Learning Record</td>
</tr>
<tr>
<td>Attachment B:</td>
<td>Student Service-Learning Validation Forms</td>
</tr>
<tr>
<td>Attachment C:</td>
<td>Lesson Plans for Infused Projects</td>
</tr>
<tr>
<td>Attachment D:</td>
<td>Service-Learning Brochure</td>
</tr>
</tbody>
</table>
Attachment A

Teacher Service - Learning Record
Talbot County Public Schools

School-based Service Project

Teacher ____________________________

Course ______________________________________________________________________________________

Description of Activity __________________________________________________________________________

Date(s): ____________________________

Curricular objectives: ____________________________________________________________________________

7 Best Practices (Briefly describe practices addressed):

- Meet a recognized need in the community __Community improvement __Disaster relief __Elderly assistance
  __Environment __Health __Hunger & homelessness __Literacy and education __Public Safety __Youth development
- ______________________________________________________________________________________________
- Achieve curricular objectives through service-learning ________________________________
- Reflect throughout service-learning experience ___________________________________________}
- Develop student responsibility _____________________________________________________________
- Establish community partnerships __________________________________________________________
- Plan ahead for service-learning _____________________________________________________________
- Equip students with knowledge and skills needed for service _________________________________

Section 1.01 Student’s Name ___________________________________________ # of hours earned ___________
(Please give official name, not nickname) (May note if all students earned the same # instead of repeating #)

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
Attachment B
Student Service-Learning Validation Form

HOURS MUST BE TURNED IN BY LAST STUDENT SCHOOL DAY FOR UNDERCLASSMAN AND BY MAY 15 FOR SENIORS

Class Project (Grades 6-12)                                      Community Project (Grades 6-12)
Completed by Student and Project Supervisor                      ** All Service-learning projects must be pre-approved
Please print or type:                                              by the Service-Learning Building Coordinator

STUDENT NAME

_______________________________________________________________

SCHOOL ___________________________________________ GRADE:       6   7   8   9   10   11   12 Year of Graduation ______

PLAN AHEAD  (What training did I receive to prepare for this service?)

________________________________________________________________________

ACTIVITY (What community need was met?)  _Community improvement  _Disaster relief  _Elderly assistance
 _Environment  _Health  _Hunger & homelessness  _Literacy and education  _Public Safety  _Youth Development
(What was my responsibility?) __________________________________________

APPLICATION  (How did it relate to one or more school subjects? What knowledge and skills did I use?)

________________________________________________________________________

REFLECTION (How did my experiences make a difference and to whom? How did it affect me?)

________________________________________________________________________

DATE: Start ______/_____/______ Finish ______/_____/______ Total Number of Hours: ______
       (mm/dd/yy)           (mm/dd/yy)                               (over 20 hours a log must be completed. See back)

SPONSORING NON-PROFIT ORGANIZATION: _________________________________
Organization that benefits: __________________________________________

Teacher/ adult supervisor’s name (please print) _________________________
(May not be student’s parent or relative) ______________________________________________________________________

Teacher/Adult Project Supervisor’s Signature ________________________
Date ____________________________ Phone Number ______________________

Student’s Signature ____________________________ Date __________________

School Service Learning Coordinator’s Signature ______________________
Date ____________________________
# Students Service Validation Log

For more than 20 hours of service at one organization, please complete this log.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (Start-Finish)</th>
<th>Service Performed</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Service-learning activities should allow students to spend a **significant portion** of their time engaged in meeting a recognized community need (see Activity on front page)

** All projects must be pre-approved by the **Service-Learning Coordinator** in your school.

All hours must be turned in to the service-learning coordinator in a timely fashion to be considered for awards at the end of the year.

**Attachment C**
**Elementary Student Service-Learning Validation Form**

For use with Elementary Grades 3, 4, & 5

(Revised 2017)

*NOTE: Please attach additional student work if extra space is required.*

<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>Student First Name</th>
</tr>
</thead>
</table>

**School Name:** ____________________________________________

**Teacher Last Name:** __________________________

**Teacher First Name:** __________________________

<table>
<thead>
<tr>
<th>GRADE – circle one</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Room #___________**

---

**Part 1 – Plan Ahead:** Write a summary of what you did with your class to get ready for the service-Learning project.

- Identify how you and your class prepared *before* you carried out the project.
- Be sure to include what materials would be needed to complete your project.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

**Part 2 – Activity:** What community need was met? (Check one box)

- Elderly Assistance
- Health
- Community Improvement
- Literacy
- Public Safety
- Disaster Relief
- Youth Development
- Hunger & homelessness

**What activity did I do to meet my responsibility?**

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Part 3 – Application: How did the Service-Learning project relate to school?

- What subject areas were involved?
- What other knowledge and skills were used during my work on the project?

Part 4 – Reflection: How did the Service-Learning project relate to school?

- How did my experience make a difference and to whom did my project affect?
- How did this Service-Learning project affect me and make me feel?

______________________     _______     ________________
Month             Day     Year                                    Student Signature

Completed by Teacher:
Total Number of service hours completed by student: _____ Hours

Classroom Teacher’s Signature __________________________
Date:______/______/_____

Service-Learning Building Coordinator’s Signature ________________
Date:______/______/_____

Note to classroom teachers & Service-Learning Building Coordinators:
- This Service-Learning class project form must be completed by classroom teachers and submitted to Service-Learning building coordinators by May 15th of current school year.
- All projects must be pre-approved by the service-learning coordinator in your school.
- Service-learning activities should allow students to spend a significant portion of their time engaged in meeting a recognized community need (see “Part 2: Activity” on side 1 of this form).
WHAT IS SERVICE LEARNING?

- Service Learning is a teaching method that combines meaningful service to the community with curriculum-based learning.
- Projects must include academic preparation, service activities and structured reflection.
- All students must meet county and state graduation requirements of 75 hours of Service Learning.

IMPORTANT POINTS TO REMEMBER

- Get pre-approval for your activity from your school’s Service Learning Coordinator.
- Make sure your verification form has all sections completed.
- Turn your form in when you have finished the activity. DON’T WAIT!
- Make sure you follow the timeline for turning in your service hours.

IF I SHOULD HAVE MORE QUESTIONS, WHO SHOULD I CONTACT?

Service-Learning Coordinators

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Mr. James Redman</td>
<td>410-822-0330</td>
</tr>
<tr>
<td>Team Leader</td>
<td>Linda Brown</td>
<td>410-822-4180</td>
</tr>
<tr>
<td>EHS</td>
<td>Rachel Baron</td>
<td>410-822-4180</td>
</tr>
<tr>
<td>EMS</td>
<td>Katie Manley</td>
<td>410-822-4180</td>
</tr>
<tr>
<td>EMS</td>
<td>Tina Confair</td>
<td>410-822-4180</td>
</tr>
<tr>
<td>SMMHS</td>
<td>Jennifer Brown</td>
<td>410-745-2852</td>
</tr>
<tr>
<td>SMES</td>
<td>Kimberly Beers</td>
<td>410-745-2882</td>
</tr>
<tr>
<td>TES</td>
<td>Angela Asmussen</td>
<td>410-886-2391</td>
</tr>
<tr>
<td>EES</td>
<td>Jeff Bell</td>
<td>410-822-0686</td>
</tr>
<tr>
<td>CDES</td>
<td>Tiffany Joseph</td>
<td>410-822-2391</td>
</tr>
<tr>
<td>WMES</td>
<td>Deborah Dyott</td>
<td>410-476-3144</td>
</tr>
</tbody>
</table>

Kelly L. Griffith, Ed. D.
Superintendent

2017-2018
WHAT ARE THE GUIDELINES FOR THE INDEPENDENT PROJECTS (GRADES 6-12)?

1. Identify a community need that meets the Seven Best Practices.
2. Obtain approval from the Building Service-Learning Coordinator for the project.
3. Perform the service.
4. Fill out the Student Service-Learning Validation Form.
5. Turn in the form to the Building Service Learning Coordinator before the end of the school year.

Students may begin earning independent hours starting on their first day of the sixth grade.

All students are required to earn 75 hours of Service Learning.

WHERE CAN I EARN SERVICE-LEARNING HOURS?

4-H
Scouts
YMCA
Chesapeake Bay Maritime Museum
Pickering Creek Audubon Center
School-Based Tutoring
Habitat for Humanity
Family Support Center
Waterfowl Festival, Inc.
Parks and Recreation
Humane Society
Talbot County Free Library
Volunteer Fire Departments
Eastern Shore Land Conservancy
Character Counts MidShore

Other sites may qualify for Service-Learning. Check with the Building Service-Learning Coordinator.

HOW DO I REPORT HOURS?
At the end of a service project, a complete form should be submitted to the Building Service-Learning Coordinator. Senior hours must be received by May 15th.

WHAT ACTIVITIES ARE NOT ACCEPTABLE FOR SERVICE-LEARNING HOURS?

• Service performed for relatives
• Volunteer work for a business
• Court-mandated community service
• Church-related activities that promote church doctrine, i.e. church nursery, Bible School, etc.

WHAT UNITS OF CURRICULUM ARE INFUSED WITH SERVICE-LEARNING?

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CONTENT AREA</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Science and Math</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Language Arts</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Language Arts</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Health</td>
<td>8</td>
</tr>
<tr>
<td>HS</td>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>HS</td>
<td>Tech Ed or Intro to Design</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>HS</td>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>HS</td>
<td>US History</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>SUBTOTAL</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

6-12 Independent Project Hours: 1

**TOTAL: 75**

WHEN WILL A STUDENT RECEIVE SCHOOL-BASED HOURS?

• Students will participate in an Introduction to Service Learning Unit taught in sixth grade.
• Students may earn additional hours through participation in student organization service projects
• Students may earn additional hours infused in the curriculum (grades 3-10).
Appendices

Appendix A: 3rd Grade Science Service-Learning Lesson
Appendix B: 4th Grade Reading Service-Learning Lesson
Appendix C: 5th Grade Language Arts Service-Learning Lesson
Appendix D: 6th Grade Science Service-Learning Lesson
Appendix E: 6th Grade Service-Learning Course in Social Studies
Appendix F: 7th Grade Social Studies Service-Learning Lesson
Appendix G: 7th Grade Health Service-Learning Lesson
Appendix H: 8th Grade Health Service-Learning Lesson
Appendix I: 9th Grade English Service-Learning Lesson
Appendix J: 10th Grade English Service-Learning Lesson
Appendix K: High School Health Service-Learning Lesson
Appendix L: High School U.S. History Service-Learning Lesson
Appendix M: High School Biology Service-Learning Lesson
Appendix N: High School Tech Ed/Introduction Engineering Design Service Learning Lesson