

ENCLOSURE 1



Florida Learn & Serve Florida Service-Learning Leader Schools Recognition Program 2008-09 Application Form

Please respond to all items. Boxes will expand to accommodate text. Do not exceed specified word limits.

CONTACT INFORMATION

NAME OF DISTRICT: Osceola District Schools	
NAME OF SUPERINTENDENT: Dr. Michael Grego	
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School Service-Learning Contact

NAME OF SCHOOL: Neptune Middle School	
NAME OF CONTACT: Cindy Mohen	
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ELECTRONIC CERTIFICATION

Because the application is being submitted electronically, and signed letters of support are required from the superintendent and building principal, a hard copy page with signatures is not required.

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete.

Name of School Principal or Designee Cindy Mohen, Principal	Date of Certification 12/16/08	Name of Superintendent or Designee Dr. Michael Grego	Date of Certification 12/16/08
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Application must be received by close of business on December 17, 2008.

APPLICANT SCHOOL DATA

EVIDENCE OF MEETING MINIMUM ELIGIBILITY REQUIREMENTS

Provide assertions that minimum eligibility requirements to apply for Florida Service-Learning Leader School status are met. To be eligible to apply, you must be able to answer "Yes" to four of the following five statements:

- YES** **NO** Your school has at least four years of service-learning implementation/experience. Service-learning began at the school in the year
- YES** **NO** Your school has service-learning in multiple discipline/subjects.
- YES** **NO** Your school has service-learning in multiple grades.
- YES** **NO** Service-learning at your school is tied to course assessments and is not just co-curricular.
- YES** **NO** There is empirical/quantitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Provide this evidence in the box under #6 (Impacts of Service-Learning at School) in the Narrative section below.

SCHOOL-SITE DATA

Number of students in school 1452	Number and percent of students participating in service-learning 1396/96%	Number of teachers in school 91	Number and percent of teachers providing service-learning projects 58/64%
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STUDENTS PARTICIPATING IN SERVICE-LEARNING

- Give the number of students in each grade level who are currently participating in service-learning activities in the school.

Kindergarte
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade

<input type="text"/>	5 th Grade	<input type="text" value="520"/>	6 th Grade	<input type="text" value="368"/>	7 th Grade	<input type="text" value="508"/>	8 th Grade	<input type="text"/>	9 th Grade
<input type="text"/>	10 th Grade	<input type="text"/>	11 th Grade	<input type="text"/>	12 th Grade				

Total Number of Students Participating in Service-Learning Activities

- Calculate the average number of service-learning hours each student will conduct during this school year. Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action, demonstration, and reflection (recognition activities excepted) may be counted as service hours.

Average Number of Service-Learning Hours per Student during School Year

Total Number of Student Service-Learning Hours
Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student

Monetary Value of Student Service-Learning Hours
Total # of Student S-L Hours x \$6.79 per Hour

TEACHERS CONDUCTING SERVICE-LEARNING ACTIVITIES

- Calculate the number of teachers in each grade who are conducting service-learning as part of their classes during this school year.

<input type="text"/>	Kindergarte	<input type="text"/>	1 st Grade	<input type="text"/>	2 nd Grade	<input type="text"/>	3 rd Grade	<input type="text"/>	4 th Grade
<input type="text"/>	5 th Grade	<input type="text" value="18"/>	6 th Grade	<input type="text" value="18"/>	7 th Grade	<input type="text" value="22"/>	8 th Grade	<input type="text"/>	9 th Grade
<input type="text"/>	10 th Grade	<input type="text"/>	11 th Grade	<input type="text"/>	12 th Grade				

RECIPIENTS OF SERVICE FROM SERVICE-LEARNING ACTIVITIES

- Estimate the number of people in each category who will be served by service-learning activities in this school year.

<input type="text" value="220"/>	Pre-K – Elementary School	<input type="text" value="1450"/>	Middle School	<input type="text"/>	High School
<input type="text"/>	Higher Education	<input type="text" value="1050"/>	Community Members		

Total Number of People Served by Service-Learning Activities

CLASSES/COURSES UTILIZING SERVICE-LEARNING

List the classes/courses that include service-learning activities, and indicate the level of activity and integration of service-learning into each course, on a scale of 1-5 (these ratings should differ in some cases). Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action (conducting service), demonstration, and reflection (recognition activities excepted)—should be included in determining levels of frequency as well as integration with course curricula and assessment.

A. Class/Course Social Studies/8 th grade	B. Type(s) of Project(s) Human needs, disaster related	Grade	C. Activity Level/Frequency		X			
			D. Integration of S-L		X			
A. Class/Course Music/7 th & 8 th grade	B. Type(s) of Project(s) Intergenerational	Grade	C. Activity Level/Frequency			X		
			D. Integration of S-L			X		
A. Class/Course SMILES elective/7 th & 8 th grade	B. Type(s) of Project(s) Tutoring, technology, human needs	Grade	C. Activity Level/Frequency					X
			D. Integration of S-L					X
A. Class/Course Life Choices/8 th grade	B. Type(s) of Project(s) Human needs	Grade	C. Activity Level/Frequency			X		
			D. Integration of S-L			X		
A. Class/Course Spokesman Club/8 th grade	B. Type(s) of Project(s) Human needs	Grade	C. Activity Level/Frequency			X		
			D. Integration of S-L			X		
A. Class/Course Computer	B. Type(s) of Project(s) Intergenerational, technology	Grade	C. Activity Level/Frequency			X		
			D. Integration of S-L		X			
A. Class/Course	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency					
			D. Integration of S-L					
A. Class/Course	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency					
			D. Integration of S-L					
A. Class/Course	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency					
			D. Integration of S-L					

Copy and paste more boxes as needed for additional classes/courses. You may include more detail about individual courses (descriptions of activities, syllabi, lesson plans, rubrics, etc.) in your narrative and/or attachments.

APPLICATION NARRATIVE

1. History of Service-Learning at School

In the box below and in no more than 350 words, provide information on the origins, history, development, growth, improvement, challenges, and successes of your school's service-learning program.

Service has been a focus at Neptune since 1989. A chapter of the National Junior Honor Society was organized and inductees were required to complete 50 hours of community service. A service activity was planned monthly. The commitment to serving the community spread quickly to the teams of students at each grade level. By 1996, every academic team of sixth, seventh and eighth grade students targeted a community service goal. The following year a service goal was integrated into the annual School Improvement Plan.

Interest in service connected learning peaked in 1997 after attending a service-learning conference. The administration successfully secured a \$14,892 Florida Learn and Serve grant to assist with the challenge of funding our many service projects. A total of nine service-learning projects found students meeting a variety of environmental and human needs in the community. *SMILES (Students Mature by Instructing, Learning, Evaluating, and Serving)*, the acronym for what has become Neptune's own signature name, became a common term around campus, touching the entire student population in some way.

From 1997 to 2000, the service learning program grew from eight teams and one club taking on nine projects, to twelve teams, various clubs, and elective classes completing more than 18 different service-learning projects. Neptune Middle School received in excess of \$75,000 in service-learning grant funding to keep the initiative alive and growing. In 2000, *SMILES* expanded the service-learning program to other schools in the district through the assistance of a Youth Council, established to conduct leadership and service-learning training, for other district schools. In addition, the Youth Council presented a service-learning workshop at the 2000 National Dropout Prevention conference. From 2001 to the present, service-learning has been a part of the culture and climate of Neptune Middle School. The number of projects range annually from 15 to 20, with the major challenge being to continue funding our service-learning efforts in a time of great budget constraints. Neptune was named one of 66 schools nationwide as a National Service-Learning Leader School in 2000 for excellence in combining academics with service to benefit students, teachers and the community.

2. Current Service-Learning Status and Activity at School

In the box below and in no more than 500 words, provide information on the current status of service-learning at your school, to include addressing the following areas:

- Descriptions of activities/projects;
- Student and community needs the projects address;
- Roles of students, teachers, administrators, parents, and partners in activities; and
- Unique aspects/strengths of your projects.

A Youth Council comprised of honor, special needs and potential drop-outs works together to keep service-learning alive. Their role includes development of a mini-grant form, identification of scoring criteria, reviewing and scoring mini-grant proposals, selecting service-learning projects to be funded, and monitoring the annual progress of the service-learning projects. Each of the twelve teams, three at each grade level 6, 7, and 8, integrate service-learning activities into one or more of the academic classes, as well as some electives. Extra-curricular clubs and SPIRIT, the school's After School program, also contribute their efforts to support community needs.

A service-learning elective course which originated in 2000 remains an integral part of the initiative. Students serve the school community providing assistance and tutoring. Class assistants are trained to work with teachers, teams, and individual students. An At-Your-Service component involves students who learn skills to provide needed services within the school, such as the Navigators who are trained to tour new students transitioning to our school.

The team projects meet intergenerational, environmental and student academic needs. Students cover grade level benchmarks through service projects that target important character education lessons. Participants develop a sense of civic responsibility through opportunities as active, positive contributors to society.

Picture the Possibilities engages students in writing practice combined with art through creative card making to make cards for Meals on Wheels. Students learn card-making skills, instruct parents and partner in an event at Give Kids the World to make a difference in the life of a terminally ill child. *A Flutter of Color* finds students developing and expanding a school-based butterfly garden while learning biology. The area is also used as a reading garden to encourage reluctant readers. Through *Manatee Mania*, the students learn of the evolution the species, the effects of human interaction, and all about endangered species. *Samaritan's Purse* brings hope into the lives of needy children around the world through the making of hygiene boxes and learn geography and health curriculum. *Project Write* has students learning writing skills and history through correspondence with soldiers in Afghanistan. *SAVE* engages students in relevant recycling of everything from batteries to box tops, and conducting food drives to meet human needs in our community. *Fluency Friends* participants collaborate with a neighboring elementary school to improve reading skills. Through *Neptune Notables*, students learn music and perform at local nursing homes. In *Seniors On-line*, computer elective classes partner with the local Council on Aging. Students learn technology skills and in turn teach the elderly to surf the net and complete on-line service activities. The *SPIRIT* after-school participants mentor and coach at a local apartment complex to enhance reading skills, teach water safety and physical education skills.

The strength of Neptune's service-learning lies in the commitment to the effort as we continue to increase the number of service projects despite budget cuts and reduction in available funding. Service-learning is so imbedded into our annual School Improvement Plan, requiring that teams conduct fundraisers to keep the service projects going.

3. Infrastructure to Sustain Service-Learning at School

In the box below and in no more than 400 words, provide evidence of effort and current status on the following indicators of sustainability:

- Ongoing programming—describe mechanisms in place to continue existing and initiate new service-learning projects;
- Financial support—detail sources of support to conduct new and sustain existing service-learning activities;
- Dedicated staff—describe roles of faculty and/or administrators with recognized and supported responsibilities as service-learning leaders or coordinators;
- Links with policy—detail how service-learning is formally recognized and encouraged in the school or district as a way to help the school meet its mission and fulfill its vision of education;
- Training/technical assistance—describe systems to provide ongoing service-learning training and/or professional development to key stakeholders (teachers, administrators, students, etc.); and
- Long-term partnerships—describe activities and successes in garnering long-term collaborations for service-learning efforts.

Service-learning is an integral part of our school culture, infused into the academics, elective classes and special extracurricular clubs and organizations. The School Improvement Plan targets service-learning (goal #5, Parent Involvement), requiring grade level teams to involve parents in a quarterly service-learning event. Each grade level, 6 through 8, conducts annual goal-setting that requires a service-learning goal to be targeted by each team. The goal must meet a community environmental, intergenerational or human need. Also, elective classes, such as Spokesman Club, Life Choices, and music target service-learning initiatives. Our after school program also engages students in on-going service-learning activities.

Financial support is mainly accomplished through grant funding. Neptune Middle School received a Florida Learn and Serve Renewal grant in the amount of \$9,100 for the 2008-2009 school year. Carryovers funds from grant award money, including Disney's Helping Kids Shine Grant, helps sustain the projects from year to year. The 21st Century Community Learning Centers grant builds in funding for service-learning projects conducted through the SPIRIT after school program. A Physical Education Program (PEP) grant provides funding for after school wellness service programs. Teams and clubs conduct fundraisers annually to help sustain our service activities. Long-term program partnerships and project contributions from local organizations such as the Council on Aging, Meals on Wheels, St. Cloud Food Pantry, and Give Kids the World help support our service-learning efforts.

The Neptune Middle School Leadership team has maintained a culture and climate of which service-learning has been an integral part for more than a decade. The principal implemented the first service-learning grant and is committed to keeping the service effort going strong. The assistant principal assures that service-learning is an ongoing effort in the annual School Improvement Plan. The Learning Resource Specialist teaches the SMILES elective course, supervises the Youth Council and accompanies them to the annual Florida Learn and Serve conference. The Youth Council, in turn, conducts a service-learning training for the faculty and staff. The principal, learning resource specialist, and council members then provide technical assistance in securing grant funding. Teachers who have demonstrated outstanding effort in the area of service-learning are invited to accompany the group. Team leaders commit to an annual service-learning project and carry out the goals. Service-learning supports our school motto . . . *Excellence for All. . . Whatever it Takes*, with the belief that it takes the community working together to best educate our children.

4. Sustainability Index

Complete the State Education Agency K-12 Service-Learning Network (SEANet) Sustainability Index (a 60-question online survey at www.slqualityindex.com/index.cgi). Make and save an electronic copy of your completed Index, and submit it with your application as an attachment.

5. Fidelity to Standards for Service-Learning at School

In the box below and in no more than 300 words, provide evidence that the activities at the school adhere to national standards for service-learning (see Enclosure 2 for detail on standards and indicators). If a standard is adequately addressed elsewhere in your application, indicate where it is addressed and do not repeat the text here.

1. **Duration and Intensity:** Academic grade level teams target an annual service-learning goal. Teams select a project, provide a timeline (from 4 weeks to a year long), determine outcomes, and prepare students for implementation. Progress is documented weekly in team minutes.
2. **Link to Curriculum:** Projects meet community needs that tie directly to the county curriculum pacing guides and benchmarks, documented in teacher lesson plans weekly. Service-learning is included in the annual School Improvement Plan (Goal #5, Parent Involvement).
3. **Partnerships:** Eight to twelve businesses partners meet with the school leadership team to share needs and seek help in programs to fulfill shared visions. Partnerships include the Council on Aging, Meals on Wheels, Give Kids the World, Neptune Elementary School, COPE, Avante Nursing Home, Coalition for the Homeless, Osceola Animal Shelter.
4. **Meaningful Service:** Students engage in service activities which meet intergenerational, environmental, human and community needs, targeting high interest and relevant activities.
5. **Youth Voice:** The students determine community needs and select the projects each year and are involved from planning to implementation. A twelve member Youth Council is the backbone of the program (see #2, paragraph 1).
6. **Diversity:** Students gain an understanding of differences in age, ethnicity and socioeconomic status. Participants develop mutual respect, interpersonal skills and an understanding of stereotyping, as well as empathy for those less fortunate.
7. **Reflection:** Reflections summarize civic responsibilities targeted and learned, and are presented via video to our School Advisory Council and community of stakeholders annually.
8. **Progress Monitoring:** Required data is collected to assess the quality and success of the service experiences. Youth Council members monitor the number of students in each grade level participating in service-learning, the number of faculty/staff members involved, and the number of people in the community being served.

6. Impacts of Service-Learning at School and in Community(ies) Served

In the box below and in no more than 250 words, provide empirical/quantitative, as well as qualitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Additional data may be included as an attachment.

1. **Impact(s) on Participating Students:** The students participating show quantitative improvement both academically and behaviorally, indicating significant learning gains on the FCAT. The percent of students scoring at or above grade level has continued to increase from 46 in 2000 to 62 in 2008. The percent of students scoring at or above grade level in mathematics has increased from 51 in 1998 to 61 in 2008. The lowest 25% in reading made significant learning gains, increasing 10 percent from 2007 to 2008, while the lowest 25% in mathematics gained 5 percentage points, going from 67 in 2007 to 73 in 2008. Last year we increased our overall score 15 points to 520, just 5 points short of the grade of "A". Behaviorally, our students have experienced significant reductions in out-of-school suspensions, reducing the total number by 20% from 2006 to 2007, and again

2007 to 2008. Service-learning contributes to our consistent attendance rate averaging 95% for the past seven years.

2. Impact(s) on Those/Community(ies) Served: The community members impacted by the service-learning projects benefit in numerous ways. Intergenerational, environmental, and human needs are met through various projects. Intergenerational activities find senior citizens provided with companionship and learning to access information via computer. Environmental needs are met through animal extinction awareness projects and recycling efforts. Human needs are met by improving student reading and writing skills, and providing food and clothing for those less fortunate. Shared civic responsibility is a benefit of all stakeholders.

7. Activity Plans as a Leader School for 2009-2010

Florida Service-Learning Leader Schools are expected to share their service-learning knowledge and experience with other schools, teachers, administrators, and students. In the box below and in no more than 400 words, describe plans for activities you will conduct as a Florida Service-Learning Leader School during the 2009-10 school year. These activities may include, but are not limited to, the following:

- Developing/providing training/technical assistance for other teachers and schools
- Creating and disseminating service-learning materials (curricula, publications, brochures, web sites, lesson plans, how-to guides, etc.)
- Convening educators from its community for service-learning forums or in-service training
- Giving local presentations on activities, service-learning, etc.
- Outreach to schools in your feeder pattern
- Advocating for service-learning
- Participation in service-learning events (such as the national service days and the annual Learn & Serve Challenge, <http://www.learnandservechallenge.org>, to raise awareness of and build support for service-learning)
- Presenting at local, state, and national professional conferences on service-learning efforts
- Seeking and arranging for media coverage of service-learning
- Training of trainers
- Meeting with or presenting to legislators, the school board, district administration, local elected officials, etc.
- Seeking additional financial support for service-learning
- Providing assistance to future applicants to the Florida Service-Learning Leader School program
- Contributing to local, state, and national service-learning policy and implementation
- Collaborating with nearby colleges of education
- Serving as a teaching lab for preservice teachers

As a 2009-2010 Florida Service-Learning Leader School, Neptune plans to expand the present 12-member Youth Council to 22 members. This group of service-learning leaders would be enrolled in a special elective class that would complete a quarter-long leadership training course. In turn, this group would supervise all service-learning endeavors, including training grade level teachers, presenting to groups of team student service representatives, and be an advocate group for expansion of service-learning in our school district. Using the school's website to promote our successful service projects, the Youth Council would also be responsible for updating the site monthly.

The SMILES Youth Council would partner with local organizations to promote our efforts and get the word out about service-learning. The weekly TIPS news accessed on the Osceola District Schools website would be feature a “service-learning in our county” section updated each week. In addition, local newspaper and television coverage would be arranged to showcase students making a positive difference.

A targeted project would be production of a Florida Service-Learning Leader School brochure that defines service-learning, spotlights our school’s success, and provides service-learning resources. In addition, the leadership group will create a document compiling the history of successful service-learning projects implemented for over the past decade at Neptune. The completed document will provide a step by step process by which service-learning can be replicated at other schools. The final product will be a *SMILES Service-Learning Showcase* binder that outline curriculum ties, showcases lessons plans, and provides black-line masters of service-learning program resources.

To disseminate service-learning information, the Neptune Middle School Youth Council would present at local, state, and national conferences. In the Osceola School District, the council would conduct service-learning workshops to raise awareness and endorse quality service-learning. In addition, the group would assist other schools to establish a Youth Council and help others in the process of applying for grant funding. The SMILES council would also serve as a mentor to schools elsewhere in the district or state to provide assistance as they initiate a service-learning program. Neptune Middle School would showcase successful annual service-learning projects at the Florida Learn & Serve conference and also at national professional conferences, such as the National Dropout Prevention Conference.

8. Student Roles in Application

Because student leadership is a significant component to successful service-learning, students should participate in the creation and/or assembly of this application. Roles can include gathering information for the application, helping write the narrative, brainstorming ideas for Leader School roles and activities, creating the project web site referenced in the application, creating the video required for the application, creating the required display, etc. In the box below and in no more than 150 words, describe student roles in the application:

Neptune Middle School’s Youth Council played a vital role in completion of the Service-Learning Leader School application. The members assisted the leadership team with data collection, gathering of photographs, and brainstorming the activity plan to promote service-learning throughout the district and state. Each member is assigned one or more service-learning projects to oversee and acted as the liason between team leaders and the administrative team in gathering needed information and documentation. Scanning of documents and proofreading were required roles. The creation of a Florida Leader Schools logo design was also the task of the council members and their teacher advisor. In addition, the council was responsible for designing and putting together the service-learning tri-fold display. Student members of the Youth Council and TV Productions class assisted with creation of the movie-maker video.

9. Project Web Site

Because communication with others is a hallmark of Leader Schools, every winning school must have a Web site—or a section on the school or district Web site—that describes its service-learning efforts. In the box below, put the link to this web site:

www.nms@osceola.k12.fl.us

10. School Service-Learning Video

Again, because communication and outreach are roles that Leader Schools will play, each Leader School needs to have a short (3-5 minute) video that highlights aspects of its efforts and activities. Include or produce this video and submit with application. If possible, put the video on your Web site or onto YouTube so reviewers can access it electronically. If necessary, mail a DVD of the video by the deadline to the address provided.

Describe in the box below how the video will be accessible or sent:

The video will be accessed via the school website: www.nms@osceola.k12.fl.us

11. Service-Learning Display

Every Leader School needs to have a free-standing, tri-fold display that highlights aspects of its efforts and activities. Create a display, but **DO NOT SUBMIT IT WITH YOUR APPLICATION.** Photograph the display, and then either (1) include the digital image/photo with your application as an attachment, (2) place the image on your web site, or (3) include clear footage of it in your video. Describe in the box below how the image of the display will be accessible or sent.

The image will be accessed via the school website www.nms@osceola.k12.fl.us

12. Bonus Points—Submittal of Logo Design for Florida Service-Learning Leader Schools Program

Every applicant is invited to submit a student design (in electronic form if possible) for a logo for the new Florida Service-Learning Leader Schools program. This design must incorporate/include the Florida Learn & Serve Logo (see top of application for logo). Every application that submits a design will receive 2 bonus points, and the application submitting the winning design will receive 5 bonus points. If you elect to submit a logo design, indicate in the box below and then include the design as one of your attachments.

- We are submitting a logo design which can be accessed via the school website www.nms@osceola.k12.fl.us
 We are not submitting a logo design

13. Attachments

Applicants may provide additional relevant information to supplement the required narrative and data elements required on this form. There are two required attachments: one support letter each from the (1) school principal and the (2) district superintendent. Additional attachments can include letters of support from others, background information/data, media coverage, scans of artifacts from projects, photographs, scans of products made by students, rubrics, lesson plans, samples of reflection, and other related supporting materials.

In the box below, provide a table of contents for your attachments.

Letters of Support

Superintendent's Letter
Principal's Letter

Attachments

A Millions Reasons to Believe - Make a Wish Foundation
Adopt a Grandparent
Council on Aging
Give a Kid a Backpack Foundation
FCAT 2008
Fluency Friends
Fluency Friends 2
Fluency Friends 3
Flutter of Color
Give Kids the World
Give Thanks by Giving
K-Tutoring
K-Tutoring Student Reflections
Manatee Mania
Neptune Noteables
Neptune Noteables 2
News Article 1
News Article 2
News Article 3
Ninos de Neptune
NMS Service-Learning Sustainability Report
Picture the Possibilities
Project Write
Samaritan's Purse
Samaritan's Purse 2
School Improvement Plan 08-09
Senior Prom
Seniors Online
Service-Learning Award Picture
Service-Learning Mini Grant 08-09
Service-Learning Mini Grant 2
Service-Learning Leader Schools Article



ENCLOSURE 2

National Standards for Service-Learning

K-12 Standards and Indicators for Quality Service-Learning Practice

Duration and Intensity	Link to Curriculum	Partnerships	Meaningful Service
<p>Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. 2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. 3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes. 	<p>Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning has clearly articulated learning goals. 2. Service-learning is aligned with the academic and/or programmatic curriculum. 3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another. 4. Service-learning that takes place in schools is formally recognized in school board policies and student records. 	<p>Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses. 2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. 3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs. 4. Service-learning partners collaboratively develop and implement action plans to meet specified goals. 5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources. 	<p>Service-learning actively engages participants in meaningful and personally relevant service activities.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning experiences are appropriate to participant ages and developmental abilities. 2. Service-learning addresses issues that are personally relevant to the participants. 3. Service-learning provides participants with interesting and engaging service activities. 4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed. 5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

K-12 Standards and Indicators for Quality Service-Learning Practice

Youth Voice	Diversity	Reflection	Progress Monitoring
<p>Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes. 2. Service-learning involves youth in the decision-making process throughout the service-learning experiences. 3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas. 4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making. 5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience. 	<p>Service-learning promotes understanding of diversity and mutual respect among all participants.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives. 2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making. 3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service. 4. Service-learning encourages participants to recognize and overcome stereotypes. 	<p>Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes. 2. Service-learning reflection occurs before, during, and after the service experience. 3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions. 4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens. 5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life. 	<p>Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience. 2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience. 3. Service-learning participants use evidence to improve service-learning experiences. 4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.