

# **Service Learning Handbook**



**Cecil County Public Schools  
201 Booth Street  
Elkton, MD 21921**

**July 2006**

## **Service Learning**

### **A Statement of Goals and Purpose**

In 1993 the state of Maryland mandated that Service Learning be a graduation requirement for all students receiving a Maryland high school diploma. Cecil County has embraced Service Learning as an opportunity for the students to use academic, communication, and social skills in authentic situations to benefit their community.

Cecil County's Service Learning program offers four projects under the direction of the school. They are: 6th grade - *The Environment and You*; 7th grade - *Food for Thought*; 8th grade - *Saving the Past for the future*; 9th grade - *Issues in our Society*. Service Learning is an integrated part of the Cecil County curriculum and as such provides opportunities to meet graduation requirements. Completion of all four of these projects will satisfy the minimum graduation requirement. In completing these projects students will be expected to know what Service Learning is, why and how good citizens may serve their community, and demonstrate willingness and the ability to serve.

Many students and teachers find Service Learning to be a meaningful learning experience and want to continue service to their community even after the minimum requirement is met. To facilitate this, our plan allows students to accumulate Meritorious Service Hours. Students are encouraged to apply the skills and positive attitudes to continue to serve their community.

Guidelines have been established by the Maryland State Department of Education to insure the quality of the program. The purpose of this booklet is to provide direction and information for administrators, teachers, students, parents and community-based organizations who may have questions regarding service learning.

## **Service Learning Plan Overview**

Service Learning is an educational strategy in which classroom concepts and information are used to address authentic issues and to empower students to be more effective citizens. All Service Learning in Cecil County is infused into the curriculum and used as a tool to encourage higher level thinking skills and authentic problem solving.

At the middle school level, all students will participate in three separate multi-disciplinary Service Learning projects, which will address three different focus areas. Each year students will be given more independence in the preparation, planning, action and reflection of the project. All students will complete a Service Learning portfolio, which will record each of their service projects. Portfolios are designed to address Maryland's Seven Best Practices in Service Learning.

In ninth grade, students will explore a variety of issues in our society. Each student will independently plan and participate in one Service Learning project relating to the focus area of their choice. Students attending Cecil County Public Schools from grades 6-9 will have completed a minimum of four multi-disciplinary Service Learning projects, which would equate to approximately 75 hours of service learning. Additionally, students will have been taught and practiced a strategy for identifying community partners. This process will provide students with the lifetime skills needed to continually provide service and improve their communities.

Cecil County students will be responsible for completing Service Learning projects from their point of entry into Cecil County Public Schools. All students are required to meet the MSDE standards for graduation.

Hours earned beyond the mandatory requirements will continue to be tracked by the local school. These meritorious service hours will be encouraged.

## **Service Learning Plan Best Practices**

All Service Learning projects will meet all of the Maryland's Seven Best Practices of Service Learning.

1. Meet a recognized need in the community
2. Achieve curricular objectives through service learning.
3. Reflect throughout the service-learning experience.
4. Develop student responsibility.
5. Establish community partnerships.
6. Plan ahead for service learning.
7. Equip students with knowledge and skills needed for service.

## **Purpose of the Portfolio Overview**

Each student in Cecil County Public Schools shall be issued a service learning portfolio that will be used to document the successful completion of all Service Learning project requirements. Portfolios are the lone documentation source for teachers to verify the successful completion of the service learning project requirements. Portfolios are also the location to place validation records of all meritorious service hours. Portfolios can be used by the students, for reference, when applying for jobs and/or college. At the completion of their senior year, portfolios should be given to students to use.

## **Portfolio Requirements**

### **Role of Student**

- Complete all components of each project
- Place all artifacts in the portfolio
- When reviewing portfolio with teacher check records to make sure all paperwork is up to date
- Turn in all paperwork related to meritorious hours

### **Role of the Teacher**

- Familiarize or review with the student the purpose of the portfolio.
- Specify what criteria will be required to complete the project in order to receive credit towards the high school Service Learning graduation requirement.
- After successful completion of the project, the teacher must sign and date the back and front sections of the portfolio that pertain to their specific grade and project.
- If a student does not complete the project, the teacher must alert the school coordinator and follow any other school requirements set forth when a student has not completed a graduation requirement.
- The portfolio is used as an integral part of the student's permanent school record and should remain on file until the student qualifies for a Maryland High School Diploma. It is imperative that after completion of each grade the portfolio be returned to the building level coordinator. Upon graduation the portfolio should be given to the student for his or her personal use.

### **Role of the Building Level Coordinator**

- Provide appropriate storage of the portfolios and assure that they are transferred with the student.
- Validate that teachers have documented successful completion of projects and that artifacts are in place.

# **Service Learning Responsibilities**

## **Role of the Instructional Coordinator for Service Learning**

- Providing support to the schools via the school principals, building and county coordinators, and fellows.
- Overseeing funding and budget for the program
- Completing required reports, support for in-service workshops for teachers and coordinators when necessary.
- Regular coordinators' meetings are held at the Board of Education offices.
- In addition, the Instructional Coordinator is responsible for serving as the liaison with MSDE or appointing a designee to serve in that role.

## **Role of the Service Learning Facilitator**

- For creating and continuing partnerships between Cecil County Public Schools and community based organizations.
- Attends, participates in and gives appropriate professional development related to service learning
- Serves a resource for students, parents, teachers, and community organizations to answer informational questions about service learning.

## **Role of the School-Based Coordinator**

- Communicate with students who are in danger of not meeting requirements to create a remediation plan
- Liaison between the Instructional Coordinator of Service Learning, principals teachers, parents and students.
- Responsible for distribution of the portfolios, maintaining records of accumulated hours, successful completion of service projects and submitting pertinent information to appropriate school-based CIMS input personnel.
- Arrange for orientation of new teachers in order to familiarize them with the Service Learning Program and possibly contribute to the Service Learning project(s). All administrators and school personnel should have a clear understanding of the Service Learning projects and meritorious service hours.
- Coordinators are responsible for updating school administrators and teachers on projects, grants, awards and the current status of each class.
- The middle school coordinators are responsible for forwarding the Service Learning portfolios to the high school coordinator when the student has transitioned from 8th grade.

## Service Learning Responsibilities (Continued)

### Role of the Teacher

- Teach the required service learning lessons as indicated in the curriculum, assuring that the project meets MSDE 7 best practices.
- Familiarize or review the purpose of the portfolio and its contents with the student.
- Specify what criteria will be required to complete the project in order to receive credit towards the high school Service Learning requirement for graduation.
- After successful completion of the project, the teacher must sign and date the back and front sections of the portfolio that pertains to their specific grade and project.
- If a student does not complete the project, the teacher must alert the school coordinator and follow any other school requirements set forth when a student has not completed a graduation requirement.
- It is *imperative* that after completion of each project the portfolio be returned to the school coordinator.

### Meritorious Hours

Meritorious hours are service-learning hours performed by students above and beyond the required projects. Meritorious hours are encouraged so that students learn that service is an ongoing process. Meritorious hours are recorded on a standard form and placed in the students' portfolio. In addition, meritorious hours are recorded on the report card for each student.

The purpose of maintaining a record of meritorious hours is primarily to establish if a student qualifies for awards, grants or scholarships that are available through private, federal and state organizations, resume' presentation, and job or college applications.

In order for meritorious hours to be validated, a student must complete a standard validation form. These forms are available in the guidance office or can be obtained from the school coordinator.

For school-sponsored club project or activities, students need not complete a validation form. The teacher-advisor will assume responsibility for conducting the three phases of the project and forwarding student hours to the school-based coordinator.

## **Service Learning Awards Program**

### **Middle School Meritorious Hours:**

Students should be recognized for accumulation of 50 or more meritorious hours in a school year by their individual schools. Appropriate recognition may include a certificate or a pin.

### **High School Meritorious Hours:**

Students with over 500 hours of meritorious service shall be awarded a service learning cord to wear for their graduation ceremony. Appropriate certificate recognition is encouraged for any student with 175 or more hours of meritorious service.

### **MSDE Service Star Awards**

Each year MSDE awards two students from each county with the prestigious Service Star award. Up to 5 nominees from each CCPS high school may be forwarded to the Office of Service Learning for consideration. The Instructional Coordinator will make final selection for Service Learning and will then forward names of the winners to MSDE.

## **Frequently Asked Questions**

### **1. Who is responsible for issuing portfolios to students?**

School based service learning coordinators are responsible for issuing the students' portfolio. Each portfolio is labeled with the student's name and CIMS identification number.

The portfolios are given to the teacher that is responsible for the initiation of the project.

### **2. Where are the portfolios kept after completion of the project?**

The portfolios are returned to the school based service learning coordinator upon completion of the project. At no time should students remove their portfolio from schools. Upon graduation the portfolio is given to the student for his or her own personal use.

**3. What is required of the teacher before returning portfolios to the coordinator?**

The teacher that is responsible for the project must sign off and date the project section on the back of the portfolio and the front section for that particular grade.

It is recommended that the teacher clearly define why a student has not completed a project. This will assist the coordinator when it comes time for remediation or summer school.

**4. Who is responsible for recording the grades and meritorious hours?**

The school based service learning coordinator will use the portfolio to pull information for report card grades and hours for submission to the CIMS input person.

**5. What if a student transfers from another school system in the state of Maryland to CCPS?**

All hours accumulated in previous schooling shall apply to the service learning requirement. For students transferring in grades 6-9 students will be required to complete the project of their current year and all future requirements. Students entering in 10<sup>th</sup> – 12<sup>th</sup> grade shall be required to complete the 9<sup>th</sup> grade project or an approved alternative. No exemptions for service learning shall be granted, even for second semester seniors.

**6. How will successful completion of the Service Learning requirement for graduation be documented?**

Service learning has been incorporated into the CIMS program for publication on the report cards.

**7. What if Service Learning does not appear on a student's report card?**

If Service Learning does not appear on a student's report card or the information printed is in error please contact the school-based Service Learning Coordinator . Information from the students' portfolio should be used to recreate any necessary records to determine the successful completion of projects.

**8. What if a student comes up with a questionable topic to pursue for a project?**

The project chosen is an educational assignment and must be in agreement with the mission and goals of the Cecil County Public Schools. If there are further questions, you should contact the principal or school based service learning coordinator.

**9. How will I know if a project satisfies the graduation requirement?**

A project must meet the seven best practices for service learning previously listed in this document. A student may satisfy the graduation requirement and fail the course requirement. Use your judgment and knowledge of the students' abilities to assist you in determining if a student has satisfactorily completed the Service Learning requirement. Each student needs to have the required artifacts that represent each of the phases of Service Learning in his/her portfolio.

**10. If a student works with an agency to do volunteer work, how many hours must he/she spend to satisfy the Action Phase of the project?**

There is not a minimum or maximum number of hours required.

**11. What do direct action, indirect action, and advocacy mean?**

Direct Action – students have face-to-face contact with the service recipients.

Indirect Action – students perform a service without having face-to-face contact with the recipient.

Advocacy – with the goal of eliminating the cause of a particular problem, students educate others about a particular issue.

**12. What if a student chooses to do an advocacy project which involves writing a letter and no response is received or a negative response is received?**

If a student chooses to do an advocacy project, he/she should indicate in the “Plan of Action” what steps would follow a no response or a negative response. The unit must not deteriorate into a single letter writing experience; the objective is to effect change. Sometimes advocacy involves a stronger commitment than direct or indirect action because it may take longer and change may occur in small increments.

**13. Why is Service Learning required for graduation?**

The Maryland State Board of Education adopted the following regulation in 1993 to enact the service-learning requirement, Code of Maryland Annotated Regulations (COMAR) 13A.03.02.06:

D. Student Service.

Students shall complete one of the following:

1. Seventy-five hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or
2. A locally designed program in student service that has been approved by the State Superintendent of Schools.

**14. Who are the key people to contact when I have a question about Service Learning and/or a specific Service Learning project?**

The school-based Service Learning Coordinator is the first person to contact regarding any questions or concerns about Service Learning.

It is the responsibility of the school-based coordinator to follow-up on all questions and concerns by knowing first-hand the necessary information or by contacting the Instructional Coordinator for Service Learning at the Board of Education. If the coordinator is unavailable the school guidance counselor and then the principal would be the person to contact.

**15. How can I be an advocate for Service Learning?**

Communication with the school-based coordinator is the best place to start for an overview of what is happening and what needs to be done.

**16. What if I am enrolled in an alternative educational program?**

No student can be exempt from meeting the service-learning graduation requirement, including those who enter second semester senior year. Service learning may be pro-rated depending upon the point of entry.

# Appendix

**STUDENT SERVICE VALIDATION  
CECIL COUNTY PUBLIC SCHOOLS**

**PLEASE PRINT OR TYPE:**

Student Name \_\_\_\_\_  
Last First

School \_\_\_\_\_ Grade (Circle) 6 7 8 9 10 11 12

Activity \_\_\_\_\_

Type of Activity (circle one) Direct Indirect Advocacy

Date: (mm/dd/yyyy) Start \_\_\_\_/\_\_\_\_/\_\_\_\_ Finish \_\_\_\_/\_\_\_\_/\_\_\_\_

Sponsoring Class/Organization \_\_\_\_\_

Adult Site/Project Supervisor \_\_\_\_\_

Phone Number \_\_\_\_\_ Hours of Service Performed \_\_\_\_\_

**Student Service is comprised of three elements:**

**PREPARATION** (Describe how you prepared or trained for this type of service.)

\_\_\_\_\_  
\_\_\_\_\_

**ACTIONS** (Briefly explain what you did and where.)

\_\_\_\_\_  
\_\_\_\_\_

**REFLECTION** (What did you do to evaluate the effectiveness of your service? How did you and your community benefit from your service?)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Adult Site/Project Supervisor Signature Date

\_\_\_\_\_  
Student Service Coordinator Signature Date

*-Complete the information on the back of this form.-*

**Preparation:**

Describe how you prepared or received training for this type of service.

**Action:**

Circle the appropriate action. Briefly explain what you did and where.

**Direct**

**Indirect**

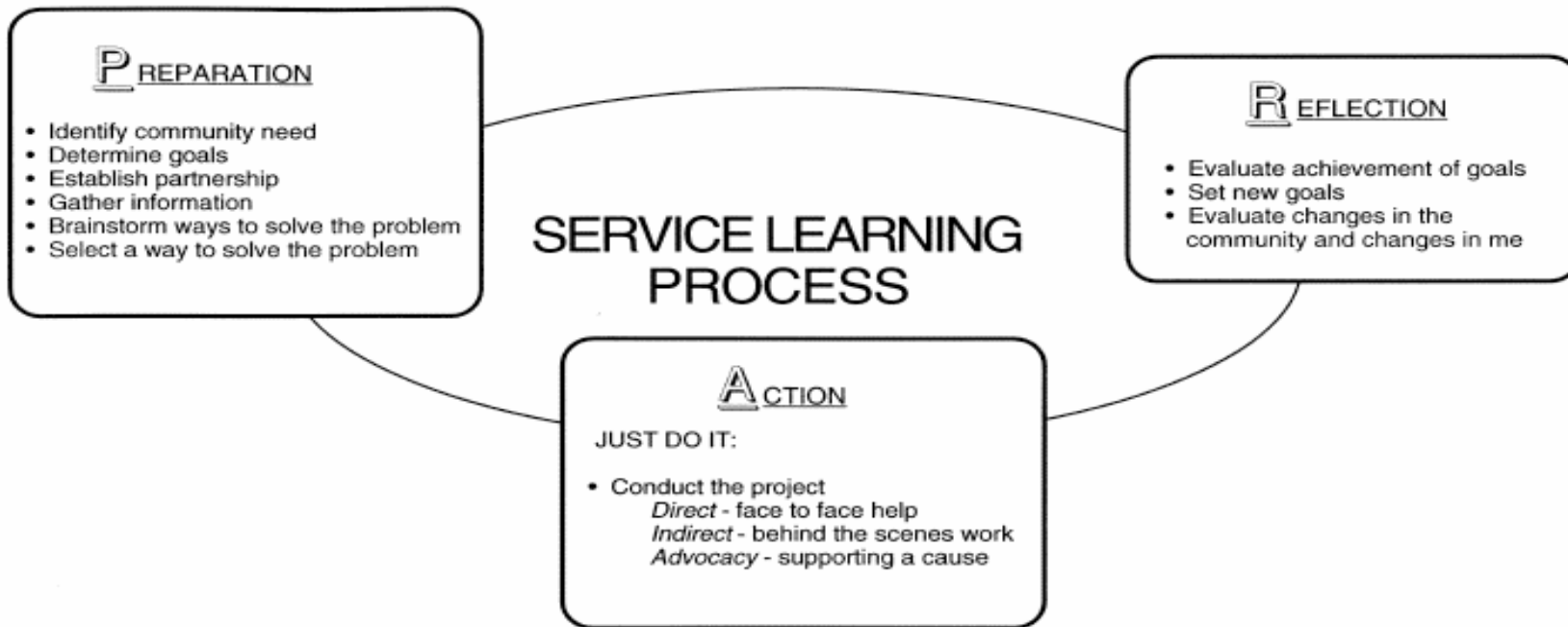
**Advocacy**

**Reflection:**

a. What did you do to evaluate the effectiveness of your service? (Example: journal writing, group discussion, presentation, etc.)

b. How did you and your community benefit from your service?

## Are you on P A R with Service Learning?



Student Name: \_\_\_\_\_ Student SIMS #: \_\_\_\_\_

Grade	School Yr.	School	Yes	Completed	No	Teacher's Signature
6						
7						
8						
9						
Other						

# Cecil County Service Learning Portfolio Checklist Minimum Requirements

## 6th Grade "The Environment and You"

"The Environment and You" offers students the opportunity to select and explore a local environmental problem of personal interest and the chance to respond to that problem in a way that reveals the power each citizen has to make a difference.

Completion  
Date

- \_\_\_\_\_ 1. "Picture This"
- \_\_\_\_\_ 2. "Decision-Making Model"
- \_\_\_\_\_ 3. "My Plan of Action"
- \_\_\_\_\_ 4. Artifact of the project (Might include photograph, letter, an outline, a brochure, a tape, a drawing, etc.)
- \_\_\_\_\_ 5. Reflection

Teacher's Signature \_\_\_\_\_  
Date \_\_\_\_\_

## 7th Grade "Food For Thought"

Through a school directed service learning project, students will apply academic and social skills to improve personal health habits and community nutritional concerns.

Completion  
Date

- \_\_\_\_\_ 1. "A Perfect Match"
- \_\_\_\_\_ 2. Community Agencies
- \_\_\_\_\_ 3. K-W-L Chart
- \_\_\_\_\_ 4. "Decision-Making Model"
- \_\_\_\_\_ 5. "My Plan of Action"
- \_\_\_\_\_ 6. Artifact of the Project (Might include a photograph, a tape, a sketch, a brochure, an outline, a video tape, etc.)
- \_\_\_\_\_ 7. Reflection

Teacher's Signature \_\_\_\_\_  
Date \_\_\_\_\_

## 8th Grade "Saving The Past For The Future"

"Saving the Past for the Future" will foster an understanding and sensitivity to the connection of the past with the future by encouraging the students to preserve something of historical value for their community.

Completion  
Date

- \_\_\_\_\_ 1. Review of Service Learning
- \_\_\_\_\_ 2. "My Place in History"
- \_\_\_\_\_ 3. "KWFL Chart"
- \_\_\_\_\_ 4. Time Sheet
- \_\_\_\_\_ 5. "My Plan of Action"
- \_\_\_\_\_ 6. Artifact
- \_\_\_\_\_ 7. Reflection

Teacher's Signature \_\_\_\_\_  
Date \_\_\_\_\_

## 9th Grade "Issues In Our Society"

This unit will allow the student independently to select a societal issue, pursue a plan of action to effect change, and reflect upon his/her accomplishments.

Completion  
Date

- \_\_\_\_\_ 1. Introductory "Service Learning Portfolio Review"
- \_\_\_\_\_ 2. Artifact from Preparation Phase
- \_\_\_\_\_ 3. Artifact from Action Phase
- \_\_\_\_\_ 4. Artifact from Reflection Phase

Teacher's Signature \_\_\_\_\_  
Date \_\_\_\_\_

## Student's Choice

Completion Date    Project Description and artifact list:

- \_\_\_\_\_ 1. \_\_\_\_\_
- \_\_\_\_\_ 2. \_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_
- \_\_\_\_\_ 4. \_\_\_\_\_

**Sample Business Letter**

1 11 Service Learning Drive  
 Serve, USA 10000  
 July 19, 1996



Service Patrons of America  
 P.O. Box 557  
 Hours Lane, SD 33333

Dear Sir or Madam:

I am interested in volunteering at your camp during the summer months before returning to school in the fall of 96.

I would like you to fax information on your summer program, "Volunteer and Serve Committee." Please include information on housing, living expenses, and a job description that will outline my duties.

Thank you for your assistance. My fax # is: (410) GO-SERVE.

Sincerely,

Sherril Server

**Cecil County Directory**

**Who can I contact when I have a question about Service Learning?**

\*My school's service learning coordinator.  
 \*Coordinator of Cecil County's Service Learning Program: (410) 996-5496

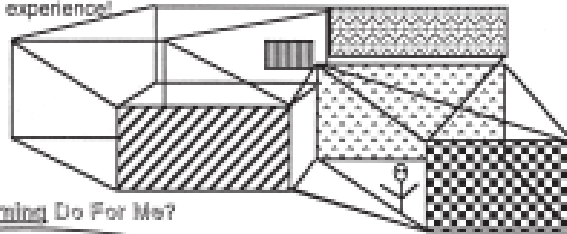
**Where can I go when I have a question about a Service Learning project?**

- Health Department      Chamber of Commerce
- Public Library            State Park
- Hospital                    Court House
- Businesses                Family Member/Neighbor
- Historical Society        Department of Transportation

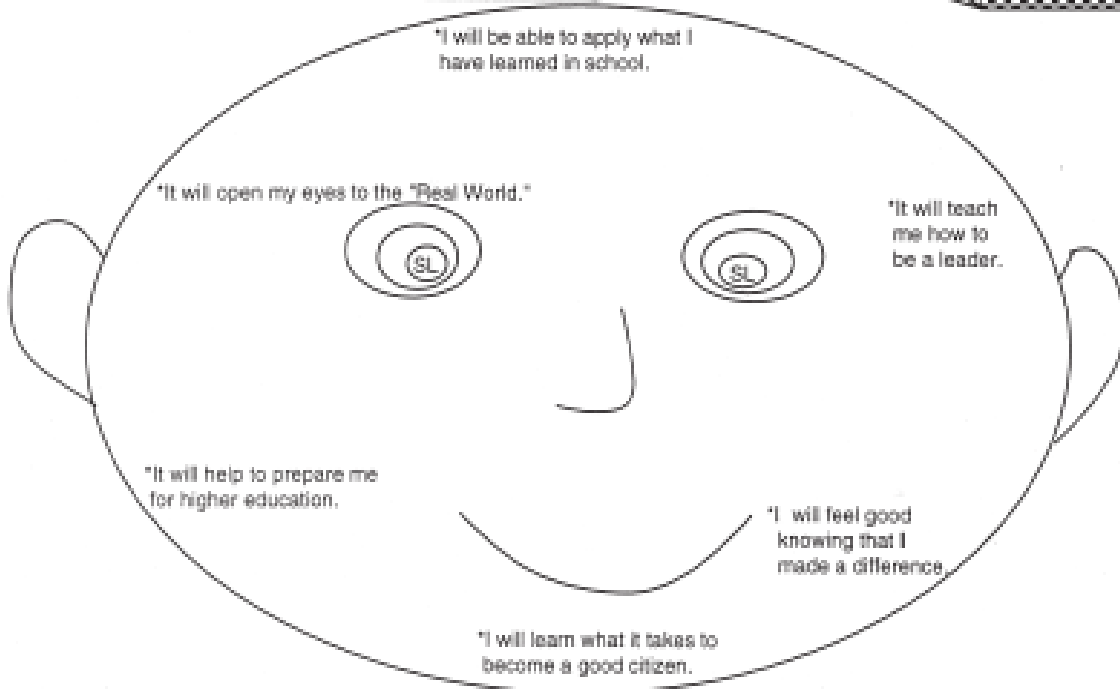
\*This list includes a few of the many Community Based Organizations (CBO) and people to contact when researching and actively participating in a project.

\*Students should contact specific agencies only if their project directly relates to that agency.

Service Learning is like magic, you never know what you might experience!



**What Can Service Learning Do For Me?**



- Cecil County's Criteria for a Quality Service Learning Project**  
**The Project Must:**
1. Teach the process of service learning.
  2. Show how the community served and those serving the community were affected.
  3. Provide for reflection throughout the service learning experience.
  4. Develop student responsibility.
  5. Establish community partnerships.
  6. Plan ahead for service learning.
  7. Equip students with knowledge and skills needed for service.
  8. Address a student recognized need in the community.
  9. Achieve curricular objectives through service learning.

- Steps of Service Learning**  
 How do I begin?
- Preparation**
- A. Awareness of Service Learning
  - B. Community needs assessment
  - C. Potential resources
  - D. Project goals and objectives
  - E. Partnership selection
  - F. Program design
    1. obtain project specific technical skills
    2. assign responsibilities
    3. develop time line
- Action**
- Reflection**
- A. Reflection
  - B. Evaluation
  - C. Celebration

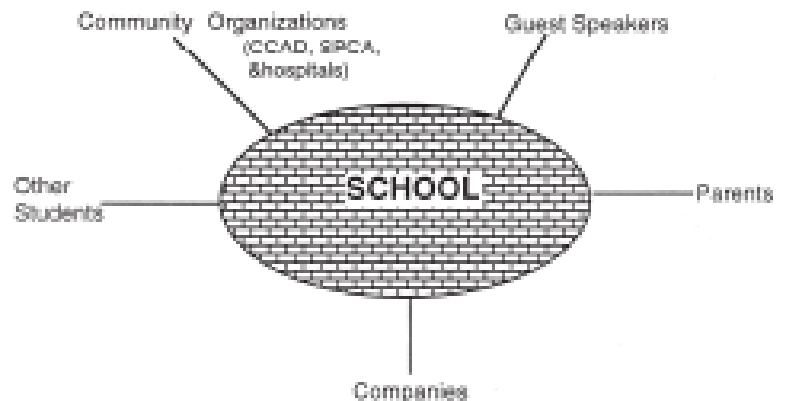
**What is Service Learning?**  
 \*Service Learning is a "learn by doing" approach to the curriculum that combines active service to the community with academic study. Effective service-learning includes preparation, action and structure reflection. There are three basic types of service:  
 \*Direct=providing a service face-to-face with the person receiving the service including "Mother Earth."  
 \*Indirect=providing a service behind the scenes or funneling resources to solve a problem.  
 \*Advocacy=making a difference through political action and/or public education.  
 \*The three phases of service learning are Preparation, Action and Reflection. Each part must be included to qualify as service learning.

**Examples of the Three Types of Service:**  
**Direct** =Joe prepared and served a meal to an elderly person who was unable to prepare his own food and who could not afford to pay someone for the service.  
**Indirect** =During a holiday, Kelly and her friends made baskets of fruit for the homeless. They did not deliver the packages personally.  
**Advocacy**=Taylor and her girl friends made a sign which read, "Quit Smoking." They made a poster of themselves holding the sign and posted it around the school building.

**Tips For Making Phone Calls:**

- \*Know the party that you are calling.
- \*Have an idea of what you are going to say.
- \*Be prepared to answer the question, "Why are you calling me?"
- \*Be clear and concise.
- \*Be ready to take notes.

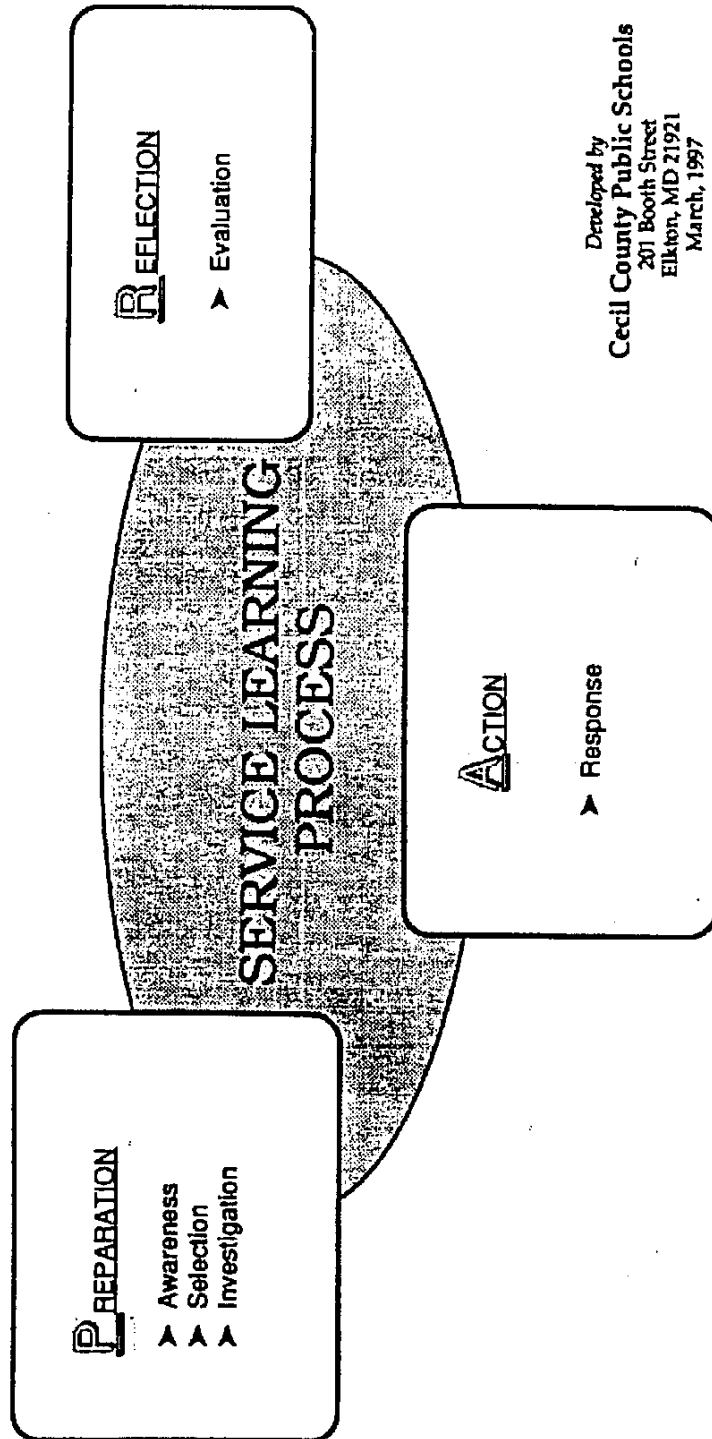
**Types of Partners**



# Environment and You

## Service Learning Unit

Grade 6

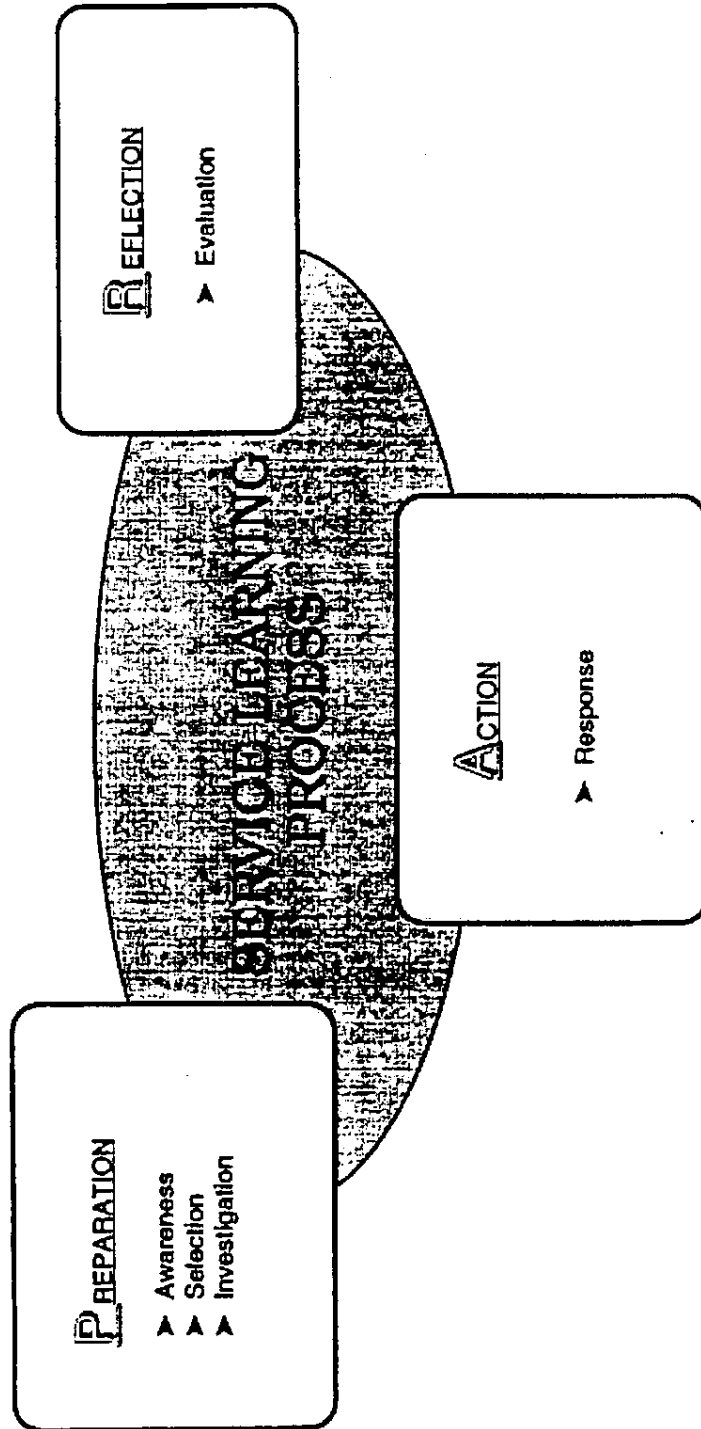


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(See Coordinator for complete curriculum unit.)

# Food for Thought Service Learning Unit

Grade 7



(See Coordinator for complete curriculum unit.)

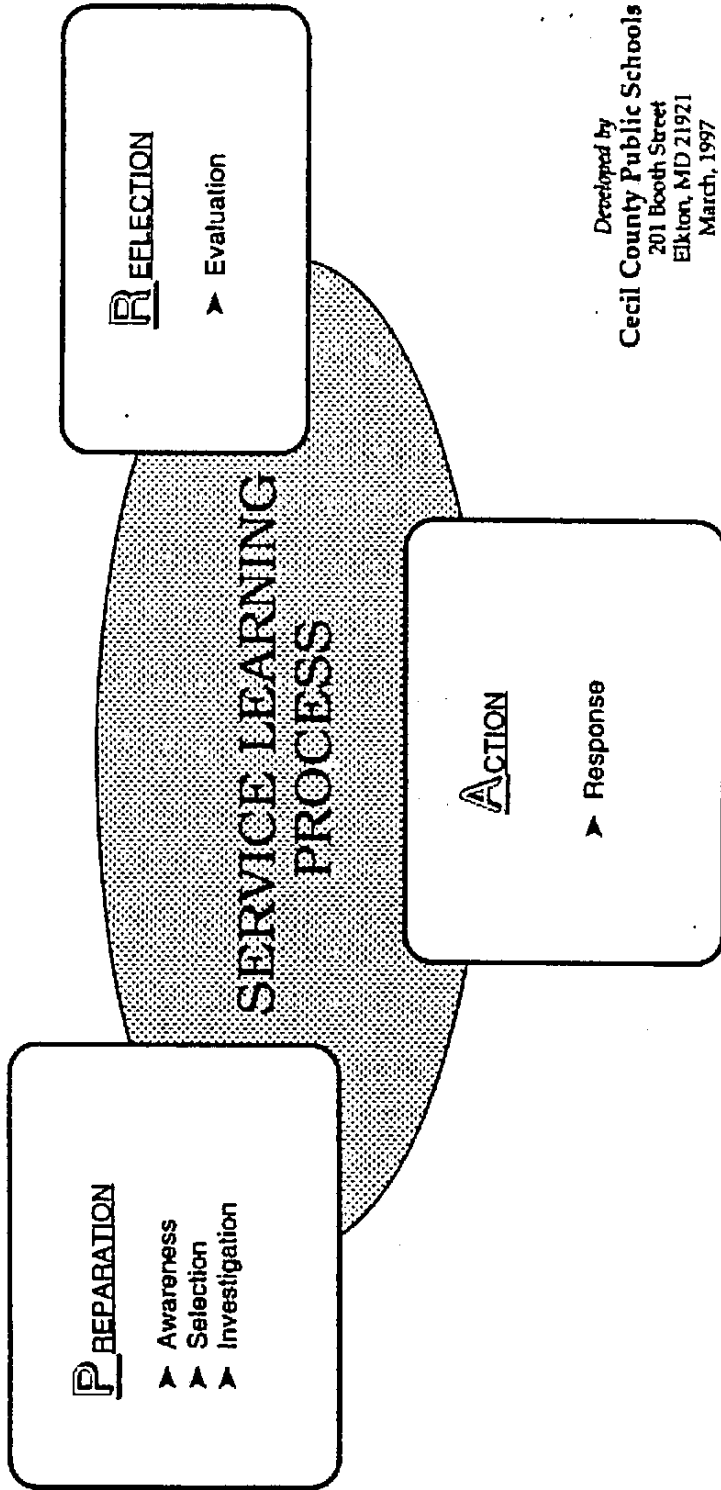
# Saving The Past For The Future

## Service Learning Unit

Grade 8

"... passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have."

—Lee Iacocca



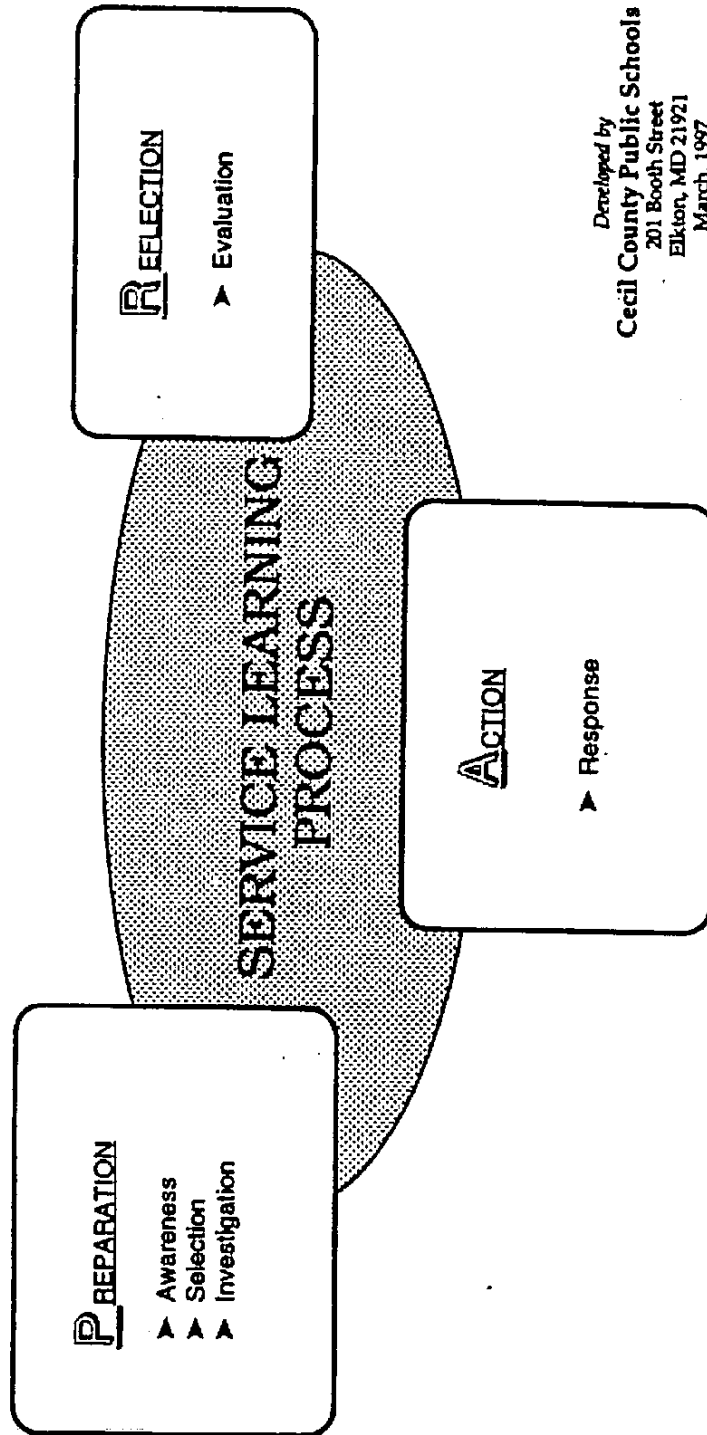
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(See Coordinator for complete curriculum unit.)

# Issues in Our Society

## Service Learning Unit

### Grade 9



Developed by  
Cecil County Public Schools  
201 Booth Street  
Elkton, MD 21921  
March, 1997

(See Coordinator for complete curriculum unit.)

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**7 Best Practices for  
Service Learning in  
Maryland**

1. *Meet a recognized need in the community.*
2. *Achieve curricular objectives through service-learning.*
3. *Reflect throughout the service-learning experience.*
4. *Develop student responsibility.*
5. *Establish community partnerships.*
6. *Plan ahead for service-learning.*
7. *Equip students with knowledge and skills needed for service.*



*Caption describing picture or graphic.*

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**Resources for more information on  
Service Learning:**

**On the web:**

Maryland State Department of Education  
Service Learning Page

<http://www.marylandpublicschools.org/msde/programs/servicelearning>

**Contact People:**

**Mrs. Sue Ann Strobel**

*Instructional Coordinator  
for Service Learning*

410-996-5496  
[sastrobel@ccps.org](mailto:sastrobel@ccps.org)

**Mrs. Kim Youngblood**

*Service Learning Facilitator*

443-207-4000  
[kyoungblood@ccps.org](mailto:kyoungblood@ccps.org)

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CECIL COUNTY  
PUBLIC  
SCHOOLS  
SERVICE  
LEARNING

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*“Tell me, and I forget.  
Teach me, and I remember.  
Involve me, and I learn.”*

*— Benjamin Franklin*

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# SERVICE LEARNING IN CECIL COUNTY PUBLIC SCHOOLS

## What is Service Learning?

Service Learning is a “learn by doing” approach to the curriculum that combines active service to the community with academic study. Service Learning teaches students that they can make a difference in the community at the same time that they are learning.



The goal of our program is to empower students to improve their community as well as their own problem solving and interpersonal skills. All students are encouraged to serve in various ways. Examples of student service include collection drives, volunteering at community based organizations, and advocating for change.

## Project Descriptions

### *6th grade: The Environment and You*

Students participate in a teacher directed project that focuses on improving the environment.

### *7th grade: Food for Thought*

Students focus on promoting positive nutrition and focus on hunger and homelessness in the community.

### *8th Grade: Saving the Past for the Future*

Students explore history and create projects to preserve historical information and artifacts.

### *9th grade: Issues in Our Society*

Students choose and develop a project with personal meaning to help their community during their freshman seminar class.

## Meritorious Hours

Students may earn additional hours, called meritorious hours, for approved volunteer service beyond the four required projects. These hours will be recorded on the student's report card when the appropriate validation form is submitted to the school.

## Graduation Requirement

The Maryland state service learning graduation requirement consists of 75 hours of service or a county approved program. In Cecil County students are responsible for completing one service learning project in grades 6, 7, 8, and 9. Completion of all four projects will meet the MSDE requirement for earning a high school diploma.

## Where can I go for additional information?

- The Service Learning Coordinator based in your middle or high school.
- Guidance office
- Cecil County Public Schools Service Learning Handbook