CCPS Independent Student Service-Learning Project Guidelines
Independent Student Service-Learning Project Guidelines

Independent Student Service-Learning Projects should meet Maryland’s Seven Best Practices:

Maryland’s 7 Best Practices of Service-Learning

1. Meet a recognized need in the community
   Students work to identify pressing community needs and devise and participate in projects that address those needs. The Corporation for National and Community Service categorizes community needs as related to: health, education, environment or public safety. Students might engage in direct, indirect or advocacy projects.

2. Achieve curricular objectives through service-learning
   Service-learning provides an opportunity for classroom knowledge to be applied and tested in real-life settings. Service-learning projects should meet existing course outcomes in an experiential manner. Engaging students in high quality service-learning experiences develops skills such as those evaluated through Maryland’s Assessments.

3. Reflect throughout the service-learning experience
   Through reflection activities in the form of discussions, journaling, performing, writing, etc., students come to more fully understand the connection of their schoolwork to the service work performed. Reflection helps students explore the cycle of: What & Why? So What? Now What?

4. Develop student responsibility
   High quality service-learning allows students to take leadership and ownership over the projects performed. Students learn important school, work, and life skills such as working as a team, organizing and scheduling activities, and problem solving when given increased responsibility for the success of projects.

5. Establish community partnerships
   Service-learning experiences provide opportunities for students to learn about their communities, explore career possibilities, and work with diverse groups of individuals. Quality projects involve community organizations as partners.

6. Plan ahead for service-learning
   As with all effective instruction an action plan must be created which features specific objectives to be achieved through the activity. Service-learning requires teachers, students, and community organizations to carefully plan out projects and work collaboratively.

7. Equip students with knowledge and skills needed for service
   To effectively engage in a project, students must understand the issue they will be addressing. As part of preparing to engage in service-learning, students are often required to conduct research, read articles, and listen to guest speakers. Students also need to learn project specific skills, as well as explore issues related to citizenship and civic engagement.
Independent Student Service-Learning Projects:
Students may choose a student service-learning project that is not offered through an infusion course. In order to complete an independent project, students must:

- Choose a project: The agency must be on the CCPS Service Learning Community Partners pre-approved list and provide preparation and reflection activities. Pre-approval will be based upon meeting the Seven Best Practices of Student Service-Learning. Student Service-Learning Coordinators or Guidance Counselors may assist with identifying appropriate preparation and reflection activities.
- Get approval: Students are to complete a Student Service-Learning Pre-Approval and Project Description Forms. These forms are available at the schools or online. This form will ensure that the project will count toward student service learning hours. A high school student will return the completed forms to the student service-learning coordinator who signs it and keeps the form on file. An elementary or middle school student will give the forms to the guidance counselor. The student will then be given a Verification of Hours and Reflection Form.
- Provide a service: Some service projects are short term while others are long term. Whichever type is chosen, there must be adult supervision at the site. The adult supervisor signs off on the hours earned at each visit. A diary/journal is suggested to be kept throughout the experience for reflection purposes.
- Reflect on service: Students complete the reflection activities, such a diary/journal, pictures, scrapbook, etc.
- Tracking hours: When the Verification of Hours and Reflections Forms are brought to the student service-learning coordinator or guidance counselor. The forms will be filed and hours recorded.
- A maximum of eight service-learning hours may be earned within a twenty-four hour period.
- Students may not earn student service-learning hours for any house-to-house distribution or solicitation project.
- All service must be performed in a public place, under appropriate supervision.
- Students will receive one service-learning hour for every hour of service completed.

In order for an activity to be a service, it must:

- Be voluntary, not paid
- Be for a cause that benefits the school or community in the areas of health, education, environment and/or public safety
- Be monitored by a responsible adult representing a non-profit agency/organization who will verify the type of activity performed and the number of hours worked

Types of Activities Which Would NOT Be Acceptable:

- Working for free for family members, neighbors
- Doing chores around the house
- Raising money for an activity from which the student will benefit

CCPS contact for Service Learning:
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Calvert County Public Schools
Independent Student Service-Learning Project
Description
(complete along with the Pre-Approval Form prior to beginning project)

Name of Agency ________________________________________________________________

Address ______________________________________________________________________

Site Supervisor ___________________________ Phone ____________

_____This will be one day of service    Date: ____________________________

_____This will an ongoing service    Project Beginning Date: ____________

Directions: Answer each of the following as thoroughly as possible:

1) Describe your responsibilities for this service project.

2) Explain the purpose of the organization.

3) What is the community need being served by your action?

4) What type of service are you performing?

   DIRECT       INDIRECT       ADVOCACY
5) What skills will be needed for you to perform this service?

6) Describe the preparation and reflection activities planned for this project.
Calvert County Public Schools  
Independent Student Service-Learning Project  
Reflection Form  
(to be complete after project is completed)

Student Name ___________________________________________ Grade ________

Agency Name ___________________________________________ Date _________

Directions: Answer the following questions.

1) Name the community need focused on during this project.

2) Compare your “before service” and “after service” impressions of the community problem.

3) What did you learn about yourself from this service to others?
4) In what ways do you feel you have helped your community through this service?

5) How could you have improved upon this project or what more needs to be done about this community problem?

6) In what ways did your project help you to become a better citizen?
## Calvert County Public Schools
### Independent Student Service-Learning Project
### Verification of Hours Form
(to be completed by project coordinator at approved Agency)

**Student Name** ________________________________  **Grade** ________________

**Name of Agency** ________________________________________________________

**Directions:** Complete the information each time a service is performed. When the project is completed, have the site supervisor complete the bottom section of the form. Return the completed form to the service-learning coordinator.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>Brief Description of Service</th>
<th>Signature of Site Supervisor</th>
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**TOTAL HOURS:** __________

**Site Supervisor Signature** ________________________________________________

**Ending Date** __________________

**Comments:**