FREDERICK COUNTY PUBLIC SCHOOL SYSTEM
SERVICE LEARNING IMPLEMENTATION PLAN – 2016

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Report Content

I. Implementation Plan and Curricular Connections

A.   **Minimum level of engagement:**
   1. **The minimum total number of hours students must engage in service-learning activities before they successfully complete the service-learning graduation requirement. If your system does not track hours, please explain how frequently students engage in service-learning. In addition, if your system does not track hours, please provide a minimum hour equivalent for service-learning completion in your system that we can use for statewide comparison purposes only (*for example, 6th grades students complete an interdisciplinary service-learning project that engages them in activities that meet all seven best practices that is equivalent to 25 hours of service-learning.*)**

Frederick County Public Schools (FCPS) students experience Student Service Learning (SSL) infused into required courses at the middle and high school levels. Twenty (20) subjects in the middle (10) and high (10) schools have Service Learning infused into the curriculum. All students take a minimum of 17 of these 20 courses that are required for graduation and earn a minimum of 76.5 hours of Service Learning Credit. The reason for the variation in required courses and the total hours earned is that some students on a more rigorous academic track do not take general math in middle school. Additionally some students take AP US History or AP World History and not American Studies II. Because of the AP requirements, no time was allotted for SSL within the required curriculum. FCPS awards 4.5 hours of SSL credit for each infused course successfully completed by each student. These hours are recorded electronically and placed into the individual student's permanent record within the student data system. The total SSL hours earned will automatically appear on the MSDE Withdraw/Transfer form for students that exit the FCPS system.

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

Each of the infused courses requires that a minimum of 4.5 hours be spent on Student Service Learning.

Middle School Courses

Language Arts Grade 6	History of the Ancient World Grade 6
Language Arts Grade 7	History of the Medieval World Grade 7
Language Arts Grade 8	American Studies I Grade 8
Math Grade Grade 6	Science – (Outdoor School) Grade 6
Math Grade Grade 7	ELL English Language I
Math Grade 8	ELL English I
Algebra Grade 8	ELL English 2

High School Courses

English 9	Biology
English 10 – PARCC	Government Grade 9
English 11	Modern World History Grade 10
Statistics and Probability	American Studies
Algebra 1	

2. **A description of how curriculum has been developed to support infused service-learning (e.g. incorporated into existing social studies curriculum during regular curriculum review process; created by Fellows and added to existing health curriculum, etc.).** *Attach links to relevant, infused service-learning components of the curriculum to this document.*

FCPS uses the *Effective Schools* educational model. That means that every course FCPS offers (K-12) has an Essential Curriculum that is standard throughout the county school system. Essential Curriculum is developed by teachers under the direction of a Curriculum Specialist and subsequently approved by our Board of Education. Every teacher is required to follow the Essential Curriculum for each course they teach. This guarantees uniformity throughout our 50+ schools. Each summer Essential Curriculum is reviewed by staff; modified and updated. Periodic meetings take place with all four core curriculum specialists and the SSL Coordinator to ensure that everyone has access to Student Service Learning guidelines and understands current expectations.

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

   FCPS uses Google Apps for Education to allow teacher access to the curriculum guides, sample lesson plans, resources and other curriculum related materials. Within the curriculum for each required course, the Maryland College and Career Readiness standards appear and where applicable the SSL connection is listed. Then, at each grade level, SSL activities are provided that are infused into the curriculum maps. For example in English 9, students choose one SSL activity per unit to complete: English 9 SSL Opportunities. In social studies the teacher will often choose an SSL activity as a project for the class or provide students choice from a menu of options: Gov SSL Activities.
   In Biology, there is a menu of SSL activity options: Bio SSL Activities
   In Mathematics, there is a menu of SSL activities: Math SSL Activities

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

   Each of the four core curriculums have action oriented service learning projects as part of their curriculum. These are evaluated periodically by the content specialists to ensure that a community need is being met.

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

   Sample units produced by curriculum writing teams often have a menu of options for direct/indirect and advocacy SSL experiences. See Attachments A and B.

6. **An explanation of how service-learning experiences are created.**

   Infused Service Learning projects are created by teachers during the Summer Curriculum workshops (under the direction of a Curriculum Specialist). *Meritorious Projects* (projects done during evenings, weekends, and during the summer) are often created by the students, and are evaluated using Maryland's *7 Best Practices* by the individual school coordinators. These SSL coordinators also receive periodic e-mails from the county SSL Coordinator on opportunities available in Frederick County.

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

   As noted in number B2 above, curriculum specialists and their curriculum writing teams annually review and revise curriculum and when appropriate use the *7 Best Practices* rubric. The overall service learning program is documented using a Google form to calculate the number of experiences, hours spent, grade level and content where additional service learning projects are conducted. This information is reported to MSDE in the yearly tally.

   2. The process and standards used for approving any independent service-learning projects in which students engage.

   Students complete a Service Record Sheet which includes preparation, action and reflection. These forms are submitted to the Schools SSL Coordinator. The Coordinators use Maryland's *7 Best Practices* Rubric to evaluate these projects. When questions arise on the eligibility of any activity for SSL credit School Coordinators contact the System SSL Coordinator for clarification.

D.   Transfer Policies
   1. An explanation of transfer policies for students who enter your system at different grade levels so they can successfully meet the LSS service-learning requirements. Also provide an explanation of how you report student progress for students transferring out of your system.

   Because the infused Essential Curriculum is standardized *within Frederick County*, intra-county transfers do not present a problem. If a student transfers from another county within Maryland, we accept whatever hours the students completed prior to arriving in Frederick County. If a student transfers in from outside of Maryland, we accept any hours that the student can document in writing from the school or school system previously attended. School Counselors have been trained to evaluate the status of transfer students regarding the service learning graduation requirement and the system has created a place to electronically input and maintain this data within the Student Information System. Students that transfer into FCPS during high school will have the hours pro-rated based upon the grade and semester that they enter the school system. If a student enters FCPS before 9th grade they are expected to earn 75 hours. If they enter during 9th grade 45 hours, 10th grade 32 hours, 11th grade 20 hours, 12 grade 1st semester 10 hours and 12th grade 2nd semester 5 hours. The high school SSL coordinators insure that all students transferring into FCPS needing to meet SSL Graduation Requirements have experiences adhering to MSDE Guidelines. When a student transfers out of the Frederick County Public Schools the individual school

utilizes the student information system to produce the Maryland Student Withdraw/Transfer Record and a record card that indicates the number of service learning hours earned by the student.

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

   Service Learning and Character Counts! have coordinated their efforts on multiple projects. The Character Counts program with its Six Pillars of Character often has direct alignment to service. The Character Counts Newsletter, published two times per year, highlights projects by school, grades, classes and individuals that often center on service to the community, and a direct result of infused and meritorious SSL activities.

   As a school system, FCPS models the importance of advocacy. This year's annual Veteran's Day video recognizes the FCPS Family who served in the military. https://www.youtube.com/watch?v=paUbLuHpJa8&feature=youtu.be A program was also held on Veterans Day at the centrally office to recognize veterans throughout our system.

   Additionally, many of our schools honored our veterans in a multitude of ways including hosting guest speakers, distributing flags and participating in Veterans Day Ceremonies. Service oriented organizations such as the Rho Kappa Social Studies Honor Society may participate in activities to honor veterans including Wreaths Across America at Arlington National Cemetery.

   In a 9th grade Government Unit, students study many civic issues in the County, State, and Nation. A copy of a lesson plan with direct, indirect, and advocacy options are included to address American Red Cross Blood needs in the community. See Attachment A.

   In Frederick County, Student Service Learning is also an integral part of our Transition Education program. Students can opt to be enrolled in a Transition Education program during their junior and/or senior year. That program allows students to be excused during the traditional school day to participate in the Work Study, Apprenticeship, Mentor-Internship, or Student Service Learning program. Each year approximately 400 students elect the Service Learning option.

   2. **Specifically, any connections between service-learning and environmental education.**

   Environmental Education Service Learning is infused into 6th grade Science via the Outdoor School. Students take multi day field trips to streams and other environmental sensitive areas to assess quality

http://education.fcps.org/outdoorschool/. Attached is our outdoor school service learning activity for grade 6. Grade 6 Science SSL

 High School Biology has environmental education within its curriculum, a sample lesson is attached. See Attachment B. At many of our elementary, middle and high schools students are able to engage in service-learning opportunities that focus on environmental issues. Currently students: plant gardens in public places, design and enhance school courtyards, pick up trash in their community, plant trees, determine problems and devise solutions to environmental concerns in our community and investigate environmental issues around the world.

On the Elementary School level, students recently planned My Plate Gardens to educate the school community about proper nutrition.The schools are working to maintain the gardens with a local nursery. The science curriculum department created a digital magazine to help engage students and support curriculum connections to this hands-on experience.

3. **An explanation of how service-learning is included in the LSS's Master Plan.**
   Student Service Learning is not currently featured as a separate section in our Master Plan. However, Student Service Learning is integral to our overall curriculum.

II.	Infrastructure

Please list the names, titles, roles, responsibilities, and percentage of time for each person in your system involved with service-learning. For example, provide information for the:
- **LSS point of contact for service-learning**
- **Fellows**
- **Content area supervisors with specific responsibilities**
- **AmeriCorps or VISTA members**
- **School-based service-learning coordinators**
- **Advisory board members**
- **Etc.**

For roles that might be fulfilled by multiple contacts, you can complete the format below with the general information, and attach a list of the specific people who fulfill that role and their location. Use the following format for each role:
- **Name**
- **Title (e.g. director of curriculum, teacher)**
- **Location (e.g. central office, school, etc.)**
- **Role/title for service-learning (e.g. Service-Learning Coordinator, Fellow)**
- **Responsibilities**
- **Percentage of time spent on service-learning responsibilities**

Name	Title	Location	Role/Title for SSL	Responsibilities	% time spent on SSL
Kristine Pearl	Supervisor of Career & Technology Education	Central Office	SSL Coordinator	LSS Contact.for Service Learning Program	5%
Colleen Bernard	Social Studies Curriculum Specialist	Central Office	Curriculum Specialist of Infused Course	Supervisors/specialists are responsible for the development and implementation of the infused Service Learning curriculum primarily during the summer Curriculum workshops and some teacher in-servicing prior to the opening of school.	2-3%
Colleen Beall	Science Curriculum Specialist	Central Office	Curriculum Specialist of Infused Course		2-3%
Peter Cincotta	Math Curriculum Specialist	Central Office	Curriculum Specialist of Infused Course		2-3%
Sue Ann Nogle	English/Language Arts Curriculum Specialist	Central Office	Curriculum Specialist of Infused Course		2-3%
Robert Beavan	Transition Education Coordinator	Brunswick HS	SSL Coordinator	SSL Coordinators 1. Approve and provide leadership for independent meritorious service learning projects within their school, and to ensure that those projects include preparation, action, and reflection and are based upon the 7 Best Practices for Service Learning 2. Act as a resource for Service Learning activities 3. Assisting out-of-county transfer students to satisfy	10%
Russell Headley	English Teacher	Catoctin HS	SSL Coordinator		10%
Keivette Hammond	Athletic Director	Frederick HS	SSL Coordinator		10%
Robert Griffith	Transition Education Coordinator	Gov. Thomas Johnson HS	SSL Coordinator		10%
Jeremy Brown	Transition Education Coordinator	Linganore HS	SSL Coordinator		10%
James Zimmer	Transition Education Coordinator	Middletown HS	SSL Coordinator		10%

Sarah Welty	Transition Education Coordinator	Oakdale HS	SSL Coordinator	the state requirement for Service Learning 4. Track and monitor students to ensure they have fulfilled their SSL requirement	10%
Lizabeth Mummert	Transition Education Coordinator	Tuscarora HS	SSL Coordinator		10%
Deirdra DeWaal	Transition Education Coordinator	Urbana HS	SSL Coordinator		10%
Barry Burch	Transition Education Coordinator	Walkersville HS	SSL Coordinator		10%
Tony Dreibelbis	School Counselor	Virtual HS	SSL Coordinator		10%
Emily Carey	School Counselor	Ballenger Creek MS	SSL Contact		5%
Kelly Mahn	School Counselor	Brunswick MS	SSL Contact		5%
Cathy Kazio	School Counselor	Crestwood MS	SSL Contact		5%
Kerri Cole	Enrichment Specialist Teacher	Gov. Thomas Johnson MS	SSL Contact		5%
Matt Butts	School Counselor	Middletown MS	SSL Contact		5%
Sally Sanino	School Counselor	Monocacy MS	SSL Contact		5%
Renee Heeley	Enrichment Specialist Teacher	New Market MS	SSL Contact	Middle School SSL Contacts approve independent service learning projects within their school, and ensure that those projects include preparation, action, and reflection and are based upon the 7 Best Practices for Service Learning	5%
Terri McCracken	School Counselor	Oakdale MS	SSL Contact		5%
Candace Desonier	Enrichment Specialist Teacher	Thurmont MS	SSL Contact		5%
David Adamiak	Enrichment Specialist Teacher	Urbana MS	SSL Contact		5%
Aleshia (Alli) Rohrer	School Counselor	Walkersville MS	SSL Contact		5%
M. Catherine Boyd	Math Teacher	West Frederick MS	SSL Contact		5%
Leslie Meyer	School Counselor	Windsor Knolls MS	SSL Contact		5%

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Courtney Hall	School Counselor	Frederick Classical School	SSL Contact		5%
William Derbyshire	Social Worker	Rock Creek School	SSL Contact		5%
Bernie Dean	School Counselor	Heather Ridge School	SSL Contact		5%
Lera Straits	English Teacher	Career & Technology Center	SSL Contact		5%
Liz Sherman & Cindy Hunt		Ballenger Creek ES	SSL Contact	Elementary School SSL Contacts coordinate service learning projects within their school, and ensure that those projects include preparation, action, and reflection and are based upon the 7 Best Practices for Service Learning	2%
Suzanne Butler		Brunswick ES	SSL Contact		2%
Amanda Kearney		Carroll Creek Montessori			
Tammy Sigman		Carroll Manor ES	SSL Contact		2%
April Miller		Centerville ES	SSL Contact		2%
Amy Routzahn		Deer Crossing ES	SSL Contact		2%
Sarah Fawley		Emmitsburg ES	SSL Contact		2%
Erica Cummins		Frederick Classical Charter School	SSL Contact		2%
Lorcán ÓhEithir		Glade ES	SSL Contact		2%
Sheri Wettstein		Green Valley ES	SSL Contact		2%
Cita. King & Tracy Flower		Hillcrest ES	SSL Contact		2%
Laura Jones		Kemptown ES	SSL Contact		2%
Greta Nettleton		Lewistown ES	SSL Contact		2%
Olga Elkis		Liberty ES	SSL Contact		2%
Mary Wright		Lincoln ES	SSL Contact		2%
Abbe Harmon		Middletown ES	SSL Contact		2%
Karen Craney		Middletown Primary School	SSL Contact		2%
Christy DeFrance		Monocacy ES	SSL Contact		2%
Nancy Radkiewicz	Principal	Monocacy Valley Montessori Public Charter School	SSL Contact		2%
Beth Eccard		Myersville ES	SSL Contact		2%
Chris Tressler		New Market ES	SSL Contact		2%

Nicole Bell		New Midway/ Woodsboro ES	SSL Contact		2%
Julie Ivens		North Frederick ES	SSL Contact		2%
Kathleen Cassidy		Oakdale ES	SSL Contact		2%
Jen Daugherty		Orchard Grove ES	SSL Contact		2%
Heather Quill		Parkway ES	SSL Contact		2%
Kate Krietz		Sabillasville ES	SSL Contact		2%
Karen Nori		Spring Ridge ES	SSL Contact		2%
Tammy Woodward		Thurmont ES	SSL Contact		2%
Kathy Nichols		Thurmont Primary	SSL Contact		2%
Kathy Leber		Tuscarora ES	SSL Contact		2%
Ruth Allwardt		Twin Ridge ES	SSL Contact		2%
Diane Fike		Urbana ES	SSL Contact		2%
Laura Gilmer		Valley ES	SSL Contact		2%
Renee Shawver		Walkersville ES	SSL Contact		2%
Mary Roberts		Waverley ES	SSL Contact		2%
Courtney Delaquil	David Migdal	Whittier ES	SSL Contact		2%
Susan Kreiger		Wolfsville ES	SSL Contact		2%
Sandra Johansen		Yellow Springs ES	SSL Contact		2%
Sharon Steger	Biology, Envir. Science Teacher	Middletown HS	SSL Fellow	Fellows provide leadership for activities in their school, at the system level, and the state level Activities occur outside the traditional school day and in the summer.	3-10%

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III.   Student Leadership

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

Students are given leadership roles in a variety of ways through infused SSL projects. They serve as project, class or team leaders. They assume roles for various components for projects i.e., in Government students coordinate the Red Cross Blood Drive within their schools. Students are in charge of advertisement, serve as setup and clean-up chairpersons, organize snacks, and the oversee check-in station.

2. **How are students involved in project selection or development?**

Students are involved in the selection of projects on many levels. Many of the infused projects provide multiple options. These can be selected by an entire class or small groups. SSL projects outside of school are selected by students but must meet the *7 Best Practices* requirements. Coordinator serves as a community liaison in identifying and promoting community based projects. Organizations contact the schools SSL Coordinator who in turn advertises the project to the student body. Individual students or student organizations such as Student Government Association, Key Club, Honor Societies or other service organizations respond when there is a project of interest to them. Our Frederick County Association of Student Councils supports many service projects each year and our athletic teams sponsor events such as Toys for Tots and Dig Pink.

3. **Does the LSS offer a method whereby students can engage in, and track their engagement in, meritorious service-learning experiences?**

All students are afforded the opportunity to engage in SSL activities outside of school. The Middle school contacts and high school coordinators track these hours and student that earn more than 75 hours beyond the graduation requirement receive recognition. http://www.fcps.org/academics/documents/SSLInstructions_Forms_2016-2017.pdf

4. **How are students recognized for outstanding leadership in the area of service-learning?**

Students who complete additional service hours are recognized in a variety of venues, including senior award ceremonies, underclassmen award ceremonies, empty bowls banquets, and school assemblies. Students are also recognized for their service to others through outside civic groups such as Kiwanis, American Legion, and Lions Club as well as local municipalities.

IV.   Community Partnerships and Public Support and Involvement

1. **How does the LSS approve community sites for service-learning?**

Service Learning sites are approved on a case by case basis by the Service Learning Coordinators. If any questions arise, the Service Learning Coordinators contact the Service Learning Supervisor for clarification.

2. How many community sites/projects has your LSS approved?

FCPS does not have an "approved list" of sites. An approved list has purposely been avoided knowing that any list that is developed will exclude agencies, sites, and activities that – when examined – are valid service sites and activities. See number 1 above. FCPS site selection and approval process is site based.

3.   How are schools and students made aware of approved sites?
Students contact the Service Learning Coordinators and Contacts. The Service Learning Coordinators and Contacts determine if the site is satisfactory.

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

FCPS uses the Calendar Handbook, the Middle and High School Course Catalogs, the FCPS and teacher web pages, http://www.fcps.org/academics/Student-Service-Learning.cfm school and system newsletters, Find Out First, a systemic e-mail announcement system, Remind 101. We now also use Twitter or other forms of social media to inform students and parents about, and engage them in service learning.

5. How are parents informed that students are engaging in service-learning (e.g. letters sent home as students engage in projects, projects are featured in school newsletters or school website, etc.)?

As mentioned above, parents are informed about students engaging in student service learning activities through classroom newsletters and e-mail communications, school and classroom teacher web page postings, and social media.

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

As mentioned above, the majority of our communications are now available electronically for community, students, parents and staff to share in the Student Service Learning activities in our schools.

7. What partnerships have been formed with higher education institutions?

FCPS has partnerships with numerous higher education institutions including Frederick Community College, Hood College and Mount St. Mary's. FCPS is currently working on a co-curricular project with Hood College that is assessing water quality in local streams. Tech Ed students build the data collectors while Biology students are placing the collectors in the local streams, retrieving them and analyzing the data. This grant funded project is a great example of high level collaboration on an SSL project.

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

Members of the school system central office met with representatives from both Hood College and Frederick Community College to discuss implementation of a tutoring program among the organizations. It was decided that SL projects would be most effective if they were carried out at the school level. This allows schools to work directly with the colleges to meet their individual schedules and needs.

V. Professional Development and Training

1. **Explain how staff responsible for service-learning has been trained, are trained, or will be trained (e.g. service-learning coordinator, content area specialists, Fellows, school-based service-learning coordinators, teachers engaging students in infused service-learning units, etc.).**

FCPS has consistently provided training to its staff members. The Service Learning Supervisor and all secondary curriculum specialists including the four core secondary curriculum specialists meet almost weekly. The Service Learning Supervisor meets with High School Coordinators two times a year. During these meetings, procedures are reviewed and clarified.

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

School Counselors meet several times annually. The FCPS SSL Supervisor provides updates on SSL as necessary. Each year, new counselors and secretaries are trained on the Student Information System (eSchool Plus+) used to track SSL hours.

VI. Accountability

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

FCPS individually tracks student hours electronically via the student data system. Most students take a minimum of 17 of the 20 courses that contain infused Service Learning

activities. These are all required courses and the infused activities are part of the Essential Curriculum for each course. Teachers spend a minimum of 4.5 hours in each of these required courses on service learning. When Student Service Coordinators identify students who have not met the requirement they contact families and provide service options on how the service learning requirement can be met.

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

Service Learning progress, measured in hours, is noted on student's permanent record cards and on any Withdraw/Transfer Forms that are generated for individual students.

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

Completion of the infused Service Learning activities is verified by each of the Curriculum Specialists within their contents.

4. **How is the quality of both infused and independent service-learning experiences assessed and by whom? (Please attach any forms or rubrics you use.)**

The quality of the infused projects is evaluated by the Curriculum Specialist for that subject. Independent service learning is assessed by the Service Learning Coordinators at the high school level and the Service Learning Contacts at the middle and elementary level.

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

Project ideas are shared and celebrated at the regular High School SSL Coordinator meetings. Additionally schools feature projects in their school newsletters or social media.

VII. Funding and In-kind Resources

In an effort to build a database of information regarding funding sources for service-learning programs across the state, please provide a list all funding sources the LSS will use for fiscal year 2016-2017. Include funds used to support the service-learning program, the amount allocated, and purpose. Note if funds are federal, state, private and/or local school system provided.

Source	Amount	Purpose
Substitutes for Professional Development	$1000	Meeting time
High School Coordinators Stipend	$16,588	Maintain records, run reports for graduation, oversee SSL projects in the building
SSL Supervisors estimated time	$4,000	Meetings, reports, clarifications
SL Fellows estimated time	$4,000	Projects
SL Coordinators estimated time	$85,000	Maintain building level records
Curriculum Workshops	$19,000	Curriculum Development
Total	**$129,588** (all funds are local)	

VIII. Annual Goals and Timelines

Include an annual timeline for accomplishing the work outlined in your implementation plan. The timeline should include the overall program goal/focus for the year, the tasks to be accomplished, start and finish dates, and staff responsible for each task. LSS service-learning implementation plans are approved for a four year cycle. **Systems will be asked each year in that cycle to submit a timeline for that specific program year.**

Service-Learning Goal for 2016-2017: To provide training for staff to ensure successful implementation of SSL requirements. FCPS staff will complete the following to guarantee the achievement of this goal:
Objective 1(etc.):

Activities	Staff Responsible	Start Date	Finish Date	Notes
Review the three types of service learning,	SSL Supervisor	October 2017	November 2017	

share the FCPS 7 Best Practices project evaluation sheet and the MSDE Student Service Learning Lesson plan criteria with Curriculum staff, and SSL Coordinators				
Set a realistic timeline for current lesson plans to be evaluated using the MSDE Student Learning Lesson plan criteria by curricular staff and updated as needed.	SSL Supervisor and FCPS Curricular staff	October 2017	July 2017	
School based SSL Coordinators will be asked to complete a google document listing the organizations they have worked with on Student Service Learning projects. This list will be compiled by the FCPS SSL Coordinator and placed on the	School Based SSL Coordinators and SSL Supervisor	October 2017	January 2018	

FCPS SSL website.				
Promote data collection at all levels	SSL Supervisor meet with Principals and SSL Coordinators	November 2017		Need to be able to capture data at all levels including elementary.
Compile the number of Meritorious Certificates awarded by each school at the end of the school year. The documentation will include the total number of hours per school so that this information can be shared on the FCPS website and with MSDE.	SSL Supervisor meet with Principals and SSL Coordinators	March 2018	July 2018	

IX. Attachments

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

Attachment A

SERVICE LEARNING INFUSION PROJECT

Subject: Government / Volunteering – informed electorate

Grade Level: Ninth

I. Essential Curriculum Objectives:
- SS.gov.50.02.d.1: analyze the importance of an informed electorate

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II. Activities

A. General Description
Preparation: students will research service opportunities in their community
Action: students will sign up and participate with these organizations
Reflection: discussion and debriefing

B. Type of Activity: (Choose the appropriate types(s) which apply and explain)
1. ___Direct: participate in an reputable volunteer organization
2. ___Indirect: research the value and premise of these organizations
3. ___Advocacy: discuss with other students the value of community service

C. Preparation Phase
- Guest speakers will come to class to discuss their service organization
- Students will do further research on the organization of their choice
- Students will sign up to volunteer on a regular basis

D. Action Phase (what service will be performed)
DIRECT> after contacting local service organizations, students will sign up to participate. Organizations may include, but are not limited to: hospitals, soup kitchens, libraries, Red Cross, youth services, church activities, national advocacy groups
INDIRECT> students will listen to guest speakers and do further research on a community group
ADVOCACY> after participating in the volunteer activity students will discuss with other students the importance of voluntary civic responsibility
E. Reflection Phase
Teachers will lead discussion or writings on the impact of students' work

III. Assessment
A. Formative – Students outline action plans
B. Summative – Oral discussion

Attachment B
SERVICE LEARNING PROJECT

Course: Biology

Topic: Environmental Action

Essential Curriculum Objectives:
SC.BIO.40.01 Interpret and communicate findings through speaking, writing, and drawing (CS1.12.9*, CS1.12.17*, CLG1.5.3) TA

SC.BIO.70.05.f Share scientific knowledge with others through personal contact, indirect service or advocacy, either in the school or in the community, with preparation and reflection.
SC.BIO.70.05.a Explain the implications of increased human population growth on the environment.
SC.BIO.70.05.b Demonstrate the relationship between personal health and the quality of the environment.
SC.BIO.70.05.c Describe connection between use of natural resources and a viable economy.
SC.BIO.70.05.d Apply responsible decision-making to home-related activities that have an impact on the environment.
SC.BIO.70.05.e Work with others in groups and organizations to maintain and improve the environment.

Activities:
A.   General Description:
- Students will plan and carry out a project that addresses an area of environmental concern in the community.

B.   Type of Activity: (Choose the appropriate type(s) which apply)
1.   _X_ Direct
2.   ____Indirect
3.   ____Advocacy

C.   Preparation Phase
- Discuss possible topics that could heighten public awareness and solve problems relating to critical environmental issues.
- Conduct research on selected topics and develop a plan to address the issue. Topics include but are not limited to: Habitat conservation and restoration, recycling, pollution control, and litter clean-up.

D.   Action Phase
- Carry out the steps of the plan.

E.   Reflection Phase (choose one or more)
- Share the results of the environmental action project with the class, parents, and/or local community.
- Ask each student to provide a written reflection of the effectiveness of the project and the suggestions he/she would make to another student attempting a similar project.
- Discuss the impact that the human population has on the environment.

Attachment C

7th Grade Math Service Learning Extension Investigation:
"Saving a National Treasure"

Related Unit: Statistics and Probability Sampling and Inference: Populations

CCSS Related Standards:

7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

CCSS Math Practices:
· Make sense of problems and persevere in solving them
· Use appropriate tools strategically
· Construct viable arguments and critique the reasoning of others
· Model with mathematics

Overview: Students will research and investigate the health and issues of the Chesapeake Bay by analyzing data and drawing inferences. As a service learning extension, students will create a product that will inform and educate others about the health, issues and recommendations to protect/preserve the Chesapeake Bay.

Materials and Preparation:
•   This project uses data from the Chesapeake Bay Foundation website (http://www.cbf.org/).
•   Students will need access to the articles and reports at the website using either a device or printed copies of the materials from The Issues and The Chesapeake Clean Water Blueprint , located under the "How We Save The Bay" menu tab on the website.
•   Share the "**7th Gr Math Chesapeake Bay Service Learning Extension Investigation"** presentation with students.

Action: Students should…
· work individually or in small groups to explore the CBF website and to analyze the data available
· draw conclusions about the health and issues facing the bay
· devise an action plan and/or make recommendations to improve the health of the bay
· select an audience and format to use to create a product that educates and persuades
· share their work with the class through a presentation or gallery walk

Reflection/ Extension:
·   To critique arguments of others, students could analyze each other's projects to judge and determine the most persuasive.

· When possible/ appropriate, students should share their products with the intended audience.
· Debrief through reflection questions like "How will what you learned about the health and issues of the bay impact the choices you make?"

Evaluation: 7th Grade Math Service Learning Extension Investigation Sample Rubric

	Poor (4)	**Fair (7)**	**Good (10)**
Content of message	The product does not include informative details and/or recommendations.	The product includes limited details and/or recommendations.	The product includes elaborate details and multiple recommendations.
Readability	The product contains numerous errors in spelling and/or grammar and they interfere with the message	The product contains minimal errors in spelling and/or grammar but they do not interfere with the message	The product does not contain errors in spelling or grammar.
Organization and appearance	The product lacks organization and /or visual appeal.	The product has minimum organization and limited visual appeal.	The product is well organized and visually appealing.
Creativity and persuasive tone	The product lacks creativity and/or persuasive tone.	The product is somewhat creative and/or persuasive.	The product is highly creative and persuasive.