

Service-Learning Implementation Plan

2019-2020



Dr. Kelly L. Griffith, Superintendent

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Plan Content

I. Implementation Plan and Curricular Connections

A. *Minimum Level of Student Engagement*

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

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

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

B. Curricular Connections

Talbot County Public Schools has infused 74 hours of service learning into curricular projects in grades 3-10. In grade 3, three hours will be earned in Science and Math. In grade 4, six hours will be earned in Language Arts. Seven hours will be earned through Language Arts in grade 5. Talbot County Public Schools conducts both a sixth-grade Social Studies unit in service-learning earning eight hours and also a Science unit in which sixth-graders earn seven hours. Seventh graders earn seven hours in Social Studies and and eight hours in eighth-grade.. High school students will earn hours in College and Career Ready English 9 (5), College and Career Ready English 10 (5), Biology (8) and U.S. History (5). Teachers will be provided the lessons for their grade and curricular area and will be responsible at the end of the project for recording their students' project hours based on attendance, participation and reflection. Lessons have been developed in conjunction with Service-Learning Fellows and classroom teachers and reviewed by the curriculum coordinators.

Infused Service-Learning Lessons

Grade Level	Content Area	Hours
3 rd	Science and Math	3
4 th	Language Arts	6
5 th	Language Arts	7
6 th	Social Studies	8
6 th	Science	7
7 th	Social Studies	7
8 th	Social Studies	8
High School	Health	5
9 th	English	5
10 th	English	5
High School	Biology	8
High School	US History	5
	Subtotal	74
6-12 grade	Independent projects hours	1
	Total	75

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

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

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

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

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

C. *Assessment & Evaluation*

Service-learning activities and projects are evaluated using the Maryland's Seven Best Practices' for Service-Learning rubric. Teachers will award the number of hours for each student based on participation and attendance. Hours will be reported using PowerSchool in real time and reported on interims and report cards. Teachers will complete a Teacher Service-Learning Record (see Attachments) and submit it to their building service-learning contact person. The contact person will alert the service-learning supervisor if no teacher sheet is submitted. The

supervisor will then contact the teacher and/or principal to determine the reason the sheet was not submitted. Service-learning building contacts will review the teacher records, which include documentation of the 7 Best Practices. The system service-learning assessment will be conducted in the spring of each school year using the state rubric and the teacher records. Teachers of infused projects will give feedback assessing the service-learning experience. Also, community partners may send in their evaluation or respond at community events.

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

D. *Transfer Policies*

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

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

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

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

E. **Connections**

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

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

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

II. **Infrastructure**

Name	Role and Responsibilities	Address	Telephone Number	Email Address
Tracy Elzey	TCPS Service-Learning Coordinator Duties: Board of Education and MSDE contact person; parent and community contact	Talbot County Public Schools 12 Magnolia St. Easton, MD 21601	(410) 822-0330	telzey@talbotschools.org
Linda Brown	TCPS Service-Learning Team Leader, MSDE Fellow Duties: organize staff development, trainings, update informational materials, conduct student summer class, parent and community contact	Easton High School 723 Mecklenburg Avenue E Easton, MD 21601	(410) 822-4180	lbrown@talbotschools.org

Rachel Barnett	Building Coordinator; Duties: Primary contact for Easton High School; verify and record hours; parent and community contact; staff development and trainings	Easton High School 723 Mecklenburg Avenue Easton, MD 21601	(410) 822-4180	rbarnett@talbotschools.org
Amanda Priestley	Building Coordinator; Duties: Primary contact for St Michaels Middle/High School (grades 6-12); verify and record hours; parent and community contact; staff development and trainings	St. Michaels Middle/High School 200 Seymour Ave. St. Michaels, MD 21663	(410) 745-2852	apriestley@talbotschools.org
Angela Asmussen	Building Coordinator; MSDE Service-Learning Fellow Duties: Parent and community contact; staff development, verify and record hours and trainings	Tilghman Elementary School 21374 Foster Avenue Tilghman, MD 21671	(410) 886-2391	aasmussen@talbotschools.org
Kathleen Manley	Building Coordinator; MSDE Service-Learning Fellow Duties: Primary contact for Easton Middle School; verify and record hours; parent and community contact; staff development and trainings	Easton Middle School 201 Peachblossom Rd. Easton, MD 21601	(410) 822-2910	kmanley@talbotschools.org
Tina Confair	Middle School Support Person Duties: Assist Easton Middle School Building coordinator in publicizing events and recording hours	Easton Middle School 201 Peachblossom Rd. Easton, MD 21601	(410) 822-2910	tconfair@talbotschools.org
Jennifer Meintzer	School-level Contact Duties: facilitate service-learning lessons; on-site contact person for students and the parent and community contact	St. Michaels Elementary School 100 Seymour Avenue St. Michaels, MD 21663	(410) 745-2882	lmckelvey@talbotschools.org
Jeffery Bell Debra Dyott Tiffany Joseph	School-level Contacts staff and parent contact, enter new student data, collect teacher infused data	Easton Elementary School – Moton White Marsh Elementary School Chapel District Elementary School	(410) 822-0686 (410) 476-3144 (410) 822-2391	jsbell@talbotschools.org ddyott@talbotschools.org tjoseph@talbotschools.org

III. *Student Leadership*

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

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

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

Students are recognized for outstanding service in a variety of ways: community organization end of year recognition events, newspaper articles, school-based awards ceremonies, including the President's Volunteer Service Award recognition, and MSDE Service Stars.

Students, through student organizations, take leadership roles in developing activities for many community-based groups: SGA blood drive and the Spanish club led a project to improve the lives of people in Nicaragua.

IV. *Community Partnerships & Public Support and Involvement*

Community organizations wishing to offer service-learning opportunities are provided with an annual training opportunity implemented by the TCPS Service-Learning Team. At this training, participants are presented with the Seven Best Practices, informed of methods for tracking and verifying hours, informed of their responsibilities as sponsoring organizations, given pointers on appropriate expectations for students of various age levels including safety issues and provided with an opportunity to ask their questions. Student presenters are available to answer questions also. They are also encouraged to form partnerships with teachers whose curriculum incorporates their service-learning projects.

Community organizations are given contact information for service-learning team members who will act as consultation support as needed. If an organization representative is unable to attend the scheduled training, he/she may schedule an independent meeting with the appropriate team member. A survey is available to community organizations to obtain input on the service-learning experience.

TCPS has made contacts and/or formal partnerships with approximately 50 organizations that address all areas of service, including but not limited to the

elderly, health, youth activities, literacy and education, public safety, the environment and ending bias.

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

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

V. *Professional Development and Training*

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

be given at TCPS management meetings. The management team bring the information to their school and inform the appropriate people.

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

VI. *Accountability*

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

Completion of infused service-learning projects are verified by:

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

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

VII.

Funding and In-Kind Resources
Fiscal Year 2017

Source	Amount	Purpose
Talbot County Public Schools	\$5,000.	Stipends for school-based service-learning coordinators, training for new teachers, materials for service-learning projects, training for community organizations, awards, curriculum development
Total	\$5,000	

**Teacher Service - Learning Record
Talbot County Public Schools**

Article I. School-based Service Project

Teacher _____

Course _____

Description of Activity _____

Date(s): _____

Curricular objectives: _____

7 Best Practices (Briefly describe practices addressed):

- Meet a **recognized need** in the community Community improvement Disaster relief Elderly assistance Environment Health Hunger & homelessness Literacy and education Public Safety Youth development
- _____

• Achieve **curricular objectives** through service-learning _____

• **Reflect** throughout service-learning experience _____

• Develop **student responsibility** _____

• Establish **community partnerships** _____

• **Plan ahead** for service-learning _____

• Equip students with **knowledge and skills** needed for service _____

Section I.01 Student's Name
(Please give official name, not nickname)

of hours earned
(May note if all students earned the same # instead of repeating #s)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____

Annual Service-Learning Timeline- Talbot County- 2019-2020

Activities	Staff Responsible	Start Date	Finish Date	Notes:
Leadership Team Briefing	SL Coordinator	Aug 13, 2019	Aug 13, 2019	Presentation SL updates and due dates
Website Updates	SL Coordinator	Aug 15, 2019	Aug 15, 2019	Provide updates to TCPS Webmasters
Brochure Updates	SL Coordinator	Aug 15, 2019	Aug 15, 2019	Provide a copy of the updates
Individual School Visits	SL Coordinator, SL Building Coordinators	Aug 23, 2019	Aug 30, 2019	Explain new plan
Share Service Learning Plan w/New Teachers	SL Coordinator, SL Building Coordinators, SL Teachers	Aug 26, 2019	Sept 27, 2019	Share appropriate grade level lessons/activities
Conduct an Internal Evaluation by SL Teachers re Current Lessons	SL Coordinator, SL Building Coordinators, SL Teachers, Principals	Sept 23, 2019	Oct 4, 2019	Utilize an online survey to obtain feedback (on action & reflect parts of plans)
Principals check on lesson completion progress w/ SL building coordinators.	SL Coordinator, Principals, SL Building Coordinators	Nov 11, 2019	Nov 11, 2019	SL Building Coordinators report lack of classroom progress to principals and/or SL Coordinator
Principals check on lesson completion progress w/ SL building coordinators.	SL Coordinator, Principals, SL Building Coordinators	Jan 20, 2020	Jan 20, 2020	SL Building Coordinators report lack of classroom progress to principals and/or SL Coordinator
Principals check on lesson completion progress w/ SL building coordinators.	SL Coordinator, Principals, SL Building Coordinators	Mar 30, 2020	Mar 30, 2020	SL Building Coordinators report lack of classroom progress to principals and/or SL Coordinator
Principals check on lesson completion progress w/ SL building coordinators.	SL Coordinator, Principals, SL Building Coordinators	May 25, 2020	May 25, 2020	SL Building Coordinators report lack of classroom progress to principals and/or SL Coordinator
Conduct meetings with Building Level Service Learning Coordinators	SL Coordinator, SL Building Coordinators	Oct 22, 2019	Oct 22, 2019	Updates on classroom projects/lessons, data collection and staff professional development
Conduct meetings with Building Level Service Learning	SL Coordinator, SL Building Coordinators	Jan 22, 2020	Jan 22, 2020	Updates on classroom projects/lessons, data collection and staff

Coordinators				professional development
Conduct meetings	SL Coordinator, SL	April 21, 2020	April 21, 2020	Updates on classroom
All SL course hours due Coordinators	SL Coordinator, SL Building Coordinators, SL teachers	June 3, 2020	June 3, 2020	Teachers SL forms and student SL forms due to SL building coordinators
All SL individual and volunteer hours due receiving awards	SL Coordinator, SL Building Coordinators, SL Teacher	June 9, 2020	June 9, 2020	Student SL forms due to SL building coordinators for SL and volunteer hours
MSDE SL Meeting	SL Coordinator	Sept 23, 2019	Sept 23, 2019	Online
MSDE SL Meeting	SL Coordinator	Dec 9, 2020	Dec 9, 2020	In-person
MSDE SL Meeting	SL Coordinator	Feb 9, 2020	Feb 9, 2020	Online
MSDE SL Meeting	SL Coordinator	Apr 21, 2020	Apr 21, 2020	Online



****Students wishing to volunteer only, skip SECTIONS 1 and 3**

Student Service-Learning/Volunteer Validation Form

SECTION 1:

Pre-approval - Description of service learning project (must begin after the first day of 6th grade) _____

Signature of person pre-approving (must be a service learning coordinator in the school) _____

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

_____ Class Project (Grades 6-12)
Completed by Student and Project Supervisor

_____ Community Project (Grades 6-12)
****All Service-learning projects must be pre-approved by the Service-Learning Building Coordinator**

SECTION 2:

Please print or type:

STUDENT NAME:

_____ Last _____ First _____ MI

SCHOOL: _____ **GRADE:** 6 7 8 9 10 11 12 **YEAR OF GRADUATION** _____

SECTION 3:

Action Prior to Service:

Organization (What non-profit organization did you plan/talk with?) _____

How does the organization serve the community? _____

Service Action (What community need was met?) ___Community improvement ___Disaster relief ___Elderly assistance
___Environment ___Health ___Hunger & Homelessness ___Literacy and education ___Public Safety ___Youth Development

What was my responsibility? _____

Learning Action (How did it relate to one or more school subjects? Describe what you learned through this service action)

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

SECTION 4:

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

SPONSORING NON-PROFIT ORGANIZATION: _____
Organization that benefits: _____

Teacher/adult supervisor's name (please print) _____
(May not be student's parent or relative)

Teacher/Adult Project Supervisor's Signature _____ Date _____ Phone Number _____

Student's Signature _____ Date _____

School Service Learning Coordinator's Signature _____ Date _____
Form must be completed in full to be recorded.



Formulario de Validación de Servicio-Aprendizaje Estudiantil

Las horas deben ser entregadas para el último día de escuela de estudiantes y para estudiantes de grados 9, 10, y 11 favor de entregarlas para el 15 de mayo.

_____ PROYECTO DE SALÓN (Grados 6-12) _____ PROYECTO DE LA COMUNIDAD (Grados 6-12)
Completado por el estudiante y supervisor de proyecto ** Todos los proyectos de aprendizaje de servicio deben ser pre-aprobados por el coordinador de servicio-aprendizaje del edificio
Por favor escribir a mano o en computadora:

Nombre del estudiante _____
APELLIDO NOMBRE SEG. NOMBRE

Escuela _____ Grado: 6 7 8 9 10 11 12 Año de graduación _____

PLANEAR ANTICIPADOS (¿Qué entrenamiento recibí para prepararme para este servicio?)

ACTIVIDADES (¿Qué necesidad de la comunidad fue cumplida?) _ Mejoramiento de la Comunidad
_ Alivio de desastre _ Asistencia a los ancianos _ Medio ambiente _ Salud _ Hambre y Falta de vivienda
_ Alfabetismo y educación _ Seguridad pública _ Desarrollo juvenil

(¿Cuál fue mi responsabilidad?) _____

APLICACIÓN (¿Cómo se relaciona a una o dos temas escolares? ¿Qué conocimiento y habilidad usé?) _____

REFLEXIÓN (¿Cómo mis acciones hicieron una diferencia y a quién? Cómo me afectó?)

Fecha: inicio ___/___/___ final ___/___/___ Total de horas: _____
(mm/dd/aa) (mm/dd/aa) (más de 20 horas por registro debe ser completado. Vea atrás)

ORGANIZACIÓN PATROCINADORA SIN FINES DE LUCRO: _____

La organización beneficiada: _____

Nombre del maestro/a/ adulto supervisor (por favor intrinte) _____
(no puede ser los padres del alumno)

Firma de maestro/adulto (proyecto supervisor)

Fecha

de telefono

Firma del estudiante

Fecha

Firma del coordinador de aprendizaje del servicio escolar

Fecha

Notas de validación servicial del estudiante