Dr. Karen B. Salmon  
State Superintendent of Schools  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201-2595

November 28, 2016

Dear Dr. Salmon:

Over the past 20 years, the Queen Anne's County Public Schools’ Service learning Implementation Plan has evolved into a navigational compass that directs our Service Learning Program. Our program provides students in grades 5-10 with community-based projects that have not only been infused into state and county approved curricula, but have also allowed students the opportunity to learn through organized preparation, activity, and reflection. This critical framework supports Queen Anne's County Public School's vision, a view which is also shared by Maryland. “All Marylanders.....value service as a way of life and participate in service to enrich and empower community, society, and self.”

Our current Service Learning Implementation Plan not only provides transparency to overarching state graduation requirements, but also serves as a district-wide blueprint for ensuring the critical action that is necessary for instilling the habits of citizenship (whether it be community, district, or global) within our students.

As Queen Anne's County students continue to prepare for the challenging world that awaits them upon graduation from high school, we believe the experiential learning that serves as the foundation for any effective service learning program will provide our students the additional knowledge they need to be successful 21st century citizens.

Sincerely Yours,

Gregory Pilewski  
Interim Superintendent  
Queen Anne's County Public Schools
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I. IMPLEMENTATION PLAN AND CURRICULAR CONNECTIONS

A. Minimum Level of Student Engagement

For the past 20 years, the QACPS Service-Learning program has required students to engage in quality service-learning activities at least once a year in grades 6 through 10. Each grade level service learning project has been designed to accrue no less than 15 hours of credit; thereby allowing all students to meet the State of Maryland’s graduation requirement of 75 cumulative hours of service.

As the benefits of Service-Learning are most successfully transferred when students are directly taught and provided with multiple opportunities to engage in high quality projects, QACPS will begin offering Service-Learning opportunities to students at the elementary level in addition to the middle and high school level.

This expansion of the Service-Learning program into the elementary level aligns well with our existing practice that integrates academic and societal goals at each QACPS middle and high school.

In 2017, all QACPS 4th and/or 5th grade students will receive focused instruction on the benefits of serving one’s community/environment through participation in volunteer efforts centered around environmental awareness. This will be a braided effort between Service-Learning as well as Environmental Literacy Standards- both required content for Maryland Students. In the middle school years- grades 6,7, and 8, students will continue to be guided in their completion of content integrated, Service-Learning projects. Upon entering high school, students will have the option of completing their final Service-Learning project in one of two methods.

In previous years, QACPS did not encourage independent service-learning projects. However, QACPS believes that by starting Service-Learning education at the elementary school, students should have developed the requisite skills to develop and complete high quality Service-Learning Projects that adhere to MSDE best practices. High School students will be given the option to either complete a school developed Service-Learning project in 9th or 10th grade, or to develop an independent project that allows them to serve a community need of their own design. Whether or not the project is independent or group facilitated all service-learning will be integrated with specific high school curriculum content areas, and projects will continue to be approved, monitored and validated by key school staff and community partners.

Service-Learning requirements for students from private or out-of-state schools after their completion of their freshman year, will be pro-rated as follows: Sophomores will be required to complete 40 hours; junior year 30 hours; first semester senior year 10 hours; second semester of senior year 5 hours.
Maryland Service-Learning program requirements will be introduced during parent meetings held during 4th and/or 5th grade. For 6th and 9th grade students, this information will be reviewed during transitional information meetings held in the spring of each school year. Additionally, at the beginning of every new school year, school-based service-learning coordinators will provide professional development to newly hired teachers and updates for veteran staff and volunteers.

B. Curricular Connections

B.1

All grade level projects equate to approximately 15 hours
Projects (although not limited to) that are grade level and school or site-base specific are as follows:

4th and 5th grade- (BES, CHES, MES, GES, KES, SES, SMS) Environmental Literacy and Stewardship, Science- Next Generation Science Standards

6th grade – (SMS) Invasive Species Mitigation Project, Science & Social Studies (STMS) Animal Welfare, Math and Reading; (CMS) Increase the biodiversity of CMS through planting and maintenance of natural plants, Science (MMS) Recycling, Social Studies, Math, and Science

7th grade – (SMS) – Supporting America’s Military Personnel, Social Studies, Reading, and Language Arts; (CMS) Corsica Watershed Improvement Project, Revitalizing the Gravel Run Nature Trail. Science; (STMS) Kent Island Beach Cleanup - Science, Reading, Language Arts; (MMS) Food After The Holidays, Social Studies

8th grade – (SMS) – St Martin’s Barn Women’s Shelter, Language Arts and Social Studies; (STMS) Veterans program and museum, veterans issues, Social Studies, Reading and Language Arts; (CMS) Queen Anne’s County Hospice. Language Arts; (MMS) Helping Hidden Victims, Mid-Shore Council on Family Violence, all content areas.

High School Grades 9 and/or 10- (KIHS, QACHS) Independent projects vary by community partner and content preference of individual students. The following are examples projects that have been conducted: Heifer Project: Students learned about sustainability and regulation and then planned and conducted a donation drive for the Heifer Project- Social Studies, Operation Gratitude- Supporting America’s Military – Students learned about the sacrifices of the militaries men and women. Students then correspond with servicemen and women to express thanks and support for their contributions- English Class.
(Key – BES - Bayside Elementary School, CHES- Church Hill Elementary School, GES- Grasonville Elementary School, KES- Kennard Elementary School, MES- Matapeke Elementary School, SES Sudlersville Elementary School, SMS -Sudlersville Middle School (includes grade 5), CMS – Centreville Middle School, STMS – Stevensville Middle School, MMS – Matapeke Middle School, KIHS - Kent Island High School, QACHS – Queen Anne’s County High School)

All grade level projects mentioned are written to support Maryland’s Seven Best Practices of Service-Learning and other critical service-learning criteria. Independent project plans will be individually evaluated and approved by school based Service Learning Coordinators and class facilitators, and based on MSDE’s High Quality Service-Learning Project Rubric. The completion of one service learning project takes approximately 15 hours per school grade starting in 4th and/or 5th grade, with completion by 10th grade. Each completed student project is graded according to a Pass/Fail scoring rubric and assessed by the project facilitator (responsible content teacher) or mentor, if the project is an independent high school project. Assessment categories include student participation and activity work during the curriculum lesson, participation throughout the service-learning experience, and completion of a required written and oral reflection. Additionally, those students who choose to complete independent projects will require a Validation of Service Form, signed by community organization contacts to receive final credit for their projects.

As QACPS uses PowerSchool to track student completion of Service Learning Projects the identification process involves generating a report from the database that shows the number of projects each student has completed. These reports are run every year, beginning in the 9th grade, and students are individually informed by their school counselors as to where they stand as far as meeting the five project requirement, and opportunities are given for students to make up projects.

At the beginning of 11th grade those students who still have not met service-learning requirements are identified using the PowerSchool report. Each of these students is again contacted by their school counselor to inform them of this shortfall. At this time parents and guardians are contacted by phone and by letters sent to the student’s home address. Following this notification, students work with school counselors to complete approved projects that will allow them to make up missing hours of service, and meet graduation requirements.

High school in-state transfer students are expected to complete projects that equal the number of service-learning hours required by state to meet graduation requirements. Students who transfer in from a state that does not have a service-learning program may have required service-learning credits pro-rated in order to meet Maryland’s graduation requirements. However, no student is exempt from meeting all service-learning graduation requirements.
B.2.

Student learning in Queen Anne’s County Public Schools promotes student engagement through the process of integrating authentic learning opportunities with existing curriculum. Service-learning projects are conceived through an assimilation of curriculum learning outcomes with community need. Historically, service-learning units are developed cooperatively by the school’s service-learning coordinator, school-based content teachers, and representatives from the community forum. Additionally, input is sought from the appropriate content area instructional supervisor and the school system’s service-learning coordinator. Each project must address state mandated and county performance indicators and outcomes. (QACPS Curriculum Units).

B.3.

Service-learning projects at all level have been updated to support curriculum content that addresses the Maryland Curriculum College and Career Ready Standards (MCCRS).

The following are examples of content specific MCCRS goals and objectives that QACPS has infused into its service learning projects:

Environmental Science:

- The student will carry out scientific investigations effectively and employ the instruments, systems of measurement, and materials of science appropriately.
- The student will describe trends revealed by data.
- The student will describe species specific reproductive factors (such as birth rate, fertility rate)

RELA:

- Students will read a variety of nonfiction texts to determine their main ideas.
- Students will engage in collegial discussions to draw conclusions and make judgments.
- Students will compose both informal and formal opinion writings.

Health Education:

- Relate mental and emotional health to disease and disorder.
- Investigate the warning signs of depression and suicide.
- Apply strategies and skills to intervene when signs of depression occur.
- Design a plan to access information and services to help prevent suicide.
B.4.

The action phase of any of our projects is the portion that provides the authentic learning experience each student is required to complete in order to meet one of the basic requirements of service-learning. The action phase requires the most planning because it must include the learning component that ties content curriculum with practice. Because of its critical role, all teachers who are responsible for grade-level projects are expected to receive additional training from the school-based service-learning coordinator as to how to make the action phase meaningful for each student. This training occurs prior to the implementation of a new service-learning project, or when a new teacher takes over the responsibility of monitoring an already established service-learning unit.

Students also receive instruction as to how to thoroughly record their service-learning experience upon a Project Reflection Form (See Appendix A) for an example of a student Service-Learning Project Completion Report after the completion of each project. These forms articulate with the students during their middle and high school careers.

The action phase for each project may include, but is not limited to physical activities, such as the following:

- Presenting public service announcements to the audience/communities that they will benefit
- Working with younger students and families in identified at-risk-populations, to model effective literacy strategies that can be done at home
- Going to community partner locations (Animal Rescue, St. Martin’s Ministries, North Bay Camp) and working onsite
- Removing invasive plant species from local waterways

B.5.

Each teacher is responsible for collecting evidence from all students that support students understanding of each phase of the service learning experience. Students are informed by project facilitators as to what type of service (direct, indirect, and advocacy) they are providing. Indicators of these services are also required to be listed on each Service-Learning Project Completion Report.

Throughout a student’s secondary school experience they are expected to complete at least one of the three types of service. Each middle school currently includes one service learning project that represents each type of service. Additionally, at the high school level service learning projects also address at least one of the three types of services. As new projects are added, the school-based service-learning coordinator and
LEA Service-Learning Coordinator determine if new projects “overload” one specific category.

Finally, upon the completion of each grade-level project a Service-Learning Project Report is completed by the teacher in charge and submitted to each school-based service-learning coordinator and/or school counselor. This report verifies the names of students who have or have not completed a project. All school counselors are responsible for adding information into the district’s student database infrastructure (PowerSchool) to keep a digital record of those students who complete each grade level service-learning project. The digital information articulates with the student as a permanent record of service.

B.6.

As the needs arise QAC students become advocates for local issues thereby keeping them focused on community needs. Project ideas may develop from community leaders or school-based personnel. The proper fit between a prospective project, the school, the curriculum and the student is the responsibility of the school-based service learning coordinator, school principal, and the teacher of the targeted curriculum content area. If the proposed project meets all established criteria, the project is drafted based upon all established school policy and curriculum indicators and outcomes. After development the proposed project is reviewed by specific content area supervisors, and the QACPS service-learning coordinator to determine if it meets the Maryland Seven Best Practices of service-learning criteria and curriculum expectations. Examples of specific criteria guidelines that assist groups evaluate the rigor of service-learning experiences are as follows:

a) meets a recognized need in a community, through;
   - short-term assistance
   - ongoing assistance
   - working towards a lasting solution to a problem

b) achieves curricular objectives, by
   - incorporating service-learning into a unit
   - using service-learning to unify the teaching of content and skills throughout the year

c) reflects the service-learning experience
   - at the end of the experience, by students contemplating their experience and receiving response or
   - throughout the process, student contemplating their experience and receive response.
d) develops student responsibility
   -establishing choices for students in how they implement service-learning
   -share responsibility with students for developing and implementing service-learning.
   -facilitate student definition, coordination and implementation of service-learning.

e) establishes community partnerships
   -teacher and/or students consult with community partner for information resources
   -students interact with partners
   -students, teacher and partners collaborate as a team

f) plans ahead
   -plan service-learning independently
   -collaborate with colleagues, students and LEA team to plan service-learning.

g) equips students with knowledge and skills needed for service
   -equip students at the beginning of the experience
   -equip students as needs arise.

C. Assessment & Evaluation

C.1.

Ongoing service-learning experiences are evaluated by the school-based content teacher after a grade-level service-learning project has been completed. The content teacher evaluates the experience using the Maryland Seven Best Practices Service-Learning rubric. Additionally, the teacher and school-based coordinator review the reflection section of individual student participants. Based upon the information collected from both artifacts, principals, school-based service-learning coordinators, and sometimes content supervisors make modification to segments of the project or the entire unit.

System-wide, our LEA Service-Learning Advisory Board is called upon to review samples of student reflections to determine if students’ experiences with service-learning projects emulate the quality of preparation and action exemplary service-learning units are required to provide. Moreover, coordinators, principals and participating content teachers are annually given the Maryland Department of Education’s Rubric for Assessing LEA service-learning to determine the strengths and weaknesses of the QACPS service learning program. Another review tool is the 4 year
Maryland State Department of Education (MSDE) Quality Review visit that is conducted to determine the rigors of the Service-Learning program in QACPS.

C.2.

The following is the process that QACPS uses to approve any independent student service-learning projects:

1. QACPS Community Partners are sought and approved. Community Partners provide a description of the recognized needs that they address, and ways in which students might be able to help address these needs.
2. During 9th grade orientation students receive instruction about how they might fulfill their Service Learning project (either through an Independent Project or through direct instruction within a content class). They are given access to the approved list of QACPS Service Learning Community Partners, and encouraged to visit their websites.
3. Students choosing to complete independent projects will be assigned to a Service Learning Mentor, and will be required to complete the Service Learning Template, to ensure the project meets the Seven Best Practices. Individual guidance will be provided on how to address curricular objectives through their projects.
4. Upon successful completion of the Service Learning Template (using the MSDE Scoring Rubric as a guideline), the student will need to submit the template along with a signed agreement from the Community Partner, stating he/she has agreed to work with the student.
5. In order to receive credit for the project, the student must bring the Service Learning Mentor a signed verification form from the Community Partner which provides documentation that the service project was completed. This is in addition to the Service Reflection Sheet which normally is submitted as evidence of project completion. The Service Learning Mentor reviews the student work using the same guidelines as those used for Service Learning that takes place in the classroom.
6. The Service Learning Mentor verifies that the project was successfully completed, and provides all documentation of completion to school counselors.

D. Transfer Policies

D.1.

Students entering our system have their cumulative records and transcripts reviewed for completion of service-learning activities by their school counselor or the school-based service-learning coordinator of the new student’s home school. Information that is sent by the home school is verified by these individuals and entered into the student database system that QACPS uses for tracking pertinent individual student data.
Middle school transfer students are assimilated into the QACPS service-learning program based upon the completion of their previous service learning experience. However, even if middle school transfer students have met their service-learning obligation they are required to participate in grade level projects because these projects are integrated into grade and content level curriculum.

Maryland high school transfer student’s permanent records are also thoroughly examined to determine if there is inclusive documentation that students have completed the required 75 hours of service-learning experience. Maryland transfer students who have not met the 75 hours are mentored by individual content teachers. This mentoring may include direct supervision in the completion of a project, or approving the student’s work, as they design and carry-out their individual projects, as described previously.

C.2.

High school students who transfer in during their junior or senior year from a state that does not have a service-learning program, may have required service-learning credits pro-rated in order to meet Maryland’s graduation requirements. However, no student is exempt from completion of service-learning projects to meet graduation requirements.

QACPS students who transfer from our secondary schools to other (Maryland or out of state) secondary schools are sent with permanent record cards that have the number of service-learning hours (based upon projects) the students have completed. If the student is in middle school the number of grade-level projects they have completed are multiplied by the number of years they have been in middle school (plus the fifth grade year) times 15 hours (the equivalent number of hours each project has been determined to represent). For an example, if a 7th grader has successfully completed a sixth and a seventh grade service learning project, and had also completed a project during 4th and/or 5th grade, they are awarded 45 hours of service learning experience. In high school, if a 9th or 10th grader transfers before completing a service-learning project, the individual would have 4 grade level projects (5th, 6th, 7th, and 8th grade) completed. The student in question would have met 4 times 15 hours or 60 hours of service-learning experience.

E. **Connections**

E.1

Character Counts in QACPS is not only a system-wide initiative but it is incorporated into the service-learning program. Many Character Counts coaches also volunteer and assist content teachers when they conduct service-learning activities. In addition, QACPS will be providing opportunities for students enrolled in the PARTNERING FOR YOUTH AFTER SCHOOL PROGRAM (PFY) to participate in environmental advocacy
service activities that adhere to the seven best practices of high quality service learning. Finally, high school students in the Alfabetismo Primero service learning group will be utilizing the National Endowment for Financial Education (NEFE) free curriculum as a basis for educating ESOL families on the importance of helping their children plan for their financial future.

E.2.

Many of the service-learning units are connected with environmental education. One example is a 7th grade service-learning unit at Stevensville Middle School called Love Point Park Clean Up. Students take a field trip to a local park that is located on the Chesapeake Bay. Prior to the activity students research and write about environmental issues and the importance of maintaining a healthy environment.

As was stated in the response to E.1., another service-learning connection with environmental education has been established with the QACPS Project A-Z, Partnering For Youth Program. Students (approximately 200 students from Title I schools) involved in this afterschool program will be studying the impact of non-biodegradable plastics on our environment. Furthermore, students will be involved in creating artworks/sculptures from these items, and will be using these pieces of art to raise awareness of the issue, as well as money to promote recycling through auctioning off the final projects.

Because QACPS has such a strong commitment to environmental education, the focus for all 4th and/or 5th Grade service learning projects will be centered around promoting environmental stewardship. These projects will provide students with a strong hands-on approach, and will give them a positive start in service-learning.

E.3.

In years past, service learning has been incorporated into the QACPS Bridge to Excellence Master Plan under one of the district’s five main goals: Goal I – High Student Achievement. However, QACPS’s latest 5 year comprehensive master plan no longer contains language specifically including service learning.
## II. INFRASTRUCTURE

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| Ms. Julia Alley                             | • Convening Service Learning Advisory Board  
   • Developing QACPS Service Learning Plan  
   • Providing PD and support for school based service learning coordinators  
   • Developing and approving Service Learning projects  
   • Informing school principals of Service Learning requirements  
   • Monitoring project completing and reporting to MSDE  
   • Seeking grants to support Service Learning  
   • Ongoing facilitation of High School- Alfabetismo Primero, Service Learning project |
| Supervisor of Visual and Performing Arts, Media, World Languages, Online Learning, BTE and Title IV A reporting, Online and Service Learning Central Office LEA Service-Learning Coordinator 20% of professional time |                                                                                           |
| Mr. Michael Page                            | • Identifying appropriate projects for Service Learning  
   • Identifying Science teachers to act as project coordinators  
   • Selecting Science and Health Standards to include in projects  
   • Review and approve Science based Service Learning projects |
| Supervisor of Science, PE, and Health Central Office 5% of professional time |                                                                                           |
| Mr. Darryl Calloway (Fellow)                | • Provides technical assistance to school staff  
   • Service Learning Advisory Board member  
   • Develops Service Learning projects  
   • Communicates school’s project progress to LEA Service Learning Coordinator | School Service-Learning Coordinator – 10% of professional time |
| Ms. Carrie Mitten                           | • Provides technical assistance to school staff |
| Principal, Anchor Points Academy            |                                                                                           |
| 5% of professional time | ● Service Learning Advisory Board member  
● Develops Service Learning projects  
● Communicates school’s project progress to LEA Service Learning Coordinator |
|------------------------|-------------------------------------------------------------------------------------------------------------------|
| Ms. Kim Adams          | ● Service Learning Advisory Board member  
● Develops Service Learning projects  
● Ongoing facilitation of High School-Alfabetismo Primero, Service Learning project |
| Administrative Secretary |                                                                                                                  |
| 5% of professional time |                                                                                                                  |
| Ms. Susan Walbert      | ● Service Learning Advisory Board member  
● Developing and approving Service Learning projects  
● Monitoring project completion and reporting to LEA Service Learning Coordinator  
● Seeking grants to support Service Learning |
| Curriculum Facilitator- ESOL, Migrant, Title I |                                                                  |
| Board of Education     |                                                                                                                  |
| 5% of professional time |                                                                                                                  |
| Ms. Kim Umberber       | ● Service Learning Advisory Board member  
● Developing and approving Service Learning projects  
● Monitoring project completion and reporting to LEA Service Learning Coordinator  
● Seeking grants to support Service Learning |
| Director of Partnering for Youth, After School Program |                                                        |
| Board of Education     |                                                                                                                  |
| 10% of professional time |                                                                                                                  |
| Ms. Jennifer Wicker    | ● Service Learning Advisory Board member  
● Provide suggestions, reflections, and feedback for improving Service Learning program at QACPS |
| Parent Volunteer       |                                                                                                                  |
| Ms. Mari Ann Donnelly  | ● Service Learning Advisory Board member  
● Developing and approving Service Learning projects  
● Monitoring project completion and reporting to LEA Service Learning Coordinator  
● Seeking grants to support Service Learning |
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<td>Parent Volunteer</td>
<td>• Provide suggestions, reflections, and feedback for improving Service Learning program at QACPS</td>
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| Ms. Erin Alsop                                                               | • Service Learning Advisory Board member  
• Provide suggestions, reflections, and feedback for improving Service Learning program at QACPS |
| Student Volunteer                                                             |                                                                                                                                                  |
| Ms. Bridget Passyn                                                           | • Service Learning Advisory Board member  
• Selecting RELA and English Standards to include in projects  
• Review and approve RELA and English based Service Learning projects |
| Supervisor of RELA 3-8 and English Central Office                           |                                                                                                                                                  |
| 5% of professional time                                                       |                                                                                                                                                  |
| Mr. Rob Watkins                                                              | • Service Learning Advisory Board member  
• Selecting Math Standards to include in projects  
• Review and approve Math based Service Learning projects |
| Supervisor of RELA 3-8 and English Central Office                           |                                                                                                                                                  |
| 5% of professional time                                                       |                                                                                                                                                  |
III. STUDENT LEADERSHIP

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

2. QACPS has chosen to use a gradual release model, whereby students become more active in leadership roles as they get in higher grades. During 4th and/or 5th grade, students will be directly taught the best practices of service-learning. Students will be given opportunities to lead their classmates throughout the entire project process.

As students progress through middle school, they are expected to be increasingly included during the planning and implementation stages of each school-based service learning project. During high school students are required to work with the facilitating classroom content teacher and acting in leadership roles. High school students are also given the opportunity, with mentor guidance, to design, develop, and implement service-learning projects independently. There is no quantitative instrument to measure student leadership in QACPS, however the LEA has volumes of qualitative artifacts that indicate the type of leadership that is involved during each service-learning experience.

3. In the past, QACPS did not track students who perform service-learning above the required 75 hours or meritorious service-learning experiences. However, six years ago the local Rotary Club stepped forward and offered to sponsor a Meritorious Service Club. Located at both district high schools, The Interact Service Club was created with the help of local Rotary Club members. Club membership is comprised of students who have fulfilled their required service-learning credits and are looking to provide further service to their communities. Additionally, with the introduction of independently designed service learning projects at the high school, QACPS students will now have the opportunity to complete additional projects, and will have a means of documenting them in their school records.

4. Methods of recognizing students include Queen Anne’s County Board of Education recognition, school and district website acknowledgement, and local newspaper articles and local cable television school oriented programs. Additionally, service learning projects have been and will continue to be featured on social media/facebook that have been linked to the QACPS webpage.
IV. COMMUNITY PARTNERSHIPS & PUBLIC SUPPORT & INVOLVEMENT

1. All service-learning community sites are approved through an application process. Community sites are asked to provide information about their organization so that school and county based personnel can determine whether or not a location is appropriate, and if so, at which levels. QACPS’s philosophy of site-based management places most of the responsibility of determining the feasibility of each service-learning community partnership with each school’s principal, school-based coordinator, and content specific teacher. However, the LEA Service-Learning Supervisor is instrumental with connecting appropriate community sites.

Once the new community partnership site has been approved by a school’s service-learning team the name of the site and the project is sent to the LEA Coordinator so that it can be reviewed to make sure it meets MSDE service-learning guidelines. The name of the site and proposed project is also reviewed by Content Supervisors. Once the project and site has been approved at the district level, the school may conduct its service-learning project.

2. At the present time we have 18 approved community sites for service-learning.

3. All middle and high school staff, students and parents are made aware of service-learning approved sites during the actual service-learning experience. Due to the philosophy of site-based management, principals are responsible for educating their staff, students, and parents about the various outside community resources that are participating in various grade-level service-learning units. Plans are in place to make the list of approved service-learning sites available via the QACPS home page by the fall of 2017.

4. Service-learning is advertised through the QACPS website and specific school websites, county cable television station, and a variety of written advertisements (e.g. pamphlets, letters etc.) that are sent out to all educational stakeholders (business partnerships, PTSA’s)

5. Every QACPS school (grades 4/5-12) that executes a service-learning project is responsible for alerting parents through written documentation, that their child is participating in a state required grade-level Service-Learning project. Additionally, parents become aware of service-learning projects when they are required to give permission for their children to participate in school sponsored service-learning field trips. Parents are also invited to volunteer their time to assist in the implementation of a project. Finally, student articles about their experiences are printed in school-based newsletters and websites.

6. See response to Question 4. All information is made available through school and district websites, some schools use a robo call to alert parents of upcoming projects.
Additionally, school staff are alerted to service-learning ongoing projects through daily memos from administrators. Finally, our QAC7, the local county cable television station, may run daily information pertaining to LEA schools and activities that are being conducted throughout the school year.

7. Both Chesapeake College and Washington College have been involved in service learning with QACPS students. Students who were part of the Alfabetismo Primero project, volunteered their time and efforts to support Washington College’s Annual Dia De Futbol. This event helps to promote literacy in families of English Learners. Chesapeake College provided our students with the opportunity to visit their new Allied Health Building to see the many ways that preparing for medical emergencies could help to save lives.

8. The response given for number 7, provides evidence of how the P-20 cascade model has been initiated.
V. PROFESSIONAL DEVELOPMENT & TRAINING

1. Staff responsible for service-learning are initially trained by practicing school-based service-learning coordinators. These veteran school-based coordinators also provide mentoring assistance for newly practicing service-learning coordinators throughout their first year in their position.

2. During a beginning of the school year faculty meeting, the school-based service-learning coordinator conducts an initial training, for all newly hired staff. Additionally, prior to the implementation of each grade-level service-learning project, content teachers and school-based service-learning coordinators update the entire school faculty about the progress of each project. These school service-learning personnel also solicit assistance from staff to volunteer and participate in the action phase of each service-learning experience. This yearly update provides each school’s staff the information that they need in order to respond to questions from parents and the community about the vision and goals of their school’s service learning program.
VI. ACCOUNTABILITY

1. Students who complete a grade level service-learning project are evaluated through both verbal and written anecdotal documentation. Students are expected to provide verbal and written information to the coordinating classroom content teacher in reference to the curriculum learning that occurred during the content lesson. The actual physical contribution of each student is considered within the evaluation process by the teacher in charge of the project.

High school students who elect to do an independent project at an approved service-learning site must meet with their mentor and review their work plan prior to starting the project. These students must also provide a signed verification from the community entity contact that verifies their successful work/action completed for the project.

The final component of the overall evaluation process is the written reflection segment of the experience. (See Appendix A) This component is included within a written anecdotal record that must be completed by the student about their service-learning experience.

Based upon these three specific evaluative criteria, the coordinating classroom teacher or mentor awards students with either a passing grade that equates to 15 hours of service-learning or a failing grade. If one or two of the three areas are not satisfactorily completed by the student, the teacher (or mentor) works with the student until the individual successfully fulfills the requirements of the service-learning project. When the student successfully completes the grade level activity the teacher alerts the school-based coordinator and/or guidance counselor.

These individuals enter the student completion of the service-learning activity for that particular grade level into a student database system (PowerSchool). Student written work is placed within a service-learning folder that travels with the student throughout his/her educational career. When students reach the state mandated 75 hours or completion of 5 grade-level projects, their permanent record card is stamped that the individual has fulfilled their Maryland service-learning graduation requirement.

2. Starting in 2014, QACPS records service-learning progress on middle or high school report cards. QACPS tracks student service-learning progress through the PowerSchool student database system. The system also records progress on student permanent record cards.

3. This process is described in VI. 1.

4. All projects are done with the guidance and/or oversight of specific curriculum teachers. The procedure for assessing infused service-learning experience and independent service-learning projects that are usually completed by transfer students under the guidance of curriculum teachers is explained in section VI.1.
5. The central office and individual schools have shared featured school service-learning projects on both the school and county websites. In the 2015-2016 school year, QACPS created a Facebook page to share the monthly actions of the Alfabetismo Primero Service Learning group. In the 2017-2018 school year, QACPS plans have expanded on this model and provided more promotional information (and pictures) which showcase the many service efforts of QACPS students. Currently the Supervisor of Service-Learning and the Public Information Office are working together to create a higher digital profile for all service projects completed by QACPS students.
VII. FUNDING AND IN-KIND RESOURCES

Fiscal Year 2016

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>QACPS – Local</td>
<td>$22,600</td>
<td>20% of Supervisors contract’s time</td>
</tr>
<tr>
<td>QACPS - Local</td>
<td>$3,500.00</td>
<td>Stipends for school-based service-learning coordinators</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$26,100.00</strong></td>
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</table>
VIII. 2017-2018: Goals & Timelines for Service-Learning

All students enrolled grades 4-10 in QACPS will successfully complete one Service Learning Project per school year. Students who are missing projects will receive structure and support necessary to fulfill Service Learning Graduation Requirement.

<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>Updating/PD for new and returning SL Staff and Principals</td>
<td>• Service Learning Supervisor</td>
<td>6/2017</td>
<td>8/2017</td>
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<tr>
<td>SL Overview/PD given at each grade 4-12 school</td>
<td>• Principals • School Service Learning Coordinators/School Counselors</td>
<td>8/2017</td>
<td>9/2017</td>
<td></td>
</tr>
<tr>
<td>SL information posted to each school’s websites and county website</td>
<td>• Principals • School Webmaster • School Service Learning Coordinators/School Counselors • Service Learning Supervisor</td>
<td>8/2017</td>
<td>9/2017</td>
<td></td>
</tr>
<tr>
<td>Review of all 11th and 12th grade students- SL Graduation Status &amp; PowerSchool Report Generated</td>
<td>• School Service Learning Coordinators/School Counselors</td>
<td>8/2017</td>
<td>9/2017</td>
<td></td>
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<tr>
<td>HS Staff Member Identified to mentor 11th and 12th students who need to complete SL to graduate</td>
<td>• Principal</td>
<td>8/2017</td>
<td>10/2017</td>
<td></td>
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<tr>
<td>Personal notification and/or meeting</td>
<td>• School Service Learning Coordinators/School Counselors</td>
<td>8/2017</td>
<td>10/2017</td>
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<tr>
<td>with 11th and 12th grade students who are missing SL projects, where options are shared for earning SL credits</td>
<td>• Service Learning Mentor</td>
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</tbody>
</table>
| SL Mentoring meetings held to facilitate project completion (and documented) with 11th and 12th grade students | • School Service Learning Coordinators/School Counselors  
• Service Learning Mentor |
| 10/2017 | 6/2018 |
| Notification (Letter and Documented Phone Call) to parents of students who are lacking SL for Graduation as of 11th Grade | • High School Service Learning Coordinators/School Counselors |
| 11/2017 | 12/2017 |
| Maryland Service-Learning program requirements will be shared during Fall parent meetings held for 4th, 5th, 6th, 7th and 8th grades students. | • School Service Learning Coordinators  
• Teachers who deliver Service Learning in their classrooms |
<p>| 11/2017 | 11/2017 |
| 11th Grade PowerSchool Report submitted to County SL | • High School Service Learning Coordinators/School Counselors |
| 1/2018 | 1/2018 |</p>
<table>
<thead>
<tr>
<th>Supervisor</th>
<th>LEA Service Learning Supervisor</th>
<th>LEA Service Learning Advisory Board Members</th>
<th>10/2017</th>
<th>11/2017</th>
<th>02/2018</th>
<th>05/2018</th>
<th>10/2017</th>
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<td>LEA Service Learning Supervisor</td>
<td>LEA School Counselors</td>
<td>LEA School Based SL Coordinators</td>
<td>12/2017</td>
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<td>Mid-Year and EOY SL Report</td>
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<td>Duan Wright-4</td>
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<td>9/2017</td>
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<td>Dawn Kintop-5</td>
<td>Michelle Lewis- 4</td>
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<td>Beth Brownley</td>
<td>Justin Crew- 4</td>
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<td>Melinda Ray- 5</td>
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<td>Nicole Conner</td>
<td>Julie Cooper- 5</td>
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<td>Lynn Lienenman</td>
<td>Heather Walsh, Liz Hausburg,</td>
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<td>9/2017</td>
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<td>Erin Nooney</td>
<td>Darryl Calloway</td>
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### Service-Learning Implementation Plan

**High School:**

- **KIHS QACHS**

**Spring 2017:**

- Stephanie MacKenzie

**Autumn 2017:**

- Julie Steinbruck, Melissa Osborne, Amy Hand, Marcella Marshall, Bob Willis, Aja Jones, Nicole Brooks, Kelley Moore

<table>
<thead>
<tr>
<th></th>
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<th>9/2017</th>
<th>5/2018</th>
</tr>
</thead>
</table>
| **Student SL Project Completion Reports** (SL Coordinator) entered into PowerSchool (School Counselor) | Teachers who implement Service Learning Projects  
School Based SL Coordinators  
School Counselors | 9/2017 | 6/2018 |
| **EOY Notification of SL completion status (Report Card Indication) to parents of students** | School Service Learning Coordinators/School Counselors  
High School Service Learning Coordinators/School Counselors | | 6/2018 |

### IX: ATTACHMENTS

- **Appendix A** – Student Service-Learning Project Completion Report
- **Appendix B**—Service-Learning Project Report
- **Appendix C**—SAMPLE SERVICE-LEARNING UNITS.
Appendix A

Queen Anne’s County Public School System

Student Service Learning Project Completion Report

Each QACPS Service Learning Project follows the Seven Best Service Learning Practices: Meets a recognized need in the community, Meets Curricular Objectives, Allows students to reflect throughout the service-learning experience, Develops student responsibility, Establishes community partnerships, Promotes planning for service-learning, and Equips students with knowledge and skills needed for service.

Definition: Making a difference through actions of caring by personal contact, either in the school or the community with preparation and reflection. Making a difference through petitioning, making presentation, conducting community surveys, and presenting results with preparation and reflection.

Type of Service: (Direct, Indirect, and Advocacy)

Project Reflection:

Reflect on the preparation you took for your involvement with the Service Learning Project:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Project Action:

Describe what actions you took during your project:

__________________________________________________________

__________________________________________________________

__________________________________________________________
After Project Reflection/Assessment:
Reflect on what you learned from completing your project:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________
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______________________________________________________________________

______________________________________________________________
__________

Student’s Name

Graduating Class of: __________

Date: _________________________

Teacher’s Name
Appendix B:

Queen Anne’s County Public Schools
202 Chesterfield Avenue
Centreville, MD 21617

Service Learning Project Report

School: __________________________ Year: _______ Semester: _____________
Teacher: __________________________ Content Area: __________________________

Description of Project:

Date started: __________
Date Completed:__________

Continuation project: Yes_____ No_______

New Project: Yes_____ No_______
If new, date it was approved___________

Number of students________________________

Number of students who completed project________

Number not completing________________________

Attach to the back of this form, a list of students who did not complete the project and include the following coded reasons (use numbers)

Reasons why project was not completed

1. Attendance 4. Sickness
2. Attitude 5. Home/hospital
3. Suspension 6. Withdrew